



RESEARCH ARTICLE

Teacher's Perspectives on the Factors Contributing to School Violence among High School Students in Mthatha: A Call for School Social Workers

Sazi Lungu¹, Asanda Boboyi^{2*}^{1,2}Department of Social Work, Walter Sisulu University, South Africa**ARTICLE INFO****ABSTRACT**

Received: Dec 4, 2024

Accepted: Jan 14, 2025

Keywords

School Violence

Students

School Social Work

Teachers

***Corresponding Author:**

aboboyi@wsu.ac.za

School violence is a significant concern, particularly in communities facing socio-economic challenges. This study examines teachers' perspectives on the factors contributing to school violence in a high school in Mthatha, Eastern Cape, focusing on poverty, domestic violence, and lack of parental involvement. Data were collected through semi-structured interviews with eight purposively sampled teachers using an interpretive paradigm and a qualitative descriptive design. The findings reveal that poverty fosters frustration and aggression among students, often stemming from unmet basic needs and exposure to community violence. Domestic violence emerged as a critical factor, with students from abusive households displaying heightened emotional and behavioural difficulties. Furthermore, limited parental involvement was linked to student indiscipline and disengagement, reflecting systemic barriers such as economic hardship. The study underscores the need for targeted interventions, including trauma-informed care, parental engagement programmes, and poverty alleviation strategies. Collaboration among teachers, school social workers, and community stakeholders is essential to address these root causes and create safer, more supportive school environments. The findings provide valuable insights to inform policy development and practical approaches for reducing school violence effectively.

INTRODUCTION

This paper builds on the project titled "Exploring Teachers' Views on the Impact of School Violence in a Selected High School in Mthatha, Eastern Cape: Interventions for School Social Workers." The study focuses on examining the factors contributing to school violence from teachers' perspectives, which is a primary objective of the project.

School violence is a pervasive issue that adversely affects students' well-being and is recognised as a public health concern due to its long-term impact on physical, mental, and social health (World Health Organization [WHO], 2019). It encompasses various harmful behaviours within educational settings, such as physical, verbal, psychological, and sexual abuse (Hammarén, 2022; Nieuwenhuis, 2024). These behaviours manifest in forms including peer fighting, bullying, cyberbullying, and assaults involving school staff (Nieuwenhuis, 2024). Researchers have identified six categories of victimisation: verbal, physical, threats, indirect social, sexual, and cyber (Astor & Benbenishty, 2018). For instance, a study in Italy reported that 77% of students experienced psychological violence, 52% faced physical violence, and 24% encountered sexual victimisation, primarily from peers (Longobardi et al., 2019). Scholars advocate for recognising more nuanced forms of violence—structural and symbolic—to better understand the societal dynamics underpinning school violence (Hammarén, 2022). Addressing this complexity is key to implementing effective interventions.

While South African literature addresses school social work's history, nature, and challenges, there is a notable gap in research specific to the Eastern Cape (Vergottini & Weyers, 2020). Existing studies often focus on bullying interventions (Masilo, 2018), yet the unique challenges faced in the Eastern Cape, such as those in the O.R. Tambo District, remain underexplored. Learners in this region grapple with substance abuse, bullying, and sexual abuse, which adversely affect their academic performance

(Boboyi, 2024). Integrating school social work services has been recommended to address these issues (Boboyi, 2024; Pretorius, 2020); however, implementation remains limited in South Africa, unlike globally established practices (Pretorius, 2016, 2020).

Despite significant educational funding, systemic challenges persist, including inadequate infrastructure, unqualified teachers, and limited social support services (Pretorius, 2016). Barriers to health service integration, such as TB-HIV care, further highlight the need for cross-sector collaboration in the O.R. Tambo District (Dlatu et al., 2023).

Understanding teachers' perspectives on school violence provides valuable insights for shaping school social work interventions. These perspectives can guide efforts to foster safer, more supportive educational environments for all students.

Aim and objectives

The study explores and describes teachers' perspectives on the factors contributing to school violence among high school students in Mthatha and recommends social work interventions in schools.

To identify the key factors contributing to school violence, as perceived by teachers at a specific high school in Mthatha.

To recommend social work interventions to address school violence.

Theoretical Framework

Social disorganisation theory

Social disorganisation theory provides a lens to examine the societal factors influencing school violence. It posits that neighbourhood characteristics such as poverty, residential instability, and racial heterogeneity erode social cohesion and weaken informal social controls, creating environments conducive to negative behaviours, including violence (Kubrin & Wo, 2015). While initially applied to urban contexts, the theory has been extended to rural and suburban areas where similar dynamics contribute to juvenile crime and domestic violence (Hesse & Hilal, 2009; Morgan & Jasinski, 2017).

In the context of school violence, broader community factors significantly influence behaviours within educational settings. Indicators such as poverty and frequent relocation correlate with higher rates of youth violence and property crimes (Hesse & Hilal, 2009). Although youth victimisation has reportedly declined since 1993, public perception often suggests an increase in school violence, shaping responses from politicians, parents, and school administrators (Leone et al., 2017). Addressing this gap between perception and reality underscores the importance of examining the structural and societal factors underpinning school violence. Social disorganisation theory thus provides a critical framework for understanding these dynamics and informing targeted interventions.

METHODOLOGY

This study adopts an interpretive paradigm, focusing on understanding how individuals perceive and interpret their experiences within their social contexts (Croucher & Cronn-Mills, 2018). A qualitative descriptive design was employed to explore teachers' perspectives on the factors contributing to school violence, offering detailed and nuanced insights (Colorafi & Evans, 2016).

Eight teachers from a high school in Mthatha participated in the study and were selected through purposive sampling to ensure their relevance and knowledge of the subject matter. Data were collected via semi-structured interviews, allowing participants to share their experiences freely while enabling the exploration of key themes (Magaldi & Berler, 2020).

Thematic analysis was used to analyse the data, involving coding, identifying patterns, and interpreting findings to address the study objectives (Clarke & Braun, 2017). This rigorous approach ensured a thorough examination of the data and alignment with the qualitative methodology.

Ethical Considerations

Ethical approval was obtained from the institution's ethics committee (REC/11(XXXXXX)/2024), ensuring compliance with research standards. The participating school also granted permission. Informed consent was obtained from all participants, who were assured of their right to withdraw at any time. Confidentiality and anonymity were maintained through pseudonyms and secure data storage. These measures upheld the integrity of the study and prioritised participants' well-being.

FINDINGS

This section presents the demographics and the findings on the factors contributing to school violence among high school learners in a selected school in Mthatha.

Table 1: Biographical details of teachers

Pseudonyms	Age (years)	Gender (M/F)	Level of education	Occupation & experience
P1M49	49	M	Bachelor of education	Principal, 12 years
P2M38	38	M	Bachelor of education	Teacher, 6 years
P3F36	36	M	Bachelor of education	Teacher, 9 years
P4M30	30	M	Bachelor of education	Teacher, 5 years
P5F48	48	F	Bachelor of education	Teacher, 6 years
P6M44	44	M	Bachelor of education	Teacher, 7 years
P7F43	43	F	Bachelor of education	Teacher, 8 years
P8F45	45	F	Bachelor of education	Teacher, 9 years

Table 1 provides an overview of the teachers who participated in this study. The sample consists of eight teachers aged between 30 and 49 years, all holding a Bachelor of Education degree. Their teaching experience ranges from 5 to 12 years, with one participant serving as the school principal and the remainder as classroom teachers. The group is diverse in gender and professional roles, offering a range of perspectives on school violence. This combination of experiences and viewpoints contributes to a nuanced understanding of the issue, highlighting insights from leadership and classroom-level interactions within the educational setting.

MAIN THEME: TO IDENTIFY THE KEY FACTORS CONTRIBUTING TO SCHOOL VIOLENCE AS PERCEIVED BY TEACHERS IN A DESIGNATED HIGH SCHOOL IN MTHATHA.

Table 2: Factors contributing to school violence among high school students

Sub-theme	Probes/Categories
From your experience, what factors do you believe contribute to school violence in your school?	Lack of parental involvement Domestic violence Poverty

Lack of parental involvement

Approximately 50% of the participants identified a lack of parental involvement as a significant factor contributing to school violence. They expressed concern that when parents are disengaged from their children's education and behaviour, it often results in a lack of discipline, subsequently leading to increased incidents of violence. Participants observed that students who experience parental disengagement are more likely to exhibit aggressive behaviour, feelings of neglect, and frequent outbursts at school. The following are some of the participants' responses:

P1M49:

"I genuinely believe that the lack of parental involvement plays a huge role in school violence. Many of these kids come from homes where discipline is either inconsistent or completely missing. They don't get that foundation of understanding what's acceptable and what isn't. When parents are

disconnected from their children's education, they miss those early warning signs of bad behaviour, and unfortunately, things just spiral from there."

P5F48:

"As teachers, it's tough to manage discipline and create a positive school environment without parents being on board. Parents need to be more involved—monitoring their kids' activities, showing up for school meetings, and working with us to tackle violence together. When that partnership isn't there, it feels like we're fighting an uphill battle to keep the school safe and welcoming for everyone."

P3F36:

"I've noticed that when parents aren't engaged in their children's lives, it leaves these kids feeling neglected. That frustration builds up and can come out as aggression—whether it's directed at their peers or us as teachers. Parents being actively present can really make a difference. They help guide their children to deal with emotions in healthier ways. Sadly, some parents are either too busy or just don't seem interested, and that opens the door for peer pressure to take over, often leading to violent behaviours. Parents need to understand that their involvement is crucial for shaping their kids' values and character."

P8F45:

"When parents aren't involved, there's this breakdown in communication between the school and home. They're often unaware of what's going on—whether it's their kids struggling academically or showing early signs of behavioural issues. And without that awareness, there's no intervention. Many of our learners don't feel accountable because no one at home is following up. Schools can't do this alone; we need parents to support the discipline we enforce and reinforce good behaviour at home."

P2M38:

"In my experience, I've seen how learners from families where parents aren't involved often look for validation in the wrong places. They end up joining gangs or getting involved in violent activities because they're searching for that sense of belonging. Without guidance from their parents, they're left vulnerable to peer influences that push them toward destructive behaviours. It's so important for parents to teach their kids about responsibility, empathy, and the real consequences of violence. If parents actively engage, we can start breaking this cycle and build a school culture rooted in respect and discipline."

The findings of this study highlight the critical role of parental involvement in addressing school violence and enhancing student engagement at a high school in Mthatha. The research corroborates existing literature, demonstrating that when parents actively participate in their children's education—by attending meetings, monitoring progress, and collaborating with teachers—students are less likely to misbehave and are more accountable for their actions (Lesneskie & Block, 2017).

However, the study also underscores many parents' challenges in maintaining active involvement. Teachers noted that numerous parents are constrained by socio-economic factors such as poverty and long working hours, which limit their capacity to engage in school activities. This aligns with Munje and Mncube's (2018) findings, which indicate that parents often desire to participate but are hindered by structural barriers rather than a lack of interest. The absence of parental support at home perpetuates issues of student disengagement and school violence.

To address these barriers, the study emphasises the need for context-sensitive approaches. Schools in Mthatha could benefit from initiatives that empower teachers to build stronger relationships with parents and implement strategies that consider families' socio-economic realities. Strengthening the connection between home and school would enhance parental participation and create safer, more supportive, and engaging learning environments. Such efforts are vital for reducing school violence and fostering academic success.

Poverty

The majority of participants (80%) emphasised that poverty is a critical factor contributing to school violence. They observed that students from low-income families often experience unique stresses and challenges that can result in violent behaviour. Participants highlighted that living in poverty creates a highly stressful environment, characterised by frustration and anger, which frequently

manifests as aggression within schools. Furthermore, they noted that students from disadvantaged backgrounds often lack the necessary resources and support systems to manage these challenges effectively, rendering them more susceptible to acting out violently. The following are some of the responses shared by teachers:

P3F36:

"Poverty is one of the biggest issues we deal with at our school, and it's a major driver of the violence we see among students. Many of these kids come from homes where even the basics—food and clothing—aren't guaranteed. That frustration and anger boil over in school. I remember one boy who got into a fight because he was teased about his torn shoes. It was heartbreaking to see."

P4M30:

"You can see the impact of poverty everywhere—in the classrooms, the schoolyard, and in the student's behaviour. Kids who come to school hungry can't concentrate and are more likely to act out. Just recently, I had to step in when one boy stole another's lunch. He told me he hadn't eaten for two days. It's moments like that which really show how poverty affects everything."

P1M49:

"Poverty doesn't just affect what kids have; it also shapes how they feel about themselves and how they interact with others. A lot of them feel ashamed or left out because of their situation, and that shame can turn into anger. I had a girl in my class who got into a fight after being mocked for wearing the same uniform all year. It's clear that they're trying to defend their dignity in the only way they know how."

P1M49:

"There's no denying the connection between poverty and violence. Many of our students come from homes filled with stress and trauma, and they bring that emotional baggage to school. Just last month, I dealt with a fight where one boy accused another of stealing his transport money. It's a constant reminder of the challenges these kids face every day."

P5F48:

"Our school is a reflection of the struggles in our community. Overcrowded classrooms and a lack of resources only add to the burden of poverty on our students. I've seen how hopelessness takes hold of kids from poor households. They're more likely to drop out or turn to violent behaviour because they can't see a way forward. It's a cycle that's incredibly hard to break."

The findings of this study illuminate the concerning link between poverty and school violence, a connection that teachers have widely recognised. Teachers at the high school in Mthatha shared compelling accounts of how students from low-income backgrounds often carry deep-seated feelings of frustration, anger, and stress. These emotions frequently manifest as aggression and violence within the school environment. This observation aligns with research by Jones et al. (2020), which highlights that students in high-poverty schools are more likely to experience bullying and other forms of victimisation.

The study further supports Mathungeni's (2024) argument that challenging family circumstances associated with poverty, such as domestic violence and neglect, significantly contribute to youth crime within schools. Teachers noted that students from such environments often bring unresolved trauma and maladaptive coping mechanisms into the classroom, perpetuating cycles of conflict and aggression. The broader societal issues tied to poverty, including drug abuse and gangsterism, also infiltrate school life, exacerbating the already difficult conditions for both students and teachers. This finding aligns with the work of Mashaba et al. (2022), who identified these community-level problems as contributors to school violence. A recurring theme in the study is the lack of supervision and structure for students from disadvantaged backgrounds. Teachers observed disruptive behaviours such as loitering during class hours and gambling, which not only disturb the learning environment but also contribute to an increase in violent incidents. These patterns echo Mashaba et al.'s (2022) findings, reinforcing the urgent need for targeted interventions to address the structural and socio-economic roots of school violence.

Domestic Violence

All participants (100%) unanimously agreed that domestic violence is a significant factor contributing to school violence. They observed that students exposed to violence at home often carry these traumatic experiences into the classroom, resulting in aggressive behaviours towards their peers. The following are some of the insights and reflections shared by the participants:

P3F36:

"Students who grow up witnessing or experiencing violence at home often carry that behaviour with them into school. It's not just about what they've seen—it becomes a part of how they respond to conflict. They've learned from their environment that violence is an acceptable way to handle problems, and unfortunately, this plays out in their interactions with classmates and even teachers. You can almost sense their frustration and pain, but they don't know any other way to express it."

P6M44:

"I've seen it so many times—domestic violence at home directly leads to students acting out violently at school. These kids come from environments where aggression is normalised, so they mimic those behaviours here. For some of them, it's almost as if school becomes the only outlet for the emotions they've bottled up at home. They act out, not because they want to hurt others, but because it's what they've learned, and they don't know another way to communicate or cope."

P1M49:

"There's a very clear pattern I've noticed over the years—students from violent homes are far more likely to engage in aggressive behaviour at school. It's like they've internalised the idea that violence is a way to assert themselves or solve problems. The saddest part is that many of these kids don't even realise how much their home environment is shaping their actions. They just bring those learned behaviours into school, and it creates this cycle of violence that's hard to break."

P8F45:

"Domestic violence is such a major factor in school violence. You can see how students mirror what they've seen at home—whether it's shouting, pushing, or physical fights. They're essentially modelling the behaviours they've grown up around. It's heartbreaking to think that instead of seeing kindness and respect, they've learned that aggression is the way to handle relationships. It really shows how deep the impact of their home environment runs."

P2M38:

"Students who experience violence at home often carry so much anger and frustration with them to school. They don't know how to process those feelings in a healthy way, so they lash out at others. I've seen kids explode over something minor, and when you dig a little deeper, you find out it's because of what's happening at home. It's a reflection of their struggles and pain, but they don't know how to channel it into something constructive."

P5F48:

"The connection between domestic violence and school violence is undeniable. These kids bring the stress, fear, and trauma they experience at home into the classroom. Without a safe space or someone to guide them, they act out what they've been taught—violence as a means to cope or control. It's a vicious cycle, and unless we address the root causes at home, it's going to keep playing out in our schools."

P7F43:

"Kids who grow up in violent homes often have so much difficulty managing their emotions. They haven't been taught how to deal with anger, sadness, or frustration, so they turn to violence. It's their way of coping with everything they've been through, but it creates chaos at school. These students need support to help them unlearn those harmful behaviours and understand that violence isn't the answer."

P4M30:

"The impact of domestic violence on students is profound. It's not just about the immediate trauma; it affects how they think, act, and interact with others. They bring all of that pain and frustration to school, and it shows in how they behave. I've seen kids get into fights over the smallest things because they're carrying so much from home. They need guidance, support, and most importantly, a chance to heal from what they've experienced."

The findings of this study highlight the profound impact of domestic violence on high school students' behaviour and the overall school climate. Teachers at a high school in Mthatha reported that students who experience domestic violence often struggle to regulate their emotions, resulting in heightened aggression and disruptive behaviour. This observation aligns with earlier studies by Kithonga and Mbogo (2018) and du Plessis et al. (2015), which link domestic violence to increased aggression, defiance, conduct disorders, and diminished academic performance among students.

A key finding from this study is the intertwined relationship between domestic violence and school violence. Teachers noted that students exposed to violence at home frequently replicate such behaviours in school. This observation resonates with Vivolo-Kantor et al.'s (2016) findings, which show that young people affected by domestic violence, including dating violence, are more likely to engage in risky behaviours such as carrying weapons, fighting, and skipping school due to safety concerns. Such patterns were evident in the Mthatha school, where peer conflicts were often traced back to traumatic home environments.

Furthermore, the study echoes Mathungeni's (2024) assertion that domestic violence, neglectful parenting, and parental absence are major contributors to youth crime in high schools. Teachers shared that students from abusive or neglectful households often lack the emotional support required to manage stress, leading to maladaptive coping mechanisms and violent behaviour in the classroom.

The cyclical relationship between domestic and school violence underscores the urgent need to address these issues at their root. Interventions should focus on creating safer home environments and providing support systems within schools to foster emotional resilience and healthier coping strategies. Addressing domestic violence at its source is essential to cultivating a supportive and nurturing school environment where all students can thrive.

Recommendations

Based on the study's findings, the following measures are proposed to address school violence and create a safer, more nurturing learning environment for students:

Schools should implement targeted initiatives to enhance parental engagement in their children's education. These could include flexible scheduling for parent-teacher meetings, workshops on positive parenting, and awareness programmes to highlight the role of parental involvement in reducing school violence.

Teachers and school administrators should build stronger communication channels with parents. Regular conversations about students' academic progress and behavioural development can foster a collaborative approach to addressing school violence.

Schools should establish programmes to support students from disadvantaged backgrounds. This could involve providing school meals, essential learning materials, and psychosocial support services. Employing school social workers—potentially contractual through the School Governing Body (SGB)—can also help address these students' unique challenges.

Employing school social workers to deliver counselling and trauma-informed care for students affected by domestic violence is crucial. This support can help students manage emotional and behavioural difficulties from their home environments.

Schools should collaborate with local community organisations to raise awareness about domestic violence and connect families in need with relevant resources and interventions.

Forming partnerships with local government, non-profits, and social workers is essential for tackling more considerable societal challenges such as gangsterism, drug abuse, and community violence, all of which have a significant impact on schools.

School Social Work Implications

School violence is a critical issue that requires a comprehensive and multi-dimensional approach to address effectively. School social workers play an indispensable role in tackling this challenge through strategies such as individual casework, group support, and community involvement (Masilo, 2018). The findings of this study highlight several key areas where social workers can make a meaningful impact, particularly in addressing poverty, domestic violence, and the lack of parental involvement:

School social workers are crucial in addressing the underlying factors contributing to school violence, such as family dynamics, economic hardship, and community challenges. By bridging the gap between home and school, social workers can provide targeted interventions that mitigate the impact of domestic violence and socio-economic struggles on students' behaviour.

Recognising the profound effect of domestic violence on students' emotional and behavioural well-being, school social workers can adopt trauma-informed practices. These include counselling, emotional regulation programmes, and peer support groups, enabling students to share their experiences and develop healthier coping mechanisms.

Social workers can strengthen relationships between parents and teachers by organising workshops, conducting home visits, and hosting community events to encourage parental involvement. They can educate parents on how their active participation can reduce school violence and enhance student outcomes, particularly in disadvantaged communities.

Social workers can advocate for resources such as school meal programmes, financial assistance, and educational supplies for low-income students. By addressing students' basic needs, social workers help reduce frustration and improve students' ability to focus and behave constructively within the school setting.

By partnering with local organisations, social workers can address broader community issues such as drug abuse, gang violence, and safety concerns. Establishing connections between schools and community stakeholders creates a supportive network to tackle the root causes of school violence.

Through these efforts, school social workers help foster safer, more inclusive school environments. Their work nurtures a sense of belonging and emotional support for students facing difficult circumstances, enabling them to academically and socially thrive.

CONCLUSION

This study examines the multiple factors contributing to school violence in a high school in Mthatha, highlighting the critical roles of poverty, domestic violence, and a lack of parental involvement. The findings reveal that socio-economic challenges at home and insufficient parental support often lead to behavioural issues that disrupt the learning environment. Teachers observed that students from unstable and violent home environments frequently struggle with emotional regulation, resulting in aggressive behaviour and disengagement from their studies. These challenges are further compounded by broader community issues such as drug abuse and gang activity. To address these complex concerns, the study advocates for context-sensitive strategies. These include fostering more substantial parental involvement, implementing trauma-informed interventions, developing programmes to alleviate poverty, and initiating community-based efforts to prevent violence. The findings underscore the importance of collaboration among teachers, social workers, parents, and community members in tackling these systemic issues. Stakeholders can create safer, more inclusive, and supportive educational environments by working together. Addressing these underlying factors holistically will improve academic outcomes and enhance the social and emotional well-being of all students, ensuring they are equipped to thrive.

REFERENCES

- Astor, A., & Benbenishty, R. (2018). Victimization: Patterns and interrelationships of behaviors. In *Bullying, school violence, and climate in evolving contexts: Culture, organization, and time* (online ed.). Oxford Academic. <https://doi.org/10.1093/oso/9780190663049.003.0003>
- Boboyi, A. (2024). A Call for the Institutionalisation of School Social Work Services in the OR Tambo Inland Secondary Schools to Counter the Psycho-Social ills Among Learners. *African Journal of Inter/Multidisciplinary Studies*, 6(1), 1-13. <https://doi.org/10.51415/ajims.v6i1.1302>

- Clarke, V., & Braun, V. (2017). Thematic analysis. *The journal of positive psychology*, 12(3), 297-298. <https://doi.org/10.1080/17439760.2016.1262613>
- Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *HERD: Health Environments Research & Design Journal*, 9(4), 16-25. <https://doi.org/10.1177/1937586715614171>
- Croucher, S. M., & Cronn-Mills, D. (2018). The interpretive paradigm. In *Understanding communication research methods* (pp. 29-36). Routledge.
- Dlatu, N., Oladimeji, K. E., & Apalata, T. (2023). Voices from the Patients: A Qualitative Study of the Integration of Tuberculosis, Human Immunodeficiency Virus and Primary Healthcare Services in OR Tambo District, Eastern Cape, South Africa. *Infectious Disease Reports*, 15(2), 158-170. <https://doi.org/10.3390/idr15020017>
- du Plessis, B., Kaminer, D., Hardy, A., & Benjamin, A. (2015). The contribution of different forms of violence exposure to internalizing and externalizing symptoms among young South African adolescents. *Child Abuse & Neglect*, 45, 80-89. <https://doi.org/10.1016/j.chiabu.2015.02.021>
- Hammarén, N. (2022). Are bullying and reproduction of educational inequality the same thing? Towards a multifaceted understanding of school violence. *Power and education*, 14(1), 35-49. <https://doi.org/10.1177/17577438211052650>
- Hesse, M. T., & Hilal, S. M. (2009). A test of social disorganization on juvenile property and violent crime rates by zip codes within two nonmetropolitan counties. *Great Plains Sociologist*, 20(1), 2.
- Jones, S.E., Underwood, J.M., Pampati, S., Le, V.D., DeGue, S., Demissie, Z., ... Barrios, L.C. (2020). School-Level Poverty and Persistent Feelings of Sadness or Hopelessness, Suicidality, and Experiences with Violence Victimization among Public High School Students. *Journal of Health Care for the Poor and Underserved* 31(3), 1248-1263. <https://dx.doi.org/10.1353/hpu.2020.0092>
- Kithonga, F., & Mbogo, R. W. (2018). The impact of domestic violence on the learning process of high school students. *Advances in Social Sciences Research Journal*, 5(8), 544-554.
- Kubrin, C. E., & Wo, J. C. (2015). Social disorganization theory's greatest challenge: linking structural characteristics to crime in socially disorganized communities. *The handbook of criminological theory*, 121-136. <https://doi.org/10.1002/9781118512449.ch7>
- Leone, P. E., Mayer, M. J., Malmgren, K., & Meisel, S. M. (2017). School Violence and Disruption: Rhetoric, Reality, and Reasonable Balance. *Focus on Exceptional Children*, 33(1). <https://doi.org/10.17161/foec.v33i1.6777>
- Lesneskie, E., & Block, S. (2017). School violence: The role of parental and community involvement. *Journal of school violence*, 16(4), 426-444. <https://doi.org/10.1080/15388220.2016.1168744>
- Longobardi, C., Prino, L. E., Fabris, M. A., & Settanni, M. (2019). Violence in school: An investigation of physical, psychological, and sexual victimization reported by Italian adolescents. *Journal of school violence*, 18(1), 49-61. <https://doi.org/10.1080/15388220.2017.1387128>
- Magaldi, D., Berler, M. (2020). Semi-structured Interviews. In: Zeigler-Hill, V., Shackelford, T.K. (eds) *Encyclopedia of Personality and Individual Differences*. Springer, Cham. https://doi.org/10.1007/978-3-319-24612-3_857
- Mashaba, E. K., Sibanda, G., Tsebe, M. M., Ngidi, P., & Maile, S. (2022). Learner Learner-on-learner violence: A case of Tshwane West District (D15), Mabopane, Gauteng Province. *International Journal of Social Science Research and Review*, 5(8), 115-129. <https://doi.org/10.47814/ijssrr.v5i8.378>
- Masilo, D. T. (2018). Social work intervention to address the phenomenon of bullying amongst learners in the school setting: A literature review. *South African Journal of Education*, 38(Supplement 1), s1-s9. <https://hdl.handle.net/10520/EJC-1292670e6d>
- Mathungeni, R. N. (2024). Family factors contributing to high school crime at Nzhelele East Circuit, Vhembe District. *International Journal of Research in Business and Social Science* (2147-4478), 13(3), 342-353. <https://doi.org/10.20525/ijrbs.v13i3.3220>
- Morgan, R. E., & Jasinski, J. L. (2017). Tracking violence: using structural-level characteristics in the analysis of domestic violence in Chicago and the state of Illinois. *Crime & Delinquency*, 63(4), 391-411. <https://doi.org/10.1177/0011128715625082>

- Munje, P. N., & Mncube, V. (2018). The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of teachers. *Perspectives in Education*, 36(1), 80–93. <https://doi.org/10.38140/pie.v36i1.3585>
- Nieuwenhuis, J. (2024). Editorial. *Perspectives in Education*, 42(4), 1–3. <https://doi.org/10.38140/pie.v42i4.8894>
- Pretorius, E. (2020). A collaborative partnership between school social workers and teachers: a vehicle to address the social contexts of learners and quality of education in South Africa. *Social Work*, 56(2), 139-156. <https://doi.org/10.15270/52-2-817>
- Quimada-Alberastine, J. (2024). Parents' involvement and learners' engagement in school. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, 11(6), 219–224. <https://doi.org/10.36713/epra17450>
- Song, W., Qian, X., & Goodnight, B. (2019). Examining the roles of parents and community involvement and prevention programs in reducing school violence. *Journal of school violence*, 18(3), 403-420. <https://doi.org/10.1080/15388220.2018.1512415>
- Sumner, S. A., Mercy, J. A., Dahlberg, L. L., Hillis, S. D., Klevens, J., & Houry, D. (2015). Violence in the United States: status, challenges, and opportunities. *Jama*, 314(5), 478-488. <https://doi.org/10.1001/jama.2015.8371>
- Vergottini, M., & Weyers, M. (2020). The foundations and nature of South African school social work: an overview. *Social Work*, 56(2), 125-138. <https://doi.org/10.15270/52-2-816>
- Vivolo-Kantor, A. M., Olsen, E. O. M., & Bacon, S. (2016). Associations of teen dating violence victimization with school violence and bullying among US high school students. *Journal of school health*, 86(8), 620-627. <https://doi.org/10.1111/josh.12412>
- World Health Organization. (2019). *School-based violence prevention: a practical handbook*.