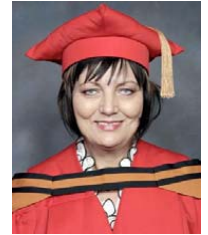


Editorial: Adjustment of Learners' Violent Behaviour in a School Context

Schools are environments in which children not only gain knowledge, but also learn about themselves, how to behave, and how to interact with other children. As such, children who are exposed to violence in this context will tend to model this behaviour. A lack of safety in schools can therefore contribute to crime and violence in society at large. Similarly, schools, teachers, departments of education and other governmental bodies can play a pivotal role in lowering the incidence of violence in society.



The first step in preventing school violence is to understand the nature and extent of the problem. This requires one to explore the problem from multiple perspectives, taking into account the many different dynamics that contribute to this complex phenomenon.

This special issue attempts to provide a holistic perspective that unpacks a variety of interlinking and compounding factors, which individually and collectively not only lay the foundation for but also perpetuate and increase the incidence of school-based violence. It also offers insights into a school-based social-emotional programme which, as a crucial intervention, can successfully adjust learners' violent behaviour.

I would like to extend my sincere gratitude to all the authors for their valuable contributions to make this a special issue of IJCS.

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