

**VANDALISM IN NAMIBIAN SCHOOLS AND HOSTELS: THE  
CASE OF OTJOZONDJUPA AND KUNENE EDUCATIONAL  
REGIONS**

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## **ABSTRACT**

The purpose of the study is to find out the rate, extent and causes of vandalism in Namibian schools and hostels in two regions.

An interview protocol consisting of structured as well as open ended questions was used together with a questionnaire consisting of a combined set of scaled, structured and open ended questions which was answered by principals, management members and hostel supervisory staff and matrons. Site observation at schools and hostels was also conducted.

The school management members, hostel supervisors and matrons unanimously confirmed that vandalism is taking place at their schools and hostels. Vandalism was regarded as taking place very often, often and as seldom to never, by most respondents.

Learners and boarders were seen to be the major culprits of acts of vandalism at schools and hostels. Some causes of vandalism were given as lack of discipline, boredom, lack of supervision and lack of parental involvement.

Community members and uncontrolled visitors were seen to be the second major group of culprits committing acts of vandalism, after the learners, and boarders. Teachers and other staff members however were regarded as not committing any acts of vandalism.

Toilets, fences, windows, desks, chairs, lockers and mattresses are some of the most vandalized items. Vandalism was viewed as having a negative impact on the school/hostel culture and climate.

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## **DEDICATION**

For my extended family, namely my grandmother, Monika Muheua, my mother Uaindirua Katjita, my three sons Rheini, Mani and Muree, my brother, his wife and daughter and my sisters Supii, Kau, Makie and their children.

## DECLARATION

I, Lydia Katjita, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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.....  
Miss L. Katjita

Date.....

## **ACRONYMS**

NANSO – Namibia National Students Organization

MBESC – Ministry of Basic Education, Sport and Culture

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the problem**

Prior to 1990, Namibian education was characterized by the discriminatory apartheid system. Education in Namibia was controlled by the Apartheid policy of South Africa. It was based on the superiority of the whites and the need for racial separation. The setting up of the various educational authorities, formal and informal programs, the academy, the curricula and examinations served the purposes of apartheid. According to Proclamation No. AG8 of 1980, funds were only provided to those institutions that adopted the South African curricula and examinations of the Western Cape. In spite of this, inadequate funds were provided to the ten non-white based education authorities who weakened their curricula, teaching and learning (Salia Bao, 1991).

This meant great inequalities in terms of education provision and funding. Such inequalities were particularly aimed at providing the majority of black schools with an inferior education (Amukugo, 1993). The imbalances as stated by Amukugo, are also supported by Yancey (1995) who states that, poor schools usually have a greater need for supplies, maintenance and attention than wealthier ones, making fair distribution of public money a difficult task.

Amukugo (1993) argues that this state of affairs resulted in black schools becoming the poorest equipped, which included the lack of extra mural and recreational

equipment which resulted in boredom among learners and boarders and contribute to more acts of vandalism in black schools and hostels. Black schools were also overcrowded when compared to white schools. It appeared that this imbalance led to a higher rate of vandalism especially in black schools. Un/under-qualified teachers could not handle or discipline overcrowded classes properly, as they lacked pedagogical skills to control classes without corporal punishment, the only disciplinary measure to their disposal. This sometimes resulted in learners becoming hardened rebels.

In an effort to show their disgust and distrust in the apartheid educational system, black students often vandalized their schools and hostels. This was done in the form of graffiti, breaking of windows, vandalizing school furniture and burning down classrooms and hostel blocks. What the students hoped to achieve by doing this was to register their rejection of what they conceived as gutter education, and to assist in making schools ungovernable, thereby facilitating the overthrow of the Apartheid regime. Such student protest contributed to Namibia gaining its independence in 1990. The early 1970s were characterized by increased anti-colonial activities by the entire Namibian population. This struggle was, it seems, partially evoked by the workers' general strike in 1971, as well as continuous student strikes during the second half of the 1970's, following the Soweto students' uprising in 1976 in South Africa (Amukugo, 1993).

### 1.1.1 Pre-independence situation

Although no statistical evidence on vandalism in Namibian schools and hostels are available at education offices, oral reports by school management and teachers suggest that vandalism is taking place on a daily basis in schools and hostels. As highlighted in the literature in chapter 2 below, vandalism might result from boredom, overcrowded classrooms, frustration due to lack of teaching/learning aids, lack of sufficient disciplinary measures in place, resistance to the colonialist government and hatred resulting from oppression. Mitchell (1993) agrees that hate crime motivates vandalism and is likely to provoke retaliatory crimes, which inflicts distinct emotional harm on their victims and incite community unrest.

The above mentioned situation occurred in Namibia, mainly in black schools, in which the majority of the teachers were un-/under-qualified. In the absence of any other disciplinary measures, teachers tended to apply corporal punishment. Eliason and Frank (2000) are also of the opinion that disadvantaged schools persistently experienced severe problems, particularly related to vandalism, because the poor educational environment caused frustration among teachers and learners.

Goldman in Neil and Hugh (1984) indicates that some teachers in highly vandalized schools blamed home background as being the problem which encouraged low levels of student participation in educational activities. Furthermore, staff were seen as lax, indulgent, weak and less interested in their profession.

### 1.1.2 Post-independence situation

The basic principle underlying the future education provision for Namibia was democracy, unity and functionality. In the context of the national education, the national policies should enhance equity and equal opportunity for all (Salia Bao, 1991). The National Education System did away with the Apartheid System in education. It implies equal funding for all schools. Poor schools usually have a greater need for supplies, maintenance and attention than wealthier ones, which makes the fair distribution of public money a difficult task (Yancey, 1995).

The transition between the eleven education systems and authorities of the past to the single Ministry of Education resulted in a more even distribution of educational material and equipment to all schools, (Fourie, 1996). This in the researcher's view perpetuated the imbalance in former black schools, compared to the former white schools. Equal distribution commenced on the basis of unequal existing facilities. The former black schools remained with the legacy of the past, and suffered the vandalism consequences as mentioned by Eliason and Frank (2000).

In an effort to restore a sense of pride in education, government adopted a policy of democratic education in 1992. One of the measures taken was to abolish corporal punishment in Namibia. In April 1991, Justice Ismael Mohammed ruled that the infliction of all corporal punishment constituted degrading and inhumane treatment within the meaning of Article 8(2) (b) of the Namibian Constitution. He ruled that corporal punishment inflicted on students in schools was unlawful and an invasion of their dignity and was in violation of Article 8(2) (b) of the Namibian Constitution. As

a result of this judgment, the use of corporal punishment in Namibian schools was abolished in 1991 (Auala, 1999).

In some communities some parents, teachers and learners in particular saw the abolition of corporal punishment as shortsightedness on the part of government who aim to instill a policy of 'discipline from within'. Communities still regard physical punishment as the only measure to control children's behavior (Kamupingene, 2001).

According to Zimba, Auala & Scott (1997) it is commonly held that Justice Mohammed's ruling has led to a rampant breakdown of discipline in Namibian schools. For instance, several cases of student alcohol abuse, vandalism, theft of school property, and verbal and physical teacher assault occurred in schools. Wielding of dangerous weapons e.g. knives on school premises, and violation of school rules have frequently been blamed on the abolition of corporal punishment. Many teachers and school principals felt that their hands were tied owing to the abolition of corporal punishment without giving them alternative methods to maintain discipline in schools (Zimba et al, 1997).

According to Kamupingene (2001), out of the four secondary schools he researched, only teachers from one school demonstrated positive thoughts on the *new approach to discipline*. Many teachers from the other three schools maintained their attitude, regarding their reflections on their awareness of the new approach to foster discipline in Namibian schools. Other people, such as students, misunderstood the intention of abolition of corporal punishment and students became more undisciplined. They infringed on others' rights and freedom, in order to express their own freedom.

Students and learners, who were used to being controlled by corporal punishment, became uncontrollable and destroyed school property through acts of vandalism. Teachers became powerless, as they were no longer allowed to apply corporal punishment, which they considered as their sole disciplinary measure. Former black schools especially appeared to move from military discipline into a more laissez-faire attitude which promotes vandalism. The intention with the new Discipline Policy of 1992 in Namibia was to foster a notion called 'discipline from within' in teaching and learning. This was an endeavor to reform school discipline in order to suit the requirement of a democratic society, such as the fundamental rights and freedoms of the Namibian people and respect for human dignity. In effect, the 'new' approach to discipline sought to put responsibility on learners and teachers in respect of their behavior and cooperation in schools, also for the elimination of the destruction of school property (Kamupingene, 2001).

Turner, Manga, Du Preez & Kann in *The Presidential Commission on Education, Culture and Training* (1999) considered the issue of corporal punishment, and maintained the view that the Constitution is entirely correct in forbidding it. It stated that, there is no place for corporal punishment as a way of the strong forcing the weaker to obey order. This is precisely the wrong sort of education to give in any democratic society. Leading by example and by establishment of desirable norms and patterns of behavior is the only way in which self-discipline in the service of others can be taught, to eliminate vandalism and destructive behavior in schools and hostels (Turner et al, 1999).

## **1.2 Statement of the problem**

Vandalism is still an ongoing daily practice in Namibian schools and hostels. It seems that black students and learners lack a sense of ownership toward school facilities. There exists a problem of paradigm change in the mental attitude of the black communities towards public property, which prevents them from protecting government's property as their own.

According to the Presidential Commission Report on Education, Culture and Training, during the period of 1990-1999, 398 classrooms were renovated; however no causes of the damage to the classrooms were mentioned. It also stated that since 1973, no renovation took place and the buildings are in a terrible condition, two classrooms were burnt down and were never renovated. That is why the researcher would like to study the causes (either vandalism or negligence in maintenance) of the above mentioned situation through this research. It is against this background that this study intends to collect data to reveal the rate, extent, causes and impact of vandalism in Namibian schools and hostels as well as the effectiveness of preventive measures in place. It will concentrate on two educational regions, namely Otjozondjupa and Kunene.

According to telephonic consultations with officials from the regional offices of education, vandalism is still taking place on a daily basis in Namibia. However no statistical records or information on vandalism are available at all thirteen regional educational offices, as well as at the head-office. The Ministry of Works, Transport and Communication, which has the responsibility of renovation and maintenance of

all public buildings could not avail any information on vandalism in schools and hostels. While some officials however mentioned that serious vandalism activities still take place in their regions. For example in the Keetmanshoop region, three hostels are presently not in use due to vandalism.

In Ondangwa-East, seven secondary schools have been vandalized. Some buildings at two of the schools were set on fire. Only one school out of the seven was so far renovated. It seems that the rate and degree of vandalism in secondary schools is higher than in primary schools, in which vandalism mostly occurs in the form of larceny (stealing), scribbling on walls, carving on desks and smashing windows. In secondary schools more serious and offensive acts of vandalism occur, like the burnt down of classrooms and hostel blocks.

### **1.3 Significance of the study**

As stated before, in section 1.2 there is a lack of statistical information at all educational levels, on the rate, extent, causes and impact of vandalism and the effectiveness of measures applied in Namibian schools and hostels. This study proposes to investigate vandalism in Namibian schools and hostels, in the two educational regions as mentioned, and will provide data in this regard. It is hoped that the information would be used to proactively plan activities that will prevent acts of vandalism to school and hostel property.

This study will also generate questions for further research. It is hoped that the study will be a useful resource for school principals, teachers, policy-makers and others

seeking to reduce or prevent vandalism in Namibian schools and hostels, hence promoting a safer school and hostel environment.

#### **1.4 Objectives of the study**

This study is an exploratory one, and seeks to determine:

1. The rate at which vandalism is taking place in Namibian schools and hostels.
2. The extent to which vandalism is taking place in Namibian schools and hostels.
3. The causes of vandalism in Namibian schools and hostels.
4. The impact of vandalism on the educational environment and climate in schools and hostels in the two regions under investigation.
5. Solutions put in place by principals and teachers to reduce vandalism.

#### **1.5 Scope of the study**

This study will be conducted in only two educational regions, namely Otjozondjupa and Kunene. Only management members will participate in this research. About twenty percent of the schools and hostels in the two educational regions, (twenty four schools and hostels out of the total number of 107 schools and hostels), will be visited. Day and boarding schools from primary, secondary and combined schools in each of the two regions will be studied.

## **1.6 Limitations of the study**

This study is an exploratory one and will offer first-order data that is based on the subjective opinions of the research participants, because perpetrators are not directly answering the questions. Owing to the size of the sample, it will be difficult to generalize the findings to the country as a whole. Participants may not always know the causes of vandalism as they themselves are not perpetrators, therefore causes may only be inferred.

## **1.7 Summary**

In summary, the uneven distribution of resources and the provision of teachers' training and education along ethnic lines were contributing to frustration among, especially black students in particular during the colonial era. This often led to acts of vandalism which appear to continue in our schools today. There is no real or reliable research information that the government can use to plan pro-actively for the prevention of vandalism in schools and hostels in Namibia. No vandalism related research had been carried out in Namibian schools and hostels so far. Most of the literature that was used in this research was internationally obtained. The researcher found it wise, therefore, to conduct a study to determine the rate, extent, causes and impact of vandalism in Namibian schools and hostels, as well as the effectiveness of solutions in place.

Chapter 2 will deal with the literature review, to support and strengthen different arguments and views on vandalism. The literature review will also help to enrich the

recommendations to be made, as it will include tested methods on how to combat vandalism effectively, which can be applied to eliminate acts of vandalism in Namibian schools and hostels.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review attempts to look at how vandalism is defined. It will also consider potential places where vandalism takes place as well as the effectiveness of the preventive measures in place. The literature review will further discuss the categories of people who commit acts of vandalism, and the time at which vandalism usually takes place. Causes and consequences of vandalism are also points under review in this chapter. Finally, the literature review will look at how vandalism impacts on the teaching and learning activities in schools and hostels.

#### **2.2 Defining the concept of vandalism**

Vandalism in this study will focus on acts that relate to the deliberate violation of school learners/boarders and staff property on school and hostel premises, such as the deliberate breaking of windows, graffiti on school walls, scratching and breaking of school desks, tearing of school textbooks, breaking of toilet seats, taps, mirrors, and the stealing of others' property etc. Vandalism as a concept comes from the uncivilized barbarians of Roman times who willfully and maliciously destroyed, or harmed public or private property (Smithy (2001).

Various disciplines such as psychology and sociology have examined vandalism from different perspectives, and it is difficult to reach consensus on a definition. Nevertheless, some of the definitions have common elements, such as, an intentional act aimed at damaging or destroying an object that is another's property (Moser, 1992), a voluntary degradation of the environment with no profit motive whatsoever, the results of which are considered damage by the actor(s) as well as the victim in relation to the norms that govern the situation (Goldstein, 1996), and the willful or malicious destruction, injury, disfigurement, or defacement of property without the consent of the owner (Casserly, Bass & Garrett, 1982). Most of the definitions highlight intentionality, destructiveness, and property ownership. This form of destructive behavior is thus motivated not by profit but by other factors. Cohen (1984) suggests that acts of vandalism are motivated by anger, boredom, catharsis, erosion of already damaged objects, or aesthetic factors.

The criminal actions of vandals which included looting of computer equipment, defacing of walls, destruction of furniture, painting of graffiti, and burning of classrooms is a most heinous and despicable act of cowardice and mental derangement (Sambar, 2001).

### 2.2.1 Vandals

Smithy (2001), stated in his study on vandalism that a vandal is a person who deliberately destroys or damages public or private property and nature for no good reason, for example public telephones, statues and other items. It appears that boys are likely to be more involved in serious acts of vandalism than girls. Boys tend to

break windows, doors, desks, etc. while girls are guilty of writing graffiti. Smithy (2001) goes on to say that there is no single type of vandal. People of both sexes and all ages are guilty. Most vandals are young people, from grade one scholars to teenagers as well as young adults, who damage property for one or more of the following reasons: boredom, anger, revenge (McGruff, 2001). Graffiti is often the first sign that gangs are taking over a neighborhood or a school (ibid).

We are very concerned because the vandals are not the garden variety type who ransacks a room and leave. These sickos are actually after computer memory chips, disk drivers, and sophisticated equipment. They are a new breed of sophisticated criminals. They reportedly worked methodically to dismantle computers strip their vital parts. It obviously took them sometime to do their work under the cover of night and, apparently, with the knowledge that there are no security measures, alarms, motions sensors, or whatsoever to interrupt their criminal activity (Sambar, 2001).

### 2.2.2 Places

Vandalism happens everywhere, but most often it occurs where the building design and lighting offer concealment and anonymity to vandals in areas frequented by young people such as schools, parks, shopping centers and public buildings, unoccupied buildings, open spaces or parked vehicles where minimum surveillance is given (Smithy, 2001).

### **2.3 Vandalism in society**

Research on vandalism is divided into two categories. Some studies look at vandalism from the point of view of the individual who commits it; personal traits, difficulties in adjusting to society at large and to school in particular, and emotional problems. This perspective is derived mainly from epidemiological studies. Other studies look at vandalism in a broader social context. Research on vandalism as a social phenomenon began in the 1930s with ecological studies by the Chicago School. Vandalism was explained as a malaise of modern society that is characterized by alienation and meaninglessness. Zimbardo (1969) used the term de-individuation to describe a situation in which individuals lose their uniqueness. According to Zimbardo, the malaise of modern society is related to a high level of social mobility, rapid growth, and instability. Erikson in Zimbardo (1969), looked at modern society from the point of view of adolescents who experience social mores and values inconsistently and therefore become involved in non-normative behavior. A bored group of young people breaks windows and destroys the interior of an abandoned building or house under construction for no good reason (McGruff, 2001).

Kaira (2001), in a newsletter of the Windhoek City Municipality, mentioned that Namibia's capital Windhoek is growing at a rate of 5.4% every year. About 600 people are migrating into the city every month seeking employment. The rapid growth is taking a toll on the ability of the Windhoek municipality to provide social amenities. Vandalism is becoming a problem to the Windhoek Municipality with regard to the replacement of vandalized public facilities, such as road signs, streetlights, traffic lights, public toilet facilities and parking meters which all of late

have suffered increasing vandalism. During one financial year only, which ended 1st July 2002, the municipality spent N\$ 500 000 on repairing damage caused by vandalism (Kaira, 2001).

The Strathclyde Police takes the vandalism matters seriously, and condemn all forms of vandalism in the community. Persons young and old are required to take responsibility for their actions. According to the Strathclyde Police public buses are being vandalized. For the first time, people who are responsible for vandalizing buses are now repaying the cost of the vandalism to the company out of their own pocket (Strathclyde Police, 2001). Thomas (1998), argued that, data on crime away from school are also presented to place school crime in the context of crime in the larger society.

Tony, quoted by Miller (1996) said there are these guys who live in our neighborhood who are home alone a lot. Their parents go out of town or work late, and the guys are by themselves. They run around the neighborhood to destroy public property. This situation creates a potential situation for vandalism to take place, especially when security guards are not deployed to guard over public buildings such as schools and hostels during weekends and school holidays’.

Jason also quoted by Miller (1996) thinks too many children are left alone too often. It seems like nobody cares about family life anymore, he noted, that there’s no guidance. Parents need to teach their kids, especially when they are 13 and 14 years old. That’s when they’re trying to figure out who they are, and they need parents to help them on issues with regard to their social conduct.

Ryma quoted by Miller, (1996) agreed that more children need guidance from their parents, but she also thinks children who are alone are missing something else. Kids miss the closeness and love of a family, if they don't get the attention they need, so they do bad things to get attention.

When parents are interested and involved in education of their children, they communicate that interest to their children, and instill self-discipline in them which on the other hand, eliminates vandalism. When parents volunteer to grade papers and carry out other routine activities at school, they not only show their commitment to school, but also give teachers time to concentrate on students rather than paper work. This effort from the parents' side is a good measure against boredom, which is one of the contributing factors to vandalism. In Namibia, schools and hostels are mostly vandalized during weekends and school holidays, especially in cases where no security guards are deployed to guard school property. In the absence of recreational facilities in residential areas, children and young people tend to visit schools and hostels to play, and often vandalize them. Educators alone can do little to stem this violence, which usually begins on the streets and spills over to school grounds (Yancey, 1995).

#### **2.4 Vandalism in schools**

Vandalism in schools implies deliberate breaking into school offices, breaking of equipment used in extra-mural activities, like soccer or rugby/netball posts, breaking into teachers' cars or stealing their property. Otaala (1995) is of the opinion that, Namibian schools and other institutions where large groups of people are found, e.g.

prisons and factories are facing serious problems of indiscipline which involve destruction of property and sometimes threaten the personal safety of students, inmates and staff.

Most schools face at least some problems with vandalism. For many schools the problems are of a minor nature but a number of schools face major vandalism. State schools with rolls between 500-999 students were more likely to have experienced major vandalism. Integrated schools and schools with rolls of less than 300 were less likely to have experienced vandalism. Rural schools were less likely to have problems with graffiti or tagging. There was a trend for the severity of the problems, and for the frequency of almost all of these vandalism problems, to decrease as school deciles increased (Hipkins and Hodgen, 2004).

The term *school vandalism* refers to willful or malicious damage to school grounds and buildings or furnishings and equipment. Specific examples include glass breakage, graffiti, and general property destruction. The term *school break-in* refers to an unauthorized entry into a school building when the school is closed (e.g., after hours, on weekends, on school holidays). The typical observer may think school vandalism and break-in are pointless, particularly when the offenders have focused on property destruction and have taken nothing of value. One can better understand the behavior when considering it in the context of adolescence, when peer influence is a particularly powerful motivator. Most delinquent acts are carried out by groups of youths, and vandalism is no exception. Participating in vandalism often helps a youth to maintain or enhance his or her status among peers. This status comes with little risk since, in contrast to playing a game or fighting, there are no winners or losers.

The objective parameters found to have an effect on school vandalism were school size, age of the students' population, teacher turnover, and parental support for the school's discipline policy. The salient subjective parameters were the students' views of how their teachers function (e.g., how fair they are, whether they use grades to exert power over students) and whether school rules are unambiguous (Zeisel, 1977).

Beyond peer influence, there are several other motivations for school vandalism;

- ❖ *Acquisitive vandalism* is committed to obtain property or money.
- ❖ *Tactical vandalism* is used to accomplish goals such as getting school cancelled.
- ❖ *Ideological vandalism* is oriented toward a social or political cause or message, such as a protest against school rules.
- ❖ *Vindictive vandalism* (such as setting fire to the principal's office after being punished) is done to get revenge.
- ❖ *Play vandalism* occurs when youth intentionally damage property during the course of play.
- ❖ *Malicious vandalism* is used to express rage or frustration. Because of its viciousness, people find this type particularly difficult to understand.

School vandalism and break-in are similar to vandalism and break-ins elsewhere, and some of the responses discussed here may be effective in other settings. However, schools are unique environments; the factors underlying school vandalism and break-ins differ from those underlying similar acts elsewhere, and therefore must be analyzed separately. School break-in typically falls into one of three categories;

- ❖ *Nuisance break-in*, in which youth break into a school building. Seemingly as an end in itself. They cause little serious damage and usually take nothing of value.
- ❖ *Professional break-ins*, in which offenders use a high level of skill to enter the school, break into storage rooms containing expensive equipment, and remove bulky items from the scene. They commit little incidental damage and may receive a lot of money for the stolen goods.
- ❖ *Malicious break-ins* entail significant damage to the school's interior and may include arson. Offenders sometimes destroy rather than steal items of value.

While school vandalism and break-ins generally comprise many often-trivial incidents, in the aggregate, they pose a serious problem for schools and communities, and the police and fire departments charged with protecting them. Many school fires originate as arson or during an act of vandalism. Though less frequent than other types of school vandalism, arson has significant potential to harm students and staff (Johnson, 2000).

The acting Director of the Karas Education Region, Mr. August Mungunda condemned the vandalism of school hostels and property in the region. He called on school principals who are not hostel superintendents to visit hostels adjacent to their schools on a regular basis. It will improve discipline in hostels he noted. He also called on hostel superintendents and supervisors to perform their duties diligently to stop vandalism. Problems at the hostel invariably spill over to the school, Mungunda stressed. He emphasized that a need exists to inculcate in the learners and the community at large a culture of ownership of hostel buildings.

He further called on school principals to encourage learners in hostels to make contributions to the hostel development fund and pay their hostel fees regularly.

The boys' hostel at the Suiderlig Secondary School in Karas educational region was closed in the year 2000 after it was damaged extensively through acts of vandalism. The male boarders were then moved to a section in the female hostel, pending renovation of their hostel and as a result no boys were admitted in the hostel. However, the male learners in no time damaged the section allocated to them. The J.A. Nel Senior Secondary School Hostel has also been extensively damaged over the years. A building at the hostel now only resembles a ghostlike image to those learners that spent many happy years there since the school was established in the early 1980s (Mungunda, 2002).

Apart from the fact that vandalism is costly, it also may contribute to a perception that the school or hostel is not well cared for and is an unsafe environment for students, boarders and staff. The writing of graffiti and acts of vandalism are usually carried out in secret, schools may discover that these types of misbehavior are difficult to curb (Watson, 1996).

Turner, Manga, Dupreez & Kann (1999), said that one focus group commented that most students do not respect teachers. As a result they do whatever they want. This causes a high rate of failure and vandalism. Some teachers do not stay in schools during working hours; they spend most of their time in town minding their own businesses. This situation illustrates the two sides of the discipline problem in

schools. On the one hand, some learners are unwilling to carry out the instructions of their teachers. On the other hand, some teachers do not earn respect from the learners and the community at large, by the quality of their lives, they involve themselves in the least amount of work possible and spend the rest of their time on their own business. When teachers are not at school full time, vandalism may take place (Turner et al, 1999).

Teachers at the Deo Gloria Farm School in South Africa, said when locking the school on a Friday, they would arrive on a Monday morning to find the place completely wrecked. The principal claims police did nothing to assist them, and no investigation ever transpired. The state of the school, where lessons had been forced to cease and the school evacuated posing as a safety hazard. The abandoned school bore witness to that of a hasty departure, the chalkboards still scripted with the last lesson (Mosito, 2003).

Classroom doors hung on hinges with locks broken, windows were smashed, some with distinct bullet holes, walls were broken with bricks suspended in the air hanging on remnants of reinforcing. Nothing appeared unscathed, even toilets were destroyed, kicked into the ground to leave huge gaping holes in the earth. The principal's office had been broken into on more than one occasion and school documents, reports and records, burned ( Motiso, 2003).

D'Aes (2002) in his paper on "The Attitudes of Teachers Report", argued that some common characteristics of teachers that promote disruptive behavior among students and promote vandalism are, teachers with low prestige. Only a few teachers carry the

responsibility for the school (perform their duties effectively). A small core of teachers has become cynical about their job and resistant to changes, saying, “It wouldn’t work here”. Many teachers cannot see that they themselves contribute to the discipline problem; they blame society, the education system, the school organization, the principal, pupils, but hardly ever themselves.

These teachers claimed that there are many causes of disruptive behavior and some of the causes lie outside school and are out of their reach. “We will start from the situation as it presents itself to us and then deal wisely with the consequences”, they argue. Disruptive behavior of pupils causes a lot of anger, frustration and suffering among other pupils, teachers and staff members (D’Aes, 2000).

The lack of consistency in reporting school vandalism and break-ins means that cost estimates are similarly imprecise. Vandalism costs are usually the result of numerous small incidents, rather than more-serious incidents. Various estimates reveal that the costs of school vandalism are both high and increasing. Not only does school vandalism have fiscal consequences associated with repairing or replacing damaged or stolen property and paying higher insurance premiums if schools are not self-insured, but it also takes its toll in terms of aspects such as difficulties in finding temporary accommodations and negative effects on student, staff and community morale (Johnson, 2000).

According to Johnson (2000) school administrators may hesitate to report all cases of vandalism, break-ins, or arson because they view some as trivial, or because they fear

it will reflect poorly on their management skills. Partially because of the failure to report, few perpetrators are apprehended, and even fewer are prosecuted.

It is remarkable that studies in European countries show that the situation is much less worse than one is inclined to think. Indeed, if one just listened to the teachers or read the newspapers, one would get the impression that, teachers are threatened at gunpoint by pupils almost every day. But the truth is that less than twenty percent of the pupils sometimes display low disruptive behavior, less than ten percent display moderate disruptive behavior and only between zero and five percent display serious disruptive behavior, which includes vandalism (D'Aes, 2002).

Another factor which leads to lack of discipline and inadequacies learners have in the education process is the current tendency of many teachers to arrive at school at the last possible moment and even to be regularly late for their classes. Truancy among teachers is not unknown. Many teachers also leave the school premises as soon as the school day is over, and do not stay at school to help the children, to supervise sport or run extra-curricula activities. Another reason for indiscipline, which is a major contributing factor to a high rate and extent of vandalism, is lack of sufficient involvement by the School Board. School Boards should be responsible for the routine maintenance of school buildings and should have the right to charge for the use of the buildings for non-education purposes, the fee should be placed in the Development Fund and should be used for maintenance. Members of the School Board should be fully aware of everything that happens in their schools and hostels (Turner et al, 1999).

Kozol in Yancey (1995) in his book, *Savage Inequalities*, also agreed that, when children study in dilapidated buildings with broken windows and dark halls, no playgrounds, and are exposed to very old and outdated equipment and under-stocked libraries, they turn into vandalism out of frustration (Yancey, 1995).

Those who vandalize or break into schools are typically young and male, acting in small groups. Vandalism and break-ins are most common among junior high school students, and become less frequent as students reach high school. Those involved in school-related arson are more likely to be in high school. Many vandals have done poorly academically, and may have been truant, suspended, or expelled. As is typical of many adolescents, students who vandalize and break into schools have a poor understanding of their behavior's impact on others, and are more concerned with the consequences to themselves. Offenders are no more likely to be emotionally disturbed than their peers who do not engage in the behavior, nor are they any more critical of their classes, teachers, or school in general.

While the majority of students do not engage in vandalism, they do not generally harbor negative feelings toward those who do. In other words, vandalism is a behavior that students can perform without the risk of condemnation by other students. Youth who lack fulltime parental supervision during after-school hours have been found to be more involved in all types of delinquency than students whose parents are home when they return from school.

Though far less frequently, adults sometimes commit school vandalism and break-ins. Most often, they do so to steal high-value items (e.g., computers, television, cameras)

and sell them on the street. Adults are far less likely to maliciously deface or destroy school property (Johnson, 2000).

According to the Policy Book of the Logan County School in the USA (2002), building and ground security can be ensured, by encouraging the use of school recreational facilities by the public during daytime hours, when buildings and grounds are not serving the instructional program. However, when a school facility is closed for the night, school grounds and roadways shall be considered closed to the public. Only persons in attendance at school or community functions may then be legitimately present on school property.

School personnel have the authority to ask any person found on school property after hours to leave, and to inform the police authorities should the person fail to do so. As a deterrent against vandalism, and for general security of the school property, the School Board could allow persons to reside on selected sites on the school premises. A person residing on school property for security purposes should agree to some terms or conditions (Logan County School Policy Book, 2002).

Sambar (2001), argued that, the recent series of destructive, costly and harmful vandalism against Glendale and Hoover High Schools in the USA, serves as wake up call for our district and city leadership to broaden their vision and take the matter of school and community security far more serious than they have done so far. The Glendale High School's new buildings, which have been hit twice in a matter of days is a ten million dollar modern and technologically advanced four-story structure. It is found both appalling and disheartening that the district and its architects would design

and construct such an expensive structure and ignore installing any security measures to protect it. Similarly, the Hoover High School's buildings have no security protection either.

It is evident that those in education are neither expert nor knowledgeable in matters of security. It is also very obvious that the dynamics and changing nature of the community along with increase recent vandalism call for a new, expert, and fresh approach to deal with the safety and security of both schools and students.

The community should also know that the schools and their instructional technology and approaches have changed. Schools now have computers, equipment, scientific instruments, expensive textbooks, and specialized laboratory equipment and supplies that are technologically advanced and very costly. Proper security precautions must be developed to protect them. The days of the red schoolhouse with a few books and a row of desks are long gone (Sambar, 2001).

The security conditions in nearly all the disadvantaged schools were appalling. The most basic safeguards were either not in place or were being removed. These include adequate fencing, police protection, weapons checks, and security guards. This not only creates a problem but hampers solutions. Good educators, counselors and workers will not work in disadvantaged schools because their security cannot be guaranteed, argued Griggs (1997). No funding from either provincial or national level to provide for security guards let alone metal detectors and fencing. If more money is spent on security guards and a tiny fraction on books, this led to the decision to eliminate security guards so that more money would be available for much-needed

books, programs and equipment. School governing bodies must now raise the fees for security and many other budgetary shortfalls. Unfortunately, many lack the expertise or ability to do this. They are also confronted by, parental resistance to increase fees and responsibilities. Thus, major social obligations and material costs are being directed to school governing bodies from higher levels of government while some parents are resisting this imposition (Griggs, 1997).

The former Namibian President Dr. Sam Nujoma, at the inauguration of a hostel at Onkumbula Senior Secondary School in 2002 in the north, reminded the community that the Namibian people suffered greatly under the apartheid system, which was imposed upon Namibia. The hated system of racial segregation divided people and created hatred in the country. Educational facilities and amenities were provided according to one's race and color. Only the whites benefited from this set-up, which resulted in severe acts of vandalism in most parts of the country, as stated by Eliason and Frank (2000).

The former President further called upon the community to remain, united and to participate in nation building activities such as the community based project which brought about the modern hostel, regardless of their racial and religious differences, political affiliation or ethnic background. He urged the learners and the community at large to realize that 'the hostel is your property and you must take care of it. You should jealously guard it against vandalism and negligence' (Nujoma, 2002).

According to Griggs (1997), interviews with educators, learners, parents police and education officials indicate that the low level of parental involvement in the schools is

a stumbling block to effective programs. Reports received from both pupils and teachers shows that parental participation is near absent. Most secondary schools include more than a thousand pupils but a good turnout at important meetings is fifty parents. The lack of parental involvement leads to lowered self-esteem among educators; reduce financial support, and the inability to garner enough community co-operations to make security programs work.

Interviews with parents indicate that many are bitter and reluctant to pay school fees for both economic reasons and because of broken promises: some believe that, education should be provided free by the government. Many say the constitution entitles every child to an education but instead the outfall of government mismanagement and corruption has been passed along to them. The governance of schools could easily be sabotaged by new resistance campaigns launched by parents who refuse to pay fees.

Another problem is lack of parental co-operation with police. Many police fail to turn up to a community to investigate gang killings because the community will not co-operate even when the killer is well known. It is also known that some parents are involved in the same gangs as their children and even incite them to violence. In one incident in Newlands, a mother provided her son with a knife and directed him to stab another schoolboy (Griggs, 1997).

#### 2.4.1 The impact of vandalism on the schools:

The following paragraphs will look at how vandalism in schools and hostels impact on the school culture, academic achievement of learners and the availability of resources.

##### (a) School culture

When schools are vandalized, children's education and progress are violated and disrupted. Vandalism strikes at the heart of the sense of pride, privacy, and dignity (Sambar, 2001).

Following major study, research was conducted that focused on the connection between vandalism and school effectiveness and climate. It is found that when school climate was not positive and did not enhance students' social welfare, the rate of vandalism was high, and when the school did not effectively promote learning, vandalism tended to increase (Zeisel, 1977). It was also found that vandalism increased in schools where students did not have a sense of belonging.

Some researchers have emphasized teacher-student interaction as a causal variable (Heller and White, 1975). Others have noted that tolerance, respect for others, and motivation to achieve, are important in mitigating vandalism (Dust, 1984, Geller, 1992). In an Israeli study, Horowitz and Amir (1981) found that students who were involved in vandalism were socially marginal at school; they felt alienated from school and were low achievers though not necessarily low in terms of competence.

When most school facilities are damaged or destroyed through acts of vandalism, the whole school climate and culture is endangered. Schools become uncontrolled leading to gangsters, theft, and misuse of drugs and destruction of government property (Turner et al, 1999).

It was discovered that turf wars not only spill onto vandalized school grounds, but the school itself is a territorial prize. Gangs need a controlled area from which to sell drugs, collect revenue from theft, and recruit members. Some schools in South Africa were so destabilized by gangs that both children and staff members enter and leave school grounds as they wish and classes are not conducted according to any regular schedule. Sometimes teachers fear their own pupils who carry weapons, smoke dagga in the toilets and move off and onto school grounds freely. Certain KwaMashu schools where students cower in class during all the breaks for fear of gang members who enter and leave the grounds as they please.

The school youth, so often the targets of gang activities, dare not talk as their wellbeing and the lives of their families are then threatened. Gangs hunt down and sometimes kill learners who are suspected of revealing their activities. Intimidation by gangs undermines all attempts at creating a culture of learning and teaching. One Kwamshu teenager told the researcher that, to get close to the teachers leads the gang to hate you (Griggs, 1997).

The dilapidated E. Z. Kabane High School in KwaMagxaki in South Africa has been condemned by health authorities and parents as a health and safety risk and uninhabitable. The school, which has for the past years, yielded impressive standard ten results, has now been described by its school governing body as the forgotten responsibility of the education department.

Continued vandalism at the school has now left large gaps in the prefab walls and ceilings and broken doors and windows. For the second consecutive week, the 712 pupils and 26 teachers have to walk a short distance to the KwaMagxaki Community Hall to use the toilet, or leave school earlier, because the pipes in the school toilets have been stolen and there is no running water (Matyu, 2000).

Both the incidence and severity of school violence in destroying the basic environment conditions required to provide an adequate education and could undermine many programs aimed at upgrading schools (Griggs, 1997).

Price quoted by Yancey (1995), described her first visit to a severely vandalized school as follows, “Kids were running everywhere. Teachers were sneaking out the back door, going to the store. Learners are coming to school at 10 and 11 o’clock”.

With no access to proper funds for repair, abandoned vandalized properties including schools and hostels will become more numerous (Yancey, 1995). Poor schools usually have a greater need for supplies, maintenance, and attention than wealthier ones. This makes fair distribution of public money a difficult task. After all, when students start off in a well-maintained building with scrubbed walls, polished floors, and a fresh coat of paint, they are more likely to take pride in their school's appearance and 'go the extra mile' to keep it looking attractive throughout the year (Watson, 1996, p.29).

#### (b) Teaching and learning

In the absence of important educational facilities and experimental equipment and textbooks, owing to acts of vandalism, teaching and learning become less effective. Teachers tend to use the lecture method even in primary schools, where participatory and learner centered methods are required (especially in science subjects). Teachers will rather provide facts from textbooks instead of conducting experiments which allow learners to learn with understanding and derive conclusion as emerging from the result or outcome of the experiment, this sometimes result in the mere memorization of facts by learners.

Lack of textbooks in school hampers learners to do their homework and assignments independently; it also hampers parents' efforts to assist their children with homework. Highly vandalized schools suffer a high rate of

failure, compared to less vandalized schools. When a school does not promote learning, vandalism tends to increase (Zeisel, 1977). There is a vicious circle between vandalism and effective teaching and learning.

(c) Academic achievement

The environment of vandalized schools becomes un-conducive for teaching and learning activities. Teaching and learning aids are destroyed and become insufficient to help the schools to achieve a positive academic school environment (Turner et al, 1999).

Factors identified by the American Psychological Association (APA), which contribute to violent behavior among youth include;

- ❖ Peer pressure
- ❖ Need for attention or respect
- ❖ Feelings of low self-worth
- ❖ Early childhood abuse or neglect
- ❖ Witnessing violence at home, in the community, or in the media
- ❖ Easy access to weapons

The APA (1993) has also identified four so-called accelerating that seem to heighten the probability that at-risk youth will cross invisible line into violence;

- ❖ Early involvement with drugs and alcohol
- ❖ Easy access to weapons, especially handguns
- ❖ Association with antisocial, deviant peer groups

- ❖ Pervasive exposure to violence in the media

Walker also noted relatively accurate predictions, which can be made in future arrest status of the typical at-risk fifth-grader, based on three measures;

- ❖ The number of discipline contacts the student has during a school year
- ❖ The amount of negative behavior the student displays with classmates on the playground
- ❖ The teacher's impression of the student's social skills (Walker, 1998).

According to Kadel (1999), specific ways schools can help to foster resiliency and assist in protective factors into a student's life include the following;

### **Caring and Support**

Creating of nurturing staff and positive role models.

Ensure creative, supportive leadership dedicated to the school mission.

Develop n orderly, flexible climate that is warm, responsive, quite without being oppressive.

Offer support and mentoring from staff and peers.

### **High Expectations**

Maintain high expectations of all students and staff.

Ensure minimum mastery of basic skills by all students.

Avoid negative labeling and tracking.

Emphasize cognitive development.

Monitor student progress frequently.

## **Opportunities for Participation**

Spend more time on task.

Individualize instruction.

Use a cultural diverse curriculum.

Encourage a variety of experience to discover each child.

Enable students to take part in meaningful activities and wise contributions.

Encourage parents and community participation in direct, recognize students' progress, and communicate expectations (Bernard, 1991 and Kunjufu, 1984).

Children from broken or abusive homes or those who are frequently left on their own, often join gangs that take the place of families and exert a negative influence on behavior. Gangsters become forerunners in vandalism activities in schools and hostels. This promotes low academic achievement in the entire school (Yancey, 1995).

### (d) Availability of resources

According to the Presidential Commission (1999), classrooms that were burnt down have never been renovated since 1973 up to now. In Namibia, according to observations done, some vandalized schools have not been renovated since independence in 1990. The government cannot afford to renovate them. Some communities are too poor to assist schools with renovations, while other communities are ignorant, and there is a disturbing and non-traditional tendency for parents and the wider community to disclaim responsibility for the way in which the younger

members of the community behave. The government is sometimes forced to cut budgets for teaching and learning aids in order to cater for the renovation of vandalized property (Turner et al, 1999).

The Kwamagxaki, school had no storage room and had converted a block of disused and vandalized smelly toilets into a storeroom for books. A Photocopier was stolen. There is no laboratory, no library and no computers, as most money is spend on repairs (Matyu, 2000).

In the September 2000 newsletter of Uncas Elementary School based in the USA, it was mentioned that, during the course of every year, a considerable amount of money, which could be used for instructional programs, is spent on school repairs caused by vandalism (Alberta, 2000).

Parents are also obliged to assist schools in the form of sometimes, exorbitant school fees, or to participate in renovation work as volunteers. The reduced teaching/learning aids deny equal access of learners to such aids. This situation hampers the smooth teaching/learning process and promotes failure and frustration among all stakeholders in such a school or institution.

Some schools in South Africa are declared as schools to be depending on school funds to help themselves. Which is very difficult to those majority pupils who come from the informal settlements, and whose parents are unemployed (Matyu, 2000).

In the USA, schools pay out millions of dollars each year to clean up graffiti, repair buildings, or replace vandalized equipment. That means less money for new books, computers, sport equipment and other student activities (McGruff, 2001).

Hamata in The Namibian of 24<sup>th</sup> September 2001, reported on a statement, made by the president of the Namibian National Students Organization (NANSO), Bernadus Swartbooi, in which he appealed to the government to put on hold its plan to increase hostel fees by 25% owing to the economic difficulties being experienced by most parents.

According to Swartbooi, the proposed 25% increment in hostel fees was harsh when most parents, mainly government employees only received a meager salary adjustment of eight percent. Such an increment means an increase in marginalization of those who continue to be deprived and is a recipe for furtherance of poverty.

Swartbooi also said that NANSO had noted with great concern the disease of unwanted vandalism by the same students at those hostels. He said students found guilty of such destructive tendencies must be disciplined. No longer can one just shout that education is a right, while means for repair are limited, not clearly making efforts to positively influence ourselves and make the students aware of the very conditions one live in. Contrary to his previous appeal against hostel fee increment, because of the economic situation of most parents, Swartbooi is arguing that government should enforce a policy where schools are required to repair and renovate their hostels at their own expense. Swartbooi gave the example of Paresis Secondary

School in Otjiwarongo, which took the liberty to use the school funds to renovate the hostel. Other schools need to follow the example (Hamata, 2001).

Schools cannot afford the expense of vandalism, particularly if school fees are not increased, and this cannot be easily done in an impoverished community. According to Rybarczyk (2000), vandalism fines do not go down too well with some students. 'I am really upset about the fines, because vandalism is just a stupid thing to do', said Anneli Alers, an innocent student at a vandalized school. After receiving a fine for a broken window, Eva Drinka had an explanation for the damage. 'It is just people acting stupid and now the rest of us have to pay for it'.

## **2.5 Conclusion**

Vandalism, as has been defined, implies the deliberate destruction of public and private property. It takes place mostly in areas frequented by young people. Places such as schools, parks, shopping centers, public buildings, and facilities such as streetlights, road signs and unoccupied buildings are potential targets of vandals.

Bored youngsters of both sexes are involved. Children of working parents unemployed youth, students/learners and boarders whose teachers/ supervisors are not present full time in a school/hostel or class, are mostly responsible for vandalism.

Vandalism has a very negative impact on the school culture and climate, the academic achievement of learners as well as the availability of resources in schools and hostels. Budgets need to be cut at the expense of purchasing teaching/learning aids in order to

cater for the renovation and replacement of vandalized items and property. Vandalism also places a heavy financial burden on the parents in the form of exorbitant school and hostel fees. Vandalism is a totally negative experience harming the conduct of proper teaching and learning. It is essentially destructive. Vandalism also creates a breeding territory for gangs to operate from.

In order to agree or disagree with many facts, views and arguments as presented in the literature review by different authors, with regard to vandalism, a practical study need to be conducted. The next chapter (3) will deal with the methodology, which will enable the researcher to successfully carry out the research. The methodology will also help to reach relevant conclusion about the research problem.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, the population, the sample, the data collection instruments, the data collection procedures, and the data analysis and interpretation process.

#### **3.2 Research design**

The research methodology that was used in this study combines both quantitative and qualitative strategies. The quantitative strategy consists of scaled questionnaires, to gather background information about vandalism in schools and hostels. The qualitative strategy consisted of interviews (interview protocol containing open-ended questions) and site observation (consisting of an observation protocol and observation schedule, which included the criteria for observation).

##### **3.2.1 Population**

The targeted population for this study was the principals and the management members from schools and hostels in two educational regions. Fifty six schools in Otjozondjupa and fifty one schools in Kunene region were visited.

### 3.2.2 Sample

Only two of the thirteen educational regions were studied owing to its access to the researcher as well as her familiarity with the regions. A purposeful sampling technique was employed to select in total 24 schools (about 20%) of the 107 schools in the two regions. Very remote schools were excluded to cut traveling cost and time. The sample was stratified according to region and type of school (primary, combined and secondary, day and boarding), (Gay, 1992).

**Table 1**

Stratification of the sample

Educational Regions	Type of Schools												Total	
	Primary 4				Combined 4				Secondary 4					
	Day		Boarding		Day		Boarding		Day		Boarding			
	2	2	2	2	2	2	2	2	2	2				
	V	U	V	U	V	U	V	U	V	U	V	U		
Otjondjupa	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Okunene	1	1	1	1	1	1	1	1	1	1	1	1	1	12
														24

Table 1 shows the stratification of the twenty four schools and hostels visited.

From the two day and two boarding schools, one not vandalized and one vandalized school was purposefully selected. (U stands for un-vandalized while V stands for vandalized schools).

### **3.3 Research instruments**

The data collection instruments used was questionnaires, interview schedules and observation schedules.

#### **3.3.1 Interviews**

The researcher conducted interviews, guided by an interview protocol. The interviews consisted of structured as well as open-ended questions to be answered by principals and management members from selected schools and hostels. The staff was interviewed on their views and background knowledge on the rate, extent, causes and impact of vandalism on the school climate and culture, and teaching and learning at their respective schools and hostels as well as on the effectiveness of preventive measures in place. (See appendix 1).

#### **3.3.2 Observations**

Site observation on schools and hostel premises were carried out. Attention was given to actual acts of vandalism, such as smashed windows, broken doors, broken fencing, facilities, vandalized toilets, desks, graffiti on walls, as well as vandalized extra-mural facilities. Field notes were taken during site observation (See Appendix 3).

### 3.3.3 Questionnaires

The questionnaire consisted of a combined set of scaled, structured and open-ended questions. The content of the questionnaire items was derived from the research objectives given in chapter 1 based on the rate, extent, causes and impact of vandalism and solutions put in place to curb vandalism in schools and hostels (See appendix 2 for the questionnaires).

### **3.4 Document analysis**

Principals were asked to provide any statistical evidence or information on the overall rate, extent, causes and impact of vandalism and rules in place at their schools and hostels, while teachers/ management members were requested to provide information about vandalism in their respective classrooms or areas of supervision, on the school premises, for example extra-mural facilities, toilets, etc. Information obtained from these documents was part of the data collected, and was analyzed together with other data during data analysis.

### **3.5 Data collection procedures**

Permission to access schools and hostels to conduct the study was sought through the head office, the regional offices and from each of the schools to be visited, in the form of permission letters. The researcher communicated the aim, purpose and importance of the study to all stakeholders as mentioned in Appendix 1.

The researcher administered the questionnaires to the principals and management members at the identified schools and hostels during the visits to each school/hostel. Identified groups answered questionnaires and were interviewed during free periods or spare time. Site observation was also conducted during this visit. These interviews were recorded with the permission of the participants. The principal and management members were also asked to furnish the researcher with documentation on vandalism at their schools to serve as supporting data for the study.

### **3.6 Data analysis and interpretation**

The first step was to organize the data. Data reduction process was applied, which in general consisted of coding data in preparation for analysis – in this case by hand, due to the small sample ( to enhance the success of data reduction process, the researcher went through the questionnaire with respondents and allow questions for clarity). Data reduction process consisted of two procedures namely: editing and coding. There are three central tasks in editing (1) *Completeness*: a check was made that there was an answer to every question. (2) *Accuracy*: as far as possible to check whether all questions are answered accurately. (3) *Uniformity*: a check was made as to whether interviewers interpreted the instruction and questions in uniformity (Cohen and Manion, 1989).

Coding, as the primary task of data reduction, means to assign a code number to each answer of a survey question. Here one can distinguish between pre-coded answers from questions and post-coded answers from interviews and site observation

information. In the case of this study, both methods were used (Cohen and Manion, 1989).

Since a standard questionnaire and an interview protocol format were used, the responses of individuals on a certain variable were grouped together and compared. Using rate as a variable for example, the researcher explored whether the responses of individuals were similar. All variables such as rate, extent, causes and impacts of vandalism were handled in the same way. A composite summary of all interviews was regarded as useful to accurately capture the essence of the phenomenon being investigated, which in this case was vandalism in schools and hostels (Patton, 1980).

The second step of data analysis involved the description of the data gathered by means of the composite summary as explained above. The researcher described important issues that arose from the data collected. Inductive analysis was used, which meant that the patterns, themes and categories of analysis came from the data: they emerged out of the data rather than being imposed on them prior to data collection and analysis (Patton, 1990).

The grouping of the information made it easier to explore some definite patterns that emerged. These patterns of views that emerged were grouped and later described in detail in relation to the topic of interest, namely: the rate, extent, causes and impact of vandalism in schools and hostels in two educational regions in Namibia. Tables were produced to tabulate responses, to derive percentages, for proper comparison, results were derived and conclusions were reached (Opperheim, 1996).

Finally, data interpretation followed. This phase involved explaining the findings, answering questions, putting patterns into an analytic framework and, if necessary, attaching significance to particular results. Since the analysis was inductive in nature, the researcher made conclusions on the relationship or interrelationships that existed between the types or information obtained (triangulation). Descriptive statistics such as tables were used to tabulate responses, to obtain percentages for proper comparison, and for results to be derived as well as for conclusions to be reached (Opperheim, 1996).

The next chapter describes the findings. It also provides a presentation and discussion of the research data collected during the field work. Tables and figures (pictures) are used to support the presentation and discussion of the findings.

## **CHAPTER 4**

### **PRESENTATION AND DISCUSSION OF RESULTS**

#### **4.1 Introduction**

This chapter discusses the findings of the study and gives an overview and discussion of the gathered data. The data collection was done through three data collection instruments: questionnaires, interview schedules and site observation schedules. Respondents numbered 103: twelve principals, twenty three management members, twelve hostel superintendents and fifty six hostel matrons and supervisors who were selected from the twelve schools and hostels from Otjozondjupa and Kunene educational regions respectively.

The findings are presented and discussed in accordance with the triangulation process as prescribed by Cohen and Manion (1989). This means that findings which emerged from the pre-coded answers from questionnaires and findings from post-coded answers from interviews, site observations and literature study are presented simultaneously.

The results on the rate, extent, impact and causes of vandalism in schools and hostels where this research was conducted are presented as themes under findings. The findings revealed that the rate and extent varied from place to place while causes also differed.

Raw data were organized through the process of data reduction, which consisted of two procedures, editing and coding. Finally, data were interpreted by explaining findings in relation to the study objectives (themes). Tables were used as descriptive statistics to tabulate responses, to obtain percentages for comparison, results were derived and conclusions were made.

## **4.2 Findings**

Statistical information on broken items was not available at all the schools and hostels visited. The findings are presented in accordance with the four themes under investigation. Discussions follow after data presentation of each theme.

### 4.2.1 Theme I (the rate at which vandalism takes place in Namibian schools and hostels)

The purpose of this theme is to describe how frequently acts of vandalism are taking place in Namibian schools and hostels. Twelve schools and hostels (24 places in total) were visited in the Kunene and Otjozondjupa regions.

Tables (1-6) below tabulate the frequency of acts of vandalism, while figures 1-27 provide evidence that acts of vandalism are a reality in schools and hostels visited.

**Table 2**

Respondents' responses on the frequency with which acts of vandalism are taking place at their respective schools and hostels

Vandalism	Frequency of expression								N
	Very often		Often		Seldom		Never		
	n	%	n	%	n	%	n	%	
Acts of vandalism	14	15.9	37	42.0	37	42.0	0	0.0	88
Breaking windows	20	19.8	36	35.6	39	38.6	6	5.9	101
Graffiti on walls	16	16.6	29	30.2	37	38.5	14	14.5	96
Toilet seats	12	12.1	27	27.2	47	47.4	13	13.1	99
Taps	14	15.9	17	17.7	47	48.9	18	18.7	96
Mirrors	15	18.2	19	23.1	29	35.3	19	23.1	82
Soccer posts	0	0.0	2	2.5	27	34.1	50	63.2	79
Netball posts	2	2.7	0	0.0	19	26.3	51	70.8	72
Rugby posts	0	0.0	1	1.8	9	16.9	43	81.1	53
Scratching class walls	23	25.5	38	42.2	24	26.6	5	5.5	90
Scratching desks	34	40.0	32	37.6	18	21.1	1	1.1	85
Tearing posters	12	14.4	27	32.5	33	39.7	11	13.2	83
Tearing textbooks	19	22.6	24	28.5	32	38.0	9	10.7	84
Tearing Library books	13	15.2	24	28.2	27	31.7	21	24.7	85
Breaking laboratory equipment	5	5.4	21	23.0	23	25.2	42	46.1	91
Breaking into school office	2	2.5	4	5.1	23	29.4	49	62.8	78
Breaking into classes/rooms	0	0.0	7	7.7	29	32.2	54	60.0	90
Breaking into staff cars	0	0.0	1	0.9	32	31.6	68	67.3	101
Stealing staff property	0	0.0	13	14.6	43	41.0	33	37.0	89
Stealing other learner's property	28	31.1	31	34.4	28	31.1	3	3.3	90

Table 2 highlights the frequency at which different acts of vandalism are taking place.

According to findings in table 2, 41.0% of participants viewed acts of vandalism as seldom taking place. However, 57.9% agree that it happens often to very often.

The majority of respondents 97.5% see sport facilities such as soccer posts, netball posts and rugby posts as seldom or never vandalized. Only a few 2.3% see them as being vandalized often to very often. Windows were seen by 55.4% respondents as being broken often to very often, while 44.6% viewed them as seldom or never being broken.

Vandalism that takes place indoors, for example in classrooms, bedrooms, toilets, halls etc., which implies graffiti and scratching on walls, desks and tables, tearing of posters, textbooks and library books, as well as breaking laboratory equipment were viewed as taking place, often or very often by 87.8% respondents. While a few 21.2% said it happened seldom or never at their schools/hostels.

Acts of vandalism that constitutes crime, such as breaking into school offices, classrooms, hostel rooms, teachers' cars, stealing of teachers/staff property, were regarded by most respondents as happening seldom or never at their schools/hostels. While 45.4% individuals view the stealing of property of other learners/boarders as happening very often.

The data which emerged from questionnaires, tabulated in table 1 above, revealed that acts of vandalism take place in schools and hostels and this is supported by figures 1-2.

**Figure 1**



**Figure 2**



### **Graffiti on classroom and bedroom walls**

Figures, 1 and 2 revealed that graffiti and the tearing of posters are a reality in schools.

Learners in these classrooms admitted to the researcher in the presence of the teacher, that they used to tear posters off the walls whenever the teachers put them up.

**Table 3**

Responses on how frequently vandalism is taking place at the respective schools and hostels

Frequency	Frequency of expression	
	n = 85 *	%
Very often	17	20.0
Often	30	35.3
Seldom	20	23.5
Very seldom, very rare	8	9.4
Once per term	2	2.4
Twice per term	1	1.2
On a weekly basis	3	3.5
During school holidays	3	3.5
Every weekend	1	1.2

Table 3 shows how often act of vandalism take place. \*Eighty five respondents out of 103 answered the questions.

In table 3, most interviewees 55.3% viewed vandalism as taking place often to very often. The rest 43.1% see it as happening seldom. Interviewees confirmed in table 3 above that acts of vandalism take place at their respective schools and hostels often and very often. This is in line with the results table 2.

**Table 4**

Respondents' perceptions about facilities, buildings and equipment that were vandalized the most

<b>Buildings</b>	<b>Frequency of Expression</b>	
	<b>n = 103</b>	<b>%</b>
Windows	32	31.1
Scratching walls	25	24.3
Toilets/bathrooms	19	18.4
Doors	14	13.6
Kitchen	4	3.9
Halls	4	3.9
Cupboards/lockers	3	2.9
Mirror	2	1.9
<b>Facilities and equipment</b>	<b>n =103</b>	<b>%</b>
Chairs	23	22.3
Desks	18	17.5
Taps	15	14.5
Fence	8	7.8
Textbooks	8	7.8
Mattresses	7	6.8
Beds	7	6.8
Crockery and cutlery	7	6.8
Tables	5	4.9
Lights	5	4.9

Table 4 indicates the facilities, buildings and equipment vandalized the most.

Table 4 lists facilities such as buildings and equipment that are vandalized the most: windows, 31.1%, scratching on walls and graffiti 24.3%, toilets/bathrooms 18.4%, chairs 22.3%, doors 13.6%, desks 17.5%, and taps 14.6%. Other items such as

kitchens, fences, textbooks, halls, mattresses, beds, cupboards/lockers, crockery and cutlery, mirrors, tables and lights scored less than 10% each.

Table 2-4 and figures 1-4 support each other with regard to equipment, facilities and buildings mostly vandalized. The information corroborates Smithy (2001) on facilities such as windows, desks, toilets, lids, taps, mirrors and walls are mostly vandalized. The acts of vandalism that appear less frequent are the vandalizing of soccer, rugby and netball posts, breaking into school offices, classrooms, staff cars and stealing of staff property

**Figure 3**



**Figure 4**



**Broken windows and graffiti on desks**

Figures 3 and 4 revealed that windows are broken and desks are severely scratched.

**Table 5**

Vandalism in hostel rooms and toilets, a comparison on acts of vandalism committed by boys and those committed by girls

Facilities	Boys	Girls	Facilities	Boys	Girls
	Rooms			Toilets	
Windows	1204	356	Pots	5	1
Window handles	679	270	Seats	34	15
Doors	42	29	Lids	43	34

Door handles	152	53	Water tanks	55	31
Beds	162	113	Taps	160	73
Cupboards/lockers	552	209	Face basins	22	8
Mattresses*	30	32	Showers	85	39
Taps	16	4	Soap holders	47	14
Fire pipes	4	6	Toilet roll holders	5	3
Mirrors	29	10	Mirrors	61	14
Benches	1	1	Bath	2	2
Ceilings	42	21	Bath taps	0	4
Entrance doors	2	10	Windows	59	21
Electric switches	2	8	Window handles	44	11
Pelmets	33	65	Doors	20	14
Outside lights	93	35	Door handles	29	22
Inside lights	161	70	Benches	2	3
Water tanks	1	1	Ceilings	14	18
Cupboard/locker handles	6	54	Electric switches	6	3
Chairs	8	26	Fire pipes	1	2
Main switch	13	0	Lights	18	0
Desks	16	0	Entrance doors	6	0
Tables	4	0	Urine pots	4	n/a
Burglar bars	2	0	Sink	2	0
Notice boards	1	0	Wall tiles*		0
Wire-gauze(veranda)*		0	Stop-taps	3	0

**Asterisks:** unusual cases.

Table 5 makes a comparison between boys and girls with regard to acts of vandalism. Based on observations made in different schools and hostels, table 5 highlights facilities which are vandalized the most, especially in hostels. It also makes a comparison between boys and girls in committing acts of vandalism. It appears that boys commit more acts of vandalism compared to girls. This data is also supported

by the Regional Educational Planner (former hostel supervisor) of Kunene region, as he said:

Vandalism in a boy's hostel is much more than in a girl's hostel of the same school. It is not always vandalism but rather entrepreneurship. They remove all parts that can be sold. All copper parts of a flush toilet are normally removed. The brass parts of a window are just removed. If a toilet's ball valve is not working, then the problem starts. The angle valve is normally calcified and cannot shut properly, the cistern is overflowing and water is damaging the floor and walls. If a window doesn't have a handle or a stay, the wind normally damages the window and panes crack, putty becomes loose and eventually the window panes break, the same with electric switches. The boys are not afraid to tamper with electrical installations. I saw that a hostel burnt down due to a "stove" that was connected to the light with a very thin electrical wire.

Those facilities/items mostly vandalized are: windows, window handles, cupboards/lockers, beds, inside lights, doors and door handles. In toilets/bathrooms taps, showers, windows, window handles, toilet water tanks, toilet pots, lids and seats, are the most vandalized. Table 4 also revealed that boys vandalized more facilities than girls.

**Figure 5**

**Figure 6**

**Figure 7**



**Vandalized boys hostel rooms and bathrooms**

Figure 7 is evidence of the one extraordinary case in which most wall tiles were deliberately destroyed in a boys' bathroom.

**Figure 8**

**Figure 9**

**Figure 10**

**Figure 11**



**Vandalism in hostel rooms and toilets**

Figures 5-11 shows the very bad conditions in which boarders in most of the hostels visited find themselves

**Figure 12**



**Figure 13**



**Vandalized lockers and toilets in hostels**

In figure 12 one respondent argued that, graffiti and breaking lockers had taken place with generations of boarders since 1972 when that particular hostel was built. No repair or re-painting had been done up to the time when this research was conducted. Figure 13 shows that toilets are severely vandalized, and at most schools toilets do not flush.

**Table 6**

Comparison of vandalism in school toilets of learners, and school and hostel staff toilets

Facilities	Learners		Facilities	Staff	
	Boys	Girls		Gents	Ladies
Seats	14	14	Seats	10	5
Face basins	18	17	Face basins	10	1
Lids	16	19	Lids	11	6
Toilet roll holders	6	4	Toilet roll holders	2	0
Taps	8	9	Taps	6	1

Doors	17	2	Doors	6	2
Door handles	14	13	Door handles	12	4
Windows	50	45	Windows	4	0
Window handles	4	3	Window handles	0	1
Outsight lights	1	0			
Lights	2	1			
Urine pots	8	n/a	Urine pots	1	n/a
Water tanks	5	2	Water tanks	4	3
Mirrors	0	1	Mirrors	8	4
Towel holders	0	2	Towel holders	1	0
Electric switches	3	2	Electric switches	0	1
Ceilings	7	3	Ceilings	1	0
Pots	1	0			

Table 6 compares acts of vandalism in toilets and bathrooms of staff and learners in schools.

Windows, face basins, doors, toilet pot lids and seats are topping the list for learners/students, while door handles, toilet pot lids, seats, face basins and mirrors are mostly vandalized in teachers/staff toilets. It was also observed that male teachers and other male workers commit more acts of vandalism when compared to females.

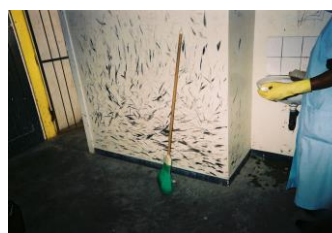
**Figure 14**



**Figure 15**



**Figure 16**



**Vandalism in boys' school toilets**

Figures 14-16 support the views of most respondents that toilets and bathrooms are among the most vandalized facilities at schools and hostels. In figure 16, the black marks on the toilet wall resulted from kick marks of shoes from boys at a certain school.

**Figure 17**



### **Vandalized supervisors' toilets and bathrooms in a male hostel**

Figure 17 revealed the status of the toilets of the supervisors in hostels, as in most hostels supervisors has other accommodation facilities far from the hostels. This situation resulted in vandalism taking place even in these rooms.

**Table 7**

The extent to which vandalism is taking place in schools

<b>Facilities In classrooms</b>	<b>Number</b>	<b>Facilities School halls</b>	<b>Number</b>	<b>Facilities Store rooms (schools)</b>	<b>Number</b>
Doors	15	Doors	1	Door handles	2
Door handles	41	Windows	14	Windows	9
Windows	757	Window handles	4	<b>Typing class</b>	
Window handles	120	Chairs*	1	Typewriters	39
Writing boards	8	Tables*		Typing chairs	21
Sand tables	1	Cupboards	4	<b>Home economy class</b>	
Ceilings	17	<b>Laboratory</b>		Stoves	6
Desks	517				
Chairs	544				
Inside lights	11	Taps	21	Sink	2
Outside lights	8	Windows	16	Cupboard doors	2
Cupboards	56	Door handles	1	Ceilings	4
Cupboard handles	82	Stools	18	Chairs	1
Cupboard doors	13	Chairs	2	Door handles	2
Taps (out side)	19	Tables	1	Windows	4
Electric sockets	4	Cupboards	4	Ceilings	1
Tables	1	Electric sockets	16	Desks	1
		Gas outlet			

Mirrors	2	pipe*		<b>Science class</b>	
Electric Switches	29	<b>Life science class</b>		Taps	16
Main switches	2	Chairs	2	Windows	4
Fences*		Desks	1	Stools	2
Sinks	2	Cupboards	1	Electric sockets	2
<b>Library</b>		<b>Technology class</b>		Gas pipes	1
Windows	25	Stools	28	Chairs	7
Window handles	1	Drawing desks	11	Taps	28
Chairs	1	Intercom	1	Water props	9
Desks*		Taps	2	Door handles	1
Cupboards	1	Windows	1	Equipment kits	6*
<b>Computer class</b>		Chairs	1	Desks	14
Windows	1	<b>Biology class</b>		<b>Life skills class</b>	
<b>Special class</b>		Electric sockets	1	Graffiti*	
Windows	2	Equipment*		<b>Laundry</b>	
Window frame	1	Chairs	3	Taps	92
<b>Kitchen</b>		Windows	2	Main switches	2
Bread cutter	1	Door handles	1	Doors	1
Windows	31	<b>Dining halls</b>		Door handles	8
Window handles	11	Chairs	385	Irons	8
Doors	6	Tables	40	Windows	87

Door handles	17	Windows	111	Chairs	15
Stoves (electric)	2	Window handles	18	Window handles	18
Stove (coal)	1	Doors	6	Lights	1
Crockery*		Door handles	11	Sinks*	4
Cutlery*		Entrance doors	8	Ceilings	1
Electric switches	3	Electric switches	1	Electric switches	9
Three legged pots	4	Taps	15	Plastic basin	1
Lights	2	Sinks*	1	<b>Staff office(hostel)</b>	
Meat saw	1	Entrance d/handle	1	Windows	2
Sinks	4	Face basins	1	Doors	1
Stop taps	10	Toilet roll holders	1	Desks	1
Electric kettles	2	Benches	39	Washing machine	2
<b>Store rooms(host)</b>		Electric switches	1	<b>Freezer*</b>	
Doors	3	<b>Supervisor room</b>		Thermometer	1
Door handles	2	Bed	1	Light	1
Shelves	9	Taps	1	Broken into(twice)*	
Windows	25	Windows	14		
Bed	1	Doors	2		
Lights	1				
Entrance					

doors	2				
Roof leakage*					

**Asterisks:** indicates extraordinary cases.

Table 7 gives a broader overview of facilities and equipment generally vandalized in schools which confirms the results of responses from questionnaires and interviews. It was also observed that windows, chairs, desks were among the most vandalized items followed by taps, cupboards and cupboard handles. Figures 18-27, in support of table 8, show how severely vandalism is committed. The laboratory in figure 27 was not in use at the time when this research was conducted.

**Figure 18**



**Figure 19**



**Figure 20**



**Vandalized windows, desks and fences**

**Figure 21**



**Figure 22**



**Vandalized ceilings and scratched desks**

Figures 18-22 show broken windows, broken desks (not counted in table 7), fence repaired with thorn bushes, damaged ceilings and scratched desks.

**Figure 23**



**Figure 24**



**Figure 25**



**Vandalized and removed sinks and face basins**

Figures 23-25 support the fact that sinks and face basin are in most cases not broken, but removed or stolen.

**Figure 26**



**Figure 27**



**Vandalized biology and science classrooms**

Figures 26 and 27, shows the condition of most science and biology classrooms

Interviewees regard lack of renovation as making it difficult to distinguish between vandalism and deterioration of buildings and facilities, owing to long periods of existence of some buildings and facilities. The delay in the repair of broken facilities is also seen as another serious issue.

In general boys are committing more serious acts of vandalism compared to girls, but both sexes are guilty (Smithy, 2001). Even male teachers/staff members are committing more acts of vandalism than female teachers (see table 5 and 6, about their toilets). Apart from the windows which appeared to be the most vandalized, lockers are the next on the list. Some boarders (boys) were using lockers as beds. Hostel matrons argued that most mattresses disappeared and were never replaced, so most boarders used their own mattresses from home.

During observation it came to the light that, in one case brand-new mattress were piled up in a storeroom, out of fear that they might be stolen by the boarders (ineffective measures in place). Many boarders are disadvantaged by this arrangement, as some of them cannot afford mattresses from home. They end up sleeping on the hard and cold floor during winter (see table 9 and figure 34 on the impact of vandalism). In one boys hostel all the wire-gauze of the veranda had been deliberately destroyed and the wall-tiles in the bathroom were also deliberately broken.

In schools windows, chairs, and desks are the most vandalized items. However, schools are the least vandalized compared to hostels, because teachers are more often present at schools than at hostels (Turner et al, 1999). Interviewees felt that

supervisors should be with boarders all the time, and that they should also be accommodated in the hostel-blocks, (make use of existing supervisors' rooms in hostel blocks) to be present at night.

In most school halls furniture is very old, and dates back to before independence (1990), while in most hostels dining hall furniture was vandalized which seem to be due to the fact that it is the part of hostels where supervision is not done properly. In some cases the fences surrounding schools and hostels were completely destroyed and removed, and uncontrolled visitors walked through school/hostel premises, even during the night. Lots of graffiti were observed on walls (especially in toilets), desks and tables.

In most science and biology classes experimental kits and equipment were broken, destroyed or stolen. Cutlery and crockery do not exist in all the hostels visited. Boarders brought their own from home. It was also observed that in most hostels most boarders used their hands during meals. Sinks and face basins are in most cases not broken, but removed. Severe roof leakages in most schools and hostels also contribute to the damage to ceilings. It might also be due to poor quality building material, and a lack of repair and renovation in good time. According to interviewees storerooms and kitchens were broken into in search for food in most cases.

#### 4.2.2 Theme II (The extent at which vandalism takes place in schools and hostels in Namibia)

One hundred and three (103) interviews were conducted in different schools and hostels in the two regions. Table 8 below tabulates the extent to which vandalism

takes place in Namibian schools and hostels visited during this study. Fifty eight point six percent (58.6%) of the interviewees regarded facilities as severely destroyed damaged, very badly vandalized, completely, broken and beyond repair. This state of affairs is supported by observations recorded in tables 4-6 (p. 33-43) and figures 1-27 (p. 34-47).

**Table 8**

This table shows the extent to which vandalism takes place in the schools in the two regions

Extent	Frequency of Expression	
	n =70*	%
To the extent not suitable for use	4	5.7
Heavily damaged, too much vandalized	7	10.0
At high level	5	7.1
Severely destroyed, damaged	13	18.6
Very bad, badly vandalized	10	14.3
Very serious, completely broken, beyond repair	11	15.7
Too much, not to be repaired	4	5.7
At early stage	2	2.9
Not beyond repair	6	8.6
Not severely	3	4.3
Needs renovation	5	7.1

\*Seventy respondents out of 103 answered the questions.

On the question of the extent to which vandalism is taking place, the responses suggest that 18.6% viewed facilities as severely destroyed and damaged. Fifteen point seven percent (15.7%) said facilities are very seriously damaged and completely vandalized and broken beyond repair, and 14.3% regarded facilities as very badly vandalized. Other responses were fewer than 10%.

**Figure 28**



**Figure 29**



**Old, weathered buildings**

Figure 28 and 29 give evidence of the fact mentioned by some interviewees that some buildings are very old, dating before independence, and were never repaired.

Lack of renovation was also seen as a great concern, as most schools/hostels building are very old. Poor building material was seen as not lasting long enough after repair or after the replacement of broken facilities

**Figure 30**



**Figure 31**



**Poor building material**

Figures 30 and 31, supports the fact that poor building material is used in some schools and hostels. They are more vulnerable to acts of vandalism and difficult to repair, as they often need total replacement, which requires significant amounts of money. Most respondents felt that facilities are often severely destroyed and are very badly vandalized and broken beyond repair. Figure 32 is in support of McGruff (2001) who attributes this type of vandalism to anger and revenge. This classroom block was burned (not the only one) down during students' riots, after the Soweto

students uprising in 1976, but was never repaired. This is what most interviewees termed delay in repair or renovation.

**Figure 32**



**Burnt down classrooms**

**Figure 33**



**Delay in repairs**

**Figure 34**



Figures 33 and 34, supports the facts given by most respondents that there is lots of delay in the repair of buildings and facilities by the relevant authorities. The bathroom and building above are evidence of the fact that repair work started long ago was not yet completed at the time of this research.

#### 4.2.3 Theme III (The impact of vandalism on the educational environment, climate and culture of schools and hostels)

This theme describes the impact of vandalism on the climate and culture of the whole educational environment in schools and hostels visited. Perpetrators of acts of vandalism are also described under this theme.

Table 9 indicates the impact of vandalism on the ability of the school/hostel to perform.

**Table 9**

Views of the respondents on the impact of vandalism

Impact	Some impact		Little impact		No impact		N
	n	%	n	%	n	%	
The ability of teachers to teach effectively?	49	50.0	33	33.6	16	16.3	98
The ability of learners to learn well?	47	51.6	31	34.0	13	14.2	91
The ability of the school to offer quality education?	43	55.1	20	25.6	15	19.2	78
The ability of the school to offer quality extra-mural activities?	36	40.4	31	34.8	22	24.7	89
The ability of the school to create a climate conducive for learning?	49	52.1	19	20.2	26	27.6	94

Table 9, shows that 50.0% of the respondents agreed that acts of vandalism impact on educational activities. Thirty percent (30.0%) of the respondents agreed that they impact negatively on teaching, while 20.4% viewed them as negatively affecting learners' learning.

Respondents felt that acts of vandalism impact negatively on the ability of teachers to teach effectively, learners to study well, the ability of the school to offer quality education and extra-mural activities as well as to create a climate conducive for teaching and learning. These findings are corroborated by the Presidential Commission which reported that schools become uncontrolled leading to the misuse

and destruction of government property (Turner et al, 1999). Vandalism also promotes low academic achievement in the whole school (Yancey, 1995).

**Table 10**

The impact of vandalism on a school/hostel culture and climate in general

<b>Impact</b>	<b>Number 70*</b>	<b>Percentage %</b>
Negative, unfavorable school/hostel image and culture.	11	15.7
Demoralizes, discourages teachers, learners and other staff members to do their work.	5	7.1
Negative influence on government status.	1	1.4
Affects negatively the conducive teaching learning environment.	7	10.0
Creates disorder, lack of discipline and respect among learners/boarders.	7	10.0
Causes financial loss, meager financial resources is being spend on vandalism.	4	5.7
Disadvantages learners/boarders, low academic progress among learners.	5	7.1
Hampers normal process of education at schools.	1	1.4
Results in lack of equipment such as textbooks, desks, chairs.	5	7.1
Disturb the ability of teachers to teach effectively.	5	7.1
Creates unpleasant atmosphere of disloyalty.	2	2.8
Schools cannot provide quality education.	8	11.4
Teachers, learners and workers feel insecure.	2	2.8
Forces teachers to leave schools/ hostels for better working environment.	3	4.2
Creates an unhealthy, hazardous situation.	4	5.7

\*Seventy respondents answered the questions.

Table 10 indicates that vandalism has a negative impact on a variety of educational activities. Fifteen point seven (15.7%) interviewees regarded vandalism as resulting in a negative, unfavorable school/hostel image and culture, while 20.0% viewed it as negatively affecting the conducive teaching/learning environment as well as creating disorder, lack of discipline and respect among learners/boarders. Furthermore 11.4% interviewees see vandalized schools as not providing quality education.

Table 10 also shows that all respondents viewed vandalism as having a negative impact on a variety of educational aspects concerning the climate and culture of schools and hostels

**Figure 35**



**Figure 36**



**An abandoned storeroom, broken equipment and windows**

Figures 35 and 36, supports table 10 and Turner et al (1999) which stated: “when most of the school facilities are damaged or destroyed, through acts of vandalism, the whole school climate and culture is turned into havoc”.

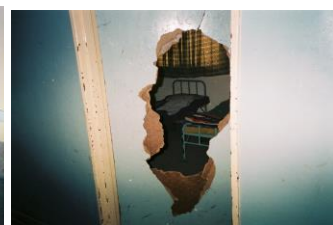
**Figure 37**



**Figure 38**



**Figure 39**



**Acts of vandalism disadvantage learners/boarders**

Figures 37-39 support the statement made by respondents that acts of vandalism disadvantage learners/boarders. Fig. 37, shows teaching/learning aids meant to assist learners to understand the content better was torn. While in Fig. 38, boarders have to

go through cold winters without a bed or mattress owing to mattress theft at a hostel. Figure 39 shows that boarders are insecure and at risk, sleeping in hostel rooms with broken doors.

Most respondents agreed that vandalism is impacting negatively on the culture and climate of schools and hostels. They see it as disadvantaging learners/boarders as it creates an unhealthy situation. It also causes low academic performance. It promotes low academic achievement in the entire school (Yancey, 1995). Interviewees also viewed vandalism as being very costly. Considerable amounts of money, which could be used for institutional programs, are spent on school repairs owing to vandalism (Alberta, 2000). According to the educational planner of the Kunene region, the region spent every year 50% of the budget to repair toilets and do plumbing work alone. There is no money left to paint buildings and to attend to other urgent items like the installation of water meters, the provision of water tanks, etc. Teachers, learners and workers feel insecure and it encourages teachers and workers to leave for better working environments (other schools/hostels). Vandalism was viewed as negatively impacting upon the entire government’s image by most interviewees.

**Table 11**

Perpetrators of vandalism

<b>Culprits</b>	<b>Very Often</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>	<b>N</b>
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	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	
Learners/boarders	41	42.7	37	38.5	14	14.5	4	4.1	96
Members of the outside community	12	13.0	27	29.3	27	29.3	26	28.2	92
Teachers/other staff members	1	1.0	0	0.0	9	9.0	89	89.8	99

Table 11 highlights perpetrators of vandalism in school/hostels.

Learners/boarders were regarded as committing acts of vandalism often and very often by 42.7% respondents. Community members were seen to be committing vandalism seldom by 29.3% respondents, while teachers/staff members are seen as never committing any acts of vandalism by 89.8% of the respondents. Only 9, 0% of the respondents viewed teachers/staff members as seldom committing acts of vandalism, and 1.0% regarded them as committing vandalism very often.

Table 12 indicates those viewed as responsible for committing different acts of vandalism.

**Table 12**

Which acts of vandalism are committed mostly by whom?

<b>Acts of vandalism</b>	<b>learners/ boarders</b>		<b>Communit y members</b>		<b>Teachers/ other staff</b>		<b>N</b>
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	
Breaking windows	74	71.8	28	27.1	1	0.9	103
Graffiti on walls	86	83.4	17	16.5	0	0.0	103
Graffiti on toilet walls	92	95.8	4	4.1	0	0.0	96
Graffiti inside classrooms/bedrooms	91	94.7	5	5.2	0	0.0	96
Scratching desks	95	97.9	2	2.1	0	0.0	97

According to table 12, learners/boarders were seen by 71.8% of the respondents as breaking windows, by 83.4% writing graffiti on walls, by 95.8% writing graffiti on toilet walls, by 94.7% writing graffiti inside classroom/bedrooms, by 97.9% as scratching on desks. Community members were viewed by 27.1% respondents as breaking windows, and by 16.5% as writing graffiti on walls. Graffiti on toilet walls,

inside classrooms/bedrooms and scratching desks scored less than 11.4% responses. Teachers and other staff were regarded by only 0.9% respondents as breaking windows.

**Table 13**

The views of the respondents on the major perpetrators

<b>Culprits</b>	<b>Frequency of expression</b>	
	<b>n =103</b>	<b>%</b>
Uncontrolled visitors, community members	24	23.3
Learners/ boarders	53	51.5
Undisciplined boys	11	10.7
Street kids and other children during holidays	7	6.8
Lower primary learners	5	5.9
Undisciplined learners and their friends during free periods	2	1.9
Teachers and other staff members	1	1.0

Table 13 shows the major culprits of vandalism in schools/hostels.

Table 13 shows that respondents view learners and boarders as the major perpetrators who commit acts of vandalism, 51.5% responses, followed by uncontrolled visitors and community members with 23.3% responses, teachers and other staff members with only 1.0% responses

Learners, students and boarders are seen to be the main group responsible for vandalism (table11-13) followed by community members, while teachers and other staff members were regarded as committing fewer acts of vandalism or never at all. Table 6, however, revealed that, in teacher/staff toilets and in kitchens acts of vandalism is taking place. These are places where learners/boarders normally don't have access. According to D'Aes (2002) many teachers cannot see that they

themselves are committing and contributing to the lack of discipline which leads to the problem of vandalism. They blame society, the education system, the school organization, the principal, pupils, but hardly ever themselves. It seemed that respondents (teachers and hostel staff) were either defensive or biased in answering some questions.

#### 4.2.4 Theme IV (Causes of vandalism in schools and hostels)

This theme describes the factors that were attributed by respondents as the causes of vandalism in schools and hostels in the two regions visited. The effectiveness of the rules and preventive measures in place at respective schools and hostels are also described under this theme.

**Table 14**

Causes that were attributed by respondents as causing vandalism the most:  
(Five indicates the most important contributing factors, and one indicates the least important contributing factors)

Factors and the extent to which they cause vandalism.	1		2		3		4		5		N
	n	%	n	%	n	%	n	%	n	%	
Teachers and supervisors' absenteeism	19	25.0	12	15.8	8	10.5	6	7.9	31	40.8	76
Uncontrolled visitors	23	26.4	13	14.9	19	21.8	9	10.3	23	26.4	87
Lack of discipline	18	19.6	9	9.9	14	15.2	13	14.1	38	41.3	92
Lack of security guards	18	22.5	9	11.2	5	6.2	14	17.5	34	42.5	80
No supervision at extra-mural activities	27	31.8	12	14.1	17	20.0	9	10.6	20	23.5	85
Boredom among learners	13	17.8	5	6.8	19	26.0	14	19.1	22	30.1	73
Lack of parental involvement	15	19.0	7	8.9	15	19.0	13	16.5	29	36.7	79
Ineffective rules	23	36.5	5	7.9	13	20.6	8	12.7	14	22.2	63
Un/under qualified teachers/other staff	34	54.8	4	6.5	4	6.5	5	8.1	15	24.2	62

In table 14, among the nine factors causing vandalism in schools and hostels, the six that are regarded as contributing to vandalism the most were; teachers/supervisors absenteeism, uncontrolled visitors, lack of discipline among learners/boarders, lack of security guards, boredom among learners/boarders, and lack of parental involvement. While lack of supervision during extra-mural activities, ineffective rules, and un/under-qualified teachers' and other staff members' qualifications were viewed as least contributing factors to vandalism.

**Figure 40**



**Destroyed and removed fence**

Figure 40 is evidence of the complete destruction and removal of fences, which in the absence of security guards, allow uncontrolled visitors to pass through school/hostel premises. This state of affairs creates an opportunity for vandalism.

**Table 15**

Classification of causes of vandalism in Namibian schools and hostels

CAUSES	EXAMPLES OF CAUSES
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<b>Academic factors</b> 52 (52.5%)	Teachers' absenteeism, lack of discipline among learners, lack of proper supervision/poor supervision, lack of strict rules, lack of proper guidance, lack of extra-mural/recreational facilities, rules not properly implemented, learners' ignorance about rules.
<b>Familial factors</b> 2 (2.0%)	Lack of parental involvement, undisciplined learners from homes.
<b>Institutional factors</b> 22 (22.2%)	Lack of security guards, insufficient security guards, uncontrolled visitors, insufficient fencing, lack of security fences, overcrowded classes and hostel rooms, lack of respect among learners/boarders, lack of appreciation for government property, lack of renovation from government/poor maintenance from the Ministry of Works, Transport and Communication, delay in repair and poor quality building material used.
<b>Social factors</b> 23 (23.2%)	Vandalism which happened by ways of accidents, no sense of ownership toward government property, alcohol and drug abuse, boredom among learners/boarders, peer pressure and street kids.

Table 15 indicates the broad causes of vandalism.

Table 15 contains the classified causes of vandalism. Causes are classified into four categories: academic factors, familial factors, institutional factors and social factors. Respondents gave their views on the major causes as follows: academic factors 52.5%, familial factors 2.0%, institutional factors 22.2% and social factors 23.2%.

Respondents regard lack of supervision during extra-mural activities, ineffective rules and un/under-qualified teachers and other staff members' qualifications as least contributing factors towards vandalism. They attribute vandalism to a lack of discipline among learners, lack of security guards, uncontrolled visitors and boredom among learners, and lack of parental involvement. Miller (1996) said this situation creates potential for vandalism to take place, especially when security guards are not deployed to guard schools and hostels especially during holidays.

### **Table 16**

Expression of the respondents, regarding the effectiveness of the rules and preventive measures at their respective schools/hostels

Effectiveness	Frequency of Expression	
	n =80*	%
Very effective	9	11.3
Effective	13	16.3
Ineffective	18	22.5
Very poor	5	6.3
Need to be revised and improved	7	8.8
Not applied or implemented	10	12.5
No rules, need rules	4	5.0
Rules do not prevent but rather punish	3	3.8
Rules are clear, but not well known	5	6.3
Rules need to be written in local languages	6	7.5

\* Eighty respondents out of 103 answered the questions.

Twenty two point five percent (22.5%) respondents said preventive measures and rules in place at their respective schools and hostels are ineffective. Sixteen point three percent (16.3%) felt that they are effective while 12.5% said measures and rules are not applied or implemented. Only 11.3% felt that measures and rules at their institutions are very effective. Other responses scored less than 10% as seen in table 15.

When asked to make suggestions on rules and preventive measures, respondents suggested:

- ❖ Acts of vandalism should be reported to the police.
- ❖ Proper supervision should be given by all stakeholders.

- ❖ Proper re-creational facilities/extra-mural activities should take place under supervision.
- ❖ Supervisors should be with the boarders all the time; they must be accommodated in hostel blocks.
- ❖ Afternoon studies must be compulsory.
- ❖ Parental involvement must be compulsory.
- ❖ Security guards must be deployed at all schools/hostels by government.
- ❖ Government must be involved in punishing the perpetrators in accordance with the severity of the offence.
- ❖ Liaison between parents, teachers, hostel staff and supervisors needs to be established.
- ❖ Proper fencing (with alarm) system must be put in place at all schools/hostels.
- ❖ Rules must be revised, amended (into more strict rules) and implemented more effectively.
- ❖ Proper education on rules should be conducted; rules must be displayed in classes and hostel rooms.
- ❖ Teachers, supervisors and staff absenteeism must be controlled.
- ❖ Regular school-board meetings must take place.
- ❖ Own renovation systems must be established out of the school developmental funds at schools and hostels.
- ❖ Government must take it upon itself to renovate all schools/hostels in need, in good time.
- ❖ Poor quality material must not be used for repair or renovation of schools/hostels.
- ❖ School/hostel inspectors must visit regularly.

- ❖ Learners/boarders must also guard schools/hostels against vandalism.

Through these suggestions set out above, interviewees expressed themselves forcefully and in a wide ranging manner that preventive measures and rules should be strict and involve the higher levels of school/hostel governance (regional offices). Respondents regard vandalism as a serious offence, which needs to be reported to the police, depending on its severity. Interviewees also felt that the security systems need to be strengthened, for example the erection of proper fences with alarm systems as well as the deployment of security guards at all schools and hostels by government. Preventive measures and rules were described as ineffective, due to the fact that learners/boarders don't know them, and are in most cases not properly implemented. Some interviewees even felt that rules should be written in local languages, for all stakeholders to comprehend.

### **4.3 Conclusion**

Based on the findings as presented, it is concluded that vandalism is taking place often to very often, in most schools and hostels visited. In some cases it was rated as happening once or twice per term, and during school holidays, it happens on a weekly basis or every weekend.

Regarding the extent at which vandalism takes place, facilities, buildings and equipment in most hostels and schools are severely/badly destroyed, or seriously and completely broken beyond repair. This shows a very high extent at which vandalism is taking place. It was also found that vandalism impacts negatively on various educational activities, as well as the abilities of teachers to teach, and learners to learn

effectively. Vandalism also impacts negatively on the conducive instructional climate and culture in schools and hostels.

Among the nine factors causing vandalism in schools and hostels, the six that are regarded as the most important contributing factors were teachers/supervisors absenteeism, uncontrolled visitors, lack of discipline among learners/boarders, lack of security guards, boredom among learners/boarders, and lack of parental involvement. While, lack of supervision during extra-mural activities, ineffective rules, and un/under-qualified teachers and other staff members' qualifications were viewed as least contributing factors to vandalism.

Learners and boarders are the major perpetrators in committing acts of vandalism in schools and hostels, followed by community members and uncontrolled visitors. Teachers and other staff members commit fewer acts of vandalism in schools and hostels.

Preventive measures in place in most schools and hostels are ineffective, due to the fact that the rules are not well known to learners and boarders, and are not properly implemented.

Chapter five is about the recommendations and conclusion made after the literature review was studied and the results were derived from the findings. Recommendations are influenced by the respondents and interviewees and are study objectives related.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, the conclusion and recommendations are presented. The purpose of this study was to find out the rate, extent, impact and causes of vandalism and solutions in place in schools and hostels in two educational regions, namely the Kunene and Otjozondjupa regions. Three different data collection instruments (questionnaires, interviews and site observations), were used to collect information from respondents in twenty four schools and hostels (8 primary, 8 combined, and 8 secondary schools).

The data reduction process was applied, which consists of coding, in this case by hand, due to the relatively small sample. The results of the study showed that all respondents revealed through their responses that vandalism is taking place in their respective schools and hostels.

## **5.2 Recommendations**

The following recommendations are based on the findings and literature review and relate to the study objectives.

On the question of the rate, Turner, Manga, Du Preez & Kann (1999), argued that lack of respect among learners, results in learners to do whatever they want, this causes a high rate of failure and vandalism.

The acting Director of Karas region called upon school principals to visit hostels adjacent to their schools more regularly, to improve discipline. He also called upon

the hostel superintendents and supervisors to perform their duties diligently to stop vandalism.

Most respondents viewed acts of vandalism as taking place often or very often at their respective schools and hostels. Toilets and bathrooms were regarded as the most vandalized rooms, while windows, desks and chairs top the list of vandalized items.

It was therefore recommended that the re-appointment of supervisors must be done on certain criteria in order to make sure that only those that perform are re-employed. Afternoon study could be made compulsory, and conducted under proper supervision, findings shows that, supervisors are mostly absent from their duties, inspectors should visit schools and hostels regularly. The liaison between parents, teachers and hostel staff needs to be established, to sensitize parents to become involved in all educational activities of their children, including extra-mural activities.

On the extent at which vandalism is taking place, in Karas region the Suiderlig Secondary School boys' hostel was closed in the year 2000, due to extensive damaged caused by acts of vandalism. The boys were then accommodated in one section of the female' hostel, no boys was then admitted in the hostel that year. Teachers at the Deo Gloria Farm School in South Africa, said when locking the school on a Friday, they would arrive on a Monday morning to find the place completely wrecked. Classroom doors hung on hinges with locks broken windows were smashed, some with distinct bullet holes. Nothing appeared unscathed, even toilets were destroyed. Yancey (1995) also agreed that when children study in dilapidated buildings with broken windows and dark halls, turn into vandalism out of frustration.

Respondents felt that, facilities and items are mostly severely destroyed, very seriously damaged, badly vandalized and broken beyond repair. Learners/boarders were seen as the major culprits. Some respondents viewed lack of parental involvement as one of the major causes of vandalism. Many teachers' flats or supervisory flats are located a distance from hostels and can contribute to poor supervision. Findings revealed that supervisors do not use their rooms in hostels, but rather their houses, which in most cases are far from hostels and boarders are left on their own after hours and at night. Interviewees felt that dividing attention between school and hostel activities caused supervisors to deliver poor services to hostels.

Therefore supervisors should stay with boarders in hostels, and not a distance from the hostel. The services of supervisory teachers and superintendents could be abolished and the money used to establish permanent posts for hostel parents who are not attached to schools and focus on hostel supervision only.

Teachers/supervisors' absenteeism, uncontrolled visitors, lack of discipline among learners/boarders, lack of security guards, boredom among learners/boarders and lack of parental involvement were regarded by most interviewees as the major causes of vandalism in schools and hostels. Griggs (1997) is of the opinion that the security conditions in nearly all disadvantaged schools were appalling. Most basic safeguards were either not in place or were being removed. These include adequate fencing, police protection, weapons check and security guards. This not only creates a problem but hampers solutions.

Sambar (2001) argued communities to know that the schools and their technology and approaches have changed. Schools now have computers, equipment, scientific instruments, expensive textbooks, and specialized laboratory equipment and supplies that are technologically advanced and very costly. Proper security precautions must be developed to protect them. Sambar further mentioned that the days of the red schoolhouse with a few books and a row of desks are long gone. Another factor which leads to lack of discipline and inadequacies have in the education process is the current tendency of many teachers to arrive at school at the last possible moment and even to be regularly late for their classes. Truancy among teachers is known according to Turner, Manga, Du Preez & Kann (1999) in the Presidential Commission Report on Education Culture and Sport.

Basic safeguards, like proper fencing, security guards, and weapons check should be put in place by the government at each and every public school/hostel. Most respondents viewed vandalism as impacting negatively on the entire educational environment. It creates disorder, lack of discipline and respect toward facilities among learners/boarders. It also prevents schools from providing quality education and other educational activities.

When schools are vandalized, children's education and progress are violated and disrupted. Vandalism strikes at the heart of the sense of pride, privacy and dignity (Sambar, 2001). According to Zeisel (1977) it is found that when the school climate was not positive and did not enhance students' social welfare, the rate of vandalism was high, and when the school did not effectively promote learning, vandalism tended to increase.

Turner et al (1999) argued that when most school facilities are damaged or destroyed through acts of vandalism, the whole school climate and culture is endangered. Schools become uncontrolled leading to gangsters, theft, and misuse of drugs and destruction of government property. Both the incidence and severity of school violence in destroying the basic environment conditions required to provide an adequate education and could undermine many programs aimed at upgrading schools (Griggs, 1997).

To create and improve on the school/hostel culture and climate, all stakeholders should be involved. It takes the entire community to participate in the enlistment of the school/hostel climate. Positive self-image in learners should be instilled at home. The sense of ownership of school/hostel property should be part of the orientation lesson at the initial stage of education. Parents should participate actively in the education of their children. School boards should make sure to recommend teachers/staff with good track records for appointment at their schools/ hostels.

Most respondents saw preventive measures and rules in place at respective schools and hostels as being ineffective.

Otaala (1995) is of the opinion that, Namibian schools and other institutions where large groups of people are found, e.g., prisons and factories are facing serious problems of indiscipline which involve destruction of property and sometimes threaten the personal safety of students, inmates and staff. It is evident that those in education are neither expert nor knowledgeable in matters of security. It is also very obvious that the dynamics and changing nature of the community along with increase

recent vandalism call for a new, expert and fresh approach to deal with the safety and security of both schools and students (Sambar, 2001).

Existing preventive measures and rules need to be revised and amended, to be made stricter and more effective. Proper education on measures and rules for all stakeholders should be conducted, to promote understanding and adherence. Preventive measures and rules should be properly applied and implemented. Rules could be displayed in all classrooms as well as in hostel bedrooms. Respondents claimed that preventive measures and rules in place at respective schools and hostels are unknown to most stakeholders, especially the learners/boarders.

The use of poor quality building material by construction companies needs to be discouraged through set standards for contract and tender requirements by government. Experts should conducted proper inspection after repair, replacement, renovation and building of buildings and facilities at government schools and hostels before the approval for payment is done. Poor quality building materials were viewed as more susceptible to acts of vandalism and difficult to repair. Poor building material need total replacement and require significant amounts of money.

Cleaners and other staff members must be trained as handymen at schools to report and repair all small or minor (e.g. leaking taps) damage immediately. It was felt by most respondents that this type of arrangement would improve the delay in repair experienced at most schools and hostels.

A further and larger study is recommended to find out whether the unhealthy, very bad situation of some hostels in which boarders find themselves, is still fit for human habitation.

### **5.3 Conclusion**

Findings revealed that vandalism is a reality in Namibian schools and hostels. It also shows that buildings and facilities are severely vandalized. In some cases it came to light that items are removed or stolen, for example cutlery, crockery and mattresses. Preventive measures and rules in place at respective schools and hostels are seen to be ineffective. Learners/boarders were regarded as the major perpetrators of vandalism in schools and hostels. Vandalism impacts negatively upon all educational activities. Lack of parental involvement and the teachers/supervisors' absenteeism were seen as the major causes of vandalism.

As a nation Namibians were very optimistic before independence that after independence our nation will be more careful of government property. We believed that our people would take proper care of public facilities and guard over them jealously. It was also expected that the nation at large would own public property. Therefore improvement in especially learner/boarders behavior toward government buildings and facilities was expected to change for the better.

Unfortunately, it seems that our people did not change their attitude and continued to vandalize public property as if it still belongs to the then South African apartheid regime. This is an indication that our people need education on the importance of public property for nation building. We also need to educate Namibians about how to take proper care of public property, especially at schools and hostels.

Education can be provided through the instilling of patriotism into learners/boarders. Parental involvement in their children's education needs to be encouraged. Media (audio and visual) can also be used to reach the broader society and the entire country with educational programs on how to care, guard and contribute positively to the improvement of educational facilities and buildings for the betterment of the education system in Namibia.

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## **APPENDIX 1**

### **Interview Protocol**

1. I will introduce myself.
2. I'll thank the person for granting me the time to interview her/him.
3. The interview schedule will determine the rate, extent and causes of vandalism in schools and hostels in Otjozondjupa and Kunene educational regions. Through the interview, I hope that you will help me to determine the rate, extent and causes of vandalism and so the institutions will update preventive measures of vandalism in schools in Namibia.
4. Please answer all questions to the best of your ability and do not hesitate to ask me to explain if you do not understand the questions.
5. The information you are providing will be kept strictly confidential and you do not have to fear that I will let anyone know who provided what information.
6. Are you ready to answer the questions now or do you have any questions that should be answered first?
7. (Start asking the first question).

## **Interview Questions**

1. What in your own opinion are the major causes of vandalism at your school/hostel?
2. What facilities, buildings and equipment are the most frequently vandalized?
3. How severely are facilities, buildings and equipment vandalized?
4. In your view, what are the impacts of vandalism on a school/hostel culture and climate in general?
5. How frequently does vandalism take place at your school/hostel?
6. Who are the major culprits?
7. Looking at preventive measures for vandalism in place at your school/hostel, how effective are they?
8. If they are not effective, what do you suggest?

## **APPENDIX 2**

## Questionnaire

Please tick the appropriate box for your answer. Only tick one box at a time.

	Very Often	Often	Seldom	Never
1. How often do acts of vandalism occur in your school				
1. How often do the following acts of vandalism occur				
- Breaking of schools windows				
- Graffiti on school walls				
- Breaking of toilet seats				
- Breaking of taps				
- Breaking of mirrors				
- Breaking of extra-mural equipment				
Soccer posts				
Netball posts				
Rugby posts				
Others please name them .....				
.....				
.....				
.....				
.....				

Very Often	Often	Seldom	Never
------------	-------	--------	-------

Scratching on classroom walls				
Scratching on classroom desks				
Tearing down classroom posters				
Tearing of textbooks				
Tearing of library books				
Breaking laboratory equipment				
Breaking into school offices after school				
Breaking into classrooms after school				
Breaking into teachers' cars				
Stealing teachers' property				
Stealing other learners' property				
Other acts of vandalism that are not mentioned above (please name them, below and tick frequency of occurrence).				
.....				
.....				
.....				
.....				
.....				
.....				

3. To what extent do these acts of vandalism impact upon?



5. Which acts of vandalism are committed by?

- Breaking windows?
- Graffiti on walls?
- Graffiti inside classroom?
- Graffiti on toilet walls?
- Scratching on desk?

Students	Community members	Teachers

(c) From the causes of vandalism listed below, choose the five most causes that contribute to vandalism in your school and hostel. Tick the appropriate box. Five indicating the most important contributing factors, and one indicating the less important contributing factors to vandalism.

- (a) Teachers' absent from school/class
- (b) Uncontrolled visitors
- (c) Lack of discipline
- (d) Lack of security guards
- (e) Lack of supervision at extra-mural activities
- (f) Boredom among learners
- (g) Lack of parental involvement
- (h) Ineffective school rules
- (i) Un/under qualified teachers

1	2	3	4	5

**APPENDIX 3**

## **Observation Protocol**

1. After interviews I'll ask the principal to assist me with someone to accompany me during site observation.
2. The teachers will also assist me during the observation of their classrooms inside and outside.
3. Supervising teachers on surroundings will assist me while observing evidence of vandalism which might occur in the school premises.
4. Attention will be focused on the following criteria:
  - ❖ Graffiti on desks and walls in and outside the buildings.
  - ❖ Broken windows, doors, desks, chairs, mirrors, taps, toilet seats and laboratory equipment.
  - ❖ Torn classroom posters, textbooks and library books.
  - ❖ Broken extra-mural facilities, such as soccer posts, netball posts, rugby posts, as well as fencing facilities and gates.
  - ❖ Cases of breaking into school offices and classrooms after school as well as breaking into teachers' cars.
  - ❖ Destroyed and broken plants.
5. Observed information will be noted in standardized observation schedule as field notes, to maintain consistency through out the research process.
6. Site observation will also help me determine the rate, extent to which vandalism is taking place at schools and hostels under investigation.

## **Observation Schedule**

<b>Hostels</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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**Broken:**

Windows												
Doors												
Tables												
Chairs												
Taps												
Mirrors												
Toilet seats												
Beds												
Cutlery												
Crockery												
Fences												
Gates												
Plants												

**Graffiti on:**

Tables												
Inside												
Bedrooms												
Outside												
Bedrooms												
Cupboards												
Mattress												
Kitchens												

Storerooms												
Dining												
Rooms												

<b>Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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Desks											
Inside											
Classrooms											
Outside											
Classrooms											
Other											
Buildings											

**Torn:**

Classroom											
Posters											
Textbooks											
Library											
Books											

**Cases of Breaking into:**

School											
Offices											
Classrooms											
Teachers'											
Cars											