THE IMPACT OF VIOLENCE IN COEDUCATIONAL INSTITUTION: WHY DOES
THERE APPEAR TO BE MORE VIOLENCE IN COEDUCATIONAL
SCHOOLS THAN IN SINGLE SEX SCHOOLS IN JAMAICA

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ABSTRACT

School violence is a problem and particularly in Jamaica where it seems to be more pronounced in coeducational schools. Keen qualitative data garnering driven by the theory of symbolic interaction provides insight.

Recently, Northern Caribbean University Radio announced that, in Jamaica, there is a high rate of violence in schools, and that there have been more reports of violence in coeducational schools than in single sex schools (NCU Radio FM 91). We need to know is why this is the case?

This qualitative research investigates the relationship between school structure and the incidences of violence. For a considerable period of time, the arm of the government, namely, the Ministry of Education, has been trying to stem the continuous wave of violence in schools, apparently with very little success. To date coeducational schools have recorded more student violent activities than single sex schools. This study will seek to ascertain why there is more violence in coeducational schools. The primary source of data for this study will be interviews with principals and vice principals, deans of discipline, guidance counsellors and classroom teachers in both single sex and coeducational schools. Another data source will be documents relating to violence in coeducational schools.

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CHAPTER 1

INTRODUCTION

School violence occurs when any member of the school community is subjected to abuse, threatening, intimidating, humiliating behaviour or physical assault from a student, teacher, or staff member. Approximately 75 percent of students surveyed believed they would be picked on more if they were reluctant to fight, despite the findings that 89 percent thought it generally wrong to hit other people (Gardener et al., 2003).

Student violence gives rise to broken families, community condemnation, policing of the security forces, and the involvement of church and funeral parlous. Many important businesses have been put on hold and vital sectors of the society endure setbacks. Violence is unhealthy not only for the schools within which they occur but also within the communities in which these schools operate. School leaders, empowered by an understanding of how coeducational schools function, will be better able to design and develop strategies to deal with unwelcome activities within their schools. Successive school boards, in an attempt to deal with violent students have made decisions that result in law suits by parents. Findings of the study could assist key stakeholders in education, for example, principals and parents in the decision-making process, as it relates to violent activities in their schools.

Unless we envisage some intervention strategies at this juncture, relative to the way forward, school violence will only continue. Without a clear policy framework that defines, prohibits, and carries penalties for acts of school-related gender-based violence, all other efforts will be less than optimally effective (USAID, 2003). The most pressing

need in light of the high incidence of gender-based violence and the implications for health and education is for materials that educate both girls and boys about sexual health and the male/female power dynamics underlying gender violence (USAID 2003). Severe (2000) argues that violence has become rampant in society for the simple reason that when children are exposed to so many acts of violence (even through the media), they begin to believe that violence is acceptable.

Statement of the Purpose

The purpose of this study was to understand how the school structure (coeducational or single sex arrangement) affects violence in high schools in Jamaica. Once the key stakeholders in education, understand the dynamics of school violence, solutions should follow.

Unless the major stakeholders in education understand the basis for violence in coeducational schools, it is not likely that it can be contained. If the factors influencing or contributing to violence in school are not understood and by extension addressed, it will continue to be difficult to create a better learning environment for our students to fulfil their purpose and for schools to serve their purpose.

Theoretical Bases

The Theory of Symbolic Interaction

The theory of symbolic interaction was first put forward by George Herbert Mead, (1967). In simple terms, this perspective says that in interaction with others, humans identify meaning, or naming, and then they develop discourse. According to Mead (1967),

this is where the gesture on-caches that situation it has become what we call "language."
It is now a significant symbol and it signifies a certain meaning (p. 46).

Anderson (2005) and Wood (2009) argued that symbolic interaction signifies that people construct meaning and their understanding of the world and those in it through interaction with each other. They argued that continuous labels and messages young children receive through interaction with them help to create their self-image. Over time children begin to internalize much of the views being transmitted to them, reflect on the messages, and arrive at an understanding of who they are in the world. According Anderson and Wood, children learn behavior from all who they come in contact with; that behavior may be advantageous or atrocious. They then learn what is acceptable and what is unacceptable, by the approval or disapproval that they receive from parents, peers, media and popular culture.

Wood (2009), postulated that since children prefer to be rewarded than punished they are likely to behave in a way that attracts approval of others, and that exposure and interaction with others either "amplifies or tones down inclinations" (p. 48). This happens although each individual was born with those inclinations. It is through communication that "we learn who we are and what it means to be in our culture" (p. 53).

CHAPTER 2

REVIEW OF LITERATURE

School violence is considered a global 'problem' in the sense that it affects many nations (Benbenishty, Marachi, and Astor. 2006; Benbenishty and Astor, 2008). Violence is an unjust force or injury that is done to an individual who is entitled to respect. Caribbean "countries face a combustible mix of social disabilities" (Ferguson, 2000, p. 191), including, increasing poverty, youth alienation and unemployment, HIV/AIDS and other diseases, inter-ethnic tensions, crime, violence, and drugs (Goddard, 2011; Ferguson, 2000; Jules, 2008).

Underscoring this condition in the Caribbean, Moncrieffe (2013) reported that an increasing number of adolescents are referred to Child Guidance Clinics for mental health and behavioural issues. These problems were traced back to factors such as exposure to, or being victims of crime and violence, abuse of illicit drugs, loss of one or two parents to violence or disease living in child-headed households, and lack of adequate psychosocial and remedial support. Jamaica has had a long history of struggle with violence, which children have not been immune from experiencing either as victims, perpetrators, or witnesses/bystanders. (Smith and Green, 2007; Bailey, 2011; Pottinger, 2012; Soyibo and Lee, 2000).

Definitions of School Violence

The World Health Organization sees violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death,

psychological harm, mal-development or deprivation. This is the description of events that significantly affect our education system and more so coeducational schools. Bourne (2014) says, "Besides causing physical harm, there is the socio-psychological distress associated with violence" (p. 3). This must account for the lowered performance displayed by students at the primary level as well as otherwise.

Acts of violence at school include those at the hands of school authority figures such as teachers and school administrators who use corporal punishment to manage misbehaviour, and the incidence of homicides, wounding, sexual and physical assault has increased over the past decade (Meeks Gardener, Henry- Lee, Chevannes 2008). Lall (2013) found that school violence included acts of initiated violence, retaliation against provoked violence, or violence as self-defense. "By this dis-aggregation", it was found, for example, that "a substantial amount of school violence arose from self-defense (students having to retaliate against violence committed against them accounted for approximately 50 percent), and with gender, ethnic and social class relationships" (p. 18).

Violence and aggression continue to be the major causes of trauma within some schools, as a small, yet significant number of students become involved in gang rivalry, drug trafficking, drug use, drug abuse, and fights, sometimes with deadly weapons. These incidents usually result in violent acts that are sometimes fatal, affecting the entire school community and causing major disruptions (Ministry of Education and Youth, 2007). Research examining the broader gendered contexts and how that might shape victimization and aggressive behaviours is limited, especially work related to the incidence and experience of victimization for boys and girls in single-sex and co-educational environments (Silbaugh, 2013).

Background to School Violence

The system of education in Jamaican schools is excellent in relation to the academic performance of students and their performance in extra curricula activities such as sports and music. However, these accomplishments have been overshadowed by the scourge of violence that has been taking place in the schools.

The magnitude of the problem is evinced by recent statistics released by the Ministry of Education that showed that in the 2011 – 2012 academic year, there were 1,288 reported incidents of violence in Jamaican schools including 915 fights, 160 robberies and three murders. School Resource Officers reportedly seized 1,288 weapons, including 431 knives and 486 pairs of scissors resulting in 201 students arrested, cautioned 2,361 students and monitored 1,109. The ministry also said that within the past two months high school students have been at the centre of 12 violent crimes on compounds (Smith, 2013).

According to King (2002), "The system of education established in Jamaica in the last quarter of the nineteenth century was essentially a class system deliberately crafted and structured to keep the working class in its place as befitting artisans, peasant proprietors, and agricultural labourers" (p. 4). Jamaica had recently emerged from the shackles of slavery and a different course had to be chartered for the way forward as the country took form. Secondary education was education of a higher grade designed specifically for those classes of the community who would value it if it were placed within their reach, but whose means do not enable them to send their children to Europe for the purpose of receiving it. For example, in St. Elizabeth there were the Munro and

Dickenson Trust Schools (two single-sex schools) Munro for boys and Hampton for girls.

Today many children at the primary level taking their examinations for transition to high

school opt to attend one of these two schools over the others in the parish. This division

of schooling along class lines proves to be one of the most intractable problems of

post-independence Jamaica (King, 2002).

Physical violence against children is widely acknowledged. Both boys and girls

may be physically (sometimes violently) punished in the home or the school, which is not

seen as violent or abusive. As a result, children play out this violence in the classroom

and school yard often by fighting amongst themselves. Children may be told by parents

not to "take any lick" (if someone hits you then hit back) from another child or to allow

someone to get something over on them. This makes it challenging for teachers to get

messages and skills for conflict resolution through to their students because it contradicts

what they are learning in the home. The Jamaican Teachers' Association claims that boys

are more likely to be pushed by their parents out onto the streets to engage in dangerous

work (e.g. drug running, selling on streets) to supplement family income. And since boys

are more likely to be beaten, they in turn act this behaviour out quite visibly within their

schools, communities and families (p. 23). Gardner, Powell and Grantham-McGregor

(2007) agree that exposure to violence, beatings at home by hand and belt increased the

risk of being in the aggressive group.

Causes of School Violence

King (2002) cited catalytic events such as football games (soccer) as events that

spawn fights as well as violent events in the community that spill over into the school.

Quite often these disputes and other problems are settled or resolved by violence. Violence, whether psychological or physical, can only lead to further violence.

The influences of dysfunctional families and physical abuse cited by Musser et al. (2011), have been associated with violent behaviour in teens but are not considered a cause of violence. Contrary to this perspective nine social factors, are associated with a high incidence of violence, the first of which is dysfunctional families. There are other causes for violence such as: clashes of cultures, media messages, prevalence of weapons, denial, cover-up, drugs, gangs, and other subculture activities, catalytic events, and randomness.

In an Eduexchange discussion summary (April 10 - 12, 2013), Edwards-Kerr argues that in Jamaica children and young people take with them ways of being what they see modelled in their communities. While dysfunctional family lives impact the communities, the extent to which learners conduct themselves in the school environment is contingent on the goods each brings to bear from his community.

Walters (2013) believes that children will copy whatever they see adults do. Therefore, if the adults in society are violent, the children will follow this example of violence and it is likely to be demonstrated in the place where they spend most of their day, happens to be the school. Walters (2013) gave his experience of a fight on a school campus. He said he happened to visit a corporate area high school and while there he witnessed an altercation between a male and a female student. This altercation was initiated by the male student pushing the female student, emptying garbage on her, and then kicking her repeatedly while she was on the ground. The female student, when she

finally managed to get up, brandished a scissors as a weapon of defense. The two students tussled, exchanging blows, until they were separated by teachers.

In recent times, the Jamaican government seems to recognize that a high degree of violence that occurs in schools is indeed gender based. In a Ministry Paper dated July 8, 2016, the Minister of Culture, Gender, Entertainment and Sport, the Honourable Olivia Grange indicated that gender-based violence is structural and complex, its nature and root causes demanding effective responses. Gendered violence refers to any type of violence (physical, verbal, sexual, etc.) that is targeted at one's gender, most commonly at women. This includes, but is not limited to, sexual assault, domestic violence, and sexual harassment (Anderson, 2005).

According to The Safe Schools Program Jamaica Assessment Report (2005), schools are places where school related gender-based violence occurs. It can be either physical, sexual or psychological or a combination of the three; and it can take place on the school grounds, going to and from school or in school dormitories. Although violence in schools receives little attention it is a problem affecting school quality not only in Jamaica but in many other countries. Thus far it jeopardizes the attained gains of the key stakeholders. Gardner, Powell and Grantham-McGregor (2007) believe that the factors vary with gender, age, grade level, socio-economic status, and school type. However, if quality education is to be achieved, schools must become places children want to attend, and safe spaces where they can achieve a meaningful education.

King (2002) suggested that oftentimes, for their academic performance and behaviour, students have been beaten and verbally abused. The boys receiving more corporal punishment and verbal abuse than the girls. Violence is employed as a disciplinary measure for inappropriate behaviour. However, this should be eradicated as this exacerbates the condition (Institute of Education, University of the West Indies, 2002).

Violence continues to beget violence and the violence includes acts of initiated violence, retaliation against provoked violence, or violence as self-defense (Lall, 2013). This proliferation of violence will persist by virtue of a lack of the necessary emotional support necessary for students from communities plagued by violence or who see violence as a means of conflict resolution (Edwards-Kerr, 2013). In some cases, "Teachers are not adequately trained to understand the underlying factors and deal with violence. Many times, violent exchange between students is not treated with urgency or the necessary diplomacy by teachers" (p. 4). Edwards Kerr pointed out the "need to understand that it is the responsibility of the adults to ensure that our students are rightly trained and also to identify those at risk from an early age" (p. 6).

The safe schools Jamaica assessment report highlights a list of reasons for the violence by Jamaican school students.

- The home life.
- Verbal abuse by teachers.
- Streaming of students (e.g. grouping high performers and low performers) is common, but there are limited remedial education systems.

- "Grilty," school environments. They are not welcoming and uncomfortable with poor ventilation and not enough desks for all to sit.

- Gang affiliations causing problems at school between students.

- Extortion, teasing and bullying especially of younger students by older ones. The assessment asserts that "coeducation is part of the problem".

- Boys verbally abusing girls.

- Bullying of younger boys by older ones.

- Boys may be using to get sex.

- Boys making sexual advances toward girls by fondling, touching breasts and hips and "grinding" on them.

- The lack of clarity around sexual norms and relationships.

- Gang rape by boys as a strategy to achieve manhood.

- Boys are frustrated and resentful towards girls so physical violence is used to overcome frustration (USAID 2005, pp, 24-26).

Smith (2003) noted that the cause of violence in Jamaican schools, ranges from the effort by students to "capture" or retain classroom furniture, to extortion, community feuds which spill over into schools and sheer intimidation. It is not uncommon in some 'garrisoned' communities for class to be interrupted by gunmen chasing other gunmen through the school compound during school hours (Smith, 2003). He added that students and teachers have been injured during several of these encounters.

Smith (2003) pointed out that in some cases classroom violence flowed from inadequate furniture in schools. From primary to secondary schools, there are fights arising out of removal of chairs and desks from one classroom to another or even within classrooms.

In one study USAID (2003) researchers found that "although teachers are somewhat conscious of the obvious and subtle forms of violence that pervade the school, they lack the language or terms to describe school related gender-based violence but rather see these behaviours as traditional. Another study found the abuse of girls in the coeducational schools where the research took place was widespread and took the form of aggressive sexual behaviour, intimidation, and physical assault by older boys" (p. 12). The Unsafe School study confirms that the concept of gender-based violence is not limited to sexual and physical violence but includes all forms of violence when victims are targeted on the basis of gender roles traditionally assigned to their sex. This may vary from requiring only girls to clean classrooms and school grounds, to exposing students to demeaning sexually laden language that undermines their self-esteem (e.g., whore, homo, gay-boy, or slut). There appears to be a fairly high degree of homophobia in Jamaica (USAID, 2005, p. 21). Homosexuality is associated with paedophilia and HIV/AIDS. Gay men are treated harshly. However, it is not just openly gay men who face intimidation and physical assault. Boys who do not measure up to masculinity norms or who appear to be feminine may also be subjected to violence as a form of punishment or to toughen them up. (USAID, 2005, p. 21)

<div align="center">Poverty as a Cause of Student Violence</div>

For economic reasons many parents cannot send their children to traditional high schools, some of which are single sex institutions. For example, King (2002) holds that economic differences are the basis of the most significant cultural differences—the existence of poverty check by jowl with conspicuous consumption. Too many children lack even proper shelter and adequate nutrition.

The Effects of School Violence

Crime in Jamaica seems to be spiraling upward. Unsurprisingly, this upsurge in local crime has engendered a corollary increase in violence in schools, and generated much national concern (Phillips, 2008). This results in a spill-over effect on schools where the violence that occurs there mirrors the violence that occurs in communities (Twemlow and Sacco, 2013; USAID, 2013; Smith and Green, 2007). English (2011) emphasizes that research has shown that violence and misbehaviour negatively impact the learning environment and promote a climate and a culture of concern and fear among teachers and administrators while at school. Cheurprakobkit and Bartsch (2005) argue that students who participate in violence normally have emotional problems that require to be addressed.

USAID reports that girls seem to be less likely than boys to be singled out for physical punishment. They may experience physical violence from boys as a way of getting them to acquiesce to sexual demands. Thirty percent of violence is between boys and girls (p. 23). Thus, complicating what happens in coeducational schools.

According to the report USAID, boys may be frustrated and resentful towards girls for a range of reasons, among them lower performance in schools or sexual rejection by a girl leading to physical retaliation against the girls, Boys are definitely seen as being more likely to be on both the receiving and giving end of violent behaviour.

Violence in school has become cyclical. For example, Morrison, and Orlando (2004) hold that for boys, witnessing violence, increases the risk of becoming an abuser, whereas for girls it increases the risk for future victimization. Some students' first

experience of violence will be at school. All of this violence is important in that it causes anxiety in the community at large and makes violence seem normal and, therefore, something that children will emulate (USAID, 2005). This is one of the ways in which violence becomes associated with the cultural dimension. This context is critical to a fuller understanding of the health and educational implications and consequences of gender violence in schools.

School violence distorts the normality of the teaching and learning process, showcasing another reason violence in school is of great concern. One fact alluded to by Musser et al. (2011) is that many perpetrators of school violence admit that they were bullied in school by other students. Children are cruel to those who are different without realizing the harm it does. Many of the shooters are described as shy, loners or not having many close friends. Many children who are bullied skip school on certain days when running into tormentors is a possibility.

<div align="center">Cross-gender Victimization</div>

Felix and Green (2010), felt that exposure to cross-gender victimization and perpetration would be greatly reduced in single-sex environments, particularly for girls in all-girls schools. Aggressive behaviours and genders are brought to bear to determine what educational setting would work best for students. For example, Olweus and Limber (2010) found that the relationship between same- versus cross-gender bullying among junior high students in Norway provides some potential insight into how the types of aggressive behaviours (indirect or direct) that different genders engage in, differs according to school gender composition (pp. 26-27). His study reveals that (1) we might

see girls in co-educational environments experience more verbal aggression versus girls in all-girls schools; and (2) girls in all-girls schools may experience more social isolation or have been targeted of false rumour at higher rates versus girls in coeducational environments. Watterston (2001) supported the premise that single sex schools are better able to promote equity of the genders than coeducational schools.

As Killeya-Jones, Costanzo, Malone, Quinlan, and Miller-Johnson (2007) note, that being in a mixed sex group enhances the display of aggression for boys and reduces the display and acceptance of aggression for girls. (p. 559), As Killeya-Jones, Costanzo, Malone, Quinlan, and Miller-Johnson (2007) contend that the expression of physical aggression by girls is not socially valued; rather girls are more concerned with and motivated by social acceptance (p. 552). Thus, girls, irrespective of their gender environment, would be more prone to be engaged in and the targets of relational aggression (social isolation or exclusion) versus direct aggression.

Gender Stratification and Violence

Gender stratification, cuts across all aspects of social life and social classes. It refers to men and women's unequal access to power, prestige, and property on the basis of their sex (quiz it.com, 867211-89, Sociology Flash Cards). According to Killeya-Jones, Costanzo, Malone, Quinlan, and Miller-Johnson (2007) boys in coeducational schools would tend to target girls to maintain their status. In relation to boys, the theory of gender stratification may imply a positive relationship between single-sex educational settings and victimization in contrast to the case for girls. In the absence of an explicit gender stratification system in all-boys schools, boys in non-gender conforming roles may

become prime targets of bullying and victimization. Yet, in coeducational settings, the presence of girls offers boys who do not conform to the "strong" male stereotype a buffer from being victimized (Jackson, 2002).

Coeducational Schools and Student Violence

A study of one coeducational secondary school in which the majority of parents represented the country's elite, revealed through interviews and observations that there was verbal sexual harassment of girls who were treated as sex objects through messages on wall graffiti, were touched on all parts of their bodies, were talked about in sexual terms, were being written love or abusive letters, and felt forced to have sex (Mirembe and Davies, 2001, p. 19) Boys are victims as well as perpetrators of violence (Burton, 2005). Gender violence negatively affects girls' educational attainment and progress (Pinheiro, 2006). There is also the risk of male teachers and boy classmates physically or sexually abusing the girls. In addition to sexual abuse, there are other forms of violence, intimidation and embarrassment. Co-educational schools that lack separate toilets for girls or have long lines at toilets without privacy humiliate girls and put them at risk. This is in addition to the day-to-day harassment, verbal abuse, and bullying that can destroy girls' ability to concentrate and take away from their joy of coming to school (Unesco, 2007, p. 9). Evidence suggests girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal or psychological forms of violence (Pinheiro, 2006, p. 2). Stromquist (2007) argued that "the school socialization into gender roles results in differential levels of violence among boys and girls (p. 21)."

According to Grange (2016) Violence, whether physical, psychological or verbal, is a public health issue for children attending school. It affects even academic performance in a negative way. This explains why children, are now growing up with a sense that they have no value, and that their damaged sense of their own worth in turn causes them to be violent toward themselves and others (Emler, 2001). Grange (2016) argued that education is critical to empowerment and transformation of the lives of students and that violence "in and around schools seriously undermines the achievement of quality, inclusive and equitable education for all children (p. 1)."

According Smith (2003), schools where violence occurs most, are coeducational schools. In addressing violence in schools, asserted that gender-based violence was also a cause for concern. He noted that rape of female students by students occurs on a regular basis. These are on an individual basis as well as gang-related.

In a longitudinal study of young people, Green, Collingwood and Ross (2010), concluded that girls in single-sex schools reported a lower incidence of violence than those in coeducational institutions. For boys attending single sex schools it was the same. They further indicated that girls attending all-girls school were less likely to be called names. They inferred that all-girls' schools appear to be safer environments for girls than coeducational schools, particularly in terms of protecting them from violence.

Both girls and boys can be victims or perpetrators of school related gender-based violence, but to what extent and which forms differ. Evidence suggests girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence (Pinheiro, 2006, p. 2). In any event,

violence affects the main purpose of schooling which is the academic achievement of students. For example, girls complained about the negative effects on their work caused by boys' disruptive behaviour (Younger and Warrington, 2002). This makes girls, and boys encounter difficulty in concentrating properly on learning resulting into lower academic performance to both boys and girls in coeducation schools.

Single-sex Schools and Student Violence

Evans (2001) found that boys and girls in single-sex schools perform better than their counterparts in coeducational schools, which is partially explained by the fact that they are the children of the wealthier parents (as she has suggested) and have a less violent environment to learn in. This sentiment is echoed by Gee and Cho (2014)

Paradoxically other schools experience violence due to financial constraint. For example, King (2002) believes that the physical conditions in schools may also encourage disruptive behaviour. This denotes cramped classrooms, shortage of furniture, books, and other learning aids. These physical conditions result in frequent disputes as students struggle to survive in that environment. The idea of establishing single-sex schools arose in 2006 as one possible measure to provide better conditions for education in lower secondary schools (p. 89). A review of the literature for single-sex schooling in the U.S. by Datnow, Hubbard, and Conchas (2001), concluded that it provided a stronger academic environment, free from social distractions, for both boys and girls than do coeducational settings (p. 22).

One underlying rationale why differential rates of victimization might occur in school is connected to the notion of gender-conformity (Silbaugh, 2013). In general,

"Students are more likely to be victimized when they do not conform to their school's gender norms" (p. 1043). Gender non-conforming boys are likely at greater risk in single-sex school environments" (p. 1043), while "maleness in boys" is often viewed as a trait protecting them against victimization (Felix and Green, 2010). The cross-gender victimization seems to be more pronounced than victimization between similar sexes.

<div align="center">Relation to Theory and Literature</div>

This study seeks to understand how teachers in coed schools perceive the problems of violence among their students. The theory of symbolic interaction or social learning helps to understand the reality of what is occurring in the day to day school. This framework stipulates that people construct meaning and their understanding of the world and those in it by interaction with each other. It is through communication that we learn who we are and what it means to be in our culture (Wood 2009).

Gardner, Powell, Grantham-McGregor (2007) agree that exposure to violence, beatings at home by hand and belt increased the risk of being in the aggressive group. People learn what they live through association and interaction. As a result, if they live in an environment that creates a culture of violence, it also follows that what they bring to the school community will be violence related.

This spill-over effect on schools where the violence occurs, mirrors the violence that occurs in communities (Twemlow and Sacco, 2013; USAID, 2013; Smith and Green, 2007). When children are exposed to so many acts of violence (even through the media), they begin to believe that violence is acceptable (Severe, 2000). It is a corollary of symbolic interaction that overtime children begin to internalize much of the views being

transmitted to them, reflect on the messages, and arrive at an understanding of, who they are in the world (Anderson, 2005; Wood, 2009).

It is through this interaction that children also learn gender roles by exposure to parents, peers, media, and teachers, who model and reinforce a patterned behaviour for each gender group. Children then learn what is acceptable for their gender and what is unacceptable, by the positive or negative feedback that they receive from others (Anderson, 2005; Wood, 2009). Thus, "because children prefer rewards to punishments and neutral responses, they are likely to develop gendered 9 patterns of behaviour that others approve" (Wood, 2009, p .48).

High incidences of violence are associated with dysfunctional families. For instance, when children are instructed by their parents not to allow anyone to hit them, as a corollary, it will always be challenging for the school authorities to get the subject of peace to across to them (Hill & Hill, 1994).

Symbolic interaction relates directly to this research. It demonstrates that when children experience violent behavior in their homes and community environment they exhibit that learning in the school community where they become perpetrators of violent behaviors. Furthermore, it will be expected that children in coeducational institutions are reported to be more violent than those in single sex schools.

Social learning theory acknowledges that one's exposure and interaction with role models and peers, and popular culture, amplifies or tones down those inclinations (Wood, 2009).

Research Questions

There are two research questions that drive this research. They are:

1.   How do the administrators and teachers of coeducational schools in
       Jamaica perceive violence among students?

2.   How do the administrators and teachers in co-educational schools, as
       compared to those in single sex schools, explain violence within their
       schools?

CHAPTER 3

METHODOLOGY and PROCEDURE

Rationale for Qualitative Design

In a qualitative approach the researcher is able to collect data that are comprehensive and therefore give a reasonable description of what is studied. The aim of this study was to examine the social construct relative to the impact of violence in coeducational schools. This study was intended to make a contribution to the area of understanding school violence through interviews and analysis of available documents. Schools are important arenas of power where gender roles are acted out on a daily basis through the dynamic process of negotiation, refusal and struggle (Martino and Meyenn 2001). School violence is a major concern of parents, students, educators, political leaders and others in the community. The public's understanding of school violence is a function of fact and perception. An understanding of the relationship between violence in coeducational schools and violence in single sex institutions is critical. Once this is understood, the key stakeholders such as the government, communities, and schools will make more informed educational decisions.

Williams (2005) exhorts us to engage in qualitative inquiry to understand better the worlds of others from varied social locations. We need to understand each world first before designing and implementing violence reduction strategies. We need to understand how people such as deans of discipline and guidance counsellors, who have to deal with this gargantuan phenomenon on a daily basis, perceive and rank violence and what they

define as acceptable versus unacceptable behavior before we can create effective
programs (Williams, 2005).

According to Bryant, Johnston, and Usher (2004) research which attempts to
uncover patterns of difference in how schools treat issues should be first through
qualitative and school-based studies and thereby traditional quantitative studies. As part
of the qualitative approach to the study using interdisciplinary post-modern methods of
"reading" and analysing data, the role of the researcher was decentred (Bryant, Johnston,
and Usher, 2004).

The methodological framework for the study in question is interpretivist which is
compatible with both an historical as well as a post-modern framework for analysis.
Within this framework other methodological strategies for analyzing an unfolding
account include "inductive" analysis (Miles and Hubermann, 1984), feminist and Marxist
criticism, social semiotics and discourse analysis, a fruitful combination of interpretative
strategies to "read" the educational environment in the case study. The researcher is not
in any way an objective, authoritative, politically neutral observer standing outside and
above the text, but instead is historically positioned and locally situated as an observer of
the human condition (Denzin and Lincoln, 1994).

Paramount to the support that qualitative research is the matter of deconstruction
Feldman (1995) demonstrated the assumptions behind deconstruction that ideology
imposes limits on what can and cannot be said, and that writers write and actors act from
within an ideology, bounding their texts and actions by the limits of their ideology.
Deconstruction aims to expose those limits (Punch, 1998). The postmodernist

displacement of grand narratives is grounded in deconstruction (Lather, 1991). In addition, deconstruction looks for suppressed and/or multiple meanings in a text, and to expose the ideology in all forms of communication, including texts (Punch, 1998).

An overarching element of the qualitative discipline is the interpretivist, meta-theoretical approach which provides the most relevant method of exploring the social construction of gender and its impact on educational policy and practice. Such an approach is expansive in scope and subtle in its application for investigating a complex topic that is premised on social values and attitudes (Patton, 1990). The approach may be simplified into the notion of "perspective" which basically means a set of assumptions about the social world and about what constitute proper techniques and topics for inquiring into that world (Punch, 2000).

The dominant value of an interpretivist approach is the efficacy with which it can elicit detailed information from a small sample of people. This counters the quantitative approach that measures the reactions of people to a limited set of questions (Patton, 1990). Because this study provides representation of "lived" experiences of educational practitioners, the interpretivist approach can use a wide range of data gathering strategies.

Denzin and Lincoln (1994) argue the multiple methodologies of qualitative research may be viewed as bricolage and the researcher as bricoleur (1994). Because of the qualitative nature of the study it is important to emphasize its "unfolding" nature. The need to "preserve flexibility" and to "follow a path of discovery" is seminal to the success of the project (Punch, 2000).

Another attribute of the interpretivist is that it is primarily interested in the way participants construct versions of reality in an attempt to understand their world. The approach allows the researcher to try to understand someone else's understanding and perspectives. These "perspectives" refer to frameworks by which people make sense of the world and in the light of these perspectives how they act on them.

Researchers adopting an interpretivist approach are concerned with revealing the meaning behind empirical observations. Therefore, any perspective relative to student violence, as far as schooling is concerned, is grounded in a particular cultural context and impacts the type of educational institutions constructed in line with such perspective.

Sample

Two single-sex schools were studied as well and participants from them were interviewed. For the two single-sex schools that were studied, one is an all-girls school while the other is an all-boys school. Persons in position of authority that were important to the study were interviewed. The principals of three schools were interviewed, namely, the principals of the traditional high school, the all-girl school and the principal of the developing coeducational high school respectively. Two vice principals, were interviewed, namely, the vice principal of the developing coeducational and the all-boys schools respectively. A guidance counsellor from all four schools was interviewed. A classroom teacher from all four schools was interviewed. The chief education officer in the Ministry of Education was contacted and permission was granted to visit school campuses and conduct the interviews.

Data Collection

Instruments for recording data were organized. All interviews were recorded and a complete transcript of each was made. Respondents who did not wish to be recorded will not be able to take part in the process. Proposed sites were in the offices of the respondents. Every teacher taking part in the research was interviewed in a secluded area on each school campus. Only one slight challenge was experienced; the vice principal of the traditional coeducational high school refused to be interviewed in the absence of the principal. As a consequence, the interview was done another day with the principal.

A variety of documents augmented the interviews. These included data from the Ministry of Education relative to violence in schools, school magazines, bulletins, newsletters, policy statements, and prospectuses. Document analysis complimented and informed the interviews as they provided the basis for refining interview questions and possibly varying them.

Discourse analysts emphasize that meaning varies according to social and institutional setting. As a consequence, documents studied in isolation from their social context are deprived of their real meaning. Hence, an understanding of the social production and context of the document affects its interpretation. Also, to the social production of archives was taken into account, what is kept, where and for how long, and what is thrown away (Macdonald and Tipton, 1996, Punch, 1998).

Another aspect of documentary and textual analysis is the more "direct" analysis of texts for meaning. Analysis can focus on the surface or literal meaning, or on the deeper meaning, and the multi-layered nature of meaning (Finnegan, 1996). The surface

meaning has often concerned historians, whereas sociologists have been more interested in ways of uncovering deeper meaning. Methods used range from interpretive understanding following the ideas of (Dilthey, Macdonald and Tipton, 1996) to more structural approaches, especially social semiotics. (Punch, 1998).

Participants

In addition, recruitment relied on the "snowball" rather than the "purposive" method of putting together respondents. In the case of "snowball" sampling, the interviewer gets leads from an original group of interviewees on further appropriate people to add richness and diversity to discussions and data gathering. Punch (2000) asserts, "snowball" or "chain" sampling means identifying cases of interest from people who know people and who know what cases are information rich. However, it needs to be noted that analysis and deconstruction of responses may offer a completely different "reading" than that intended by the respondents. This relates to the post-modern view of language that it does not offer a transparent rendering of reality. This seriously limits any possibility of generalization.

Interviews

Interview schedules are time sensitive. All the interviews were conducted over a 3-month period beginning June, 2017. The main function of the interview component was to reveal the informants' understandings, and perspectives relating to the type of violence they encounter at their school. It is therefore necessary to provide the opportunity for a discourse between interviewer and interviewee which "moves beyond surface talk to a rich discussion of thoughts and feelings" (Maycult and Morehouse 1994). Using a

computer, and two microphones, all the interviews were recorded with the consent of the participants. The researcher then transcribed the recorded interviews. Punch (1998) suggests that "in some respects interview data are problematic, since they are never simply raw, but always situated and textual'' (p. 182). Responses did not need further clarification or elaboration.

In order to elicit this depth of response from the informants, two important elements of interview technique were adopted. First, each interview was sufficiently long for a rapport to be established. Each lasted between 30 to 45 minutes. Secondly, because the interviews should allow informants the freedom to recall and expound on events from their perspective, there was no need to rely on standardized lists of questions. Derived from the central question are a number of key sub-questions, which formed the basis of the enquiry and initiated discussion. These questions were framed as follows:

There were three separate protocols. Protocol 1 comprised questions for the principals and/or vice principals. Protocol 2 encompassed questions for the guidance counsellors and dean of discipline. Protocol 3 involved questions posed to the teachers. Each protocol indicated the type of school where the interview took place, whether it was an all-girls, an all-boys or a coeducational school. In addition, each of these protocols were composed of three parts, namely demographic data, documentation, and discourse. In short these will be referred to as the 3D approach. Each protocol included 15 questions. Questions 1 to 3 addressed participant demographic information. Questions 4 to 6 covered the participants' perceptions of infractions in relation to the occurrence of student violence. Questions 7 to 10 asked about violence in the respondents' institution.

Questions 11 to 15 were open ended and captured how these education practitioners felt

about violence in their schools.

Data Analysis

This were three stages to the analysis. Stage one began with the initial data

collected. The initial analysis involved noting patterns and consistencies in the

"subjective" data, while also observing similarities and differences between individual

narratives.

Stage two of the analytic process rivets memoing. This happens simultaneously

with coding and may be "substantive" and "theoretical". "Descriptive" codes will be used

which involves "putting tags, names or labels against the pieces of data". These less

abstract, more descriptive codes are brought together at the second level of "inferential"

or pattern coding (Punch, 2000). As a corollary of this second stage of coding it is

possible to put together propositions for further discussion and analysis.

Stage three will focus on developing propositions from the process of formulating

conclusions and verifications. The aim of this stage is to integrate what has been done

into a meaningful and coherent picture of the data (Punch, 2000).

Methods of Verification

In an effort to guard against misinterpretations, transcripts were provided to all

interviewees for them to review and as needed to clarify both transcriptions and field

notes. This was one way to ensure that the data themselves are representative of the

perceptions of participants. Triangulation will undoubtedly serve as a defence against

validity threats as data will be collected from more than one source there by providing multiple perspectives which should protect against biases.

Interviews with teachers, and deans of discipline coupled with document study provided rich data about the impact of the combination of boys and girls attending the same school and the elements relative to violence that underpinned lived experience. Interviews of participants met the general protocols and procedures for interviewing and oral history.

<div align="center">Ethical Issues</div>

According to Punch (2000) "All social research involves consent, access and associated ethical issues, since it is based on data from people about people" (p. 75). The researcher secured informed consent from participants ensuring that participants' privacy, confidentiality and anonymity was guaranteed. Consent forms and a covering letter were provided.

The Ministry of Education granted permission for the schools being used in the study as well as agreed to access to archival material and documents useful to the study. All schools were assured that findings will be used appropriately. While psychological distress resulting from participation in the proposed interviews themselves is possible, a more significant threat comes from the possibility of professional or personal consequences arising from subject disclosures reported in the research. The study will exercised full compliance with the Institutional Review Board (IRB). All data were stored in a locked file cabinet.

Summary

School-related gender-based violence is an appalling phenomenon that undermines efforts to provide good quality education and achieve education for all (Grange, 2016). It is not without its consequences on school attendance, learning and completion of all learners, and by extension has wider negative impacts on families and communities. Schools, whether they are coeducational or single sex in setting, are the place where violence occurs. Notwithstanding, they are also the place where it can end. According to Grange (2016), schools should be learning environments where social norms and gender inequalities are challenged and transformed, including attitudes and practices condoning violence. Violence in schools, and especially that of gender-based violence, cannot be addressed unless it is better understood. The inability to recognize and respond to it prevents the transformation of schools into empowering spaces students and teachers.

School violence is one of the biggest problems in education today. All the major stakeholders are scared of the numerous possibilities of the school ground. Since coeducational schools recorded the most violent activities all concerned need to now understand its effects and thus, be better prepared to deal with them.

This qualitative research, examined why there is more violence in schools that are coeducational in setting than single sex schools. Those reasons could help to provide an understanding as to why violence occurs in schools with mix-gender than schools that are 'boys only' or 'girls only'.

There is literature relative to peer victimization (Felix and Green, 2010), however, the majority of gender violence related research within schools analyse gender at the individual level only. Research investigating the broader contexts as it relates to gender and how that might shape aggression and victimization is limited, and more so study related to the experience of boys and girls under single-sex and co-educational environments with regards to incidence of victimization (Silbaugh, 2013).

Using the theory of social learning, which helps researchers to understand the design and development of school violence, other literature that have bearing on this research and the collection of new data on the subject in question we should be able to garner a reasonable understanding as to how the phenomenon displays itself in educational institutions, especially those that accommodate mix-gender students, where school related gender base violence is occurs.

CHAPTER 4

DATA ANALYSIS and PRESENTATION

What follows is a discussion of the findings in keeping with the two major research questions which guided the study as well as with the constructs, which contributed to the theoretical framework of this research. The first research question asks: "How do the administrators and teachers of coeducational schools in Jamaica perceive violence among students?" Three separate instruments were used to collect data for this research. These were: 1. principal/vice principal protocol, 2. guidance counsellor/dean of discipline protocol, and 3, classroom teacher protocol.

The following are the protocols and the interview items that produced data relative to the first question. The principal protocol interview items are 1 to 16. Item 1 was designed to find out the amount of years the instructional leader has served in that capacity. Items 2 and 13 were designed to give an opportunity to the participants to express how they feel about violence in their school. Item 3 asks whether violence affects the academic performance of students. Items 4, 5 and 12 focuses on the likely violent activities students are cautioned for. Item 6 aims at finding out if there were repeated offenders in relation to violence. Items 7 and 14 were designed to generate responses about the extent to which communities contribute to the violence in schools. Item 8 queries the measures taken to modify student behaviour. Item 9 seeks to find out whether there as an underlined cause of violence that occurs above all other causes. Items 10 and 11 were designed to examine whether there is a contrast between both school types, namely single sex and coeducational, and by extension, determine the degree of differentiation. Item 15 was intended to find out whether the issue of poverty is a major

cause of violence in schools. Question 16 probes whether there is anything else that was not discussed but contributes to violence in schools. Artifacts were to be generated and complimented with random observation. For illustration of the relationship in the alignment of interview items, observational schedule and artifacts with their corresponding research questions in the principal interview protocol see Table A1.

The guidance counsellors' interview protocol items are 1 to 16. Item 1 inquiries about the role of the counsellor within the institution. Item 2 was designed to find out the amount of years the participant has served as a guidance counsellor. Items 3, 10 and 11 were designed to examine the contrast between both school types, namely single-sex and coeducational, and establish the extent to which the two types of school differ from each another. Items 4 and 14 seek answers in relation to the communities in which students live and the extent to which those communities contribute to violence in the schools. Item 5 attempts to find out the reasons students give for unwelcome behaviour. Item 6 tries to find out if there are repeated offenders of violent behaviour in the school. Item 7 asks about the school's program of behaviour modification and whether it has helped to curb behaviour. Items 8 and 9 are solicitous to the various causes of violence in the school and whether there is a signature cause of violence. Items 12 asks for the types of violent activities that students are involved in. Item 13 seeks to find out how the counsellors feel about the level of violence their school is experiencing. Question 15 probes whether poverty contributes to violence in schools. Question 16 probes whether there is anything else that was not discussed but contributes to violence in schools. Artifacts were to be gained from teachers complimented by random observation. For illustrates the relationship in the alignment of interview items, observational schedule and artifacts with

their corresponding research questions in the guidance counsellor interview protocol, see Table B1.

The teachers' interview protocol items are range from 1 to 16. Artifacts would be gathered. Item 1 examines the age range of each teacher. Item 2 questions the number of years the participant has been teaching. Item 3 was designed to extract information about the type of school, whether a single sex or coeducational. Items 4 and 5 ask about the communities in which students live who have been involved in violence and whether these communities contribute to the violence that is in schools. Items 6 and 7 seek to find out whether the violence in schools affects the academic performance of students. Items 8, 9, 13 and 16 were designed to test for the disparity between the single sex and coeducational schools and resolve the possible differences. Items 10 and 11 were designed to examine the contrast between both school types, namely single-sex and coeducational, and establish the extent to which the two types of school differ from each another. Items 12 asks for the types of violent activities that students are involved in. Item 13 seeks to find out how the counsellors feel about the level of violence their school is experiencing. Items 14 and 15 questions for the description of a fight which took place in the school before the eye of a teacher. Question 16 probes whether there is anything else that was not discussed but contributes to violence in schools. For illustration of the relationship in the alignment of interview items, observational schedule and artifacts with their corresponding research questions in the subject teacher interview protocol, see Table C1.

A demographic summary of the composition of the sample displaying the various schools that participated in the study is provided. The sample was composed of four high

schools, namely, one all-girl, one all boy, one traditional coeducational and one developing coeducational high school. These four institutions span between two parishes. They are all high schools where students have to sit the high stakes examination grade six achievement test (GSAT) for entry. All schools in the study have been given a pseudonym.

Data were collected from 12 face-to-face interviews that were conducted in June and July 2017. In an effort to preserve confidentiality, pseudonyms were assigned to all participants. Due to the relatively small size and the interconnected nature of the Jamaican education sector, pseudonyms were also assigned to the institutions in the study.

In this study, the all-boys school is called All-Boys and the all-girls is called All-Girls. The traditional coeducational high school and the developing coeducational high school were assigned the pseudonyms Traditional Coed and Developing Coed respectively.

The data analyzed and presented in this section were organized in accordance with the constructs derived from the literature review and the research questions, which guided the study.

Merritt and Labbo (2004) observed that researchers must see what is there, and not what they expect to be there. In other words, qualitative researchers must be careful to see issues as they are not what they hope to be or expected to see. As a corollary, the qualitative data gathered were examined to identify and determine meaningful patterns that emerged. A rich and full explanation and description were made as new concepts and

themes were detected. Brief sketches of the 12 participants in relation to their area of specialty and their years of experience are included to provide context. This is critical to the study in terms of the credibility of their asseveration.

Demographic Data

The respondents were selected based on their areas of specializations. They are grouped accordingly: principals/vice principals, guidance counsellors and classroom teachers. For further details see Table 4. The principal or vice principal of a school was

Table 4. *Demographic data on participants*								
	CoEd				Single Sex			
Role	26-30	31-40	41-50	51-60	21-30	31-40	41-50	51-60
Principal/Vice Principal			1	1			1	1
Guidance Counselors		1	1			2		
Teacher	1		1				2	

interviewed to provide information on school violence from an administrative point of view. The guidance counsellors of the institutions were interviewed since their office plays a pivotal role in the operation of the schools. Information was sought from the classroom /subject teacher because they are, aware of the happenings on the ground. It is

thought that the teacher would be the one to see or part a fight in the class or on the campus. Pseudonyms were used for all respondents.

<div align="center">The Institutions involved in the study</div>

The educational institutions involved in the study are located in 2 parishes, in Jamaica namely, St. Elizabeth and Manchester. The all-girls single-sex school has been in existence for the last 159 years. It has 74 academic staff members and 38 administrative and support staff. The school has a student population of 1, 212. This school emphasizes academic performance and spiritual development of the students.

The all-boys single-sex school has been in existence for 161 years. It has 72 academic staff members and 36 administrative and support staff. The school has a student population of 1,208. This school also emphasizes academic performance and spiritual development of the students.

The traditional school is a coeducational high school. It has been in existence for the last 159 years. It has 77 academic staff members and 28 administrative and support staff. The school has a student population of 1,200. This school also emphasizes academic performance and spiritual development of the students.

The developing school is a coeducational high school. It has been in existence for over 50 years. It has 47 academic staff members and 14 administrative and support staff. The school has a student population of 800. This school also emphasizes academic performance and skill training of the students.

Mrs. Princess Murray

Mrs. Princess Murray has been a principal of the Mad Cloud High school (pseudo name) for 5 years prior to coming to the All-Girls school where she has been the principal for just under 14 years. Prior to that she was the principal of Funny Hill primary school (pseudo name) for another 8 years. Thus, she has 27 years of experience as a principal. Having been a teacher before becoming a principal Mrs. Murray would have served the education sector for over 3 decades. She possesses a reservoir of knowledge and experience in relation to the operation of schools. She has the experience of working in both types of schools, namely, single-sex and coeducational. Hence, she is seen as an authority on the subject in question, having had a wide range of experience in the various types of institutions and at different levels.

Miss Panel Powell

Miss Panel Powell is the vice principal at the All-Boys school. She has worked there for over 2 decades. Miss Powell served in various capacities such as form teacher, year group supervisor and staff advisor. She also teaches at the six form level at the All-Boys school. Miss Powell also has experience in teaching at a coeducational school prior to coming to All-Boys. Today she is a good advisor to their young principal and a tower of strength.

Mr. Nettle Ford

Mr. Nettle Ford is principal of the Developing Coeducational School. He has been in education for the past 25 years including being the principal of the Developing Coeducational School for the last 7 years. Apart from being the principal, he is the

football coach. This is not common in the Jamaican education system. The students refer to him as prini-coach, meaning that he is both a principal and a football coach to them. As a principal, he is an administrator who runs the school and oversees discipline. As a coach, he "raps" with the students, especially the boys where he is able to communicate closely with them.

Mr. Angel Gabriel

Mr. Angel Gabriel is the principal of the Traditional Coeducational school. He has been the principal for the last six years. Prior to that, he was the vice principal there. In addition, he is a lay preacher at his church and sees himself as a leading disciplinarian for students as well as providing spiritual guidance for them. Being an experienced instructional leader for the last 6 years, he understands the education system very well. Hence, his participation is an advantage to this research.

Mrs. Straightly Rowe

Mrs. Straightly Rowe is the guidance counsellor for the Girls-Only school. According to her, the role of the guidance counsellor is broad. In her words,

> psychological issues, we get them from teachers, they are referred to us, children that are at risk, and we go to their homes and make an assessment, do background history, see exactly what is happening and make several recommendations. We are also responsible for career development and if there are students with financial challenges, we make representation, on their behalf, for assistance so that they can continue their educational journey.

One significant thing about Mrs. Rowe is that the All-Girls School is her alma mater. Therefore, she is well aware of what goes on in an institution of this type both as a pupil for 7 years and as a guidance counsellor for the last 3 years.

Mr. Pall Palmer

Mr. Pall Palmer is a guidance counsellor at the All-Boys High School. Mr. Palmer has not been the guidance counsellor for more than a year, but he feels he is able to speak to the subject in question. Having worked with the students for a year and observing their behaviour he is able to provide information on what currently occurs in the school. This school, All-Boys, is actually his alma mater. Therefore, he is able to advise with regards to this institution both as a pupil and as a professional. In addition to his years of experience at the single sex school, he is also familiar with the operation of the coeducational setting having been guidance counsellor at a coeducational school prior to returning to All-Boys as a member of staff.

Mrs. Burne Hard

Mrs. Burne Hard is a guidance counsellor at the Traditional Coeducational school for almost 6 years. She is very knowledgeable about matters of the school and violence among students. She has a Bachelor's degree in Guidance and Counselling, which she acquired at the Jamaica Theological Seminary, an institution that is seen as an education "giant" in training guidance counsellors.

Mrs. Wendy Wellington

Mrs. Wendy Wellington has been a guidance counsellor at Developing Coeducational School for 8 years. As a counsellor, she is an integral part of the school's operation. She works along with the vice principal and dean of discipline and, in most cases, she would evaluate the students who are violent before they receive any punishment.

Miss Bosse Gosse

Miss Bosse Gosse is a 46-year-old, well-experienced teacher who presently teaches at the All-Girls High School. She possesses a plethora of knowledge as far as the teaching-learning situation is concerned. The All-Girls School is her alma mater. She taught at the All-Boys School, the All-Girls School and, at coeducational schools. She even taught in the United Kingdom for a while.

Mr. Morphine Martin

Mr. Morphine Martin is a classroom teacher at the All-Boys School. He has been at All-Boys for a decade. He has a special relationship with the school because he did his teaching practice there and he enjoys working there. Though he has no experience in teaching at a coeducational school, he has helped to groom thousands of young men over the last 10 years.

Mrs. Dalia Dailey

Mrs. Dalia Dailey is a classroom teacher at the Traditional Coeducational School. She has been in education since 1999 and teaching at this school for the last two years. She has experiences of seeing students fight before her very eyes.

Miss Morin Morrison

Miss Morin Morrison is a classroom teacher at the Developing Coeducational School. She has been teaching at this school for the last 15 years and even has experience of teaching at the tertiary level. Over the past one and a half decades she has seen the best and worst of students under her supervision.

The Various Violent Activities on School Campuses

The respondents from the single-sex high schools claimed that there was minimal violence in their schools. While the respondents of the coeducational schools admit that they have violence in their institutions; they seem to have a different definition of fighting than that of the single-sex schools. The single-sex school respondents define fighting as any altercation between two students or more while the participants of the coeducational schools see fighting as a major issue creating mayhem and disrupting the whole school. In other words, only major fracas would be seen as a fight.

Violent activities take place in all types of schools. However, these activities appear to be more pronounced in the coeducational schools than the single-sex schools. In the describing violent activities that take place in schools the guidance counsellor for the All-Boys spoke about the one activity commented that "One boy was sanctioned

because he pulled a knife at another boy. It was not a regular knife that was sharpened. It was a dinner knife". Although it was a dinner knife that was pulled and therefore never seemed to be very serious, the young man was still chided for his action. When action such as this is compared with what happened in the coeducational schools, there appears to be more fertile ground for verbal and physical confrontation in the coeducational setting.

The teacher of the single-sex school commented that when things are not going well at the school in terms of administrative matters, students seemed to take the opportunity to fight. They know that all is not well. If there are conflicts between staff and administration, they seemed to know that they can test the limit of the administrative structure. Hence, a fight or two will ensue. In the last fight that took place the students pulled on each other's hair and tore one another's clothes. Both students were suspended; one was suspended for three days and the other for five days.

The principal of Developing Coeducational School related a confrontation that he saw:

> There was this young man that was behaving like he was a don or that he was bad. So, some other boys beat him up. He went to town to his mother who sells goods in the market. When the mother came down, I call the young men who were involved. Right before my eyes the mother grabbed one of them and a struggle ensued. I had to jump up from my chair to separate them. I asked the mother, what if this boy's father hears what happens and comes down here to take revenge?

The principal related another experience where two students were fighting. Since they can be searched in school they rarely have weapons. When the fight began it went beyond the school gates where weapons were drawn. These students fight with machetes and

knives which are hidden outside the school in the bushes and under patches of grass. One student was cut and bled.

The administrator of the All-Boys school, responding to the question regarding experience with the two types of school, gave the following accounts:

> In the coed school, the fights were regular. Even at the primary school girls fight over guys. I remember at one school this father came over because his son came home and reported that an older boy had interfered with him and I thought I was there to witness a murder. He had a hook machete and it was around the young man's neck. It was a lot of begging and pleading to get him to release that young man. I have seen cases where a mother and her daughter took stale urine to throw in another female's face because that girl had stolen her daughter's boyfriend.

Mrs. Princess Murray recalled what happened in the coeducational schools where she was principal. She said that almost every day she had to be running out of her office to take a knife from a boy or a scissors from a girl. She said being principal of this all-girl school is so much different in terms of the peaceful environment.

> We have more fights with the boys. Even then usually the fights were the boys and not so much with the girls at McCloud High. And then we had the boys fighting with the girls. So, we have a three-area of fight that you would never have at an All-Girls. So, at coeducational schools, it was definitely higher. Boys fought for your lunch or lunch money; they fought because somebody stole their money. You bounce me when you pass me in the line. Some students fought because other students told them a bad word or told them about their mother. They fought of course for relationships. Boys fought for their girlfriend and the girls fought for their boyfriend. The boys said this is my girlfriend and my territory and I heard that another person is intruding. They fight on the play field.

Miss Gosse a teacher at the single-sex high school who taught in both single-sex and coeducational schools, said:

The coeducational school has more violence than the single-sex schools. The coeducational school that I have taught in, the boys when the fight they are far more aggressive and violent, and I don't know if it is the presence of the girls in an attempt to basically assert the ego and dominance. They fight in ways that are vicious and excessively violent. Boys take machetes and guns to school. And many of these boys sometimes put the fight to male members of staff. I have seen that. I have seen where boys have to be disarmed at the gate and the police had to come in to basically sensitize them to the criminal relating aspects of arming themselves to come to school.

The classroom teacher for the Traditional Coeducational school told of her experience at the dining room with two students; one was a fourth former and the other a sixth former. She was on the scene, but her presence did not matter. They traded blows like in the movies. I saw kicks passing over my head like Jackie Chang, she exclaimed.

When 2 asked: "To what extent is your school affected by student violence?" The instructional leader of the All-Boys said that is was very, very minimal. "Our greatest issue here is technology, cell phones. The instructional leader of All-Girls said that it is probably at its very, very, lowest in terms of schools across Jamaica."

The instructional leader of Traditional coeducational said that students will fight for everything, from the minute to the significant. Most fights take place with Grades 7-9.

The instructional leader of Developing Coeducational School said, "Last year we had some challenges because students were struggling for chairs and that caused a number of the conflicts."

A follow up question asked, "For this academic year about how many cases would have been reported of fights?" The vice principal of the single-sex boys' school said, "Not many! Seriously! Less than 5 like I said we're blessed." The principal of the single-sex girls' school said, "More than usual we've had a least three instances where

we had to counsel or suspend ladies for responding and not doing what they are expected to." The principal of Traditional coeducational said, "I know that we have fights every month. I would say so far we might have 20 fights or so for the year." The participant of the traditional coeducational high school said, "If you are classifying fights in relation to disrupting the whole school and creating some kind of mayhem. It would have been less than 10."

The principal of the developing coeducational high school defines "fight" as a major fracas disrupting the whole school and creating some kind of mayhem. The principal of the single-sex institution interprets a fight as any altercation between two or more students. As a consequence, conflicts between students that are not seen as major may not be documented and therefore underreported. Notwithstanding, based on the perceptions of the participants, fights occurring in the coeducational schools (in the study) seemed to be double the number of fights in the single-sex schools.

When asked about the causes of violence in schools. The vice principal of All-Boys responded by saying "Maybe a chair; and it is just a little squabble not violent. It is not like they would have an icepick or something like that." The principal of All-Girls; listed the causes as (a) arguing over the same boyfriend; (b) calling others nicknames, (c) fighting over name calling, (d) not apologizing for physical contact, and (e) also, bring community issues into the school. The principal of the Traditional coeducational school listed the following issues: (a) two students liking the same person and end up fighting it out, (b) money is lost and a person is suspected as the thief, (c) rumours and gossiping, and (d) misunderstandings. The principal of the Developing Coeducational School said that males fight over what they describe as 'dissing'

(disrespecting). "They violate my friend and me have to defend it so me violate anyone of them over there. I don't love calling it gang because it does not have any symbol or name. It is mostly some friends who come from the same community."

None of the principals believed that poverty was a cause of violence in students. For example, the vice principal of the All-Boys school said, "We have students who are from the very humble background, but it does not impact." The principal of the All-Girls school said, "Looking back at a Girls-Only for example, the richest of the richest child fight. So, I don't think in all fairness we can say poverty contributes to student violence." The principal of Traditional coeducational school said, "In my experience and in this school, I find that the students who come from poor backgrounds are the ones who are most determined to do well." The principal of Developing Coeducational School said, "Because I have seen students who are poor and they are not violent."

Poverty as a cause of student violence seems to be more on the part of the country than in particular families. For example, the schools lack adequate furniture which creates an environment that is conducive to violence. Even in the All-Boys school where there is very little violence; students will fight over a chair. The Developing Coeducational School principal conceded that the year before they had some challenges with school furniture and there were conflicts.

The vice principal of All-Boys said that the major issue causing violence is cellphones, but students don't fight over them. They would more have a squabble over a chair. The traditional coeducational principal stated at least three situations that trigger fights: (1) Misunderstanding between students as one of the common factors leading to

fights. He explained that it could be that a boy carries a phone to school and he knows he is not supposed to carry it and a next boy steals the phone. (2) Misgivings about boyfriend/ girlfriend, and (3) the lack of courtesy. The principal of the Developing Coeducational School saw the lack of respect among students as one of the main things that trigger the fights. He said a fight can ensue when a person feels like he or she is "disrespected."

How would you compare your experiences in both types of school? The school leaders felt that there were more fights in the coeducational setting.

The vice principal of the All-Boys school believes that the location of the school contributes to having less violence. She said they are located on top of a particular mountain and that it is remote everywhere. The school is far away from the homes therefore, students cannot call for assistance in fights. She added that the environment is peaceful. The principal of the All-Girls school also believed that the location contributed to the peaceful environment. For further information see Figure A2.

Many points were made in relation to keeping the peace in the school. However, it was not only the single-sex schools that have plans and policies in place to reinforce discipline and keep the peace. In fact, in some cases, the coeducational schools had stronger policies on the matter of discipline. The instructional leaders in the single-sex school believe that the environment contributes to having less violence than their coeducational counterparts; and this environment is a reflection of the location of the school. The remoteness of the physical, social and psychological environment has created a high level of tranquility experienced in the single-sex schools.

Where we are at, this same-sex school has relieved us of all of that (referring to the constant violence in coeducational schools). Some teachers working here, and I were in conversation with other teachers. When we listen, other teachers talk about violence at their school and we talk about the peaceful environment of our school, they wonder what kind of school we work in. The other teachers couldn't relate to most of the things we were saying, and they kept on looking at us. They said they guess we don't know what is happening. I'm here 22 years now and I can remember one (violence related) situation and it never escalated into a brawl.

When they were asked why student violence would occur more frequently in a mix-gender than a single sex setting, one administrator said:

As a principal yes, I serve as the principal of the Coeducational High school for 5 years prior to coming here. And in fact, I was principal of a primary school Colly Hill primary for another 8 years making me a principal of one institution or another for the last 26 years. I will not have a girl fight with a boy here. Neither will I have it the other way round. Frequently though, what I find is that invariably when there is a fight, there is no supervision of the students in school. If a class is left unattended that's rich fertile ground for the students to get in that sort of thing. It amazes me for example, that in a US school, it is a law that the students are never ever left unattended. When you go to the playfield there is not one person attending to them. When you go to the dining room there is no person attending to them. So that is a step we should take forward in Jamaica that all times, once students enter the compound, they should not be left without the oversight of an adult.

When asked why student violence would occur more frequently in a mix-gender setting rather than in a setting where only one gender exists, the administrator said:

The location, this school is far away from their homes. Very, very often parents told their children to fight back and I found that very strongly in the primary and coeducational school per say. It's a manly thing in Jamaica that if somebody fights you, you fight back. At Girls-Only we speak to those who gentle the world. Gentle the world by not responding or reacting to a fight.

The Teachers' Perspective

Four classroom teachers were interviewed, one from each school. The study attempted to find out from teachers whether they have witnessed a fight and how they perceive school type in relation to comparison between the single sex and the coeducational.

The following are the teachers' responses to interview questions from the classroom teachers' protocol. Of the four teachers from whom opinions were solicited, one had the experience of teaching in both types of school. She admitted that she felt that there was more violence in the coeducational schools than the single-sex schools. To the question how would you compare your experiences relative to both types of school? The teacher at the single-sex high school remarked:

> To be perfectly honest with you, sometimes as a teacher, the violence does not touch you as readily as it would students. There is a sense in which you remain a little distance from it. But it does affect you in psychological ways even if it's not physical.

Separate and apart from the idea of jealously among students and the physical location, there seemed to be other factors contributing to differentiation of the two school types. Coeducation in and of itself seems to pose a challenge to the harmony of the school. When asked why student violence would occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists? The teacher commented that:

> The multiple personalities would be involved here and the intricacies in terms of problems would be far more complex because of course, you are talking about male-female. Even the issues that would arise would

basically be far more widespread and far more dominant. By virtue of the multiplicity of factors that one would have to deal with, were you in a mixed sex school, which would contribute to more violence there. In the single sex schools, many times they fight over men or boys. In a coeducational setting, two boys fight over the perceived theft. You know one boy may suspect the other or maybe say something. In a coeducational school, a boy and girl will fight. I think that may be a girl a boy feels he has to put in her place because she is testing my dominance as a male. I think that those kinds of things trend from the patriarchal construct, the idea that I am male so don't come fly-up in my face; behave yourself, know your place. So, the fight many times is to tell this young woman that I am a man.

The question was posed to the guidance counsellor of the all-boys school: How would you compare your experiences relative to both types of school? His response was:

I saw more violence in the mixture of both boys and girls. Based on my experience there is more violence in schools that are mixed. Girls might like a boy in school and you can carry feelings or a girl likes that boy then you have some form of violence.

When asked why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists? He said:

All-Boys in comparison to other schools I wouldn't say violence is a big issue. At other schools, they fight every day and draw knives. That's not the experience here. There are simple things like back answering where students may say violent things, but you don't really have violent actions. There is a mindset. Coming into an institution you know that there are certain standards. So, you know that you must follow the rules and if you break those rules you see the consequences. It tends to work.

Notable Variables

Initially, location was not considered an important item in explaining why the coeducational schools seemed to have more violence. Nonetheless, it was one of the things the administrators of the single-sex institutions raised as the marked difference between the two types of schools. Further, in that, both of the single sex schools board some students. These are far removed from the community influences. These schools

have students who are not boarders, whom they refer to as day students but there is a robust transportation system where they are transported to school every day.

Another matter of concern is the surrounding communities that support the schools. The principal of the Developing Coeducational blames a lot of the fights on the communities. This aspect has been examined by Edwards-Kerr (2013) who argues that in Jamaica children and young people take with them ways of being what they see modelled in their communities, King (2002) cited significant events such as football games as events that spawn fights as well as violent events in the community that spill over into the school. Many of the fights that take place at school began in the community and vice versa. Mr. Nettle Ford sums up the reasons for fights in his school as: "They have a fragile ego, the culture and the community." Violence can begin in a given community between two students then plays out at school. It can also begin at school then escalates in the community. This happens when families oppose families in a community. There is another level where communities are against communities. Therefore, if students come from two rival communities, violence between them can be played out at school.

According to Mr. Nettle Ford,

> Even the community here, it is a violent community. Most of the
> communities have their dance where they play dance-hall songs, but they
> don't go to each other's dance because it a recipe for someone to get hurt.
> Then the school now is a melting pot that involves the communities. And this
> is one of the things I have to work on if there is any conflict at school it is
> going to impact the community.

Mr. Gabriel says he has not linked violence to communities. However, Miss Morris explained that students feel like they have to defend their communities. For example, one student will tell another "I am from X community (which is a violent community)." The

other will say "I'm from Y community (which is also a violent community)." They then try to prove how bad their communities are. There is violence within communities as well as violence between communities and they both affect the peace in the schools.

A variable of interest was the administrative structure of the institutions. All institutions seemed to have a sound administrative structure. It came out that all instructional leaders had a zero-tolerance approach to violence of any form therefore students are penalized if they fight. In fact, all schools in the study had suspension as an automatic consequence for fighting. It could not be proven that one administrative structure was superior to the other and therefore resulted in less conflict.

School policy was an important variable. The schools studied were able to show their school handbooks. In some cases, they were revised recently and were up-to-date. The administrators say that students receive a copy upon entry to the school and their parents are asked to read and sign it. The coeducation schools that experienced many fights did not do so due to a lack of policy. In fact, the only school that was not able to show a hard copy of a revised handbook was the single-sex all-girls. The principal said that the school now wants to go electronic and therefore the rules are no longer printed in hard copy.

School culture stood out as one of the pillars which underlie the harmony of the the single-sex schools. For example, over time it has become the expectation that students stay away from fighting. The single-sex schools have been basking in this culture for 150 years. This is understood by teachers, parents, and students. It is going to take time for the coeducational schools, racked by violence, to measure up to this.

Socialization is inevitably a variable for school violence. This was what Mr. Nettle

Ford referred to when he talks about the fragile ego. Students are socialized to not accept

the following things: 1. any comment about one's mother, 2. being called any nickname,

and 3, taking any body's last lick (to be hit and not hit back). Any of these is seen as a

violation. According to Mr. Nettle Ford:

> I did a check on students who fight, and a boy would say I have to kick him,
> sir, because he told me about my mother. Ms. Gosse agreed that if you say,
> anything negative about the mother of a student is an instant trigger for a
> fight.

Family values can never be overlooked. The guidance counsellors agree that the

children who fight at school are the ones who do not have a father figure at home. Mrs.

Straightly Rowe explained that:

> Of all the students who fight, all of them are grown in a single family or
> exposed to step-daddies. They don't have their biological father. And we have
> certain psychological cases that we have to treat with and 99% of them, the
> fathers are absent. Chances are things would have been different. High
> possibility! Because most of the time you ask them what would you like to
> happen and they said Miss I would love to have my father living with us. I beg
> to insert this aspect: some mothers say that they play the roles of daddy and
> mummy. I really beg to differ. They are so caught up performing their role they
> will not effectively play out the father's role at all. And what I find happening
> in terms of the interview with girls is that they sometimes end up blaming their
> mothers for not having their fathers there.

When asked, Why would student violence occur more frequently in a school where

both genders coexist rather than in a single sex setting? The guidance counsellor of the

the all-boys school said:

"The absence of a father figure is one of the most repeated things the students are

saying. It is very important." He explained that those who grow up with a father figure,

they behave differently, very differently! Manners-able, respectable, performs well and gives no trouble at all.

The system used to place students in high school is a challenge. The principal of traditional coeducational added that he recognized that other schools were having, even more, violence than his school was experiencing. He explained that it is the minority of students who get into the traditional high schools. The students who did not matriculate for the traditional high schools were left with no choice but to attend one of the developing schools. As a consequence, these students, who were forced to settle for the developing schools, become hopeless, hence, they develop the attitude of confrontation and conflict. Further, this is one of the reasons why, it appeared as though, the developing coeducational high schools experience a higher rate of violence than the traditional coeducational schools.

To the question, is there anything else you would like to tell me apart from what was discussed, the principal of the traditional coeducational school said:

> The point I would reiterate is that the placement system that we use currently perpetuates violence in schools. We have already caused thousands of young people to feel worthless and that they are less than others and you find that this kind of feelings of inferiority can translate into aggression and violence they will try to find an easy way instead of going through the education system. One of the things we need to look at if we want to address this is a more equitable system of placement where everybody can feel a sense of equality. Come to think of it, it is the minority of students that have been placed in the traditional high school, so the vast majority has these issues to contend with.

The government does the student placement. There is a sense in which school violence is institutionalized. One principal further explained that:

The placement system creates too much social disorder. In some schools, if you suspend a child and tell him to go bring his parents you will never see him come back because they see it as a good break from the system. Some of the parents see the kids going to some school as already a failure. They are not going to waste their time to come and represent. If it's a bright child and in a 'good school' (a traditional school), you find that they pay the fees, they come to represent, and they want to support the school. So, it helps (having both parents to support their children).

The respondents were divided on the issue of whether students who were not able to read and write well were the ones who fight in school. Some believed that the none-performers lack the will and confidence and it follows that they are the ones that fight because they lack the ability to reason.

One variable thought to contribute to violence in school is poverty. However, poverty has to be defined. For example, students always fight because of lack of school furniture. Most of the respondents, for example, disagreed with King (2002) who held that economic differences are the basis of the most significant cultural differences—the existence of poverty check by jowl with conspicuous consumption. Too many children lack even proper shelter and adequate nutrition. While this may be so, teachers said that they have seen poor children who do not fight while on the other hand children from wealthy homes fight.

A significant contributor to violence was found to be jealousy among young people. Respondents felt that "disrespecting" and name calling was found to be more predominant in coeducational schools where both males and females mingle. One respondent said,

The ego vaunts itself in the presence of the opposite sex and there is always a point to prove". The attempt to prove this point most times results in aggressive behaviour. When the sexes are separated the ego becomes less potent.

Summary

The degree, to which school administrators and teachers perceive features of student violence, was exhibited in the accounts of the twelve respondents that were interviewed. Quite a number of things came out of that could be further explored.

It was noted that some of the things that cause much of the violence in coeducational schools also triggered minimal amount of violence in the single-sex schools. Hence, the reasons for the differentiation are things that characterize the single-sex schools that are not indicative of the coeducational schools. These seem to be the difference in the physical, social and psychological environments. The physical environment has to do with the area in which a school is located. The social environment has to do with the interpersonal relationship of the students. The psychological environment has to do with the culture that has developed over time whereby students demonstrated a mindset of harmony and respect for their one another.

The social environment of the coeducational schools seemed to be different from the social environment of the single sex institutions. The social environment of the coeducational schools refers to the mix-gender where jealously seemed to be potent and a fertile ground for student violence; whereas the social environment of the single sex schools, hinges on the harmony between the students. Both the social and psychological environments of the single-sex schools seemed to have resulted from the physical environment (the location) which shaped a culture of its own, worthy of emulation and

this is what accounts for the minimal amount of violent activities in the single-sex schools. This was complimented by their constant efforts to maintain this environment that has become part of their culture over many decades. The efforts to maintain this environment seemed easily attainable by virtue of the absence of the opposite sex.

All of the schools had effective intervention programs, and in some cases, the coeducational schools seemed to have more programs than the single sex schools. The coeducational school also demonstrated high standards and expectations for students. They had a more stringent school policy that has the potency to serve as a deterrent to unwelcome behaviour. All coeducational schools were able to show a relevant and updated school handbook on its policies that parents read and signed to upon registration of their children. Not all single sex schools had an updated school handbook.

Some instructional leaders and teachers believe students who are not academically inclined are embroiled in fights more than those who are. How students are placed subsequent to the GSAT examinations has to do with the amount of violence that takes place in the schools in which they are placed. In this vein, the traditional high schools and more so the single sex high schools that the parents prefer receive the smarter students. Those who do not do well would be sent to the developing high schools where hopelessness is demonstrated in aggressive behaviour.

Poverty is a cause for violent behaviour in schools. However, poverty is not what it was thought to be (on the part of poor parents) but on the part of the school itself, lacking adequate furniture, causing students to fight over desks and chairs. This is a confirmation of the findings of Smith (2003) who noted that, from primary to secondary schools, there

are fights arising out of the removal of chairs and desks from one classroom to another or even within classrooms.

Jealousy among students was the number one contributor to violence in schools. This contributes to violence even in single sex schools, without the presence of the opposite sex. It seems to intensify when both sexes are on the same campus on account of being ego driven. For further information see Appendix Figure A1.

It was also found that the community violence contributes to the violence in Jamaican schools. This contributor functions as a two-way street, in that, when violence comes from the communities and penetrates the school, it tends to return to the communities. This is when school violence escalates.

The location in which the single sex schools are placed seems to create an environment that is conducive to learning while on the other hand abhorring a culture of violence and inappropriate behaviour.

CHAPTER 5

INTERPRETATION, DISCUSSION, IMPLICATIONS and RECOMMENDATIONS

Connections to Extant Literature and Theory

This purposive sample of educators was grounded in the theory of symbolic interaction, which was postulated by George Herbert Mead (1967), formed the framework for this study. Mead argued that in the case of a "dog-fight" we have a gesture which signals an appropriate response. Symbolic interaction, as extrapolated by Wood (2009), admits that interaction and exposure with peers, role models, and popular culture, either amplifies or tones down dispositions, despite the fact that every person is born with particular dispositions. Children learn behavior from all who they come in contact with; that behavior may be advantageous or atrocious. In the case in point the behavior patterned is the latter.

The project respondents were partly involved in identifying and discussing student violence in their schools. They discussed the various causes of student violence and the extent to which these were affected by the school's student body composition.

Emerging Themes

As earlier indicated, this study was designed to obtain an understanding of how the administrators and teachers of a sample of high schools in Jamaica perceive the incidence and potential sources of violence among students. It afforded an opportunity to investigate the perceptions of administrators, guidance counsellors, and classroom teachers as these relate to the phenomenon of student violence. This chapter discusses the implications of findings from the study.

Nine themes emerged from the analysis of the responses. Five of these were beyond the direct control of a student (1, 2, 3, 4, 5) and four of which were directly student characteristic (6, 7, 8, 9).

The First Theme: Government System of School Placements

It was found in this study, that the developing high school is the school that gets most of the students who are illiterate. The GSAT examination is about placement in school. The students with the higher grades always go to the traditional high schools. Students go where their grades can take them. Students who are in reasonable proximity to traditional high schools, who do not get the opportunity to attend the schools, become disappointed, hopeless and aggressive.

What has not been proven is whether there will be less violence in schools if children are placed on the basis of where they live rather than on the basis of their GSAT grades. What is clear, based on the perspectives of the teachers, is that illiteracy does contribute to violence in coeducational schools, especially the developing schools. For example, the developing school got most of the children who are illiterate. The administrators said, last year, there were a lot of conflicts because of a shortage of furniture. The guidance counsellor for the traditional high school says she has a list of students who displayed inappropriate behaviour, twelve of whom were on the list for fighting. She was asked whether any of the students on the list was on the honour roll, she responded in the negative. Mr. Gabriel, principal of the traditional coeducation explains that the students who go to the traditional high schools, most of them have good support systems. The traditional schools do have an advantage there. The parents generally come in. The

placement system results in too much social disorder. In some schools if you suspend a student and tell him to bring his parents in you will never see him come back because they see it as a good break from the system. Some of the parents see the children going to some schools as already a failure. They are not going to waste their time to come in and talk with school officials. There are two options that present themselves, both of which are critical. First, does the Ministry of Education want perfect and outstanding grades generated from the traditional schools or second, does it wish to settle for ordinary grades with a fall in the level of violence in schools. This would be accomplished by giving all schools an equal distribution of students, where all students in school see themselves on equal terms instead of living with the hurt that they never got the opportunity to attend the school of their choice.

The Second Theme: School Location and Culture

Although this study was not to investigate which type of school has more violence, but rather why there appears to be more violence in the coeducational setting, as opposed to single schools. The first reason there seemed to be more violence in coeducational schools than single sex schools is the location in which the schools are located. The location actually creates an environment that developed into a culture of peace and tranquillity. The secluded location creates not only a great physical environment but an environment that is social and psychological. The low level of violence in schools studied appears to be environment driven. This means that a school experiences violence due to the location or the physical environment that influences a spirit of conventionality or the lack of it. The single sex schools happen to be situated in an environment that appears to be favourable in relation to securing and sustaining peace in schools. In the case of the

single sex schools, the opposite of violence is not friendliness but conventionality. For example, the students in schools may not all be friends, but they conform to the traditionalism of the school, becoming non-violent to one another even if they were violent prior to attending the school. As we shall see, the environment is threefold, namely, physical, social and psychological.

The physical environment in which the single sex schools are located is remote or far removed from the majority of communities where most of the students live and was the environment that appeared to work. Disgruntled parents and guardians would have to be called in if they are needed at the school. This could serve as a solution to reciprocal violence (one of the major challenges schools experience) which will be discussed just now.

Reciprocal violence is violence that begins in a particular community from which the students belong then by extension impacts the school. In like manner, the dispute escalates when it reciprocates or returns to the community. This is why in one particular school they use de-escalation as part of their social intervention strategy. This means that if the violence begins at school the persons in charge work to end it there before it moves into the community where unrest that can reach crisis proportion. If and when a conflict reaches the community it moves from wind share (a flow of contrary wind) to wind shear (tornadoes). The principal of the girls-only school said that one of the reasons they experience a low level of violence is due to the location of the school. It is a situated in a remote area. It is far away from the majority of communities where students live. These schools have a robust transportation system where students are taken to and from school

on a daily basis. Schools that are surrounded by closely knitted communities are the coeducational schools and they experience severe reciprocal violence.

Further to primary violence, there is the extended secondary violence. This is violence which transcends reciprocal violence. This type of school violence occurs between communities. For example, violence begins at school with students from different and rival communities and then tightens tensions between these communities. The principal of the Developing Coeducational School pointed out that there are communities where residents in one don't talk to those in other communities. He says communities have what is called "session" or "dance" where dance-hall music is played but they don't go to each other's dance. As a consequence, any violence at school that begins with any two students from any two of these communities with opposite stance could spiral out of control.

It is noteworthy that some of these communities are divided along political lines. For example, some are staunch supporters of the People's National Party (PNP), the political party presently in opposition; while others are sympathizers of the Jamaica Labour Party (JLP), the political party which currently forms the government. A single community can be divided into these two rival groups as well. Community violence that affects schools is violence within communities and well as violence between communities.

The Third Theme: Sharing Space

The second reason for the coeducational schools experiencing more violence than their single sex counterparts is due to the social environment that the schools operate within. The social environment resulted from the physical environment. Paramount to the

social environment is the sharing of physical space between students. The two types of schools experience separate space sharing between students. In the coeducational setting males and females share the same physical space while in the single sex schools it is the opposite for the sexes. It is noteworthy that physical environment is twofold in that it is (1) the location of the school and (2) whether that location is shared between the sexes. Both types of schools experience challenges. However, when males and females share the same physical space challenges become more complexed due the aggregation of the multiple personalities.

The social environment is related to social-emotional learning as supported by Everton and Weinstein (2006) who defined classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This has to do with students' relationship with other students and with their teachers.

This environmental predisposition relates to the sensitivity of the genders coexisting in the same space or separate spaces. This is crucial to understanding the difference in the volume of violence between the two types of school. It appears more potent on a campus where both sexes are present than on a campus where only one sex exists. For example, young people who are in love (one of the main causes pointed out by most of the respondents for violence in schools) experience jealousy. However, jealousy becomes more potent when the opposite sexes involved share the same physical space. In fact, the more proximal they are to each other the more potent the degree of jealousy is likely to be, and hence, the more sensitive.

School grounds are a topographical point where student violence occurs. It can be physical, sexual or psychological or an aggregate of the all three and can occur on or off the school campuses, going to or from school and/or in dormitories of schools.

In addition, naturally, troubled relationships that are physically close will result in more fights than those which are distant. In the coeducational school, the boys and girls coexist and therefore, once they begin to fall in love, the proximity of some lovers will come into play and result in physical contacts including fights. On the other hand, in a single sex setting, two persons can be at odds with each other, because both are in love with the same person from another campus, but the potential to fight is less because of the low level of sensitivity. If in a single sex education setting, girls are fighting girls and boys are fighting boys, the contrast between the single sex institution and the coeducational institution will be shown in fights between same sexes in addition to fights between the opposite sexes. This provides insight into the contention of the 2015 USAID report that "30 percent of violence is between boys and girls; 60 percent are between boys and boys. Girls sometimes encourage boys to fight one another as a way of demonstrating their manliness." (p. 23) The US National Institute of Justice reiterated that while boys tended to fight mainly with other boys, girls were involved in almost as many fights with boys as with other girls. Fights between individuals of opposite sex seem to account for a vast majority of the fights that take place in schools.

Part of the challenge of environmental disposition is that it appears to be simple at face value. However, it provides insight for answers. The two types of environment work together namely, the physical and social respectively. Thus, administrators who wish to nullify school violence may find that it may be easier said than done. The challenge is

that even if the school administration works hard to create a social environment that is conducive to learning and reduces the potential violence, it may not be easy to achieve without the physical environment improving. In the two single sex schools, the physical and social environments were the same with the physical environment as the source of the social environment.

This atmosphere emanates from the social environment. The sociology of the social environment is that students generally understand and conform to the tradition of the school. Single sex institutions have a tradition of tranquillity. These schools began more than a century and a half ago and maintain a certain standard over many decades. These institutions were known to educate the children of the privileged. They used to be attended by the children of White residents more than a century and a half before Jamaica became independent and were therefore seen as the ideal. Over time, these single sex schools and endowments have become institutionalized. As part of the culture, the Jamaican parents hold these institutions in high esteem and wish for their children to be educated in them. Accordingly, these parents cannot afford to struggle to get their children enrolled in them and subsequently the children become drop-outs due to their lack of cooperation. This is part of the reason the grade six achievement test (GSAT) is a high stakes examination. Most parents and children strive to earn a place in a single sex traditional high school. Most of the students who attend these institutions want to be medical doctors or some other professional in the field of science. They see one of these schools as their dream school and therefore the opportunity to attend them is taken seriously. It has become a given, that these schools are non-violent schools. These school culture and traditions are so strong that even the child who comes from a violent

background and has a violent past adapt to this culture when they reach the institution. To achieve conformity and peace, instructional leaders have to create an environment similar to that of military discipline. Marzano, Marzano and Pickering (2003) contend that if students are disorderly and disrespectful and no apparent rules and procedures guide behavior, chaos becomes the norm.

What the findings disclose is that it is not so much why there is more violence in coeducational schools but rather that there is less violence in single sex schools. It appears as though if the single sex schools did not exist, then all high schools in Jamaica would experience a high level of violence. The big question that arises from this study is: How can we address the challenge of the location or physical environment of the coeducational schools so that they become more conducive to learning and reduce violence? Or will we continue to have a disparity between the schools as far as violent activities are concerned? Should we accept the conditions as a given or should we find a way to resolve the challenge? Is it possible to achieve the psychosocial environment without the physical environment?

The Fourth Theme: *Drugs*

The guidance counsellor for the all-boys pointed out that, drugs are a cause of violence in students. Although drugs was seen as a contributing factor to violence, it seems to find its way into both school types. It is difficult for drugs to infiltrate the single sex environments due the efforts of vigilant teachers to keep the school safe from corrupting elements. For example, there are reported cases backed up by random searches and a no-nonsense penal system that deters inappropriate behavior.

The Fifth Theme: Absentee Fathers

The issue of fathers absented from the homes was one of the themes that jumped from this research. This came out in both types of schools. It was clear that single sex schools are characteristic of having many two parent families. However, what is not clear is whether coeducational schools, with more violence, have fewer two parent families and therefore more violence in schools. One school counselor explains that it is not so much the communities that the students come from but the homes in the communities and what they are exposed to.

Absentee fathers were seen as a general cause of violence both in single sex and coeducational schools. For this reason, the location of the single sex schools stands out as the distinct marker for the level of violence between the two school types. The administrators of the single sex institutions believe tranquility and distance from community influence is conducive to learning. Students, being so far away from home, get an opportunity to concentrate on their work instead of violence.

The Sixth Theme: Illiteracy

The majority of respondents felt that when students cannot read and write, they lack reasoning power and confidence to perform academically, and thus, are more susceptible to becoming violent. The respondents of the single sex high schools were confident that all their students could read and write. In fact, for primary students to get into the single sex traditional high schools their GSAT grades (examination grades achieved to enter high school) have to be extremely good. Pupils who fight due to the academic deficiency would therefore not be found in these schools. Again, the placement system will be a

cause for concern, but to date, students are admitted to these schools based on their grades and not because of their addresses.

The Seventh Theme: Verbal Interactions among Students

All principals claimed that name calling is one of the major reasons for fights in schools. One student calling another student names is a definite setup for a fight. For example, if the surname of a child is Chambers the children will always tell this child that they want to piss (urinate) so bring the chamber. In Jamaica, 'chamber' is a container of urine that is placed under one's bed.

Any reference to the mother of a male student is a definite setup for a fight. Boys are so attached to their mothers that they become very protective of them. However, being protective of the mother is not the only problem. Fighting because of reference to the mother is part of the Jamaican culture. As a consequence, students automatically learned this behavior from the adults around them. If a male student tells another about his mother and he does not "defend it" (fight), he is seen as soft or afraid. In some cases even when a student is afraid of another he will still have to brace the courage and fight once there is a reference to his mother.

Name calling is also derogatory. For example, in the event of a verbal exchange, a boy calls another "batty man" (homosexual), in which case, there "has" to be a fight. Some students in cursing each other combine name calling with references to the mother. For example, a young man would say, go and do this to your mother batty boy. Subsequent to a fight when school leaders ask, these students why they thought they had to fight; one student would say he told me about my mother and call me names. The other

student in his defense would say he told me about my mother first and called my names I told him back and he hit me, so I hit back.

This study could only agree with the findings of Green, Collingwood and Ross (2010), who had pointed out that girls aged 15 were, less likely to be called names if they were in single-sex schools. Naturally, if single sex schools experience fewer fights, it also follows that they experience fewer events of name calling.

The Eighth Theme: Behavioral Interactions among Students

In Jamaica, there is a "fighting for you right culture". The very famous Jamaican and international Reggae artist the late Bob Marley did a song that said, "Get up stand up, stand up for your right. Don't give up the fight." No child is willing to accept the last blow known as "the last lick." This is an insult to being hit and does not hit back. Part of the reason principals experience difficulty in preventing fights is that no one can afford to take the last lick. In all the schools studied, suspension was automatic if a fight ensued. However, some students would prefer to accept the suspension than the "last lick". In some cases, parents tell their children to hit back.

The Ninth Theme: Jealousy

At the heart of the behavioral interactions among students is the issue of jealousy. It was found that this issue affected both coeducational and single sex schools. Young people seemed to be affected by jealousy irrespective of the type of school they attend. However, it appeared to have penetrated the coeducational schools more. When students of the opposite sex share the same physical space the issue becomes more sensitive and hence, the emotions of students seemed to become more potent. This is a corollary of the

assemblage of multiple personalities and involving males and females. This made the issue far more complex, dominant and widespread and therefore contributed to school violence. One cannot prevent young people from falling in love, but this leads to jealousy.

Jealousy triggers verbal interactions, which trigger a fight, making school violence a chain reaction. When a boy says another boy "brok im foot" (broke his leg) it means that he took away his girlfriend. Another figure of speech is "get bun" (getting burn) for example, heart burn or feeling of hurt. In Jamaica this is stereotype. It is ludicrous to lose the one you love to a rival. This relates fully to the whole idea of "dissing" or "disrespecting" (showing lack of respect for a schoolmate). This is embarrassing and is therefore settled with a fight. Jealousy is a central theme in the issue of school violence.

Conclusion

Against the background of the findings that emerged from the data, a number of conclusions can be drawn that reflect the perceptions of the educators on student violence in their schools and by extension, what accounts for the differences among the schools.

Furthermore, it was found that the environment was quintessential to having schools with minimal violence. The environment was seen on three levels, namely, the physical, social and the psychological. The psychological environment comes out of the social while the social comes out of the physical; these together, over time, formed a culture of conventionality and results in a consistent maintenance of values enjoyed by single-sex schools. This environment is not only conducive to learning but also lends itself to an easier implementation of intervention strategies.

It was found that in all the schools that were studied, the causes of violence were the same. Notwithstanding, there are fundamental reasons why coeducational schools recorded more violent activities than single-sex schools. The single-sex schools are located in a secluded and more appropriate environment that is advantageous to conformity and inauspicious to violence.

It is known and accepted that the physical and social environments have enriching effects on the lives of students and their educational and career aspirations. Empirically it has been shown that the environment has a direct influence on student conformity and by extension is a corollary of insignificant amounts of fights in single-sex schools.

Limitations

The goals of any research endeavor are to address the research questions, to describe and understand the context within which the research was conducted, to explain factors affecting the research, and to generalize the findings. While this research project has accomplished much, its limitations need to be addressed.

This research started with the idea that school structures, in this case whether it was a single sex or coeducational institution, affected the degree of violence noted in the school. To address this idea, administrators and teachers in four institutions were interviewed as to their perception of violence in their schools and to affect possible explanations. The finding was that there was a perception of more violence in the coeducational schools. It is in the explanation of this finding and its generalization that the unforeseen issue arose.

The coeducational institutions differed from the single sex institutions in two ways. First, these schools were located in places that were more rural and distant from the students' home communities. Secondly, these schools enjoyed a different cultural tradition as they had been the schools that the island's elite had attended. Thus, these schools had a deeper expectation of personal self-control. Both of these factors certainly complicate the explanation of the findings, but they do lead to where future research is needed. Specifically, how much of the within school violence is due factors outside of the school or factors from an earlier time period? Separating the within school contexts (single sex or coeducation student composition) from those external to the school have very different policy implications for reducing violence.

Another limitation of this project is that the generalizability of the findings is limited by the data collection methodology that was used. The sample size was small both in the number of schools and the number of participants in each of them. The data collection technique (interviews) is a reactive one. The small sample size can result in factors not being included in the analyses.

Further, interviews can be reactive. Reactivity occurs when a respondent is affected by participating in the project. In this project, for example, a respondent could be giving the response that would satisfy the interviewer rather than what is actual thought. Hence, the reactivity can result in responses that are not valid.

While interviewing is a good technique to get deep responses, large sample are needed to ensure the breadth of information to allow the researcher to include many factors. These limitations therefore, while notable, can affect generalizability, but they do

not negate the findings. The findings establish the basis upon which future research can build.

Implications of this Study

The findings of this research seem to suggest that the perceived impact of school violence is critical to coeducational schools in Jamaica. This body of rich and authentic description of the elements of school violence and its impact in coeducational schools, as perceived by administrators, guidance counsellor and teachers can benefit stakeholders in the Jamaican educational sector.

In recent times, there has been much emphasis on peace management in Jamaican schools. The results from this study will assist educators as they seek to fulfil their mandate to provide professional services in the teaching-learning process in schools and support, guide, monitor, evaluate, report and implement social intervention strategies.

In addition, the policy makers in the education sector can find enough information to guide their policies as it relates to violence and its impact in coeducational schools. Furthermore, the Teachers' Colleges of Jamaica and all other institutions that have as their mandate to train principals will find the findings of this study significant as they revisit their training programs.

The government placement system is an issue to be emphasized as an area of concern. Being cognizant of the causes of violence in schools will assist in the intervention process. However, it does not represent the wherewithal in finding a solution to school violence as this will require a more comprehensive approach based on the functions of school violence and the findings of this study.

The Ministry of Education is an essential organization that could benefit from the findings of this study. For example, the Task-force on Educational Reform in Jamaica 2004 was enforced to come up with a plan of action relative to the design and development of a first world system of education, that has the ability to produce qualified individuals and the skill sets essential for Jamaicans to compete in the international market. The group put forward two attainment targets namely, to increase our educational outputs and to have pupils performing at their best. This unit also recommended a transformation in the overall management of the education system.

The single-sex schools respondents indicated that the location of the school is a plus and contributes to the long-standing tradition of a peaceful environment. All teachers should find this study interesting as going forward, the findings will have implications for teacher education in Jamaica.

Recommendations

Discussions have been taking place but not much educational research on school violence and its impact in coeducational schools in Jamaica done. Teachers, parents, and the general populace of Jamaica, are aware of the Ministry of Education mantra, which states, don't fight it out, talk it out. Notwithstanding, violence in schools continues to occur. Countless people, organizations, and business interests have been calling for something to be done about school violence so that our children can be educated in a suitable and peaceful environment that is conducive to learning.

The findings of this study suggest that there is no single explanation that is responsible for the fact that violence appears to be more prevalent in the coeducational

schools. As a consequence, key stakeholders of the education system must adopt a more comprehensive approach to solving the problem of school violence.

The Jamaica Teaching Council is a body responsible for regulating the teaching profession, building and maintaining competences of teachers, raising the public status of teachers, and ensuring that policies and guidelines advance the profession. This body must pay attention to the findings of this study in relation to teacher training and development. This body needs to develop a special program in violence prevention and de-escalation for all persons who want to teach in schools. This course should be broad enough to facilitate mediation skills. This should be offered and certified through the universities so that teachers may see the importance of becoming qualified in it. This could be on two levels: (1) as a course in the education Bachelor's in Education program and/or (2) as a postgraduate diploma program.

The Jamaica Teachers' Association is another stakeholder that needs to be informed by the findings of this study. The association needs to lobby the government to change the placement system in relation to students writing the GSAT examinations. This would help the students who become disappointed, hopeless and aggressive when they do not get the chance to attend a school of their choice or a school nearer to their communities. There is a sense in which students need to feel that all schools are the same, using the same curriculum and being taught by the qualified teachers.

The Ministry of Education needs to make sure that schools have enough resources such as furniture. This will mitigate the number of conflicts in schools. Many of the fights that took place in schools, including single-sex schools, were due to insufficient

furniture. The ministry also needs to ensure more professional development programming for teachers. Edglossary (2013) opined that professional development can be viewed as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Principals play a very important role in the daily life of the school. They all need to implement the right programs in their schools in an effort to control the level of violence that occurs in schools. These key stakeholders need to implement social intervention strategies to combat school violence based on both short and long-term goals. The school needs to stop it and prevent its return to the community by investigating its source and putting measures in place for de-escalation.

The board of governors operating the school is an integral part of the whole educational enterprise. The board is made of various career people that represent different interests. These stakeholders must take into account that civic duties need to be realized by various interest groups. When violence occurs, it affects us all. The school boards need to have a clear policy on violence that is stated in an updated handbook that all parents and students have access to. They need to read and understand and sign to compliance with the policies of the institution. In this study, not all schools had a school handbook with their policies clearly outlined.

The role of the teacher, as argued by Adu and Olatundun (2007), is paramount to the system of education. Teachers are key players who should know their students as well their subject matter. Children also learn gender roles from their teachers, who reinforce behaviour. They learn based on the positive or negative feedback that they receive

(Anderson, 2005; Wood, 2009). As a consequence, teachers should desist from the use corporal punishment as a means of correcting their students. This tactic of terror is transferable and hence, teaches them to be violent to their peers.

Teachers should use communication to correct and reprove their students in order that their students can pass on that behavior and there by fostering a culture of respect for all. Research has shown that teachers' level of effectiveness correlates with students' cognition. Henson (2001); Rimm-Kaufman, and Sawyer (2004) contended that the effectiveness of teachers is more likely will bring out positive attitudes in students. This was endorsed by Adesoji and Olatundun (2007) who concurred that student attitude is related to teacher characteristics.

The church and the media must come on board in showing our people that (a) they are needed in the home, men especially. (b) Promiscuity results in unwanted children who will end up living without their biological fathers and this gives rise to violence in schools.

Questions for Further Research

There is a need for further research on the impact of violence in coeducational schools in Jamaica. This is especially important to the Jamaican educational sector since stakeholders are being encouraged to reach for the goals of Vision 2030.

Moreover, this research has set the stage for further research based on important findings that came out it. The following are questions that were raised from the study that could be researched as connected topics:

1. Does government policy on education contribute to inappropriate behaviour in school?

2. Does the placement system of the Ministry of Education contribute to violence in some schools?

3. Does the absence of a father figure in the home influence the way children behave at school?

4. Do we have more nuclear family sending their children to single-sex high schools than the coeducational schools?

5. Does the infiltration of drugs affect the way students behave in school?

6. Does the level of student illiteracy contribute to violent and aggressive behaviour in students?

7. Would there be less violence in Jamaican schools if we convert coeducational schools to single-sex institutions?

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APPENDIX A

TABLE A1.   RESEARCH QUESTIONS RELATING TO THE PRINCIPALS'
INTERVIEW PROTOCOL

Table A1. *Research Questions Relating to the Principals' Interview Protocol*			
Research Questions	Interview Items	Observational Schedule	Artifacts
1. How do the administrators and teachers of coeducational schools in Jamaica perceive violence among students?	2, 4, 9, 13, 15, 16	Random	Principals and teachers experience with school violence
2. How do the administrators and teachers in co-educational schools, as compared to those in single sex schools, explain violence within their schools?	1, 6, 7, 14, 10, 11, 12, 15	Random	Principals and teachers determination of school type violence

APPENDIX B

TABLE B1.   RESEARCH QUESTIONS in RELATION to the GUIDANCE

COUNSELLORS' INTERVIEW PROTOCOL

Table B1. *Research Questions in Relation to the Guidance Counsellors' Interview Protocol*			
Research Questions	Interview Items	Observational Schedule	Artifacts
1. How do the administrators and teachers of coeducational schools in Jamaica perceive violence among students?	4, 5, 8, 9, 12, 13, 14, 16	Random	Counsellors' experience with school violence
2. How do the administrators and teachers in co-educational schools, as compared to those in single sex schools, explain violence within their schools?	1, 2, 3, 6, 7, 10, 11, 15	Random	Counsellors' determination of school type violence

APPENDIX C

TABLE C1.   RESEARCH QUESTIONS RELATING to the INTERVIEW

PROTOCOL for CLASSROOM TEACHERS

Table C1. Research Questions Relating to the Interview Protocol for Classroom Teachers			
Research Questions	Interview Items	Observational Schedule	Artifacts
1. How do the administrators and teachers of coeducational schools in Jamaica perceive violence among students?	6, 7, 8, 9, 12, 13, 14, 15, 16	Random	Teachers' experience with school violence
2. How do the administrators and teachers in co-educational schools, as compared to those in single sex schools, explain violence within their schools?	1, 2, 3, 4, 5, 10, 11	Random	Teachers' determination of school type violence

APPENDIX D

TABLE D1.   INTERVIEW QUESTIONS and the PURPOSE

Table D1. *Interview Questions and the Purpose*		
Protocols	Interview Items	Purpose of Items
Principals	1, 3	To identify respondents according to variables relating to professional background, years of teaching experiences.
	4, 7, 9, 14, 15	To generate data on the principals' perceptions on the various causes of violence in their school, including whether there is a signature cause.
	2, 13	These questions were aimed at yielding information on the overall perception of violence based on the experiences of the principals at the schools.
	10, 11	These were geared at providing indicators on what makes the difference between a single-sex and coeducational schools in relation to violent activities of students.
Guidance Counsellors	1, 2	To identify respondents according to variables relating to professional background, years of teaching experiences.
	4, 5, 14, 8, 9, 13,	To garner information on the guidance9counsellors' perceptions on the various causes of violence in school, including whether there is a signature cause.
	16, 15	To acquire data based on perception on the contributing factors of violence in each school to be used as artifacts.
	3, 10, 11	To make a comparison between the relationship with the single-sex school and that of the coeducational school.
Classroom Teachers	1, 2	To yield information on teacher quality, in relation to the experience and service to education.
	8, 9, 13, 16	To gather information on the teachers' perspective of the causes of violence in school, including whether there is a signature cause.
	3, 4, 5, 10	To acquire knowledge on teachers' perception of violence in their schools to be used as artifacts.
	8, 9, 13, 16	Designed to make a comparison between single-sex and coeducational school.

APPENDIX E

TABLE E1.   EXAMPLE of PRINCIPALS' RESPONSES TO QUESTION 11

of the PRINCIPAL PROTOCOL

Table E1. *Example of Principals' Responses to Question 11 of the Principal Protocol*				
Question	All-Boys	All-Girls	Tra-coed	Dev-Coed
11. Why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists?	The location of the school. We're located on top of the Santa Cruz Mountain. It is remote everywhere. You can't call for backup and support. Our environment is peaceful.	A. Maybe the location, this school is far away from their homes. Very, very often parents told their children to fight back and I found that very strongly in the primary and at the (coeducational school) per say.	No experience in leading a single sex school	No experience in leading a single sex school

APPENDIX F

Example of TEACHERS' RESJPONSES to QUESTIONS 3, 10, & 11

of the TEACHERS' PROTOCOL

Table F1. *Example of Teachers' Responses to Questions 3, 10 & 11 of the Teachers' Protocol*				
Question	All-Boys	All-Girls	Tra-coed	Dev-Coed
3. Do you have experience in teaching in both single-sex and coeducational of schools?	No.	Yes, I have taught in a coeducational school as well as a boy school.	No	No
10. How would you compare your experiences relative to both types of school?	No Response	I definitely would have to say the coeducational school has more violence than the single-sex schools.	No Response	No Response
11. Why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists?	No Response	The multiple personalities would be involved here and the intricacies in terms of problems would be far more complex because of course, you are talking about male-female.	No Response	No Response

APPENDIX G

TABLE G1.   EXAMPLE of COUNSELLORS' RESPONSES to QUESTIONS

3, 10 & 11 of the TEACHERS' PROTOCOL

Table G1. *Example of Counsellors' Responses to Questions 3, 10 & 11 of the Teachers' Protocol*				
Question	All-Boys	All-Girls	Tra-coed	Dev-Coed
3. Do you have experience in teaching in both single-sex and coeducational of schools?	Well, I worked in the primary school before coming into the high school system. That was a mixture of the boys and girls.	I have always been at a single sex school.	No	No
10. How would you compare your experiences relative to both types of school?	I saw more violence in the mixture of both boys and girls. Based on my experience there is more violence in schools that are mixed.	No Response	No Response	No Response
11. Why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one-type of gender exists?	My school in comparison to other schools I wouldn't say violence is a big issue. In other schools, they fight every day and draw knives.	No Response	No Response	No Response

APPENDIX H

FIGURE H1. FLOWCHART SHOWING JEALOUSY as the
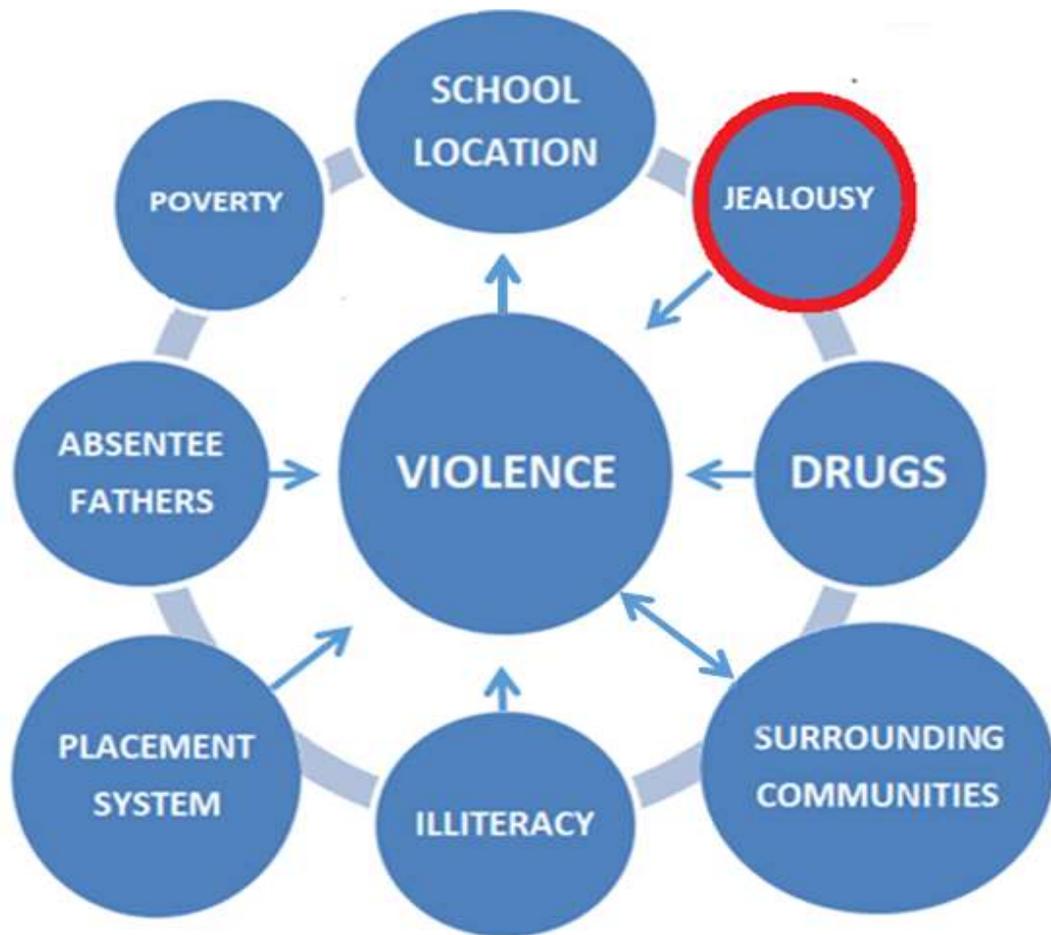
SIGNATURE REASON for SCHOOL VIOLENCE

Figure H1. Flowchart showing jealousy as the signature reason for school violence.

APPENDIX I

FIGURE I1.   FLOWCHART ILLUSTRATING how the PHYSICAL
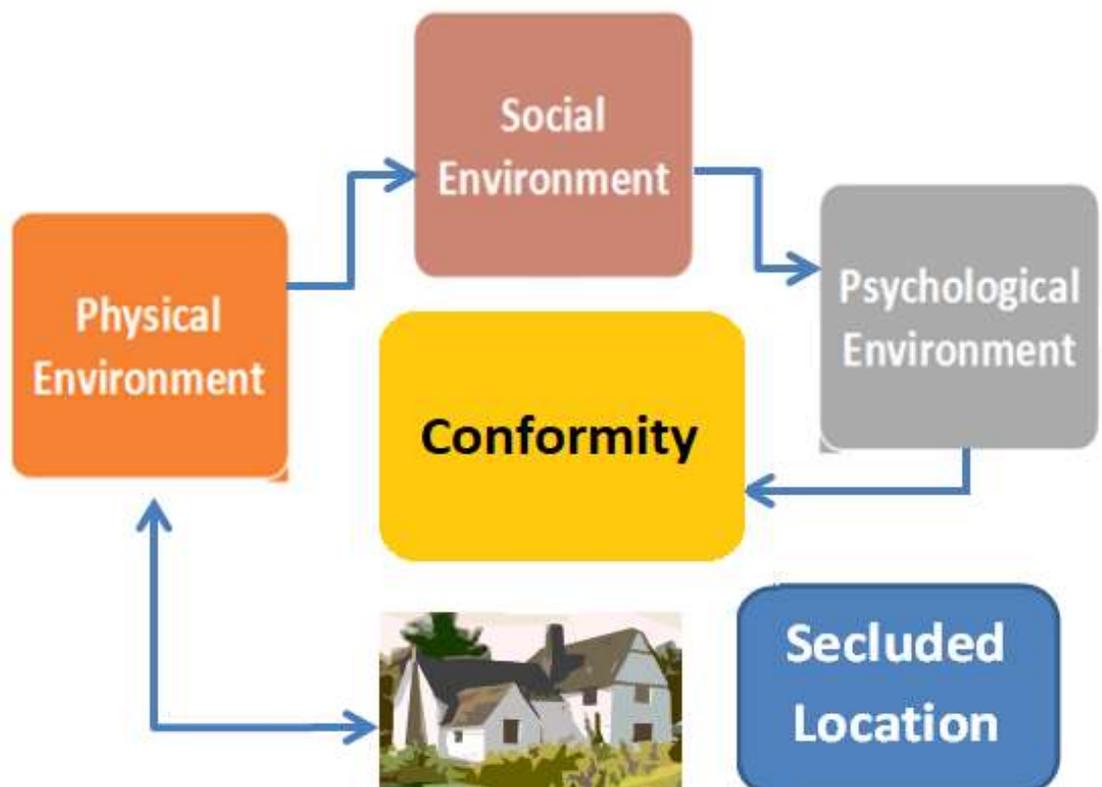
ENVIRONMENT LEADS to other ENVIRONMENTS

Figure I1.   Flowchart illustrating how the physical environment leads to other

environments.

APPENDIX J

PROTOCOL` J1 showing PROTOCOL for PRINCIPALS/VICE PRINCIPALS

PROTOCOL J1

Participant: _____

1. Age range: 20 - 30;   31 - 40;   41 -50;   51 - 60?

2. Type of School: girls only   boys only   coed

3. How long have you been vice principal at this institution?

4. To what extent is your school affected by student violence?

5. Clarify whether or not violence negatively affects student performance in your school (academic and otherwise)?

6. Based on your records, what are some of the things students have been cautioned for in relation to acts of violence?

7. Which violent activities would you argue are more frequent than others?

8. In relation to the violent behaviour of students, to what degree would you say there are repeat offenders in your school?

9. To what extent is your school aware of the communities and families that students are connected to especially students who have been indicted for more than one infraction?

10. Explain the measures taken to modify student behaviour as far as violence in your school is concerned? Is there an underlined cause of violence that occurs above all other causes?

11. Have you ever presided over a school where the student body did not consist of the same sex as the one you presently lead?

12. Why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists?

13. Describe the types of violent activities carried out by your students?

14. How do you feel about the level of violence in your school?

15. Do you feel that the community's students come from and their family ties affect their behaviour in school?

16. Explain whether the issue of poverty is a major cause of violence in this school?

17. Is there anything you else you would like to tell me apart from what was discussed?

PROTOCOL J2 Showing PROTOCOL for GUIDANCE COUNSELLORS/DEANS of

DISCIPLINE

PROTOCOL J2

Participant: _____

1. Age range: 20 - 30   31 -40   41 – 50   51 - 60?

2. Type of School: girls only   boys only   coed

3. Explain what your role is in this institution?

4. How long have you been working at this institution?

5. Do you have experience in working in both single-sex and coeducational schools?

6. Based on school records, are you able to point out the communities in which students live who have been involved in violence? A. I don't have a lot coming to me really?

7. What are some of the reasons students give for unwelcome behaviour?

8. In relation to the violent behaviour of students, to what degree would you say there are repeat offenders in your school?

9. Describe the school's program of behaviour modification and give details as to how it has helped to curb behaviour.

10. Itemize and describe the various causes of student violence at your workplace.

11. Is there an underlined cause of violence that occurs above all other causes? Discourse: Questions about violence-related behaviours

12. How would you compare your experiences relative to both types of school?

13. Why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists?

14. Describe the types of violent activities carried out by your students?

15. How do you feel about the level of violence in your school?

16. Do you feel that the communities' students come from and their family ties affect their behaviour in school?

17. Explain whether the issue of poverty is a major cause of violence in this school?

18. Is there anything else you would like to tell me apart from what was discussed?

PROTOCOL J3 Showing PROTOCOL for CLASSROOM TEACHERS

PROTOCOL J3

Participant: _____

1.   Type of School: girls only   boys only   coed

2.   What age group do you fall between: 20 - 30   31 - 40   41 -5   51 - 60

3.   How long have you been teaching at this institution?

4.   Do you have experience in teaching in both single-sex and coeducational of

     schools?

5.   The communities in which students live who have been involved in violence?

6.   Comment of the types of communities that students come from which have been

     accused of violent behaviour?

7.   Students who have been cautioned a few times in relation to behaviour challenges

     how would you describe their academic performance?

8.   To what extent does violence in the school affecting the academic performance of

     students as well as their performance in extracurricular activities?

9.   Itemize and describe the various causes of student violence at your workplace?

10. Is there an underlined cause of violence that occurs above all other causes?

11. How would you compare your experiences relative to both types of school?

12.   Why would student violence occur more frequently in a mix-gender setting rather than in a setting where only one type of gender exists?

13.   Describe the types of violent activities carried out by your students?

14.   How do you feel about the level of violence in your school?

15.   Describe a fight that you had to part.

16.   How often do you or other teachers have to part fights like these?

17.   Is there anything else you would like to tell me apart from what was discussed?