A SELF-STUDY MODULE ON AGGRESSION
FOR IMPLEMENTATION
BY HIGH SCHOOL TEACHERS

by

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Thank you again to my family for their warm encouragement, love and support. No one is as poor and lonely as being uncared and unloved.

Above all, thank you to the All Mighty without whom this study could not have been possible.

Though I speak with the tongues of men and women, but I have not love, I have become sounding brass or changing symbols.

And though I have the gift of prophecy and understand all mysteries and all knowledge and though, I have all faith so that I could remove mountains, but have no love, I am nothing for love never fails.

1 Corinthians: 13
ABSTRACT

Black township high schools experience a high influx of aggressive young people which increase the demands for skilled and trained teachers. A need was identified to train teachers to be able to handle young aggressive people. The self-study module on aggression for high school teachers was suggested as the possible technique to assist teachers in handling aggressive youths. The self-study module regarded as the important tool for helping teachers to diagnose aggressive young people, should be used tactfully. This is due to the fact that youth aggression is situational. Aggression differs from school to school and teachers are advised to adapt this module to suit their particular situation.

Literature study, descriptive and observational research methods determined the structure and the requirements of this mini-dissertation. The information obtained from the literature study was used to address the problems of aggression for high school teachers dealing with the facilitation of youth learning.

The following issues were addressed:

(1) The Concept of Aggression
(2) Aggression Internationally
(3) Aggression in the South African context
(4) Human and Animal Aggression
(5) Sex Differences in Aggression
(6) The Causes of Youth Aggression
(7) The Effects of Aggression
(8) How to Diagnose a youth with Aggressive Attitudes
(9) How to Minimise Youth Aggression

Each of these topics were followed by questions asked in the module. The questions aimed at teachers to work systematically through the module and evaluate themselves. On completion of the module the teacher should be more equipped to handle aggressive young people.
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CHAPTER 1
INTRODUCTION AND PROBLEM STATEMENT

1.1 Context of Study

The context of this study concentrates mostly on aggression in black high schools in Soweto, and the focus will be on Soweto high school youths. It is envisaged that this study will attempt to discover what aggression is all about, what causes it, its effects on youths and suggestions on how to treat their aggression in order to minimise it. The study also aims at researching aggression as it appears internationally in relation to its appearance in the South African context.

According to Gildard (1963:173) aggression has become an international social problem which is experienced on a daily basis. Almost every minute and every hour people are killed, women are raped, cars are hijacked and people are shot at by robbers. This problem of aggression is experienced internationally. This is confirmed by research undertaken by various researchers in various countries. For example, Buss (1978:340-347) and Papalia and Wendkos Olds (1988:392-396) mentioned that on March, 16th, 1968, three platoons of American troops, one of them led by Lt. William Calley Jnr. entered Mylai, a small town in South Vietnam and systematically massacred between 150 and 500 people, most of them women, children and old men. Those killed were not resisting the American troops. On the contrary, many of the shootings were of villagers from Vietnam who had been rounded up and were being guarded.

Middlebrook (1980:274), also talks of aggression as a social problem, by mentioning that on November 18, 1978, some 900 members of the Californian based People's Temple died in Jamestown, Guyani during a self-imposed ritual of mass suicide and murder. Bending the minds of his followers with a blend of professed kindness and psychological tyranny, the Rev. Jim Jones persuaded or forced parents and nurses to squirt a poisonous concoction of potassium cyanide and potassium chloride on the tongues of their babies. The adults and older children then sipped the same deadly mixture, sweetened by purple koolaid from a paper cup. Papalia and Wendkos (1988:392-296) also conducted research and mentioned that in the 1960's a number of political figures, including John F Kennedy, Robert Kennedy, Martin Luther King Jnr., Malcolm X and Medger Evers were assassinated. Assassinations such as the assassination of San Francisco's officials, George Moscone and Harvey Milk continued into the 1970's and 1980's.

The Mylian's assassinations and many other murders around the world are a form of extreme aggressive behaviour committed against innocent civilians. Taking these forms of aggression into consideration and comparing it to the South African context, it could be agreed that aggression is an international problem.

The Sunday Times of July 7th, 1996 in what it called "Peace at Last" reports on the April 14, 1994 massacre where 54 people were killed by the African National Congress' security guards in Shell House (The Shell House Massacre). According to this newspaper it was the aim of the Inkhatha Freedom Party to assassinate all Senior Political leaders within the ANC resulting in the retaliation by the ANC security guards. During this scuffle 54 IFP marchers died while many more were injured.
Tracing the history of this aggressive behaviour back to the struggle for power during the 1960's until the 1970's, the United Democratic Front (UDF) made life unbearable for everybody in the black townships (Rand Daily Mail, 1975). This movement instigated young Soweto high school students to resist all forms of authority (Post 20, 1976). This is how aggression in South Africa manifested itself. During that time many political activists were tortured and some even killed (Post 20:1976). These forms of aggressive activities resulted in various forms of hostile and anti-social behaviour. It was unfortunate that during the 1970's until the 1980's Soweto high school youths were used as political pawns which resulted in various types of crime committed by these youths. Some of these criminal actions turned out not to be of political nature (Sowetan, 1987), but crime for the sake of crime.

From the 1980's in South Africa, the crime rate increased steadily to the 1990's. The present murder boom will result in one out of every 10 000 violent deaths (Lunde, 1975:16). At present, violence is also prevalent in high schools. Teachers are attacked, principals removed from their schools, while students are shot at by their own classmates or by young outsiders. At an international, level violence costs tax payers a lot of money (Lunde 1975:17). This situation also prevails in South Africa. The concept "international problem" is explained as any activity existing between two or more nations (Papalia and Wendkos Olds; 1988:392). According to these researchers, aggression explodes into violence and destructive action against people or property in most places around the world, not least Palestine and the United States of America.

Violence surrounds people not only in real life situations, but also in their recreation halls. According to Hersch (1970:64), films aggravate aggression. It is true that violence is big in the box office. Indeed the realism with which film violence is staged is ever increasing. Television programmes provide a steady recipe for violence in both its news bulletins and its entertainment. Riots, uprisings, wars and terrorism are all part of daily lives in the morning and evening news (Hersch, 1970:65). Young high school students witness these violent events daily, which are a good recipe for aggressive behaviour. Improved techniques allow close-ups of realistically bruised and mutilated bodies (Hersch, 1970:65).

According to Baron and Byrne (1973:434) chilling accounts of assaults, murders, rapes and child abuse can be found all over the world today. In Bosnia and Iraq as in South Africa, some atrocities of torture, assaults, murders and the execution of civilians as practised by soldiers, became a norm. Political intolerance and ethnic violence as witnessed in Kwa-Zulu Natal (KZN) has become a norm in South Africa. The list of human inhumanity seems endless.

In view of such events, it seems clear that aggression, the international infliction of some form of human harm on others, can be termed an important form of social behaviour (Baron and Byrne, 1973:434). Hence it is important in this study for the researcher to focus on aggression in animals and humans in the South African context. To understand it clearly, a literature study of human and animal aggression will be undertaken. The objective of understanding such a study on human and animal aggression will be to determine the distinction between animal and human aggression. Such a literature study may possibly explain why society is experiencing massive violence, murder, rape and property destruction by youths in black townships. The study does not propose that adults are not involved in
aggressive activities. What is more important and relevant in this study, is to study high school youths in Soweto, focusing on those youths showing aggressive behaviour.

1.2 Layout of the Study

This study will be structured in five chapters.

1.2.1 Chapter 1

This chapter is based on a contextual study and will provide an overview of the layout of the study as a whole.

1.2.2 Chapter 2

In this chapter the study deals with theoretical perspectives on aggression. This will include theories on aggression, personality studies on aggression, human and animal aggression and also sex differences in aggression. It will also discuss aggression as it appears internationally as well as in South Africa.

1.2.3 Chapter 3

This chapter focuses on youth aggression in Soweto high schools, its causes, effects and ways to minimise it.

1.2.4 Chapter 4

This chapter deals with a self-study module for high school teachers on how to identify aggressive youths in Soweto high schools and also on how to handle their aggression.

1.2.5 Chapter 5

This chapter will summarise all four chapters, provide suggestions on aggression, how to identify it and also how to control it.

At this stage it is important to clarify key concepts so that they may be understood correctly in the context of the study.

1.3 Concept Clarification

1.3.1 The concept aggression

The Oxford Advanced Learner's Dictionary of Current English defines aggression as "unprovoked hostility, often beginning a quarrel or war". It further defines aggressiveness as "quarrelsome, disposed, to attack, offensive of, not afraid of pushing resistance". Various psychologists define the concept aggression differently. According to Gildard (1963:172) aggression is perhaps the commonest reaction to frustration. Frustration leads to some form or degree of aggressive behaviour. It is true that the state of annoyance, bafflement or confusion from the blocking of organised goal directed activity often
finds an outlet in aggressive reactions. Aggressive behaviour can hence result from any and every kind of frustrating situations when the activation level is high and behaviour is interfered with by things or people tending to be aggressive. For Gildard (1963:183) the most spectacular form of aggressive reaction are tantrums. These are used adjustingly in the sense that it is a technique of attracting attention and obtaining concessions.

Papalia and Wendkos Olds (1988:392) define aggression as any behaviour intended to hurt or destroy someone or something. Aggression often explodes into violence, destruction of property and destructive actions against people. Mehrabian (1968:63) views aggression as an action that corresponds to hostility or a death wish, a wish to be hostile towards others or a wish to kill. Buss (1978:173) argues that aggression is a common reaction to the thwarting of a goal directed activity. This compares to Gildard's view (1963:182) that aggression is caused by frustration, the blocking of goal directed activity. Mehrabian (1968:68) defines an aggressive person as a person who is an anti-social and hostile individual, a sociopathic person, prone to acting out impulses. Such an anti-social and aggressive individual shows periods of reliability and is capable of assuming responsibility and pursuing long range goals, but he/she does so in unethical ways with a complete lack of consideration for the rights and well-being of others.

According to Baron and Byrne (1994:436) the oldest and probably the best known explanation for human aggression centres around the view that human beings are somehow programmed for violence by their biological nature. The biggest supporter of this instinct theory was Freud who was of the opinion that aggression stems mainly from a powerful death wish possessed by all persons. Freud stated that the instinct is initially aimed at self-destruction, but is soon redirected outwards towards others. Freud believed that the hostile impulses it generates increase over time and if not released periodically, it soon reaches high levels capable of generating dangerous acts of violence. Byrne (1994:437) proposed another instinct directly opposed to this death wish, namely eros, which is focused on pleasure, love and procreation. In this sense, aggression can be positive. Geen (1995:434) also views aggression as the intentional infliction of some form of pain or harm on others. Still on the death instinct, Lorenz (1974:437) proposed that aggression springs mainly from an inherited fighting instinct that human beings share with other animals or species. Because fighting is related to mating in most species, it helps assure that only the strongest and most vigorous individuals will pass their genes on to the next generation. These views were echoed by Andrey (1976:337) who contended that early in the development of the human species, they either attack or die, thereby evolving into a species of hunters. The anatomical, physiological and psychological adaptations to life as hunters, underlie their strong innate aggression tendencies of human beings.

For Parke and Selby (1983:321) aggression is a physiological motive, meant to hurt somebody or destroy property. Geen (1994:556) supports the notion that aggression is the intentional infliction of some form of harm to others and is naturally innate. Following the instinctive "tharnatos" of aggression, people aggress because it is part of their essential human nature to do so (Byrne, 1994:436).

For the purpose of this study, aggression can be defined as an intentional act to inflict harm or injure others, to destroy property or to frustrate and block others to achieve their goals. Aggression is frustration.
in the sense that an aggressor feels that his/her goals for achievements are being blocked or thwarted. Such an individual is denied access to achieve his/her objectives. Aggression can be defined as innate and instinctive. It may appear in the form of competition for scarce resources and can also include prejudices. Aggression may be positive when people prevent others from committing atrocities and can also be defensive when the injured individual defends himself/herself.

1.3.2 The concept High School or Secondary School

According to Kruger (1986:56) the etymological origin of the word school can be traced back to the Latin word "schola" which refers to a learned investigation of a specific phenomenon. School is derived from the Greek word "scholé" meaning free time or leisure time. Leisure in turn refers to that time not spent on labour necessary for the provision of the material needs for mankind. The privileged non-working Greeks of the classical era mainly used such free time to pursue knowledge purely for the sake of knowledge.

Kruger (1986:56) is of the opinion that the concept, school currently refers to an institution set up by the community where through work and effort, the child is afforded the opportunity to constitute his/her world and eventually to control that world. The school is therefore not concerned with knowledge for the sake of knowledge, but for the sake of education to adulthood on a different, differentiated and organised basis.

Griesel, Louw and Swart (1986:50) refer to the task of the school as to assist the child during his/her emancipation from the family as a micro-education milieu by helping him/her to explore the wider macro-reality in which he/she will have to hold his/her own grip as an adult. Griesel, et al. (1986:50) also refer to different types of schools, namely the pre-primary, the primary and the secondary or high school. According to Van Schalkwyk (1988:123) the secondary or high school is often regarded as the educational passage leading from the primary school with its general education to a tertiary educational institution with its specialised and complete vocational guidance. The secondary education is therefore partly general and partly particular or specialised.

Van Schalkwyk (1988:123) and Griesel, et al. (1986:192) are of the opinion that secondary or high school is built on primary education while it also lays the foundation for tertiary education. A high school can also be termed a post primary institution. Moreover, the high school education system can be integrated as well as differentiated, total or basic as well as specialised. Apart from its general character, the high school provides education in accordance with abilities, talents and interests of young people while at the same time taking account of the country's needs (Kruger, 1986:57).

According to Van Schalkwyk (1988:124) a more differentiated nature of high school education, will allow it to assume a number of differentiated forms, for example technical, commercial and agricultural, in accordance with the particular differentiated courses that it offers.

For the purpose of this study a school or high school is an institution created by the community where formalised education is offered at a differentiated level. Such a formalised differentiated education
system is offered by well trained professionals, i.e. teachers in black schools. High schools may also be defined as a link between the primary school and tertiary institutions.

1.3.3 The concept Teacher or Educator

For Lackona (1991:68), a teacher is the person who acts as a caregiver, model and mentor, treating students with love and respect, setting a good example, supporting pro-social behaviour and correcting harmful behaviours. He also creates a moral community in the classroom, helping students to get acquainted with and care about each other. A teacher practices moral discipline, using the creation and enforcement of rules as opportunities to foster moral reasoning, self-control and generalised respect for others. A teacher teaches values through the curriculum using academic subjects as a vehicle for examining ethical issues.

He further stated that teachers inevitably teach good or bad values in everything they do. Every interaction, whether part of the academic curriculum or the human curriculum of rules, roles and relationships, has the potential to affect a student’s values and characters for good or ill. The question is not whether to teach values but how to do it.

Lovelick and Vernon (1975:44), stated that a teacher is a person who is didactically trained and has a diploma or a university degree in teaching strategies. He/she is scientifically knowledgeable, uses scientific methods of teaching, is always expanding his/her knowledge as opposed to an untrained teacher at home who teaches through his/her philosophy of life. Griesel, et al. (1986:23) emphasise that the teacher is the one who fulfils a special task in the instruction situation as pedagogic situation. He/she is both a transmitter of knowledge and a moral mentor. In the teaching context, the teacher puts the content across and encourages his/her students to master contents of knowledge and capabilities. The way she insists on better achievements and disapproves of the avoidance of responsibilities on the part of students influences the students positively. According to Griesel, et al. (1986:24) the teacher’s influence does not primarily depend on what she says, but on what she is and believes in as well as on that which radiates from him/her.

For the purposes of this study a teacher is thus a didactically and pedagogically trained person. She is a person who shows love for students coupled with respect for them. He/she is in a position to transmit knowledge to his/her students in accordance with morals and values upheld by the society. He/she teaches respect for others and does not teach according to his/her philosophy of life, but is guided by the curriculum.

1.3.4 The concept Youth or Young People

Epanchin and Paul (1987:15) define a youth as a person between 15 and 21 years of age, in a transitional stage. These young people are not as yet old or adults but no longer children. In simple terms, they are between two stages of being children, though moving away from childhood, they are not yet adults. The most appropriate concept to describe this stage of development is the concept adolescence.
Psychoanalytic theorists such as Nielson (1987:4) define a youth as a person with psychological struggles to achieve independence from parents and teachers. He/she is a person who is growing towards maturity. Youths are different from their elders due to bodily desires, such as the sexual desire to which most youths are exposed and which makes it difficult for self-control. According to Epanchin and Paul (1987:16) most of these youths are found in high schools and also at tertiary institutions.

For the purpose of this study, a youth is a person between 15 and 21 years of age, in a transitional stage, has turbulent thoughts about the future and questions all forms of authority.

1.3.5 The concept Module

Houle (1981:213) stated that the most important objectives of modular teaching are to deliver knowledge in meaningful and logical coherent ways. Scriven (1991:301) is of the opinion that long courses or programmes which are divided into modules can be easily handled by learners. Such modules provide both teacher and learner with the chance to make choices about the sections which he/she wants to study. The module is structured in the form of learning activities which are coherent in nature and easy to follow (Olivier, 1990:6).

For the purpose of this study, a module may be defined or described as courses divided into logical and coherent sections that are easy to follow and understand. Modules give direction and encourages self-activities on the part of those using it. For the purpose of this study, self-study modules take into account individual interests and potential. The individual is regarded as the point of departure.

1.3.6 The concept Self-study Module

According to Helm (1988:02) a self-study module is a learning package encompassing various learning activities and self-evaluation activities in which the teacher works at his/her own pace in reaching clearly formulated objectives. Olivier (1990:7) and Strydom (1981:24) refer to a self-study module as a learning package and an independent unit which focuses on self-study and self-evaluation. It supports the student to work step by step and enables him/her to reach the desired objectives at his/her own pace.

For Van Schalkwyk (1988:109) stated that a module is a rounded-off cohesive unit of knowledge which could include pretesting of the skills that were to be mastered. A preparatory course for a certain field of study can be composed of a number of units of knowledge.

For the purposes of this study, a self-study module may be defined as a learning contract between a learner and a teacher in which a learner, the module and the aim of the learning packages in his/her own pace and disciplined manner, master it step by step in striving for the desired learning objectives.

1.3.7 The concept Socialisation

According to Cuff and Payne (1984:47), socialisation is an important process for those who use consensus perspectives to analyse the nature and processes of social behaviour. They stated that socialisation is the process through which individuals learn what is expected of them in various situations.
It is hence the process through which members of a society become committed to the social value system. In this process, the role of the teacher is seen as important.

The teacher is an important moulder of the young person's personality. Cuff and Payne (1984:47) use the concepts of identification to explain the taking in or internalising of the values of a teacher as the representative of society (or adult society) by the young person. The teacher has the opportunity to socialise and to exercise a tight control of the teaching-learning situation and can reinforce the tendencies of the young person's behaviour to fit his/her own expectations of how the learner should behave. The emotional attachment which the learner has for the teacher may be seen as an important factor in the process of learning the social values and norms.

Since socialisation of individuals has to do with value systems, it is important to clarify the concept value.

1.3.8 The concept Value

By definition, values are concerned with standards of acceptable and/or unacceptable behaviour, notions of right and/or wrong conduct and therefore ways of seeking to justify or legitimise behaviour (Haralambos, 1991:233).

Such values help to shape the workings of institutions or society like the economy, politics, families and schools. Values play a major role in shaping the actions of members of any society in that they may be used as a resource for explaining, justifying and even motivating actions of individual members. Cuff and Payne (1984:31) explain values in terms of associations. It is argued that, as people develop relationships with others, they tend to develop common ways of perceiving and evaluating, feeling and acting. Such patterns of values, perceptions and actions give rise to expectations and constraints on how individual people should or ought to behave.

As individuals or a group of people associate with each other, a collective consciousness emerges, which in turn constrains and obliges such individuals or groups to behave in particular ways (Cuff and Payne, 1984:35).

For the purposes of this study, values direct and enhance relationships among individual people or members of a particular society. It is through values that a group of individuals or people are able to identify with each other, co-operate, have some agreements on basic issues and agree on a certain kind of behaviour. Hence, values set certain standards for individual or group behaviour. Since values cannot be separated from norms, it is important to clarify the concept norms.

1.3.9 The concept Norms

The concept "norm" is derived from the Latin word "norma" which means square. By using a set square, a person is enabled to ascertain if something is right angled. A norm is used as a means of measurement or judgement. Man's life and education are normed. His/her total existence from birth to death is subject to norms. Norms control the whole course of people's lives. Education is thus a norm-centred activity, because a student is a being of values (Pitout, Smith, Windell and Steimann, 1993:118-119).
A Student comes into the world in which culture and civilisation are present, in which people abide by certain norms. By virtue of such norms, the student attains a foothold in the world. In the process of education, the teacher is consistently helping and guiding the student towards a life in agreement with specific scales of values, i.e. a life of voluntary obedience to specific norms; what is ugly or beautiful, good or bad, right or wrong, what is true or false, proper or improper. By means of educational support and guidance, the student is continually confronted with the normative element (Pitout, et al., 1993:118/119).

For the purpose of this study, norms may be defined as a value system that enable people to realise that something is wrong or right. Norms support individuals to measure with certainty if something is wrong. Therefore, man's whole life is normed or normative. These norms help people to respect their culture and civilisation. It could therefore be stated that norms control the whole course of people's lives.

The question now arises: How does socialisation take place so that norms and values can be internalised? This question leads to the explanation of the concept education.

1.3.10 The concept Education

Education manifests itself in various forms. It takes the form of educative actions where an adult (educator) acts intentionally within a specific situation. The adult is purposefully concerned about the learner and elevates him/her to an educand. Through his/her actions and words the educator wishes to establish certain commendable actions of the learner and thus equip him/her for adulthood by means of encouragement, commendation and reward. The educator, can however, also act disapprovingly (Griesel, et al, 1986:16).

The object of such educative actions is to improve the learner's attitude by confronting him/her with certain criteria of adulthood. The idea is that he/she should assimilate these criteria of adulthood and in future act in accordance with the said criteria.

Education can never take place in a vacuum. It can be viewed as an intentional occurrence that can never be separated from teaching. No adult in progress can become morally self-reliant unless he/she acquires the basic knowledge and capabilities that will enable him/her to make his/her own decisions.

Moreover, the concept education is also derived from the Latin word "educare" which means to feed, to bring up or to raise children. The German equivalent "erziehen" and the French "elever", have the same basic meaning. According to Pitout, et al. (1993:66) education is not only concerned with the development of the head and hand, but also with willpower and emotions. It is therefore concerned with the learner in his/her totality, in his/her total existential situation.

For the purpose of this study, education is a human activity directed at a fellow human being who, with guidance, will meaningfully design his/her own world in compliance with particular norms. The teacher as the representative or norm image of proper adulthood, intervenes in the learner's life. In this intervention, the educator shows an order of preference with regard to values and norms which qualify man as man (Pitout, et al., 1993:66).
1.3.11 The concept Discipline

The term discipline is derived from the Latin "disco", meaning to learn or to instruct and discipline i.e. instruction, knowledge and learning communicated to disciples or pupils (Griesel, et al., 1986:143). Discipline denotes not only external discipline, but a personal, inner discipline prompted by the spiritual acceptance of disciplined behaviour. Coercive measures and regimentation produce nothing but simulated obedience and destroy the youth's self-reliance. The educator who attempts to inspire fear by brute force will achieve discipline of a kind, but such immediate and ephemeral success does not awaken independent moral judgement in the learner.

Pitout, et al. (1993:119) argue that the concept discipline denotes the educator's voluntary acceptance of learner. What is required from the learner is respect for and voluntary compliance with the demands and instructions of the educator.

The learner should be brought to self-discipline. This means that he/she must be brought to accept responsibility for himself/herself. The learner must accept responsibility for his/her judgement, decisions and deeds. Educational discipline implies the learner's voluntary acceptance of the influence and learning of the norms from an adult/educator and the learner's personality appropriation of the knowledge, discipline and ideals of the educator.

For the purposes of this study, the researcher will concentrate on the aim of this study.

1.4 The aim of the study

Aggression is a social problem and the aim of this study is to research the causes of aggression, its effects on individual young high school people and the society as a whole. This study also aims to suggest strategies for teachers to minimise aggression in schools. The study propose significantly to our understanding of human aggression in the young adult, what it is, why it occurs and how it can be prevented or how the behaviour of Soweto high school young people can be modified for them to lead a socially acceptable life. It wants to determine whether the violence, killings and atrocities that are currently taking place are the result of aggression or not. According to Yolansky (1972:114), perhaps the stealing and destruction of property by youths and even adults are being reinforced by societies. Aggression is experienced by most people in black townships especially in Soweto. This aggression appears in the form of youth gangsters whose anti-social behaviour has become a norm for gaining social status and acceptability by their peer groups.

It is the purpose of this study to find mechanisms of minimising aggression through education and community involvement. The study also aims at researching human and animal aggression. It will also compare aggression to findings related to the South African context.

A further purpose of this study is to compile a self-study module for Soweto high school teachers to be used as a guide to assist them in their daily practices. By using this self-study module, teachers may be assisted in being in a position to identify aggressively behaving youths and assist them to be able to
live an acceptable life. For example, aggressive behaving youths may be advised to join young Christian movements, join church choirs and to be counselled by trained social workers and nurses.

1.5 The problem statement

The impact of aggression on the South African society in general and in black high schools in particular, necessitates a study of this phenomenon. Aggression has become a problem in Soweto high schools, for both teachers and parents. Some questions need to be answered; How does one deal with aggression or an aggressive youth? What causes an individual youth to behave in an aggressive manner?

Because of the social implications of aggression of victims in and outside the classroom situation, it is the belief of this study that such victims of aggression should be assisted in various ways, so as to revive their lives. The study would also want to establish whether aggression is racially, politically or ethnically motivated as it is sometimes claimed by the various societies in South Africa.

1.6 The significance of the study

The significance of the study is enhanced by studying and understanding aggression and by identifying its main causes in high school youths, its implications in social environments and how it affects academic performances (careers). The study will provide a historical and holistic overview of aggression, in order to gain full understanding of this phenomenon internationally and in the South African context. Although youth aggression can be identified worldwide, the focus of this study will be on South African black high schools, particularly Soweto high schools. A holistic overview of aggression will be of great significance to propose ways of identifying youth aggression, as well as some constructive ways of dealing with this aggression or handling it.

The most significant feature of this study is to support Soweto high school teachers, to acquire skills, to identify aggression in youths and to propose ways of coping with it. It is unfortunate that most teachers and parents regard any aggressive young person as insubordinate, unruly and stubborn. It is therefore important to indicate to teachers some symptoms of an aggressive young person. This aggression may appear in the form of verbal or nonverbal communication.

It should be noted that if aggression in young people is not controlled in its early stages of development, it may manifest itself in various forms of anti-social behaviour at later stages when such a person becomes an adult. The adult may continue behaving aggressively throughout his/her life. This may be costly to society at large for such an individual may turn into a criminal, a rapist, an alcoholic or a murderer and portray all types of violent behaviour which will be difficult to control at that time. It is hence important to minimise it, at its early stages of development. The study does not propose to eradicate aggression totally. An early diagnosis will assist councillors and teachers in counselling youths and supporting parents with referrals.

1.7 Research methodology

A literature study on aggression will be undertaken. The study aims at using observation and descriptive
methods of research. A compilation of a self-study module will take place. Thereafter, questions based on the module will be asked. The target group for this module will be high school teachers who will be guided step by step on how to support aggressive young high school students. The study aims at using open-ended questions. During questioning teachers will be encouraged to state their views on aggression and to suggest how they would handle it. The study is directed at high school teachers in Soweto.

1.8 Chapter Synthesis

In this chapter a brief overview of the contents of the study was given. Some significant concepts were explained as well as the aim, significance and problem statement of the study. It was argued that the context of the study concentrates on aggression in black high schools Soweto and the focus will be on Soweto high school youths. It was argued in this chapter that aggression has become an international social problem which is experienced on a daily basis. It was further argued that rape, killing and highjackings are experienced daily. The researcher states that from the 1970's up to the 1980's crime increased at an alarming rate.

The chapter explores the concept of aggression broadly. The conceptual analysis of the concept aggression was touched from literature survey. According to psychologists like Gildard (1963:172), Geen (1995:434) and Byrne (1983:436) aggression is defined as the intentional infliction of harm to others. As a conclusion the researcher argued that the methodology to be applied in this study was explained. The next chapter will discuss the perspective on aggression.
CHAPTER 2

2. LITERATURE PERSPECTIVE ON AGGRESSION

2.1 Introduction

Initially, this chapter will focus on a description of several theoretical perspectives on aggression. Some views are mainly of historical interest, while others represent the cutting edge of such aggressive behaviour and draw heavily on recent descriptions in other areas of social psychology. At this stage, in this regard several questions need to be answered.

(i) Why do human beings aggress against each other?

(ii) What make them turn with brutality against their fellow human beings?

(iii) What causes human beings to behave aggressively?

To answer the above questions related to aggression, some contrasting explanations for the paradox of human violence are provided.

In an effort to answer the abovementioned questions, it will be of importance to study the theoretical explanation of aggression. Papalia and Wendkos Olds (1988:392) define aggression as any behaviour intended to hurt or destroy someone or something. In most places around the world such as the United States, aggression often explodes into violence and destructive actions against people or property. At times aggression is confined to competition, verbal attack or some other expression of hostility short of physical injury. When aggression is mentioned, it concerns behaviour that is meant to do harm (Freedman, et al., 1978:207). They are of the opinion that a definition of aggression, should incorporate competitiveness and assertion and does not involve inflicting injury. According to Freedman, et al. (1978:207), the simplest definition and the one favoured by those with a behaviouristic approach, is that aggression is any behaviour that hurts or could hurt others. The advantage of this definition is that the behaviour itself determines whether or not a particular act is aggressive. One merely needs to ascertain whether an act was potentially harmful or not.

Buss (1978:131) argues that the meaning of the concept aggression should be determined first. So far psychologists have agreed on a general definition of the concept. Therefore people have a general idea of what aggression entails. Buss provides examples of the killings of civilians in Mylai. According to Buss, kissing a baby or a friend would not be regarded as aggression. In the psychological literature, aggression is most commonly defined as a response that delivers noxious stimuli to another organism. To classify any behaviour as aggressive, all one has to know is that it is harmful. Kaufman, et al. (1970:32) and Meyer, et al. (1993:237) struggled to formulate an acceptable definition of aggression. The most popular definition is that aggression is any behaviour motivated by the intent to harm a creature or under some conditions an inanimate object. Most psychologists prefer this definition because it includes most behaviours which are intuitively aggressive and convey what is typically believed to be an aggressive act. Thus a person who knocks a flower from the table and hits a passer-by has acted
aggressively if the act was deliberate but non-aggressively if it was accidental (Kaufman, et al., 1970:32).

Gross (1987:334) defines aggression in the form of a noun and also as an adjective. When aggression is used as a noun it usually conveys some behaviour which is intended to harm another or to act in self-defence. It also displays unprovocative elements and can be termed anti-social behaviour. In the adjective form it conveys an action carried out with energy and persistence. It excludes self-defence. Freedman, et al. (1978:393) support Gross and state that some psychologists, when defining aggression, ignore the intention of the person who does the act. This factor is crucial as people normally come to some causal attribution about people's actions and aggressive acts are no exception. The attribution regarding aggression is of the person's intent. For example, if a person tries to hurt someone, that person is considered to be aggressive. If that person is not attempting to cause harm, he/she is not considered to be aggressive. Gross (1987:335), as well as Freedman, et al. (1978:393), defines aggression as any action that is intended to cause harm. Both researchers emphasise intent in an aggressive act which is regarded as anti-social behaviour.

Fleshback (1964:212) distinguished between hostile aggression which is aimed at hurting another person, i.e. aggression for the sake of aggression, and instrumental aggression which is a means to an end and includes self-defence. Some people are aggressive for the sake of it, until, violent behaviour has become a way of life (such as young people in black townships). Township youths, especially high school youths, commit serious acts of violence, such as rape, killing, hijacking of vehicles and molesting innocent people. Sometimes those who are attacked, raped or assaulted take revenge in self-defence. Humanistic psychologists such as Maslow (1968:331) distinguished between natural or positive aggression which is aimed largely at social injustices and pathological aggression, resulting from the inner nature becoming twisted or frustrated. Brown and Atkins (1988:114) made a distinction between violence and aggression, implying that whereas aggression does not necessarily result in physical injury, violence results in the use of force or physical intensity. Similarly, Meyer, et al. (1993:321) argues that aggression may be no more than verbal or symbolic, but violence denotes a form of human aggression that involves inflicting physical damage on a person or property. The distinction by the humanistic psychologists such as Meyer, et al. (1993) implies that violence is more destructive than aggression. This argument is echoed by people who participate in protest action in the streets of towns, molesting bystanders and even destroying property. Then aggression has turned into violence. Aggression may only be verbal when insulting a person, but no injuries are inflicted. Hence Meyer, et al. (1993:116) defined aggression as behaviour intended to harm a person who does not wish to be harmed.

Lorenz (1974:437) proposed that aggression springs from an inherited instinct that human beings share with other species. For example, fighting is closely related to mating, when it helps assure that only the strongest and the most vigorous individuals will pass their genes onto the next generation. Such views are supported by Andrey (1976:337), who contends that in the early development of the species, survival depends on either attacking or dying. From what has been argued by psychologists such as Andrey (1976:337), it would seem that aggression is an inborn tendency in all species. This inborn tendency of attacking and fighting has the potential to harm or kill others. Various techniques from theorists who researched the cause of aggression and other forms of aggressive behaviour, have bearing on this study, and will be discussed now.
2.1.1 Aggression as a form of behaviour

Why do human beings aggress against others? What makes them turn with brutality unmatched by even the fiercest of predators against their fellow human beings? Scholars and scientists have pondered such questions for centuries with the result that many contrasting explanations for the paradox of human violence have been proposed. Several traits have been especially influential.

2.1.2 Aggression as an illicit drive

Fatino and Reynolds (1975:388) claim that aggression is prevalent in human society. Psychologists such as Freud on the other hand, argue that aggression is a manifestation of a psychological drive much like hunger or thirst, that the need to aggress must be satisfied periodically, as the need for food or water must be satisfied. According to the view of Fatino and Reynolds (1975:388), the suffering of injury or pain by the victim of the aggressive behaviour is perhaps the most familiar example of aggression. Reynolds and Salend (1978:207) supported Freud who considered the aggressive drive which has a wish to kill and states that apparently at least some aggressive behaviour may be due to psychological causes. The human brain seems to contain neurophysiological mechanisms that, when stimulated, causes the person to attack. Freedman, et al. (1978:207) is also of the opinion that human beings have an innate drive or instinct to fight. Although there are no known physiological mechanisms connected to aggressive feelings as there are for the other drives, aggression is considered to be one of the basic drives. Freud argued that there are only two basic drives, namely, the libido which is considered as constructive sexual energy and thanatos which can be termed destructive aggressive energy. According to Reynolds (1978:209), Freud suggested that all people have within them strong self-destructive impulsive death wishes which are sometimes turned inward and sometimes outward. Whenever these impulses are turned inward, they result in a person committing acts such as suicide. When turned outward they result in anti-social behaviour such as the destruction of property and the killing of people. When impulses are turned outward, they are also manifested in aggressive warlike behaviour. When impulses are turned inward, they cause people to restrict energy to punish themselves (Reynolds, 1978:209).

Hasset and White (1986:655) argue that whether aggression is regarded as an instructive human drive or simply a learned behaviour, this debate has been going on for years. Aggression is quite common and it has a survival value for many species. However, whether aggression reflects biological drives or learned behaviour is not an easy question to answer (James, et al., 1972:655). Hilgard (1983:322) argues that aggression can be seen as a drive, e.g. the energy of the death instinct builds up within the organism, until it must be discharged either outward in the form of aggression or inward in the form of self-destructive acts. According to Epanchin and Paul (1987:111), the idea of an aggressive drive is popular because violence can be viewed as a sudden explosive, irrational type of behaviour, as if some kind of aggressive energy had built up until it finds an outlet. Newspaper and television accounts of crimes committed daily by young people tend to encourage and support this view. Some brutal crimes and atrocities such as rape, murder and many others have been and are still being committed by individuals and young people who were reportedly cool, meek and conforming to society norms and values. This is the result of internalised anger (Epanchin and Paul, 1987:112). In support of this view, Hilgard (1983:323) mentions that some
youths, who are considered meek, conforming and co-operative are mostly found to have committed serious crimes such as murder and rape.

Theorists propose that external conditions, e.g. frustration and loss of face, arouse a strong motive to engage in harm-producing behaviour. In turn, this aggressive drive leads to the performance of overt assault against others (Baron and Byrne, 1994:438). Most importantly, drive theorists such as Baron and Byrne (1994:438) believe that there are some possibilities that behaviour of this type may be prevented. This now differs from that of instinctive theorists, who suggest that aggression can be hurtful.

2.1.3 Aggression as hurtful behaviour

In the introduction, it was stated that aggression can be defined as any behaviour intended to hurt, injure or destroy someone or something (Papalia and Wendkos Olds, 1988:392; Freedman, et al., 1978:207; Buss, 1961:131; Kaufman and Meyer, et al., 1993:237. Following this definition some questions need to be answered.

(i) How is aggression hurtful, injurious and destructive?
(ii) What causes it to be hurtful, injurious and destructive?

According to psychologists who studied aggression as hurtful behaviour it includes forms of assault such as hitting, kicking, shouting and killing a person. Aggression as hurtful behaviour may also include burning of properties by the aggressor (Freedman, et al., 1978:238). For behaviour to be considered aggressive, it must be hostile in intent as discussed at a later stage. Epanchin and Paul (1987:112) mentioned that accidental hurtful behaviour is usually not considered to be aggressive. For example, if after hitting a ball, a child slings down a baseball bat and accidentally hits another child, he/she may inflict injury, but since it was not intentional, the behaviour would not be termed aggressive. Conversely, some forms of behaviour are considered to be aggressive and hurtful even though no person is injured and no property is destroyed. For example, a person who insults or degrades another person, though no injury is sustained, is considered to be aggressive concerning the emotional perspective. On the other hand someone who attempts to hurt or injure another person by firing a bullet or by striking that person with a lethal object but fails in his/her attempt, would be regarded as behaving aggressively (Quay, Peterson & Miller, 1979:113). Even subversive, underhand behaviour, meant only to annoy another person by being verbal or not, can be regarded as aggressive and hurtful.

Walker (1979:120) mentioned the disruptive, disturbing behaviour of some young high school or tertiary students as hurtful because intimidation on management and other students interferes with the smooth running of academic progress. The common violence and destruction of property by young people is a good example of aggression as hurtful, injurious and destructive. Because these young people act out their frustrations in an anti-social manner, they hurt others such as their peers and teachers. Hence their actions are regarded as aggressive. Using DSM-III, Hogan and Quay (1984:116) discovered that aggressive hurtful behaviour includes stealing, rape, fighting, disciplinary problems in
schools and chronic lying to teachers. These factors were named as symptoms of young aggressive people.

Papalia and Wendkos Olds (1988:393) maintained that hurtful aggression can manifest itself in the form of verbal attack or some other form of hostility meant to be hurtful to another person, though short of physical injury, while Hasset and White (1986:660) contend that aggression mostly involves any physical or verbal attack that is intended to hurt. Homes and high schools in black townships were named as places where aggressive hurtful behaviour is quite common. At homes, male adult parents abuse their authority by assaulting mothers and children. At schools, teachers also abuse their authority by applying indiscriminate physical punishment to these young people. Such abuses in turn create anxiety, frustration and emotional insecurity which usually lead to situations where these young people start to behave in an unacceptable manner, sometimes to the extent of becoming violent, destructive and assaulting teachers and principals, i.e. either anti-social or pro-social behaviour.

2.1.4 Anti-social versus pro-social aggression

Antisocial versus pro-social aggression calls for a view from two perspectives: aggression as anti-social and pro-social behaviour. It will help to realise that aggression not only displays a negative but also positive nature. To understand these two perspectives, the new points of social scientists should be mentioned. Anti-social behaviour refers to any negative social activity that brings about antagonism in the individual's relationship with his/her environment, while pro-social behaviour is characterised by positive interaction, including co-operation, helpfulness and willingness to forgive and give what you have (Louw, 1993:287). According to Louw (1993:287), some forms of anti-social behaviour occurring at high schools may be seen as an example of this anti-social behaviour. Black high school youths engage in various forms of antisocial behaviour. They tell lies, bully others, are stubborn and engage in fights. They also answer back when not satisfied in a rude manner. As for pro-social aggression, Papalia and Wendkos Olds (1988:396) mentioned that a pro-social youth will always share meals with somebody who does not have food. This can mostly be observed in Soweto high schools. If a needy student has lost one of his/her parents or any member of the family, the student body will contribute towards the burial of the deceased person. In such a situation these youths show pro-social behaviour.

According to Papalia and Wendkos Olds (1988:396), an element of pro-social behaviour is co-operation. At school as well as at home the young person will co-operate with teachers, other students, parents and his/her neighbours. This aspect becomes clear when young people and adults engage in various forms of games that make them dependent on one another and when they co-operate to strengthen the relationship. An anti-social behaving youth will not co-operate. Hornstein (1976:288) believed that other people are perceived in terms of "us" and "them". Those seen as "us" elicit pro-social behaviour, while those seen as "them" elicit antisocial behaviour. Louw (1993:289) is of the opinion that pro-social behaviour can be learned and encouraged through role-modelling. It was found that role-modelling influences youths to change their behaviour. For example, helping, co-operating and giving others becomes more important than the role-model's actions. Role play discourages anti-social behaviour and may lead to the most effective and desired behaviour in young people. Negative role-modelling
should be discouraged as it will reinforce anti-social behaviour in adults and lead to hostile behaviour in youths, resulting in violent action. Anti-social behaviour mostly results in hostile behaviour in young people. The question is how hostile aggression differs from instrumental aggression.

2.1.5 Hostile versus instrumental aggression

Louw (1993:289) described aggressive behaviour by distinguishing between hostile and instrumental aggression. Hostile aggression aims at reducing or criticizing a person and is prominent in most sectors of society, while young people are more hostile than all other age categories. Epanchin and Paul (1987:111) defined and distinguished hostile aggression from instrumental aggression. Instrumental aggression can also be termed defensive aggression. Hostile aggression is person directed. The goal of such behaviour is to hurt or annoy. Instrumental (defensive) aggression on the other hand, serves the purpose of acquiring or retrieving an object, territory or privilege. This type of aggression often occurs when a goal is blocked and is very common in politicians and young people. Morris and Kratoch (1993:206) define defensive aggression as hostile responses to perceived threats or intentional frustration. The distinction between hostile and instrumental aggression is not easy to make. For example, a young boy who fights with his classmate may want both to hurt the classmate and obtain the attention and recognition of his classmates. However, the same young boy who fights with his classmate may do so to retrieve an object belonging to him.

According to Walker (1979:139), threats to self-esteem will lead to person orientated hostility rather than object orientated hostility or aggression, especially in young people. When goals are blocked, instrumental aggression will most likely occur. Research by Walker, (1979:139) suggested that a significant black youth aggression was found among youths, being mostly instrumental in defending themselves against frustration. This can be confirmed by high school and tertiary violence that are regularly experienced. Race and age play a major role in determining these forms of aggression. Another factor in aggression which needs attention for the purpose of this study is competition. Hostile aggression may be caused by competition, especially in young peer groups; in the sense that a less competitive person may become jealous and act in a hostile manner. The study would also like to suggest that hostile, instrumental aggression, and competition are interrelated as they mostly lead to frustration.

2.1.6 Aggression and competition

As far as aggression is concerned, it is distinctive in nature in all species and it is clearly imperative in the sense that it allows for the evolutionary development of the species (Hinde, 1982:114). Individual species therefore adapt to their environment; survive in it and reproduce successfully. According to Smith (1988:135), aggression is clearly important when competing for limited resources, in defending territory and for basic survival. Atkinson, et al. (1978:321) regard aggressiveness and competition as healthy. Even intentionally aggressive acts can serve a positive goal rather than that of inflicting injury. Wealth and status can be achieved through aggressive means. This means that at times aggressive impulses are confined to competition short of injury (Papalia and Wendkos Olds, 1988:393). Papalia and Wendkos Olds (1988:394) argue that aggression incorporates competition and does not involve
inflicting injury. For example, a person can aggressively compete for a certain position in a company and might become aggressive in reaching his/her goal regardless of whether he/she succeeds or not. People may compete for a managerial position in a company and may aggressively attempt to obtain that position. The position of a manager may create hostilities between competing individuals. This type of behaviour is said to be aggressive. For young people it may happen when they compete for positions in the school e.g. to become an SRC member.

Freedman, et al. (1978:204) stated that politicians support aggressive competition. They contest aggressively to gain power, all over the world, in a private or public sector. Middlebrook (1980:165) terms this state of affairs "maintenance of social or occupational status". People who occupy powerful positions can use their aggressiveness to prevent others from competing for limited resources. Roseman (1959:240) mentions a behavioural pattern which is complex and may be observed in certain individuals under appropriate stressful or challenging circumstances. This pattern of behaviour involves excessive competition, drive in the absence of the defined goals, impatience, hostility and aggressiveness.

Horland (1950:226) mentioned that competition persists in individuals or groups who perceive each other in negative ways. Such competition often leads to direct conflict and up to the extent of injuring or even killing a person. Freedman, et al. (1978:226) suggested that under adverse economic conditions, competition for increasingly scarce economic resources in turn may lead to increased prejudice toward individuals or groups and thus increase the incidents of aggressive actions and violence. For Byrne, et al. (1994:620) animal aggression is competitive. It is based on competing for territory and mating. Competitive aggression in animals allows for the strong one to have enough space and also pass its genes on to the next generation.

For the purposes of this study, the findings are such that aggression and competition can be of advantage as it may be a motivating factor for individuals to work harder or to obtain better positions in life. Aggression and competition can however also breed antagonism among individuals or groups, whether young or old. From this perspective, it is important to focus on competition in high school youths. Johnson and Johnson (1990:313) stated that many high school youths view their schools as competitive environments where they are taught and encouraged to outclass their friends in games or academically. Unfortunately, such competitive attitudes are frequently found to create anxiety which interfere with learning and mutual co-operation. This anxiety in turn depresses young people, while the fear of losing may affect their self-perceptions adversely and could be a source of aggression that will antagonise the winner. According to Nielsen (1982:316) this is evident on the sports field, where the losing school becomes aggressive, violent and attacks the winning school. In black townships, sports fields have become battle grounds for these youths. Such competition in young people is not desirable and it should be discouraged.

This section dealt extensively with aggression as a form of behaviour in all species on earth. It tried to unearth the results of aggression in a negative as well as a positive form. According to findings in this study, aggression forms part of human and animal nature. With this point in mind, the study would like to determine how behaviourists and social theorists view aggression as a phenomenon.
2.2 Behavioural approach to aggression

Behaviourists such as Jonathan (1970:204), Freedman, et al. (1978:204) and Hasset and White (1986:660) maintain that aggression includes any physical or verbal behaviour that is intended to hurt or injure someone or destroy property. Aggression is any behaviour that could hurt or not hurt others, as the act could have been intentional as in competition. In the case of competition, aggression does not hurt or injure others or destroy property. For example, if you throw a stone at a person out of anger and that person is ultimately injured, the action would be regarded as aggression. However, insulting a person does not cause any physical injury. Such insults do however, cause disharmony in a person who is insulted and that in itself is aggression.

Using the behaviourists’ definition, some actions most people consider aggressive would not be labelled as such as they are actually harmless, and there was no intentional act. Behaviourists such as Freedman, et al. (1978:205) argue that some aggressive acts are good. To such people aggression is to some extent normal for example, a police officer who shoots at a car hijacker or a rapist who raped an innocent woman, is applauded. According to Freedman, et al. (1978:205) the question is whether the aggressive act by the police officer violates or supports community accepted social norms. Positive aggression is used in socially approved ways for the purpose of the group. Fatino and Reynolds (1975:388) also contend that aggression is prevalent in all human societies. Aggressive behaviour is the manifestation of a psychological drive much like hunger and thirst which need to aggress and must be satisfied periodically, as the need for water and food must be satisfied.

The event that satisfies an aggressive drive is the suffering of injury or pain by the victim of aggression. Fatino and Reynolds (1975:389) provide an example of aggression, as cited by Freud (1930). “Tharnatos” was termed as one of the motivating factors or forces of human behaviour. The most extreme manifestation of the aggressive instinct was the death wish, termed “tharnatos”, to be found in all people. Some forms of aggressive behaviour may be due to the psychological mechanisms that, when stimulated, may cause the person to attack.

According to Epanchin and Paul (1987:152) and Atkinson, et al. (1978:322), for behaviour to be regarded as aggressive it must be hostile in intent to hurt, injure or destroy property. Such intent includes physical assault such as hitting, kicking, biting, shooting at a person and verbal assaults such as making threats, hurling insults and name calling. It also includes destruction of property and disruptive behaviour that interferes with another person's pleasure or achievements. Accidental hurtful behaviour is however, not normally considered to be aggression.

2.2.1 Aggression from a social perspective

According to the social perspective on aggression, the potential for aggressive behaviour forms part of each individual's behavioural repertoire. Environmental factors display various behavioural patterns which can be employed for aggressive purposes. For example, man has the ability to hit and kick when fighting while also having the intelligence to design weapons to fight and kill (Meyer, et al., 1993:235). The manifestations of aggressive behaviour depends on the individual's interpretation of a situation
and his/her expectations, regarding the outcome of aggression (Meyer, et al., 1993:235). To social learning theorists such as Kelly (1988:874), aggressive responses can be powered by unpleasant stimuli such as physical pain, frustration and belittlement as well as by the expectations of rewarding outcomes, depending on how the individual interprets the situation.

Kelly (1988:875) defined aggression as "the individual's active elaboration of his construction system". Aggression is not associated with anger or violence, but can be regarded as an "active striving by the individual to expand his/her perceptual field or to improve". It is through aggression that the individual breaks new ground, thereby confronting new experiences and problems and resulting in having new anxieties. Bannister (1968:33) supported this definition, arguing that it is a positive attribute which is demonstrated by an explorer who ventures into the unknown regions of the world or by a dedicated student who works hard, asks questions and reads books on new topics.

Buss (1978:348), a social psychologist, focused on ways in which we learn aggressive behaviour and on situations that encourage people to act or behave aggressively. For example, children copy aggressive behaviour of particular role-models. Aggressive behaviour can be learned by observing them in other people and noticing the consequences of such aggressive behaviour. Hasset and White (1986:655) stated that many opportunities for such observations in everyday life exist in some families, at schools, in mass media and also in the society in general. Young people are exposed to aggressive role-models each day. These role-models reinforce and encourage aggression in young people. Berkowitz and La Page (1967:322) cite television as an example, viewing it as a major source of information about aggressive behaviour. Studies and research conducted indicate that violence on television leads to aggressive behaviour among young people, especially black youths in townships. Television often contains violent children's or adult cartoons. Such cartoons and films often contain the highest level of violence of all television shows.

According to Gerber, et al. (1980:225) these findings are rather disturbing, given the facts that watching violence on television leads to increased aggressiveness and decreases sensitivity to violence. Lorenz (1974:320) argues that social learning theorists have repeatedly proven that aggression can be modified by learning good behaviour from others. However, it is uncertain whether aggression can be abolished from human species under particular conditions.

This study wants to propose that for a theoretical perspective on this topic, some personality studies on aggression should be undertaken.

2.2.2 Personality studies on aggression

Epanchin and Paul (1987:167) maintain that teachers are presently in need of education to acquire skills for understanding the causes of young high school students' behaviour and also possess some strategies to help them recover from the effects of aggressive behaviour and trauma. Traumatised young people with aggressive behaviour may react in ways which are undesirable and anti-social. For example, young people who have experienced abuse, rape, severe punishment by parents and teachers and neglect by adults, may behave anti-socially. Trauma may lead to various types of behavioural
disorders, such as unhappiness, distress, anxiety, depression and psychosis which are the complex products of individual psychological characteristics. To understand personality studies on aggression, the study would like to locate environmental and psychological factors that play a role in aggression.

2.2.3 Environmental causes of aggressive behaviour

The young people presently grow up in a different world from that of the past generations, knowing that their world could come to an end in a moment if there were atomic explosions. They hear about and see daily accounts of horror, families are murdered daily, young people are kidnapped and abused, women are raped and murdered, while parents are shot at by criminals. The whole society is in a state of turmoil (Epanchin and Paul, 1987:168). Whenever these actions take place young people are overwhelmed by aggression. Regardless of its causes, aggressive behaviour may result or develop. Montgomery (1989:28) is of the opinion that behaviour associated with atrocities such as murder, rape and many others are a good recipe for aggression. The young person easily becomes irritated, unhappy, lack motivation at home and at school, produces poor school work, is careless in carrying out responsibilities, is stubborn, not neatly dressed and displays many other forms of anti-social behaviour. According to Shaffer, et al. (1991:516), an abused and neglected child will feel anxious when an unknown person raises a hand or looks threatening. Some of the symptoms of aggressive behaviour may include truancy at school, crying easily, fighting with others, alcoholism, drug abuse and stealing (Shaffer, 1991:168).

Kessler (1966:168) mentions neuroses, as a class of behaviour that develops from an unconscious conflict over the handling of sexual and aggressive impulses, such as stubbornness, which, though removed from awareness by mechanisms of repression remain active and unresolved. This neuroses is a problem to which the young person reacts in the present, as though imagined or real events of the past were still part of reality. Kessler (1966:168) observes that neurotic young people utilise magical thinking, meaning that they operate as if their thoughts were equivalent of deeds. They equate hostile thoughts with hostile deeds. Consequently, neurotic young people distort and misunderstand situations, overact and become aggressive and violent. Sprinthall and Sprinthall (1974:52) stated related factors that result in some of these forms of anti-social behaviour that are very difficult to understand in young people. This is due to the fact that young people sometimes display misleading and paradoxical behaviour. They may appear angry or indifferent when they feel guilty or bad.

2.2.4 Psychological causes of aggression

Mehrabian (1968:59) stated multiple types and causes of aggression and ways in which aggressive youth may be diagnosed. In fact, youths may be classified as psychic, organic, anxious or showing a number of anti-social behaviour patterns. These youths often have histories of aggressive outbursts. Mehrabian (1968:60) also stated that these youths' aggressive behaviour could be a symptom of other problems such as depression, psychosis and so forth. Accordingly, their diagnosis reflect their major problems, not necessarily the aggressive symptoms, particularly when primary problems are classified as conduct disorders (Epanchin and Paul, 1978:236). Such youths have poor frustration tolerance, show irritability and provocative behaviour and are egocentric in their anti-social behaviour. Youths who have grown up
in under-socialised families, and who have a history of anti-social behaviour or who project their hostilities onto others, are diagnosed as having personality disorders. These young people display a common theme of hostility towards others, destruct property, have poor impulse control and poor socialising problems are apparent.

According to Walker (1979:113), many of these young people have difficulty with school work. They cannot cope with demands made on them by ordinary school syllabi. The majority of those who are classified as eligible for special education services could be described as aggressive and difficult to control. Their disruptive, disturbing and difficult behaviour interferes with their academic progress, causing schools to seek help for them. Many of these high school youths have an attention deficit and display a wide range of learning problems. Violent behaviour appears to be the major disturbing factor. According to Baron and Byrne (1994:115), symptoms of aggressive behaviour include sexual intercourse at an early age in life, rape, lying, truancy at school, disciplinary problems at school, expulsion from school, heavy drinking or using illicit drugs, vandalism, doing poorly at school despite adequate intelligence, getting arrested regularly and running away from home. Most Soweto high schools, are faced with the problem of 75% young aggressive students who cannot be managed by their teachers because teachers are not trained to be able to manage aggressive behaviour in young students. This may be some of the reasons why Soweto high schools are difficult to manage, leading to the question if aggression is an inborn tendency or learned behaviour.

2.3 Human Aggression

2.3.1 Aggression as a drive

Harlow and Harlow (in Strongman, 1982:200) stated that playful attacks form an obvious part of the start of social play in young children. Free aggression towards peers does not appear until twelve months as compared to monkeys raised in a group and monkeys raised in isolation. This implies that aggression is an inborn drive or instinct in both animals and human beings. However, aggression in animals is not meant to destroy other animals. Freud (1938) maintained that human beings have an innate drive or instinct to fight and kill. Just as they feel hungry, thirsty or sexually aroused, so they feel aggressive. Although there are no known physiological mechanisms connected to aggressive feelings as connected to other drives, aggression is considered to be a basic drive (Freedman, et al., 1978:208).

He supports Freud's statement and is of the opinion that there are two basic drives viz the libido which is considered constructive, sexual energy and thanatos which is considered destructive, aggressive energy. Within them people have strong self-destructive impulses as well as death wishes which are sometimes turned inward and sometimes outwards. If these impulses are turned inward they cause people to restrict their energies and punish themselves. When these impulses, e.g. innate drives, are turned outward, they are manifested in aggressive behaviour (Freedman, et al., 1978:208).

According to Lorenz (1974:209), this drive "thannatos" holds for fighting in human beings. Human beings fight for mates or for dominance. The first type of fighting is motivated by sexual drives, the second by the need for sufficient food supply, while both are related to survival. According to Baron and Byrne (1994:436),
human beings are programmed for violence by their biological nature. According to this drive theory of aggression, people aggress because it is part of their essential human nature to do so. Lorenz (1974:436) proposed that aggression springs from an inherited fighting instinct or drive which human beings share with other species. This instinct presumably developed during the course of evolution, because it yielded important benefits. Fighting, for example served to disperse the population over a wide area, thus ensuring maximum use of available natural resources.

2.3.2 Aggression as a reaction to aversive events

2.3.2.1 The role of negative effect

The relationship between negative, unpleasant feelings and overt aggression serves as the theoretical basis for aggression in human beings. This perspective of the role of negative effect is sometimes known as cognitive neo-associationist (Berkowitz, 1988:440). According to this perspective, exposure to aversive, i.e. events preferred to be avoided, generate negative effects such as unpleasant feelings. These feelings in turn automatically activate tendencies toward both aggression and fear. People will therefore always attempt to escape from unpleasant situations, as physiological reactions and memories, related to such experiences (Berkowitz, 1988:440).

Considerable evidence offers support for the accuracy of this theory (Baron and Byrne, 1994:436). Individuals exposed to a wide range of unpleasant, aversive events tend to behave more aggressive than those individuals not exposed to such conditions even when their aggression cannot possibly eliminate the causes of such negative effects. According to Berkowitz (1988:444), negative effects, induced in several different ways, encourages aggressive thoughts and memories. The cognitive neo-associationist theory thus seems to offer important insight into the origin and nature of aggressive behaviour (Berkowitz, 1988:440).

2.3.3 Aggression as a learned experience

Man's situation is, however different from animal aggression. Man's destructive capacity is so great that many animal species have already become extinct (Bandura, et al., 1973:152). He mentioned the fact that man is now becoming aware of how the environment is becoming efficiently ravaged and man's survival is in question. The whole destruction of the environment, the likelihood of overpopulation and the awesome rise of nuclear warfare are of serious concern (Belkin and Gerry, 1993:532).

The situation as related to human aggression can be briefly stated as follows:

Firstly, man has been a predator for a long time and by nature easily learns to enjoy killing animals for amusement.

Secondly, man easily learns to enjoy torturing and killing other human beings.

Thirdly, war has always been regarded as glorious, by states such as Israel, New Guinea, Lebanon, Bosnia, Burundi and even South Africa. Until recently, war has become a normal instrument of national policy enforcement while there is no remorse from the events of victorious warfare, no matter how destructive it is
Belkin and Gerry, 1977:536). They mentioned that aggression between man and animals, as well as man and fellow-man has been encouraged by customs, learned in play during young days and rewarded by societies. Man's nature for aggressive behaviour evolved under those conditions and many still seek personal dominance and recovering national territory through aggression.

According to Sprinthall and Sprinthall (1974:51), aggression in human beings is much more complicated than in animals, since man displays aggression in both physical and mental ways. It was found that besides attacking physically, man has learned to insult and subject others to mental cruelty. Sometimes, aggression can be passive such as when a person manipulates the behaviour of others.

Human aggression is sometimes compared to animal aggression.

2.4 Animal Aggression

2.4.1 The aim of discussing animal aggression is to compare it to the background of human aggression. Research found that animals do not usually kill their opponents (Buss 1978:337). Animals aggress for dominance, space and mating. As against the background of the abovementioned statements, the aim of discussing animal aggression is located in the differences between human and animal aggression.

Animal aggression consists of attacking or fighting with another animal (Buss, 1978:337). Actual harm is not inevitable. The animal may attempt to harm, but fail to do so because of its own inability or it may merely threaten to harm, attacking only if its opponent fails to yield or run away. Excluded from this definition of aggression in animals, are food gathering responses by predators, carnivores such as lions and sharks which are not aggressive as they merely kill to survive (Carthy and Ebling, 1968:180). Any animal with teeth and claws needed for hunting prey and killing, is well-equipped for fighting with others of its kind. However, attacks against other species are rare and virtually all animal aggression consists of fights between members of the same species.

Shaffer, et al. (1991:434) and Buss (1978:338) mentioned several varieties of animal aggression. There are many different modes of inflicting harm in animals. Many have sharp teeth, horns or claws. Whatever the specific means, all their responses have a single function, namely to inflict pain or injury, perhaps to the point of killing the victim. According to Belcher (1973:180), various studies indicate that an animal will fight when threatened. Such an animal may attempt to escape or to repel its opponent or attacker. This type of aggression in animals may be defensive (Buss, 1978:339). Male animals of the same species often fight for a position of social dominance or to seize or retain a piece of ground. Achieving such domination or retaining of territory lead to basic rewards such as food and mates (Belcher, 1973:180). Human beings enjoy killing and torturing while animals do not show such tendencies.

2.4.1 Sex differences in human aggression

Epanchin and Paul (1987:112) are of the opinion that there are some differences in aggression as far as males and females are concerned. Studies of young boys and girls found that boys are more aggressive
than girls. Some girls are however, more aggressive than boys, while some boys behave like girls. In most cases boys behave more aggressively than girls. The fighting, destruction of properties and murders that are committed these days are found to be related to the male species. In fact, all the violence in black townships are instigated by male youths. They hijack vehicles, rape women and girls, commit housebreaking, assault people, etc. Eme (1979:583) describes the decisive different behaviour for boys and girls as the most unequivocal sex differences. The reason for these differences has been debated for several years and a conclusion has been reached. A common explanation by Eme (1979:583) is the difference in socialising. Mead (1949:584), however, counters this argument by referring to the Tchambuli tribe where women display more aggressive, dominant personalities than men. Brown and Atkins (1988) on the other hand, counter Mead's argument by mentioning that though Tchambuli women are aggressive and dominant, they did not fight, commit murder or behave violently. Hence Tchambuli men went to war to fight.

Although the differential socialising hypothesis (Eme, 1979:583) has wide support, few researchers consider male aggression as a socialising issue (Meccaby and Jacklin, 1974:112). Aggressiveness has a biological component. This idea is confirmed and supported by Epanchin and Paul (1987:116) who noted that a number of researchers mentioned biological differences between males and females. According to research conducted by Epanchin, et al. (1987:116) boys were found to be more aggressive than girls and more likely to have a high activity level than girls (Hasset and White, 1986:655). Sex differences in aggression are therefore supported. Even among pre-school children, boys show more aggressive behaviour than girls, such as fighting and insulting others. In high schools boys tend to be more aggressive and violent than girls. High school boys also displayed more of a tendency to commit serious crimes such as murder, rape, attacking innocent people and destroying property. Meccaby and Jacklin (1980:112) supported the argument by stating that young high school males are five times more likely to commit crimes and be arrested for violent crimes than high school girls.

According to Shaffer, et al. (1991:437), the female's historical role as a child bearer has been largely responsible for the sex role-standard that characterises many societies all over the world, including South Africa. In black communities, girls are encouraged and motivated to assume a nurturing role and are assigned the task of raising children. To this end, girls are expected to be warm, friendly, cooperative and sensitive to the needs of others. By contrast, boys are expected and encouraged to adopt an instrumental role as a husband and father (Shaffer, et al., 1991:473). Males face the task of providing for the family and protecting them from harm. Young boys are therefore expected to be tough, muscled, dominant, assertive and competitive (Shaffer, et al., 1991:473). This implies that males should be seen to be physically and verbally more aggressive than females.

In black townships most criminal actions as far as sex differences are concerned, are committed by young high school boys. In most cases girls are co-operative and normally subjected to less danger as compared to boys. This statement is supported by the notion that gang rapes and murders related to boys are at times committed in high schools. These statements pose some questions as to whether aggression is an international phenomenon or not.
2.5 Historical perspective on aggression

2.5.1 Aggression as an international phenomenon

In locating aggression internationally, light may be shed on the development of aggression worldwide and in South Africa in particular. The study would like to establish how international aggression may be linked to the South African context and how problems of violent behaviour can be related to this context. Furthermore, the study will attempt to devise some means to control violent behaviour, especially in young people.

Aggression is experienced in most countries. Television and newspapers report about aggressive activities committed by people daily. A historical view on aggression as an international phenomenon may provide a clear picture of reasons for aggression having become such a widespread problem. It should be noted that South Africa, has undergone radical change and has become one of the most violent countries in the world since the 1970's.

Historically the appearance of aggression can be traced as far back as the 1960's to date. Baron and Byrne (1994:434) mentioned chilling accounts of assaults, murder, child abuse, rape, torturing and execution of civilians by armed soldiers in Bosnia, Iraq and many other locations.

The list of human inhumanity seems endless. In view of such events it becomes clear that aggression, i.e. the intentional infliction of some form of harm on others, are an important and all too common form of social behaviour.

Papalia and Wendkos Olds (1985:392) agree that aggression is rife internationally. At Old Snake River, Texas which seems like an unlikely spot for an epidemic of violence, women kill their husbands who frequently beat them, while some men are killed for being involved in extra-marital affairs. Rape against women and girls is also on the increase. Baron and Richardson (1994:435) mention the Kuwait killings of innocent people for political gain. Until recently ethnic violence in Palestine and Burundi were reported daily (The Star, 18 March, 1996). Newspapers and television also reported about the maiming of refugees in Lebanon where more than 500 refugees died (Sowetan, 16 May, 1996).

From an international perspective the exposition of aggression historically, confirms that aggression is an international problem. This statement implies that aggression is experienced by most countries other than South Africa. Its effects on the appearance of violence in South Africa is of particular importance for this study.

2.5.2 Aggression in South Africa

In comparing international aggression trends to the South African context, it is true that South Africa experiences ethnical and political intolerances. Political parties in the United States of America (USA) also use aggression to reach their goals (Meccaby and Jacklin, 1974:126). Since the 1970's until presently, aggression, or anti-social behaviour, has become an acceptable way of life. Young and old people alike regard aggression as a means to survive. Aggression is the only available tool to solve their differences (Meccaby and Jacklin, 1974:126).
The study would like to establish whether aggression in South Africa truly leads to violent behaviour as in other countries such as Bosnia, Lebanon, Liberia, Burundi and Nigeria. It is hence important to mention that most people see on television and read in newspapers about people getting killed, mugged, raped or sexually and/or physically abused. People also hear and read about political and ethnic violence that are sweeping the country (Natal Mercury, 1996). To support this statement, newspapers like the Sowetan and The Star reported that more than 35 people were killed in Kwa-Zulu Natal (KZN) in political aggressiveness between supporters of the African National Congress (ANC) and the Inkatha Freedom Party (IFP) on December 25, 1995. According to these reports, those killed were innocent civilians, most of them elderly and young people. They were killed because of their assumed support for the IFP, whom people from the opposition ANC camps could not tolerate (Sowetan, 26/12/1995). This type of aggressive behaviour was politically motivated. The ranks and files from the ANC camps could not understand why there should be an opposition party to oppose them. According to The Sowetan (26/12/1995), political leaders from both the ANC and IFP were instigating their followers verbally to attack anybody who would stand in their way. Such talks promote and fuel violence resulting in innocent people being attacked and killed and the destruction of their properties.

From Kwa-Zulu Natal comes daily reports of people being killed (Citizen, 16/5/1996). It would seem that violence in Kwa-Zulu Natal is caused by ethnic and political intolerances between the major political parties. It is reported that more than 10 people are killed daily (Citizen, 16/5/1996).

From the late 1970's up to date, thousands of people have died either violently or in other unnatural ways. On June 16, 1976, many people died as the result of racial or ethnic clashes. Although such clashes seemed to be the result of political intolerance, they resembled a racial war (World, 18/6/1976). This war was started by frustrated Soweto students, claiming to receive inferior education. World (20/6/1976) reported that this racial or ethnic war led to the massacre of civilians by soldiers, the South African Police and Soweto students. From that time, violence levels rose steadily until the situation was out of control. That day, June 16, 1976, young Soweto students started burning down schools, destroying Post Offices and liquor stores. All government institutions were gutted (Rand Daily Mail, 17/7/1976). This violent behaviour was accepted by most township people. It became an incurable disease in young people.

The Sowetan (29/12/1995) reported that as a result of aggressive behaviour young and old women were being raped every day. This information was supported by the Child Protection Unit that rape is rife in Soweto and other areas within South Africa. It was also reported on television that more than 70 women are raped daily (SABC TV, 26/4/1996). Moreover television reports indicate that more than 100 children are molested daily. An example is the Cape Flats serial killer who killed young boys and buried them without their parents even knowing where they were. The Cape Flats serial killer killed more than 10 young boys (Sowetan, 20/5/1994). It is important to note that aggression leads to violence and murder as proposed by Baron and Byrne (1994:435). South Africa is rated as the country with the highest crime rate as far as violence is concerned (Business Mail, 12/4/1996). It quoted the Congress of South African Trade Unions (Cosatu) as the main cause of violence whereby properties are destroyed and anti-protestors assaulted or even killed. This type of aggressive behaviour in South Africa turned the country into a battlefield. According to Business Mail (16/4/1996) the Congress of South African Trade Unions (Cosatu)
organised its union members to protest against the privatisation of State assets, claiming that many workers will ultimately lose their jobs. The Congress of South African Trade Unions (Cosatu) protested aggressively, irrespective of pleas from the business sector. This resulted in the deflation of the Rand.

As proof of rife aggression in South Africa, the Denver serial killer who raped and gruesomely murdered more than 35 women as well as the Aeroton mass killer who killed innocent workseekers, should be mentioned. These are two examples of the manifestations of aggression in the South African context (Weekly Mail, 22/3/1996). Today's aggression has taken on a different form. It no longer has a racial or political nature such as during the 1970's and the late 1980's. It has more of an economical background. From the late 1980's, taxi owners and their drivers started to attack each other and killing passengers (The Star, 20/4/1996). The Star (20/2/1996) warned strongly that if taxi violence is not stopped or controlled, it will result in anarchy. In their fighting for scarce financial resources, passengers are always caught in the crossfire and some die. According to City Press (15/3/1994), taxi operators claim that fellow taxi operators operate on their routes and rob them of their passengers. This leads to clashes among operators whereby some taxis are burnt.

Another example is of a man who recently pretended to be a woman and, killed more than 20 men (Sunday Times, 15/3/1996). This male killer would kill his male victims and dump their bodies wherever he could find a place and time to do so. This is another example of the gruesome murders committed in South Africa on a daily basis. From what has been said about aggression in South Africa, it becomes difficult to determine why people should behave in this manner. The answer may have been found by Atkinson, et al. (1978:333), being of the opinion that aggression is rife in times of economic recession. During such times many people become unemployed and frustrated. This situation leads to stress and depression which in turn result in aggressive behaviour. This is possibly true of South Africa, estimated thousands of young people are unemployed. The unemployment level is high irrespective of race or the level of acquired qualifications (Business Mail, April 1996). This situation encourages aggression due to the fact that young people see no meaningful future for themselves in this country. Trade Unions become aggressive to protect their members from loss of jobs and positions. Intensively aggression experienced affected, especially young people in black townships. This study does not wish to imply that other racial groups do not experience aggression and unemployment. Because of the high dropout level of young black students before reaching higher education, there is massive unemployment among young black people.

The questions arise: Why are black high school youths so aggressive and destructive? What are the causes of aggression in youths and what are its effects on them? This study will attempt to answer these questions in chapter 3 and to suggest ways of dealing with aggressive youths.

2.6 Chapter Synthesis

In summary this chapter gave a brief outline of aggression by means of a literature review. A theoretical perspective on aggression studied various psychologists' view on aggression. These include aggression as a learned experience where they argued that man has the capacity to destroy and kill. Man is able to destroy animals and the environment. These psychologists state that man enjoys torturing and killing...
other human beings. The research on literature review found that man's aggressiveness is different from animal aggression. Animals do not easily kill their opponents while human beings torture and kill their opponents.

Further literature research found that human beings have a drive for aggression. According to Lorenz (1974:209), this drive holds for fighting in human beings. They fight for mates or dominance. Further the research argued that, there are some differences in human sex aggression. According to this research, boys and men are more aggressive than girls and women.

The study also touched on aggression in South Africa. The research found that since June 1976, aggression has increased drastically among black youths in South Africa. The research argued that aggression in South Africa is more political and ethnical of nature. This chapter served as an introduction of chapter 3 which deals with the causes of aggression in South Africa.
CHAPTER 3

3. THE CAUSES AND EFFECTS OF AGGRESSION IN YOUTHS AND HOW TO MINIMISE OR TREAT IT FROM A SCHOOL PERSPECTIVE

3.1 The causes of youth aggression

After having discussed aggression in general, its international and the South African context, it is advisable to limit aggression to the youths in Soweto high schools. The study aims at discussing youth aggression from as far back as the 1970's until the 1990's. It should be noted that as an educator in a Soweto high school, the researcher has been extensively involved in the observation of aggression among high school youths in Soweto. The researcher came to the partial conclusion that aggression is diverse in youths and that there is no common formula to address it properly. This seems to be due to the fact that youth aggression in Soweto high schools is mostly caused by situational factors, including unemployment of parents whereby poverty is rife, while in other areas most parents are employed and families have sufficient food resources. Lack of education and overcrowded facilities are other factors contributory to aggressive behaviour in youths. In some areas in Soweto, illiteracy levels are high, while in other areas they are minimal. It should therefore be noted that in some areas in Soweto, youth aggression is not as rife as in other areas in the same township. This has led to the researcher having to attempt to provide answers to a number of questions concerning aggressive behaviour among Soweto youths.

(i) Is aggressive behaviour among Soweto youths of a political nature, or not?

(ii) Are parents involved in the promotion of aggressive behaviour among Soweto youths or not?

These and many other questions may be asked in an attempt to understand youth aggression.

3.2 Historical and political perspective on aggression in Soweto youths

Epanchin and Paul (1987:136) who specialised in youths with behavioural problems, are of the opinion that aggression and anti-social behaviour among youths is a serious problem, especially in post primary education. These anti-social behavioural problems cause young people to be rejected by adults and their peer groups. They also tend to have some difficulties adjusting to the school environment and school work. Although no single cause to explain youth aggression can be identified, a variety of factors seem to be relevant in this regard, among others, harsh disciplinary measures taken by adults and parent neglect. This supports the contention that many aggressive youths tend to be hyper-aggressive, hyperactive, more intense and more emotional than others. However this statement does not justify why conduct disorders develop. Many aggressive youths come from homes where problems are resolved by anti-social means, thus providing role-models for young people learning aggressive behaviour. These claims were supported by Hersove, Berger and Shaffer (1991:1720) who maintain that many youths experience unusual levels of stress and chaos while growing up and developing. Many of these young people also tend to have mild to more seriously complicated psychological problems that may
exacerbate their social development. To them aggression is the only available tool to cope with unmanageable environmental demands. According to Hersove, et al. (1978:1720) evidence supported the notion that some of these youngsters' social emotions and learning skills are developmentally delayed as compared to their normal counterparts.

Given the nature of these problems and the hostility and its associated unpleasantness, many of these youngsters display, it is not surprising that the behavioural problems or patterns are difficult to change. It needs time and perseverance from those who are dealing with them. From what has been said it is important to note why young people are so destructive, insubordinate and uncontrollable. The historical perspective of general and political aggression in the early 1970's and late 1990's support the view that aggression in Soweto youths might be frustration related and politically motivated. Those years saw the formation of student organisations such as the South African Student Organisation (SASCO) with the sole aim of conscientising and mobilising youth politically. Youth aggression intensified in Soweto high schools. Major movements were formed. The destruction of property, vandalism and many other forms of anti-social behaviour became the order of the day.

According to The Sowetan (16/6/1995) in what is called South African count down, Soweto high school youths marched through the streets of Soweto in an aggressive manner, backed by adults, resulting in confrontation between them and the South African Police (SAP). This situation led to the students killing innocent people and in return the South African Police killing a number of young people. Aggressive Soweto youths burnt down shops, bottle stores, municipal and post offices. The political aggression which was instigated by adults led to the destruction of a number of government institutions.

The Star (1995/05/15) reported that during that time, political aggression caused by the system of education, was regarded as inferior by political parties such as the ANC. Soweto youths started to organise consumer boycotts and attacked people who would not heed their call. Their houses, were attacked and their parcels smashed or they were forced to eat or drink whatever they had purchased. People were forced to drink substances such as bleach or fish oil. This was the worst aggressive behaviour by Soweto high school youths ever experienced. The aggressive activities were aimed at forcing parents to support youths in their political activities and to achieve equal education and freedom (liberation). According to the Herald (1995/05/18), Afrikaans as a medium of instruction in Soweto high schools was named as the cause of anti-social activities. This was however merely a tool to spark off aggressive mass action by these young people. The main aim of their political aggression and mass actions was of a political nature. It was later found that adult politicians had instigated the organised criminal action. From that time, education was adversely affected. There was a total onslaught on education by Soweto high school youths: class boycotts, attacks on principals, teachers and other students who did not want to form part of the movement. These activities by high school youths led to the collapse of the education system and los of respect for authority, which resulted in chaos in most Soweto schools.

In the early 1980's and the late 1990's, Soweto high school youths started to burn down schools and books while refusing other young people who were willing to continue their education permission to
write final examinations. Those who attempted to attend classes and write examinations were attacked and their classes disrupted. The researcher, being part of the teaching corps, observed that Soweto high school youths had become unruly, uncontrollable, aggressive and committed various types of murders. They refused to wear school uniform, arrived late for school, stayed away from classes and held meetings in their own time, irrespective of the principal's objections. They carried all types of lethal weapons onto the school premises.

The Class of 1976 (Sowetan, 16/6/1994) mentioned that June 1976 opened the gates for Soweto high school youths' frustration. It set the ball rolling for subsequent political instability, murder and vehicle hijacking. The first Soweto high school had relinquished the responsibilities of being educated for the wider responsibilities of the country's future. From that time until the early 1990's there were massive school dropouts and high failure rates among youths. This may have contributed to these young people committing rape, drug abuse, alcoholism, hijacking, housebreaking, murder and organised gangsterism.

From those years until today it has become a common thing for youths to attack teachers, their communities and peer groups. They arrive at school under the influence of alcohol and leave school after lunch. This causes a high failure rate. The students lack interpersonal skills because of their aggressive attitudes. The community is thus reluctant to act, for fear of being attacked. From the researcher's observational point of view, youth aggression in Soweto high schools had more of a political nature in the 1970's and the 1980's. However, apart from the political perspective, aggression in youths may manifest as the result of socio-economic problems.

3.3 Youth aggression from the socio-economic perspective

According to Jone (1980:16), it is natural that young people on their way to adulthood will experience some confusion and conflict during their transition from a rather dependent adult-child relationship. Socially youths then seek increasing equality. It is often difficult for parents and teachers to adjust to the role-changes that are generated as their youths become more able to handle their own discussions and safely cope with extended degrees of equality. Similarly, teachers often find it difficult to accept the fact that the youths' confrontative behaviour is much less a response to adults' behaviour than to the youth's own needs to discover their limitations and abilities.

He mentions that it is to be expected that young high school youths will devote a significant amount of time and energy to involvement in and examination of peer interaction. Indeed, many young high school students find their peers to be the single most interesting component of the school environment. This situation is probably more true of youths with behavioural problems. Since young people with aggressive behaviour frequently experience considerable academic failure, peer interactions are likely to replace school achievements as this enables them to gain recognition and attention while experiencing success. The poking, fighting and abuse of other students among Soweto high school youths are to a large extent a response to the difficulties of establishing peer relationships.

Unfortunately, rather than employing these interests as a motivating force, schools often create situations where young people are asked to compete with their peer groups in class, on the sports field and even in
community activities. This competitive situation is a definite contributing factor to the unproductive aggressive behaviour in most Soweto high schools. If these young people fail to meet the required standard set by the school, teachers and parents, the result is harassment and degradation of the youth's self-image, which leads to frustration and some form of aggressive behaviour. Fear of failure is a contributory factor to various types of anti-social behaviour like dodging classes, staying away from school, fighting, alcoholism, drug abuse and many other anti-social behaviour (Ingersol, 1984:269). These and many other reasons lead to frustration and that can aggravate forms of anti-social behaviour. It may be a reason why crime, rape and murder are committed by young school boys from Soweto high schools.

Each day the South African Police Services issue reports on crime of various degrees. The reports contain statistics which reveal that the greatest proportion of such crimes are committed by young people ranging from 18 to 20 years of age. According to these reports, 60 percent of all criminal arrests are made in this age range. Most of these youth criminalities include vehicle theft, robbery, murder and forcible rape (Ingersol, 1984:269). It is estimated that one out of every nine young Soweto school pupils will be referred to the Juvenile Court in connection with some delinquent or aggressive behaviour before their 21st year (Ingersol, 1984:270). However, researchers such as Jone (1980:48) argue that this statement is unfairly biased against crime committed by youths. Such biased statements fail to include more adult crimes such as organised drug dealing and bank robberies. Jone (1980:50) mentions that young high school students' criminalities include criminal homicide, forcible rape, robbery, aggravated assault on civilians, burglary and vehicle theft. The crimes exclude fraud, forgery, arson and selling of drugs. Nonetheless, the black youth population account for more than 70 percent of committed crime.

It is regrettable to admit that most youths in Soweto high schools at some or other time engaged in aggressive behaviour and violence. According to Jersali, Brook and Brook (1978:433), the majority of high school youths engage in some form of anti-social behaviour from time to time. There seems to be a steady increase in the number of aggressive and violent acts among Soweto high school boys and girls as they move through adolescence. In Soweto high schools alone most boys commit more serious crimes than girls. Teachers, principals, young people and community members suffer daily attacks by youth gangs in township communities around Soweto. In addition to various crimes connected to youths in Soweto schools, the past ten years have been marked by a substantial increase in violence and vandalism in schools. From 1986 until the 1990's there was a general increase in all categories of crime associated with high school youths in Soweto. By far the greatest increases were in the area of assault on principals and other students.

The problem of vandalism and violence in Soweto high schools contains a high proportion of delinquency. To repair one school, may be seen as a waste of the tax payer's money. Schools were burnt down, roofs gutted, fences around schools removed and raping of girls took place on the school premises. The turmoil that characterised the 1970's, 1980's and 1990's continued to make teaching in Soweto high schools hazardous. The Star (16/4/1996) reported that communities around Soweto mourn the destruction of good schools which were meant to offer quality education, but were being vandalised. Handguns and other weapons were found in schools in large quantities which made life for teachers and other children unsafe. Ingersol (1984:284) mentioned that violence in schools and around
communities reflect violence in the society as a whole. Young high school students copy and imitate society's way of dealing with daily life-situations. The environment plays a big role in shaping young people's lives. If the society at large or community members behave aggressively, young people will follow suit. As criminal activities increase in townships, this trend will spread around big cities. Today it is not uncommon to find acts of violence, intimidation, murder and rape in suburbs of big cities being committed by youths from Soweto. Rice (1981:484) mentioned that schools have become battle grounds. So unsafe have some high schools become that according to psychologists many teachers suffer from combat fatigue, anxiety and neuroses similar to soldiers returning from war zones. Officials from teacher unions have appealed to communities to fight radical aggressiveness in high schools.

The researcher has observed that, especially male youths, stay away from school, arrive late for school and carry a variety of lethal weapons. These male youths commit serious acts of crime inside and outside school premises. Killing, raping girls and hijacking do not affect these youths. This is termed aggressive psychopathic, meaning that a person committing acts of violence feels no remorse or regret about it (Ingersol 1984:242).

High school youth's aggression and violence is a complex phenomenon. Rice (1981:485) proposed that most aggressive young people come from the lower socio-economic societies, where a large percentage of adults are illiterate or semi-literate. Most adults are unemployed or do not earn sufficient salaries to be able to support their families properly. This forces young people to seek help elsewhere and to obtain assistance through aggressive means. Although there are various causes for youth aggression, only a few causes may be directly linked to youth aggression in Soweto high schools.

3.4 The causes of aggression in Soweto youths

3.4.1 Introduction

Causes of aggression in youths in Soweto high schools are diverse and complicated. These diversities in aggressive behaviour are due to ethnicity as well as the location where the youth resides. For example, young black students seem not to be aggressive to the same extent. The researcher observed among young black people in the same township, that Ngunis appeared to be more aggressive than Sotho speaking young people. This aggression in youths is situational, in the sense that townships are demarcated according to ethnic and income groupings. It should be mentioned that as a big township, Soweto is divided into various locations composed of Ngunis, Sothos, Shangaans and Venda's. Youth aggression in one area may not be as rife as in other areas and common causes of youth aggression in Soweto high schools should be studied.

3.4.2 Frustration as the cause of youth aggression

Frustration may be defined as the blocking of behaviour that has previously been reinforced. This can occur at any stage of instrumental responses. Buss (1978:344) argues that aggression may be caused by frustration. It can broadly be defined to include both stimulus conditions such as achieving satisfaction and emotional reactions such as feelings of frustration. The effect of frustration should be seen in a
wider perspective in the society at large. For example, economic recession may result in frustration, because more people may be retrenched. They will not be in a position to secure jobs to support themselves and their families. The consequences are that all forms of aggression become more common (Freedman, et al., 1978:212). Once goals are thwarted and a person is degraded, insulted or negatively evaluated, depression, anxiety and anger will result (Papalia and Wendkos Olds, 1988:393). Once frustrated, young people may become aggressive and hostile in their behaviour. How frustration can lead to aggressive behaviour in Soweto youths?

According to the frustration hypothesis manifestations of frustration include the following:

Frustration may lead to some form of aggression in Soweto youths. In short, this theory holds that frustrated Soweto students may engage in some form of aggression and that all acts of aggression in turn result from frustration. Some psychologists accept the idea that frustration is the only and even the most important cause of aggression in school youths. Baron and Byrne (1994:444) argue that frustration can lead to aggressiveness depending on it. Various factors such as:

(i) Neglect by parents may lead to abuse. Young people whose parents lack love could suffer from emotional instability and frustration. Young people are in a transitional stage. They are facing a period of turmoil and need a comforter or somebody to confide in. Once love and security are missing at home, aggression will manifest itself.

(ii) Big families are unable to cope with the needs of individual children. This situation leads to under-nourishment as adequate food cannot be provided. Youths from such families may turn to various types of crime such as stealing and hijacking to acquire money and clothes, in order to resemble other young people in the community.

(iii) Harsh disciplinary measures by teachers may frustrate young people. This may lead to students running away from school and home. The result is aggression towards other people and indulging in alcoholism and drug abuse which is rife in Soweto high schools.

(iv) There is a lack of communication between the school, the home and the young person. Young people need someone to confide in and someone who can listen to them. Once such communication channels are blocked, frustration results which may lead to aggressive behaviour.

Most black parents are of the opinion that speaking to a child is to spoil him/her. This is why communication channels between parents and children are blocked. Failure and name calling by teachers and parents, may lead to the young person behaving in a similar way. This is caused by the fact that the young people's self-image is harmed. Aggression is situational. It is not caused by one single factor. How adults behave, talk and do things in front of young people has a major impact on their behaviour.

3.4.3 Aggression as learned behaviour

Papalia and Wendkos Olds (1988:394) maintain that young people can learn aggressive behaviour from people around them, such as parents, friends, relatives and the community at large. Young people observe
these people and identify with them as their role-models. If such role-models act aggressively, are fond of fighting, insulting, assaulting and even attacking other people in their presence, such behaviour is regarded as acceptable in their communities. Most Soweto parents and the community at large believe in an eye for an eye, fighting back, insulting others and even attacking them. Such aggressive behaviour is in turn reinforced and imitated by young people in Soweto and forms part of their lives. Because of the high unemployment rate, many parents have resorted to criminal activities to survive. Hence most Soweto high school youths believe in stealing, in order to survive or for the sake of recognition. It should be noted that parents and the community exert a major influence on its youths. According to Papalia and Wendkos Olds (1988:394), it was found that children who were aggressive at school were unnatured and not accepted by aggressive teachers. Parents that are aggressive at home, normally apply excessive harsh punishment and support the youths. Such young students are bullies, reject any form of authority, act impulsively and fight easily with anyone who comes in their way.

According to Vernone (1980:264-265), young people in high schools can learn aggressiveness from attitudes in the society. When social scientists compared violence, in this case the Soweto communities, with those where little violence is experienced, it was found that there are vast differences in aggression. For example, Soweto parents have political and economic orientated attitudes. They regard themselves as poor and marginalised. These attitudes are easily transmitted to their young generations. Gender differences in male domination also poses a problem. Black communities believe that a female person should be regarded as a minor and can be treated any way, even violently. Hence they socialise their boys to be dominant and girls to be meek. These differences are compared to communities that respect gender differences such as white communities. Hence white youths are less aggressive towards the other sex than black youths.

For Vernone (1980:264/265) violent and aggressive families apply excessively harsh discipline which creates a rift between them and their young people. Young people become depressed and frustrated and display anti-social behaviour. Aggressive behaviour can be learned in various ways, by means of media such as television.

3.4.4 Young people learn aggression from media such as television

What should young people conclude about aggression and violence when they watch killings and assaults on television day after day? Papalia and Wendkos Olds (1978:395) mentioned that the average youth has witnessed more than 140 000 people being killed during the past 10 years. Social scientists are convinced that watching violence and destruction on screen makes young people more aggressive in real life situations. Television encourages aggressive behaviour in many ways, such as:

(i) Young people imitate what they see on the screen.

(ii) They absorb values and norms transmitted on the screen and accept aggression shown on the screen as appropriate behaviour.

(iii) The context in which violence is shown, will affect youths in Soweto high schools. Whether
aggression in the form of violent behaviour is rewarded or punished has a major effect on them. Rice, (1981:485) is of the opinion that aggressive youths watch more aggressive films on television than non-aggressive youths. Aggressive youths identify more strongly with aggressive characters. They believe that aggression on the screen reflects real life situations. To them a hero on the screen is the best example to follow.

Baron and Byrne (1994:453) support the idea that exposure to media violence provides viewers with new techniques for attacking and harming others. Once acquired, such violent and destructive techniques tend to be used when these individuals are angered or annoyed by others. According to Berkowitz (1988:452), violent materials can serve to promote aggressive thoughts and memories, making these more readily available in the young students' cognitive systems. When individual youths have been exposed to aggressive language such as insults, stealing, anger, negative remarks and the degradation of another person, the aggressive schema that are thereby activated may increase their interests in watching violent films or television programmes.

In summary, media violence seems to enhance the occurrences of overt aggression in young students for various reasons. Soweto youths as observed practice what they learn in the media, and consequently commit serious crimes without having any regret. However, parents also play an important role in promoting aggression in youths.

3.4.5 Parents as the causes of aggression in young people

As stated earlier in this chapter (compare paragraph 3.4.3) parents can cause their youths to be aggressive. Social scientists who have studied aggressive youths in high schools, especially in black townships around the world, mention the following factors as the major causes of aggression in youths:

(i) parental neglect;
(ii) separation of parents or divorce;
(iii) parental alcoholism;
(iv) harsh disciplinary measures;
(v) socio-economic problems such as financial insecurity which results in poverty in families;
(vi) uncaring parents; and
(vii) poor communication between parents, teachers and children.

The abovementioned factors contribute to aggressive behaviour and constitute a potential recipe for youth violence in Soweto high schools. It may be true that harsh parental attitudes and discipline in schools are the major causes of aggressive behaviour in Soweto high school youths. Hersove, Shaffer and Shaffer (1978:88) state that some teachers who grew up in aggressive environments themselves and acquired aggressive behaviour, tend to project these attitudes on their own youths. Any youth growing up in such an environment may regard aggressive behaviour as part of his/her survival. They
mention parental separation and low family income as the main causes of youth crime. For example, parental divorce result in a youth being separated from one parent having to stay with the other parent. In most cases, the mother is given the custody of the children, irrespective of whether they are emotionally more attached to the father or not. A divorce will result in children being frustrated because their love for their parents is divided. Moreover, low income families find it very difficult to meet the needs of their children. Needs such as proper clothing, accommodation and sufficient food are the major factors causing young people to commit crimes. They will steal in order to survive.

Epanchin and Paul (1987:114) support these findings and they regard poor communication among family members and teachers as another important factor that promotes aggression in Soweto youths. Poor communication emanates from poor personal interrelationships and harsh disciplinary measures which may be the result of socio-economic difficulties. According to Epanchin and Paul (1987:114), parents, when faced with economic problems, resort to alcoholism and harsh disciplinary measures. These actions create nervousness in young people, antagonism towards parents, the community and teachers and result in the development of hyper-aggressive behaviour.

For Lindsay (1983:212) destructive parents produce destructive children. Parents who are habitual criminals will produce youths who are inclined to criminal acts. Such youths turn into vindictive vandalists. Youths feel ill treated and despised by their own parents. They see society as oppressive in which they have no effective voice. Such actions by parents, teachers and the society at large create anger, hatred, frustrations, depression and anxiety in young people. The only way where these youths can have a voice is to resort to various forms of anti-social behaviour. The causes of aggression in parents may have serious and lasting effects on youths.

3.5 The effects of aggression on Soweto high school youths

The researcher's observation of aggressive youths in Soweto high schools is found to be maximal and diverse. It may be important to mention that these youths come from different family and community backgrounds projecting different forms of anti-social behaviour. As proved by results of such diversified backgrounds, youths usually behave differently in their schools and their communities. The researcher would like to mention that it is observed that Soweto communities are aggressive in nature. They fight and use abusive language. Their aggressiveness range in degrees from community to community. Irrespective of some form of parental and community aggressiveness, most parents, like their youths, behave and believe in retaliatory notions such as an eye for an eye. This may be the reason why so many Soweto high school youths believe in vengeance, murder, hatred and insults. Youths are uncontrollable and commit various types of crime. Although this anti-social behaviour may be related to politics and socio-economic problems, it has become a norm to behave in an anti-social manner. Epanchin and Paul's (1978:127) interactive hypothesis was used to understand the development of psychological problems in youths. These psychologists studied temperament which was defined as the "how" of youths' behaviour. The identification of temperament constellations indicated three types of temperaments:

(i) The easy child who is positive in approaching life situations, adapted quickly and easily to change in his/her environments.
(ii) The difficult child who is easily irritated, fights with other people such as parents, teachers and his/her peer group.

(iii) The slow to warm up child who lies between the easy and the difficult child is less negative but notably less flexible than the easy child. According to Epanchin and Paul (1987:115), the most aggressive child, is the difficult child. This approach may assist parents and teachers in understanding that in each school situation and community, one usually finds the abovementioned three categories of children, especially in high school.

Epanchin and Paul (1987:115) remind us that the difficult young people in high school are demanding, unco-operative and at risk of developing behavioural problems. These young people are affected in various ways. They develop school phobia, lack concentration, play truant, engage in alcoholism and drug abuse and run away from home. They are also easily annoyed and irritated.

It can be observed that housebreaking in the townships is mostly committed by youths, who are aggressively affected. They seem to have difficulties in forming trusting relationships with their peer groups, adults and teachers. Hence, they decide to keep quiet and are easily irritated.

Any hyper-aggressive youth tends to be isolated by teachers and other young people of the same age group. This isolation may lead to a situation where the young person starts to lose trust in the life situation, develops a poor self-image and may not do well in his/her school work. Hersove and Shaffer (1978:3-5) maintain that alcohol, drug abuse and hijacking are the result of aggressively behaving youths. These youths tend to form youth gangs that molest innocent people. Although aggression affects these youths, the educators, parents and community leaders cannot stand aside and fail to remedy their problems. Treatment of youth aggression may support these youths to lead a normal life.

3.6 Treatment of aggression in youths

3.6.1 Introduction

The treatment of aggression in young people is of great importance. These youths need to be resocialised by schools, parents and religious groups. They also need some form of counselling. Although the process seems clear, it may be very difficult and demanding for those who are involved. It should be noted that in dealing with young people one needs perseverance, trust and sympathy. Professional help may be needed. Some of the many steps of such treatment will now be discussed.

3.6.2 Moral education

From the researcher's observation, an increasing social awareness and revitalised political circumstances precipitated an involvement in developing moral values in Soweto high school youths during the 1970s and through the 1990s. Parents, teachers, clergymen, public figures and other community leaders began to ask: Are schools doing their best to instill in youths a sense of right or wrong, the ability of appropriate moral judgement and above all, encouragement to develop a personal ethos that is compatible to higher ideals of a democratic and humanistic society? This challenge did not arise in a vacuum, but rather as a
reaction to a complex chain of public events that shook the very foundations of a sense of stability, order and progress (Belkin and Gerry, 1977:289).

Riots on university campuses, vandalism, attacks on civilians, principals and teachers added fuel to the already turbulent attitudes towards young people. Increasing and flagrant use of drugs such as marijuana led to the forming of a drug culture in Soweto high schools. Hence it became important for moral education to be taught to young Soweto high school students. This should be done with the aim of reducing violent and aggressive behaviour in Soweto youths. Belkin and Gerry (1977:290) emphasised the need to advance the cultural evaluation of students towards compassionate reasoning. Soweto youths should be taught to love one another, to respect one another and each other’s property. Since love and respect form a strong basis for positive moral education, it will direct any action taken in a positive way. Moral education should impart knowledge which forms an important part of the ability to make sound sensible and progressive judgements before any action can be taken. Young Soweto youths should be taught the ability to distinguish between wrong and right, to respond appropriately and in sound moral ways. Attitudes, aggression can be changed.

According to Rice (1981:468), the most important features of moral education in young high school students is virtue; i.e. honesty, self-control, friendliness and altruism - helping others without expecting anything in return. All stakeholders should uphold the principle of virtue which may serve as a role-model for young people. Teachers should avoid indoctrinating young people with moral issues, but should rather stimulate the development of individual moral judgement by encouraging free discussions, participation in moral issues and critical thinking about life issues. They should mediate experiences of young people in trying to change their behaviour. This can be done by taking account of the youths' experiences. The teacher should firstly determine whether what the young person has experienced in life, has been negative or positive. By using the youths' experiences, the teacher should brainstorm the positive aspects of life and behaviour. The purpose of these practices should be an attempt to discourage negative behaviour and encourage positive behaviour in the young person.

Ingersol (1982:211) states that two psychological issues on moral development: In a psychoanalytical approach, moral development is incorporated within the broader context of individual ego development. Moral structures result from resolutions of ego conflict and the youth's struggle to achieve independence from parents. Social learning theories, on the other hand, view moral development as the result of social reinforcement. Morality results from what one has been taught about how to behave. Social learning theories emphasise reinforcement, approval of what is the correct action by youths and disapproval of wrong actions. The learning of moral values can help young people to develop a body of values that will help them to know what behavioural actions lead to social approval or disapproval. Young people seriously wishing to embark upon moral education, need support systems such as teachers, the church and youth community clubs and above all motivation.

3.6.3 Motivation

Baron and Byrne (1994:277) argued that young high school students feel the need to establish warm
interpersonal relationships motivated young people, will be more adaptable and able to establish friendly relationships at home and at school. These youths tend to be less aggressive. When aggressive, such actions tend to be transient. Youths will learn from parents and teachers who are acting as positive role-models, that friendliness pays. Teachers and parents who are friendly, teach such actions to young people who will adopt similar attitudes. Parents and teachers should motivate their young people to adopt a positive attitude towards life situations and to co-operate with their fellow human beings.

From the perspective of motivation youths should be motivated to be accountable, responsible and to take part in leadership activities, as well as youth activities in and outside the school environment (Epanchin and Paul, 1987:386). The young person should be motivated towards establishing feelings of self-worth through improved relationships with motivated figures in his/her community and also through increased life skills in dealing with day to day problems. Epanchin and Paul (1987:386) are of the opinion that social skills training, attribution and self-control therapy are very important. The cognitive intervention for young people to explore their distorted conceptual and disfunctional attitudes, beliefs and assumptions should be an effort to modify them. In exploring such disfunctional attitudes, beliefs and assumptions, the therapist identifies, monitors and evaluates the youths' distortions and considers alternative interpretations and beliefs that cause youths to behave anti-socially. Motivation promotes a positive self-image and self-concept in young people. Apart from moral education and motivation, the school as a learning institution plays a major role, by either promoting or minimising youth aggressiveness. Are Soweto high schools managed in such a way as to be able to attract and nurture positive thinking in young people? Do these high schools encourage young people to be able to handle problems themselves?

3.6.4 Educational setting

A well-structured educational setting is a motivating factor for young high school pupils to learn and progress throughout their lives. By educational setting, is meant the school, teachers and facilities (Jone, 1980:37). The educational setting should be simple and should motivate and encourage youths to proceed with their learning, regardless of any form of disturbance or destruction. The school and the type of teaching provided by teachers to these young people can be partly blamed for their aggressive behaviour. It can be observed that Soweto high schools are responsible for aggressive behaviour in youths. These schools are poorly ventilated, badly structured and located and also lack adequate resources. Most resources and facilities are outdated. Hence they do not motivate young people to take learning and teaching seriously. According to Jone (1980:37), education to be a motivating factor, it should be well-structured. Schools should be built in quiet locations, have adequate facilities and sufficient resources. In short, schools should be well-equipped and staffed with well-qualified teachers. Jone (1980:37) mentioned that the curriculum should be diversified and structured in such a way that the task to be learned should be within the capabilities of the youth's development. It should be of interest and challenging to the young person. Educational settings are observed to have a discouraging nature while teachers promote rote learning. Learning materials are not properly structured and learning facilities are lacking. Such educational settings discourage and demotivate young people.
According to Jone (1980:21) the educational environment centres around the concept of providing assistance for young people to manage their frustrations and to avoid many undesirable activities that surround them. Education should form an integral part of the whole society. Schools usually fail to meet the needs and interests of its young people and do not prepare them to meet the challenges they are facing in their day to day lives. Hence education and schools are often blamed for high drop-out rates and the development of behavioural disorders. By creating a school environment that meets the youth's psychological, emotional and developmental needs, the level of unproductive behaviour will be reduced.

Jone (1980:21) stated Maslow's needs as example. According to Maslow (1968), human beings are naturally good and have an innate urge to be competent and acceptable if their needs are met. Destructive behaviour is therefore not seen as intrinsic behaviour, but rather as a reaction to the frustrations when an individual's basic needs are not met. Jone (1980:21) proposed that the school and teachers should try to meet the psychological, emotional and physiological needs of youths. These needs include the satisfaction of basic needs by parents before going to school. As an institutional learning facility, the school should provide for respect, warmth, love and recognition of young people as individuals. From the researcher's observation there seems to be a lack of respect, warmth, love, trust and recognition of young people as individuals by teachers.

3.6.4.1 Teachers

According to Lackona (1991:69), a teacher is a person who is a caregiver, a model and mentor treating young people with love, respect and trust. He/she should promote pro-social behaviour when trained to impart good norms and values to the young people. However, teachers may also be the cause of anti-social behaviour. Most teachers in Soweto are underqualified. They frustrate young people and this frustration leads to aggressive behaviour. The researcher supports the statement by Lackona (1991:68), in the sense that teachers have been observed to scold and call youths by names. In turn, youths become stubborn and aggressive. This situation causes the youths not to attend classes. Confrontation between the teacher and the youths usually ensues. Teachers teach in a school which can be described as a learning institution. It should have appropriate facilities to encourage and motivate learning and instruction. Without adequate school facilities no conducive learning can take place.

3.6.4.2 School facilities

According to Griesel, et al. (1986:23), the school provides the necessary facilities and equipment to facilitate teaching and learning. Science laboratories, libraries, textbooks and stationery are examples of such school facilities. The school buildings also form part of school facilities. For Lackona (1991:69) school facilities such as the libraries and laboratories are components that enhance effective teaching and learning. School facilities can encourage or discourage young people to learn effectively, behave well and do their work properly. This will minimise undesirable behaviour such as aggression and deceitfulness. School facilities such as school settings are essential for promoting co-operative learning and teaching (Lackona, 1991:26). According to an observation by the researcher, many high schools in Soweto lack proper facilities. This causes confrontational situations between learners and their teachers.
Communication becomes restricted and anger ensues from both learners and teachers. Learners in turn become aggressive and stubborn. Another important factor that plays a major role in facilitating effective learning and teaching is the school setting.

3.6.4.3 School setting

According to Epanchin and Paul (1987:254), school setting plays an important role in promoting a child’s behaviour. School setting also includes the structure of the school, ventilation, location, normal classes, communication channels, management and discipline, coupled with love and respect. Corporal punishment should be discouraged as a form of discipline. Some Soweto schools are badly structured and there is no discipline because of lack of co-operation from students. Most Soweto high schools are overcrowded, are poorly ventilated and situated along busy streets. Students find it difficult to concentrate on their school work. Due to these reasons students stay away from school, do not work properly and causes a high failure rate. It can be observed that failing learners change their attitude towards their teachers as they become frustrated and discouraged about attending school. These failing students direct their anger towards teachers and may attack them. Aggressive behaviour in these young people is boosted by bad school settings. This implies, that good school settings promote effective learning and teaching, while bad school settings promote unwanted behaviour in young people.

3.6.4.4 Socialisation

Socialisation is an extremely important process for those who analyse the nature and process of social behaviour. Through proper socialisation, individuals may learn what is expected of them in a given situation. This process, is relevant for an aggressively behaving youth. Through socialisation young people are able to learn about the societal value system. In this process, the role of the teacher is seen as important in imparting societies norms and values to the aggressive youth.

For Cuff and Payne (1984:47), the teacher is the focal point in moulding and encouraging positive behaviour in young people. It is the duty of the teacher to discourage aggression in young people and to internalise the values espoused by the society through the process of socialisation. Young aggressive people can only identify with societal values and norms if the teacher is a good role-model. To this end, Cuff and Pyne (1984:47) use the concept of identification or internalising of the values of the teacher as a representative of society by a young person. Hence an aggressive teacher will model aggressive behaviour in young people, while a teacher with a positive outlook will encourage positive behaviour in young people. The teacher can reinforce the tendencies of the aggressive young person’s behaviour by showing him/her how to behave. Young people are usually emotionally attached to their teachers. This emotional attachment can be used by the teacher to influence the aggressive youth in learning social values.

Cuff, et al. (1984:47), argue that the young person can be seen as an empty vessel which has to be filled with culture, orientation to values and expectations about societal roles. In this way, the culture of the society is passed on to the new generation. Cuff, et al. (1984:47) assume that individuals, including aggressive youths, are natural seekers for gratification and approval. They are enthusiastic
to learn and conform to values, norms and expectations of the society. Aggressive and violent young people are seen as youths who have been inadequately socialised; who are insufficiently committed to the values and norms of their society. They define aggression in terms of the dominant value system. At a societal level, aggression can also be seen or interpreted as a disturbance of the equilibrium (i.e. stable or orderly system which changes continually) of the societal system which requires intervention by the teacher. Early intervention by the teacher in the lives of young aggressive people may help them to change their undesirable behaviour.

3.6.5. Values and education

Values can be defined as the standard of acceptable and unacceptable behaviour, notions of right and wrong conduct and ways of seeking to justify or legitimate behaviour (Haralambos, 1991:233). Education plays a major role in internalising values in young people. It prepares them for the transition in terms of which all young people achieve their adult status. Their conduct is assessed against the yardstick of the school rules. The same standards are applied to all young people irrespective of ascribed characteristics such as gender, race, family background or class of origin.

Soweto high schools should prepare aggressive young people for their adult roles. They should socialise them into acquiring acceptable values as espoused by the society. Young people should be taught to be loving, tolerant, hard-working, well-behaved, self-disciplined and show good neighbourliness. Youths should be taught that value consensus is essential for any society to operate effectively (Cuff et al., 1984:47). In the South African context, education should teach several major values such as: the value of achievement, the value of equality of opportunities, the value of co-operation and respect for others and the value of empathy. By encouraging aggressive young people to strive for these values, schools encourage consensus in societal values. For example, by encouraging aggressive young people to strive for high academic attainment, respect for others, the value for empathy and by rewarding those who do strive for such values, aggression will be minimized. By placing aggressive individual youths in the same situation in the classroom and allowing them to compete on equal terms, schools foster the value of equality of opportunities.

3.6.6 Norms

As stated in paragraph 1.4 the term 'norms' is derived from the Latin word "norma" which means square. As far as education of the aggressive young person is concerned, the teacher is the personification of norms. He/she should act correctly for the sake of proper existential ethical demands. The teacher should identify with specific norms for the young person to internalise them. For the aggressive young person to identify with proper norms, means assimilating such norms which address one so that he/she can have a grip on his/her own life and experiences meaningful life for doing so (Pitout et al., 1984:47). Griesel, Louw, et al. (1986:14) stated that the aggressive young person should be supported in his/her conquest of the adult's life-world which is a normative reality. To them, the concept "norms" has a twofold meaning. It provides a guideline but at the same time it is a criterion whereby the correctness of an action may be measured. Thus a pedagogic norm is a criterion by which all pedagogic actions may be evaluated. The success or failure of
the educative course is determined by the manner in which the young person is guided into accepting what is existentially valuable. In order for the young aggressive person to realise his/her objectives, he/she has to make decisions and act accordingly in a specific situation, at specific times and in specific ways (Griesel et al., 1986:14). The adult teacher should support the young aggressive person to achieve this objective and to do what he/she ought to do in order to live in a meaningful way. The young person should be confronted with norms by the adult teacher so that he/she can gain a foothold and solid ground on which to stand in life. Griesel, et al. (1986:15) mention that without the power of norms and values to give direction to life, the educative assistance of the learner would not be of much value. Therefore, it is sometimes necessary to intervene strongly in the young person's life with the admonition: "No one does not do a thing like that". When the aggressive young person does something which can be applauded, the teacher must show his/her satisfaction: "Good, you did very well" Griesel, et al. (1986:15).

The actions of both the aggressive young person and the teacher should be measured according to the norms of propriety. The teacher should obey the norms of his/her community and at the same time set a good example for the young person to follow. The young person's knowledge of norms is more strongly activated by a living example than by a mere prescription of them. Youths problems can mostly be ascribed to teachers setting a bad example, who say one thing and do another, thus failing to set the required positive example that can be followed. Hence education is directed by norms in accordance with the fact that the youth proclaims his/her freedom and individuality through obedience to transcendent values and norms (Griesel, et al., 1986:16). To ensure that young aggressive people obey norms increasingly, the teacher should prescribe norms for him/herself and live up to these norms in actual educational situations.

In short norms has the meaning of a guiding principle or rule. Norms provide guidelines and it is also a criterion whereby the correctness of an action may be measured. Thus an educational norm is the criterion by which all educative actions may be evaluated.

Discipline may be used as a mechanism to minimise aggression in young people. The study would like to emphasise that meaningful education will not be possible without discipline.

3.6.4.7. Discipline

The concept discipline is derived from the Latin word "disco" which means to learn. While discipline denotes learning, disciples mean pupils. Educationally speaking, this concept demotes the child's voluntary acceptance of learning from the influence of the teacher. What is required of the young person is respect for and voluntary compliance with the demands and instructions of the teacher (Pitout, et al., 1993:118/119).

The aggressive young person needs discipline, particularly self-discipline. When teaching aggressive youths self-discipline, they should also be taught to accept responsibility for themselves and for their judgements, decisions and deeds (Pitout, et al., 1993:118/119).

Concerning the discipline of an aggressive young person, it is necessary for the teacher to discipline or punish him/her. The teacher should decide whether the punishment or discipline will have a reforming
influence on the transgressor, while the transgressor should be in a position to rectify what went wrong. It is hence important to negotiate with the aggressive youth. He/she should understand why discipline or punishment is administered. Punishment should be fair and suit the wrongdoing of the perpetrator. The transgressor should know why he/she is punished or else the punishment will not serve its purpose (Pitout, et al., 1993:119). Punishment may only be applied after negotiation with the offender, otherwise the sense that the offender may feel humiliated and become more aggressive. The teacher should be consistent and non-judgemental in the application of discipline and punishment. He/she should bear in mind that the goal of discipline is to rectify and improve the behaviour of aggressive youths and not to degrade and humiliate them.

Griesel, et al. (1986:114) argued that although the teacher has authority to deal with aggressive young people, he/she should be firm but sympathetic. Such discipline may direct and nurture the development of self-discipline in aggressive youths. Maintaining a listening communication with aggressive youths will afford the teacher to know their interests, in order to promote self-discipline. The teacher should give recognition to correct actions and work of good quality, while also providing recreation breaks. He/she may allow the aggressive youth to handle problem situations by making choices, teach objective attitudes and visualise the consequences of actions. Furthermore, the youth should be encouraged to test moral judgements in social situations and maintain a sympathetic but not overly familiar relationship with an aggressive youth. In the learning-teaching situation, teachers should engage aggressive youths in dialogue and take note of their opinions. Such actions of participatory teaching and learning may enhance the youths' self-image and improve their behaviour.

Discipline may be defined as instruction, knowledge and learning communicated to disciples or pupils. Discipline denotes not only external discipline, but a personal or inner discipline, prompted by the spiritual acceptance of disciplinary behaviour. Aggressive young people should be taught to accept the responsibility for their actions, decisions and judgement.

3.6.4.8. Acceptance of responsibility

According to Griesel, et al. (1986:142) acceptance of responsibility imply making an answer to show sensitiveness to the behaviour or change to say in answer, to be accountable or answerable to actions, deeds and judgements. Acceptance of responsibility imply accepting norms and values and to be responsible for the positive or negative behaviour. Acceptance of responsibility is being responsible, a liability to be called to account for, moral accountability, the capability of rational conduct, respectability and trustworthiness (Griesel, et al. 1986:142).

Pitout, et al. (1993:80) state that man embodies freedom when accepting responsibility. Man is subject to a higher authority which deals with ultimate reckoning. It is the responsibility of the teacher and parents to educate the young aggressive person to become responsible and to accept the outcome of his/her actions and decisions. The aggressive youth should be taught to accept the consequences of what he/she says or does. The acceptance of responsibility is a characteristic of an aggressive youth on his/her way to maturity. He/she should learn to accept the consequences of his/her actions, whether productive or unproductive.
Griesel, et al. (1986:142) mention that for an aggressive youth to change positively, he/she must accept the normative authority of the teacher. This means the teacher should be seen as an authority portraying norms and values of the community and the values of the Higher Authority. Griesel, et al. (1986:142) is of the opinion that the youth should be taught to take the blame for wrongdoings that have been committed, in other words adhere to norms and values as set by the society.

The aggressive youth should be taught to face the fact that the freedom to make independent decisions brings with it much responsibility. All pedagogic support aims at orientating the youth to the future and to moral self-determination. The aggressive youth should understand that while he/she is on the way to meaningful fulfilment of his/her destiny, he/she should increasingly understand that his/her expanding freedom implies accepting freedom with responsibility; Freedom is related to norms and values of the society (Griesel, et al., 1986:142). Freedom for responsibility implies that the aggressive youth should eventually live in recognition of and obedience to the norms of propriety as prescriptive demands inherent in the philosophy of life. This implies that he/she should live in accordance with norms and values of the society. Accepting responsibility, support and guidance from the teacher is important. The teacher should respond to the cry for support and protection of the aggressive youth. Whoever neglects an opportunity of aiding the aggressive youth in need, is guilty of irresponsible omission. Maturity implies accepting responsibility for actions. It is one of the main tasks of the teacher to support youths to acquire maturity and assume and accept gradual responsibility for their own attainment of moral self-determination.

Accepting responsibility by the teacher and the youth implies to be accountable to decisions, actions, deeds and judgements of oneself. It also implies accountability and answerability to the norms and values, as espoused by the society or community members.

In their educative processes teachers are regarded as pillars in the sense that they should help the aggressive youth to become responsible for the actions he/she has committed.

3.6.4.9. Diverting energy to socially acceptable activities

An aggressive youth has his/her own perspectives about life-experiences. He/she may regard all experiences negatively. Negative experiences about life may be the result of bad treatment by teachers or fellow youths at school. To help aggressive youths to change their behaviour positively, constructive measures need to be devised to support them (Haralambos, 1991:64).

In order to change aggressive behaviour to positive behaviour, aggressive youths need to engage themselves in constructive activities. Haralambos (1991:64) regards the prefect system as one that may enhance the aggressive youth's self-image. It should engage them in actions such as looking after late comers or ringing the bell between classes and at the end of school. An aggressive youth may also be elected the captain of the school's soccer team or the netball club. Experience and age should be considered when teachers and students make such decisions. Younger and inexperienced aggressive youths can be motivated to join youth clubs in their areas. They may also be advised to join Christian youth movements where their energy may be better utilised.
According to Griesel, et al. (1986:142) Christianity plays a major role in shaping the lives of young people. The primary task of Christianity or religion is to educate members of a society according to its values and norms. Aggressive young people should be assisted in joining Christian movements, which in turn will assist them in viewing life differently and change their behaviour.

Griesel, et al. (1986:142) mention that to prepare an aggressive youth for the future, all types of educational institutions such as veld schools as well as physical youth preparedness and leadership programmes may be important. The aggressive youth should also be encouraged to join citizenship movements. He/she can also be encouraged to join a cadet group and participate in school journeys.

Van Schalkwyk (1988:138) mentions that in joining school cadet, going on school journeys and belonging to Christian movements, a free and informal environment is created, completely different from the classroom situation where the aggressive youth is expected to conform to formal conditions.

The main purpose of diverting energy is to help aggressive youths utilise their energy, potential and experiences to improve their outlook on life and to motivate them to change their behaviour.

3.7 Chapter Synthesis

In summary this chapter attempted to locate and address the causes and effects of aggression and its treatment. The historical and political perspective on aggression was debated as it became clear aggression is inborn and that political ideologies motivate young people to behave aggressively, in order to achieve their blocked goals. It was further stated that the media, parents and the community may encourage aggressive behaviour. The chapter also touched on the effects of aggression on youths. Although exposed to media aggression, it will affect youths differently. It was stated that aggressive youths are stubborn, abuse alcohol and drugs, fight easily, are bullies and are easily irritated. To curb this type of behaviour, some suggestions for its treatment were made. Schools are advised to motivate them, teach moral lessons and improve the school environment. These suggestions will only be possible once teachers have become knowledgeable about aggression in youths. The study proposes a self-study module for high school teachers, to deal with this problem.
CHAPTER 4

SELF-STUDY MODULE ON AGGRESSION

4.1 Introduction

In this chapter the study aims at compiling a self-study module on aggression for high school teachers. This self-study module is based on understanding aggressive behaviour of youths in high schools. Although the study was conducted in Soweto high schools, the results may be utilised by any high school teacher or parent who deals with high school children. It is also believed in this study that aggression in youths differ from place to place. It can be observed that in each high school there are young people with behavioural problems. It is therefore proposed that all high school teachers will benefit from this self-study module. It may be important to note that the module should not be regarded as the final answer to aggression but that it should be considered as a guide to help teachers who have to teach aggressive and violent young people.

The study wishes to present an overview of aggressive and violent youth behaviour with the sole purpose of familiarising teachers with the concept aggression (as discussed in previous chapters). The purpose of this overview on youth aggression is, that when teachers are working through the self-study module, they should:

* bear in mind what aggressive behaviour entails;
* understand its implications for the smooth running of their schools; and
* gain clarity on the effects and characteristics of aggressive youths.

Teachers may then be in a better position to identify aggressive young people and come to their assistance by devising solutions to support them.

The study will direct teachers on how to use the self-study module, while taking its aim (paragraph 4.2) into consideration. Teachers are expected to work through the themes in the module and answer the questions at the end of each theme. The self-testing opportunity aims at encouraging teachers to evaluate themselves. If a teacher has evaluated him/herself positively, he/she may proceed to the next theme. It should once more be stated that tentative answers to these questions will appear at the end of chapter 5.

The self-study module aims at helping teachers to proceed step by step so, to enable them to achieve their goals.

4.2 The aim of the self-study module

The aim of the self-study module on aggression is to assist high school teachers to be able to identify aggressively behaving young people in their respective schools and find solutions on how to support them to lead an acceptable and normal life. At the end of the module, teachers should be in a position to engage aggressive youths in directive activities, which in turn may assist them to behave less aggressive. As an introduction to the rest of the chapter, a brief definition will be provided of what a self-study module entails.
4.3 The self-study modules

It is important to mention that as an introduction to this self-study module on aggression for teachers is composed of various sections or components, of typical self-study modules is discussed so that the reader may have insight as to why self-study modules are utilised to convey the issue of youth aggression to teachers, namely:

- The nature and the importance of the self-study module
- The formulation of aims
- Rationale
- Learning content and learning strategies
- Self-evaluation activities
- The design of the self-study module
- Suggested working methods
- The self-evaluation by both teacher and learner

Explaining how the self-study module on aggression for teachers should be structured, will facilitate and make it easier for the teachers to compile their own modules if they have the inclination to do so.

The most important ideas of modular teaching is to transmit knowledge in meaningful and logically coherent ways (Houle, 1981:213). According to Scriven (1991:301), lengthy courses or programmes that are divided into modules are easily understandable and handled. These modules provide both learners and teachers with the opportunity to select the section(s) which he/she wants to make use of. The self-study modules are structured in the form of learning activities which are coherent in nature and easy to follow (Olivier, 1990:6).

4.3.1 What is a self-study module?

Richards (1990:1) defined a self-study module as a competency based tool focused on what a learner should know or be able to do as the result of using the tool. Modules are basically suitable for outcomes-based adult learning programmes that emphasise self-direction and individual or small group approaches. Newble and Cannon (1989:301) and Scriven (1991:302) mentioned that modularising refers to the division of courses in smaller, simplified learning units which are easy to follow. Self-study modules provide the teacher with the opportunity to monitor him/herself by applying regular self-evaluation. According Du Plessis (1988:59), the self-study module is used to refer to one's competence of study units in a course. Modularising helps learners to select the learning material suitable for them, without working through big volumes of work. The emphasis is placed on maximum understanding of the learning content. According to Schoeman (1989:2), the design of a self-study module will differ in
structure from each other due to the aim of the compiler. This means that the self-study module will be compiled according to the needs of learners.

4.3.2 The nature and the importance of the self-study module

The self-study module provides teachers with the opportunity to encourage self-activity in young learners (Olivier, 1990:6). It gives direction which will assist the learner to strive towards his/her self-realisation and self-actualisation. The self-study module takes into account the individual's interests. The individual learner is therefore regarded as the point of departure.

4.3.3 The formulation of aims

The self-study module needs to spell out precisely what it wants to achieve. It should consider the knowledge, experiences and skills of learners. Learners should be clear on the general and specific aims envisaged by the self-study module.

4.3.4 Rationale

It must be stated clearly to teachers why it is important to use the self-study module (Kemp, 1978:5). Teachers should realise the need for using the self-study module and should be motivated to use it. Factors such as social interaction and learning climate should be taken into account when teachers use the self-study module.

4.3.5 Learning Content and Learning Strategies

The learning material in the self-study module substitute the teacher to a large extent. The need arises therefore that the self-study module should be compiled logically and coherently. Learning opportunities for self-activity, experience and knowledge that may be used to master the learning content should be taken into consideration for goals to be achieved (Schoeman, 1986:21).

4.3.6 Self-evaluation activities

The individualised nature of the self-study module needs constant monitoring of self-evaluation activities. This can be in written or practical form. It allows the teacher a chance to measure his/her progress continuously in order to determine whether the whole module should be repeated or not. According to Holmberg (1990:67) questions on motivation should be asked.

4.3.7 The design of the self-study module

Before the teacher compiles the self-study module, the identification of the target group is important. Holmberg (1990:33) states that the compiler of the self-study module should be knowledgeable about his/her target group. Demographic knowledge such as ages, possible disorders, financial position and prior learning experience of learners is important. Identification of these factors will assist in the relevant and successful use of the self-study module.
The selection and preparation of the learning content is important. This presents a challenge to the teacher. Olivier (1990:38/39) provides some useful criteria in the selection of learning content:

* relevancy;
* applicability;
* consideration of the learner's level of development;
* learning abilities; and
* individual differences.

### 4.3.8 Proposed working methods

Schoeman (1986:22) says that, if the teacher working with aggressive young people, has a clear and concise description on how the teaching activities should be promoted, it may be easier to know which working methods are relevant. Schoeman (1986:22) mentions the routes whereby the teacher can work step by step to achieve his/her objectives. The teaching-learning activities should be undertaken coherently. He mentions self-control, self-regulating, self-monitoring and self management as important factors in the application of the module. The teacher should hence explain the working methods to be used by students.

### 4.3.9 The self-evaluation by both teachers and the learners

After teaching and learning activities have taken place, there should be some form of self-evaluation activities by both the teacher and the learners. The self-evaluation activities may be in the form of self-control or self-test. These self-evaluation activities may help the learners to monitor their progress. Helm (1988:194) argues that such a feedback gives the teacher the opportunity to envisage whether the goal has been reached. Feedback implies that activities undertaken by the teacher and the learners should be elevated and be repeated for several times until the goal has been reached (Helm, 1988:194). Such activities may assist in the changing of undesired attitudes which may result in positive behaviour in the learners.

The rest of this chapter will be dedicated to presenting three self-study modules on aspects of aggression for teachers to work through.

### 4.4 Introduction to a self-study module on aggression for teachers

The themes under discussion are the result of study sections composed of aims that are expected to be achieved by high school teachers who are working through the module, i.e. the purpose of the study module.

Teachers working through this module should achieve the required aims in the prescribed order, answering the questions after each section/theme. If the questions can not be answered, teachers should reread the relevant theme/section and attempt to answer the questions for a second time. Working through this module, teachers will have a clear understanding of aggression in young people.
Pre-test

Introduction pre-test question will assist the teacher in evaluating him/herself if he/she is able to understand the concept aggression. The outcome of these pre-test questions will be to direct the teacher to formulate his/her objectives in a suitable manner.

Indicate by the symbol yes or no if you agree with the following statements. Where possible, motivate your answer.

(i) The learning environment may promote aggressive behaviour in young people. Yes/No Motivate.

(ii) An aggressive and non-aggressive youth need the same teaching strategies in the learning situation. Yes/No Motivate.

(iii) The selection of functional aims and the evaluation of training outcomes are not necessary for aggressive youths. Yes/No Motivate.

(iv) The aggressive youth has his/her own needs, and he/she should be treated differently from other youths. Yes/No Motivate.

(v) As a teacher you constantly need to undertake a situational analysis of aggressive youths, their interests and experiences. Yes/No Motivate.

Answers are provided at the end of this study (Annexure).

4.5 Self-study module on aggression for teachers

If the teacher has worked through sections 1, 2 and 3 of the module successfully, he/she will be able to identify youths with possible dangerous aggressive behaviour in their classes. After identification some solutions can be provided to the youth and his/her family, a referral can be provided so that the youth may be supported.

As stated earlier, the first section/theme will provide a description of aggression.

4.5.1 Section 1: Defining aggression

Gildard (1963:172) described aggression as the commonest reaction to frustration. Frustration leads to some form or degree of aggressive behaviour. Aggressive behaviour can be further defined as:

* quarrelsome;
* disposed to attack;
* offensive; and
* not being afraid or resistant.
In your own words, explain what you understand by the term 'aggression'.

Fighting and violence seem to be rife in high schools. What may be the causes of these anti-social activities?

According to the definitions on aggression, do you agree that frustrated young persons may become aggressive? Give your personal opinion to support your statement.

Do you believe that aggression is a problem among young people in Soweto high schools? Give some instances that occurred to support your answer.

How aggressive are your young Soweto high school people and in what way?

Now that you have read and hopefully understood what aggression means, you may work through the following question to determine how it manifests itself in people.

Questions

(1) In your own words, explain what you understand by the term 'aggression'.

(2) Fighting and violence seem to be rife in high schools. What may be the causes of these anti-social activities?

(3) According to the definitions on aggression, do you agree that frustrated young persons may become aggressive? Give your personal opinion to support your statement.

(4) Do you believe that aggression is a problem among young people in Soweto high schools? Give some instances that occurred to support your answer.

(5) How aggressive are your young Soweto high school people and in what way?
Psychologists such as Freud (1938) believe that human beings, just like animals are born aggressive. Do you support this claim or do you reject it? Whatever your opinion is, give examples for your argument.

Frustration is mentioned as one of the major contributory factors to aggression. Are all young people who are aggressive and violent, also frustrated?

If, according to your opinion, frustration is not the only factor, what are the other factors that may cause young people to be aggressive and violent?

How does an aggressive and violent youth differ from a nonviolent youth?

Do all high schools in your area experience the same amount of youth aggression and violence? Give reasons for your answer.

This is the end of this section. You will find examples of answers in the Annexure. If you have answered at least 8 out of the 10 questions to your satisfaction, you may proceed to section 2.

4.5.2  Section 2: Characteristics of aggressive and violent youths

This section deals with possible and prevalent characteristics of aggressive and violent high school youths. Most researchers in social sciences, such as Epanchin and Paul (1987:114), Mehrabian (1968:68), Gildard (1963:183) and Buss (1978:173) mentioned that an aggressive youth is a difficult child who can be easily irritated and fights easily with other people such as parents, teachers and his or her peer group. Such children seem to (Hersove, et al. 1978:3-5):

* unco-operative;
* lack concentration;
* develop school phobia;
* play truancy;
* engage in alcohol abuse;
* run away from their homes;
* steal;
* partake in gangsterism;
* go around terrorising people in their communities;
* overreact to normal situations;
* become bullies; and
* are quiet and mostly isolated from other people.
Due to factors such as isolation, such youths sometimes attempt to commit suicide and they do not care about cleanliness. They often argue with teachers, resulting in their school work being poor. It may lead to many of them becoming drop-outs and a potential threat to their communities.

In this section, some characteristics of aggressive and violent youths were provided. You may now work through the following questions and evaluate yourself by determining if you have understood characteristics of aggressive and violent youths.

**Questions**

Questions in this section are sub-divided in Part A and Part B. You are requested to work through both parts.

**Part A**

1. List some of the prevalent characteristics of a possibly aggressive youth.

2. Apart from characteristics mentioned in the passage, mention some further characteristics of a possibly aggressive youth.

3. List in order of importance the characteristics that contribute most to aggression.

4. Do all aggressive youths portray the characteristics that are found in aggressive youths? Yes/No

5. The reason a young person drops out of school is not only related to aggression. What are the other possible contributory factors you can mention here?

**Part B - Answer these questions by indicating true or false**

1. Frustration may cause aggression. True/False

2. All aggressive youths are alcoholics. True/False

3. Dropouts are always stealing and raping women. True/False

4. The difficult child fights easily. True/False

5. Gangsterism is related to aggression. True/False

6. Truancy at school is related to aggression. True/False

If you have answered at least 9 out of the possible 11 questions, you may proceed to section 3. If these questions were difficult to answer, you are requested to re-read the section and attempt to answer those questions you did not understand. You will find examples of answers in the Annexure.
4.5.3 Section 3: Causes of aggression in youths

This section deals with the possible causes of aggression. The possible causes of aggression in young people are diverse and situational. As a high school teacher, you can probably provide possible causes of aggression, not mentioned in this chapter. Work through this section and answer the questions that follow.

According to a frustration hypothesis as set by Buss (1978:344), frustration leads to some form of aggression while aggression always stems from frustration. In short, the theory holds that frustrated young people may engage in some sort of aggression and that all acts of aggression in turn result from frustration. Psychologists such as Freud (1938), Papalia and Wendkos Olds (1988:392) and Byrne (1994:436), accepted the idea that frustration is the only or even the most important cause of aggression in young school youths. It can be regarded as one of the possible contributory factors that can lead to aggressive behaviour.

Parents may contribute towards their youth's aggressive behaviour. Most social scientists who studied aggressive youths, especially those in high schools in black townships, mentioned the following possible causes of aggression compare (Jerseli, Brook and Brook, 1978:88):

* parental neglect;
* separation of parents or divorce;
* socio-economic problems such as financial insecurity; and
* uncaring parents.

Jerseli, et al. (1978:267-270) stated that some parents acquired aggression while growing up in aggressive environments. They tend to project aggressive attitudes towards their children. Any youth coming from such a family, regards aggression as part of his/her lifestyle. Lindsay (1983:212) mentioned that destructive parents produce destructive children.

Another possible contributor to youth aggression is the media. Young people may learn about aggression and violence when they watch television and see killings, people being beaten up and witnessing violence day after day. Papalia and Wendkos Olds (1978:395) mentioned that the average youth has witnessed the violent destruction of many people during the past ten years or so. This makes young people more aggressive in real life-situations. Television encourages aggression in many ways. For example, young people imitate what they see on the screen. They absorb values and norms transmitted on the screen and accept aggression as appropriate behaviour. Furthermore, people can learn aggression from society. A violent society breeds violent children (Papalia and Wendkos Olds, 1988:394).

Parents, friends, relatives and the community may promote aggression in youths through their aggressive acts, such as fighting, insulting others and burning houses.

In this section, some causes of aggression were discussed. You may now proceed to work through the following questions and evaluate yourself by determining if you understand some possible causes of aggression.
Questions

(1) Mention ways in which parents and relatives may encourage aggression in young people.

(2) Are all parents and relatives responsible for aggression in young people? Give reasons for your answer.

(3) The causes of youth aggression are diverse and situational. Explain what is meant by this statement.

(4) It is suggested that socio-economic problems are one of the contributory factors to youth aggression. Explain its contribution to youth aggression.

(5) Mention a few ways in which aggression may be learned.

(6) Norms and values play a major role in minimising aggression in youths. How can they be regarded as contributory to youth aggression?

(7) Why is television regarded as one of the main causes of aggression?

(8) How can parents who acquired aggressive attitudes during their youth, influence youth aggression?

(9) The society is sometimes seen as rewarding aggression in young people. In which way may this be done?

(10) Not all young people who come from poor environments are aggressive. Can you explain this statement?

If you have answered at least 7 out of the 10 questions, you may proceed to the next section. You will find examples of answers in the Annexure.

4.5.4 Section 4: The effects of aggression on youths

The literate study explained the possible causes of aggression. You may ask the question; how does aggression affect young people? When a wide variety of problems manifest themselves in aggressive behaviour, young people will behave indifferently towards others. At that stage, primary emotions such as sadness and fear for the unknown are evident. Many youngsters who behave aggressively do so to protect themselves from their own fears and pain. When aggressive reactions are common, various cycles develop in these youngsters' lives (Epanchin and Paul, 1987:118). Certain conflicts cause their faulty egos to react defensively, in an effort to ward off or protect themselves from unpleasant feelings. These youngsters become hyperactive, out of control, assaulting and anti-social human beings. This behaviour gets them deeper into trouble as, by antagonising others, their original fears and self-doubts are supported. Such young people believe that their actions are justified and reasonable, rather than anti-social and hurtful to others (Epanchin and Paul, 1987:119).
They mentioned the following symptoms of aggression in youths:

* early sexual experience;
* regular fighting;
* disciplinary problems at school and at home;
* chronic lying;
* truancy;
* expulsion or suspension from school;
* alcohol abuse;
* using illicit drugs;
* vandalism;
* poor results at school despite adequate intelligence;
* getting arrested;
* sent to juvenile courts; and
* running away from home.

Most housebreaking in and around townships are committed by such young aggressive people, who have some difficulty in forming a trusting relationships with:

* peer groups;
* adults; and
* their own teachers.

Such aggressive youths are:

* uncontrollable;
* argumentative; and
* stubborn.

Although the interaction observation on youth aggression determined that young people tend to behave differently, most of them also engage in serious crime. Through intervention and treatment of their aggressive attitudes, they may change.
In this section, the effects of aggression on youths were discussed. You may now proceed to work through the following questions and evaluate yourself by determining if you understand what effects aggression has on youths.

Study the following statements by indicating whether you agree or not. Indicate by using true or false.

1. The effect of aggression in youths is minimal. True/False
2. The effect of aggression on youths is maximal. True/False
3. Housebreaking and stealing are committed by aggressive youths. True/False
4. Once the youth is affected aggressively, he/she may behave anti-socially. True/False
5. Aggressive youths are unable to form trusting relationships. True/False
6. The primary effects of aggression in youths are sadness and fear. True/False
7. Conflict causes the youths' ego to react defensively, in an effort to ward off or protect themselves from unpleasant feelings. True/False
8. Young aggressive youths believe that their actions are justified and reasonable rather than anti-social and hurtful to others. True/False
9. Symptoms of aggression in youths include early sexual experience and fighting. True/False
10. An aggressive youth may have adequate intelligence, although he/she may be doing poorly at school. True/False

After you have worked through this section and you have answered more than 8 questions you may proceed to section 5. You will find examples of answers in the Annexure.

4.5.5 Section 5: Treatment of youth aggression

A number of factors are relevant when deciding which approach to use as treatment for the problem of aggression. Appropriateness of the intervention in a given setting is important. Whatever approach you use, the most important consideration is whether the youngster is responding positively. The assumption is that aggressive youngsters behave as they do because of their feelings. With a trusted and caring person, they could come to understand their problems and no longer need to aggress or act aggressively. For verbally bright youngsters who are suffering from conflicting feelings and feelings of guilt, expression of their ideas can become beneficial with the aid of psychotherapy. Parents and teachers should be trained to support, guide and discipline their youngsters at home and at school while also helping them to accept more personal responsibilities. As family members, parents should be encouraged to allow their youths to express their individual feelings, and thus to highlight the diversity of opinions which many parents may try to avoid. Such parents are resistant to change and believe in harsh discipline which is not always the answer. Teachers can assist parents to develop positive attitudes towards their youngsters.
They should listen to young people with personal problems and devise means to assist them. If teachers are unable to handle an aggressive youth, referral to a psychologist, physiotherapist and social worker may be an answer.

Another important factor when dealing with aggressive young people is motivation. They should be motivated to reason about their problems in life, to open up and be taught life-skills in order to cope with their daily problems. Baron and Byrne (1994:277) mentioned that young people should be motivated to participate in various activities, and to belong to youth organisations and various religious groups. Being a member of such a group may have a positive influence on the youth. Young people who do participate in group activities are found to be friendly, motivated and socialised. They establish positive relationships. Baron and Byrne (1994:277) mentioned love and trust as important to make a young person feel free to associate with others and to open up. Teachers should therefore show love and respect for the young person and adopt a trusting relationship with them.

Épchanin and Paul (1987:386) stated that young people should be socialised in norms and values as accepted by their communities. They should establish feelings of self-worth through improved relationships with peer groups, parents and teachers. Once positive relationships are established, counselling becomes easier, which in turn will assist teachers to diagnose problems.

In this section, the treatment of aggressive youths was discussed. You may now proceed to work through the following questions and evaluate yourself by determining if you understand what form of treatment should be utilised for aggressive youths.

**Questions**

1. As a teacher, how can you try to control aggression in young people?
2. Mention steps that may be taken in an effort to minimise aggression.
3. What type of teacher will be able to deal with aggressive youths?
4. How can you assist parents to be able to bring aggressive young people under control?
5. A quiet young person may show signs of aggression. How can you assist him/her to open up?
6. How would you assist parents, who are harsh to their aggressive youths, to change their attitudes and deal with the problem?
7. Aggression in young people may lead to truancy. What can be done to discourage it?
8. If your attempts to assist the aggressive young person are unsuccessful, what will be the next step to take and why?
9. Care, love and trust play a major role when dealing with aggressive youths. Why?
10. How can you contribute to a positive relationship with an aggressive youth?
Section 6: Socialisation

Socialisation is an important process for those who use consensus perspective to analyse the nature and process of social behaviour. It is the process through which individuals learn what is expected of them in various situations. Socialisation is the process through which members of a society become committed to the social value system. In this process, teachers and parents are seen as socialising agencies of the young person (Cuff and Pyne, 1984:47).

According to Cuff and Payne (1984:47), the teacher is an important moulder of the young person's personality. The concept of identification is used to explain the taking in or internalising of the values of the teacher as the representative of society by the young person. The teacher has the opportunity to exercise a tight control of his/her learning situation and can reinforce the tendencies of the young person's behaviour to fit his/her expectations of how the young person should behave. The emotional attraction which the child has for the teacher may be seen as an important factor in the process of learning social values.

Questions

You can now attempt to answer the following questions. If you have answered almost all the questions, please proceed to the next theme. If you had difficulty in answering some questions, re-read this section. Answer by indicating true or false and motivate your answer.

1) Socialisation is an important process for those who use consensus perspectives in the socialisation of young people. True/False Motivate.

2) Individual people learn what is expected of them in various situations they find themselves in. True/False Motivate.

3) Young people do not regard teachers as representative of societal norms and values. True/False Motivate.

4) Teachers always represent their societies well through their behaviour. True/False Motivate.

5) Young people have an emotional attachment to teachers. True/False Motivate.

After you have answered almost all the questions, you may now proceed to section 7.

Section 7: Values and their importance

According to Cuff and Pyne (1984:31), values are concerned with standards of acceptable and unacceptable behaviour, notions of right and wrong conduct and therefore ways of seeking to justify or legitimise behaviour. Values help to shape the workings of institutions of society such as the economy, politics, the family and the school. They play a part in shaping the actions of members of the society as they may be used as a resource for explaining, justifying and even motivating actions. Consequently, it is important to be aware of the nature and available range of values which can provide such a resource in a given society.
After primary socialisation within the family, the school takes over and act as the bridge between the family and the society as a whole, preparing young people for their adult role. In the wider society, the individual is treated and judged in terms of universal standards which are applied to all members, regardless of their kinship (Cuff, et al., 1984:31). Teachers teach children's conduct against the yardstick of the school rules and the society as a whole. Schools instil values such as co-operation, respect, dedication, empathy and cleanliness.

In this section, the concept value and its importance in the upbringing of young people was explained. Now answer the following questions briefly.

Questions

1. How can the school promote a value system in young people? Give a few examples.
2. How can functionally transmitted values in young people lessen aggressive behaviour? Give three examples.
3. Which values can be socialised in young aggressive people? Mention a few.
4. How does the school act as a bridge between the home and the school?
5. According to the value system, in what way do you regard behaviour as aggressive?

After having evaluated yourself and answered the above mentioned questions to your satisfaction, you may proceed to the last section.

4.5.8 Section 8: Role-playing and modelling

According to Haralambos (1991:233), role-playing provides the means whereby actions and goals are translated into desired actions. Social institutions display a combination of roles. The content of roles is structured in terms of norms which define the rights and obligations applicable to each particular role. Norms can be seen as a specific expression of values. They tend to ensure that role behaviour is standardised and predicted through functional role-modelling.

When working with young people, especially aggressive youths, teachers should model wisdom, patience, altruism, obedience, dedication and respect for the other person. A teacher dealing with an aggressive youth should remain calm. Calmness is a norm that should be followed in times of stress and disappointment. A teacher should never degrade him/herself by getting involved in petty arguments with his/her colleagues and young people.

Questions

Answer the following questions briefly.

1. Name a few ways in which a teacher may be a good role-model.
(2) Teachers should not argue nor shout at their colleagues in the presence of young people. Why?

(3) How can a teacher as a role-player and a model encourage his/her young people to follow him/her example?

(4) Ridiculing a young person in the presence of the class may have negative effects on him/her. Name a few.

Congratulations, you have worked through this module successfully. As a teacher working with aggressive youths, you will now be able to identify youths who become aggressive, provide possible solutions on how to help such youths and be able to seek help from outside, i.e. referral.

It is advisable that you do some self-study and collect further information on aggression in youths so that you may be of assistance to your pupils.

4.6 Chapter Synthesis

In summary, the greater part of chapter 4 is a self-study module for high school teachers. It provides samples of questions for the high school teachers to answer. The chapter introduced different themes on aggression to teachers, postulated its aim and step by step introduced eight themes which teachers are requested to work through systematically by answering the questions following on each theme. It is hoped that after the teacher has worked through this module, he/she will be able to direct and assist young people with potential aggressive attitudes. It is suggested that assistance for aggressive young people may be provided through counselling, skilled training, also involving parents and possibly resulting in referral for counselling. Teachers were asked to compare their answers to those of the researcher at the end of the module, i.e. following immediately on chapter 5.

This self-study module should be regarded as a guide to teachers. Hence teachers may develop it further to suit their particular situations. Chapter 5 will provide an overview of the context of the study, its aim, the research problem, implications and shortcoming of the study, proposals for further research and a conclusion of the study.
CHAPTER 5

5. SUMMARY, CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY

5.1 The necessity of the study

This study concentrates mostly on aggression in high schools. The focus is on high school youths in black townships. It was envisaged that this study will explain what aggression entails, its causes and its effects on young people. Proposals were made on how to identify aggression in young people and what methods to employ in dealing with it.

The study aims at researching aggression as it appears internationally in relation to its appearance in the South African context. The study also aims at researching aggression in the historical perspective. The study will research how psychologists observe it from a psychological perspective.

5.2 The aim of the study

The aim of this study was firstly to investigate the causes of aggression in young people. The study aimed to expose the causes of aggression to high school teachers; and to assist them in identifying aggressive youths. The study also aimed at conducting research via a literature review on aggression to assist the obtaining of information on aggression from various perspectives. International forms of aggression, as well as aggression in the South African context, were addressed, with a view of locating its influence in South Africa.

Secondly, a self-study module on aggression for high school teachers was applied. The self-study module will assist teachers to work step by step in order to diagnose aggressive youths, followed by proposals on how to assist them to recover from aggressive attitudes. The module also aimed at empowering teachers by training them to deal with the aggressive young people. Teachers should be aware that a young person with a behavioural problem such as aggression needs attention.

The ongoing aggression in society in general and anti-socially behaving youths in black high schools, prompted a study of this phenomenon. Aggression is increasingly becoming a major problem among young high school youths and in turn causes problems for both teachers and parents. It was observed that aggression has social implications in and outside the classroom situation. It is the belief of this study that victims of aggressive attitudes should be assisted in various ways as to assist them to lead a normal life.

The study further intended to establish whether aggression is politically, racially or ethnically motivated.

5.3 The layout of the study

The study is divided into five chapters of which chapter one introduces the concept of aggression. Chapter two is a study of the theoretical perspectives on aggression. Chapter three focuses on aggression as it appears internationally as well as in the South African context. This chapter deals with animal and human aggression and describes the differences between these two forms of aggression. It also touches
on gender differences in aggression. This chapter also deals with youth aggression, including cultural, political and ethnical factors which could add to youth aggression. The effects of aggression on youths and proposed ways of treating it, are also included. Chapter four introduces and compiles the self-study module on aggression for implementation by high school teachers. Chapter five summarises the important aspects of the study.

The study concentrated on aggression as a starting point. It provided a contextual overview on aggression, stated the aim and the research problem in the light of this study and conducted a literature survey as a means of clarifying the concept aggression. This research was undertaken to empowering Soweto high school teachers who are dealing with aggressive youths daily. The self-study module on aggression was regarded as a good teaching strategy for developing teacher awareness of youth problems, when teaching a group of aggressive young people. Through the use of a self-study module, teachers will be able to diagnose aggressive young people. It can also be used as a reference, making information on youth aggression readily available.

5.3.1 Perspectives from the literature study

A comprehensive literature study on aggression was undertaken in order to explain the concept, its causes and effects on young people and how it can be minimised. It is argued in the research that aggression can be minimised in various ways. Young aggressive people can be taught about the norms and values upheld by the community. This can improve the way they perceive life. Young aggressive youths can be socialised into the norms of the community. It was also argued in this research that moral education can be taught by making young people to develop moral values. Teachers can involve other stake-holders like clergymen and community leaders.

Although various researchers such as Freud, (1938), Gildard, 1963:172; Geen, 1991:434 and Lorenz, 1974:437) explain the concept differently, the study found that aggression can be described as reactive and instinctive. According to Papalia and Wendkos Olds, (1988:392) aggression is defined as behaviour intended to hurt, injure or destroy something or someone. Such hurtful behaviour can be found in both animals and human beings at an early age. The study argued that although aggression is found in animals and human beings, animals aggress to protect their environment and they usually do not kill other animals. Human beings on the other hand kill their predators.

According to Byrne (1994:436), people aggress because it is part of their nature. They are programmed for violent behaviour and the desire to kill. Aggression is an inborn physiological motive that is meant to hurt someone or destroy property. Following the definition of aggression by various psychological researchers, the study defines aggression as an intentional act to inflict harm on others or to destroy their property. Aggression and frustration are related in the sense that an aggressor feels that his/her goal for achievement is blocked. The research argues that it is found that youth aggression is promoted by adults failing to allow their youths to talk about their problems. Such a situation leads young people to be aggressive.
5.3.2 Perspective on a self-study module on aggression for high school teachers

A self-study module on aggression for high school teachers dealing with the problem of aggressive youths daily, was compiled to provide a possible solution for high school teachers in dealing with aggression. Teachers who work through the module will gain knowledge about aggression. They will therefore be able to identify aggression, its causes and effects. Having identified young people with aggression, they will be able to devise means to assist them by the self-study module. Teachers will only be able to apply this self-study module if they follow it step by step. Since aggression intensity differs from situation to situation, teachers should apply it with circumspection.

The ongoing aggression in society in general and particularly in black high schools, prompted a study of this phenomenon. Aggression is increasingly becoming a major problem among young high school youths and in turn causes problems for both teachers and parents. It was observed that aggression has social implications in and outside the classroom situation. It is the belief of this study that victims of aggressive attitudes should be assisted in various ways so as to assist them to lead a normal life. The study further intended to establish whether aggression is politically, racially or ethnically motivated.

The aim of this study was firstly to investigate the causes of aggression in young people. The study aimed to expose causes of aggression to high school teachers and to assist them in identifying young aggressive youths. The study also aimed at conducting research via a literature review on aggression, to assist the obtaining of information on aggression from various perspectives. International forms of aggression, as well as aggression in the South African context, were addressed with a view of locating its influence in South Africa.

Secondly, a self-study module on aggression for high school teachers was compiled. The self-study module will assist teachers to work step by step, in order to diagnose aggressive youths followed by proposals on how to assist them to recover from aggressive attitudes. The module also aimed at empowering parents and teachers, training them to deal with aggressive young people. Teachers should be aware that a young person with a behavioural problem such as aggression, needs attention.

The study concentrated on aggression as a starting point. It provided a contextual overview on aggression, stated the aim and the research problem in the light of this and conducted a literature survey as a means of clarifying the concept aggression. This research was undertaken to empower high school teachers who are dealing with aggressive youths daily. The self-study module on aggression was regarded as a solution to assist teachers. It can also be regarded as a good teaching strategy for developing teacher awareness of youth problems, when teaching a group of aggressive young people. Through the use of a self-study module, teachers will be able to diagnose aggressive young people. It can also be used as a reference, making information on youth aggression readily available.

5.4 Important findings of the study

Some important findings can be made as a result of this study. It was discovered that aggression is out of control. Young people in Soweto high schools do as they please. They do not respect teachers and
parents, who are reluctant to intervene for fear of being harassed and attacked. Unbecoming behaviour
that can be observed and noted, include alcohol abuse, arriving at school late and carrying dangerous
weapons onto school. Young people blame parents and teachers for their anti-social attitudes, while
parents and teachers blame the youngsters for the way in which they behave. Neither group is prepared
to take responsibility to rectify the situation.

It was found that aggression was blamed on the socio-economic problems, harsh discipline from both
parents and teachers and neglect by parents. Once disappointed, young people develop unbecoming
or anti-social behaviour. They may want to take revenge, abuse alcohol or drugs. Teachers and parents
lack knowledge of aggression and its manifestations. Therefore, they regard aggressive young people
as those not wanting to listen, co-operate or respect any form of authority. This usually leads to a
confrontation and counter-attack. Adults clearly need training to change the attitudes towards their
youths which in turn may have a positive influence.

The self-study module that was compiled, may have a positive influence on adults in changing their
attitudes towards young people. Parents and teachers should be afforded the opportunity to improve
their communication skills, which poses a big problem in black communities. Communication is
regarded as a tool for adults and teachers to solve their problems with young people. It can be stated
that black adults still hang on to traditional rituals while young people regard such traditions as outdated
and reject them.

The study also found that although aggression was mainly politically motivated in the 1970's and the
1980's, this has changed drastically in the 1990's. It is suggested that aggression is more socio-
economically inspired, although some young people become violent because of peer pressure. Because
of peer pressure and the community regarding aggression, young people turn to regard aggression as
a normal and acceptable way of life.

5.5 The implications of the study

From this study, it can be deduced that all teachers teaching young black youths in Soweto high
schools should undergo effective training on how to handle aggression. The training should include
this self-study module on aggression.

The self-study module will complement the characteristics of teachers in the sense that the module
focuses on immediate problem-solving techniques. This module was compiled to help teachers find
solutions for aggressive behaviour, in order for young people to regain their self confidence and lead
a normal life. It is also important that teachers should be trained to compile their own self-study
modules to suit their relevant situations.

5.6 Recommendations for future studies

In this study, certain areas were not explored for further study. For example, how does aggression in black
high schools differ from that of their white counterparts; are socio-economic problems the real cause for
youth aggression? Themes of future studies should include research on statements such as the following:

* Inherited aggression in black youths in South Africa. Research indicates that young black South Africans inherited aggression from their grandparents. Most researchers in this field have not yet been able to identify this type of aggressive behaviour.

* Parents' contribution towards aggression in young black people. This study was unable to come up with clear convictions that factors such as poverty contribute to aggression in young people. Factors such as traditional authority and upbringing should be considered for further study.

* The impact of urbanisation on traditional black families. Urbanisation may contribute to young people being aggressive, as traditional values and norms are threatened by western norms and values. These traditional norms and values are usually deserted in favour of the western ones. Western values and norms may be contributory to youth aggression because, in the interim young people are trapped between their traditional and western values. This may compel them to change their view of life. In this sense, further study on the influence of western civilisation as opposed to traditional values may help to solve the problem of youth aggression.

* Testing and evaluation of the relevance of this module will be important, in order to observe if it meets the needs and expectations of high school teachers.

5.7 Shortcomings of the study

The limited number of pages allowed for a mini-dissertation limited this study. The self-study module was also not subjected to evaluation by teachers who are advised to use it in their respective schools, due to time constraint.

The proposed self-study module may not be utilised objectively by teachers to evaluate the success of their assistance to aggressive young people. Mistakes that may be committed by teachers when using this self-study module, may go unnoticed. As mentioned in paragraph 5.2 little research has been done on black youth attitudes in South African high schools. The study could not establish with certainty if the following factors contribute to aggressive behaviour among youths:

* urbanisation as opposed to rural life;

* western values and norms as opposed to traditional, black life; and

* shifting of ideological thinking in young people.

5.8 Conclusion

In this study aggression was researched in the international, as well as the South African context. The aim was to justify its impact on youths in the South African black high schools around Soweto. After research was conducted, the study hence concluded that youth aggression is abundant in Soweto black high schools. The study found that the impact of aggression on Soweto high school youths was
dynamic and diverse, in the sense that it seemed to be politically inspired. It was also discovered that it is no longer politically founded, but that it has become a way of life for young black people to behave aggressively towards others. Following the abovementioned perception of aggression, it may be important to mention that aggression was found to be situational. This means that in certain areas youths are more aggressive and violent than in other areas.

Aggression has affected young people in high schools to the extent that meaningful education has become impossible. No good school results can be expected in the near future unless fairly drastic steps are taken to control it. After the present generation has gone through their education, the nation can possibly expect better groomed and educated young people. Aggression has affected young people, to such extent that in adulthood they regard it as part of life. This results in protest marches, stealing, car hijacking, raping and killings being committed by youths.

The abovementioned research implies that drastic steps need to be taken to trace the causes of aggression at an early age to identify it and organise some ways of controlling it. For this reason, the study proposed and compiled a self-study module on aggression for high school teachers. The self-study module is aimed at empowering teachers and parents to be able to find solutions for aggression in young people. Although the self-study module may not result in definite answers, the teachers will benefit from it. Teachers may hence be expected to follow its suggestions when they deal with aggressive youths. Although teachers were advised to follow this module, they need to do so, while considering their respective situations, as one situation differs from the other. The module should be regarded as a guide, for behavioural problems in black high schools.

In some instances, the self-study module should supplement the teachers' teaching methods. Through this module, teachers may compile their own self-study modules on various topics suitable to their relevant situations. It should provide the teacher with a clear vision of how to facilitate functional reading, when dealing with aggressive young people. According to Hiemstrat and Sisco (1990:37), it remains true that: "Rather effective instructors, are those who will help young people to a great extent".
ANNEXURE

Pretest Answers

(i) Yes. Young people need a environment conducive to learning. There must be enough resources available for them to learn effectively.

(ii) No. A non-aggressive youth needs different learning strategies as he/she co-operates in the teaching-learning situation while an aggressive youth needs a different learning strategy as he/she is difficult to work with.

(iii) No. The selection of proper aims and the evaluation of training of outcomes are important because they facilitate feedback and they help teachers and young people to check on their progress.

(iv) Yes. The aggressive youth, usually has lost interest in school work and has also lost interest in life as a whole. Such a youth need a different approach to learning situations on life situations. He/she needs to feel comforted through love, respect and participation in life activities.

(v) Yes. By constantly undertaking situational analysis of aggressive youths you will be able to measure the level of their progress, motivation, interests, experiences, etc.

Section One

TENTATIVE ANSWERS TO SECTION ONE

(1) Aggression is the intentional infliction of harm or injury to something or someone. It is innate in both animals and human beings.

(2) Young people are frustrated and aggressive so they resort to violence to attract attention.

(3) Yes. Frustration is caused by the goal directed activity. Once the goal is blocked, frustration results and this leads to aggression.

(4) They are insubordinate, quarrelsome, commit murder and hijack cars.

(5) They rape girls, steal cars, commit house breaking, etc.

(6) Aggression is realised very early in the human life when children fight.

(7) Not all young people who are frustrated are aggressive as aggression is at some stages transient.

(8) Child abuse, neglect, desertion by parents.

(9) An aggressive person may show the following characteristics: drunkenness, fighting, mood disorders, etc.
Non aggressive persons may show the following characteristics: co-operation, altruism, come to school on time, happiness, etc.

(10) No. Some young people in high schools outgrow it while others are not in a position to outgrow it.

Section Two

Tentative answers to Section Two

Part A - There are many answers to this question

(1) Playing truancy, drug abuse, alcohol abuse, easily irritated.

(2) Stubbornness, out of control, anxiety.

(3) Abuse by teachers, harsh discipline by teachers, poverty at home and in school, politics, etc.

(4) No, aggression is diverse and situational. It differs from situation to situation in the sense that in some areas in Soweto, youths are more aggressive than in other areas.

(5) Continuous failure in school subjects, neglect by teachers and parents and peer pressure in the school forces the youths to conform to the behaviour of his/her peer group.

Part B

(1) True

(2) False

(3) False

(4) True

(5) True

(6) True

Section Three

There are more answers to this question.

(1) Neglect, uncaring, poverty, etc.

(2) No. Some parents take care of and love their children.

(3) Young people differ in aggressive behaviour. These differences are due to the fact that townships differ as far as aggression is concerned. Aggression cannot be regarded as the same in every black township.
(4) Socio-economic problems lead to aggression in the sense that poverty cause basic needs not to be met and people become aggressive.

(5) A part of a lifestyle, television.

(6) If the society does not respect and undermine family values and norms, this is bound to lead to aggression in youths, e.g. lack of respect and constant family disputes.

(7) It shows a lot of killings which motivates young people to behave the same way.

(8) Parents influence young people to be aggressive because they abuse them in many ways. They apply harsh disciplinary measures to their youths and the youths follow suite.

(9) Rewarding aggression my be in the form of praise for a person who fights and wins. The fighter my be regarded as a hero and be respected by everybody in the community.

(10) Yes. Experience and observation has proved that not every child who comes from a poor family is aggressive. In fact, most young people from lower economic environments work themselves academically up and become more successful in their careers.

Section Four

ANSWERS

(1) False

(2) True

(3) True

(4) False

(5) True

(6) True

(7) True

(8) True

(9) True

(10) True

Section Five

ANSWERS
(1) Motivation to do so helps them to talk openly about their problems.

(2) Appropriateness of the intervention. Know at what time to intervene. Establish a friendly relationship with young people and also establish empathy with them.

(3) An open and friendly teacher can help aggressive youths to change their behaviour.

(4) Training parents to communicate freely with their young people.

(5) Encourage participation in school and community activities.

(6) Trained in allowing individual diversities in their families. Developing communication skills.

(7) Praise the young person for whatever he/she achieves.

(8) Referral to social workers and psychologists is important. They are well trained.

(9) Once a young person discovers that you love, care for and trust him/her, he/she may change behaviour. Reliability between teacher and the child will be established.

(10) Any child's self-image may improve if he/she is able to establish a good relationship and feels accepted.

Section Six
ANSWERS

(1) True. Socialisation is important for people to share the same values. It encourages people to talk about their differences as far as their life views are concerned and come to a common agreement.

(2) True. In socialisation conformity is very important as it encourages harmonious relationships. Each situation calls for a different conformity to values, so individuals learn to conform to various situations so that they can be accepted by the group they associate with.

(3) False. Young people have some emotional attachment to their teachers. They hence regard teachers as representative of the society's view of life.

(4) False. Some teachers are a misrepresentation of their societies. This can be seen in the way they behave, the way they dress, the way they drink and they way they abuse children, especially female students.

(5) True. This is seen by the way young people trust, respect and believe everything that their teachers do or say.

Section Seven
ANSWERS
(1) The school can encourage young people to behave properly.

(2) They can be taught and motivated to practice virtue, respect, dedication and loyalty.

(3) If young people have assimilated good values, aggression may be lessened because:

(i) they will be able to distinguish between good and bad behaviour;

(ii) they will be in the position to practice what they are taught in schools. For example to be encouraged to help those in need of help.

(4) The school takes over the education of the youth started by parents at home and it should be according to the parents' view of life.

(5) According to the value system, behaviour may be regard as aggressive if it contravenes values and norms espoused by that society. For example, murder is regarded by all societies as bad and inhuman. For that reason if an aggressive young person commits murder, he/she will be regarded as aggressive.

Section Eight

ANSWERS

(1) The teacher can be a good model by showing the following characteristics:

(i) wisdom

(ii) patience

(iii) altruism

(iv) obedience to norms and values of the society.

(2) Teachers should not shout or argue with children, or argue in front of children so that children can learn that arguments or shouting aggravates the situation. Shouting or arguments can lead to confrontation and conflict.

(3) Teachers can encourage young aggressive people to follow them if they behave positively in front of them, talk and advise them positively, dress properly and being dedicated to their work.

(4) (i) The young person may become stubborn and aggressive.

(ii) He/she may become shy in participating in class activities.

(iii) He/she may start playing truancy.
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