Episodes of Student Vandalism in Higher Education Institutions in South Africa

Athiphila Mzenzi*[a] & Simon Murote Kang'ethe[a]

* Corresponding author
Email: athimzenzi0801@gmail.com

a. Social Work Department, Walter Sisulu University, Eastern Cape of South Africa.

How to cite
Mzenzi, A., & Kang'ethe, S. M. (2025). Episodes of Student Vandalism in Higher Education Institutions in South Africa. *Research in Social Sciences and Technology*, 10(1), 294-309. https://doi.org/10.46303/ressat.2025.16

ABSTRACT

The South African higher education sector is annually buffeted with student unrest, ensuing costly vandalism of institutional property and jeopardy of academic progress. This paper explores episodes of vandalism in higher education institutions in South Africa. The literature review is utilised as a qualitative sub-methodology. 47 journal articles and one book chapter were accessed using data engines such as EBSCOhost, the Web of Science, Scopus, ProQuest and Google Scholar to analyse and synthesise thematic findings. The study established the following findings: Student indiscipline emanating from their social backgrounds, destruction of property, reputational deficits, and litigation consequences to students. The paper recommends that the next academic studies focus on determining the global, regional and South African statistical prevalence of student vandalism in higher education institutions.

KEYWORDS

Vandalism; institutions of higher learning; destruction of property; reputational deficits; litigation; student indiscipline.

INTRODUCTION AND BACKGROUND

Theoretically, vandalism explains the deliberate and malicious destruction and disfigurement or defacement of public or private property carried out remorselessly to cause losses (Senjaya, 2023). Gravely, the phenomenon in 2020 bombarded and took the world by storm, mainly in Australia and Europe over racial rampages during the *Black Lives Matter campaigns* (Hadley et al., 2022) and culminated in the *Fees Must Fall Campaign* in South African tertiary institutions resulting in horrendous and wanton destruction of institutional properties. Mbhele and Sibanyoni (2022) and Ntombana et al. (2023), contextualised the unabating prevalence of violence and hooliganism across South African universities, but mainly from the Wits, UCT, DUT and UKZN, where aggravated student demonstrations peaked beyond control against the commodification of tertiary education by capitalist powers. During the years 2018 and 2019, student actions held in UKZN resulted in institutional cars, furniture and facilities being set ablaze while angered students ferociously clashed with law enforcement agents (Mbhele & Sibanyoni, 2022). The previous scholars opine that when specialised law enforcement agents were deployed against students, they became more violent and directed their vexations towards university buildings (Ncontsa & Shumba, 2013). These incidents proved beyond doubt how the culture of violence has demoniacally invaded South Africa. According to Hlatshwayo (2024), the South African higher education sector suffers havoc over quarrels that, among other things, include extortionate tuition fees, unhurried residential allocations, registration hurdles and last but not least, assessment feuds between students and academics (Omodan, 2023), with these fuelling student pyromaniac tantrums and intimidation of higher education populace. When academic fees mark up more than inflation rates worldwide, breeding all these issues, there is no escape to student actions, and vandalism is likely to take a huge toll (Lee et al., 2020).

Student vandalism is a common painstaking phenomenon across the globe, regions and nations. Studies by Coon and Parker (2021) reflect that in the Western part of the world, racism and white supremacies in institutions of higher learning lead to the marginalisation of diverse groups in academia. Such groups may resort to communicating their grievances through vandalism. Largely in different African countries, upheaval contestations against costly tuitions, advocacy for curriculum indigenisation and social justice within settings of higher education became prominent, with students wishing to settle their grievance scores through vandalism (Hendricks & Mutongoza, 2024). Such protests are documented in Nigeria, and protests have advanced under the banner of the *EndSARS* initiative (Moloi & Mokoena, 2023). In South Africa, episodes of student actions with grievous damages to institutional properties are also annually common, most of those taking the form of pyromaniac destruction (Mbhele & Sibanyoni, 2022).

As a consequence of student unrest with buffeting acts of vandalism, Higher Education Institutions (HIEs) are subjected to budget deficits over regular refurbishments of infrastructure damaged in riots, with institutions that are unable to recuperate from ruinations usually resorting to close the doors and cease offering academic services (Khiba, 2023). Painstakingly, student protests pose huge pecuniary implications. The phenomenon is not only a threat to

materialistic objects but also to life, health and academic progress. On the other hand, besides infrastructural losses and financial constraints, violent behaviour attracts repugnant reputational images for institutions of higher learning. Omodan (2022) and Abdool et al. (2023) avow that brutal student unrest damages university reputations along with their brand images. According to views by the previous scholars, the repercussive impact of reputational deficit for this course can go as far as resulting in staff attritions and possible recruitment of new staff, and perhaps litigations.

The periodic and protracted student actions impose negative repercussions on the students, especially against the core intent of enrolling in higher education centres. For instance, when students engage in violent protests, there are high chances of academic expulsions and exclusions as institutions consider some students as nonconformant to rules and regulations (Valdebenito et al., 2023). Since the Department of Higher Education (DHEAID) give grants to institutions depending on the number of students and their pass rate, institutions with periodic and intermittent bouts of vandalism may suffer pecuniary-wise (Mbaleki & Mbodila, 2023). In the worst-case scenarios, litigation consequences are inflicted on them. Apart from litigation consequences, student unrests cause students to bear the brunt of mental health challenges, such as social stresses, anxieties and depression during and after these student rampages (Omodan, 2023). Additionally, (Omodan, 2022) posits the fact that the longstanding effects of mental breakdowns motivate students to drop out and give up on their future ambitions (Ntema, 2022). Based on this background, the study intends to review the literature to explore the episodes of student vandalism in higher education institutions in South Africa.

Problem Statement

Incontrovertibly, student vandalism is increasing geometrically, whether globally, regionally, or nationally (Ntim, 2021). Though universities are perceived as ivory towers and conducive settings for students and staff to advance and pursue their goals and ambitions, paradoxically, some institutions have become forums and avenues of student violence (Mutongoza, 2023a). This showcases the pernicious normalisation of violence in South Africa, such that even institutions of higher education have become preservation hubs of the culture of violence. The phenomenon has made institutions of higher learning vulnerable through immense property losses, maintenance, replacements, restorations, and, sometimes, forced closures of the destroyed buildings. On the other hand, students suffer academic expulsions and exclusions, criminal charges for damages to property, an act that damages the reputations of these institutions and jeopardises their future. Moreover, the institutions suffer defacement or disfigurement of buildings and other related infrastructural assets. Given how inimical the subject matter is, it is upon this study to carefully review the literature regarding the circumstances motivating these acts of vandalism in various institutions of higher learning in the South African context, as well as discuss the deleterious impacts they pose to the institutions, the students and the communities at large.

Study Aim and Objectives

The paper explores episodes of student vandalism in higher education institutions in South Africa.

THEORETICAL FRAMEWORKS

The paper has utilised the General Strain Theoretical lenses and Durkheim's anomie theory. The two theories are employed to bring about a rigid understanding of how violent behaviour presented by students due to straining frustrations evokes a decline in appropriate social norms, values and principles of behaviour regarding right and wrong.

The General Strain Theory was developed by the sociologist, Robert Agnew, who asserted that societal stressors or strain capably exert certain amounts of pressure on individuals, evoking them to resort to deviant behaviour. In other words, this theory is premised on the thinking that some individuals resort to crime as a result of the strains they encounter. The culmination of General Strain Theory into the academic world dates to 1992. The key conceptual underpinning of loss of positive regard and presentation of negative reaction to a particular strain or stressor is justified for relevance in this study.

Axiomatically, the General Strain Theory aims to elucidate students' tantrums to resort to the deviant behaviour of vandalism when reality fails to meet their expectations (Boboyi, 2024). Agnew's General Strain Theory explains the likelihood of individuals engaging in deviant behaviour when their negative emotions and past experiences, especially when there seems to be a gap between their expectations and the stark, unavoidable reality when there is a struggle to make them come true. The dual presence of these, with straining or stressing episodes, catalyses deviance. In this context, when students experience academic injustices of expulsions, extortionate registration fees, and residential evictions, they are likely to manifest deviance, prompting them to engage in vandalism.

Respectively, the history of Durkheim's anomie theory originates back in the late 1800s from the seminal works of a French sociologist by the name of Emile Durkheim and later examined by Robert K. Merton to better understand the dynamics of deviant conduct in the year 1938 under a basic assumption that an individual is not merely in a structured system of action, but rather a manifestation of actions influenced by the demands of the system (Deflem, 2015). The theory is underpinned by three ideas: rapid societal transformation, disregard of basic social norms and values, and the manifestation of anomie. The following discussions unpack these underpinnings.

Rapid societal transformation

The world's speed of transformation is unequivocally high, from the pre-industrial revolution, where basic means of living depended on manual work and human socialisation, to the first up to the fourth industrial revolution enforcing mechanisation and digitalisation. The scholars Danmuchikwali and Suleiman (2020) postulate that in the digital transition experienced by the world as we approach a new millennium, new technologies reconstruct and dictate the delivery

of education to take electronic forms. Primitive societies such as South Africa are challenged to compete effectively and even to supply the most basic rights, such as education. Axiomatically, the phenomenon puts everyone in a strain to get educated to stand a chance of effective competition in this technologically advanced world.

Loss of basic social norms and values

The loss of basic social norms and values is often an outcome when competition loses its purity, with every individual becoming selfish to make it. There tends to be a disregard for appropriate approaches and less consideration of the states of abilities and readiness compared to the economic status of that particular setting. In other words, people pay little attention to realities against their domain, blocking their ways of advancing with new technologies. The principle of right and wrong, in some way, gets ignored and responds in any way to demand change, bringing them closer to transformation.

Manifestation of anomie

When humans finally disregard principles, social norms and values, absurdity manifests in acts of irrational mechanisms, deviance and insignificant tantrums that lack logic.

Application to the study

Harmoniously with the General Strain Theory, the anomie concept respectively alludes to what is most likely to erupt when the higher education sector experiences a myriad of challenges it continues to experience. An evident outcome of the commercialisation of education noted by the hike in fees is the violent students' responses suggesting free education wherein they conflict with the law, showing the failure to abide by obligated rules and regulations and manifesting disastrous behaviour to communicate grievances. According to Boboyi and Kang'ethe (2024), the phenomenon is postulated by student actions ensuing damage to property, road barricades, and turning institutions of higher learning ungovernable.

METHODOLOGY

To effectively examine the propellant dynamics of student vandalism in South African institutions of higher education, the study employed a qualitative literature review that collected data from various data engines such as EBSCOhost, the Web of Science, Scopus, Education Resources Information Centre (ERIC), ProQuest and Google Scholar. A primary definition of literature review by (Snyder, 2023) posits it as an excellent research method for synthesising research findings. This is to show evidence at a meta-level and uncover areas where more research is needed. This is a critical component of creating theoretical frameworks and building conceptual models to collect previous studies to synthesise findings while pinpointing gaps where more research needs to focus. The previous scholar also asserts that, advantageously, a literature review explicates research value and contribution, directing studies towards addressing gaps in literature and practice. Moreover, Kajiita and Kang'ethe (2024) reflect that the literature review design is a qualitative sub-method that allows exploratory inquiry questions to answer the why and how aspects of the phenomenon under study. For this

reason, doing justice to this explorative study requires venturing into why and how student vandalism comes about.

There are six guiding steps of utilising literature review methodologically, which are: formulation of clear research questions and objectives for the benefit of achieving scientific validity and reliable review; examination of relevant published literature; screening of literature for inclusion into analysis; evaluation of primary research quality; data processing, and lastly data interpretation and summary presentation (Kajiita & Kang'ethe, 2024; Snyder, 2019). The study based its search on sources that included the following key terms: vandalism, institutions of higher learning, destruction of property, reputational deficits, litigation, and student indiscipline. Therefore, for inclusion criteria, articles with similar and relevant keywords as this study were utilised; academic sources within the custom range between 2008 and 2024 were analysed and subjected to quality assessment for inclusion, while respectively, for exclusion criteria, any data irrelevant according to the key terms, subject and custom range was excluded. Approximately 150 sources, including grey scholarly materials, were used, but only 47 papers and 1 book chapter aptly matched the selection criteria.

To pursue the guiding steps for literature review as a methodology, the study searched for published, credible academic journals drawn from various data engines such as EBSCOhost, Education Resources Information Centre (ERIC), the Web of Science, Scopus, ProQuest and Google Scholar to collect relevant and credible literature reviews. This was for the purpose to dig deeper into existing episodes across higher education centres in the country and abroad. Analysis from these sources were then used to formulate emergent themes to identify governmental and institutional gaps that motivate violent mechanisms by students to solve problems concerning the delivery of their educational rights. Critically, the views from emergent themes were thereafter deployed to illuminate a clear direction as to what must be done by beneficiaries and other higher education sector stakeholder fraternities to address student wellness crises, such as vandalism, both effectively and permanently. The study's validity and reliability were secured using 47 academic materials and one book chapter from scientifically proven and well-tested global academic journal databases.

DISCUSSION OF THE FINDINGS

This section debates the findings synthesised from literature in a thematic form. The themes allude to the drivers of student vandalism and its subsequent impact on students and institutions of higher learning.

Student indiscipline at home

These researchers think that the phenomenon of student vandalism should not be considered a phenomenal occurrence, but factors possibly driving or informing it need to be brought on board. Current studies confirm that the most salient risk factors for the development of aggression and violence are groomed in the students' families and society (Labella & Masten, 2018). Undeniably, human misbehaviour leads to curiosity and questioning of the nature of

charity conditioned at home. In substantiation of this idea, Rani et al. (2023) allude that the home environment of any human being directly influences and shapes the adult's psychological adjustments, behaviours, resilience, and mechanisms for solving any impending problem. Culturally, a home or the society one hails from determines that person's way of fathoming reality of events, discipline, and solutions to one's behaviour may need to be understood from one's homely environment (Heimlich et al., 2008). According to Marsh et al. (2020), household dysfunctionalities, represented by the level of disorganisation or environmental perplexities, are linked with some adverse behavioural outcomes, likely to impose effects beyond the immediate system of human interaction. Additionally, these authors posit a direct link between caregiver tolerance to chaos and caregiver education. Informed by this fact, the student's approach to dealing with issues brutally raises eyebrows and indicates a lack of moral compass from back home. Perhaps even knowledge gaps between parents and other primary caregivers about human behavioural science play a huge impact, where aggression depicted by children in the early stages of life is downplayed as a normal growth process. Such children may advance with violence up to the adult stage and become adversely menacing human beings (Reebye, 2005).

According to (Wolhuter & Van der Walt, 2020), violence and unrest in institutions of learning illustrate a nexus between community indiscipline and the manifestation of indiscipline by learners in institutions of learning. Furthermore, previous scholars assert that the parental home is pivotal in conditioning a child to have a positive moral character. From the macro perspective of the systems approach, student indiscipline at universities and colleges may be attributed to the nurturing rendered by the micro level, specifically in their homes and societies. (Mahaye et al., 2023) highlight that unrest in South Africa is as old as the country existed. Such findings indicate the role of homes and societies in enculturing students' moral and ethical dispensation, which may inform students' probability of engaging in violent dispensation (Louw, 2009). The commonness of domestic violence and family dysfunction continues to be a risk factor for violent behaviour among students enrolled in institutions of higher learning. Approximately, about 16,5% of 1 560 university students who were part of the research study by Okour and Hijazi (2009) indicated the fact that their families suffer from dysfunctionalities. These students further ranked families as primary institutions that contributed to them acquiring violent behaviour, succeeded by the surrounding communities, mass media, schools and finally, institutions of higher education. Crucially, the study reported rich sentiments reflecting that the participation of students in violent dissensions was significantly perpetuated by historical exposure or experience with domestic violence.

Destruction of property

Painstakingly, the phenomenon of student unrest and its concomitant engagement in other callous acts, such as vandalism in centres of higher education, is common and anticipated, where these have become an avenue of cataclysmic behaviour for demolitions of institutional property (Kali, 2023). The destruction of property within institutions of higher learning represents the highest expense compared to academic investment and improvement. This is

because huge financial resources must be allocated to fixing broken fences and other demolished properties (Iwara et al., 2020). Previous scholars also argue that unplanned property rehabilitation interferes with budgetary allocations to other logistics concerned with the progress of higher education institutions. On the other hand, student unrests subject universities to charges of breach of contracts with construction companies. Onivehu (2021) contend that the adverse outcome of student unrest does not end with destroying property but also imposes detrimental threats to lives. A study by (Abdool et al., 2023) at a South African University of Technology established that student protesters infringed COVID-19 regulations and traumatised staff members who required counselling, ascertaining the certitude that student protests not only destroyed properties but also endangered the lives of people. The destructive turmoil, in turn, leads to a shortage of equipment or resources, thwarting teaching and learning (Dahlum & Wig, 2021). Therefore, infrastructural constraints impose academic delays because of student unrest and sometimes leave institutions with no dual option but to resort to blended learning. Despite its importance as a stop-gap measure when normal learning is stifled, blended learning is paradoxically believed to shortchange students, especially those from rural areas experiencing poor connectivity (Czerniewicz et al., 2019; Muhuro & Kangethe, 2021) amid lacking requisite technical devices. Moreover, when blended learning strategies become unimplementable, and funds are exhausted or unavailable to repair and replace the damaged academic infrastructure, higher education institutions are sometimes forced to close, leaving numbers of students needing places to learn vulnerable (Griffiths, 2019). Painstakingly, destructions in institutions of higher learning divulge the digital divide experienced by students across different spectrums.

Reputational deficits

Findings from the literature indicate that student vandalism inflicts unfavourable image dents along with hostile implications for both the students and their institutions of learning ((Abdool et al., 2023). In substantiation of this idea, Abdool et al. (2023) and Alhaza et al. (2021) contend that student violent behaviours dent university brand images, leading to prospective students avoiding enrolling and some registered students considering unsubscribing their enrolment in such universities for fear of their safety and future. Additionally, the previous researchers further allude that student revolts jeopardise academic and professional reputations, with students from such protest-prone universities likely to suffer graduate unemployment. The negative reputational image also largely repels funding benefactions from government and private enterprises. (Rammbuda, 2023) propounds that post-apartheid South Africa continuously wrestles with funding insufficiencies for universal access to education. Besides funding dynamics, recruiting and retaining reputable academics is a huge challenge for mortified branded universities and colleges. (Mutongoza, 2023b) found that student-on-staff violence escalates beyond immediate harm and damage, thereby inflicting feelings of insecurity and anxiety among lecturers and support personnel. Indeed, student protests in higher education institutions have perfidious and pernicious implications for the students, their institution and

society. Cases of violent behaviours turning campuses into a chaotic battleground between law enforcement agents and students have been commonplace in some universities (Cornell et al., 2023). This picture, in South Africa, paradoxically construes the perspective that institutions of higher education are respectable key sites of formal education and hubs where knowledge is produced, transmitted and preserved (Trechsel et al., 2021).

Litigation consequences for students

Litigation consequences are one of the most unwelcome punitive possibilities for students and a dreary mark of the reputational image that comes with participating in vandalism and riotous behaviour. Extant literature from findings by (Feinberg & Salehyan, 2023) reflect that when students engage in violent rampages, police responses are most likely employed, thereby subjecting students to conflicts with the jurisdiction (Mavunga, 2019). According to(Khiba, 2023), universities repress and silence students by getting them arrested, thereby infringing their constitutionally granted right to picket. In as much as protests subject students to conflict with the law, the constitution of South Africa offers every citizen the right to picket (Nantege, 2019). This is a seemingly misleading illusion of students' rights, which puts them through criminal litigation charges. Institutionalising students into centres of behaviour modification is itself a behavioural risk factor because instead of modifying behaviour, these correctional centres subject them to behaviour preservation through teachings of destruction, thuggery and others. In support of this idea, Rogers et al. (2024) reveals that behaviour modification centres contribute a huge role in constructing a pathological setting, forcing offenders to an unaccustomed set of values, traditions and social relationships. The previous scholars further posit life-threatening, severe circumstances experienced by offenders inside centres of incarceration, such as bullying, forced sexual intercourse or sodomy among males, gang activities and offender-on-offender violence or offender-on-correctional staff assassinations, exploitation and suicide. On the receiving end of all these consequences, students become susceptible to death and criminal records that block their way to success because their employment chances are stifled.

Student illusion of rights

Incontrovertibly and paradoxically, students usually suffer illusions of rights when considering their rights to different services and treatments. However, they remain ignorant of their role in respecting other people's rights (Boboyi & Kang'ethe, 2024). This is because rights are a holistic phenomenon held inalienably by society. This means those claiming rights should also understand their obligation to observe all the laws and regulations provided by the country's constitution. Perhaps students experience an illusion of rights because they break the law in agitating for their rights to services from an institution, rendering them culprits. Boboyi & Kang'ethe (2024) assert that students embrace a false ideology by the constitution that education must be free for them, making them possess a perception of entitlement to control the system in their ways and ignore the responsibilities presented by rights. These researchers

contend that the main sparking driver of these illusional rights is the phenomenon of free education in South Africa.

Students are also motivated to engage in unrest by quoting section 17 of the South African constitution that lawfully recognises the right for all citizens to assembly, demonstrate, picket and present petitions (Fuo, 2020). This section explicitly asserts that everyone has the right, peacefully and unarmed, to assemble, demonstrate, picket, and present petitions while guaranteeing the right to engage in peaceful protest, including students and other groups. But this does not allow violence and vandalism. The paradox is that most student protests turn ugly, with students now becoming culprits punishable by law. This is when they do not respect property and other infrastructure in institutions. Perhaps students continue to suffer the illusion of rights when they fail to paradoxically advance peaceful demonstrations as stipulated by the law (Lyerly, 2020).

CONCLUSION

the South African higher education sector is undisputably beleaguered with the student population earmarked to engage in destructive protests. While peaceful protesting is inalienable in the South African constitution, it is sad and paradoxical that most of the protests become destructive and even fatal, especially when law enforcement agencies have to be called to stop students' wanton destruction. Since the behaviour of students in the institutions may mirror their socialisation in their homes and the society they hail from, it is important that parents and leaders continuously engage the students to understand the content of the constitution as far as picketing is concerned. Students should free themselves from experiencing the illusion of rights, that is pursuit of rights that cause one to infringe on others' rights, and also fail to respect property and other infrastructure. Students should also be reminded that engaging in unpeaceful protest can drive them to suffer litigation and perhaps end in jail. This can wreak their future employability.

The Way Forward and Strategies

This section suggests the way forward and strategies towards addressing vandalism from grievous student actions pounding the South African higher education sector.

Utilising families as institutions to counteract violent mechanisms through discipline, structure and adaptive processes

Indubitably, families, when they are functional, should remain pillars of teaching their children good mannerisms and offering an avenue of warmth, support, structure and guidance throughout the lifetime of children. It is a societal responsibility to ensure that this institution offers positive nurturing in the early stages of life when positive and enduring values are inculcated in a child. This would ensure upholding moral and ethical behaviours upon becoming an adult. Therefore, families, societies and communities need to make it a point to bring up children who will respect the laws and regulations of the land, and in the case of being a student,

one who will respect the institutional policies and regulations, especially regarding institutional grievance procedures and processes.

Expanding the parameters of funding for higher education

The South African higher education sector needs to expand its parameters of funding for higher education beyond dependency on the government's National Student Financial Aid Scheme (NSFAS), which is seemingly overloaded and incompetent. This can be achieved through sourcing funds from the private sector and other academic-friendly bodies such as the Sector Education and Training Authorities (SETAs). When doing so, attention must be paid mostly to the so-called missing middle. On the other hand, utilising global relations for leadership opportunities abroad to decrease demand for education in the country would be critical. Sometimes, student exchanges between countries can aid in the enhancement of learning.

Regular engagements between students and institutional authorities

Across various research studies, students lament neglect and inadequate attention by their institutional management when it comes to their grievances; hence, students tend to resort to student actions with grievous vandalism and disruptions to academic progress. Institutional managers should stage regular interactions between stakeholders to enable communication of student grievances, challenges, and dissatisfactions and allow engagements to work on strategies to circumvent them. Simultaneous engagements between students and institutional authorities could promote a sense of a win-win situation in decision-making.

Recruiting students as brand ambassadors of their institutions

Institutions of higher learning need to recruit and appoint students as brand ambassadors of their institutions. This would bring them closer to understanding their institutions and perhaps all the institutional *modus operandi*. Participation by students in such endeavours can make them entitled to defend their institutional brand images and reputations. Students must contribute much to improving their institutions' dignity rather than painting them bleak.

Appreciating rights with responsibilities

South African society must appreciate rights simultaneously with responsibilities to avoid being unrealistically illusioned. As much as the Constitution stipulates free services for all, we live in a world where nothing is free. Citizens, including students, must know that taxpayers are charged for the services supplied for free to them.

Recommendation for the upcoming studies

The study recommends that more studies address the inadequacy of the statistical prevalence of student vandalism and unrest in global, regional, and South African institutions of higher education. This will widen the understanding of the drivers of violent student agitation in ubiquitous contexts and perhaps moot what needs to be done to remedy the situation.

REFERENCES

Abdool, S., Mason, R. B., & Maharaj, M. (2023). Student protests and the brand image of a South African University of Technology. *Expert Journal of Business and Management*, *11*(2), 222-237.

Alhaza, K., Abdel-Salam, A.-S. G., Mollazehi, M. D., Ismail, R. M., Bensaid, A., Johnson, C., Al-Tameemi, R. A. N., A Hasan, M., & Romanowski, M. H. (2021). Factors affecting university image among undergraduate students: The case study of Qatar University. *Cogent Education*, *8*(1), 1977106. https://doi.org/10.1080/2331186X.2021.1977106

Boboyi, A. (2024). A call for the institutionalisation of School Social Work Services in the OR Tambo Inland Secondary Schools to counter the psycho-social ills among learners. *African Journal of Inter/Multidisciplinary Studies*, *6*(1), 1-13. https://doi.org/10.51415/ajims.v6i1.1302

Boboyi, A., & Kang'ethe, S. M. (2024). Unpacking challenges within South African institutions of higher learning in addressing student grievances: A literature review. *Journal of Culture and Values in Education*, *7*(2), 215-229. https://doi.org/10.46303/jcve.2024.20

Coon, S. R., & Parker, L. (2021). Racial evasion policy: University leadership responses to incidents of racism in the age of neoliberalism. *Journal for Critical Education Policy Studies (JCEPS)*, *19*(2), 344-369. http://www.jceps.com/archives/11307

Cornell, J., Malherbe, N., Seedat, M., & Suffla, S. (2023). Researching protest policing in South Africa: A discourse analysis of the Police–Researcher encounter. *Policing: A Journal of Policy and Practice*, *17*, paac079. https://doi.org/10.1093/police/paac079

Czerniewicz, L., Trotter, H., & Haupt, G. (2019). Online teaching in response to student protests and campus shutdowns: Academics' perspectives. *International Journal of Educational Technology in Higher Education*, *16*(1), 1-22. https://doi.org/10.1186/s41239-019-0170-1

Dahlum, S., & Wig, T. (2021). Chaos on campus: Universities and mass political protest. *Comparative Political Studies*, *54*(1), 3-32. https://doi.org/10.1177/0010414020919902

Danmuchikwali, B. G., & Suleiman, M. M. (2020). Digital education: Opportunities, threats, and challenges. *Jurnal Evaluasi Pendidikan*, *11*(2), 78-83. https://dx.doi.org/10.21009/10.21009/JEP.0126

Deflem, M. (2015). Anomie: History of the concept. http://dx.doi.org/10.1016/B978-0-08-097086-8.03067-1

Feinberg, A., & Salehyan, I. (2023). Student protest, violent interactions, and state repression. *Journal of Peace Research*, 00223433231198132. http://dx.doi.org/10.1177/00223433231198132

Fuo, O. (2020). Rethinking the regulation of university students' protests in light of Mlungwana v The State 2018 ZACC 45. *De Jure Law Journal*, *53*(1), 369-392. https://dx.doi.org/10.17159/2225-7160/2020/v53a23

Griffiths, D. (2019). # FeesMustFall and the decolonised university in South Africa: Tensions and opportunities in a globalising world. *International Journal of Educational Research*, *94*, 143-149. https://doi.org/10.1016/j.ijer.2019.01.004

Hadley, M., Hook, S., & Orr, N. (2022). Ideological vandalism of public art statues: Copyright, the moral right of integrity and racial justice. *Griffith Journal of Law and Human Dignity*, *9*(2), 1-34. https://dx.doi.org/10.2139/ssrn.4190229

Hendricks, E. A., & Mutongoza, B. H. (2024). Drivers of learner aggression in selected schools in the amathole district municipality in South Africa. *Southern African Journal of Social Work and Social Development*, *36*(1), 19 pages-19 pages. https://doi.org/10.25159/2708-9355/13936

Hlatshwayo, M. N. (2024). On violence in South African higher education: An ideological perspective. *Perspectives in Education*, *42*(1), 238-253. https://doi.org/10.38140/pie.v42i1.7232

Iwara, I. O., Amaechi, K. E., Tshifhumulo, R., & Kilonzo, B. (2020). Cost implications of the 2018 student violent protests at the University of Venda. *African Journal of Development Studies*, *10*(1), 165. http://dx.doi.org/10.31920/2075-6534/2020/10n1a8

Kajiita, R. M., & Kang'ethe, S. M. (2024). The dynamics embedded in COVID-19 pandemic responses in South Africa: Implications for public healthcare delivery. *Interdisciplinary Journal of Sociality Studies*, *4*, 1-16. https://doi.org/10.38140/ijss-2024.vol4.09

Khiba, T. A. (2023). Violent student protests in higher education institutions: exploring the formations of violence and the socio-economic costs of violent protests. http://hdl.handle.net/11660/12447

Labella, M. H., & Masten, A. S. (2018). Family influences on the development of aggression and violence. *Current opinion in psychology*, *19*, 11-16. https://doi.org/10.1016/j.copsyc.2017.03.028

Lee, Y.-H., Kim, K.-S., & Lee, K.-H. (2020). The effect of tuition fee constraints on financial management: Evidence from Korean private universities. *Sustainability*, *12*(12), 5066. https://doi.org/10.3390/su12125066

Louw, J. M. (2009). The socio-educational implications of the moral degeneration of the South African society*:* Towards a solution University of South Africa]. http://hdl.handle.net/10500/3087

Mahaye, N. E., Dlomo, S. S., & Ajani, O. A. (2023). Impact of public protests on Education system: a case of 2021 political unrest in South Africa. *International Journal of Research in Business and Social Science (2147-4478)*, *12*(2), 348-357. https://doi.org/10.20525/ijrbs.v12i2.2388

Marsh, S., Dobson, R., & Maddison, R. (2020). The relationship between household chaos and child, parent, and family outcomes: A systematic scoping review. *BMC public health*, *20*, 1-27. https://doi.org/10.1186/s12889-020-08587-8

Mavunga, G. (2019). # FeesMustFall protests in South Africa: A critical realist analysis of selected newspaper articles. *Journal of Student Affairs in Africa*, *7*(1), 81-99. http://dx.doi.org/10.24085/jsaa.v7i1.3694

Mbaleki, C., & Mbodila, M. (2023). Emerging Evidence on Student Funding: A Case of a South African Historically Disadvantaged. *Africa Education Review*, *19*(4), 1-17. http://dx.doi.org/10.1080/18146627.2023.2273278

Mbhele, S., & Sibanyoni, E. K. (2022). A case study of student hooligan behaviour during protest action at the University of KwaZulu-Natal. *Journal of Student Affairs in Africa*, *10*(1), 125-143. http://dx.doi.org/10.24085/jsaa.v10i1.2195

Muhuro, P., & Kangethe, S. M. (2021). Prospects and pitfalls associated with implementing blended learning in rural-based higher education institutions in Southern Africa. *Perspectives in Education*, *39*(1), 427-441. https://doi.org/10.38140/pie.v39i1.4615

Moloi, T. J., & Mokoena, M. (2023). Using student voice as a strategy to palliate student unrest in African universities. In B. I. Omodan & C. T. Tsotetsi (Eds), *A Compendium of response to student unrest in Africa universities*. 159-184. Axiom Academic Publishers. https://www.researchgate.net/publication/368719512_Chapter_8_using_student_voice__as_strategy_to_palliate_student_unrest_in_African_universities

Mutongoza, B. H. (2023a). The pervasiveness of student-on-student violence at South African universities. *International Journal of Education & Psychology in the Community*, *13*. https://www.researchgate.net/publication/376457680_The_pervasiveness_of_student-on-student_violence_at_South_African_universities

Mutongoza, B. H. (2023b). Student-on-staff violence at South African universities: A qualitative study. *Giornale Italiano di Psicologia e Medicina del Lavoro (GIPMEL)*, *3*(2), 50-56. https://gipmel.it/wp-content/uploads/10.690882023STDN4.pdf

Nantege, M. (2019). *The students' right to demonstrate in South African universities*. University of Pretoria (South Africa). https://repository.up.ac.za/bitstream/handle/2263/69947/Nantege_Students_2019.pdf?sequence=1#:~:text=As%20stated%20in%20the%20Constitution,picket%20and%20to%20present%20petitions.

Ncontsa, V. N., & Shumba, A. (2013). The nature, causes and effects of school violence in South African high schools. *South African journal of education*, *33*(3), 1-15. *http://www.sajournalofeducation.co.za/index.php/saje/index*

Ntema, R. P. (2022). Profiling students at risk of dropout at a university in South Africa. *Journal of Student Affairs in Africa, 10*(2), 179-194. https://doi.org/10.24085/jsaa.v10i2.4077

Ntim, K. N. (2021). *Impact of student protests in some selected universities in Africa* University of Cape Coast]. http://hdl.handle.net/123456789/10502

Ntombana, L., Gwala, A., & Sibanda, F. (2023). Positioning the# FeesMustFall movement within the transformative agenda: Reflections on student protests in South Africa. *Education as Change*, *27*(1), 1-18. https://doi.org/10.25159/1947-9417/10870

Okour, A. M., & Hijazi, H. H. (2009). Domestic violence and family dysfunction as risk factor for violent behavior among university students in North Jordan. *Journal of Family violence*, *24*, 361-366. http://dx.doi.org/10.1007/s10896-009-9235-6

Omodan, B. I. (2022). Deconstructing psychological implications of student unrest among university students through Ubuntu. *International Journal of Educational Research Open*, *3*, 100211. https://doi.org/10.1016/j.ijedro.2022.100211

Omodan, B. I. (2023). Psychological implication of student unrest on student leaders: A social support perspective. *Heliyon*, *9*(11). https://doi.org/10.1016/j.heliyon.2023.e22334

Onivehu, A. O. (2021). Causes, consequences and control of student protests. *Sociální pedagogika| Social Education*, *9*(1), 8-21. http://dx.doi.org/10.7441/soced.2021.09.01.01

Rammbuda, M. (2023). Analysis of Funding and Access Challenges to Higher Education in Post-Apartheid South Africa. *Journal of Public Administration and Development Alternatives (JPADA)*, *8*(3), 34-50. https://doi.org/10.55190/jpada.2023.8.247

Rani, S., Singh, K., & Sharma, G. (2023). Impact of Home Environment, Aggression, and Personality on an Adult's Well-being: A Systematic Review. *Indian Journal of Positive Psychology*, *14*(2), 245-248. https://www.proquest.com/scholarly-journals/impact-home-environment-aggression-personality-on/docview/2842593355/se-2

Rogers, C., Jordaan, J., & Esterhuyse, K. (2024). Coping, aggression, perceived social support and demographic variables as predictors of prison adjustment among male incarcerated offenders. *Criminology & Criminal Justice*, *24*(2), 339-361. https://doi.org/10.1177/17488958221106610

Senjaya, M. (2023). Elements of Vandalism in Law Number 1 of 2023 Concerning the Criminal Code. *East Asian Journal of Multidisciplinary Research*, *2*(2), 673-682. https://doi.org/10.55927/eajmr.v2i2.3024

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, *104*, 333-339. https://doi.org/10.1016/j.jbusres.2019.07.039

Snyder, H. (2023). Designing the literature review for a strong contribution. *Journal of Decision Systems*, 1-8. https://doi.org/10.1080/12460125.2023.2197704

Trechsel, L. J., Zimmermann, A. B., Steinböck, C., Breu, T., Herweg, K., & Thieme, S. (2021). Safe spaces for disruptive learning in a north–south research partnership context: International mobility of doctoral students. *Sustainability*, *13*(4), 2413. https://doi.org/10.3390/su13042413

Valdebenito, S., Gaffney, H., & Jolliffe, D. (2023). Protocol: School-based interventions for reducing disciplinary school exclusion: An updated systematic review. *Campbell systematic reviews*, *19*(3), e1344. https://doi.org/10.1002%2Fcl2.1344

Wolhuter, C. C., & Van der Walt, J. L. (2020). Indiscipline in South African schools: the parental/community perspective. *Koers: Bulletin for Christian Scholarship= Koers: Bulletin vir Christelike Wetenskap*, *85*(1), 1-11. https://dx.doi.org/10.19108/koers.85.1.2436