



**A STUDY ON TRIGGERS THAT LEAD TO STUDENT PROTESTS AND VIOLENT
BEHAVIOURS AT THE UNIVERSITY OF KWAZULU-NATAL**

**A dissertation submitted in partial fulfilment of the academic requirements for the degree
of
MASTER OF COMMERCE
(Management)
in the School of Management, IT & Governance of Law and Management**

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2018

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Abstract

Violent protest, results in the economy losing billions. The loss takes the form of anxiety, physical destruction and injury to persons disturbed by discontent. University student protest is a global phenomenon. South African universities are no exception and have had to temporarily close at times due to unrest. The Higher Education Sector of South African society is a key contributor to this annual loss in the economy. The University of KwaZulu Natal (UKZN) has been plagued by unrest resulting in a shutdown of the academic programme. The furtive factors that influence the eruption of violent protests, and the resultant implications thereof continue to mystify researchers. As a result, the study has chosen to focus on the initiates that lead to violent student protests at the University of KwaZulu-Natal (UKZN). Despite South Africa's progressive constitutions, challenges with how protests are handled remains a concern. Although students are the centre of higher education institutions, researchers have failed to capitalise on student perspectives of academic and social development troubles. The aim of this study was to explore student experiences at a public university and to understand why violent behaviour occurs during student protests. A mixed methods approach was used. Qualitative methods were utilised for the interview process, in addition to a quantitative approach in order to understand key factors leading to violent protests. The dissatisfaction among university students was understood via the combination of both qualitative and quantitative methods. Data was gathered from 72 respondents. 108 questionnaires were distributed. A total of 92% of students and 8% of staff participated in the research. A key trigger in the decision by university students to engage in violent disruptive behaviour, is to have their needs met. Cognisance of early warnings and addressing grievances timeously could minimize violent behaviour in protest. These triggers could act as a dashboard to predict behaviours for responses to mitigate the risk of violent protest.

Declaration

I, Eleanor Judy Langley declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original research.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them have been referenced;
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Signed:.....

Acknowledgements

Gratitude is expressed to:

The research supervisor(s) for their expertise, assistance, patience and understanding of my unique needs.

The library staff that assisted with literature searches.

My family, especially my husband for patience and support during this process.

All those individuals, especially those from the Campus HIV and AIDS Support Unit – Ms Nomonde Magantolo (my line manager), peer educators, work colleagues, leadership (staff and students), my mentor and alumni from the university of KwaZulu-Natal, for their support and encouragement.

Mr Derrick Rajkumar from Risk Management Services, for discussions and permission to collect secondary data as part of a desktop exercise.

Fellow researchers, statisticians and the information technology teams that assisted with the questionnaire design and, those that assisted with distribution, collection and guidance in the statistical analysis.

Dr. Delarise Mulqueeny, my personal coach and friend who believed in me and always told me what I needed to hear to spur me on to complete this project.

Dr. Elias Cebekhulu my current research supervisor for support to complete this dissertation.

Anyone else that I have forgotten to mention for the numerous conversations, including those who posted messages and pictures on social media sites which contributed to making this document possible, I am eternally indebted to you. All the contributions form part of our service not only to Higher Education but to God Almighty without whose guidance, I would not have been able to come this far in my career.

The small miracles along this journey that were like “a lamp to my feet and a light to my path”.

Dedication

This study is dedicated to:

My late father, Mervyn Colin Rampono (who passed away on 18 September 2014). His unconditional regard and belief that I could complete this work despite my personal challenges. He was a pillar of strength and was constantly available to debate issues with me, from the time I commenced this research study up until the day he was promoted to a higher calling.

My late mother, Louise Emma Rampono nee Scott (who was called to rest on 17 May 2015, within 8 months of my Dad's death) for the endless nights and time she spent with me, whilst I struggled to complete this dissertation. Her constant motivation spurred me on and stopped me from the countless times that I wanted to give up. With her being called to higher service, although this loss left a vacuum, I can say that completing this dissertation is in honor of both my parents memory.

Those over the years that suffered fatalities whilst fighting for causes that they believed in to create a better and brighter study and working environment for all

and

those around the world that believe in making a positive difference in Higher Education – despite the numerous challenges and issues of concern, may you continue to strive for a better universe by making proactive decisions to improve socioeconomic conditions in our part of this global village. This ecosphere is becoming smaller given the technological advancements and impact of social networking media.

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Abbreviations and acronyms

AiA	Acceleration in Aggravation
DoHE	Department of Higher Education
DUT	Durban University of Technology
ERIC	Environmental, Resource Allocation, Infrastructural and Communication Impact
HEI	Higher Education Institution
HESA	Higher Education South Africa
KZN	KwaZulu-Natal
MUT	Mangosuthu University of Technology
NDP	National Development Plan
RMS	Risk Management Services
SA	South Africa
SPSS	Statistical Package for the Social Sciences
UKZN	University of KwaZulu-Natal
UNISA	University of South Africa
UNIZULU	University of Zululand
USAF	Universities South Africa
VPIs	Violence Potential Indicators

Chapter One

Introduction

1.1 Introduction

This chapter introduces a study on student protest and outlines the context of violence within a university setting, exploring violent protests qualitatively and quantitatively. The study investigates triggers that lead to student protests and violent behaviours on one campus at the University of KwaZulu-Natal, in the eThekweni district of the province of KwaZulu-Natal, South Africa. It provides a background to the study, outlines the problem statement, justification, significance, contribution of the study to the current body of knowledge on violent university student protest in KwaZulu-Natal, research aims and objectives, research questions, study limitations, ethical considerations, definition of key concepts and structure of the dissertation. The chapter concludes with a summary of the essence of the research.

According to News 24 (www.news24.com), the epistemology of violence at university campuses is becoming endemic locally and globally which is of critical concern and thus affecting the trajectory of universities to the point of closure (University World News 2007-2017). Despite significant advances and developments within the university environment over the years, the root cause of what really provokes protest and violent behaviour seems to elude scientists as the focus has been primarily on the symptoms. This suggests that there is still a long way to successfully navigate a comprehensive understanding of the foundation of decision-making for violent protest behaviour. Though there is speculation about causes that are interrogated in the research, attempting to understand the key triggers that lead to university student protest and violent

behaviours is relevant and necessitates research as information on this topic is not readily available, neither is it easily accessible or adequately understood. The research study aims to provide an understanding of the factors that contribute to students deciding to protest in a violent manner. This chapter attempts to understand violent protest behaviour within the context of a university.

1.2 Background to the study

For decades, within some universities, the consequences of a breakdown in student protest negotiations has led to the destabilisation of campus life and disruptions to teaching and learning. There are two kinds of student protest, violent and non violent. Violence is behaviour that is preventable.

Protests occur globally with the global community being shaken by such protests which occur across all income groups with South Africa being no exception as the country also experiences this phenomenon.

Universities are under obligation to maintain respect, promote transformation and human rights as well as operate in the best interests of the individual and the institution. This is sometimes compromised to the detriment of the institution and those who express their opinions through violent outbursts about perceived injustice (University World News 2007–2017).

On entering the university, some students find the academic environment to be hostile rather than an enabling one which periodically escalates to serious sources of dissatisfaction resulting in student unrest. The factors that contribute to this hostility are perceived mistreatment, inequality, time consuming registration processes, fees and exclusion issues, residence, infrastructure and limited resources. Discontent manifests in various ways and violent behaviour has been one

response where conflict in negotiations has reached a stalemate. University student protests and violent behaviours is a concern because of its evolution that appears to be a normal part of campus life rather than an exception to the rule.

Student protest has multiple impacts - economic, cultural, legal, political, technological, physical and psychosocial (Porth, 2003, p.100). Protest as a 'glocal' (global and local) phenomenon, appears to be increasing (University World News 2007). Violent protest is considered as seriously high risk - a priority for risk analysis and continuous assessment because of its ripple effect and the potential for serious damage and fatalities. The complexity of the university environment could easily facilitate, obstructions in the system which could create tension with interactions to the point of irritational, emotional turmoil and anger. Anger is an adaptive response which in itself is not a problem. However, unresolved anger, could have harmful consequences if not adequately understood, correctly channelled, and appropriately addressed. Communication through choice of words, exchanging views with mutual respect, a sense of justice and balance of power when affected by divergent views could create discontent and conflict (Brown, 2011, p. 255). This situation could be considered a ticking time bomb and could worsen in the future as the rate of protests occurring in the country are on the increase. University life is shaped by burdens that could reach disastrous levels if issues around compatibility and congruence in relationships among staff, students and significant others such as law enforcement and the media are not adequately researched and/or addressed. KwaZulu-Natal, in the past has experienced student protest that reached very high risk intensities, with destruction to property, harm to people and the reputation of the university (www.news24.com).

The University of KwaZulu-Natal (UKZN - Westville Campus) was identified for the purpose of this study as it has experienced violent protest over several years and it was viewed as a suitable

location for this study. The topic chosen relates to the concern that violent behaviour may be seen as an avoidable, attitudinal and costly risk, hence the need to be comprehensively understood.

1.3 Problem Statement

The formulation of a problem statement involves clearly defining concepts and determining all the variables used as well as their relationship. This study seeks to identify the triggers that cause students to engage in violent behaviour despite the knowledge that the consequences could be harmful to themselves and others. There is insufficient data regarding the reasons why university students still engage in violent behaviour to have their grievances addressed despite the risk of fatality. Despite media coverage of violent protests, this phenomenon still continues.

1.4 Justification for the study

Reports from University World News (2011 – 2015), indicate that South Africa is still viewed as the protest capital of the world. The study attempts to identify predictors (violence potential indicators - VPIs) that may influence student decisions to behave aggressively, creating threats that have an undesired effect on the campus experience and impact overall risk to the individual as well as the organization. The research interrogates the relationship between violence and its underlying cause(s) and aims to fill gaps in the knowledge related to the research topic. Identifying the perceived root causes that trigger discontent in university students to become violent, is a concern that has not been adequately addressed. The recent spate of unrest at the University of KwaZulu-Natal, presented challenges that resulted in a question of whether or not there are key drivers attached to the decision to become violent? Challenges exist that affect relationships in the university environment. It is assumed that a relationship exists between decision making and key areas of communication. This lends weight to the question around what really triggers violent

behaviours in university students. Important lessons learned with a clearer understanding of the triggers of violent behaviour could assist in familiarizing ourselves better with this critical risk.

In summary the researcher's interest in this topic and rationale for conducting the research are, that:

- A number of factors (conditions and decisions) cause students to protest.
- Violence is a universal challenge and therefore the researcher's interest is in how the environment, resource allocation and infrastructural factors, challenge the decision by university students to protest violently.
- University actions and mechanisms to handle dissatisfaction impact decision making.
- It is assumed that links can be identified between communication (verbal and nonverbal, including attitude related to levels of respect, cynicism, listening) and violence – the research could assist with early identification of violence potential indicators (VPI's) for proactive intervention even prior to the occurrence of the violent outbursts.
- World News reports cite KwaZulu-Natal as having a high rate of protest and this research is relevant for today since protest is not likely to disappear within the very near future. It thus seemed appropriate that the research be conducted at the university of KwaZulu-Natal, Westville Campus, a geographic area that is highly volatile and of economic interest.

Another motivation which inspired this study was that the researcher is an University of KwaZulu-Natal employee, former UKZN student (1976) and has personal experience interacting, working with university students and staff. Having had personal exposure to protest, interest has always been why the use of violence, when mechanisms exist for peaceful solutions.

1.5 Significance of the study

This study comes at a critical time in higher education. With access to free higher education in South Africa, and its related issues, universities are ill equipped to cope with the number of students requiring and qualifying for access to these institutions. Violent protest is a regular occurrence at higher education institutions in South Africa. The aim to understand the lived experiences of the students is important.

The significance of the study is to gain essential information about protest and to better understand the activators of violent behaviour. This research could assist in familiarizing ourselves more with the indicators of this key risk. The study of protest and related fields such as student violence are topical and have been a focal point of research across disciplines but the focus on a risk perspective has been limited. Research indicates years of university student protest that related to communication (attitude, manner, approach), resources (finance, infrastructure, accommodation) and risk (safety, health, environment and quality of life) associated with what may be anticipated (Young, 2006, p. 7). Literature related to risk indicate that circumstances such as possible damage or harm and the threat of closure of the university that impact on protest actions could be anticipated and indicates that protest levels can be plotted and mitigated using a continuous risk assessment approach (Helderman et al., 2005, p. 6). There are few studies that focus solely on key triggers of violence. However, focus in previous studies has mainly been on legal implications with major interest in conflict resolution and governance rather than a focus on risk inclusive of risk to quality of life. The seriousness of violent protest action cannot be ignored. A more comprehensive response to dealing with protest is advocated and is a gap that the study seeks to address. Angry protest is considered to be a part of life but knowing the risk indicators that could lead to violence decisions requires attention.

If the study results are distributed to significant audiences that are affected by university student unrest, the study could have value by:

- Contributing to the current body of knowledge about risk indicators and the needs of people around issues of protest
- Creating interest from funders for further research
- Sensitizing the public at large about challenges facing students and university authorities which trigger protest behaviour
- Benefitting students, university management and government authorities, researchers, and communities which are affected by violent behaviour of protesters, to be aware of violence predictors
- Be relevant to those affected by student protest in the university being studied

The value of this study is that it could guide relevant stakeholders, university leadership teams (staff and student), risk management and law enforcement authorities – the university community studied and media, with the necessary understanding to be more proactive with early prediction, identification and reporting, of violence potential indicators (VPIs).

1.6 Contribution of the study

This study could make a valuable contribution to understanding the diversity of thinking around student activism and the decision for violent behaviour. There are research benefits in gaining comprehensive information around violent behaviour in student protest which is worth the effort of exploring in an university in KwaZulu-Natal which is a significant part of the country and the world.

1.7 Research Aims and Objectives

Aims

The aim of the research is to understand the factors that cause the decision by students to use violence to deal with grievances; to explore protest violence and communication; to investigate whether there is sufficient information to establish a relationship between these variables and if causal relationships can be established from this. The overall aim is to gain a better understanding of the triggers of violent behaviour in university student protest to assist in familiarizing ourselves better with this key risk that has the potential for fatality.

The research is investigatory and exploratory, focusing on the origins of the problem, since concentration in previous research has been more on symptoms rather than underlying causative influences related to violent protest behaviour in university students.

Objectives

To accomplish the aim of understanding why the decision for violence in unrest, the research objectives are to : -

- Identify the root causes of protest
- Determine the actions and mechanisms university authorities can use to handle dissatisfaction
- Assess the impact of violent student protest
- Identify any links between communication techniques and violence
- Identify the key triggers causing students to engage in violent behaviour
- Propose suggestions to reduce the risk of violent protest

1.8 Research Questions

The essence of research is based on asking critical questions, hence the following questions were developed to assist in speaking to the objectives of the research:

1. What are the root causes assisting university students to decide to protest violently?
2. What actions have university authorities used to respond to student discontent?
3. What impact does violence have on an university?
4. Is there a link between communication and the decision to protest violently?
5. What key factors drive students to engage in violent behaviour?
6. How can key triggers be detected early to address risk associated with violence?

1.9 Study Limitations

A limitation of the research relates to the fact that only a small section of one campus (Westville) of the chosen university was used as a sample and the results therefore, may not be generalizable. Using a questionnaire as a tool for data gathering may be a limiting factor as respondents were not compelled to return it. As the questionnaires were not in braille, blind students who may have had an opinion, were excluded. Another limitation relates to the fact that some respondents may not have completed and returned the questionnaire thus missing the opportunity to significantly contribute despite them having opinions about student unrest. Response rates were not as forthcoming as anticipated. A further limitation was the content of the closed question section of the questionnaire which may have been restrictive. However, the open ended questions did provide an opportunity for the personal opinion of respondents. Practical challenges existed in finalizing the research. Despite these limitations however, the questionnaire was still considered to be the most appropriate tool and easy to engage with, to provide a representative sample and to obtain relevant information. Also the research benefits from this data gathering technique and the use of

the mixed methods approach to gain comprehensive information around protest behaviour outweighed the limitation and were worth the effort.

1.10 Ethical Considerations

The appropriate ethical clearance was obtained from the University of KwaZulu-Natal's Ethics Committee [Humanities & Social Sciences Research Ethics Committee (H55/0936/013M)], under whose auspices the research was conducted. Participation was voluntary and respondents were assured of confidentiality.

1.11 Definition of key concepts

1.11.1 Communication

For purposes of this study, communication was viewed as constructive negotiation including correct choice of words, manner, approach and attitude - verbal and/or non verbal with respect for human rights.

1.11.2 Protest

Dynamic visible display of discontent, perception of conflict or incompatibility of opinion that could accelerate into aggressive retaliatory gestures related to perceived injustice (Jay & Templar, 2004, p. 101).

1.11.3 Risk

Probability that a threat could turn into a crisis with direct and indirect effect (Lalonde, 2007) on safety, health, environment and quality of life. Risk is a part of interaction among humans, technology and the natural environment. Social unrest is viewed as a risk for potential harm.

1.11.4 Student

Refers to an undergraduate or post graduate learner studying or having studied towards an academic qualification.

1.11.5 Triggers

Violence Potential Indicators (VPIs) - critical factors that could lead to a decision by students to respond violently to perceived unfairness.

1.11.6 Violent Protest Behaviour

Violent Protest behaviour can be viewed as an attitude of hostility. Intentional use of power through an array of activities and gestures associated with risky disruptive behaviours.

1.11.7 University

A public Higher Education Institution (HEI) – a microcosm of society accommodating a diversity of individuals who aspire to achieve academic goals in a conducive person centred environment of an institution of higher learning.

1.12 Structure of the Dissertation

The thesis consists of six chapters (including the current chapter) which are recorded as follows:

Chapter 1: Introduction

This first chapter provides orientation to the study. It introduces the research topic, provides brief background, outlines the research aims, objectives, significance of the study, questions, general outline of the thesis and its structure in relation to violent behaviour in university student unrest.

Chapter 2: Literature Review

Chapter two reviews existing literature, explores trends around protest in its broadest context, themes around ‘a journey under construction’ - with system accelerators (violence potential indicators), fuel (risk), mood (mindset) - a proposed theoretical framework for understanding the triggers that lead to student protest and violent behaviours at a university. Global and local research is explored to contextualise studies around the whole concept of university risk, challenges and protest violence. The chapter focuses on themes related to communication, oppositional and risky behaviour from a systems perspective to understand violent unrest in an integrated holistic way.

Chapter 3: Research Methodology

Chapter three discusses the research design and methodology at length. This chapter explains the research methodology that guides the study and the research process. It outlines and explains the research design and methods used. This provides full detail to gain a comprehensive picture of the utilisation of mixed methods to explore and define the triggers that lead to student protest and violent behaviours at a university - from the diversity of the target population to the population sample, the sampling techniques and data collection methods to the analysis of issues as well as ethics and further limitations in relation to the study.

Chapter 4: Data Presentation

A detailed presentation of the data regarding the research results is covered in this chapter.

Chapter 5: Discussion of Results

Discussion of the results based on the findings from the study is covered in detail in chapter five. The findings are compared and interrelated with literature, practices contributing to the current exploration in line with the research questions and related theory.

Chapter 6: Conclusions and Recommendations

The research undertaken is summarised in this chapter. The associations of all the relevant information arising from the findings in terms of violent protest triggers, behavioural, economic and/or structural elements of this key organisational risk are covered in this final chapter. The chapter draws conclusions and provides recommendations based on a review of the entire study.

1.13 Conclusion of Chapter One

This chapter provided an introduction to the study on student protests. An outline of the research explores the accelerators of anxiety, to determine the key indicators for violent protests among university students. This study concentrated on an inquiry into a geographic area affected by unrest. The study seeks to explore triggers that lead to student protests and violent behaviours in a university in KwaZulu-Natal, South Africa. Chapter one provided an outline of the study. The intention of the study was to gather scholarship and empirical evidence that focused on understanding the degree of risk for violence in a university setting. The study sought to recognise macro and micro level systems and interconnected concerns affecting the environmental culture of an institution of higher learning, within a microcosm of society. The study while limited to the Westville campus of UKZN does to some degree assist with evaluating significant possibilities of violent protest behaviours.

Chapter Two

Literature Review

2.1 Introduction

The previous chapter focused on an introduction and provided a background to the study. This chapter outlines themes used to scrutinize and explore available literature related to violent protest behaviour among university students. The literature review identifies gaps and weaknesses in the literature which provides an opportunity to highlight existing areas that require strengthening to ensure that a human rights perspective is maintained in addressing the issue of violence in student unrest. It must be borne in mind that human behaviour is a complex phenomenon and universities are governed by a legislative framework which influence actions by authorities and students when unrest is imminent.

The literature reviewed included terminology such as protests, conflict, unrest, demonstrations, violent protest. Protests are a common phenomenon in most countries worldwide (Hajek, 2013; Wragg, 2014; 2015; Hall, 2016; Joste et al, 2017) with South Africa being no exception. In 2015 many of the 26 South African universities were confronted with violent student protests during the #FeesMustFall campaign. The unrest resulted in violent confrontations (with students, law enforcement and university personnel), malicious damage to property, injuries, fatalities and temporary university closures.

Issues around what fuels individuals' decision to protest with violence are multidimensional, intermittent, volatile, oppositional behaviour as protest has serious economic and psychosocial

Consequences. This is explored in its broadest perspective and consolidates knowledge from a range of disciplines. It highlights gaps that need to be filled to understand this intriguing behaviour. University authorities and government have attempted to isolate issues such as limited resources, financial constraints and the inability of some students to pay fees, to name a few trends. Little attention, however, has focused on risky communication patterns when individuals who are operating in a dynamic environment experience daily tensions which accelerates risk.

Protest has been known to result in confrontational behaviour which sometimes lead to violence which can impact the entire environment. Emotional and physical violence affect the thought patterns and behaviour of people depending on the situation that present itself. To get a snap shot of this multifaceted phenomenon, a wide range of sources were consulted and interrogated to gain understanding of protest behaviour to develop an impartial lens in viewing university student behaviour.

Protests can permeate through all aspects of university students and employees lives. The continuum and evolution of violent protest behaviour seems complicated, yet it is simple – protest results when needs are not appropriately met. Anger results in conflict (which may be constructive or destructive). Violent behaviour appears to be oppositional, expression of annoyance, retaliation to disagreement, anger, symbolic action, with an accelerating attitude of hostility – a premeditated response with risk that has economic and psychosocial impacts. Violence is an example of aggressive communication which is destructive and may have legal implications. The evolution and consequences of choices, cooperation levels and continuity in communication, appear to be themes that emanate from all the literature that has been explored. Opposing thoughts fuel and accelerate conflict in communication in any environment (Brown, 2011, p. 255). Decision-making from open debate influences intensity (Hellriegel et al., 2008, p. 374) of choices. According to Dijkstra, (2006, p. 21), conflict commences with an incompatibility of opinions, beliefs, principles,

values and perceptions between individuals and groups of varying sizes. Conflict alerts of the need to communicate better. Dialogue can create and solve problems but it would appear that mass action results when situations are perceived as inappropriate or unresolved during engagement with key role players (Mottiar & Bond, 2013). It depends on the context in which these threatening acts occur and the interactions between types of aggression inclusive of chanting/singing – antagonizing and provoking behaviour that occurs prior to, during and after the actual onset of violence. This creates the opportunity to foresee the possibility of violence occurring. Validation of key behavioural and communication drivers that cause protest, forms part of this study.

2.2 Protest evolution in Higher Education Institutions

Protest is not foreign to South African universities and for some, it appears to be part of universities' culture. From University World News (2011–2015), as previously mentioned, South Africa is seen as the protest capital of the world and while lessons can be taken from all the protest that is taking place globally and locally, a key question that gave rise to this research is - what really provokes the decision for university students to engage in violent protest when resources are available for negotiation? Violent protest behaviour is becoming like an unstoppable “viral” disease spreading in some university environments. Protest is an expression of anger (Jay & Templar, 2004, p. 101), a dynamic process, a visible display of restlessness, a perception of incompatibility of opinion (Dijkstra, 2006, p. 21), Wall and Callester (1995). Violence in this context, is a social construct - an interesting behavioural concept – a complex phenomenon (Bryman, 1988, p. 6) with different forms of behaviour displayed depending on the circumstances or justification. Public protest, to some, may be seen as a logical response given the exasperation with circumstances that people may not be satisfied with (Piven & Cloward, 1977, p. 18). In 2012, the South African Department of Higher Education (DoHE) instigated an investigation into protest throughout all its higher education institutions.

The South African higher education system comprises a number of components guided by policies, guidelines, procedures, rules and regulations aimed at benefitting all its stakeholders. The system is dynamic in nature and is affected by changes to processes, procedures and policies, budgets, human capital, number of student enrollments and graduations, retention and drop out rates, throughput, defaulters, resource availability or shortages and mass action. Whilst there have been advancements in systems and greater availability to higher education to improve the quality of life of university students, some fundamental issues to date seem not to have transformed much. Added factors for student protests are that many people are still unable to afford fees and quality of accommodation is still insufficient and inadequate, staff and students are still disrespectful to each other with universities being unable to provide adequate resources (Gruber et al., 2012).

In South Africa, certain principles and guidelines are linked with the constitution of the country such as the National Development Plan (NDP 2030) blueprint, the Transformation Charter and the rights and responsibilities of individuals. Protest is a sign of relationship breakdown that everyone linked to the university environment is responsible for, knowingly or unknowingly. The risks that irresponsible behaviour generates, could turn disastrous and have ripple effects directly, indirectly or systemically and therefore, need to be understood well to avert unnecessary fatalities (Lalonde, 2007). Previous incidences of violence at five KwaZulu-Natal universities show patterns and trends. Chapter 9 of The National Development Plan (NDP 2011 – 2030), focuses on equality, human rights, justice, access to higher education and provides some background information that was used in the study. The unrest experience at these universities appears to relate to governance, service delivery, finance, other socio-economic and psychosocial issues with various resource and infrastructural needs besides the political agendas. New policies and guidelines implemented by the public Higher Education system in keeping with recommendations by Higher Education South Africa (HESA - 2004), now Universities South Africa (USAf), were to improve and transform conditions in universities (www.dohe.gov.za).

Literature indicates that millions are lost to unrest and corrupt intent yet only about 20% of people engage in strike action. The pareto principle that 20% have 80% impact may be of relevance here, where in this instance, approximately 20% of the students that are protesting contribute to 80% of the disruption to the university programme. This is cause for concern because disruptions affect communities and the economic landscape in and outside of the university (Bond, 2014). There appears to be a correlation between conflict and student throughput. In as much as enrolling and tracking a student from entry to exit is important, aggressive behaviour and unrest, despite revised guidelines, is just as important for the gatekeepers of academic and development programmes to be more innovative in retaining and developing well rounded, mature, critical thinking students to ensure improved throughput with greater success in its developmental programmes. A systematic review concluded that many academic programmes are only able to retain 60% of their enrollments as a result of high loss to drop out and failure rates which possibly has a connection with the degree of unrest and the psychosocial impact on students within this environment.

The frustrations faced by human capital as well as other challenges in previous years has resulted in protest action for inadequate service delivery. These strikes are becoming like the viral infection mentioned earlier, that is spreading rather than dissipating. University staff, despite experiencing high workloads with undesirable working conditions, have no excuse for conduct that is not professional in dealing with frustrated students. In a catch 22 situation, faulty attitude may act as a demotivating factor to staff and affect performance adversely, but may be a motivator to students which could provoke angry retaliation. Further assessment provide possible reason for high tension as being, too many students and too few staff, and a lack of motivation for urgency, to cater adequately and speedily to meet student needs on time. Unprofessional behaviour in many instances has been attributed to the inappropriate performance of a few university and law enforcement employees (university authorities, academics, administrators, security and police personnel), not maintaining a positive, respectful attitude or work ethic and not being proactive in

exercising person centred client care. With violence that is affecting the country like a ‘Trojan horse’ that seems to be working from the inside out – promoting an anti-violence attitude could change behaviour with more positive consequences. In this instance, violence needs to be viewed in its broadest context – with the wide range of hostilities being kept in mind.

The university is like a collage of words in a big puzzle or word cloud. This study aims to fit the pieces to the collage to complete the puzzle by primarily focussing on experiences of people in the environment of one public university, (UKZN – Westville Campus) to gain a picture of the programme of violence. While the focus of a systems risk framework according to Helderma, (2005, p. 6) mainly address legal implications, it is a comprehensive response that is promoted to addressing protest.

2.3 Factors and challenges influencing student protest and violent behaviour in an University

The university can be likened to a series of interacting spheres ranging from the student that is engaged on a daily basis – facing individual ways of thinking, being influenced by the immediate environment of family and friends. On coming into the university those beliefs are challenged by different ways of thinking within new surroundings. These beliefs and influences may be questioned to a large extent by societal norms that conflict with basic needs, and/or perceived rights.

2.3.1 Systems

This study is grounded in systems theory which focuses on the interrelationship and connectivity between the various parts of a university as a system. In making sense of the world at a macro level (violent protest in general), society at a meso level (violence in the country and the province) and

the university at a micro level (campus violence patterns which conflict with personal values and beliefs), there is uncertainty at the best of times in a risky environment. This study could contribute to a better understanding of student activism in a KwaZulu-Natal university (UKZN Westville Campus) which could avert the perception that when conflictual situations arise, the first response to provocation is violent protest. University authorities may view the first signs of discontent as their cue to engage law enforcement peace keeping mechanisms, whilst students may see this as overbearing and cause for more vigorous retaliation.

2.3.1.1 Choices and its consequences

Human beings experience various issues in life that require choices which are determined to a great extent by mindset, since 'how we play is how we pay and we determine the price we pay'. In understanding violence, the knowledge gap is like misplaced puzzle pieces needing to be reorganised and consolidated to appreciate this dynamic multidimensional concept that impacts the welfare of the university community. Opposing thoughts in conflict situations faced by students are not well documented even though the struggles are numerous.

The media has played an important role in influencing the minds of the public and this impact is critical to the study. Electronic or print media (correctly or incorrectly portrayed) are platforms that affect the challenges and choices made by students to protest with violent behaviour.

The choice to respond angrily with particular messaging and reporting, is an example of oppositional thinking that could explain a possible cause for sporadic acts of violence. People can make or break an organization and the university is no exception to this rule. Risk is quantifiable (Helderman, 2005, p. 6). Appropriate systems could promote positive development (Young, 2006, p. 21) with effective risk management of people, processes and technology (Young, 2006, p. 12). With the advent of advanced technology like cellular telephones and messaging systems as well as

the computer intranet and internet, people are able to quickly and easily communicate with each other. This could have a positive as well as negative impact on the environment that people find themselves in, in relation to decisions around protest. To understand risk, quantitative risk assessment and qualitative risk analysis is critical (Young, 2006). Risk identification and measuring possible consequences from key risks that fuel or dispel violence decisions need to be understood clearly to minimize harmful consequences. A risk perspective is a broader way to effectively address the disruption of an otherwise stable environment (Hellriegel et al., 2008, p. 579). The university is an organism, a system with numerous processes being undertaken to meet overall strategic goals. Given the complexity of the university environment, it is easy to understand that with obstructions in the system, this could create the risk of tension with interactions to the point of anger. Prolonged unresolved anger could have dangerous consequences and lead to behaviour that may be harmful if not fatal.

2.3.1.2 Cycles of violence - is history repeating itself?

The patchiness of historical information shows warning signs that have not been adequately taken notice of, resulting in a revolt against ‘so called’ indiscretions at various levels to fight against apparent inequality. Recurring patterns in relation to the need for financial aid is a typical example of demand exceeding supply. According to Jansen (2014, p. 1) the financial aid issue is like having a “finger in the dyke” – and that unless a durable solution with fewer restrictive rules is found, this could move from crisis to disaster. The economic impact would be too high given the fact that each year there are new enrolments and current students are uncertain (if tuition is not free) of whether their financial aid will be maintainable until completion of their studies.

2.3.2 Cooperation in communication

Protest has occurred in society for centuries. The economic and social implications of protest have a future impact. With the 2015 #Fees Must Fall and unrest at the beginning of 2016, 2017 and 2018,

it is clear that at the rate South Africa is going, the chances are that violence will remain even into the next century if more proactive steps are not taken. Protest impacts communication and the economy of the university, the province and the country. Although communication indicates opportunity for greater access to education, the economic pressure of violence is still placed on the individual as well as the organization with impacts on the financial health of the university. This vulnerability could impact stability of the future if the status quo of using violence in protest persists. Mechanisms and systems to deal with how the subtle effect of relationships fuel protest violence, could be addressed, if knowledge is gained from investigating possible predictors of violence, from a person centred systems risk perspective.

Communication

Cooperation with positive communication could effectively mitigate protest risk, but would require mutual respect, a sense of justice with a balance of power in discussions (Hellriegel, et al., 2008, p. 188). An imbalance in the power relationship, could provide ammunition for retaliation (Berkowitz, 2015). Thinking precedes talking and creates the opportunity for rethinking. The process of reaching a point of making the decision to protest violently is never on the spur of the moment. Understanding the level of risk from communication varies widely among individuals and groups. Some words or phrases that may be offensive to some may not be to others. When communication is offensive, some people feel the need to become defensive and retaliate by defying authority to make a point. Opposing thoughts communicated could create conflict (differences in opinion) within any environment (Brown, 2011, p. 255). As mentioned previously, the university setting is no exception. Conflict that remains constructive can be healthy with calculated risk, taking into account that proper interaction could become an opportunity for

cognitive restructuring (Bandura, 1983, p. 279). In interacting for the common good it may be critical to be aware of the level of risk of perceived conflict. While dialogue can create and/or solve problems in engagement with key role players, validation of key communication drivers that cause protest, forms part of the research and could affect the research findings.

Protest

Protest as premeditated retaliation could result in mass action (Dollard, et al., 1939, p.1). With activism, students advocate for what they consider to be justice for an adequate campus life and learning experience. People retaliate when they feel they have been done an injustice, are not listened to and cannot get the response they want to a particular complaint that has been raised (Jay & Templar, 2004, p. 101). What angry people really want is a result... a resolution that they are satisfied with (*Ibid*). When there are perceptions that grievances are not being acknowledged, protest may be seen as a logical response given the annoyance and irritation with circumstances that people may not be satisfied with (Piven & Cloward, 1991, p. 18)

2.4. Theoretical Framework

The study attempts to understand the factors that cause strangers, who are academics in the making, to come together and be prompted to engage in violent behaviour to have needs met, even though there is limited awareness of each other but acute awareness of injustice and the dangers attached to violent behaviour. These individuals even risk the backlash of being labelled as ‘thoughtless hooligans’ to pursue their need for justice to be served. The various themes highlighted will be explored further to understand this phenomenon.

2.4.1 Systems Theory

Systems theory is the principle theory upon which the research is constructed. A holistic systems theory focuses on the inter connectivity between the various sub systems within the university as a system. It focuses on the whole consisting of several parts within an environment in which all are inter related where, what happens to one has an effect on the other and any change in one affects the whole. Taking this into consideration, the systems approach in this instance, assists in understanding the ripple effect of behaviour in the context of a risky tempestuous university environment.

Systems exist at different levels from micro to macro levels. These multi level systems respectively affect the individual(s) in their environment. The individual may have personal dissatisfactions with the system – individuals in groups, small or large. They may make choices collectively with the larger environment together with governance and law enforcement playing a crucial role in what impact student protest and violence. All these systems interact and influence decision making either positively or negatively depending on how each situation is viewed.

The university can be seen as an organism, a system. A system is, “an organised whole made up of components that interact in a way distinct from their interaction with other entities and which endures over some period of time” (Anderson et al., 1999, p. 4). Organisations are dynamic and what happens in one part of an organisation has an impact on the other parts of the organisation. A system is said to be more than the sum of its parts (von Bertalanffy, 1950, p. 18; Flood & Jackson, 1991, p. 4). The study draws from relevant system-related processes in order to understand the complexities of an environment that is familiar with active expressions of dissatisfaction, frustration and discontent. Systems thinking can refer to the interdependent ways of organising our thoughts about the world (Flood & Jackson, 1991, p. 2).

Theoretically, an activating event (A) like dissatisfaction - generates feelings and thoughts that determine behavior (B) like protest thoughts - which have consequences (C) like violence. Fig. 2.1 below could relate to a simple equation for an ABC Model or process where violence (Consequence) may be determined by Attitude that influences Behaviour of dissatisfied people like university students. This ABC model suggests a holistic interdisciplinary, multifaceted approach to understanding protest that takes place based on attitude and behavior which determines consequences or outcomes that may be violence related. According to Galtung (2004), conflict may be viewed as a triangle with Contradiction (C), Attitude (A) and Behaviour (B) at its vertices. This dynamic process is constantly changing and the incompatibility of goals impact conflict levels.

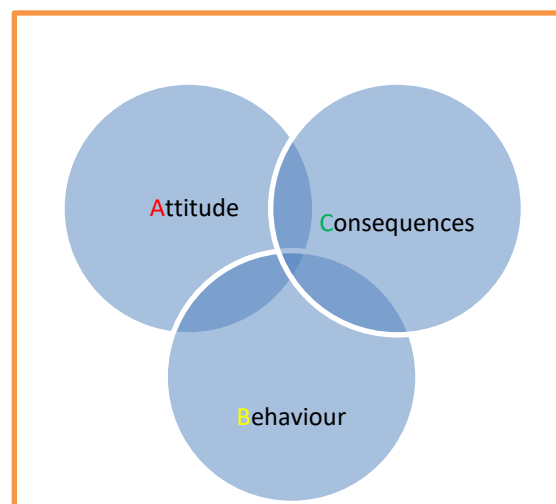


Fig 2.1 An ABC Model of the interconnection among Attitude, Behaviour and Consequences

From a biopsychosocial perspective, human beings cannot be separated from their environment as attitudes and behavior are usually governed by cognition - what a person knows, thinks and believes (Shaw, 2008). Anger is an emotional response and anger causing situations could escalate a peaceful protest into a violent protest. Social behaviour in general and aggressive behaviour in particular is controlled largely by cognitive scripts (Huesmann, 1988, p. 15). Messages create thoughts and thoughts determine actions. Dialogue is transformative depending on the type of reinforcement which is central to systems thinking. Cognitive restructuring with transformational

thinking is possible with positive reinforcement. The concept of systems thinking in a risky environment for purposes of this study, relates to understanding protest triggers that could act as a barometer for radical thinking going beyond compliance with feed forward systems, equity in power for holism and good governance within the university setting with all its interconnected parts. Transformation and equity in power relations influences risk as well as agenda setting measures and can manipulate attitude for behavior change on a visible dashboard for purposes of gauging protest imbalances.

As this study focuses largely on interactions, systems theory is key to understanding the diverse range of indicators that could cause the decision by students to use violence when faced with university challenges. It is important to investigate and understand these constructs, as they are linked to social behaviour and would expose more information with understanding about interactions and behaviour within the ecology of a public higher education institution.

2.4.2 Systems and Person centredness

Whilst the research is grounded in systems theory, an ‘ecological, person-centred, systems risk’ perspective was considered to explore and describe indicators that make students decide to protest and behave violently in addressing concerns within the university trajectory. This theory includes elements of risk theory but is not conclusively based thereon.

The success of any university is dependent on the ability to retain and engage people for a defined period of time, provide support, to show genuine interest and caring for the individuals academic and social development from the time students enrol at the university until they exit, with or without the qualification for which they enrolled; hence a person centred perspective may be relevant. Cognisance of being person-centred to support students is necessary, as such an approach will

render better behavioural consequences for university students. Few people would dispute the value of remaining respectful with person-centred care in the management of relationships.

In the context of violence, students usually are continuously interacting within the higher education care system, university authorities/professionals, academics, administrators and other relevant individuals. All individuals within the university are important 'wheels in the cog' in the management of risk in an institution of higher learning. A person-centred, holistic systems approach to addressing violence takes cognisance of interpersonal characteristics as well as the social structures that affect the person's life (www.health.org.uk). Hence, diversity (inclusive of age and gender) needs to be factored into the interaction among the university community, in order to be sensitised to the uniqueness of the student and staff in this uncertain environment. Many studies, have articulated students and violence with regard to service delivery and maintaining rules. Few studies however, have navigated the unrest aspect of university students with regard to vulnerability, risk and quality of life. Furthermore South Africa has reported more violent protests by males than females yet the university indicates higher enrollments of females.

The South African university programme is increasing due to changes in eligibility criteria with limited resources, which could result in inequity in handling students during their period of stay within the university setting. This study explores a holistic perspective of student experiences of public university unrest, which is an under-researched aspect of the challenge of violent behaviour. A probe about perceptions and experiences of individuals when accessing services, found that some individuals did not appreciate being disrespected, having personnel shortages, long queues, electronic system inadequacies and lengthy waiting times. However, respondents that shared their experiences indicated situations in their current environment being better than services at other public universities. Results of that exercise highlighted poor service delivery which concurred with similar studies conducted at other public facilities which found that individual dissatisfactions has

detrimental consequences such as lost time, non-adherence to rules, defaulting and disruptive retaliatory behaviour (Kinkel et al., 2012)

2.5 Concept of Risk

Risk, like systems, may just be viewed from different angles but is not a new concept. Risk is quantifiable (Helderman, 2005, p. 6). The risk process consists of identification, evaluation and prioritization to contain the probability of a risky event. Risk auditing entails quantitative risk assessment and qualitative risk analysis (Young, 2006). For purposes of this study, a risk perspective provides broad focus on protest within the university environment in terms of safety, health and quality of life. A mixed methods study assists in understanding individual risk and risk of group violence. Research has found that the university community encounter high levels of stress whilst benefitting from protest especially when needs are adequately addressed after a violent outburst. With regard to personal ethics, this may impact decisions by protesters to take matters into their own hands. This could be the case, when grievances are not adequately addressed and when there are perceptions that uncaring situations have been sufficiently inflammatory to warrant violent retaliation.

2.6 Conclusion of Chapter Two

The chapter's efforts rests with a complete review of scholarship connected to protest; these include key terms such as anger, aggression, discontent, dissatisfaction, disruptive behaviour, frustration, mass action, retaliation, risky behaviour, strikes, unrest and violence. These terms are explored in relation to the key aims of the study. Scholarship indicates that protest action is considered an act to express grievances against perceived inequality. Veracity and human rights protection is linked in all the information studied to theorize objections and remonstrations. It has been identified that

the violence is multi-layered. Several dynamics and trials prompting the sparks leading to student protests and violent actions within a university setting are considered causal portions of the system. The literature suggests a range of factors that may influence protest action, indicating innumerable interpersonal and intrapersonal factors that influence understanding of violent protest. Resource delivery systems, human capital and public university culture have been identified as leading causes of protest action. Objective and subjective views of experiences were significant in understanding capacities for risk identification. This chapter endeavoured to convey historical and contemporary literature to address university student protests and the related violence. The literature expounded on systems theory and how it relates to the risk of violence among university students during protest action. The chapter reflects possible triggers that lead to violent student protest at university.

The next chapter provides indepth information of the methodology using mixed methods.

Chapter Three

Research Methodology

3.1 Introduction

The first chapter covered an introduction to the research study. The second chapter reviewed literature applicable to the study, the theoretical framework and provided information where gaps and weaknesses in the literature were identified. This chapter introduces and describes ways to understand the relationship between violent protest and what leads to students behaving in this manner; the research design and methodology are described in detail.

3.2 Research Methodology

Research Methodology is typically viewed as a process of seeking answers to questions to address the study aims and objectives. This section explains the research methodology – the research design, approach, procedures, processes and method(s) used in the study which is exploratory in nature. The aim of the research was to understand the triggers that lead to student protest and violent behaviours at the Westville campus of the University of KwaZulu-Natal. To this end, the main objective was to explore and investigate why there is violent behaviour in student protest, to understand this phenomenon.

3.2.1 Research Design

The research design is a strategy for addressing the research question including specification for enhancing the study's integrity. It focuses on what is being planned and the

kind of results being sought. This approach has a combination of both quantitative and qualitative methods that complement each other in providing an in-depth portrait to understand violent behaviour and its indicators. This approach assumes an in - depth strategy to provide a full account of different perspectives on violence protest determinants. This dual approach seeks a synergistic and inclusive outcome as each method's weaknesses and strengths are complemented by the other.

Since the purpose of this study is to explore and describe root causes of violent student protest from experiences of the Westville campus community, mixed methods research was thought to be most suitable to investigate this phenomenon (Onwuegbuzie & Leech, 2004, p. 16). The real concern is that the research approach should be mixed in ways that offer the best opportunities for answering important research questions. The use of quantitative as well as qualitative data strengthens the efforts of reaching the research aims (Creswell, 2012, p. 534). Utilisation of mixed methods in this study was considered to gather information comprehensively, assess the driving forces for the risk of violent protests and to address key research questions. As violence has physical, economic and psychosocial effects ascertaining a strong indication of the key drivers of the decision by students to protest violently is the core interest of this research (Miller & Rasmussen, 2010).

3.2.2 Exploratory Mixed Method Design

As there is insufficient knowledge around the subject and a great deal of unknowns require unpacking in terms of violent protest triggers, an exploratory research design was deemed suitable for this study as it probes to gain insight into the general nature of the problem. An open mind was maintained when choosing a method that best suited the collection of data around violent protest in its broadest context. The focus was on being interdisciplinary as the methodological approach used drew on a wide range of disciplines – management, economics, engineering science, medical science, political science, risk management and social science, to name a few.

The research aimed at exploring and gaining insights into the general nature of the problem of violent behaviour in protest. The study engaged, to a great extent, a quantitative paradigm which allows one to glean the data, to uncover opinions, thoughts, meanings and feelings around the topic. Exploratory research assists in discovering and predicting behaviour to enable the researcher to understand behavioural phenomena (violent protest) that had been observed, in this instance, among students in university. Given the limited studies around university student protest from a risk perspective, this research design is concerned with unearthing the best strategy for a comprehensive data collection process. The primary objective was to examine and isolate relevant factors to arrive at patterns that exist to trigger violent protest behaviours – this research is flexible in exploring all possibilities of causes related to violent protest. A historical analysis focused on protest at a university level with the hope that a multi methods approach would yield interesting results based on integrated observations of protest in the university context. Information from previous records on student unrest, from the review of literature on protest situations in the university being studied, and dialogue just prior to, during and after student unrest, provided relevant data in addressing the crisis of student protest.

The exploratory mixed-method can be summarised as follows:

Phase 1	Phase 2	Phase 3
Design and testing the Questionnaire	Collection of questionnaires	Analysis of quantitative and Qualitative data

Although a mixed method approach was assumed, cognisance must be taken that there may be multiple indicators to address the issue of university student protest triggers and hence the quantitative aspect was more prominent.

As the research study aimed at providing a comprehensive understanding of social and human behaviour from multiple perspectives, the data collection process was conducted in a natural setting within the university.

3.3 Research Setting

The study was conducted in the eThekwinini district of the province of KwaZulu-Natal (KZN), in South Africa (SA). South Africa is a country in the southern most part of the continent of Africa and has a total population of approximately 57 million people. More than 11.1 million of the total population live in KZN, which is the second largest of nine provinces that make up the country (www.statssa.co.za). KZN (darkened area of the map – Fig 3.1 below) is a subtropical region on the east coast of South Africa bordering Swaziland and Mozambique in the north (unshaded - see Map of South Africa).



Fig 3.1 - A map of KwaZulu-Natal (KZN)

South Africa currently has 26 universities. Of the total, 25 have approximately 622 000 students whilst University of South Africa (UNISA) with 400 000 students is the biggest African higher education institution. KwaZulu-Natal has five public universities. These are the University of

KwaZulu-Natal (UKZN), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT), University of South Africa (UNISA) and University of Zululand (UNIZULU) (www.4icu.org). Statssa estimate that South Africa accommodates approximately one million students in public universities with further plans to increase that estimate by 500 000 by 2030.

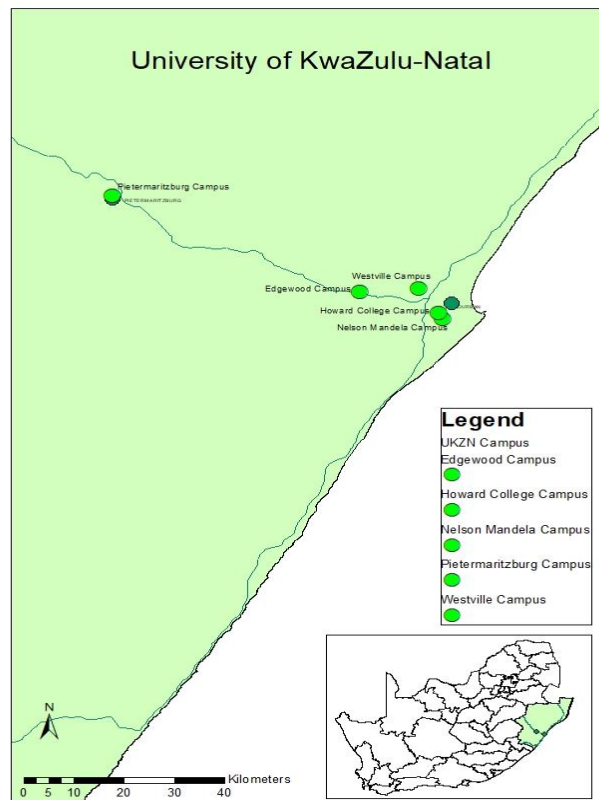


Fig 3.2 - A map of the University of KwaZulu-Natal (UKZN)

The University of KwaZulu-Natal (Fig. 3.2) was identified for this research study because it is an institution that is particularly volatile with a rich history of student unrest. The university consists of five campuses (Howard College, Nelson R Mandela School of Medicine, Westville, Edgewood, Pietermaritzburg). Due to time constraints, work schedules of the second semester, availability and access to staff and students, the Westville campus was chosen as the focus of

study. The decision to target 4 sites on this campus was based on proximity of the sites, convenience and easy access to the population being sought, hence access to a diverse university community for the study sample was possible.

3.4 Study Population, sample size, study sample

3.4.1 Study Population

The study population refers to the larger group namely all UKZN students and staff whereas the study sample is representative of the study population (Sekaran, 2009). The research population was narrowed down from this entire multicampus university, to one campus (Westville) for practical reasons.

3.4.2 Sample size for quantitative aspect of the study – questionnaire

According to Sekaran (2009, p 296), a sample size for a selected population needs to be chosen objectively to isolate a sample from the target population representative of the studied population. Based on the rules for population sampling, given time constraints and availability of respondents, a decision was taken to distribute 108 questionnaires (Sekaran, 2012). A 95% confidence level was expected. It was initially assumed that the response rate may be less than anticipated.

3.4.3 Sample size for qualitative aspect of study

As discussed earlier the primary data collection instrument was the questionnaire which contained both quantitative and qualitative data, hence the qualitative sample size was also 108.

It was further anticipated that participants would complete and return the entire questionnaire inclusive of both the open and closed ended questions.

3.4.4 Inclusion and exclusion criteria

The main criteria for participation were that consenting respondents had to be 18 years and older, needed to have a keen interest in the topic and had the ability to read and understand English as the questionnaires were in English. The researcher targeted a diverse population both male and female, of varying age groups and academic levels.

3.4.5 Selection and recruitment of study sample

The participants were selected based on availability and enthusiasm to voluntarily participate at the time of the distribution of the questionnaire. They were invited by the researcher as well as volunteer assistants to participate in completing the primary study instrument.

Questionnaire

Non-probability convenience sampling was used for the distribution and completion of the questionnaire.

The sample chosen were inspired to have their say by completing the structured questionnaire.

From the percentage of the university population under study, a total of one hundred and eight (108) people were targeted. Cognisance was taken that the staff complement made up less than 12% of the population. From the study site, the sample was representative of the community in proportion to the staff: student ratio of the university.

The communication message to the sample was the same. While diversity was a factor during distribution of the questionnaires, issues of race, disability and sexual orientation were not considered critical aspects – the main focus was on willingness to participate.

Pre-test and pilot

A stratified sample acted as a pilot where initially, a group of 10 individuals from the university were engaged to test the appropriateness of the original questionnaire. This was undertaken prior to the document being finalized together with guidance from fellow researchers that were consulted to assist in the questionnaire development process.

Data Collection Instruments

The questionnaire was the primary data collection instrument. The questionnaire is a form of inquiry. It was designed to elicit information through mixed methods to provide a comprehensive picture, a broad perspective to understand why students behave violently with some protest action. The enquiries and statements in the instrument were designed in such a way as to gain information around certain questions that were posed. Replies from the respondents would be their own perspectives but clarity in the open ended questions assisted in the researcher obtaining more detail in answer to the key questions. The statements and questions were designed in such a way to minimize ambiguity.

The structured questionnaire was divided into three main sections. The first section dealt with demographic detail. The second section covered the closed Likert type agreement scales that addressed the quantitative aspect of the study.

These two sections constitute the quantitative data set. The third section provided open ended questions to address qualitative data to gain as much information as possible on the research topic.

The questionnaire combined data numerically and thematically. The numerical data was designed to test the relationship between the variables and the text is an inquiry process filling in the gaps to provide the whole picture.

3.5 Data Collection

3.5.1 The questionnaire (quantitative and qualitative aspects of study)

As the questionnaire was the primary data collection method, the researcher in consultation with the supervisor decided to design a tool that was relevant to the proposed research aims rather than utilize an ‘off the shelf’ document. Relevant literature, therefore, was scanned in relation to questionnaire development prior to the data collection process. The questionnaire was prepared with guidance from fellow researchers.

Distribution of questionnaires

The original idea was for the posting of the questionnaire online and for responses to be electronically completed and returned. This plan, however, was changed due to time constraints. To gain the required information, distribution took place the first two weeks into the second semester during 2014. At each of the four chosen sites the researcher enlisted the

assistance of key volunteers to distribute and collect the questionnaires. Once distributed, a suitable time period was indicated to allow respondents to complete the detail in the comfort of their own time frames. The researcher allowed a period of seven days for respondents to complete the questionnaire before returning to collect them from the allocated venues. These collection intervals were negotiated with the respondents. Collecting the questionnaires, however, took from a few days to just over a month. The researcher endeavoured to have both students and staff engaged, in spite of the challenges of availability when the researcher returned on numerous occasions to collect the completed and outstanding questionnaires. Participants were informed that the completed questionnaires would be collected a few days after distribution. The volunteer assistant and researcher arranged with a Residence Assistant (RA) and key staff members for permission to distribute the questionnaire. Assistance from the same individuals was enlisted with collection of some of the questionnaires that were not returned on time. The questionnaires were collected directly from the respondents themselves. Some were handed to the Residence Assistant for collection by the researcher. The collected data was coded and classified as respondents replied with the completed information.

Qualitative

As previously mentioned, the questionnaire was the key data collection tool for both the quantitative and qualitative data. The third section of the questionnaire was made up of the open ended questions which was used to gain participants opinions around set areas (qualitative data). Individuals and groups that showed keen interest in the research were encouraged to express their views. Data was collected with the assurance of anonymity being maintained unless particular areas warranted being mentioned which was rarely the case.

Qualitative data allowed the opportunity for examination of micro level internal processes to learn about agents of violence's own understanding of their actions (Bryman, 2007, p. 126).

Both the closed and open ended detail related to the six research questions that were used to address the research objectives. The reality of violence requires a best fit which suits the mixed methods approach for triangulation of various data sources including observation, conversations, documentation and pictorial data - to better understand the research problem.

3.5.2 Qualitative Data collection

3.5.2.1 Written data

In addition to the open-ended questions in the questionnaire, to assist with secondary data collection, *print material was considered the main relevant qualitative data source and was collected continuously and selectively over time.* Records of previous protest situations provided qualitative information of the studied university and other universities in addressing the crisis of student protest. The review of relevant literature (local and global), media reports, communiques, historical data from risk management services, journal articles, periodicals, dissertations and books were browsed to contextualize the whole concept of why there is violence in student protest.

During the distribution of the questionnaires, potential participants were provided with an overview of the study, informed consent, confidentiality, the right to non-participation and participation in order to make an informed decision regarding study participation.

Notes were used by the researcher to ensure accuracy of the detail. Secondary content was the opportunity for participants' to express their opinions and experiences by answering open-ended questions. The researcher recorded comments by grouping the data that was similarly reported.

3.5.2.2 Pictorial data

Pictorial data can be defined as an expression of data in picture form, the collection of significant pictures that may have some relevance to the subject being studied. Pictorial is defined as something illustrated or expressed in pictures. The pictures tell a story. Pictorial representation in this instance was expressed as a visual representation by photography. During the exploring, with permission, photographs of key spaces in the university and on Westville campus that had been desecrated during the unrest period were collected from a range of sources. *The photographic material was considered relevant when they appeared to signpost symbolism. This was confirmed during conversation with students and staff.* Some photographs were taken personally and other relevant pictures were systematically sourced for their symbolic meaning (as explained by some protesters and interpreted by the researcher). Some pictures were sent to the researcher by people who were aware that the research was being conducted. Some were retrieved from social media postings in the public domain.

Observation template

The 5WH approach (who, what, where, when, why and how type template) was adopted when discussing or observing issues related to protest and violent behaviour. This was the simplest

way to memorize the kind of information to gain evidence about the protests that took place when discontent was discussed at length.

Non-response rate

Of the 108 questionnaires handed out, 72 were received back. Worth noting was that the researcher did not anticipate that some participants would not complete all of the open ended questions.

3.6 Data Analysis

‘Quantifying, unfolding, grouping and understanding’ are at the heart of mixed methods data analysis. Whilst mixed methods was utilized, there was a greater reliance on the quantitative data in the data analysis process.

3.6.1 Quantitative data analysis

The questionnaire data was captured using a spreadsheet and was analysed utilising a system that was compatible with the Statistical Package for the Social Sciences (SPSS 22) statistical programme. After transforming the information into more useable entities, for ease of reference numerical and graphic representations of the data was displayed. This facilitated interpretation allowing the researcher to simplify relevant findings that met the research objectives and answered the research questions.

Univariate analysis (the simplest form of quantitative analysis carried out with the description of a single variable e.g. age) was used to describe the study sample and bivariate analysis was used to investigate associations. A basic way of presenting univariate data is to create a

frequency distribution in a table format or bar chart. Multivariate analysis is a statistical procedure to measure more than one type of observation or measurement, more than one dependent variable (phenomenon of interest), more than one independent variable (predictor) or both. A multivariate regression model was developed to identify factors associated with respondents positive and negative experiences concerning university student protest root causes.

3.6.2 Qualitative data analysis

The data from the open-ended questions were captured and thematically grouped. All data was read to ensure a thorough understanding of the content and context. Open-coding techniques used for analysis of each question identified themes and sub-themes based on recurring ideas and concepts. The researcher read and reread several times, coding the data using thematic analysis to identify differences and similarities of respondents to ensure the dependability and trustworthiness of the data. This was ongoing during the data collection phase in order to address any gaps in information.

3.6.3 Descriptive analysis

Descriptive statistics provide simple quantitative summaries about the sample and observations made in relation to sample size, demographics, age, sex – using the data to learn about the population that the sample of data is supposed to represent. Such data may be summarised

statistics or simple to understand visual graphs. Some measures commonly used to describe data sets are measures of central tendency and measures of variability or dispersion – measures of central tendency include the mean, median and mode while measures of variability include the standard deviation (or variance), the minimum and maximum values of the variables, kurtosis and skewness (Doane & Seward, 2011).

3.6.4 Inferential Statistics defined

Inferential statistics uses data from a sample to infer details about a population employing probability theory for making predictions and deducing or making inferences from the analysis of the properties of a data sample drawn from it.

Feedback from the questionnaire guided the research, provided significant data that could be described and compared quantitatively and qualitatively. The quantitative and qualitative data were coded for analysis. Descriptive and inferential statistics provided different insights into the nature of the data that was gathered. The quantitative data was analysed by means of useable statistical representations. The qualitative information was coded to accommodate data that was theme driven. Environmental, resource, infrastructural and communication related categories were isolated.

3.7 Reliability, Validity and Trustworthiness

This research was addressed from multiple perspectives. Validity is the degree to which the research measures what it is supposed to measure. Reliability reflects the reality at the time. For the data to be meaningful, it has to be consistent and stable. Triangulation is associated with reliability and validity in qualitative research. Theory triangulation is multiple theories/perspectives being explored to interpret and explain the data (Sekaran & Bougie, 2009, p. 384). The more reliable the scores from the instrument the more valid the scores may be (Creswell, 2012, p. 159). The Cronbach's alpha test and retest of reliability for each question tested the reliability of the instrument with its various scales of measurement. Cronbach's alpha and the test – retest reliability procedures were used to test reliability of the instrument which had accepted scales of measurement that address all four of the data collection types – nominal, ordinal, interval and ratio scales of measurement.

3.8 Ethical Considerations

Prior to data collection taking place, ethical clearance was sought and received from the Humanities & Social Sciences Research Ethics Committee (H55/0936/013M). Approval was also received from UKZN gatekeepers to conduct the study on campus.

3.8.1 Research Rigour

In addition to obtaining the necessary ethical clearance to undertake the research, anonymity and confidentiality of participants was protected. Numbers were assigned to each returned questionnaire which offered privacy of respondents (Creswell, 2012, p. 169). Complete confidentiality of information was assured. The numbering of the questionnaires was for ease of reference. Data collection focused on maintaining respect for respondents through the informed consent clause contained in the questionnaire. Assurance was given to all individuals that engagement in the research study was voluntary and they were free to withdraw at any time.

All data collected was secure and all findings did not identify individuals but provided group information. Research outcomes are honestly reported when exploring and comparing findings. No respondent was penalized nor were their current positions jeopardized by participating in the research so they had the freedom to provide information without fear of intimidation or placing themselves at risk in any way. Respondents were made to feel comfortable and not apprehensive given the sensitivity of the information, especially for individuals that may have been directly involved in violent behaviour, damage to property or affecting the reputation of UKZN.

Despite the fact that it was not possible in the sample to obtain equivalent representation of the total university population, this did not detract from achieving the objective of the study of obtaining varied opinion on violence potential indicators from the current sample.

3.9 Limitations of the study

Generalizability of the information in the study is limited to Westville campus. This, however, could act as a means to understanding violent student protest triggers and its dynamics within UKZN. These triggers could act as a dashboard to predict behaviours for responses to mitigate the risk of violent protest. These factors could also be used for further research.

3.10 Conclusion of the Research Methodology

This chapter provides in-depth evidence of the methodology utilised to gain insight into obtaining data on violent student protests and the key triggers. The mixed methods approach was used to gather information, assess the driving forces for risk of violent protest and addressed key research questions. The questionnaire contained closed quantitative and open ended qualitative questions, thereby strengthening the efforts of reaching the research aim and objectives. The study was conducted on one campus of UKZN (Westville) with 4 nominated sites from which a sample of the university community of students and staff were selected. This method is important in gleaning multiple indicators and perspectives around protest violence among university students.

Chapter Four focuses on presentation of the collected data.

Chapter Four

Data Presentation

4.1 Introduction

The previous chapter gave attention to the research methodology whilst this chapter presents relevant data gathered and is grouped into demographic, quantitative and qualitative information.

The statistical tests used in the analysis are listed below as follows:

- Descriptive statistics include means and standard deviations, where applicable. Frequencies are represented in tables or graphs.
- Wilcoxon Signed Ranks test: A non-parametric test is used to test whether the average value is significantly different from a value of 3 (the central score). This is applied to the Likert scale questions. It is also used in the comparison of the distributions of two variables.
- Chi-square test of independence: used on cross-tabulations to see whether a significant relationship exists between the two variables represented in the cross tabulation. When conditions are not met, Fisher's exact test is used.
- Kruskal Wallis Test: Non parametric equivalent to ANNOVA. A test for several independent samples that compares two or more groups of cases in one variable.
- Mann Whitney U Test: Non parametric equivalent to the independent samples t-test.

4.1.1 Demographic Information

From the histogram, (Fig 4.1), significant information provided on gender, age, and education levels related to:

- 58% of respondents being female and 42% were male.

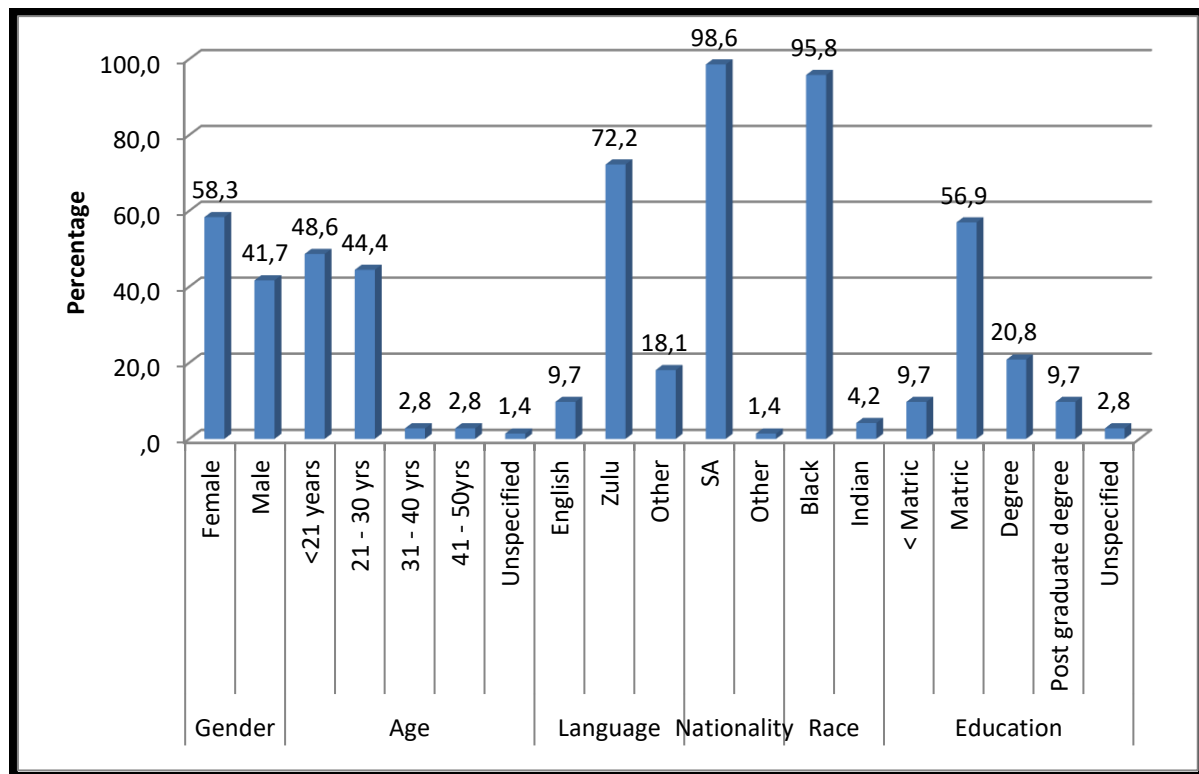


Fig 4.1 A histogram illustrating the Gender, age and education level of the sample set respondents.

- 49 % of respondents being less than 21 years of age; 44% were between the ages of 21 and 30 and 7% were over 30 years old. Altogether 93% of respondents were under 30 years of age. 51% were between 21 and 50 years of age.
- All understood English - 72% listed Zulu, 18% other and 10% listed English as their first language.
- 99% were South African citizens.

- 69% had no formal degree - 57% having completed matric with 21% currently studying for and/or having an under graduate degree. More than 31% were degreed or studying towards a degree - 10% were engaged in or had post graduate qualifications.

4.1.2 Population Statistics

The histogram below (Fig 4.2) illustrates the tertiary institution (UKZN Westville campus) college subdivisions of the sample set respondents:–

- 93% students and 7% staff respondents
- All intended sectors represented at Westville campus were covered

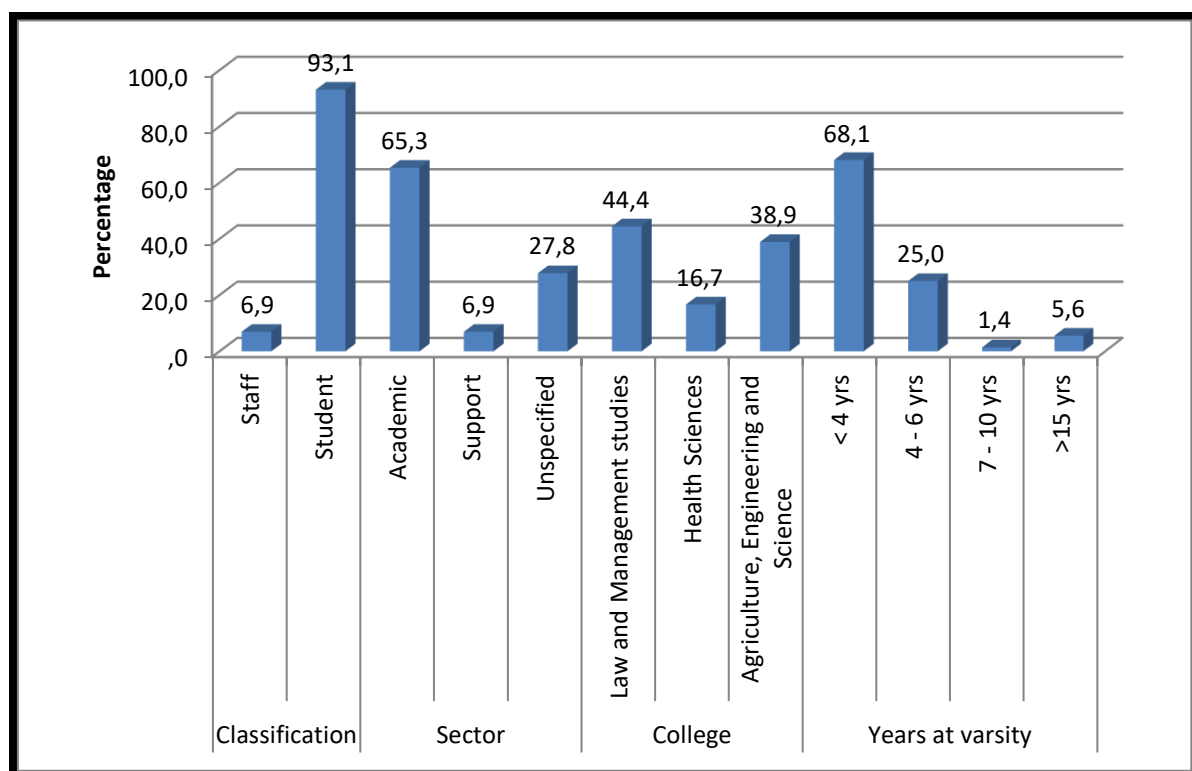


Fig 4.2 A histogram illustrating the tertiary institution (UKZN Westville campus) college subdivisions of the sample set respondents.

- 68% of respondents were in the university for less than four years.
- 32% were in the university between 4 and 15 years. Of these, 25% were in the university between four and six years and approximately 7% were in the university for more than 7 years.

4.1.3 Conclusion to the Demographic detail

Questionnaires were distributed to staff and students at 4 sites on the UKZN - Westville Campus. There was a 67% response rate with 99% being South African citizens; 93% were students; 58% were female; 51% between 21 and 50 years old; 49% of respondents were less than 21 years old.

All colleges of the Westville campus community were represented in the sample of respondents.

4.2 Factors leading to violent protest

From the Likert scale type data (Section B), the mean/average score for significant agreement with the statements for questions 1 to 5 were extracted. The summary below highlights data in order of priority comparing data with a score greater than 3.5 (quantitative data). The qualitative data (Section C) summarizes the open ended questions.

Table 4.1 A Data Summary of the participants responses to the posed questions on violence behaviour triggers.

TOPIC : TRIGGERS THAT LEAD TO STUDENT PROTESTS & VIOLENT BEHAVIOURS AT A UNIVERSITY																																					
LIKERT SCALE LEVELS OF AGREEMENT ON FACTORS THAT LEAD TO STUDENT PROTEST																																					
Q1	Q2	Q3																																			
Root Causes of Protest	Infrastructure, Resources, Environ	Mechanisms to address dissatisfaction																																			
1. Structure of Fees	1. Funding needy students	1. Law Enforcement aggravate violence																																			
2. Not having a say	2. Hot water in residences	2. Mechanisms to address unrest																																			
3. Exclusion possibility	3. Accommodation conditions																																				
4. Needs not met	4. Law Enforcement provocation																																				
5. Res Accommodation																																					
6. Resource inadequacy																																					
7. Delays - Fin. Aid																																					
8. Disrespect																																					
Q4	Q5	Section C																																			
Items fueling violence	Items to eliminate violence	<div><p>Fig 4.2.3 Qualitative Data - Communication, Environment, Resources, Infrastructure</p><table><tr><th></th><th>Q1</th><th>Q2</th><th>Q3</th><th>Q4</th><th>Q5</th><th>Q6</th></tr><tr><td>C</td><td>32</td><td>47</td><td>7</td><td>20</td><td>30</td><td>5</td></tr><tr><td>E</td><td>2</td><td>1</td><td>11</td><td>15</td><td>7</td><td>18</td></tr><tr><td>R</td><td>11</td><td>3</td><td>2</td><td>1</td><td>4</td><td>2</td></tr><tr><td>I</td><td>9</td><td>4</td><td>8</td><td>10</td><td>5</td><td>23</td></tr></table></div>		Q1	Q2	Q3	Q4	Q5	Q6	C	32	47	7	20	30	5	E	2	1	11	15	7	18	R	11	3	2	1	4	2	I	9	4	8	10	5	23
	Q1		Q2	Q3	Q4	Q5	Q6																														
C	32		47	7	20	30	5																														
E	2		1	11	15	7	18																														
R	11		3	2	1	4	2																														
I	9	4	8	10	5	23																															
1. Response delays	1. Speedy response																																				
2. Inferior treatment	2. Respect to students																																				
3. Sarcasm by staff																																					

4.2.1 Quantitative data

Only tables and graphs of relevance to the research were extracted from the results report.

4.2.1.1 Root Causes

Table 4.2 Responses to question 1 on root causes

Levels of Agreement on Root Causes from Question 1	N	Mean	Std. Deviation
1.1 Students not being shown respect by academic staff at all times	71	4.17	1.621
1.2 Students not being shown respect by support staff at all times	70	4.21	1.596
1.3 The structure of tuition fees	69	5.54	.797
1.4 Delays in financial aid administration	69	5.45	.916
1.5 Allocation of residence accommodation	69	4.97	1.339
1.6 The lack of provision of adequate basic requirements like washing machines in residences	70	4.49	1.462
1.7 Not having reported needs met on time	69	5.09	1.280
1.8 Not having a say in university decisions	71	5.15	1.191
1.9 Possibility of exclusion from continuing to study	71	5.15	1.142

From responses to question 1, the table above (Table 4.2) indicates the average scores of the level of agreement with statements made around root causes of protest.

In perusing the line graph related to question 1, (*Fig. 4.3*) the average values for question 1 (e.g. q1.1 is 4.17) is greater than 3.5, which is the central score, and it is significant, we can say that there is significant agreement with the statements. From this quantitative data, on levels of agreement from the Likert scale, in terms of root causes of violent protest, the data indicates strong agreement, by average scores and percentages of more than 50% (fifty percent) for five (5) areas being:

- Structure of tuition fees (5.54 - 63%); Delays in financial aid administration (5.45 - 60%); Not having a say in university decisions (5.15 - 53%); Possibility of exclusion from continuing to study (5.15 - 53%) and not having reported needs met on time (5.09 - 50%).

Analysis shows that there is significant agreement that root causes of protest include: students not being shown respect by academic staff at all times ($Z(N=71) = -3.42, p=.001$; students not being shown respect by support staff at all times ($Z(N=70) = -3.436, p=.001$; the structure of tuition fees ($Z=69$)= $-7.394, p<.005$; delays in financial aid administration ($Z(N=69) = -7.143, p<.005$); allocation of residential accommodation ($Z(N=69) = -6.038, p<.005$); the lack of provision of adequate basic requirements like washing machines in residences ($Z(N=70) = -4.730, p<.005$; not having reported needs met on time ($Z(N=69) = -6.311, p<.0005$); not having a say in university decisions ($Z(N=71) = -6.706, p<.005$; possibility of exclusion ($Z(N=71) = -6.697, p<.0005$).

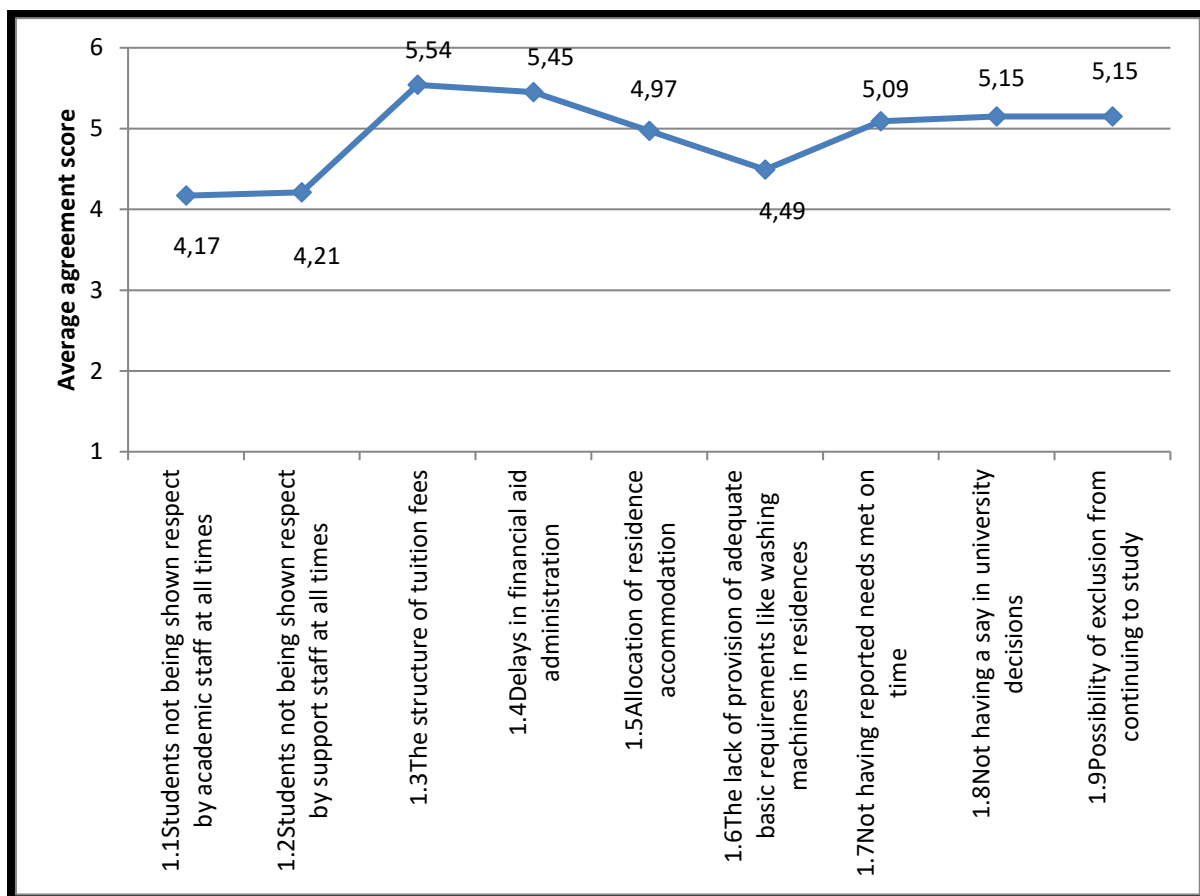


Fig 4.3 A line graph illustrating the root causes of violent protest according to the responses to Question 1.

Root Causes – Staff and Student Agreement Levels

The histogram (Fig 4.4) indicates significant differences between opinions on causes on the top five recorded root causes of protest.

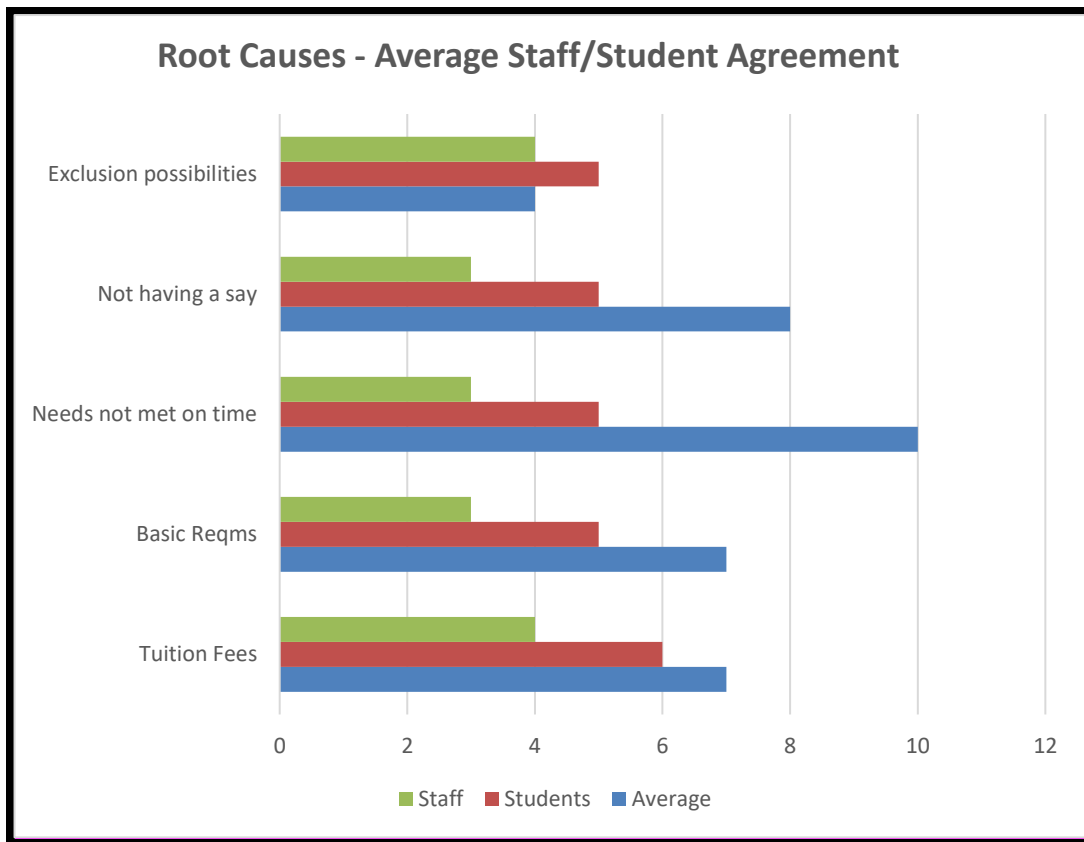


Fig 4.4 A histogram illustrating differences of opinion on root causes from the sample set of staff and student respondents.

Higher average agreement by students than staff is indicated on the root causes of protest in relation, especially to the top five out of the nine responses:

- the structure of tuition fees - ($Z(N=69) = 6.996, p = .008$) - average agreement by students is 5.64 and staff, 4.20; the lack of provision of adequate basic requirements like washing machines in residence - ($Z(N=70) = 7.072, p = .008$) - average agreement by students is 4.63 and staff, 2.60; not having reported needs met on time - ($Z(N=69) = 10.115, p < .005$) -

average agreement for students is 5.25, and staff is 3.00; not having a say in university decisions - ($Z(N=71) = 7.987, p = .005$) - average agreement for students was 5.33, and staff is 2.80; the possibility of exclusion from continuing to study - ($Z(N=71) = 4.365, p > .005$) - average agreement for students was 5.27, and staff was 3.60.

Report by Gender

In the histogram (Fig 4.5) there is evidence of significant difference in opinion as perceived by female and male respondents, in four areas. Not being shown respect by academics and support staff, basic requirements not met and not having a say in university decisions were perceived as causes of protest. Average agreement for males (5.73) is higher than for females (4.73).

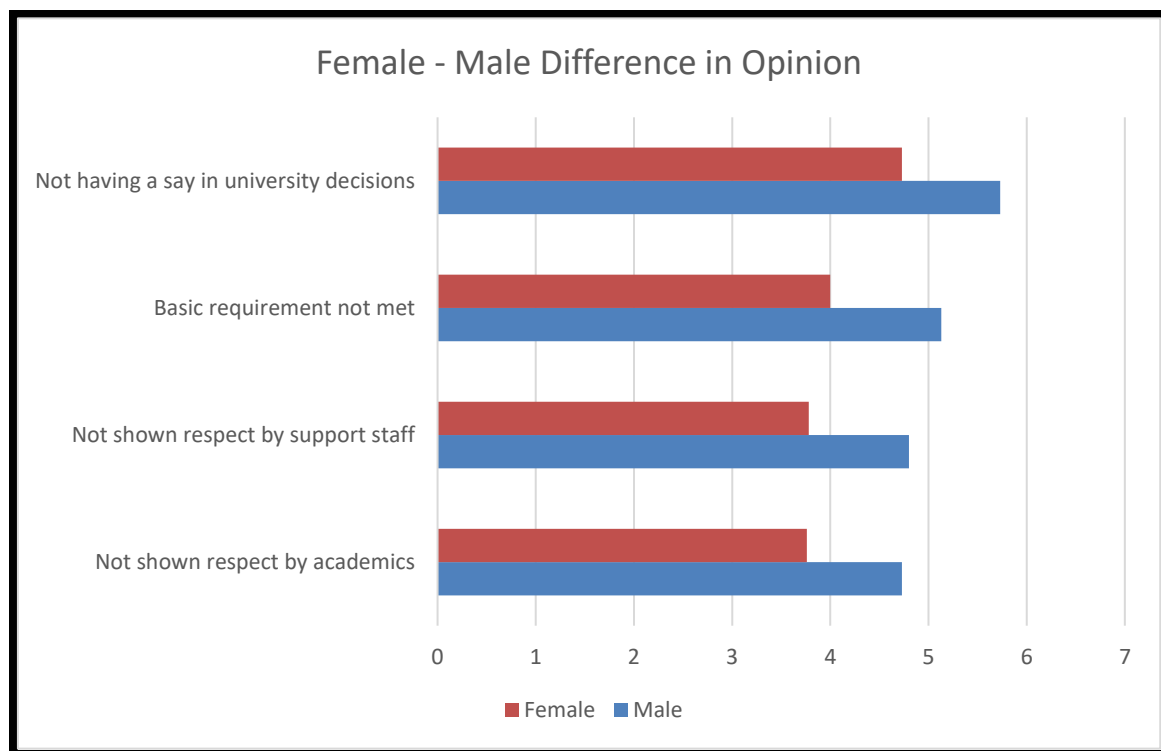


Fig 4.5 A histogram illustrating differences of opinion from the sample set of male and females from the sample set respondents.

Table 4.3 Average scores by gender of participants responses to the statements posed in question 1 on violence behaviour triggers.

Average scores by Gender		N	Mean	Std. Deviation
1.1Students not being shown respect by Female academic staff at all times		41	3.76	1.578
	Male	30	4.73	1.530
	Total	71	4.17	1.621
1.2Students not being shown respect by support Female staff at all times		40	3.78	1.593
	Male	30	4.80	1.424
	Total	70	4.21	1.596
1.6The lack of provision of adequate basic Female requirements like washing machines in Male residences		40	4.00	1.485
	Male	30	5.13	1.167
	Total	70	4.49	1.462
1.7 Not having reported needs met on time	Female	39	4.79	1.418
	Male	30	5.47	.973
	Total	69	5.09	1.280
1.8Not having a say in university decisions	Female	41	4.73	1.361
	Male	30	5.73	.521
	Total	71	5.15	1.191

Report by Age

Table 4.4 Average scores by age of participants responses to the statements posed in question 1 on violence behaviour triggers.

Average scores by age		N	Mean	Std. Deviation
1.1 Students not being shown respect by academic staff at all times	<21 years	35	3.83	1.636
	21 - 30 yrs	31	4.81	1.400
	31 - 40 yrs	2	2.50	.707
	41 - 50yrs	2	2.00	1.414
	Total	70	4.17	1.633
1.3 The structure of tuition fees	<21 years	33	5.70	.467
	21 - 30 yrs	31	5.61	.715
	31 - 40 yrs	2	5.00	.000
	41 - 50yrs	2	2.50	.707
	Total	68	5.54	.800
1.5 Allocation of residence accommodation	<21 years	33	4.97	1.015
	21 - 30 yrs	31	5.16	1.440
	31 - 40 yrs	2	5.00	.000
	41 - 50yrs	2	1.50	.707
	Total	68	4.96	1.343
1.7 Not having reported needs met on time	<21 years	33	5.55	.711
	21 - 30 yrs	31	4.94	1.365
	31 - 40 yrs	2	4.50	.707
	41 - 50yrs	2	1.50	.707
	Total	68	5.12	1.264

Table 4.4 indicates significant differences of opinion on causes by the different age categories.

4.2.1.2. Environmental, Resource allocation, Infrastructural and Communication (ERIC) impact

Table 4.5 Summary of participants responses from question 2 on the ERIC impact to violence behaviour triggers.

ERIC impact from Question 2	N	Mean	Std. Deviation
2.1 Conditions in campus accommodation	71	4.59	1.420
2.2 Hot running water in residences	72	4.76	1.570
2.3 Funding to cover all needy students to prevent exclusions	72	5.44	1.019
2.4 Insufficient computer facilities on campus	71	3.37	1.632
2.5 Sexual favours to get things done	69	3.01	1.843
2.6 Provocation by law enforcement authorities	71	4.46	1.620

In looking at the Table 4.5, the average values for question 2 (e.g. q2.1 is 4.59) is greater than 3.5, which reflects a significant agreement on environmental, resource allocation, infrastructural and communication (ERIC) impact. This includes:

- conditions in campus accommodation ($Z(N=71) = -5.171, p < .005$); hot running water in residences ($Z(N=72) = -5.562, p < .005$); funding to cover all needy students to prevent exclusions ($Z(N=72) = -7.385, p < .005$); sexual favours to get things done ($Z(N=69) = -2.029, p > .005$); and provocation by law enforcement authorities ($Z(N=71) = -4.432, p < .005$).

It is also noted that with 2.4 (insufficient computer facilities on campus), and 2.5 (sexual favours to get things done), significant disagreement was shown ($Z(N=71) = -7.21, p > .005$).

Difference between Staff and Student responses

Table 4.6 Participants responses from question 2 on the average on Staff and Student opinions to violence behaviour triggers.

Scores on Staff and Student Opinions	N	Mean	Std. Deviation
2.2 Hot running water in residences Staff	5	2.80	.837
Student	67	4.91	1.515
Total	72	4.76	1.570
2.3 Funding to cover all needy Staff	5	3.80	1.483
students to prevent exclusions Student	67	5.57	.874
Total	72	5.44	1.019
2.6 Provocation by law enforcement Staff	5	2.60	.894
authorities Student	66	4.61	1.578
Total	71	4.46	1.620

In tables 4.6 and 4.7, the significant differences between staff and students, and the various age groups, related to hot running water in residences, funding to cover all needy students to prevent exclusions and provocation by law enforcement authorities.

Question 2 - Report by Age

Table 4.7 Participants responses from question 2 on the report by age in response to statements posed in question 2.

Report by Age	N	Mean	Std. Deviation
2.1 Conditions in campus accommodation	35	4.74	1.379
21 - 30 yrs	31	4.55	1.480
31 - 40 yrs	2	4.50	.707
41 - 50yrs	2	2.50	.707
Total	70	4.59	1.429
2.2 Hot running water in residences	35	5.00	1.553
21 - 30 yrs	32	4.81	1.491
31 - 40 yrs	2	3.50	.707
41 - 50yrs	2	2.50	.707
Total	71	4.80	1.546
2.3 Funding to cover all needy students to prevent exclusions	35	5.60	.812
21 - 30 yrs	32	5.47	.983
31 - 40 yrs	2	5.00	1.414
41 - 50yrs	2	2.50	.707
Total	71	5.44	1.024
2.6 Provocation by law enforcement authorities	35	4.46	1.597
21 - 30 yrs	31	4.77	1.564
31 - 40 yrs	2	2.00	.000
41 - 50yrs	2	2.50	.707
Total	70	4.47	1.631

4.2.1.3 Actions by Authorities to address dissatisfaction

Information below indicates significance in agreement around actions and mechanisms to address dissatisfaction.

Table 4.8 Participants responses on the Actions by Authorities to protest as posed in question 3.

Actions by Authorities – Question 3	N	Mean	Std. Deviation
3.1 Conflicts are resolved quickly and collectively through group discussions, drawing insights from all levels of the organization for possible solutions	71	3.87	1.788
3.2 It is easy for students to voice their concerns to management when they are dissatisfied about university matters.	72	3.19	1.859
3.3 It is easy to discuss improvements to university life conditions and get immediate responses to requests without students being blamed for creating problems	71	3.20	1.895
3.4 It is easy to raise discontent issues and be given sufficient time to get expected answers because the university is student focused	71	3.28	1.709
3.5 Involvement of security officers and police for law enforcement is helpful in maintaining order when staff and students need protection from violent outbursts	71	3.69	1.887
3.6 Law enforcement agents aggravate dissatisfaction and further campus violence	72	4.56	1.635
3.7 Mechanisms are in place to address student unrest	72	3.93	1.747

From Table 4.8 and the line graph Fig 4.7, the average values for question 3 (eg q3.1 is 4.47) is greater than 3.5. We can draw a conclusion that there is significant agreement around actions and mechanisms to address dissatisfaction. The information of significance include results that:

- law enforcement agents aggravate dissatisfaction and further campus violence ($Z(N=71) = -4.665, p < .005$); and that mechanisms are in place to address student unrest ($Z(N=72) = -2.002, p > .005$).

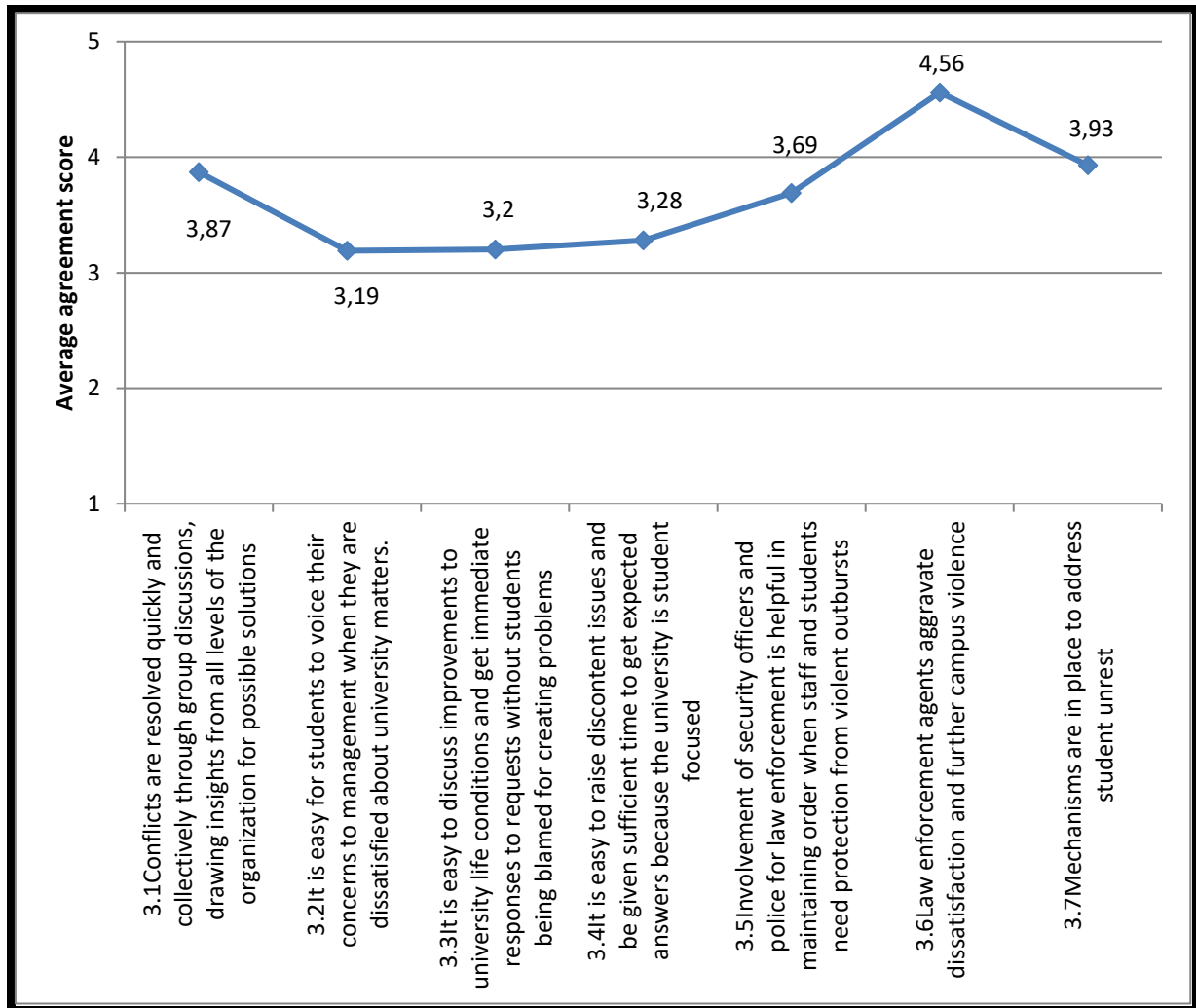


Fig 4.7 A line graph illustrating the actions by authorities according to the responses to Question 3.

4.2.1.4 Violence accelerators

Line graph *Fig 4.8* indicates that the average values for question 4 (eg q4.1 is 4.49) is greater than 3.5 and it is significant. We can thus say that items that fuel violence include sarcastic attitude of staff when addressing students ($Z(N=72) = -4.499, p < .005$; students treated as

inferior to staff ($Z(N=72) = -5.192, p < .005$) and delays in responses to grievances ($Z(N= 72) = -6.529, p < .005$).

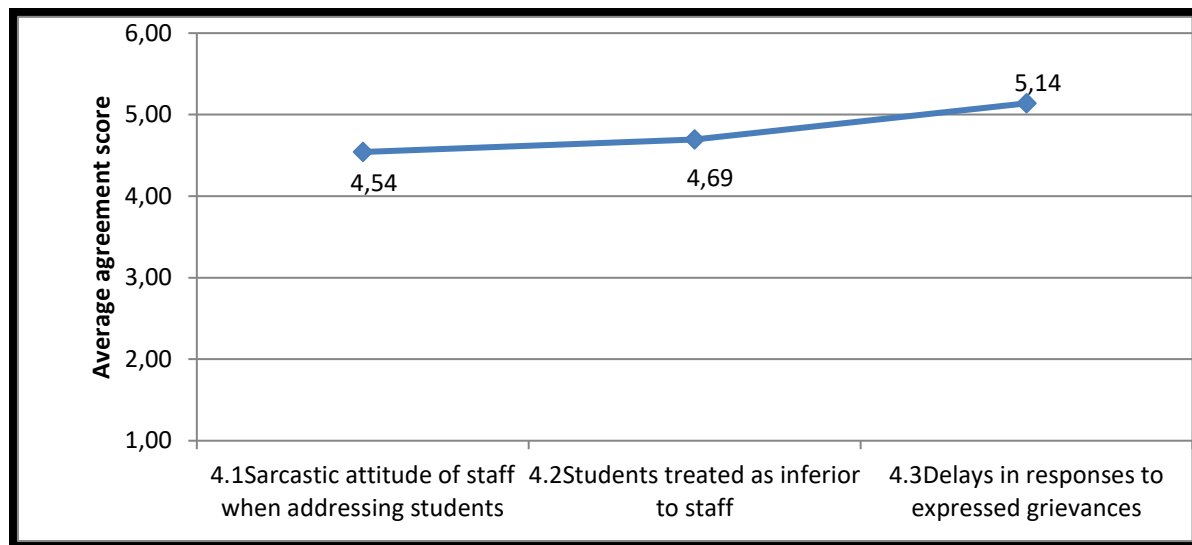


Figure 4.8 A line graph illustrating violence accelerators according to responses to Question 4

4.2.1.5 Communication link

Line graph Fig 4.9 reflects that the average values for question 5 (eg q5.1 is 5.17) is greater than 3.5, which signifies a significant agreement with the statements of communicating respectfully and responding without delay to received complaints which could contribute to reducing violent protest behaviour.

Communication link

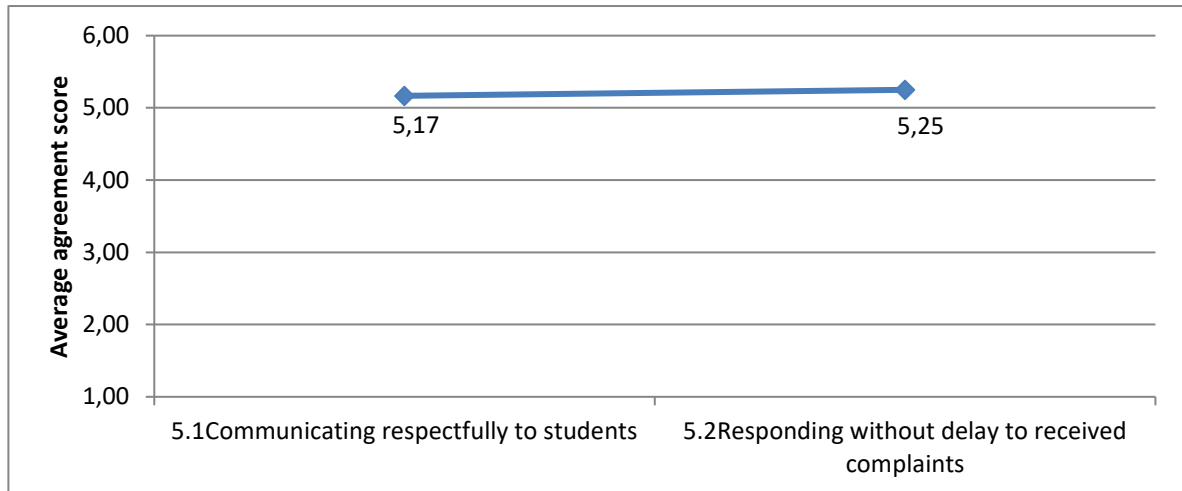


Fig 4.9 A line graph illustrating communication links according to responses to Question 5

4.2.2 Conclusions on Quantitative Data

Significant quantitative data was extracted from the closed questions. Descriptive statistics provided quantitative summaries from the respondents. The quantitative data consisted of responses mainly to the Likert scale type statements. From responses to all the questions, key information related to evidence of significant agreement with variation in responses between students and staff as well as differences between female and male respondents. The mean values that were greater than 3.5 were considered significant for most of the quantitative statements.

In summary, response to the quantitative statements were listed in order of significance as follows:

Question 1 - Root Cause indicators

Root cause indicators prioritized as follows: structure of tuition fees, not having a say in university decisions, possibility of exclusion from continuing to study, not having reported

needs met on time, allocation of residence accommodation, lack of provision of adequate basic requirements like washing machines in residence, delays in financial aid administration,

students not being shown respect by support staff at all times, students not being shown respect by academic staff at all times.

Question 2 – ERIC issues

Environmental, Resource allocations, Infrastructural and Communication (ERIC) issues related to funds for all needy students, hot running water, conditions in campus accommodation and provocation by law enforcement.

Question 3 - Mechanisms used by university authorities :-

Law enforcement aggravates violent behaviour.

Question 4 – Violence Accelerators

Delays in responses to grievances, students treated as inferior to staff and sarcastic attitudes of staff when addressing students contribute to accelerating violence.

Question 5 - Violence eliminators

Responding without delay to received complaints and communicating respectfully to students could contribute to reducing violent protest behaviour.

4.2.3 Qualitative Data

4.2.3.1 Open-ended questions grouped

With data collection from the 6 open ended questions, the information was grouped according to the research questions and provided the following results:

As illustrated in histogram Fig 4.10, communication featured prominently in four (4) out of the six (6) areas of questioning. Themes emanating from each question outlines the areas of significance in relation to the independent and dependent variables.

Qualitative data

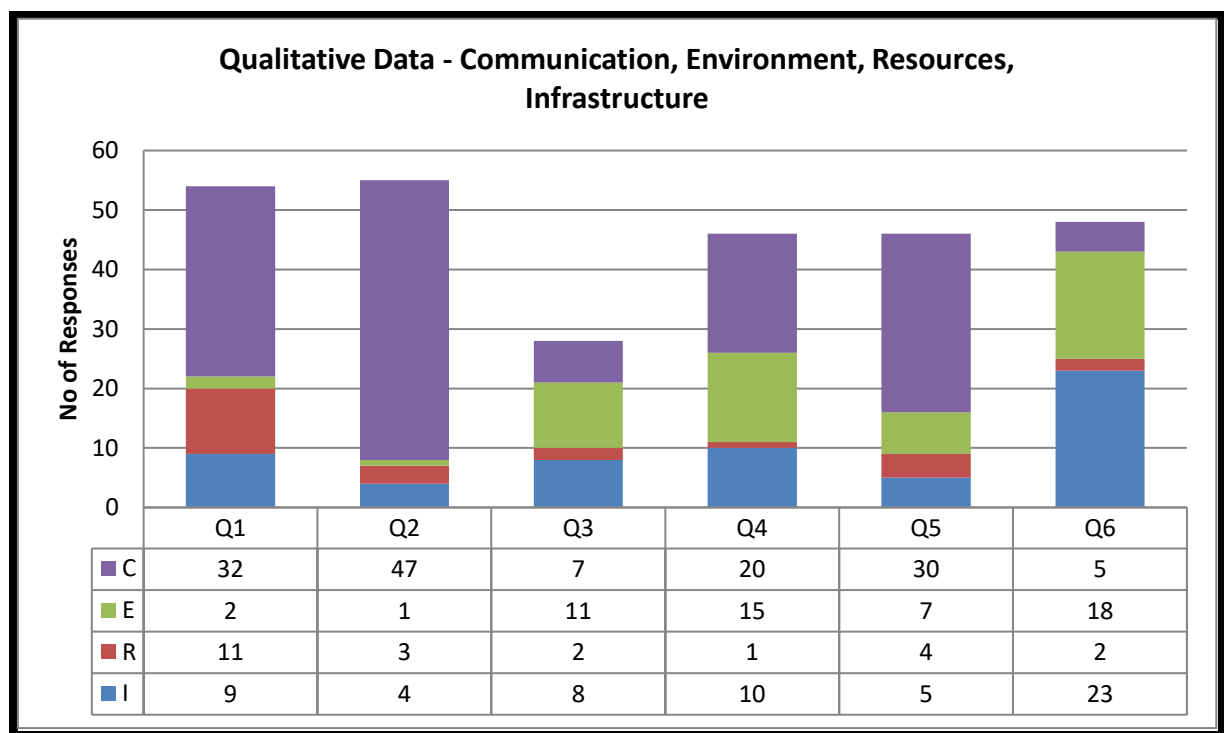


Fig 4.10 A histogram illustrating qualitative data from the sample set respondents on violence behaviour triggers related to Communication, Environment, Resources and Infrastructure.

- In answer to question 1 (In your opinion what do you think are the causes of violent protests by university students?), 59% (thirty two participants), indicated communication and 20% (eleven respondents), listed resource issues as a cause of violent protests. comments related to “...delays in responses to expressed grievances” and “needs not met on time” were reported.
- From question 2 (What do you think can be done to address protest before violent behaviour occurs?), 85% (forty seven participants), indicated the need for better communication to address protest before it escalates into violence. Comments related to “... Respect..., authorities should listen..., minimize delays in responding, once masses have spoken..., difficult to stop....,” were reported.
- With question 3 (What do you like about how the university involves itself in protest handling?), 39% expressed satisfaction. Some participants did not answer the question but those that did answer, indicated that there was nothing that they liked about how the university involved itself in protest handling. Out of twenty eight replies, only eleven answers were received to question 3.
- Question 4 asked - What do you not like in terms of authorities (staff and student leadership) handling of protest and why? 43% (twenty participants), indicated communication type responses. An example of responses “authorities..., don’t listen ..., students feel ill treated and disrespected..., Red Ants are abusive ...fuel anger and perpetuate violence....”.
- Question 5 asked - What do you think could be done to ensure that violent protest is minimized if not eliminated? - 65% (thirty participants) indicated better communication could be used to ensure violent protest is minimized if not eliminated. Examples of comments were as follows: “... be fair..., LISTEN to voices of students..., address issues properly..., remove Red Ants”.
- With the final question (What do you think could be done to ensure the safety of students and staff during violent protest?), only forty eight participants responded. 48% (Twenty

three participants) and 38% (eighteen participants), indicated that “attending to infrastructure and environmental factors respectively could minimize if not eliminate violent protest”.

4.2.3.2 Presentation of themes and challenges

Communication featured prominently in most of the responses. Respect, listening, abusive behaviour, as well as infrastructure and environmental factors were highlighted as challenges.

Fig 4. Presentation of pictorial data - Significance of symbolism ????

			
“Red Ants”		Provocation	
			
Med School Protest	????	Burning of garbage	
			
Housing division windows smashed at night		Risk Management services stoned	
			
Administration building & certain residences set alight		levelled playing fields of the rich and poor	

4.2.4 Conclusions on qualitative data

Some participants did not respond to all the questions. In four out of the six questions as seen in histogram Fig 4.10, communication was rated as the highest percentage.

Question 1 – From the thirty two that answered this question, 59% indicated communication as a root cause to the decision to behave violently;

Question 2 – Forty seven participants answered this question of which, 85% indicated that better communication could be used to address protest before it becomes violent;

Question 3 – Of the twenty eight people that participated, only eleven participants answered this question and of the numbers that participated in answering this question, 39% were satisfied with the way the university handles protest.

Question 4 - only twenty participants answered this question, 43% of which indicated communication such as “not listening”.

Question 5 - of the thirty participants that answered this question - 65% indicated better communication like “listening”. With the issue of fueling and minimizing violent behaviour, communication also featured.

Question 6 - of the forty eight participants, twenty three answered this question, and of those 48% and 38% respectively indicated that infrastructure and environmental measures by the university could ensure safety of the university community.

The pictorial information indicated data of particular spaces and acts that related to destructive and/or harmful behaviour. Examples like the Administration building being set alight, the Residence Affairs Department and Risk Management Services offices having their windows smashed, road closure and the burning of garbage at an access entrance point to the university,

demonstrating students, overturned university vehicle, captions displayed on pictures of the security officials, rubber bullets and graves, provided symbolism of significance.

4.3 Conclusion of Chapter Four

This chapter focused on a presentation of data in relation to demographics of respondents. Quantitative and qualitative results from questionnaires were collected from four venues (two student residences and two staff office blocks) on Westville Campus of the University of KwaZulu-Natal, South Africa. Questionnaires were distributed manually and subsequently collected personally by the researcher. Services of a volunteer peer educator, residence assistant and staff member were enlisted to assist with distribution and collection of questionnaires. Responses were received from seventy-two out of the one hundred and eight questionnaires. The study was conducted during second semester of 2014 prior to the examination period. The services of fellow researchers and an analyst was solicited to assist with questionnaire development and analysis. Responses recorded significant agreement to statements, on possible factors that accelerate violent protest behaviour among university students. A cross section of staff and students responded with 93% from students and 7% from staff. Of these respondents 58% were female and 42% were male. 99% of the respondents were South African citizens. Levels of agreement and perceptions differed significantly between staff and students and between females and males. 94% of the respondents were under thirty years of age. 51% were between twenty-one and fifty years of age. Responses were representative of the population from all colleges operating within the university. Quantitative and qualitative results provided information in relation to environmental, resource allocation, infrastructural and communication (ERIC) related data that was collected. This chapter presented the data from the findings. The next chapter provides a detailed discussion around the data that was presented.

Chapter Five

Discussion of Results

5.1 Introduction

The previous chapter provided a presentation of the data. This chapter discusses the results in more detail. It outlines the themes highlighting a tapestry of the data in relation to violence motivation and its interconnected systems.

Some factors perceived to be key drivers as Violence Potential Indicators (VPIs), accelerating violent protest by disgruntled students, included: tuition fees, financial aid administration, resource inadequacies as well as attitude (manner and approach) of staff. All these issues have a link with communication which may be considered to be a risk. Jessor's (1991) theory of risk behavior - explains that risk behaviour is influenced by biological (physical), emotional, psychological, social and behavioural factors. These behaviours may also be influenced by internal and external forces that pressurize individuals, who do not really know each other all that well, to come together in a group bound in terms of need or belief to communicate about and address a common issue. In the application of this theory, risk and risk perception should be viewed as a social construct. Perception is the core issue that influences outcomes. Much of the literature focuses on the fact that the unrest in university is sporadic and the causes are multifaceted but largely due to experiences. Violent behaviour, as a means to an end may be a strategic, revolutionary, radical method to bring about positive change within the systems of a university environment.

The build up to violent behaviour is likened to a fuelled up vehicle on a journey at an accelerating speed on a road that is under construction and laden with warning signs and pot holes. Whilst information on average agreement differ significantly between staff and students as well as between females and males, this is not as important as the significance of agreement in totality with the majority of the statements. There is sufficient evidence from the quantitative and qualitative

data that manner of communicating is a key driver of the decision to accelerate towards becoming violent in protest. Despite the fact that biopsychosocial, economic and political factors are at play, environmental, resource allocation and infrastructural issues also feature as key factors that play a role in fuelling violence. These factors impact the safety, health and quality of life of individuals directly and indirectly at Westville campus. The saying that it is ‘attitude that determines altitude’ can be seen as an underlying cause in that it is manner and approach, that may subtly act as the fuel to accelerate violence decisions. The numerous areas of agreement highlight to some degree communication as a root cause. Whilst the majority of participants in the research and responses to the questionnaires were female, this ties in with the fact that this particular university environment comprises more females than males. More males than females, however, tend to engage in violent behaviour in protest. Of significance is the varying opinion by more males than females around the issue of respect. This could be indicative of the fact that staff may be less respectful with males than they are with females. A key concern that ties in with literature is that males seem to be more violent than females, but, since who is more violent and the number of males engaged in violent unrest was not considered part of this study, perhaps further research in this regard may be necessary to see if this is actually the case. Of significant concern in this study was triggers of violent behaviour regardless of gender or race.

5.2 Analysis and Discussion

The analysis and discussion is based on the research findings and focuses mainly on demographics, quantitative and qualitative data.

5.2.1 Section 1 – Demographics

In this section the data highlighted as relevant was in relation to gender and age. The majority of respondents being female (58%) is indicative of the demographics of the university being studied and the country as a whole (www.statssa.gov.za). Given the fact that unrest involves

both females and males, in terms of human rights, maintaining dignity and respect, decisions for the use of brutality and force to address protest should give regard for treating female protesters with greater respect. Respect and human rights protection, however, should prevail regardless of gender. The data indicates a youthful population (93% of respondents being under the age of thirty), yet a fairly mature population [51% being between the ages of twenty one and fifty] answered to the questionnaires. This is in line with the demographics in the university and where the majority of this community (students and staff) are in this environment for less than ten years. The opinions of this sample can be considered a good gauge of feelings about dissatisfaction within this space. With the majority of respondents being academically inclined, it can be assumed that these are intellectuals, future leaders capable of making fairly rational decisions. Ironically, university authorities, tend to label protesters as being irrational and immature on the one hand, yet accept them in the lecture theatres as aspiring professionals. More than one third of the respondents are in the process of completing and acquiring their academic qualifications with a percentage undertaking post graduate studies. This is indicative of a group of individuals different from the irrational, undisciplined, immature people that media and authorities tend to make protesters out to be. The behaviour may be considered irresponsible but a more careful glimpse needs to be obtained into the rationale behind this harsh form of behaviour. The researcher assumes that some of the respondents may have had some exposure to or even participated in student unrest at some stage in their period within the university. The histograms (Fig 4.1) and (Fig 4.2) in the previous chapter are indicative of a good mix of respondents in terms of age, gender, educational levels and number of years within the university environment as staff and students. Even though only 7% of respondents were staff, the results provided opinion which did not vary drastically from that of students.

In summary, this youthful group of respondents (the majority of whom are thirty years of age or less), are considered a reliable sample, a good gauge of the population that has strong opinion to provide useful information around the triggers of violent behaviour in student unrest.

5.2.2 Section 2 – Quantitative Data discussed

Violence is dynamic, multifaceted and complex but within a systems perspective, there is an interconnection of a wide range of factors that could have a cause and effect relationship to create a build up towards the decision to respond with violence.

Significant information was gleaned from responses to the quantitative questions, all of which were geared to uncovering answers to the main question of why violence in dealing with frustration when other means exist to deal with discontent. Given the risk to safety, health, quality of life and possible fatalities within an uncertain and unstable environment, violent behaviour is still considered as an option to express dissatisfaction when all else appears to be failing to gain a desired response. The use of violent behaviour, appears to be a strategic tool, to gain attention in an attempt to have unmet needs (that are critical to them) addressed by university authorities. A high risk recipe for disaster is for negotiating parties to deadlock or reach an impasse before solutions to problems are contracted to. This could explain sporadic acts of violence (Zunes et al., 1999). Violence has a multiplicity of implications that have ripple effects to deplete energy that could be used more productively than to repair unnecessary avoidable damage.

Root Causes – Question 1 - What are the root causes for university students to decide to protest violently?

There was significant agreement with the statements in terms of root causes. Evidence from the responses that structure of tuition fees, delays in financial aid administration, not having a say in university decisions, possibility of exclusion from continuing to study, not having reported needs met on time, allocation of residence accommodation, the lack of provision of adequate basic requirements like washing machines in residence, students not being shown respect by support staff at all times, students not being shown respect by academic staff at all times – these may all be considered symptoms that cause dissatisfaction and unrest.

A multi-coloured dashboard, or barometer - rated, colour coded or flagged (red, yellow, green and blue) could be featured on a visible electronic system to highlight degree of seriousness and tracked accordingly. However, there are factors that impact various conversations and impinge on negotiation to the point of constructive dialogue being marred consciously or unconsciously to create a 'stalemate' that then becomes destructive. Through quantitative continuous risk assessment prior to, during and after the expression of dissatisfaction, the use of the researched factors could act as indicators to forecast proactively the possible risks that could cause campus ructions and disruptions. These predictors or violence potential indicators (VPIs) could be used to gauge when constructive dialogue may be heading towards a deterioration into becoming destructive which is preventable. Manner, approach and attitude between staff and students are intertwined in addressing these factors that can act as sign posts or early warning signs. These factors create biopsychosocial stress that impact socio politically and economically with effects on the environmental culture or the way things are done in the university. These factors are quantifiable risks that could determine degree of compatibility in communication and could be used to gauge levels of hostility that can be dissipated before they accelerate into violence.

Impact – Question 2 - What impact violence has on university environment, resources and infrastructure?

Violence is viewed negatively in many circles except in sport and discipline of children. However, violence begets violence and fighting violence with violence only serves a negative purpose. The impact of violence has various economic and psycho-social consequences as revealed in the study results. Despite whether or not some respondents may have themselves been protesters – their responses show significant results that highlight risks, especially in relation to environment, resource allocation, infrastructure and communication that are useful to guide current and future research. These related to funds, hot running water, accommodation conditions and provocation by law enforcement.

Authority response – Question 3 - What actions have university authorities used to respond to student discontent and threat to protest?

The findings indicate indicate that communication may be key in the mechanisms that the university authorities use which lead to an ultimate decision by university student activists, to become violent. Besides other forms of communication, in dealing with this youthful population, the engagement of law enforcement, that is supposed to be focused on peace keeping rather has resulted in the engagement of brutal and harmful methods to quell unrest by students, some of whom may be unarmed. From the responses it is evident that some outcomes indicated that law enforcement aggravates violent behaviour. The results also indicate that when security forces handle discontent, this appears to fuel rather than regulate the decision to behave violently – like adding petrol to a flame regardless of the education level, age or sex of the students that are engaged in raising grievances. Evidence also indicates that the presence of security forces and law enforcement agents creates provocation by the law enforcement approach to dealing with the unrest.

In order to address this issue, university authorities need to take cognisance of the impact that violence from the university community and its stakeholders has on the environment as a whole. The response of not taking students seriously and delaying appropriate responses, could have devastating consequences for university authorities in some instances. From the research, these outcomes are indicators if not clues that the manner in which authorities have responded to discontent has only served as aggravation. This may be indicative of a new strategy by university and governance authorities to be more relevant in adequately addressing the underlying threats to destabilization of the university and ultimate disruption to an otherwise peaceful environment. The question then begs as to who are the real culprits to inciting violence – university students, law enforcement agents or university authorities?

Linkages – Question 4 - Is there a link between communication and the decision to protest violently?

The research indicates significant evidence that communication impacts the decision to protest and eventually to engage in violent behaviour. Despite the youthfulness of this adult population that responded, results signpost strong opinion and displeasure with issues of unequal treatment by fellow adults. Treatment of students as children by staff was viewed as inappropriate especially since all students are in fact adult and need to be dealt with as adults deserving of the same respect as fellow adults. Inequality in the balance of power and in communication between university stakeholders both staff and students as well as law enforcement authorities featured in most of the responses. Results also indicate that better communication could be the key for authorities to be aware of as early warning signals required to engage in appropriate dialogue. In all of the factors raised as symptoms, there is communication between students and university authorities to attempt to have desired needs met. In the research responses, there is indication that appropriate communication, effective listening and a balance of power, could minimize the risk of violence being considered as a choice of protest action.

Evidence indicates that risk factors can be used as warnings to alert negotiators and risk assessors to possible violence potential triggers or indicators. Signals like delays in responses to grievances; students being treated as inferior to staff and sarcastic attitudes of staff when addressing students are some critical risks to bear in mind.

Key Drivers – Questions 5 and 6 - What are the key drivers that cause students to engage in violence? and since protest can be fatal, What methods can be used to detect key triggers early to address risks associated with violence?

Students being taken seriously at the first sign of dissatisfaction appears to be a critical issue in communication as this is key to preventing the escalation from peaceful to violent protest.

As the critical thinking of these youthful respondents evolve, there is evidence from responses of an acceleration in aggravation (AiA). This is especially significant with delays in responses to protesters where requests and demands are not met in a timely manner, regardless of age or gender. Respondents indicated that replying without delay to received complaints and communicating respectfully to students could contribute to reducing violent protest behaviour.

Communication – protest accelerators

The research findings indicate strong agreement that a key factor that affects acceleration in aggression and plunges into violent protest relates to communication especially with regard to issues such as tuition fees, financial aid administration delays, as well as not having a say in decision making, possible exclusions and not having needs met on time. This is consistent with literature around key causes of protest world wide that have economic and social impacts. All this however, relates to communication at different levels that could act as degrees of

acceleration to build up to violent behaviour. Whilst there is significant difference in perceptions in different age categories of staff and students, on the whole there was agreement around levels of communication and this appears to be worth noting in the research as evident from both the quantitative and qualitative data. Survival in an organization in many ways is a political act and how people 'play the game' in the organization. The university operates in a wider socio-political and economic environment with a number of different role players that act in particular ways at various levels within the organization. The intensity in the incongruence between student and authority negotiations, could be a determining factor, to accelerate a violence response with disregard for the danger that environment, resource and infrastructure factor signals spell out along the journey.

Breaks in Communication

Responses to issues around basic needs not being met, as well as attitude around respect indicated in 50% of the responses that these issues could be negotiated and may not necessarily be considered too critical as triggers in fueling the decision for violent behaviour. It must be noted that conduct in relation to unrest is subject to the context of the situation given the kaleidoscope of circumstances that have consequences of varying degrees based on perceptions of those that choose to take this route to deal with problem solving.

5.2.3 Section 3 – Qualitative data discussed

In the majority of the responses to the qualitative questions, participants had the opportunity to have their say without restriction. The outcomes of this indicated a loud message in support of communication as a root cause that provokes violent behaviour in student unrest at Westville campus.

Question 1 – Causes - In answer to question 1 – In your opinion what do you think are the causes of violent protests by university students? – 59% indicated that communication was a root cause

Question 2 - Response before Violent outbursts - question 2 which asked the question - What do you think can be done to address protest before violent behaviour occurs? – 85% indicated communication to be used before violence occurs

Question 3 - Protest Handling - which asked - What do you like about how the university involves itself in protest handling, 25% indicated communication, whilst 39% indicated the environmental issues about how the university handled protest

Question 4 - Dislikes - asked - What do you not like in terms of authorities (staff and student leadership) handling of protest and why? – 43% indicated communication that they do not like in terms of the way protest is handled – issues of treatment and not listening was raised as issues of concern and use of brutality by law enforcement.

Question 5 - Possible Solutions - asked - What do you think could be done to ensure that violent protest is minimized if not eliminated? – 65 % indicated communication as solution to minimize violent protest

With the final question, **Question 6 - Way forward** - on What do you think could be done to ensure the safety of students and staff during violent protest? – although only 10 % indicated communication as a way forward to ensure safety during violent protest and 48 % indicated infrastructural issues to be addressed, in addressing the infrastructural issues, however, communication and attitude is inherent in that and would be required to understanding and prioritizing of all the infrastructural requirements.

5.3 Pictorial Data

5.3.1 Context and consequence

Communication - manner, approach, listening and treatment of students as inferior seems to be key as violence accelerators. The violence appears to be as a retaliation to not being heard and being treated more like criminals than intellectuals when they are of the opinion that they are voicing valid feelings that require the right responses.

Who then are the real culprits to spark violence – university authorities or disgruntled students? This chicken and egg situation may require further research as there seem to be underlying issues that may be institutional or structural in nature. The manifestations of violence appear to be a result of symptoms that are being seen in the various issues raised and responses to control the violence outbursts. There, however, appears to be underlying antagonistic or aggravating issues that perhaps require greater investigation. The presence of law enforcement mechanisms – the presence of security forces labelled as the Red Ants and other law enforcement agents on the campus, are seen as brutal antagonists rather than peace keepers. These seem to be a serious red flag that incites rage in protesters. Together with faulty attitude and these red flags from responses, this would appear to be the real trigger in terms of non verbal cues among protesters to run riot. The root causes appear to be communication together with structural flaws in the

system (infrastructural and environmental) that may be macro level issues yet the micro level concerns are being highlighted instead.

5.3.2 Context

The study investigated the triggers that lead to the decision by university students to respond with violent behaviour when dissatisfied and found that manner of communicating is a key trigger whilst Higher Education promotes development, academically, socially, economically and politically. The system in tertiary education is not isolated and has wave like effects. Regardless of the demographics of the university or the sample that participated in the research, it was considered that violence is socially constructed and the context determines the type of violence from gestures to disruptive behaviour to rampaging and destroying property. Since people interact in their environment, how situations are viewed determines how people behave (Bandura, 1983). Whatever the form of violence, discontent stems from communication incongruity and divergence in thinking.

5.3.3 Communication Challenges

Violence indicators act as a risk barometer/temperature gauge. Levels of risk could be prioritized and basically divided in terms of communication related to safety, health, environment and quality of life.

Red Ants

The system of communication and choice of words from the responses, creates unity of thought as well as fuels interaction creating concern around issues of equity, transformation and negotiation that may or may not sabotage good intent impacting on service delivery. Interaction among students and university authorities act as moderators or indicators for consideration when observing violence triggers. Of critical importance is to acknowledge the fact that the

university is an environment of adults that have to be treated with respect and even if authorities regard students as children, they have to maintain mutual respect or consequences including violence could result. In terms of communication, the challenges relate to how far authorities and students are prepared to take an inward look (introspection) to reassess and go back to basics, with a dashboard of indicators as highlighted in the research that act as triggers for both symptomatic and root causes.

5.3.4 Consequence

Burning

The consequence of a perception of not being listened to, if not placed in proper perspective, results in burning rage, suspicion, discontent and a collapse in negotiations with implications that are risky and yet detectable. A system of forewarning with a greater sense of urgency is critical to avoid unnecessary risk that could become harmful. Brewing concerns especially around day to day issues are processes creating uncertainty of the build up to violent outcomes. It is perceived a threat to the wellbeing and quality of life of the student that drives some students who hardly know each other to group collectively in protest allowing an escalation because of unmet expectations to reach boiling point and then use of violence as a means to an end. Social media plays a role and has consequences especially when messages are quoted out of context and students have become incensed by statements made to the press or sent out on university social media including intranet notices. From the secondary data it is clear that anger and unrest is fuelled by misinformation and or signs of arrogance within messaging. Some of the consequences have resulted in portions of the university 'going up in smoke' with the burning of garbage – is garbage or refuse rather than books a symbol?

Smashing windows of particular buildings

Are destroying of items of the university that are of symbolic significance (such as smashing of windows of the Housing/Residence Affairs and Risk Management offices, because of accommodation and safety inadequacies; disruption of lessons and closure of the institution) to force the institution to address their needs and to level the playing fields?

Consideration of the environmental, resource allocation, infrastructural and communication (ERIC) issues must be borne in mind as contributing factors that act as triggers leading to student protest and violent behaviours at UKZN - Westville campus.

5.4 Conclusion of Chapter Five

This chapter provides a detailed discussion on the data that was presented. It was clear that attitude and behaviour does govern cognition according to the responses and levels of agreement revealed by the respondents as well as the items outlined in the Likert scale and the range of responses from the open-ended questions. Both the quantitative and qualitative data provided clarity that manner of communication is one of the key factors leading to violence in protest by university students at Westville campus. There are a complex range of issues that cause discontent and these were grouped in relation to Context, Communication and Consequence. The forces that create discontent escalated along a continuum and often intensified to a point of violence. The evidence points to communication in relation to disrespect and listening that could be contained if not reversed with continuous risk assessment. Risk of violence, tension and hostility can be mapped as early warning signs that are measureable to predict incentive for the violent behaviour when a social system is threatened and necessitates decisions in the shortest possible time.

The final chapter provides conclusions and recommendations to the research into what triggers violent protest behaviour in university students at the Westville Campus of the University of KwaZulu-Natal.

Chapter Six

Conclusions and Recommendations

6.1 Introduction

A belief that violence solves problems seems to be a driver to perpetuate this phenomenon of violent protest behaviour, yet violence actually creates problems and threatens the wellbeing of individuals. Protest as an act to express grievances against perceived injustice (Berkowitz, 1972) may be a natural response and may not really be seen as problematic but a means to an end. This chapter provides a summary of the study, main conclusions and recommendations. It suggests further research in this area of study. It focuses on drawing conclusions from the research, based on the process and research findings. Instead of using motivational theory, the essence of this study was to use a holistic systems and risk perspective in researching reasons why students resort to violence when there are alternatives to address student discontent. Targeting a sample of staff and students from Westville campus of the University of KwaZulu-Natal, utilizing a mixed methods approach with a questionnaire containing closed and open-ended questions, assisted in gaining a holistic picture of the situation. Having gained some understanding of the key triggers, it became clear that in handling students issues, environmental, resource, infrastructural and communication factors contribute to influences that fuel violent university student protest. South Africa in general and KwaZulu-Natal in particular is not unique in their experience of violent student protest. Of all the countries in the world only eleven are free from conflict (www.care2.com). Unrest has been taking place periodically for decades and the dynamic diverse university targeted appears to be fertile environment for protest (Bond, 2011).

Since the advent of the new democracy in South Africa in 1994, revision of systems, modifications aimed at averting destruction by assisting people with better knowledge and communication skills, has done little to lessen violent outbursts. A system is said to be more than the sum of its parts (von Bertalanffy, 1950, p. 18; Flood & Jackson, 1991, p. 4). According to Flood & Jackson (1991, p. 2) systems thinking is used to refer to the interdependent ways of organising our thoughts about the world. The common denominator in the entire quantitative and qualitative equation appears to be manner of communication. Evidence indicates that within the university as a dynamic system, that communication in its various forms, is a key trigger that leads students to protest and behave violently at the studied campus.

6.2 Summary

The previous chapters outlined the nature of the research, highlighted the problem that required researching and proceeded to use mixed methods with emphasis more on quantitative than qualitative data collection to understand the triggers that lead to student protest and violent behaviours at Westville campus of the University of KwaZulu–Natal in South Africa. From the results of the research, conclusions may be drawn and it may be possible to offer recommendations especially around the fact that violence is a social construct and is context driven. Violence is preventable and using a process for continuous assessment could be key to early risk detection for improved understanding of protest triggers.

A combination of primary and secondary data was collected for this study. The instrument used for the gathering of primary data was the questionnaire. Secondary data was collected from various sources including conversations with different individuals, an extensive literature review inclusive of, historical records, university and government documents, reports, journals and book reviews related to the objectives of the study as well as pictorial data. Although the initially proposed sample size obtained from placing the questionnaire on line to the university

community was planned, given the time constraints, this was reconsidered. The final decision was to confine the study to one campus of 108 staff and students. At the end of the research data collection exercise, responses of a total of 72 were found to be valid for analysis.

6.3 Conclusions based on the research process and research findings

Violence is a social behaviour requiring unlearning and yet is still seen as necessary for transformation to occur. Violent protest creates a tumultuous, uncertain environment with high risk for disaster impacting overall wellbeing of individuals and organizations like the institution of higher learning that was researched. Understanding of the triggers that lead to student protest and violent behaviour at the Westville campus of UKZN could contribute to thinking around violence potential indicators (VPIs). Knowledge of these violence accelerators could be used to assist in proactive interventions to understanding and address how violence can erupt as well as offer opportunities to douse the flames within this higher education environment before they ignite. Whilst more research needs to be undertaken in this interesting and challenging field of study it is safe to say that the research reveals that among others, manner of communication plays a critical role as a key trigger to the decision to use violent behaviour in student protest at the studied university.

6.4 Recommendations

Violence has many forms from non verbal, to verbal, to emotional, to physical gestures and behaviours. Education around being assertive without being aggressive, creating a framework for constructive structured dialogue needs to be promoted and reinforced to improve relationships and levels of engagement to minimize violence as a response option. The right attitude is critical to build better relationships and produce positive outcomes to be conscientised (Freire, 1972) and avert crisis situations. South Africa is a multicultural country

with a population of approximately 57 million. South Africa's diverse economy is the largest in Africa with a large youthful population that are looking at a better life for all. More than twenty four years into the democracy, a large percentage of the student population, especially those enrolled between 2012 and 2016 who are referred to as 'born frees', and the country is frustrated by still being plagued with challenges. One such challenge being, a higher education system that lacks essential infrastructure with related resources.

The university is a community which is a microcosm of society and whilst diverse, is a community of thinking human beings regardless of background, age or gender. Manner of communication should be closely monitored as a key perpetrator that sabotages good intent through faulty attitude by a few with devastating consequences. These behaviours impact with a ripple effect to the point of outbursts that become uncontrollable and result in huge costs including the closure to the university.

6.4.1 Violence Potential Indicators – (VPIs)

Violence is socially constructed. A key factor that appears to trigger violent behaviour relates to expectations and perceptions that are not met – There is a significant difference between being heard and being listened to. Research has indicated that a basic factor like communication which is preventable can be a key trigger to students behaviour becoming violent within the university setting. Mindfulness of Violence Potential Indicators (VPIs) is critical as unrest continues to evolve within the university environment.

6.4.1.1 Economics (Tension builders)

Hostile indignation around respect and funding demonstrates a need for continuous objective assessment of relationships and funding prior to the beginning of each year, to keep abreast with supply and demand given enrolment planning processes, to avert unnecessary risk.

The university is a service organization not a profit centre. Its main shareholder is the state. Funding is generated through state support, subsidies, donations, student fees. This support funding and generating third stream income from research grants and support from alumni are finances that keep the organization operational. Any outside finances generated should go to offset expenditure. For organizational wellbeing, the right attitude towards accountability with judicious financial management is expected, especially in relation to adequate budget allocations for infrastructure, resources and to ensure a beneficial environment for overall university communication and functioning. Proper proactive planning and keeping people adequately informed could avert disaster.

6.4.1.2 Treatment of Adults (Risk precipitators)

It is an assumption that when people feel they are not listened to or treated as inferior, that the next step from peaceful protest is the option of retaliatory protest even if it becomes violent behaviour in an attempt to reach an agreement. Great care should be taken to minimize risk precipitation. A key would be to listen for the underlying messages in verbal and non verbal communication.

6.4.1.3 Peace keeping forces (Oppositional thinkers)

Violent behaviour by students may be seen by some people to be barbaric and unacceptable, but actions by law enforcement agents (university authorities and security forces) may not necessarily be viewed as brutal or unacceptable. Violence in all its forms, should be viewed as barbaric if not brutal and unacceptable – something to avoid. This then begs the question as to who the real lawbreakers are? Is the unrest a retaliation or precipitation and should the real perpetrators be considered as the structural forces or systems? A reassessment of unrest may be necessary to guide dealings of future unrest which seems imminent and part of university dynamics.

6.4.2 Micro level recommendations

The individual (Context)

Evidence from the research indicates that university students and staff play a meaningful role in ensuring that there is unity in diversity where all are expected to behave in a way that is respectful, advocate for human rights protection and not to provoke unnecessary protest or trigger violence. The university community should not create nor embrace a culture that sees violence as a way to solve problems (which appears to be the situation that currently prevails and is being accepted as such by the university community and society at large). The university community must be viewed with a “we” mentality and not entertain an “us” and “them” mindset that appears to prevail currently – especially where students as evidenced in the responses, are viewed and treated as children. This leaves room for disrespect, delays in responses when people are not taken seriously, poor service delivery and a general lack of a sense of urgency by key personnel. In the university environment everybody is adult, should be treated as such, listened to, not just heard and given the respect that each deserves without discrimination or unnecessary delay. Any signs of discrimination or inequality should be highlighted and dealt with swiftly to minimize violent outbursts which could have costly implications.

6.4.3 Mezzo level recommendations

Student and staff responses (Respect as priority)

Whilst the study revealed a significant difference in responses from staff and students, the study did not yield much evidence that student and staff groups were vastly divided in their opinions. There was variation in levels of agreement with some of the statements in relation to issues that fuel violence. There however, was agreement about the fact that violence does not solve

problems and that there is need for better communication. The fact that more females than males responded to the questionnaire yet males differed significantly in their opinions could account for why more males than females feel disrespected and disempowered, thus fuelling the need to resort to engaging in violent protest to restore the balance of power. Regardless of gender, race or age, because of the psychosocial impact, fellow human beings must be treated with the respect and dignity they deserve in any environment otherwise protest should be expected which has more than economic consequences and can impact the quadruple bottom line.

Community

The complexities of community have economic and sociopolitical impacts that need to be understood. The bottom line of respect and communicating with the right attitude, is critical in addressing the ongoing challenges that impinge on this community. For the university as a whole, awareness that with communication incongruence there is 50/50 blame between protestors and authorities (What are we doing or not doing to fuel and/or resolve the situation). Being solution focused requires 100 percent commitment from the entire community. Reaching common ground for the common good regardless of attitude is critical so as not to fuel unnecessary discord because of the ultimate impact where it would seem that 20 percent of the student population are able to have an 80 percent impact in causing crises that are preventable. Like pregnancy and HIV or other sexually transmitted infections are the evidence of inappropriate behaviour like unprotected sex, so is violence the evidence of inappropriate communication within an uncertain environment.

Media

Media has a tendency to report out of context which contributes to fueling violence through sensationalizing incidents. Attitude towards factual reporting and creating a platform for discontented students to make their voices heard would do well to transform societal thinking

around protest behaviour. Communication in itself can be complicated and easily misinterpreted. It is vitally important to realise that students are short term sojourners through university. Infrastructure and resources, however, are issues that need to be consistently addressed with proper short, medium and long term planning on an ongoing basis. Responding reactively only when media report matters that are glaring for society to see and have opinions, only fuel situations of further unrest which may be stoppable.

Conclusions

Research has revealed a need for all relevant university stakeholders to go back to basics to reassess all risks and address student unrest issues as a critical risk given the fact that communication appears to be a key trigger that leads to student protest and violent behaviours at a university.

6.4.4 Macro level recommendations

Government/ Department of Higher Education

Government uses policies, guidelines and practices to improve relationships within university environments to address glaring long standing challenges. These policies should be more proactively applied because of developmental, economic, psychosocial and political implications. Funding authorities need to operate with a sense of urgency to respond speedily to minimize the risk of repercussions from delayed allocations or financial deposits given the challenges of student anger at the possibility of starving or even having to drop out of university yet still be owing huge amounts of outstanding fees that need to be paid whether or not their degree is completed. Wasting a few months could cost them their education and careers for life until university education is free. Responding only when crises occur, does not do much to

quell violence that has already erupted. The need for responding in a timely manner to unmet student needs, by using more constructive dialogue, is critical.

University Authorities

University authorities need to do more to ensure that they have the right attitude in improving communication when dealing with students to mend systems and relationships. Authorities must ensure timely implementation, addressing infrastructure and resource issues to guarantee an adequate short term university life experience. Closer government monitoring and regulation of universities to ensure they do the right thing including appropriate handling of students and student funding is critical. When to engage law enforcement agents such as extra security guards and the South African Police Services is critical. Authorities could improve their customer service delivery by having law enforcement with the right mindset, being less brutal, of sober habits (free of alcohol & drugs, especially the Red Ants) and more respectful, to work with maturity and professionalism operating in the best interests of all concerned to create peace not war.

6.5 Recommendations

In light of the current research, since more questions than answers seem to have been generated, further research should be conducted on this topic. Despite a small sample, a 67% response rate, may be considered representative even though the study comprised only 72 respondents from the sample of 108 UKZN - Westville campus respondents. There is need for further research with a better sample and conducted with a wider audience of students and staff to gain richer data for analysis both quantitatively and qualitatively. The topic of this dissertation necessitates further research in order to address the range of triggers that may lead to decisions

to respond with violent behaviour to deal with university challenges for further transformation of this volatile environment. Further research could contribute to broadening the scientific knowledge of root causes of violent protest behaviour to predict and minimize risk before unrest reaches proportions that end up with greater numbers of fatalities. The issue of communication however, is serious in that everything and all systems revolve around appropriate communication to ensure that a sense of urgency prevails in addressing the needs not only of students but of the university as a whole. Quantitative research could be used to examine the correlation between communication and degree of risk with experiences of university students and the challenges related to decisions to behave violently. Further qualitative and quantitative research relating to the topic could explore other locations locally and internationally to establish commonality of these experiences. In addition the role of attitude and prejudice could be a more specific focus for future study.

6.6 Conclusion

Findings from the study show an association between communications and the decision by students to engage in violent behaviour in protest action. The choice of studying one campus in a multicampus university was identified as a limiting factor, however it assisted in gaining a snapshot of triggers that lead to student protest and violent behaviours.

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8 Appendices

Appendix 1

8.1 Gate Keepers permission to conduct research

24 July 2013

Mrs Eleanor Judy Langley
School of Management, IT and Governance
College of Law and Management Studies
Westville Campus
UKZN
Email: langley@ukzn.ac.za

Dear Mrs Langley

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal, provided Ethical clearance has been obtained. We note the title of your research project is:

"Triggers that lead to student protests and violent behaviours at a university".

It is noted that you will be constituting your sample with a request for responses on the website. The questionnaire must be placed on the notice system <http://notices.ukzn.ac.za>. A copy of this letter (Gatekeeper's approval) together with the ethical clearance must be attached when requesting the services. You are not authorized to distribute the questionnaire to staff and students using Microsoft Outlook address book.

Please note that the data collected must be treated with due confidentiality and anonymity.

Yours sincerely



Professor J J Meyerowitz
REGISTRAR

Office of the Registrar






Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

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8.2 Appendix 2

Ethical Clearance letter from Ethics Committee

Mrs Eleanor Judy Langley 761761235
School of Management, IT & Governance
Westville Campus

Protocol reference number: HSS/0836/013M
Project title: Triggers that lead to student protests and violent behaviours at a university

Dear Mrs Langley

Expedited Approval

I wish to inform you that your application has been granted Full Approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment/modification prior to its implementation. Please quote the above reference number for all queries relating to this study. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of your research protocol

Yours faithfully


Dr Shenika Singh (Acting Chair)

/px

cc Supervisor: Dr Z Fields
cc Academic Leader Research: Professor B McArthur
cc School Administrator: Ms Hazvinei Mateswa

Humanities & Social Sciences Research Ethics Committee
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Funding Composes:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

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8.3 Appendix 3

Questionnaire

Questionnaire

Dear Participant

My name is, Eleanor Langley, and I am currently completing my M Com (Masters in Commerce) - degree in Management. One of the requirements to be met for the awarding of this degree is to conduct a research study. The approved topic for my study is '**Triggers that lead to student protests and violent behaviours at a university**'.

The aim of this study is to determine and analyze how these key triggers can be used as early warnings to minimize the risk for violent protest. **Your responses and opinions will thus add great value to the study.**

This questionnaire consists of 3 *sections*, and should take approximately *ten (10) minutes* to complete. The questionnaire consists of 8 pages. Please ensure that you familiarize yourself with the rating system in Section B and please feel free to share your views as honestly as possible in Section C. Sections A, B, C are explained below. Section A consists of demographic information to be answered.

Section A
This section requires you to answer each question by placing an 'X' in accordance with the scale. Some questions may require more detail.
Section B
The section requires of you to merely mark the option that best suits your opinion with an 'X', in accordance with the agreement scale provided. Below is the list of responses and their corresponding rating. Agreement rating system for the statements: Strongly Disagree : SD Disagree : D Slightly Disagree : SLD Slightly Agree : SLA Agree : A Strongly Agree : SA
Section C
This section contains open-ended questions, and should be completed as honestly and completely as possible.

Please note that this questionnaire was approved by UKZN's Research Ethics Committee. This guarantees that:

- Your **privacy** is protected and that no other person except me, the researcher and the research supervisor, will see your responses.
- Your participation is completely **voluntary** and thus you are under no obligation to complete the questionnaire. *Your responses however, will be greatly appreciated as this will enable me to form more accurate and complete findings.* Continuing to complete the questionnaire signifies acceptance of consent to participate

SECTION A:

This section covers demographic detail. It requires you to answer each question by placing an “X” in the block that applies to you and answer the question as requested. Some questions need more detail. You need only place your response in one space for each question

A. Demographic Detail**1. Staff or student**

Staff	
Student	

2 Gender

Female	
Male	

3 Age

< 21 years	
21-30 years	
31-40 years	
41-50 years	
> 50years	

4 Home Language

English	
IsiZulu	
Other (please specify)	

5 Nationality

South African	
Other (please specify)	

6 Population Group

Black	
Coloured	
Indian	
White	

7 Educational Level

Please tick the highest qualification you hold, not what you are currently studying

< Matric (Specify highest standard passed)	
Matric	
Under graduate degree (specify degree & where obtained – eg. BA – UKZN)	
Post graduate degree (specify which degree and where obtained)	
Other (please specify)	

8 Current Position

If a staff member, indicate your grade	
If a student, indicate the course you are currently studying	

9 Sector

Academic Sector	
Support Sector	

10 College Division

Law & Management Studies	
Health Sciences	
Humanities	
Agriculture, Engineering & Science	
Support Services – (e.g. Human Resources, Finance, Student services, etc)	

11 Cumulative number of years at the university as student, staff or both

<4 years	
4 – 6 years	
7 – 10 years	
11 - 15 years	
> 15years	

SECTION B

The following section contains statements about protest and the organization, in order to try and determine what may be key triggers for student protest to become violent. Please mark with an **X** in the appropriate block, to indicate your response to these statements to understand what fuels violence with the student population within the university community.

FACTORS THAT LEAD TO VIOLENT STUDENT PROTEST

Instruction: Indicate your agreement that the following items are root causes of violent protest. [Root Cause for purposes of this study means the source of the problem or what triggers a particular response. A trigger is what activates or causes a particular behaviour – the source or real reason(s) or actual motivation of what causes violent behaviour]

Root Causes of Protest

1 Indicate your agreement that the following items are root causes of protest:

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1.1	Students not being shown respect by academic staff at all times						
1.2	Students not being shown respect by support staff at all times						
1.3	The structure of tuition fees						
1.4	Delays in financial aid administration						
1.5	Allocation of residence accommodation						
1.6	The lack of provision of adequate basic requirements like washing machines in residences						
1.7	Not having reported needs met on time						
1.8	Not having a say in university decisions						
1.9	Possibility of exclusion from continuing to study						

2. Indicate your agreement that the following items regarding infrastructure, resource allocation and university environment have an impact on violent protest

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
2.1	Conditions in campus accommodation						
2.2	Hot running water in residences						
2.3	Funding to cover all needy students to prevent exclusions						
2.4	Insufficient computer facilities on campus						
2.5	Sexual favours to get things done						
2.6	Provocation by law enforcement authorities						

3. Indicate your agreement with the following items regarding mechanisms in place to address dissatisfaction

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
3.1	Conflicts are resolved quickly and collectively through group discussions, drawing insights from all levels of the organization for possible solutions						
3.2	It is easy for students to voice their concerns to management when they are dissatisfied about university matters.						
3.3	It is easy to discuss improvements to university life conditions and get immediate responses to requests without students being blamed for creating problems						
3.4	It is easy to raise discontent issues and be given sufficient time to get expected answers because the university is student focused						

3.5	Involvement of security officers and police for law enforcement is helpful in maintaining order when staff and students need protection from violent outbursts						
3.6	Law enforcement agents aggravate dissatisfaction and further campus violence						
3.7	Mechanisms are in place to address student unrest						

4 Indicate your agreement that the following items fuel violence

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
4.1	Sarcastic attitude of staff when addressing students						
4.2	Students treated as inferior to staff						
4.3	Delays in responses to expressed grievances						

5 Indicate your agreement that the following items could eliminate violence

		Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
5.1	Communicating respectfully to students						
5.2	Responding without delay to received complaints						

SECTION C:

Please answer the following questions. Your responses are completely anonymous and confidential and will not be shown or seen by anyone except the researcher and research supervisor. You can be completely honest in your answer.

1 In your opinion, what do you think are the causes of violent protests by university students?

2 What do you think can be done to address protest before violent behaviour occurs?

3 What do you like about how the university involves itself in protest handling?

4 What do you not like in terms of authorities (staff and student leadership) handling of protest and why?

5 What do think could be done to ensure that violent protest is minimized if not eliminated?

6 What do you think could be done to ensure the safety of students and staff during violent protest?

If you would like feedback please provide your name, contact details & email address

THANK YOU FOR YOUR PARTICIPATION