

The experiences of female principals of school discipline

by

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DECLARATION

I declare that

The experiences of female principals of school discipline is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'Kally', written over a horizontal line.

Signature

FEBRUARY 2015

Date

DEDICATION

This dissertation is dedicated to my late mum and late brother Myron, who taught me that life, is too short to live unproductively.

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ABSTRACT

For many years the South African educational platform has been the target of international and national criticism for its apartheid ideals. Since 1994 the former Model C high school has endured a changing landscape characterised by the ideals of educational transformation. However, the current face of the former Model C high school has been marred by the challenge of learner ill-discipline.

This research aimed to explore the challenges experienced by female principals in a former Model C high school. A literature review focussed on female leadership and school discipline through the lens of a theoretical framework based on the ethics of care and transformational leadership theories. Using a qualitative case study design, data were collected and analysed. The analysis revealed that school discipline was a major challenge to the principal personally and professionally, and to the school. It further highlighted the strong need for support by the Department of Education.

Key-Terms

Discipline, suspension, expulsion, school management team, school governing body, former Model C school, Act, code of conduct, legislation, ethics of care and transformational leadership.

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LIST OF ABBREVIATIONS

RCL: Representative council of learners.

SGB: School governing body

SMT: School management team

DoE: Department of Education

SASA: South African Schools Act

GED: Gauteng Education Department

CHAPTER ONE

INTRODUCTION, BACKGROUND AND PURPOSE OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

This research examines the experiences of female principals with school discipline in a former Model C high school. While a variety of definitions of the term discipline have been suggested, this research uses the definition suggested by Subbiah (2009: 1-2) who posits that discipline is the development of self-control, character and orderliness. The words 'female principal' and 'school discipline' are robust concepts in the field of educational leadership. They carry with them preconceived ideas like 'strong' or 'weak' female principal and 'good' or 'bad' school discipline. Irrespective of any preconceived idea, no principal would want to be seen as weak and unable to maintain good discipline at a school. The first chapter of this study examines the background and purpose of the study. This entails a brief description of female educational leadership and the challenge of school discipline in a former Model C high school. An account of the changing landscape of this former Model C school is discussed and emphasised to illuminate the negative impact it has had on school discipline. The discussion then moves to the formulation of the research problem, the aims of the research, the research methodology, and ends with a breakdown of the chapter structure of the dissertation.

It was generally assumed that females could not handle school discipline, but Little (1984:78) and Ikoya (2009: 52) rebut this and claim that female-led schools maintain a high quality of discipline. In this inquiry, it was found that irrespective of the gender of the principal, school discipline continues to be a challenge to all school principals. This is especially true in South Africa where, as Makhubu (2013: 1) in the *Pretoria News* writes, South African schools are perceived to be "schools from hell." According to Ibukun, Oyewole and Abe (2011: 248), "discipline is the offspring of effective leadership" and Bush, Kiggundu and Moorosi (2011: 32) argue that principals in South Africa are ineffective in the management of their schools. Paulsen (2009: iii) however, finds that it is crucial that the Department of Education (DoE) provides support and assistance to female school principals in the management of their schools. It must be asked whether one can label a principal as being 'ineffective' and still acknowledge that support from the DoE is minimal, as is the case with the participants in this study. Ngobeni, Grootes and Wynn (2013) and *news24* (2013)

state that the lack of this support contributes to the challenge of ill-discipline in schools, which commonly manifests in learners shooting and attacking teachers.

Recently, researchers have shown an increased interest in the former Model C school. For example Fataar (2009) and Vandeyar (2010) allude to changes in the landscape of suburban schooling and its impact on school life in the new democratic South Africa post 1994. In the years following 1994, the entire education system was seen by the South African government and public as being the social sculptor for the fledgling democracy in the land. However, to say that this new, 'strange' environment has contributed to the challenge of school discipline in the former Model C school is debateable. Coupled with this changing landscape is the introduction of an aggressive set of policies pertaining to school discipline which has exacerbated the challenges faced by school principals, particularly with regard to the effective maintenance of school discipline. This is endorsed by Mashau and Mutshaeni (2013: 40) who conclude their study by saying that whilst politicians and policy makers expect legislations and policies to be implemented, the reality poses quite a different picture. As such they maintain that school principals "know way less than expected."

1.2 FEMALE LEADERSHIP

This study is an exploration of how female principals experience school discipline in a former Model C high school in Johannesburg. The research for this study adopted a social constructivist philosophical approach utilising qualitative case study as research design. Traditionally, secondary school leadership has subscribed to the belief that the middle class white male was the most apt and credible choice for a school principal (Celikten 2005: 209). Recent developments in the field of educational leadership have led to a renewed interest in females as educational leaders. Changes through national frameworks, constitutions and policies in school leadership saw many women entering leadership positions over the past decade. In fact, Mestry and Schmidt (2012: 535) claim that much has improved for women in South African educational leadership. Skinner (2009: 1) however, maintains that although women fill posts as secondary school principals, they still remain under-represented in school leadership. Research has cited many reasons for this under-representation. Shakeshaft (1989, cited in Skinner 2009: 1) contends that many school districts believe that women are not strong enough to handle school discipline at high school level.

According to the National Centre for Education Statistics (NCES) (2010), there has been a dramatic increase in the number of female principals in public secondary schools over the past century. Many women are enjoying the seat of leader in rural, urban, township and

suburban secondary schools. In line with this social revolution there has been a heightened interest in educational leadership studies focusing on the experiences of these women (Shakeshaft 2006; Oplatka 2006; Oplatka & Atias 2007; Brunner & Grogan 2007; Gupton 2009; Agezo 2010; Grogan & Shakeshaft 2011; Grogan 2012; Blackmore 2013). What was lacking though was research on how female principals experience discipline in the former Model C high schools. Actually not much research regarding discipline in these schools has reached the forefront of educational studies in South Africa. This is despite the fact that numerous media reports concerning ill-discipline in South African secondary schools have recently been published (Du Plessis 2010; Botsane 2011: 3). According to Harbour (2010) who reported in *Mail & Guardian* online, in February 2010 a girl claimed she was forced into a toilet and allegedly raped at school. In June of the same year, a girl and boy from two neighbouring schools drank alcohol, had sex in the toilet and recorded it on a cell phone. Both incidents were alleged to have taken place in a former Model C secondary school.

Many recommendations in gender based research made reference to the need for more training and mentoring programmes for female principals to better equip them for their jobs. This study exposes the challenges that female principals experience with regard to school discipline. It also provided viable strategies to overcome these challenges. I am convinced that this research is vital to inform the literature on such training, mentoring, wellness programmes and support structures. It is this material that could be used to develop future programmes to assist school principals in managing school discipline. These findings could inform the DoE, policy makers, training consultancies, school governing bodies (SGBs), non-governmental organisations (NGOs) and other relevant stakeholders by providing rich information to prepare more adequate support systems and material for female principals in their execution of daily school disciplining tasks. These challenges and recommendations draw attention in these support programmes. The study also alerts relevant stakeholders in education to the plight of female principals with regard to school ill-discipline and encourages more support from government, parents, community structures, critical friends in education and learners themselves in establishing and maintaining effective school discipline in public high schools.

In this research, the changing landscape of sub-urban education post-1994 and its implications for female principals and school discipline in the former Model C high school has been described. The impact of decentralised communities on school leadership and discipline in these schools has also been emphasised. I explored the challenges that female principals face with regard to the current ill-discipline in a former Model C high school. I am of the opinion that there remains a somewhat blissful silence to modern day transgressions that were festering in the former Model C high schools and that have made some schools

unmanageable and brought them into disrepute. This study focused on identifying and exploring the experiences of female principals who maintain school discipline. It also showed the impact of school discipline on both the female principal and school.

My justification for using a qualitative research approach was closely linked to what McMillan and Schumacher (2001: 411) purport when they claim that the inquirer is part of the setting and social phenomenon that she wishes to understand. In view of the fact that I am a principal of a suburban high school experiencing the heightened challenges of school discipline, I empathised with female principals with the same plight. I believe that if school discipline is not explored adequately, it will be one of the most challenging facets of school leadership in South Africa. Ill-discipline will not only contribute to increased principal attrition, but also to failed institutions across South Africa. My interaction with the research participants was indeed personal because I was able to relate to some of their experiences.

1.3 SCHOOL DISCIPLINE

Research has revealed that there has been ample focus on different learner transgressions in the study of school discipline, for example drug abuse, aggressive and disruptive behaviour, school violence, delinquency, late coming and so forth. (Grobler & Khatite 2012; Gilbert 2008; Ashford, Queen, Algozzine & Mitchell 2008; Unal & Cukar 2011; Lekganyane 2011; Smit 2010). However, there remains a reluctance to acknowledge modern day transgressions that have long existed in the former Model C high schools and are still challenging today. There are many examples of such transgressions that are daunting and some principals are not equipped to manage them. These forms of ill-discipline present themselves daily and are a major challenge in educational leadership. In my experience as a female principal for the last 2 years, I have noticed that many principals envisage it to be a daunting task to explore the challenges that have contributed to making their tasks of managing school discipline so exceptionally difficult.

As a principal in a sub-urban secondary school, my interest in female leadership and school discipline was ignited by the escalating levels of school ill-discipline in my school and in the majority of secondary schools internationally and nationally. I am of the opinion that post 1994, major interventions in school leadership and discipline were afforded to the so called 'township school' as a redress factor and as a result the former Model C high school has been neglected. My specific interest in the former Model C high school was catalysed by media reports revealing horrific incidents of ill-discipline. This is endorsed by recent reports in the media reporting that, for example, a "school principal beats pupil with a hosepipe," a

grade 8 learner filmed their classmate being raped by 3 boys at school, a learner killed a fellow pupil and injured three others as he went on a 'satanic' killing spree with a weapon, a pupil attacked a teacher with a broom, another shot a teacher at school and stabbed a learner, and another lost half an ear in a violent gang related fight (*Times Live* 2011; *City Press* 2010, *Mail & Guardian* 2008, Ngobeni reported in *Eye Witness News* 2013, *Times Live* 2013, Wynn reported in *Eye Witness News* 2013. Something is radically wrong in the former Model C high school and if not explored, more disasters could continue to occur and people may suffer at the hands of ill-discipline. In spite of this, people continue to assume that the former Model C high school provides so called 'quality' education. Whether this is an assumption at the expense of effective school discipline will have to be investigated.

Such reports in the media also enhance the notion that learner ill-discipline in secondary schools in South Africa is a serious challenge (Mestry & Khumalo 2012: 98; Nthebe 2007: v; Lekganyane 2011: 1) and justifies the verdict by the Minister of Education by which she dismisses leaders that have failed our children (Niemann & Koetze 2006: 610). More importantly, this study exposed the notion of Lombard (2009: 50) that the former Model C high schools have all the answers to quality education, including effective discipline. According to Bisschoff and Koebe (2005) ill-discipline prevails in township schools while Lombard (2009: 50) maintains that the former Model C high schools are characterised by effective discipline. This study showed that some parents believed that the former Model C schools have all the answers to eradicating ill-discipline and as such some parents have relinquished the task of discipline to the school. This has heightened the burden of school leadership in maintaining effective school discipline in some former Model C high schools. Roesler (2009: 16) contends that there is an extensive amount of literature pertaining to school discipline, however there is a lack of adequate research pertaining to the role of the principal in the leadership of school discipline in public secondary schools. There is also a silence in the literature regarding, the effect of the principal's gender and, the leadership and management of school discipline. Gender issues have received considerable attention in educational research but research regarding the experiences of female principals with school discipline in secondary schools, especially in the former Model C high schools in South Africa remains under researched. Research in the area of the role of the female principal in the leadership of discipline in former Model C high schools was therefore overdue. There was a clear paucity in research examining the impact of effective female leadership on school discipline in former Model C high schools, specifically in South African. This study aimed to investigate school discipline under the leadership of a female principal, with a view to understanding how female principals deal with discipline challenges in their school.

1.4 THEORETICAL FRAMEWORK

A literature review was framed in feminist theory and feminism which was defined and conceptualised through the lens of the ethics of care and transformational leadership theory. The implications of characteristics of female principal leadership styles and their impact on maintaining discipline through a feminist perspective were also discussed.

1.5 LITERATURE STUDY

The two core areas of focus in this review were female leadership and school discipline. Eight themes were constructed to contextualise the study into a larger scholarly body of knowledge pertaining to the topic. Each theme was studied in a general as well as a local context. In line with the broad theoretical framework of feminism and a sense of female oneness, the review highlights the challenges faced by female principals in the leadership of school discipline in the former Model C high school.

Through the literature review, Ibukun et al (2011: 248) view that leadership has a definite impact on school discipline in public secondary schools. Lekganyane (2011: 1) and Subbiah (2009: 4) also view discipline problems in high schools as a major challenge for principals. Despite excellent work by prolific writers on female leadership and school discipline, researchers have not fully explored the impact of the principal's gender on the effective leadership of school discipline. As such, little research speaks to gender and leadership and school discipline. In this regard, Oplatka and Atias (2007: 56) postulate that "principal-ship is a gendered role" in primary school discipline management. However, thus far, research findings applicable to public secondary schools have not been found. This gap in literature necessitated this research into female leaders and school discipline in former Model C high schools.

The literature review begins with an exploration of feminism, followed by a discussion of female leadership and school discipline. The changing landscape of the sub-urban school and its effect on female leadership and school discipline was also discussed. Theoretically, the data are interpreted using the theory of ethics of care and transformational leadership which both proffer that females are more inclined to deal with discipline problems effectively. Grogan (2012: 17) in this context explains that women are inclined to naturally commit and care for their learners while Botha (2005: 42) maintains that women are more inclined to adopt a transformational leadership style.

There is a wealth of research both internationally and nationally on the evolution of female leaders (Shakeshaft 2006; Blackmore 1999; Paulsen 2009). Most research to date has focussed on elementary and middle school management internationally and very few have been cited in secondary schools in South Africa. Researchers however, continue to engage in more research in female leadership in education (Shakeshaft 2006; Kanjere 2010; Mdluli 2002; Matipa 2001; Gupton and Slick 1996; Paulsen 2009; Reynolds, White, Brayman and Moore (2008: 32-54). Given all these studies, Eckman (2002) and Moorosi (2010) contend that challenges facing female leaders have been illuminated. However, challenges facing female principals and school discipline in public secondary schools have not been adequately researched.

According to Bryan and Varat (2008) there has been a marked recognition through national frameworks, constitutions and policies for gender equity around the world and in South Africa. However, Aruno Rao (cited in Bryan and Varat 2008: 7) argues that there have been more failures than successes for gender equity in developing countries. A data report by Reynolds et al (2008) and Kamparou and Bush (2009) present a different viewpoint, one that claims that success for gender equity is noted. Thereafter, the female “motherly” characteristics and the inclination to work in teams to overcome disciplinary challenges were examined using the ethics of care and transformational theories. Their team spirit was also inclined to be recognised in the new limelight of collaborative leadership in the current educational scenario. As such, female principals seem to meet the needs of the current social demands of young men and women.

According to Varley (2005: 57) gender characteristics are an active determinant of school leadership behaviour. However, in more recent studies this finding came under scrutiny. Reynolds (2002: 47) for example argued that leadership skills are not necessarily determined by gender characteristics but by a multiplicity of factors. On re-examination of research findings, Blackmore (1999: 2) and Reynolds (2002: 47) claim that characteristics displayed by female leaders are highly cultural and are race and class contextual. In sum, there were clearly no conclusive research findings to attest to either claim. Characteristics of female leaders have proven to be an integral ingredient of gender research. Female characteristics explored were perceived to be able to assist the educational fraternity in its endeavour to change, develop, adapt and acclimatise to modern day educational needs (Agezo 2010; Leithwood & Jantzi, 2006). In fact, the characteristics of female leadership styles were seen as the answer to the many problems experienced in educational leadership (Wilson 1997: 68; Ouston 1993). There was a strong drive to review the state of discipline in public secondary schools. This became a springboard to research from a female

perspective. This part of the review highlights the strong need to find a perspective that can assist education in finding solutions to this problem.

Senge, Cambron-McCabe, Lucas, Smith and Dutton (2000) claim that few people would argue, that schools all over the world are in trouble. What was also highlighted was that South African schools are in terrible situations with regard to school discipline. School discipline was and continues to be one of the most sought after research topics in the field of educational leadership. This is obvious because school discipline is and continues to be one of the leading challenges in educational management (Meier and Marais 2010: 41; News 24.com (2006) as cited in Mestry & Khumalo 2012: 98; Chen and Astor 2009). The next part of the study highlights the severe challenge of discipline for school principals. Some case law that has spiralled in recent years, crippling schools and leadership, is also reviewed.

Bedden (2006: 6) asserts that school leaders are not surrogate parents, even in their role of in 'loco parentis.' He argues that they are officials of the state. This then necessitates the need for school principals to understand policies and procedures regarding the management of school discipline in secondary schools. In fact this is a requirement that cannot be negotiated. According to Militello, Schimmel and Eberwein (2009) the principal plays a critical role in legal literacy in the school. However, Brabrand (2003) claims that principals have an inadequate amount of legal knowledge. This does not bode well for future school discipline as litigation continues to be a critical challenge to school principals. The twenty first century is consumed with learner rights coupled with high levels of litigation both in South Africa and abroad. According to Smit (2012) there have been thirteen learner discipline cases of litigation since 1994 in South Africa. Julie Lewis (cited in Hymowitz (2000:2) eloquently warns that "If you have a law, you'd better have a policy." Educational policies are mediated to school principals in different forms, namely legislation, rules and regulations, directives, circulars, memos and more recently, examination instructions.

I reviewed the literature pertaining to legislation including research articles, circulars, policies, gazettes and any other document relevant to the leadership of school discipline. Major research has delved both abroad and in South Africa into the impact of educational legislation on school discipline. Legislation provides the guidelines for policies in school discipline. Many researchers argue that legislation dealing with the management of school discipline epitomises the challenges regarding management of school discipline in public secondary schools (Lwo & Yuan 2011; Evenson, Justinger, Pelischek & Schulz 2009, Hymowitz 2000). Many researchers have studied this area arguing persistently that school leaders have experienced and continue to experience the greatest amount of difficulty in interpreting, drafting and implementing sound policies regarding school discipline in public

secondary schools both abroad (Lwo & Yuan 2011; Gradinger 2005) and in South Africa (Lekalakala 2007). In fact, Lekalakala (2007: iv) argued that relevant stakeholders even differ in their understanding of what to include in the school Code of Conduct. He further argues that measures used to deal with misconduct culminate in the violation of learner rights. I am inclined to agree with Lekalakala (2007) that leaders are not well trained in this area of managing discipline. In fact, I am of the opinion that some are either 'ignorant' or blasé about legislation and that this may have contributed to the scandalous violent attack on a teacher in South Africa. This cost the DoE millions of Rands in damage, the school's reputation, the physical pain of the teacher, the principal's professionalism and a learner's life that was scarred (Kassiem: 2010).

I then found it important to review the role of the principal in the leadership of school discipline. This intensified the knowledge defining the jurisdiction of the school principal as a manager and governor. According to Keesor (2005) one of the main inhibitors of becoming a principal is discipline problems. Clearly evident from the preceding statement is that principals are struggling with the management of school discipline. This has cascaded into the profession, resulting in a phobia by many to aspire to the position. There was a plethora of research on the role of the high school principal in school management. However, much of the review has shown that research has concentrated on classroom management and not school management. Given the difficult area of discipline in school management, it is surprising that the role of the school principal in the management of school discipline was limited in research, both nationally and internationally. Much of this research portrays the high school principal as being someone who is consumed by the challenges of managing school discipline (House of Commons 2011: 24; Brabrand 2003).

1.6 PURPOSE

The role of the female principal in the leadership of school discipline in the former Model C school was one of the least discussed or researched fields in many scholarly texts and academic journals. The purpose of this study was to identify and explore the experiences and challenges that female principals faced while maintaining school discipline in the former Model C school. It also addressed the effect school discipline has on female principals and the school. The study revealed that the change in contextual factors relevant to former Model C schools required changing legislation that facilitates an easy transition of principals into the leadership roles, relevant for school discipline. It also offers suggestions for support for leaders through workshops, training, developmental programmes and literature to help principals manage school discipline effectively.

1.7 PROBLEM STATEMENT AND ANTICIPATED OUTCOMES

Ill-discipline is one of the many challenges that female principals face in public secondary schools. Truancy, high pregnancy rates, late-coming, absenteeism, bullying, managing technology, Satanism, managing discipline in a multicultural environment and the effective adoption of a proper code of conduct has left many female principals physically and emotionally exhausted. These problems have further been exacerbated by inadequate training and mentoring in the management of school discipline, minimal training in school diversity, and personal and professional demands on female leaders.

It is also important to keep in mind that male principals in public secondary schools experience the same challenges in their attempt to maintain school discipline. Although Ridley and McLaughlin (1999: B3) reported in *The Independent* that results from a survey, concluded that female bosses are far better at their jobs than their male counter-parts. This study of the female perspective to leadership and school discipline was no attempt to create a platform for the battle of the sexes, nor was it an indictment on male leadership. Instead this study offered to create a sisterhood of support so that the world can acknowledge the 'unsung heroines' (a term used by Hammond 2012) in education. Oplatka and Atias (2007: 49) allude to the fact that while female leaders acknowledge the relationship between discipline and effective teaching and learning, women tend to discipline for the attainment of social rather than academic aims. It was for this reason that the positive female attributes which range from academic expertise, different leadership styles, unique communicative abilities, and the tendency to embrace opportunities of gender equity and an insatiable

appetite to conquer the challenges that attempt to derail her progression, have been studied and were used to guide the search for an answer to the research question. These newly sought-after female traits are not only needed to create better schools, but also to create a better society. According to a report by the World Young Women Committed to Action (YWCA) (2007), challenges faced by women can only be eradicated through education. I believe that I am accountable to female leaders by being given the privilege and opportunity to research the school discipline experiences of female principals in the former Model C school. It was my hope to add new literature to assist females in the management of school discipline in public secondary schools.

Against this background, the research study was guided by the following key research question:

How do female principals experience school discipline in a former Model C high school?

In order to answer this question, the following specific questions were addressed:

1. What are the perceptions of female principals regarding school discipline?
2. How do challenges of school discipline affect the female principal and the school?
3. What strategies can be developed to assist female leaders in effectively dealing with the challenges of school discipline?

1.8 AIMS AND OBJECTIVES

The broad aim of this research is to explore the experiences of female principals regarding school discipline in the former Model C high school.

OBJECTIVES:

1. To explore the perceptions of female principals regarding school discipline.
2. To explain the challenges of school discipline affect the female principal and the school.
3. To develop strategies to assist female leaders in effectively dealing with the challenges of school discipline

1.9 POPULATION AND SAMPLING

This study adopted purposive sampling using criterion sampling. It was decided to use a former Model C girls' high school as the site for this research because the co-ed school (school that has a male and female learner population) that was initially identified for the study, decided to no longer continue the research. A number of schools in the vicinity of my workplace were headed by female principals, but there was a sense of apathy from them to engage in research on school discipline. Nevertheless, as pointed out by McMillan and Schumacher (2006: 316), an in-depth study can be sought regardless of the number of sample sites. Two participants were chosen for the study. This number was appropriate as it was still possible to complete the work should a participant wish to exit the study during its course. I used the female principal and female deputy principal in the sample school. Each of my sample members were actively participating in school discipline on a daily basis and therefore came with a rich background pertaining to the research topic. I believe that they were a credible choice to answer my research question because each member worked closely on disciplinary issues. Also, both provided perceptions on their experiences and views pertaining to my research question.

1.10 RESEARCH DESIGN

According to Maree (2010: 70) a research design is a 'plan or strategy' that is used by a researcher to investigate the identified phenomenon. The research design adopted followed a qualitative, case study design. McMillan & Schumacher (2001: 395) state that qualitative research explores people's actions and beliefs related to a particular phenomenon. This design afforded the opportunity to explore the feelings of the relevant participants regarding the research question. The strength of this design was its ability to provide complex textual descriptions of how people experience the given research phenomenon (Mack, Woodsong, MacQueen, Guest & Namey 2005: 1). It provided information about the 'human' perspective which is often seen as contradictory given the subjective nature of human interpretation of a phenomenon. It also identifies intangible factors whose role in the issue may not be readily apparent (Mack et al 2005: 1). These factors include social norms alluding to gender stereotypes and regarding gender roles and issues related to school discipline.

The reason for this choice was that one of the features of qualitative research was to explicate the way people experience their natural settings and come to understand and account for their situations (Punch 2009: 119). This allowed me to gain more insight into the way the participants experienced school discipline in their school and so gather information

to answer the research question. In line with the aim of the study, I was able to interpret the information gathered from the participants to create rich descriptions of their experiences relevant to my research topic.

An instrumental case study (Stake: 1995) was selected as the appropriate design to help generate the data needed to answer the research question. According to Johnson and Christensen (2012: 397), the researcher wants to learn something more in general when using this design. In this study the case was a former Model C girls' high school. I wanted the findings to emerge from the case study and provide rich descriptions of data that would explicitly answer the research question. The specific case to understand and gain more insight into the chosen topic was used and the findings provided ample evidence for the choice of the school as the object of the study. I was still able to accept the findings regarding female leaders and school discipline as universal concepts. The school selected served as a means to an end to understand female principals and school discipline in general and relevant to the research question. An in-depth understanding of this case helped to gain a better understanding of a larger number of cases regarding the research topic.

In line with the social constructivist paradigm, the case study design seemed to be most appropriate. It provided a comprehensive account of how participants relate and interact with each other in a specific context. It also exposed how the participants brought meaning to the challenges that faced them with regard to school discipline. The design aimed to provide rich descriptions and interpretations with regard to the phenomena under study. A big advantage for selecting this strategy as research design was the fact that such a school as a case study was not investigated from this perspective and from this focus. It allowed for the use of other sources and techniques throughout the data gathering process (Maree 2010: 75). One of the criticisms of this strategy is its lack of ability to generalise its findings. However, true this may be, it was clearly not my intention to generalise but rather to gain a better understanding of female principals and school discipline within a specific context (Johnson & Christensen 2012: 397) and then to use this information to answer the research question. A descriptive exploratory approach was adopted where the events, policies and beliefs of participants were investigated, as well as how they impacted on the phenomenon under study. I sought to identify relationships that influenced the phenomenon and also to ascertain how the participants explained their experiences with regard to the challenges that faced female principals in maintaining school discipline (McMillan & Schumacher 2006: 316). In line with this methodological framework, I interacted and observed the female principal in her natural setting with the intention of answering my research questions. The focus was on the meanings and interpretations of the participants and how they experience school discipline

in their own school. The choice for this approach was in line with one of its strengths, namely the “richness and depth of the explorations and descriptions it yields.” (Maree 2010: 60). The interpretations of their experiences highlighted and gave a voice to the silence of the challenges pertaining to school discipline that had prevailed prior to this study.

1.11 DATA COLLECTION

In the study which followed an emergent design, primary data were collected from in-depth semi-structured interviews, non-participant observations, journal entries as well as document analysis. The research began by ensuring that all the ethical requirements of UNISA, the Gauteng Education Department and the participants were adhered to.

The investigation began with the first round of observation: This entailed observing the management of discipline in the school for two hours per day for two days a week over a four week period. This was feasible as the school was in close proximity to my own workplace. My observation was confined strictly to discipline on the school grounds during breaks, during the change of periods, and the management of school discipline at the level of the school management team (SMT) and SGB. During my onsite observations, I made use of a digital recorder to record the observations verbally. The two hours per session was adequate time to get credible information to inform my field notes, which were transcribed immediately after each session.

The next round of data collection entailed document analysis: The anticipated time allocated was 4 weeks in the setting for 2 hours a day per week after school or at the availability of the principal. The time was used examining all written information, which could shed light on the study (Maree 2010: 82), for example the school code of conduct, transcripts pertaining to disciplinary meetings held at school level, learner records pertaining to discipline on the computer, representative council of learners (RCL) records of learner discipline and all other records pertaining to learner discipline as and when they arose during the investigation.

This was followed by the first round of in-depth interviews with the participants. This took about 3 hours over a period of 2 weeks. Disruptions to the programme were accommodated for. The interviews took 60 minutes per participant and were conducted after school or during free periods applicable to the SMT member. The interviews were based on questions relating to the research questions and on issues that had emerged during the first and second stages of observations. All interviews were recorded and transcribed verbatim. Pilot interviews with a colleague were used to check the effectiveness of the questions prior to the interview.

The final round of observation took 2 hours per week over two weeks. These stages of data collection were context specific. I looked for issues that I had overlooked during my observations but which had appeared during my interviews. The purpose of this final round was to shed more light on the meanings and interpretations of the participant's experiences of the subject at hand. A reflective journal was kept updated throughout. It included discussions of actual events and personal reflections of pertinent events.

1.12 DATA ANALYSIS

According to Gay and Airasian (2003: 254) "analysis of qualitative data describes what is in the data and interpretation involves making sense of what the data means." Analysis of the qualitative data generated took place even during the phase of data collection. Much of the data were analysed using qualitative content analysis of all documents and observations. The experiences of what I observed and heard were converted into text data. During this process I took relevant information from my field notes and interview transcripts and made a thorough study of all its contents. I classified small pieces of data into general categories and patterns/themes. I then reviewed the data for common topics and themes.

According to Gay and Airasian (2003), interpretations are based on connections, common aspects, linkages among data pieces, categories and patterns. After all the data were coded, themes within the data were created. The connections, common aspects and linkages among these themes served as my process of interpretation. Inferences from my interpretation were made in order to answer the research question. An interpretational approach to data analysis was used. I entered the data into computer folders and analysed them manually. I focused on creating themes and patterns relating to problems experienced by female principals with regard to school discipline and attempted to find solutions to the identified problems.

According to Maree (2010: 80) triangulation is a traditional strategy to improve the dependability and credibility of research findings. He maintains that triangulation is used extensively in quantitative research but when used in qualitative research, researchers fail to "define the concept within the context and the paradigm from which they operate". Maree (2010: 81) is therefore of the opinion that one should make reference to the term crystallisation and not triangulation when dealing with qualitative research. Maree (ibid) explains this as the idea of a crystal which allows for an infinite variety of shapes and angles. Crystals grow and change and are not amorphous. As an investigative approach, crystallisation provides a rich understanding of the research topic. What is described as

findings crystallize from the data and this crystallised reality is credible as long as those reading it see the emerging pattern that evolves and changes like a crystal.

My action for data analysis was to organise the data, summarise the data and finally to interpret it (Ary, Jacobs & Razavieh 2002: 465). This entailed the following:

Firstly, the data were organised. This began in the field during the data collection process. I made observer notes and wrote down comparisons during the different data collection strategies. The bulk of my analysis took place at the end of the collection process after I had left the research setting.

I then transcribed all the data into written text, ready for analysis. I copied the original texts and worked from these copies. Then I began the coding process. This was an essential stage as it assisted in further reviews of the data (Ary et al 2002: 466).

Coding into categories followed the pattern below:

Code O1: included data from observations (written field notes and digital recording transcriptions):

: Descriptive data code O1a

: Reflective data code O1b

Code I 2: included data from interviews and general discussions:

: Interviews data code I 2a

: Discussion data code I 2b

Code D3: included data from documents and reflective journals:

: Documents data code D3a

: Reflective journal code D3b

The next phase of the investigation was the summarising phase. All categories were placed into patterns based on connections among categories. The aim of summarising was to try and find relationships and themes among the categories (Ary et al 2002: 469). At this stage, I was able to integrate the data and identify relationships and themes. This was the way to generate thick rich descriptions of the participant's feelings on the subject of my research (Maree 2010:117).

Finally, the interpretation phase began. At this stage I read deeper into the data and extracted meaning and insight from it. This was an inductive process where I delved into the data to generate commonalities of the connections and relationships between the categories and patterns. Interpreting data had no set rules but was an individual charge that developed as I chose how to make sense of all the data. However, it was important to ensure that the interpretations were not only a fragment of my imagination. This was avoided by making sure that all interpretations were supported by evidence from the empirical data (Ary et al 2002: 471).

1.13 METHODOLOGICAL CONSIDERATIONS REGARDING TRUSTWORTHINESS OF THE INQUIRY

It is possible to challenge the ability of the findings of this study to be believable. One can ask whether it is possible to consider the observations, interpretations and conclusions seriously. In order to ensure the credibility of the study, I double checked all the text data with the participants to confirm that they were accurate and credible. I ensured that no bias clouded my judgments during the data collection and analysis process. I constantly checked and rechecked my findings.

I was obliged to ensure that there was absolute accuracy and truthfulness in the realities of my participants and my findings reflected this. A number of methods were used to ensure the credibility of the study and these are now discussed.

Firstly, structural corroboration was used. I made use of different data sources (data triangulation), namely two principals. I also used different data collection methods (method triangulation), namely observations (at different times of the day and in different parts of the school), interviews and documents.

Secondly, consensus was achieved. I made use of a peer review to check if there was consensus of the interpretation of my raw data.

Thirdly, interpretive adequacy was ensured. This was a crucial stage of trustworthiness. I made use of member (professional colleagues) checks throughout my collection and analysis stage. This included a review of all transcriptions of observations, interviews and documents. The colleagues read my interpretations. This helped clear up all misconceptions and inaccuracies early on in the whole process.

The use of low inference descriptors, for example direct quotes, helped me understand and experience the participant's world. I made use of a digital recorder for the interviews and a digital recorder for observations to make use of these data descriptors (Ary et al 2002: 453).

Fourthly, theoretical adequacy was gained by using three strategies. Extended fieldwork was undertaken – two hours a day for a week at the sample site. This ensured that I observed a full range of reactions and behaviour pertaining to the study. It also allowed me to identify behaviour that had a full impact on contributing to rich data and valid interpretations (Ary et al 2002: 453). Participants were given a chance to get used to my presence which helped to gain their trust. Also, I observed at random times of the day to ensure credibility.

Next, a decided effort was made to control any bias. In order to achieve this, I used reflexivity. I kept a reflection journal to ensure that during my study I was constantly reflecting to recognise any bias.

Transferability was encapsulated: I provided thick, rich descriptions so that readers would be able to make judgements of similarity or difference, which facilitated transferability. I had chosen a sample with a similar context as my school (both have similar demographics e.g. race and social backgrounds) for my study to enhance the transferability of the findings and recommendations.

Reliability and dependability were guaranteed through the use of an audit trail. This required that everything pertaining to the study be highly organised and allowed for an auditor to examine the data to attest to whether the conclusions drawn were supported by the data collected.

Replication logic was embraced by choosing a sample site that was similar to most former Model C high schools and this helped to verify all findings. Observations were made at different times of the day and this helped to ensure that if the study were to be repeated, the findings could be replicated, at least in part.

I used the code-recode technique during the analysis phase. I coded the data then left the data analysis for a while, before returning to recode it. I then checked and compared the two sets of coded materials.

Confirmability and objectivity was locked in through a thorough audit trail of the main strategy. This allows for other researchers to use the data and come up with the similar findings as I have in my research. Triangulation of methods, peer review and reflexivity are important strategies that I used to practice and enhance confirmability and objectivity (Ary et al 2002: 4).

1.14 DEFINITION OF KEY CONCEPTS

Act: A law made by parliament or by a provincial legislature.

Code of conduct: A written statement of rules and principles concerning discipline.

Discipline: The practice of making people obey rules of behaviour and punishing them if they do not.

Expulsion: The permanent ending of a learner's right to attend a particular school.

Female manager: Someone whose job it is to organise and control the work of a business or organisation or a part thereof.

Governor: A member of a group that has the responsibility for an institution like a school.

Legislation: An Act of Parliament or of a provincial legislature or a regulation.

Offence: An act that is punishable because it is contrary to a law.

Parent: Refers to the parent or guardian of a learner; someone legally entitled to the custody of the child or a person who undertakes to fulfil the educational obligations of a child.

Principal: Means an educator appointed or acting as the head of the school.

Representative council of learners: A recognised legitimate body representing the learners at school.

School governing body: A democratically elected body comprising of parents, educators, learners in a high school, administrative staff and the principal whom are responsible for school governance.

Suspension: The temporary ending of a learner's right to attend a particular school.

1.15 CHAPTER DIVISIONS

This research study has been organised into the following structure:

CHAPTER ONE: This chapter orientates the study and focuses on the background to the research and the problem formulation, aims and objectives, research design and methodology and chapter arrangement.

CHAPTER TWO: This chapter grounds the research theoretically and discussing female leadership and school discipline through the lens the ethics of care and transformational theories. Extensive studies were done on female educational leadership and school discipline. Emphasis was placed on the role of the principal in managing school discipline. The ethics of care and transformational leadership were studied with the view to highlight the female inclination to care and be a team-player. These are two strong attributes that assist school principals in managing school discipline within the current educational demands facing schools and regarding ill-discipline.

CHAPTER THREE: This chapter describes the design, synthesis, characterisation and evaluation of the chosen research. It provides a full description of the research methodology that was followed and describes the selection of the sample and participants, data collection techniques, and data analysis procedures used. Substantiation for the choice of design and techniques employed in the study are also discussed.

CHAPTER FOUR: This section focuses on the analysis and interpretation of the data that were collected. The findings are presented in themes and sub-themes. The literature was used to substantiate or refute the perceptions of the participants and the findings from the document analysis and non-participant observations.

CHAPTER FIVE: The last chapter assesses the extent to which the findings are able to adequately answer the research question. It presents a synopsis of the findings which led to the conclusions and recommendations that can be used to assist female principals in effectively managing school discipline. A discussion of the limitations of the study is included to emphasise the shortcomings that were experienced during the course of this study. Finally recommendations are suggested.

1.16 CONCLUSION

This study was catalysed by the gravity of school ill-discipline that has usurped South African schools. Since the banning of corporal punishment and because of the changing landscape of sub-urban schooling, school principals have entered the spotlight when exposing the challenge of what school discipline has become. Leadership studies have highlighted the modern need to see more females in school leadership positions, however, research has also highlighted the gross challenges that females face in this new public domain of leadership in high schools. Literature and legislation have endorsed the need for effective management by school principals in maintaining school discipline but research has also exposed the lack of support that has existed during the past century to assist female principals with the task of managing school discipline. If South Africans wish to find schools

rid themselves of the scourge of ill-discipline, it is paramount that a collaborative effort by all stakeholders be injected into education to resuscitate a positive culture of teaching and learning in our schools.

This research was motivated by a desire to improve the schooling experience of all stakeholders in education. Furthermore, it emphasised the need to explore a former Model C school which historically was considered a so-called “quality school,” sometimes at the expense of ill-discipline. Finally, the study acknowledged that far too little attention has been given to female principals and school discipline in the South African educational arena.

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

For the last 19 years, the South African educational arena has witnessed unprecedented changes and opportunities for women in the teaching profession. Many policies have been introduced that are in line with the Constitution (Act 108 of 1996) which recognises gender equity in educational leadership. More than ever before women are occupying the position of leader in rural, urban, township and suburban secondary schools. In line with this social revolution there has been a heightened interest in educational leadership studies which examine the experiences of these women (Shakeshaft 2006; Oplatka 2006; Oplatka & Atias 2007; Brunner & Grogan 2007; Gupton 2009; Agezo 2010; Grogan & Shakeshaft 2011; Grogan 2012; Blackmore 2013). Lacking though is research on how female principals experience discipline in the former Model C secondary schools. As mentioned previously, not much research regarding this has reached the forefront of educational studies in South Africa. Nevertheless, much of the recently media reports regarding ill-discipline in South African secondary schools seem to have taken place in these schools (Du Plessis 2010; Botsane 2011: 3). According to Harbour (2010) who reported in *Mail & Guardian* online, in February 2010 a girl claimed she was forced into a toilet and allegedly raped at school. In June the same year a girl and boy from two neighbouring schools drank alcohol, had sex in the toilet and recorded it on a cell phone. Both incidents having alleged to have taken place in the former Model C secondary school.

This chapter reviews female leadership and school discipline. It provides a succinct overview of female leadership and school discipline in general. It then focuses specifically on the new landscape of former Model C secondary schools in South Africa, discusses the implications for school discipline and outlines the challenges that must be addressed and which face female principals in their attempt to maintain discipline in these schools. The implications of the characteristics of female principal leadership styles and their impact on maintaining discipline through a feminist perspective are also discussed. In this section feminism is defined and conceptualised through the lens of ethics of care and transformational theory.

The choice to use feminism through the lens of the ethics of care and transformational theory was based on the strong premise that feminism is a theory in the making and is open to change (hooks 1984 as cited in Gaby 52). I am inclined to agree with Norris (2001: 220)

when he states that transformation is intended to bring about significant changes in how an institution is managed. The South African educational platform has been characterised by “change” in the field of school leadership and school discipline. This is seen in women acquiring more leadership positions and school discipline becoming a major challenge to school leadership, especially in the changing landscape of the former Model C high school. This theory therefore, was aptly used to amplify the challenges of the modern transformation in female school leadership and school discipline in the former Model C high school.

2.2 FEMALE LEADERSHIP

Pioneering studies in female leadership began with researchers exploring the barriers that confront females gaining access to leadership positions (Shakeshaft 2006: 1). However, Gupton and Slick (1996) argue that today we see a shift from access to females claiming equity to leadership positions. Contrary to this belief is that of Reynolds, White, Brayman and Moore (2008: 32-54) who have conclusively declared that there are still too few females in leadership positions in secondary schools. Burns (2009) shares the same sentiment arguing that a grave imbalance exists in the numbers representing females in secondary school leadership. Many researchers highlight the underrepresentation of females in secondary school leadership and identify it as a cause for concern in their female leadership studies (Dhār 2008: 2; Bell & Chase 1993; Mertz & McNeely 1990; Shakeshaft 1989 & Marshall & Anderson, 1995). Today the pressing issue is not only about numbers, but also about providing support to females in leadership positions (Paulsen 2009). In-fact, there is a strong desire today to find ways to retain female principals in public secondary schools (Reynolds *et al* 2008: 32-54). Gupton and Slick (1996) argue that females lack the aspiration for leadership roles, yet Lumby, Azoala, de Wet, Skervin, Walsh and Williamson (2010) argue the opposite and say that women show more confidence and aspiration to leadership roles than men do. More recent research has shown that females have a strong need for better support systems to aid them in their leadership roles (Paulsen 2009). Kanjere (2010: 2) argues that there is a perception that women are not good leaders. This view was strongly opposed by the likes of other authors and researchers who claim that females would manage things much better than men and therefore should be promoted (Wilson 1997: 68). In fact, Ouston (1993) concurs with Wilson stating that “getting it right” represents what he claims to be “the feminine side.”

Historical research showed that women were often lacking suitable qualifications and leadership abilities. More recent research displayed female perseverance and recognised female valuable leadership talents in the educational fraternity (Lumby *et al* 2010). Fitzgerald

2002, (cited in Shakeshaft 2006: 1) argues that early studies of female leaders viewed females as a homogenous group. As the research trend reached the modern day, there has been a strong drive to explore gender from a marginalised perspective and to include the variables of race, culture, social class and ethnicity. Through all these representative studies, the challenges that female leaders face as a result of gender issues have always been a key part of the studies (Eckman, 2002, Chisholm, 2005, Shakeshaft, 1989; Grogan, 1996). Shakeshaft (2006: 1) argues that the number of studies representative of these evolutionary issues differ in countries around the world. In some countries they have gained an exhaustive platform, but in others, researchers are only beginning to see a need to explore female leadership. It is also clear that gender issues in education around the globe and in South Africa share common themes.

2.3 SCHOOL DISCIPLINE

It is a common assertion by many researchers that school discipline is a recurrent area of educational research because it is ranked as one of the greatest challenges facing educational leadership in secondary schools (Roesler 2009: 10; Tomal 2001: 38; Gilbert 2008: B28; Ashford, Queen, Algozzine and Mitchell 2008: 222; Unal & Cukur 2011: 560). Research studies showed that there is a growing global understanding that there is a breakdown in school discipline (Blandford 1998: ix). This claim seems to be substantiated by the number of highly publicised school shootings and violent incidents that occurred between 2009-2010, which included rape, sexual battery, physical attacks, fights with and without weapons, robbery and gang-related hate crimes, that plagued American public schools (Neiman & Hill 2011: 3). Lewis, Sugai and Colvin (1998) argue that learner misbehaviour has reached profound proportions. This is in line with the data provided by the National Centre for Educational Statistics (NCES) (2010). Conversely, the National School Safety Centre (NSSC) (1992) claims that misbehaviour in schools is 'petty' and not violent. Hyman (1994) concurs with the NSSC who suggest that schools are actually safe places for learners. The same postulation is echoed by Ashford et al (2008: 223) who argue that statistics, perceptions from states, educational agencies, school personnel and school principals agree that schools are safe learning areas for children. However, no statistics were provided in their research to substantiate this claim and so it can neither be accepted nor refuted.

In line with the contradictory international findings about school discipline, research in South African schools portrays a gloomy picture of school discipline. In support of this finding are statistics provided by The South African Institute of Race Relations (SAIRR), which claims that South African schools are the most dangerous in the world, and are a place where only

23% of learners said that they felt safe (cited in Harber and Mncube 2011: 240). According to Subbiah, (2009: 1) discipline in South African schools has become a monumental challenge to school leadership since the banning of corporal punishment. The same view is shared by Meier and Marais (2010: 41) who posit that disruptive behaviour continues to be one of the most discussed problems in South African schools. According to Mestry and Khumalo (2012: 98) and de Wet (2010: 189), disruptive behaviour in South African schools includes learners armed with dangerous weapons, learner violence, vandalism, theft, drugs and alcohol, disrespect and educator targeted bullying. This was endorsed by the Deputy President in 1997 (cited in Harber and Mncube 2011: 237) who stated that children lack discipline, are always late or absent and come to school armed to instil fear in others. Mathe (2008: 3) alludes to the fact that ill-discipline is an everyday occurrence. According to Grootman (2001: 5), society has placed a great deal of pressure on individuals and this projects itself as ill-discipline in schools. This is further averred by educators who claim that a degeneration of societal values have made their task of maintaining discipline in schools impossible (Subbiah 2009: 16).

2.4 LEADERSHIP AND DISCIPLINE

The issue of school discipline dominates literature studies on educational leadership with the concept of leadership being conceptualised differently by many scholars. One characteristic is however common to all the arguments: the important role that the principal plays in leading and maintaining discipline in a school. Smit (2010: 3) and Squelch (2002: 2) equates good discipline to effective teaching and learning whilst Lekganyane (2011: 1) and Subbiah (2009: 20) equate it with effective school leadership. The Western Cape Education Department [WCED] (South Africa 2007: 3) explain that school leadership has a definite impact on school discipline. Blandford (1998:37) echoes the very same sentiment, claiming that “effective management cannot be overstated.” In fact, Gottfredson and Gottfredson (2001) argue that there is room for improvement in the leadership of discipline in schools. Even though research claims that the leadership of discipline is an integral part of school leadership, limited research exists to evaluate the effectiveness of many leadership practices implemented at schools. It is interesting that in the USA much research has revealed that the managing of stricter rules on discipline is failing (Gottfredson & Gottfredson 2001).

The leadership challenge to maintain effective discipline shows itself daily in South African secondary schools where leaders are not fully au-fait with strategies on how to maintain discipline in our new democracy (Subbiah 2009: 7). Mathe (2008: 3) echoes the same sentiment saying that poor discipline is a manifestation of poor school leadership. Despite

the excellent work by prolific scholars and writers on female leaders and school discipline, research has not fully explored the impact of the leader's gender on the effective management of school discipline in secondary schools. In fact, the effect of the principal's gender on the management of school discipline is a topic that has yet to be explored in South Africa. There is a paucity in research that unpacks the significance of the role of gender and leadership. Oplatka and Atias (2007: 56) postulate that "principalship is a gendered role" in primary school discipline management. However, thus far, research findings applicable to secondary schools have not been undertaken.

2.5 THE FORMER MODEL C HIGH SCHOOL IN JOHANNESBURG: THE CHANGING FACE OF SOUTH AFRICAN EDUCATION

Research shows that a considerable amount of research into the former Model C secondary schools in South Africa exists since the dawn of our new political dispensation. According to Ginsburg, Norris, Richter, and Coplan (2009: 399-400), South Africa's largest urban population is in Johannesburg and it also has the largest concentration of immigration of all race groups. Studies have revealed that post 1994 saw a change in the landscape of the former Model C secondary school. The South African Schools Act (South Africa 1996b) afforded parents the opportunity to enrol their children at a school of their choice. Hofmeyer (2000: 4) argues that since 1994 many educational policies have been welcomed by various stakeholders however, some of these policies have also brought many challenges. The reality of the former Model C secondary school has now become more diverse with increasing learner migration from other neighbourhoods, defeating the concept of 'neighbourhood schooling' embraced by the SASA (Hofmeyer 2000: 1). This situation has created a need for school leaders to be equipped with the necessary skills to manage and lead this diversity (Makoelle 2011: 6). In fact, Makoelle (2011: 30) argues that the burden to develop educators and learners in this new environment falls on the shoulders of the SMT who are not adequately prepared for this task. According to Hofmeyer (2000: 5), the greater Johannesburg area has experienced a 'knock-on' effect with learners infiltrating suburban schools from townships, learners leaving the former Model C schools for independent schools and learners leaving informal settlements for township schools. The former Model C secondary school has attracted much political carnage and many have claimed that they have not opened their doors to black learners widely enough (Hofmeyer 2000: 5). Statistics from the Gauteng DoE Management Information Systems show however, that there has been a 25% increase over a period of three years in learner numbers in one of the former Model C school. This fact was reported on in the *Mail & Guardian* (2003) where it was stated

that the influx of township black learners to former Model C schools was causing them to “burst at the seams” whilst township schools were standing empty. Msila (2005) agrees saying that black parents are avoiding the historically black schools and are registering their children in historically white schools. Although the trend of learner migration to former Model C secondary schools has been a cause for concern to the national government, little empirical research about this phenomenon and its effect on school discipline has been undertaken. In fact, little research on school discipline has been undertaken. According to Neluvhoala (2007: 1) former Model C schools offer a better service to their clientele and are a better option for black parents. The question that must then be asked is, does this ring true for school discipline? A school as the hub of a community transcends the context of its community. As such the community shapes the identity of a school. How then does a former Model C school create an identity when its learners emanate from all different communities? It is in this vain that school discipline needs to be managed vigorously because the context of decentralised communities has definitely had a negative influence on discipline that manifests in the form of late-coming, easy access to bunking, poor parental collaboration and managerial ignorance of the needs of the diverse communities that it serves.

2.6 DISCIPLINE IN THE FORMER MODEL C SCHOOL VERSUS DISCIPLINE IN THE TOWNSHIP SCHOOL

Neluvhoala (2007: iv) is of the opinion that the attractive force pulling township learners to the former Model C school is good principalship and discipline. Pampallis (2003: 154) concurs with Neluvhoala (2007: 3) who claims that township schools are characterised by poor discipline and management. Neluvhoala (2007: iv) further avers that many black learners have chosen to attend the former Model C school as a result of ‘rampant misbehaviour’ in the black public school. This view is endorsed by media reports (*Cape Times* 2007: B4; *The Star* 2003: B9; *The Herald* 2009: B7) which maintain that township schools are plagued by learner ill-discipline. In fact *The Star* (2002: 12) stated that in township schools “learners act like wild animals.” Conversely Thakali reported in the *The Saturday Star* (2008: B8) that some township schools have discipline and order. According to Nxumalo (1993) and Bisschoff and Koebe (2005), bullying, theft, disrespect and unruly behaviour prevails at township schools. Grobler and Khatite (2012: 175) go further and even blame the township school for the social decline of the township community, maintaining that the lack of discipline in the township school overflows into the society.

Neluvhoala (2007: 39) purports that former Model C schools emphasise good discipline and pay attention to any form of ill-discipline. Lombard (2009: 50) agrees that former Model C

schools have better discipline because of a better school ethos, unique school uniforms and alternative forms of discipline. Rank (2004) however, refutes this claim reporting in the *Weekend Post* (2004: B1) that learners from a former Model C school were picked up by police for ill-discipline. Grobler and Khatite (2012: 193) proffer that school communities are vulnerable and that drug abuse among learners is increasing in both urban and rural schools. Bisschoff and Koebe (2005:159) explain that former Model C schools setting are an example to some township schools regarding discipline, where teachers respect learners. Smulders (1999: 25) quotes an educator in a former Model C school who said: “we keep the pressure on the black pupils to conform to the standards that we expect.” Harber and Mncube (2011: 237) accuse educators of being ‘superficially’ tolerant and label former Model C schools as laboratories for cultural assimilation. Smulders (1999: 25) quotes a learner from a township school who says that “our teacher beats us with a stick.” It is clear from these quotations that disrespect for learners prevails in both former Model C schools and township schools. Despite this Morrell (2001: 292) avers that corporal punishment has disappeared in the former white schools but that it is still prevalent in township schools.

Mpisi (2010: 3) contends that after years of democracy, accusations of gross human violations levelled against former Model C schools with regards to discipline still persist. The *Sunday Times* (2001: 5, cited in Mpisi 2010: 3) reports that a black parent stated that when his children are late they are told that they are no longer in township schools and when there is theft in the school, the black learner is always the first to be suspected.

According to Molo (2007: 464), the educational environment in South Africa has layers of diverse complexities and paradoxes. He (ibid) maintains that there is a creation of disciplinary rules by white leaders managing a black learner population. He attests that there is regard for an English heritage at the expense of an African one. According to Smulders (1999: 25), former Model C schools have certain behavioural expectations that prevailed when only white learners attended these schools. According to Hunt (2007) these expectations were based on Western values for morals and intellectual development. He further contends that black learners are now compelled to conform to these behavioural expectations and says that they must change to fit in with the philosophies of the school. However, van der Merwe (2011: 772) argues that “many black learners have come to enjoy education of quality at desegregated schools.” No proven research exists to define what ‘quality education’ is or if desegregated schools do indeed provide quality education.

2.7 THEORETICAL FRAMEWORK

2.7.1 INTRODUCTION

2.7.1.1 A FEMINIST PERSPECTIVE OF FEMALE SCHOOL LEADERSHIP

There are multiple theoretical orientations that fall under the umbrella of feminism. I have drawn on two theories within the realm of feminist theories: the ethics of care and transformational leadership theory. According to Noddings (2002a: 12), the ethics of care is based on the ability to care for someone to help “him grow and actualise himself.” Transformational leadership is associated with leaders that inspire those that are being led to perform well beyond their expectations (Carter 2009: 143). As a point of redress in South Africa post 1994, much attention has been given to the former DoE and Department of Education and Training (DET) schools with regards to support in leadership and discipline in schools. This is endorsed by recent articles in the media laying claim of such intervention. According to Van Wyk (2009: B7), Mgwaba (2006: B11) and Hartley (2007: B4), various attempts were made by government to support the improvement of discipline in township schools. Conversely Ndlovu (2012: B15) reports in *The Times* that it has been 20 years since government intervened in township schools and says that problematic situations still prevail. Reports in the media alluding to leadership intervention have gained the spotlight, and evidently the government has made major inroads into upgrading the leadership skills of principals (Hartley 2011: B4; Blaine 2004: B5). Contrary to these media reports is one in *The Herald* (2011: B18) which stated that a “shake-up in the quality of school leadership is needed.” Unfortunately the needs of the former Model C school have been neglected in this so-called shake-up. This is supported by Williams (2006: B29) who reported in the *Financial Mail* that the former Model C schools lack support from the DoE. My decision for this scholarly review on the selected theories which frame this inquiry was not to condemn the work of stakeholders in government, communities, schools and male leaders, but to seek a fresh, positive and appropriate solution to the problems facing female secondary school leadership and school discipline in the former Model C school. To this end, this phenomenon needs firstly be understood in its complexity. Thereafter some concrete suggestions can be made.

Closely linked to the complexity of school discipline as experienced by female school principals is the notion of ethics of care and transformational leadership which can shed light to better understand the experiences of female principals and school discipline in former Model C schools. It appears that schools around the world seem to shoulder the burden of

the ills of society and often education is expected to fix it (Hill & Ragland 1995: 6). According to Hill and Ragland (1995: 6), if there is no one at home to model values, the school will resume the task; if there is no one to baby-sit, the school will open at 06:00 am, and if the community is riddled with violence, the school will be the safe haven. Through the ethics of care and transformational leadership, this research explored the experiences of female principals regarding school discipline. Research literature is generally silent on the role of female leadership in the context of school discipline. Therefore this inquiry revealed how female school leaders have been overlooked as an untapped potential to lead and shape schools that should be better prepared to effectively deal with school discipline.

2.7.1.2 FEMINISM

According to Acker (1994: 43), feminism is a “multifaceted and complex” concept. Although complex, the deceptively simple premise of feminist ideology is the goal to advance the status of women. The common thread in feminist theory seeks to illuminate how male domination stifles, ignores and resists female contributions to education (Grogan 1999: 274; Blackmore & Kenway 1993: 9; Brunner & Grogan 2007: 5; Shakeshaft 1995: 86; Gupton & Slick 1996: xxvi). In fact, Spender (cited in Acker 1994: 51) argues that whatever we ‘know’ in the guise of ‘human’ knowledge is a testimony of male decisions. Blackmore and Kenway (1993: 9) argue that, to many the gender order, un-equal as it is, should not be challenged. They contend that this wilful blindness by many has informed policies and practices in education that saw and continue to see injustices levelled against women in all spheres of education. It is Blackmore (2013: 139) who argues that a feminist perspective is used as a lens in educational research to amplify the gross unjust treatment levelled against women. This perspective further attempts to reform and rethink practices in a more socially just manner. Purnell (2007) maintains that in academic feminism we tend to explore and understand the theoretical underpinning of oppression whilst providing knowledge on its sources and solutions. Although with genuine intent by both Blackmore (2013: 139) and Purnell (2007) reform and solutions to the plight of female principals still remain a challenge. Blackmore and Kenway (1993: 9) argue that feminist scholars have produced a wealth of evidence to highlight female oppression in education, but to date there is little agreement by scholars in the field on how best to interpret the evidence as being conclusive. In fact they state that many refuse and oppose any policy designed to ensure gender justice. Kgombo (2006: 81-82) draws our attention to the large amount of research that has been done to free women from societal oppression while Blackmore (1999: 51), Young and Skrla (2003: 1) and

Gaby (1994: 52) still maintain that feminism as a broad perspective in research is dynamic, evolving and is open to re-examination.

2.7.1.3 FEMINISM AND LEADERSHIP

According to Young and Skrla (2003: 1) it is through the field of feminism that one has learnt how gender inequalities have entered, structured and perpetuated itself in the field of educational leadership. They maintain that it has shaped many changes that have taken place in the field over the last few decades. This is so much so that more recent studies in female leadership allude to the lack of interest in gender studies by younger women who believe that they are no longer relevant (Sherman, Beaty, Crum & Peters 2010). Much has been researched in the field of feminism and leadership, and a common thread running through many studies is the androcentric perspective that dominates most leadership theory and practice (Shakeshaft 1995: 140). Epp, Sackney and Kustaski (1994) define androcentric as treating the male experience as the norm while female experiences are treated as inferior. Shakeshaft (1995) suggests that leadership has been viewed and shaped through a white, male lens. What is surprising though is that her suggestion has unfortunately been mistaken as being the universal reality. Accordingly, 'universal reality' in the context of educational leadership makes reference to the given notion by some scholars (for example Eicher-Catt (2005: 18) who claim that a "leader" is a male-identified concept. Gill (1997: 29) is of the opinion that there is a given assumption by many scholars that men should be the administrators. Furthermore according to Gardiner, Enomoto and Grogan (2000: 1), the dominant culture of educational leadership is informed by white, male norms while Blackmore (1999) argues that it is a common belief by many that the "white male" represents "good leadership" and the "colour of competence." Blackmore (2008) seems to be in agreement with Gardiner et al (2000: 1) and Blackmore (1999) when she argues that school leadership is dominated by white male leaders. In fact Blackmore (2010: 2) maintains that while there is a strong need to diversify leadership and organisations white male paradigms of leadership continue to resurface as the dominant practice. Conversely Blackmore (2006) advances the idea that the presence of women in school leadership is more in-tuned with a democratic society, productive economy and an inclusive social life which clearly represents the current global societal needs which all nations are aspiring to.

Pioneering studies on feminism and leadership focused on females in leadership positions being compared to male-based norms, seemingly exposing females as being "inadequate" should they not meet the predetermined male standards (Papalewis 1995: 199). Papalewis (1995: 195) further posits that scholars seem to ascribe to leaders regardless of their sex.

This position by Papalewis (1995: 195) is endorsed by Grogan (2000: 17) who claims that there is a male perspective to the understanding of educational leadership and Agezo (2010: 1) who argues that people tend to ascribe leadership to the male gender. However, such ambitious claims tend to overlook that a divide may exist between male and female leaders. This is supported by Coleman's (2003: 38) study which categorised a separate male and female leadership model. However, existing accounts by researchers fail to resolve the contradictions that exist between male and female leadership paradigms where Coleman (2003: 43) argues that leadership behaviour is not "necessarily gender based." Although extensive research has been carried out on male and female leadership styles, no single study exists which adequately covers the preferred style of educational leadership. Lynch (1990, cited in Papalewis 1995: 195) argues that most leadership theories are based on the experiences of men and when these theories fail, scholars conclusively assume that females are 'lacking.' One of the drawbacks to this explanation is that research does not fully take into account the pre-existing bias of a male-based theory that females may have to ascribe to. Papalewis (1995: 195) further avers that the male bias presentations of developmental programmes have been more of a hindrance than development to women. The unfortunate contention by Grogan (2000: 17) that educational leadership has mostly been researched by males themselves and seems to provide a male perspective to the understanding of leadership, has clearly deprived many from learning what females can teach about leadership. In contrast, more recent studies on feminism and educational leadership focuses on the study of women and may not even compare women to men (Grogan & Shakeshaft 2011: 33).

According to Shakeshaft (1995: 142), feminist research on females in schools and the impact of gender on behaviour is a weak and special topic in educational research. Hall (1993, cited in Wilson 1997: 21) tends to agree with Shakeshaft that gender is treated as a separate and marginal issue in the literature on school leadership. She further laments that female leadership is characterised by 'armchair theorising, anecdotal testimony and a lack of empirical roots' and she questions research methods employed in female leadership studies claiming that sampling methods are sometimes not clear and interviews only expose the success stories of female leaders. Hall's (1993) study (cited in Wilson 1997: 21) would have been more convincing if she provided more scientific evidence to corroborate her argument. Contrary to Hall's belief is Mwingi (1999: 20) who vehemently concludes that studies like hers are presumptuous and inaccurate and argues that women are defined according to criteria that do not always favour them and so result in generalisations that ignore their uniqueness.

According to Grogan (2000: 18), feminist scholars advocate action that seeks to recognise equal opportunities for females that have presumably been marginalised in the field of leadership. One such category of this marginalisation is women of colour. A large amount of focus in feminism and leadership has been invested on women of colour and their striving to achieve recognition as leaders. Conversely Wesson and Hudson (2012: 29) state that women of colour are invisible in leadership literature. In fact they claim that research on female school principals is especially limited. According to Tillman (2012: 120), black educational leaders experience many challenges linked to “racism, sexism, discrimination and oppression.” Contrary to this view Wesson and Hudson (2012: 28) who claim that women of colour are experiencing success as educational leaders. Another focus on feminist research that has enjoyed the limelight since the 1980s has been the impact of culture on gender and leadership. Most of the studies reviewed so far are weakened by the fact that they fail to consider the impact of differing cultural contexts on female leadership. In fact much of these studies have been criticised for being dominated by Western paradigms which fail to fully explore the impact of culture in non-Western societies (Law 2013: 295). Oplatka (2006) argues that the under-exploration of gender and leadership in non-western countries warrants attention. Hallinger and Leithwood (1998: 128) assert that there are benefits to theory and practice if the cultural lenses that are currently used in educational leadership are extended.

Research on feminism and leadership has focused on many gender issues that have emphasised the gross injustices that have faced women in the field of educational leadership. Shakeshaft (1995: 25) purports that the knowledge base in educational leadership has aimed to exclude feminism, female perspectives, and the promotion of females to leadership positions. This is contrasted by Houston (cited in Wesson & Hudson 2012: 28) who maintains that the biggest change that has occurred in human history is the rise of feminism. Accordingly Houston (1990) argues that this has elicited a hostile reaction from many. It has become increasingly difficult to ignore the persistent focus in most feminist research on leadership, on the under-representation of females in leadership positions (Gupton & Slick 1996: xiv; Shakeshaft 2006: 9; Eckman 2002: 1). The controversy over scientific evidence which lays claim to this under representation has raged unabated for a long time (Eckman 2002: 2; Shakeshaft, Brown, Irby, Grogan & Ballenger 2007: 103). Nonetheless, Shakeshaft (2006) is of the opinion that this inability to provide accurate data is a conspiracy to silence women. Burns (2009) rebuts claiming that the number of female leaders has increased. Blount (2012: 9) seems to also share this sentiment and argues that women have not always been excluded from leadership positions. Morriss, Guat and Coleman (1999:192) posits that the under-representation of females in secondary schools is

clearly not a problem. They even suggest that gender discrimination is not a consideration in leadership positions. According to Blackmore (cited in Coleman 2003: 36), the introduction of affirmative action policies in countries like Australia and Israel resulted in the increase in the number of female school principals. Ironically though, power was then shifted to higher ranks in education and these are predominantly occupied by men.

Much research on feminism and leadership has steered towards accepting the assumption that the people oriented style of leadership displayed by females seems to be more inviting to current leadership needs (Little 1984: 78). Grogan (2012: 14) is in agreement with Little (1984: 75) who argues that female approaches are good for students and are “appropriate responses to the challenges” facing schools today. Although contrary to this belief is Shakeshaft et al (2007: 114) who argue that feminist research has emphasised how barriers facing females have not failed to substantiate why females should not be considered for leadership positions. In fact they aver that barriers that existed in the 1980s still exist today and that females are still overtly discriminated against in educational leadership. Eagly and Carli (2003a: 820) state that women should not be considered for leadership positions because they lack competence as leaders. One question that needs to be asked, however, is whether research on feminism and leadership has adequately highlighted the contributions that women have made to educational leadership? Or has research only dwelled on female dilemmas (Papalewis 1995: 199)?

Drake and Owen (1998: 31) define ‘good’ education as being anti-sexist. They argue that it is not about having women at the top but about having structures in place that promote equity and having both men and women that believe in and abide by these structures. However, this is clearly not the picture painted by most researchers in the field of feminism and leadership. Adler, Laney and Packer (1993: 3) argue that most of the literature on educational leadership ignores women. Blackmore (1999: 27) argues that during the late nineteenth century, women were seen as unsuitable candidates for authority positions. She alludes to legislation that barred women from being principals in larger schools. Hall (1996: 12) on the other hand claims that women in education are different from women in other sectors as they have successfully circumvented the barriers to career advancement in education. This is clearly not the sentiment shared by many researchers in the studies on female leadership. In fact Shakeshaft (2006: 4) alludes to women’s lack of progress on the ‘managerial ladder’ in education.

Grogan (1999: 4) claims that education is a feminised profession with many female teachers, but few female leaders. She further argues that women are struggling to have their voices heard (Grogan 1999: 26). Shakeshaft et al (2007) reinforce this saying that although the

number of females has increased in leadership positions, they are still under represented in proportion to their numbers and qualifications. According to Burns (2009), education was historically seen as an attractive vocation preparing women for motherhood and marriage. This presumption by Burns (2009) has led Dhār (2008: 2) and Shakeshaft (1989) to imply that from the time women have entered education they have been viewed as the nurturer and not the administrator. This has indeed been a common argument illuminated in many research studies on feminism and educational leadership (Shakeshaft 1989; Drake & Owen 1998; Wilson 1997). One of the leading arguments from feminist scholars is that the 'mother figure' in women impedes the effective execution of leadership tasks. Common in many female leadership studies is a discussion of the struggle of females to balance personal and professional boundaries in leadership (Skinner 2009; Boldur 2009). Consequently, Grogan (1996) still maintains that a female has never abandoned her role as a multi-faceted human being acting as mother, partner and home-maker.

An examination of available literature has revealed that there is a limited amount of scholarship in the field of feminism and school leadership in South Africa (Mwingi 1999: 1). The focus on the female secondary school principal is minimal. This situation can be attributed to the pessimistic viewpoint by many policy makers that South Africa does not seem to have a challenge with regard to gender issues (Pandor 2004: 19). According to Mwingi (1999: 24), past educational policies in South Africa were historically recognised as being gender insensitive because the appointment of female principals was virtually non-existent. Kgomo (2006: 3) is in agreement with Mwingi (1999: 24) who argues that school leaders are predominantly male, while Sikhwivhilu (2003: 3) asserts that female educational leaders for many years have assumed inferior positions. The legal history of South Africa was seen to be discriminatory and biased against female leaders. This is supported by the Commission for Gender Equality (CGE) (2007:8) who suggest that the apartheid government was neglectful and discriminatory to females, especially African females, who sought leadership positions. Ackerman and Joyner (1996: 121) claim that it was characterised by a domination of men over women. Kgomo (2006: 91) tends to agree with Ackerman and Joyner (1996: 121) and argues that the history of school leadership in South Africa was dominated by men. Many policies in line with the Constitution of the Republic of South Africa (Act 108 of 1996) have been introduced and these recognise gender equity in leadership. Wolpe, Quinlan and Martinez (1997: 195) even claim that the constitution has allowed for an increase in female leaders. According to Kgomo (2006: 3) however, despite many attempts through legislation to recognise female leadership in South Africa, public school leadership is still dominated by men.

According to Coetzee (2001: 300), discrimination remains embedded in the new educational dispensation because our educational system is still based on the premise of ideological patriarchy. Coetzee's (2001: 300) argument is sanctioned by The Minister of Education Angie Motshekga's letter to the South African Democratic Teachers Union (SADTU 2013) and Congress of South African Trade Unions (COSATU) where she states that the use of female underwear as paraphernalia during a protest action only "fuels patriarchal prejudices." She believes that one should eradicate structures of domination that perpetuate an ideology of patriarchy. However, noble Coetzee's and the Minister's beliefs are, Diko's (2007) conclusion is that although policy exists, the reality is that there is a scarcity of female leaders in high schools. In addition there are challenges to attaining promotion posts in high schools and an on-going struggle for leadership recognition still prevails. Coetzee (2001: 303) so eloquently terms it 'euphemisation' when she alludes to women who have been termed 'natural' teachers but forfeits the credibility of attaining promotion posts to high school leadership.

2.7.1.4 FEMALE LEADERSHIP AND SCHOOL DISCIPLINE

Despite much research on female leadership, research has failed to adequately explore the experiences of female principals with regards to school discipline. In fact, I am yet to locate a study in South African research that explores this topic specifically. The challenges that face female leadership are many and school discipline fails to appear as a sought out research focus. In as much as the common perception by many scholars (for example Mestry and Khumalo (2012: 98), Subbiah (2009: 1), Tomal (2001: 38), Ashford et al (2008: 1), Mtsweni (2008: 3), Lekganyane (2011: 1), Masekoameng (2010: 1), Tiwani (2010: 1), Mathe (2008: 2) and Nthebe (2007: 1) is that school discipline is a serious problem in most high schools, there is clearly a paucity of information which focuses on female leadership and school discipline. A considerable amount of literature has been published on the challenges facing school leadership with regards to school discipline. According to Fields (2002: 325), the Gallup Poll of the general public in the United States cited discipline as the most difficult problem facing public schools and Ikoya's (2009: 49) study in Nigeria asserts that there is a consensus among stakeholders in education that if "indiscipline is allowed to incubate, it will hatch a monster" which nations will not be able to control. Research from the 2nd Annual Symposium on Discipline in South African Schools (2011) concurs with both studies and suggests that South Africans are of the opinion that their schools are "disorderly, undisciplined places." Osler (2000: 50) sanctions all these views and argues that parents are

more interested in the discipline at schools than the standard of work. Contrary to this belief is Hofstede's (1984) research in which he argues that schools are still orderly places.

Nonetheless the larger question remains: does the gender of the principal affect school discipline? According to Oplatka and Atias (2007: 56), discipline management in a school is relatively gendered. Their conclusion might have been far more persuasive if they included a greater sample size, given the exploratory nature of their study, and this may limit the generalisability which claims that principalship is a gendered role. Literature has revealed that there are contradictory findings about females and school discipline. The issue of whether female leaders are effective with regards to maintaining discipline has been a controversial and much disputed subject within the field of female leadership and school discipline. Little (1984:78) asserts that women cannot handle discipline problems. Little's assertion has been criticised by a number of scholars. Pigford and Tonnsen (1993: 5), for example, argue that "teachers and supervisors rate women principals highly for their ability to manage disciplinary problems" and Ikoya (2009: 52) maintains that there is a high quality of discipline in female-led schools. Vassiliki (2012) concurs with Pigford and Tonnsen (1993: 5) and Ikoya (2009: 52) and suggests that females become stricter as leaders with regards to discipline as they have to prove that they are capable in their positions as principals. Even Restine (1993, cited in Morriss, Guat & Coleman 1999: 192) ironically states that females are appointed to more 'difficult' schools.

The generalisability of much published research on the leadership of school discipline is problematic as it still maintains an androcentric perspective. This is highlighted in Bach's (1976: 464) study. She asserts that learners are expected to obey a male set of rules and that female standard and opinions on discipline are regarded as less important. She further argues that this mind set is prevalent when learners resist discipline; the masculine entity must discipline and the female must retire from the frontline. She does concede that an aura of physical strength is commanded by male principals and can sometimes be effective in a school of "bubbly adolescents." She maintains that schools that employ males for their muscle power must come to realise that corporal punishment is not allowed in many countries. Such an approach in most countries and in South Africa is illegal (Subbiah 2009: 2; Dupper & Dingus: 2008; Pollard-Sacks 2003; Morrell 2001). Morriss et al (1999: 192) contend that particular gender characteristics are deemed more appropriate to discipline in different phases of schooling and that women are perceived to be more suited to primary school leadership whilst men are more suited to secondary schooling. Masekoameng (2010: 1) proposes that discipline is worse in secondary than in primary schools but he fails to provide supporting evidence for this statement in his study. In a recent study carried out by Ikoya (2009: 53) it was found that women used a more preventative model of discipline and

schools using this model were characterised by more effective discipline. A possible explanation for this is that women make adequate plans and preparations to prevent ill-discipline from occurring (Ikoya 2009: 52). It can be assumed from Ikoya's (2009: 53) study that more women should be appointed as principals in high schools' to maintain discipline more effectively in line with Masekoameng's (2010: 1) proposition.

Traditionally leadership with regards to discipline has subscribed to the belief that rules of male authority are enforced in schools (Bach 1976: 464). Recent evidence though suggests that there must be a collaborative process in schools where all stakeholders in education develop a code of conduct for learners (*Education Law And Policy Handbook* 1999: 2B-19). This is sanctioned by Bach (1976: 465) who claims that good school rules should not be made unilaterally, but they should be a collaborative decision-making process by leaders, educators, parents and learners. To achieve this, the ideal principal must help young people to learn how to achieve self-control, be attuned to the needs of learners, be good at listening and talking, have the ability to judge when to be firm or lax, lead without been dominating and share the vision of school discipline with all relevant stakeholders (Bach 1976: 465). Bach (1976: 465) further explains that all these characteristics seem to be that of an ideal woman.

In light of the growing need for this type of leadership, Grogan (2012: 23) suggests that women are known to lead with and through people rather than by controlling them. Accordingly, McWilliam and Hatcher (2007: 234) advance the notion that there has been a widespread movement for a new style of leadership characterised by empathy, warmth and partnership to soften leadership and heightened performance. Eagly and Carli (2003a: 823) echo the same sentiment when they mention that effective leadership was more attuned to female modes of leadership under modern conditions. Gross and Trask (1976) further contend that females are more inclined to help deviant learners. Coleman's (1996) study found that the female nurturing paradigm of leadership was inclined to lead towards styles mentioned by McWilliam and Hatcher (2007: 234). These styles are characterised by caring and intuition whilst the male, aggressive paradigm is characterised by disciplined and evaluation which Bach (1976: 465) claims has no place in modern school disciplining.

It appears that studies that favour the use of a female paradigm for implementing effective discipline fail to fully acknowledge the significance of the culture of the country. This is shown for example in the study by Morriss et al (1999: 196) which shows that in Singapore a more masculine style of leadership is preferred because of its greater focus on order as an educational outcome. Many studies which claim that females are more effective leaders with regard to school discipline suffer from the fact that not enough conclusive evidence exists to

substantiate such claims. To date there has been little agreement by scholars in the field of female leadership and school discipline to substantiate such claims (Oplatka & Atias 2007: 56). This is supported by Mortimore (1993: 300 cited by Morriss et al 1999: 196) who contends that both autocratic and over-democratic styles of leadership are ineffective and suggests that a more balanced style should be used, one that is applicable to the contextual needs of the school.

2.7.1.5 ETHICS OF CARE AND FEMALE LEADERSHIP

According to Noddings (2002a), the concept of ethics of care has enjoyed increasing interest in female leadership since the time of its birth in 1982. This is supported by Grogan and Shakeshaft (2011) who claim that recent evidence suggests that the ethics of care approach has appeared as one of the topics in the robust bodies of research carried out on female leadership. Bergman (2004: 149) maintains that while it was Carol Gilligan who introduced the ethics of care into the academic discourse, it was actually Nel Noddings who outlined a feminist perspective and whose writing influenced and extended the ethics of care into education. Although highly contested by many scholars, ethics of care has received a conflicting reception in female leadership. For example Noddings (1995) argued that in an age when our schools are consumed by violence, we should care for our children and teach them how to care. That said, care ethics has been criticised by other scholars, for example Hoagland (1990: 109), Houston (1990: 115) and Card (1990). In fact, according to Sander-Staudt (2011), the ethics of care has a voice of self-sacrifice and falsity, is empirically invalid, uses homogenous sample groups, advocates cronyism and favouritism and lacks guidance for ethical actions. Conversely Shelby (2003: 3) argued that the ethics of care has been well received by many scholars in education and says they discuss it as if it has never been critiqued.

In her major study, Noddings (2012: 53) defines care ethics as being a relational ethic having its roots in a female's mothering experience, although she pleads to be an agnostic as to whether women are by far more inclined to care than men (Bergman 2004: 151). Noddings (cited in Bergman 2004: 151) argues that just as a mother responds to the cry of a child, so too must a female leader respond to the needs of a learner. This is supported by Kropiewnicki and Shapiro's (2001: 2) study which found that care is an on-going activity present in female leaders; it starts from being a mother, then a teacher and finally a principal. Hoagland (1990:109) challenges the notion of mothering and argues that it cannot be used as a model for the ethics of caring. Sander-Staudt (2011) seems to echo Hoagland's (1990:109) sentiments by challenging the assumption that the ethics of care

theory has been associated with females because of their mothering and nurturing tendencies. She argues that women are diverse, that not all women do “exhibit care” and that there are many males who have caring tendencies. Held (1997: 160) maintains that female “mothering is the most human of human activities” and Noddings (2010: 1) echoes this sentiment when she argues that care ethics has its roots in the “maternal instinct.” The sentiments shared by Held (1997: 160) and Noddings (2010: 1) are further supported by Gupton (1998) who maintains that the nurturing role of females as parents themselves and leaders are needed to guide the way in supporting children, parents and society. In fact she argues, who better to take a stand on children issues than women themselves? Noddings (2012b) also found that the factor that motivates the ethics of care is emotion. This is in line with most feminist studies which allude to women being emotional. Mattson (2009) contests this view and argues that women are trapped in their emotions and cannot discuss issues within the public sphere.

A number of studies found that the ethics of care approach was typical of a female approach (Gilligan 1982; Noddings 1984; Beck 1994; Reagan & Brooks 1995). The association of care being a female experience is supported by other scholars as well, emphasising that the response of care towards others was highly valued by women (Kropiewnicki & Shapiro 2001: 2). Kropiewnicki and Shapiro (2001: 2) and Reagan and Brooks (1995) also found that care ethics is not gender specific and can be practiced by men as well. In fact, in her study Vogt (2002: 253) maintains that both male and female participants used an ethic of care argumentation. On the other hand, Marshall et al (cited in Kropiewnicki and Shapiro 2001: 3) argued that observations of white male leaders found that they devalue caring in their act of leadership. According to Noddings (2010: 391) the carer puts aside her own values and focuses on the needs of the ‘cared-for’ and says that the ‘cared-for’ recognises the efforts of the carer as caring. Grogan (2012: 115) is of the opinion that care should not grow out of personal sacrifice and should not be mistaken for sympathy. Noddings (2012b: 54) rebuts arguing that caring occurs in a school where people want to care and be cared for naturally and not out of duty.

Relative to the study of ethics of care and female leadership, it would also be advisable to accept the definition by Sander-Staudt (2011) which states that care involves meeting the needs of ourselves and others and is motivated by caring for those that are dependent and vulnerable. Held (1997: 162) argues that the child is in a vulnerable position as the carer can withhold care and that this relationship also runs the risk of the carer being capricious and domineering. Mayeroff (1971) claims that caring is not dominating. Shakeshaft (2006: 7) vehemently opposes this contestation by Held (1997: 162) and argues that female leadership is a characteristic of a serving nature, emphasising social justice and a spiritual

and relational approach. Hall (1996: 104) says that a female's body language when disciplining learners is warm rather than dominant. The female leadership style mentioned by Bynum (2000) states that females have the ability to listen to others while Coleman (2000: 19) maintains that females lead with respect and care for others. Both Bynum (2000) and Coleman (2000: 19) seem to synchronize Noddings' (2002) description of the ethics of care theory. According to Noddings (2002), in a caring encounter the carer responds to the cared-for in a way that is helpful and the cared-for acknowledges that the act of caring has occurred. Held (2006a) supports Sander-Staudt's (2011) definition arguing that the ethics of care theory focuses on the needs of others that we have assumed responsibility for. In line with the definitions proposed by Sander-Staudt (2011) and Held (2006a: 211), the leader is tasked to meet her own needs as well as the needs of all stakeholders when dealing with discipline. Mayeroff (1971) is of the opinion that to care for another, one must first care for oneself; should this not happen then one cannot care for another. Do principals care for themselves and meet their own needs? Much of the research on female leadership portrays a tug of war scenario concerning personal needs. According to Smulyan (2000: 593) gender influences the personal and professional lives of principals and is a leading dynamic in female leadership. Burns (2009: 6) reinforces Smulyan's (2000: 593) belief when she argues that female principals struggle to maintain their own needs. She further contends that female leaders who are mothers themselves are more challenged than females that are not mothers or men who are fathers themselves. Copland (2001) attests to a 'super-hero' syndrome of leadership and Boldur (2009: 1) calls this a "quandary" of having to negotiate multiple roles. This has led to Skinner's (2009: 21) contention where questions like "can she do discipline" are asked when considering a female high school principalship appointment. Skinner (2009: 105) also found that a negative stereotype exists, and falsely accuses females for not applying for principalship because of being married and being a mother. In line with the ethics of care theory, 'mother' and 'parent' seem to work in her favour. This is endorsed by Dhār (2008: 3) who states that from the time women entered education, they were perceived as being the extension of the mother. This contributes to his finding that female principals are more inclined to assist deviant learners.

When one thinks of female educational leadership and care, one is compelled to accept that a notion of unequal relationships exists between the leader and learner. In disciplinary cases these relationships would have to be characterised as unequal (Grogan 2012: 17). In fact Card (1995) argues that these relationships are even characterised by control. Contrary to Card's (1995) argument is Grogan's (2012: 23) who maintains that when female leaders lead to ensure the success of their learners, there is no space for self-interest. Grogan (2012: 21) further suggests that when leaders connect instead of control, the possibilities of

finding solutions to problems are greater. Bergman (2004: 154) proposes that female leaders should not be dictatorial or coerce teachers into caring for their learners; caring should be spontaneous. In response to Bergman's (2004: 154) proposition, Gilligan (1982) and Grogan (2012: 17) claim that in female relationships, women are known to naturally commit to looking after and taking responsibility for their learners. Kropiewnicki and Shapiro (2001: 21) contend that female principals look at facts as well as feelings, are very fair and thorough in their investigations and do not allow feelings to affect consistent decisions with regards to learners.

Hamington (2004: 2) views the ethics of care theory as an expression of a moral theory proposed by feminists, while Sander-Staudt (2011) argues that care ethics may not be synonymous with feminist ethics and says that it does have an affinity to moral perspectives. This is in line with Udjombala's (2002: 15) belief in leadership carrying a moral dimension, and Allmark (1995) and Pena and Amrein (1999: 175) assert that caring is morally neutral and "has a moral perspective." Bergman (2004: 161) argues that it is a moral obligation for schools to care and to nurture caring in learners. Noddings (2002a) argues that caring rarely features in educational policies and practices in schools. She further contends that personal manifestations of care are more important to children than academics. Cassidy and Bates (2005: 66) highlight that there is not much place for caring in schools as leaders have to focus on academic goals. They maintain that caring is a "powerful catalyst" for positive academic performance. Noddings (1995) further mentions that there will be no success in education if children do not believe that they are cared for and learn to care for others. According to Grogan (2000: 25), feminist thought encourages female leaders to view learners in a special way through special relationships. In fact she argues that females who fail to adopt the ethics of care approach will fail to create a productive environment where their learners will prosper. Grogan (2012: 23) further mentions that care ethics allows female leaders to question the status quo and the way things should be. It is in this way that they are able to meet the needs of their communities.

Not only is the ethics of care relevant to learners, it is also relevant to staff. According to Keeler and Kroth (2012) organisational benefits will result if employees believe that their leaders care about them. This belief is sanctioned by Grogan (2012: 13) who avers that women show care by forming connections. This she believes enhances relationships which aim to collectively achieve the organisation's goals. Cassidy and Bates (2005: 79) are inclined to agree with Grogan (2012: 13) and maintain that if the ethics of care is also projected onto staff members, they reciprocate care by caring for learners and supporting leadership goals. Noddings (1992) cautions against leaders who are dictatorial and who coerce teachers into caring for learners. According to Gorman and Pauken (2003) the school

leader sets the tone for a caring climate in the school. Smulyan's (2000: 595) study endorses that female leaders surprise parents with their strength, highlights the fact that she "says things to parents that men could not get away with" and suggests that female leaders relate better to staff and children. Conversely, there are female principals in her study that also showed characteristics of directness and personal distance, which were clearly perceived to be unfeminine. Allmark (1995) on the other hand is critical of the 'caring' ethics and highlights that caring is not good in itself but only when used in the right way and for the right reasons.

2.7.1.6 ETHICS OF CARE AND SCHOOL DISCIPLINE

It has become increasingly difficult to ignore gigantic leaps taken in educational initiatives to prevent ill-discipline in public schools. From laws, policies and models, researchers seek to find solutions to the challenges that face schools with regard to school discipline. More recently, literature has emerged that offers contradictory findings to these initiatives. For example Henault (2001) avers that zero tolerance policies have "criminalised our children." While Black (2004: 62) is critical of the conclusion that the American Psychological Association draws from its findings that zero tolerance policies have failed to achieve goals for a system of effective discipline. In fact Black (2004: 62) maintains that zero tolerance policies are seen as the backbone for school discipline. According to the DoE (2000: 1) schools have not found alternatives to corporal punishment since it was outlawed. Ishak (2004: 2) supports the DoE's (2000: 1) view that educators were not equipped sufficiently with alternatives to corporal punishment. According to Emmer and Aussiker (1990: 146), highly acclaimed models of discipline, namely Gordon's Teacher Effectiveness Training, Glasser's Reality Therapy and Canter's Assertive Discipline, have been used in education for decades. Nevertheless research has shown that none of these models address the preventative and supportive functions necessary for effective discipline. In fact Pena and Amrein (1999) assert that studies done by Cohen and Lotan (1995) and Pena and Amrein (1999) reveal that leaders and teachers sometimes use disciplinary measures that exacerbate learner misbehaviour. According to Gorman and Pauken (2003) the ethics of care approach is a much more favoured approach to dealing with school discipline. In their case study of investigating how the ethics of care has a positive effect on school discipline, Cassidy and Bates (2005: 98) found that when the ethics of care is central to school policies and practices there is no need for "rules to regulate student behaviour." According to Noddings (cited in Cassidy and Bates 2005: 66-67), the positive development of children is dependent on a reliable caring environment, but she maintains that caring seems to be

lacking in current school environments where it is needed more than ever. This is echoed by Horning's (2004) study where students complain that some schools don't care about them. Noddings (1984) further suggests that learners suffer when schools are less than caring places. She alludes to learners that are most at risk suffering the most from this less caring environment. However, whether the ethics of care will be the answer to assisting schools in minimising or eradicating disciplinary problems is undoubtedly a topic that merits further study.

Traditionally school discipline has subscribed to the belief that ill-disciplined learners have no place in the schooling system. However, in modern times the contrary notion is quite prevalent. Although some may see the action of care opposing traditional norms of school discipline, some also acknowledge that it seems to be winning the battle against school ill-discipline. This is sanctioned by Cassidy and Bates's (2005: 97) study which showed that caring had a positive and powerful impact on students. Noddings (2010) argues that most people enter education because they want to make a difference in the lives of young people. In fact Grogan (2012: 23) suggests that when female leaders fight against the injustices towards children they do this from a care perspective. Grogan (2012: 14) further claims that when learners are disciplined during class time to prevent interruptions, this is actually an act of care. However, should the burden of ill-discipline be up to leaders and teachers? Bisetty (2001: B3) postulates that the lack of parental co-operation with schools is a major contributing factor to ill-discipline. Pena and Amrein (1999) also recommend that leaders and teachers should work with parents to seek programmes that combine discipline and caring. Contrary to Bisetty's (2001: 3) postulation is Noddings (1984) who alludes to parental care shown by educators by virtue of been care-givers in the ethics of care approach.

Noddings (2012a) contends that caring allows leaders to model behaviour that they hope to inspire in their learners. This is endorsed by Gorman and Pauken (2003) who contend that for the web of care to spread, principals should be visible, smile and familiarise themselves with their student population. On the other hand this is sanctioned by Ishak (2004: 18) who asserts that disciplined schools are characteristic of visible principals in the hall-ways sharing an informal relationship with staff and learners alike. On the other hand the incongruences of the school structures can also make 'modelling behaviour' difficult to achieve. Van Wyk (2001: 198) mentions that parents fail to model appropriate behaviour. In fact, acceptable social skills need to transcend from the primary home environment to the secondary school environment to further develop acceptable learner behaviour. This is endorsed by results from Sheldon and Epstein's (2002: 24) study which suggests that improving family school partnerships is one of the ways of improving school discipline. The

findings would have been far more useful if they had included a larger sample of schools and extended the sample to include secondary schools.

According to Mestry, Moloi and Mohamed (2007: 105) schools owe a legal duty of care to learners. This is sanctioned by the principles in the school's code of conduct which aim to respect and ensure that the fundamental rights contained in Chapter 2 of the Constitution of the Republic of South Africa are adhered to (Education law and Policy Handbook 1999: 2A-9). The SASA and the Constitution of the Republic of South Africa have made it imperative for schools to ensure proper structures and procedures are in place so that learners, victims and perpetrators alike are given the full right to fairness and reasonability in all acts of transgressions. This is in line with Gorman and Pauken's (2003) proposition which states that the ethics of care is based on an individual rather than their role as a party to a contractual code between school and learner. Noddings (2010) seems to share the same sentiments when she mentions that when handling a case of bullying, the leader must show care to both the perpetrator for his moral development as well as the victim for his well-being. Gorman and Pauken (2003) tend to agree with Noddings (2010) when they suggest that the exclusion of the wrongdoer perpetuates a more serious exclusion. However, in opposition to Noddings's (2010) sentiments are Mackey and Stefkovich (2010: 247) who aver that the needs of the offender are not met during the management of discipline in public schools.

Van Wyk (2001) points out that most of the teachers in South Africa have insufficient knowledge of effective disciplinary strategies and therefore their disciplinary measures resort to being humiliating rather than nurturing. Squelch (2000) further contends that schools are also guilty of contravening due processes for serious misconduct. According to Rossow and Stefkovich (2011: 43), laws against searches and seizures work against the ethics of care as they forfeit the individual's right for the rights of all. Stefkovich (2006 cited in Rossow and Stefkovich 2011: 44) cite an example where there was a total disregard for care shown to a team of women when they were striped and examined to check their gender during a basketball match. They further contend that searches may be in line with the ethic of justice but are in conflict with the ethic of care because nurturance and mutuality is compromised. According to Rossow and Stefkovich (2011), the ethics of care is compromised when invasive methods are used to search learners. Insley (2001) cited in Gorman and Pauken (2003) suggests that children can be psychologically damaged from excessive discipline. Henault (2001) argues that if punishment is unfair, learners will not be able to trust adults and this will lead to their inability to develop caring relationships with adults. Gorman and Pauken (2003) further postulate that when the school does experience disciplinary problems,

the entire disciplinary procedure must be inspired and directed by care. Weistein (1998 cited in Vogt 2002: 252) find caring and maintaining discipline to be “problematic opposites.”

Pena and Amrein (1999) assert that as much as leaders and teachers show care, there is not enough discussion on care in schools, especially when dealing with school rules and conformity. They further postulate that all stakeholders in a school should work collaboratively to produce policies and procedures that are based on a caring philosophy. Conversely Ishak (2004: 10) states that there is no shared understanding amongst relevant stakeholders with regards to managing school discipline. There are also contextual factors that may impede on ensuring that the act of care prevails in a school. According to the National Association of Secondary School Principals (1996), large learner numbers cause learners to feel alienated and experience the lack of care. Pena and Amrein (1999: 175) draw our attention to the impact that care ethics has on the lasting behavioural changes in our students. They further remind us that adding an ethic of care may allow learners to be more forth-coming about their conduct which will actually pave the way for help and remediation with disciplinary problems. However, help and remediation can sometimes be difficult in the South African context. According to Ishak (2004: 23) the red tape and the time involved to seek assistance in helping learners rehabilitate creates a challenge for many schools.

Pena and Amrein (1999: 176) further mention that engaging in the act of care helps learners to acquire respect for a set of rules of social order and assist in modifying learner behaviour. They further suggest that if we fail to use the ethics of care we will not be equipped to deal with the complex needs of the new generation of learners. This complexity has already shown itself in the South African classroom where Ishak (2004: 2) mentions that educators are not capacitated to deal with discipline in their large multicultural and multiracial classes. In fact Wallace, Goodman, Wallace and Bachman (2008: 48) claim that with an increase in diversity among American high schools, the need to re-examine national policies and patterns with regards to school discipline is inevitable.

2.7.1.7 TRANSFORMATIONAL LEADERSHIP AND FEMALE LEADERSHIP

According to Judge and Bono (2000: 751) there are many leadership theories that have caught the attention of leadership researchers but transformational leadership seems to have received the most amount of attention in leadership research. Gurr (2002) concurs with Judge and Bono (2000: 751) who maintain that transformational leadership has gained a high level of research focus and professional interest. Whilst Judge and Piccolo (2004)

contend that transformational leadership is recognised as an effective style of leadership, findings from Ayman, Korabik and Morris (2009: 874) show that transformational leadership may not be universally effective. Carmichael, Collins, Emsell and Haydon (2011: 127) further argue that there are theories of leadership other than transformational that are just as effective. Contrary to Carmichael et al (2011: 127) and Ayman et al (2009: 874), Bottery (2001: 199) maintains that although there are conflicting opinions on effectiveness in school leadership, transformational leadership is still the “most favoured” from most popular leadership theories. In fact Steph (2009: 3) claims that transformational leadership may be the answer to the many challenges facing schools.

Given the vast amount of attention that transformational leadership has received in educational leadership studies, there seems to remain a dearth of research pertaining to female leadership and its link to transformational leadership. Yet many researchers (for example Kark (2004: 163), Burke and Collins (2001), Eagly, Johannesen-Schmidt and van Engen (2003), Eagly and Johannesen-Schmidt (2001a), van Engen and Willemsen (2004) and Bass, Avolio and Atwater (1996: 30)) are of the opinion that female leaders are found to be highly transformational in their leadership styles. According to Gartzia, Ryan, Balluerka, and Aritzeta (2012: 603) this is synonymous with helpfulness, concern for subordinates, looking out for the interests of their subordinates, and being friendly. One of the weaknesses in many of the studies undertaken by Kark (2004: 163), Burke and Collins (2001), Eagly & Carli (2003a), Eagly & Johannesen-Schmidt (2001a) van Engen and Willemsen (2004) and Bass et al (1996: 30) is that their studies relied too heavily on positivist quantitative analyses and failed to use qualitative research methods that explored and interpreted the feelings and perceptions of female leaders regarding transformational leadership. It appears from the theoretical review that research studies in South Africa are limited in the field of transformational leadership and female leadership. South Africa has a dire need to transform the leadership landscape post the so called ‘gender bias’ history of school leadership. This is reinforced by the Commission for Gender Equality (CGE) (2007: 08) report which states that the apartheid government was neglectful and discriminatory to females, especially African females in the attainment of leadership positions.

According to Burns (1978), in transformational leadership the leader inspires those who are led to a vision that goes beyond their self- interest. On the one hand Carmichael et al (2011: 126) rebut this by arguing that although it is commendable for leaders to be inspirational, leadership must be evidence based and show solid facts. They further warn that as much as it is significant to inspire people, followers can run the risk of being inspired towards the unethical goals of the leaders. On the other hand they also suggest that evidence does support that if inspired, followers will “take the leap of faith.” Their literature would appear to

be over ambitious in its suggestion, as no attempt was made by the authors to provide any reliable evidence to substantiate their suggestions. The Centre for Leadership Studies (2000) reported that females were rated higher on three of the five transformational scales. In support of the findings from the report by the Centre for Leadership Studies (2000) is Manning's (2002: 208) study that claims that transformational leadership is more inclined to a female style of leadership which, according to Eagly and Johnson (1990), entails characteristics that include being co-operative, nurturing, collaborative and helpful. Eagly and Johnson (1990) also agree with Manning (2002) when they state that women are more transformational in their approach by being less self-serving and more developmentally oriented. Although Carmichael et al (2011: 127) assert that leadership is not about style but rather about substance, they argue that how one says something is futile if one lacks adequate content. Kark (2004: 163), McHugh (1999), Manning (2002: 208) and The Centre for Leadership Studies (2000) all seem to agree that females are rated high with regards to using the transformational leadership approach. Kark (2004: 163) believes that females are perceived and perceive themselves to use transformational leadership more than men. Gurr (2002: 95) concurs with Kark (2004: 163) that females are perceived as being more transformational than males; however her study also reveals the converse to Kark's (2004: 163) study that women see themselves as less transformational than men. On the other hand, Rosner's (1995: 4) study found that the women respondents in her study do indeed perceive themselves to be "transformational leaders." However, few writers have been able to draw on any systematic research into the opinions and attitudes of female leaders and their link to transformational leadership. In fact the empirical data in Manning's (2002: 213) study is rather controversial, as there is no general agreement from his study about female claims of transformational leadership.

Research conducted by Eagly and Johannesen-Schmidt (2007: 283) has revealed that some studies reviewed thus far show no conclusive evidence to state that females are highly transformational in their style of leadership. In fact Manning (2002: 213) maintains that men and women share equal claim to transformational leadership. The claim by Eagly and Carli's (2003a) meta-analysis of 45 studies on transformational leaders which concluded that females are more transformational than male leaders, have also been subjected to considerable criticism. This is endorsed by Eagly and Johannesen-Schmidt (2007: 283) who argue that reviews by researchers found that generalisations from leadership studies on male and female styles of leadership were weak and inconclusive as regards the female claim to transformational leadership. More recently, literature has emerged that offers contradictory findings about females as being transformational leaders. For example results from Ayman et al (2009: 85) show that the gender of the leader was not directly related to

transformational leadership while findings from Eagly and Carli's (2003a) meta-analysis found women to be slightly more transformational than men.

According to Eagly and Carli (2003b) transformational leadership is more congenial for women as this is a communal style of leadership that is easier to deal with since there is "less leadership" role displayed. Cuadrado, Navas, Molero, Ferrer and Morales (2012: 3086) and Eagly and Johannesen-Schmidt (2001a: 787) concur with Eagly and Carli (2003b: 573) in that there is a communal dimension to female leadership style. Presumptuously this claim by Eagly and Carli (2003b) undoubtedly insinuates that females seem to favour a style of leadership that is supposedly a role of 'less leadership.' This is endorsed by Adam (2009) who asserts that women are seen as being "less assertive and more consultative" which projects the image of them not having the ability to make independent decisions and manage large organisations. Contrary to this, Adam (2009) still maintains that women firmly believe that although they share the leadership, they still have the ability to take the lead when necessary.

According to Eagly and Carli (2003a:825), transformational leadership is advantageous to females as it is line with their style of support and consideration as leaders. Adam (2009) does, however, argue that a female's lack of assertion works to her disadvantage because she is seen as an ineffective leader. Vecchio (2002: 643) on the other hand warns that claims to a "gender advantage is overstated" as research methodologies are flawed. In this regard, Botha (2005: 42) suggests in her research, which she conducted in South Africa that transformational leadership is more in tune with the way females lead and is more acclimatised to the modern day needs of leadership. She therefore, asserts that more females should be appointed to leadership roles. However, Eagly and Johannesen-Schmidt (2007: 283) state that Botha's (2005) ambitious assertions falls short as her study fails to provide reliable evidence to support such a claim. On the other hand, Bass et al (1996: 27) support Botha's (2005: 42) suggestion that females tend to be more compatible to team leadership which is a strong characteristic of transformational leadership and a modern day leadership trait. Adam (2009) also supports Botha's (2005: 42) claim that female educational leaders show strong transformational leadership characteristics. Ayman et al (2009: 853) maintains that effective leaders "create a transformation in both their subordinates and themselves." Adam (2009) agrees with Ayman et al (2009: 853) when she advances that the female educational leader values autonomy and independence both for those being led and for herself. In fact, Eagly and Johnson (1990) further sanction Adam's (2009) sentiments when they postulate that female leaders lay emphasis on supporting and developing those being led and themselves.

In as much as Judge and Piccolo (2004) maintain that transformational leadership is effective and Botha (2005: 42) suggests that women are more inclined to this type of leadership, transformational leadership has also presented many challenges to female leaders. The study by Ayman et al (2009: 853) found that gender bias impacts negatively on the way male subordinates evaluate female leaders that display transformational leadership. The study exposed that although females may show transformational leadership characteristics, females may not get the desired support from their male subordinates. It further highlights that even if women use a transformational style, they may be evaluated as less effective than their male counterparts who may use the same transformational style. This was sanctioned by the findings from Ayman et al (2009: 870) study claiming that women who considered themselves as transformational leaders were negatively evaluated by male subordinates. In this regard, Ayman et al (2009: 870) argues that transformational leadership did not work for women that had male subordinates. Nevertheless Bass et al (1996: 5) found that in their study both men and women subordinates claimed that females use transformational leadership more frequently than men. Their study further illustrated that the gender of the participants had no impact on the transformational rating they gave their leaders. Another challenge cited by Ayman et al (2009: 871) is that male subordinates are not receptive to female leaders who question their judgements to allow for their self-development. In fact, they mention that “women have no right to question the judgement of male subordinates.” Female subordinates however, were more receptive to mental stimulation and actually welcomed both her views and being questioned by the female leader.

According to Eagly and Johannesen-Schmidt (2001a: 787), individualised consideration for one’s followers in transformational leadership is more inclined to be a female way of leading. However, female leaders who overtly show this consideration may also be perceived as being “mothering” (Ayman et al 2009: 871). One of the well-known limitations in this study was the use of a small sample size that impeded on the generalisations of its conclusions. One of their research methods used by Ayman et al (2009: 854) was self-rating. Although they mention that there is value in measuring leadership behaviour using this approach, they fail to mention ‘what value.’ On the other hand, a major strength of the study is that it is one of the very few that emphasises the relationship and impact of the subordinate’s gender on their experience of the transformational leadership by female leaders. Nevertheless, the existing research (Ayman et al 2009 and Bass et al 1996) fails to answer the question as to whether or not the gender of subordinates plays a role in how they evaluate female transformational leaders.

2.7.1.8 TRANSFORMATIONAL LEADERSHIP AND SCHOOL DISCIPLINE

A large volume of published studies describing the critical role of school leadership in maintaining effective school discipline exists. This is endorsed by Ibukun, Oyewole and Abe (2011: 248) who argue that “discipline is the offspring of effective leadership” and that maintaining discipline in secondary schools has put the “maturity of principals to the severest task”. According to Nwaka and Obikeze (2010: 400) it is the duty of the principal to maintain effective discipline in a school while Steph (2009: 1) advances that ill-discipline in a school is the result of malpractices of school leadership. Bush (2007) argues that while one acknowledges the need for effective leaders, uncertainty exists as to which leadership approach produces favourable educational outcomes. To confirm Bush’s (2007) assertion, Steph (2009: 2) claims that the leadership approach that the principal uses is critical to school success, although his study was limited to a primary school. Accordingly, Keedy (1993) admits that “no single leadership approach worked in every situation.” Kibet, Kindiki, Sang and Kitilit (2013: 116) found that a positive relationship exists between the leadership approach adopted and school discipline. However, research studies have failed to adequately focus on the transformational leadership approach and its impact on school discipline.

According to Singh and Lokotsch (2005), today’s schools are characterised by “imminent change and challenge.” There is no better facet of a school that meets this description than school discipline. According to Morrell (2001: 292), Maphosa and Shumba (2010: 387) and Dupper and Dingus (2008: 243), school discipline has experienced unprecedented changes both abroad and in South Africa since the abolishment of corporal punishment. These changes have led to many challenges and frustrations among most stakeholders in education. This is endorsed by media reports by Stephey (2009) in the *Times U.S* who reports that nearly a quarter of U.S learners in public schools were subjected to corporal punishment during 2006 and 2007. According to Rademeyer (2011) in a *News.24* report, 70% of primary school learners and 50% of high school learners are still subjected to corporal punishment in South Africa, even since its banning. Morrell (2001: 292) contends that teachers claim that without corporal punishment, discipline cannot be maintained whilst in Maphosa and Shumba’s (2010: 387) study, educators claim that they feel disempowered to inculcate discipline in the absence of corporal punishment. Dupper and Dingus (2008: 243) say that although corporal punishment has been abolished in 29 states in the United States, more than a million cases are reported annually in the United States. Given the bleak state of school discipline in South Africa and abroad, one may find solace in Bass, Avolio, Jung and Berson’s (2003: 209) assertion that transformational leaders constitute the core

characteristics of adaptive leaders who are characterised by working with followers in a changing, challenging environment and who collaboratively attempt to find solutions to all challenges. Another grave challenge in the maintenance of school discipline is managing and leading school discipline in diverse environments. This is endorsed by Davies (2002) who contends that the work of a secondary school principal is very challenging, especially when dealing with learners from diverse backgrounds at the peak of adolescence. Makori (cited in Ibrahim 2011: 292) also argues that principals in Kenya are not well prepared to deal with challenges facing diverse school environments. According to Moloji (2007: 464), daunting challenges face principals on how best to lead our young men and women. Subbiah (2009: 3) suggests that having emerged from a history of violence and violation of human rights in South Africa, leadership is tasked to get discipline right through a complicated literature and a web of policy frameworks that impede rather than improve school reform.

A large and growing body of literature has investigated transformational leadership and its undeniably positive role in changing school environments (Chapman 1990; Singh & Lokotsch 2005: 161). Interestingly, Singh and Lokotsch's (2005: 286) study found that some principals did not know what transformational leadership entailed. Research findings by Bazo (2011) and Leithwood et al (1999) (cited in Demir 2008: 94) have revealed that transformational leadership does have a positive impact on dealing with challenges affecting school life. Accordingly to Mestry and Khumalo (2012: 98), Subbiah (2009: 1), Tomal (2001: 38), Ashford et al (2008: 1), Mtsweni (2008: 3), Lekganyane (2011: 1), Masekoameng (2010: 1), Tiwani (2010: 1), Mathe (2008: 2) and Nthebe (2007: 1), discipline remains one of the major challenges that affect school life. While Reynolds (1989) and Nasibi (2003) infer that the school climate plays an integral role in maintaining effective and ineffective school discipline, Dreher (2002) and Steyn (2005: 49) on the other hand argue that principals play a key role in creating a positive school climate. This has led to Bosire, Sang, Kiumi and Mungai's (2009) assertion that the principal's approach to leadership sets the tone for discipline or ill-discipline in the school. This is sanctioned by Masekoameng (2010: 27) who suggests that principals who are autocratic in their leadership approach experience many disciplinary problems at their schools. In contrast to these sentiments are Singh and Manser (2002: 63) who both contend that collegial strategies employed by a transformational style of leadership are bound to result in effective discipline.

School discipline has posed a major challenge to school leadership. To alleviate this challenge, major efforts were needed to assist school leadership in maintaining and enhancing school discipline. One such effort was the introduction of shared leadership

where Singh (2005: 11) maintains that sharing leadership in terms of the vision and goals of an institution facilitates the realisation of the objectives of such shared leadership. Contrary to Singh's (2005: 11) belief is English and Fenwick (1992) who argue that differing backgrounds of individuals can sometimes impede on common visions to solving a problem. Nevertheless the notion of shared leadership in the leadership of school discipline is sanctioned by the SASA (Republic of South Africa 1996a) which extends the power of school discipline to school governing bodies. In fact Mestry and Khumalo (2012: 100) mention that it ought to be a collaborative effort between the SMT, educators and the disciplinary committee; together they enforce the school's code of conduct. However, Bray (2005) claims that SGBs are not properly empowered to enforce a code of conduct. Bosire et al (2009) also emphasise that studies conclusively show that a collaborative effort (one aspect of transformational leadership) is needed by all stakeholders in education to effectively deal with school discipline. This collaboration is characterised by harmonious interactions between managers, teachers, learners and parents, but these interactions are in the final analysis dependent on the school principal. Gibbon (1995) however, points out that collaborative decision making is time consuming. Macmanus (1989) also states that principals should extend the boundaries of their power to include teachers, learners and parents in the formulation and implementation of disciplinary policies. In Lethoko, Heystek and Maree's (2001: 312) study, principals claim that teachers do not want to assist them with school discipline as they feel disempowered, whilst teachers on the other hand admit that they are the ones that can solve disciplinary problems. Lethoko et al (2001: 313) argue that learners beg principals and teachers to show them the right way to self-discipline. On the other side of the spectrum is Coetzer and Le Roux's research (1996) in which they argue that modern day learners want to experience their own way of life and they do this by rebelling against discipline and authority. According to Lethoko et al (2001), the principal needs to create a democratic environment to encourage teachers and parents to work towards achieving positive learner behaviour. Mabasa and Themane (2002) maintain that even if the principal and parents agree to stakeholder participation, observations in the field reveal that decisions taken at meetings are not done democratically. In fact, Mabasa (1999) contends that principals dominate SGB meetings. The study by Bosire et al (2009: 407) also shows that an inclusive style of leadership (integral to transformational leadership) yields a higher and better level of school discipline among learners. According to Singh and Lokotsch (2005: 280), a transformational leader empowers staff to take chances and experiment. On the other hand, Mestry and Khumalo (2012: 109) maintain that teachers are still not sufficiently confident to enforce a code of conduct. Given the challenges that school discipline poses to school leadership, many are bound to agree with Sergiovanni, Burlingame, Coombe and Thurston (1992) who assert that transformational leadership

recognises the need for leaders and followers to unite to attain common goals regarding school discipline. Contrary to the belief of Sergiovanni et al (1992) is Mestry (2004: 126) who claims that there is a lack of collaboration between the principal and SGB members with regards to school discipline. In fact Grobler, Bisschoff and Beeka (2012: 44) assert that one of the contributing factors to the impediment of teamwork and shared decision making processes (both key aspects of collegial strategies employed in a transformational leadership style), are the bureaucratic structures within the South African education system.

Nevertheless as the controversy as to whether transformational leadership can meet the challenges of school discipline continues, research findings by Bosire et al (2009) do show that discipline is effective in schools where principals practice transformational leadership and their discipline approach is seen as being “inspirational, integrative, collaborative and inclusive.” Naidoo (1997: 3) however, argues that an illusion of transformational leadership can sometimes be created to conceal a more autocratic leadership approach. Notwithstanding the fact that studies have concluded that maintaining school discipline requires a concerted effort by principals, teachers and parents, transformational leadership still remains a highly controversial approach. The principal bears the sole responsibility of creating an environment conducive to each role player being able to effectively combat ill-discipline in schools.

2.8 CONCLUSION

The above sections provide a theoretical review of existing research on female leadership and school discipline in the former Model C schools through the lens of the ethics of care and transformational leadership approaches. It is noteworthy to express that researchers are somewhat inhibited and do not confidently do justice to the nature of the subject and its true reality. This is highlighted by the scarcity of existing research which focuses on female leadership and its link to school discipline in South Africa and abroad. This is in spite of the fact that schools are ridden with poor discipline as a result of poor school leadership. This notion was endorsed by many researchers (for example Mestry and Khumalo (2012: 98), Nthebe (2007: v) and Lekganyane (2011: 1) who openly state that learner ill-discipline in secondary schools in South Africa is a serious challenge. School leadership has been shown to be on the brink of failure. This has led to the dismissal by the South African Minister of Education of leaders that fail our children (Niemann & Kotze 2006: 610). With this in mind, more research into the area of school leadership and management of discipline in former Model C schools is long overdue and needs urgent attention.

In line with the collaborative effort called for by many theorists regarding the leadership of school discipline, research has endorsed the fact that a female leadership style to maintaining discipline is highly favoured. Rosener (1995) sanctions this sentiment when she argues that females are interactive, collaborative and open to empowering others, all characteristics of the more contemporary needs of leadership. However, research has also not failed to illuminate social ills such as the patriarchy that still continues to bludgeon all endeavours by females to aspire to and reach school leadership positions. This was emphasised in Greyvenstein's (2000) study where she mentions that females have constantly experienced prejudice in educational leadership and Chisholm's (2005: 5) argument that gender equity was "undermined despite the lip-service paid to it."

Female leaders are more in tune with the use of ethics of care and a transformational leadership approach and both these seem to meet the needs of the contemporary leadership environment. This was argued by Pena and Amrein (1999: 176) who state that if we fail to use the ethics of care we will not be equipped to deal with the complex disciplinary needs of the new generation of learners. Grogan (2012: 14) also claims that learners are disciplined through the act of care by female leaders. The study of Bosire et al (2009: 407) shows that an inclusive leadership style, a key aspect of transformational leadership, yields a higher and better level of school discipline among learners. The study also found that female principals show more signs of inclusive leadership when it comes to the management of school discipline and that schools under the headship of female principals have a higher level of school discipline. The ethics of care and transformational leadership approach to discipline, however, seem to be in a compromised state as research has not fully ventured into the use of these approaches in trying to find solutions to the challenges facing schools with regards to maintaining effective discipline. One cannot shy away from the true reality of the political, theoretical and empirical stances that contribute to the challenges of school leadership and effective school discipline, although one must be reminded that maintaining discipline is not confined to bureaucratic authority or leadership status, but is also dependent on the context in which it finds itself.

CHAPTER THREE

DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides a detailed explanation of the choice, description and analysis of the research design employed in the study. It also discusses the data collection techniques and processing procedures used to analyse and interpret the data. To begin with, the research design is put forward. This is followed by a discussion of the research methodology and the sampling, site selection and data collection techniques. Thereafter I present how the data were coded and analysed. Throughout justification is made for the design and methodology choices taken to collect and interpret the data.

To date various methods have been developed and introduced to investigate educational phenomena. Crabtree and Miller (1999: 346) suggest that the best way to judge a methodology is to acknowledge how well it relates to the research problem. It was decided that the best method to adopt to explore how female principals experience school discipline in a former Model C high school was a qualitative research approach. According to Nieuwenhuis (in Maree 2010: 50), qualitative research focuses on how an individual or a group views and interprets their world and then constructs meaning from their interpretations. However, Liamputtong (2013: xi) argues that there are certain drawbacks associated with the use of this approach. He claims that because of its flexibility some people assume that it is not worthwhile because it is not governed by clear rules. In fact, Packer (2011) even accuses qualitative research of adding minimal value to scientific knowledge due to its interpretive nature. Conversely, Denzin and Lincoln (2011) maintain that the interpretive and flexible approach is necessary because qualitative research focuses on meaning and interpretation. In fact, Hammersley (1992) contends that qualitative research is reliable as it provides information from the view of the participant and not the researcher.

Although not unilaterally favoured, qualitative research has a number of attractive features of which one is its ability to provide complex textual descriptions of how people experience the given research phenomenon (Mack, Woodsong, MacQueen, Guest & Namey 2005: 1). Mack et al (2005: 1) further assert that it provides information on the 'human' perspective which is often seen as contradictory given the possibility of the subjective nature of any human interpretation of a phenomenon. This is in line with what Nieuwenhuis (in Maree

2010: 54) means when he claims that human personal experiences are “biased and subjective.” The next advantage of using a qualitative approach is its ability to identify intangible factors whose role in the issue may not be readily apparent (Mack et al 2005: 1). These factors are relevant to this study, which includes prejudicial social norms and stereotypes regarding gender roles and issues pertaining to school discipline.

The reason for this choice is that one of the features of qualitative research is to explicate the way people experience their natural settings and come to understand and account for their situations (Punch 2009: 119). This allowed me to gather more insight into the experiences of female principals as regards school discipline in the studied school with the aim of exploring how they experience school discipline in a former Model C high school. In line with the aim of the study, I was able to interpret the information gathered from the participants to create rich and thick descriptions of their school disciplining experiences. According to Liamputtong (2013: xiii) this approach allows the researcher to explore the experiences of the female principal with regard to school discipline so as to ascertain the assumed challenges that face her and the institution, with the aim of attempting to find solutions for them. This approach was apt as the natural setting played an important role as she managed school discipline; it focussed on the school principal as the unique individual (Liamputtong 2013: xiii).

The ontological assumption of qualitative research espoused by McMillan and Schumacher (2001: 396) is that qualitative research is based on a constructivist philosophy, which assumes that reality is a “shared social experience interpreted by individuals.” The ontological assumption refers to the “nature of reality,” in this case social constructivism, where the perceptions of people are seen as true and it is these perceptions that direct their thoughts and beliefs (McMillan & Schumacher 2006: 315). According to Trochin (2001: 158) since each of us experience our own reality from our own point of view, each of our realities are different. Therefore, research must take this into account. The researcher is also tasked to be sensitive to the views, experiences and perceptions of the participants. The epistemology refers to “how one comes to know reality” Nieuwenhuis (in Maree 2010: 54). Qualitative researchers maintain that we come to know reality by exploring the experiences of a phenomenon and interpret how others have constructed a reality by asking about it (Nieuwenhuis in Maree 2010: 55). This means that views and interpretations from participants are not based on facts. The research conclusions are constructed by shaping the realities of the thoughts and perceptions of the participants. It is thus postulated that the so called ‘facts’ or ‘truth’ claimed in qualitative research is socially constructed. Trochin (2001: 158) asserts that the best way to understand the experiences of female principals and school discipline is to view it in its context. Appropriately, qualitative research helped me to

explore and understand how the research phenomenon was seen through the eyes of participants in their natural context.

My justification to use the qualitative research was closely linked to what McMillan and Schumacher (2001: 411) advance when they claim that the inquirer is part of the setting and the social phenomenon that she wishes to understand. In view of the fact that I am a school principal of a suburban high school and was a deputy principal of a former Model C high school, I experienced the intensified challenges of school discipline. I was able to empathise with many female principals who experienced the challenges of school discipline as I too believe that if school discipline is not explored, it is going to be an increasingly daunting challenge to school leadership. I am of the opinion that ill-discipline will not only contribute to increased principal attrition but also to unsuccessful schools in South Africa. My interaction with the participants was indeed personal as I too could relate to their experiences.

Research has revealed that there has been ample focus on different learner transgressions in the study of school discipline e.g. drug abuse, aggressive and disruptive behaviour, school violence, delinquency, late coming and partial absenteeism (Grobler & Khatite 2012; Gilbert 2008; Ashford et al 2008; Unal & Cukar 2011; Lekganyane 2011; Smit 2010; Boshego 2012). However, there remains a somewhat blissful silence to the modern day transgressions that are festering in the former Model C high schools that have made some schools unmanageable. This had been endorsed by recent media reports that have shocked national and international audiences. Ngobeni et al of *Eye Witness News* (2013) report that a grade 10 learner in Vereeniging shot his teacher at school and a few days later *News 24* (2013) reported that a grade 8 learner in Johannesburg attacked and assaulted his teacher in the classroom. Both incidents had allegedly taken place at former Model C high schools.

3.2 RESEARCH DESIGN

An instrumental case-study design was chosen as the most appropriate design to help generate the data needed to explore and understand how female principals experience school discipline in a former Model C high school. Yin (2003) advances that a case study design should be considered when one asks a 'how' question. In line with my research question, the case study seemed most appropriate. There are however, various drawbacks to the use of my chosen research design strategy. Researchers have mentioned that theoretical knowledge is more valuable than case knowledge, that findings cannot be generalised, that they give a voice to the researcher's preconceived notions on the problem and that it is difficult to develop theories. Notwithstanding these drawbacks, Flyvbjerg (2011:

302) suggests that they are misunderstandings that should be clarified. According to Flyvbjerg (2011: 304), theories cannot be found in human affairs, generalisations are overvalued and biasness and subjectivity apply to all methods, not just with to case studies. Often it is not desirable to theorise but instead case studies should be viewed in their entirety. According to Flyvbjerg (2011: 301) a case study is a “detailed examination of a single example.” The choice of the instrumental case design provides insight into the phenomenon of female leadership and school discipline. According to Creswell (2012), in the instrumental case design the researcher focuses on an issue of concern and then uses one bounded case to illustrate this issue. Stake (2008) agrees that the case is crucial because it provides an in-depth understanding of the issue of concern to the researcher. He further claims that the case “is of secondary interest, plays a supportive role and facilitates an understanding of something else.” The girl’s only former Model C high school facilitated my understanding of how females in general experience school discipline in these schools. With the intense scrutiny of the research phenomenon, the case was seen as typical of other cases. Flyvbjerg (2011: 301) mentions that although used widely, case studies are now held in low regard. Gerring (2004) rebuts claiming that the reason for this is that it is poorly understood. Nevertheless, Johnson and Christensen (2012: 397) maintain that the researcher wants to learn something more in general when using this design. I have chosen to use a former girl’s only Model C high school led by a female principal in Johannesburg. The findings gained from my case study provide substantial evidence for the acceptance of the school as the object of my study. The school selected served as a means to an end for me to understand the experiences of the female principal and school discipline in general and as is relevant to how female principals experience school discipline in the former Model C high school.

According to Stake (1995) and Yin (2003), case study is based on a constructivist paradigm. Constructivists believe that truth is based on personal perceptions and built on the premise of the social construction of reality (Searle 1995). In fact, this paradigm accepts the subjective nature of meaning provided by the participant. Through the meanings of reality ascribed by the participants, the researcher is able to understand their actions (Lather 1992). In line with the social constructivist paradigm, the case study design seems to be most appropriate. It provides a comprehensive account of how participants relate and interact with each other in a specific context. Appropriately Eysenck’s (1976) suggests that we look at individual cases not to prove anything but to learn something from them. My aim was to study the female experience of school discipline in detail to discover the challenges that confront them and to develop strategies that will eventually overcome those challenges. It also exposed how they brought meaning to the challenges that faced them with regard to

school discipline (Nieuwenhuis in Maree 2010: 75). It aims to provide rich descriptions and interpretations with regard to the phenomena under study. Another advantage of the choice of this design is the fact that in these schools not much written documentation is available, and therefore a holistic study of this case proved to be most apt approach to adopt as a research design strategy. According to Baxter and Jack (2008), qualitative case studies facilitate an exploration of a phenomenon in its context by using a variety of data sources. This allows different facets of the phenomenon to be “revealed and understood.” The strategy afforded me the opportunity to use other sources and techniques in the data gathering process (Nieuwenhuis in Maree 2010: 75). However, an approach of this kind carries with it various well known limitations, for example, its inability to generalise findings even though Stake (1995) claims that the purpose of a case study is not to generalise but to make its own case. However, true this may be, it was clearly not my intention to generalise but rather to gain a better understanding of how female principals experience school discipline using this specific context (Johnson & Christensen 2012: 397) and to draw rich descriptions of the principals’ experiences. Flyvbjerg (2011) also maintains that generalisations are often overrated as a source of scientific development.

3.3 RESEARCH METHODOLOGY

In this section I described the sampling strategies and site selection, data collection, data analysis and the methodological considerations to ensure rigour and quality, in terms of trustworthiness.

3.3.1 SAMPLING AND SITE SELECTION

According to Morse (2006), qualitative researchers sample for “meaning, rather than frequency.” Sampling relies heavily on rich in-depth descriptions of a phenomenon given by the participants. In this regard, a smaller sample works best. In this study, a purposive sampling approach using criterion sampling was adopted. According to Liamputtong (2013: 14-17), purposive sampling refers to the selection of a sample that can provide rich information to the phenomenon under study whilst criterion sampling refers to a predetermined criterion that needs to be met because it is relevant to the research problem. In this case the school had to meet the criterion of being a former Model C high school led by a female principal. McMillan and Schumacher (2006: 319) further suggest that the sample chosen must potentially provide rich information relevant to the investigation. Patton (2002) asserts that information-rich cases will offer in-depth understandings and insights into the

findings. A girl's only former Model C high school was identified as being an appropriate case for this study. A number of schools in the vicinity of my own workplace are headed by female principals. However, I chose this school as I had noticed that many of its learners come from different communities. I also saw learners loitering on the streets after school and heard many complaints by community members of a decline in the behaviour within that particular school.

I chose 2 participants for my study. This number is appropriate as it is still feasible to complete the study should a participant wish to exit the study during its course. The sample included a former Model C high school, female principal and female deputy principal. Each participant was expected to have access to a computer and be computer literate in the course of my study. This criterion endorsed the need to receive and respond to the communiqué that was delivered electronically during my fieldwork. The reason for my sample choice was that the female principal was in a position to answer questions on her experiences with school discipline as per the *Education Law and Policy Handbook* (1999: 3C-10) which alludes to the principal being responsible for school discipline. She could also provide information on how challenges pertaining to school discipline affect her personally and professionally, and how this affects the school. The deputy principal deputised in the absence of the principal and was also responsible for school discipline as per the *Education Law and Policy Handbook* (1999: 3C-12). Each participant had actively managed learner discipline on a daily basis and therefore had a rich store of relevant information. Based on this, I believe that they were a credible choice.

3.3.2 DATA COLLECTION

Qualitative researchers use a multiple method approach for data collection. It is assumed, as Ary, Jacobs and Razavieh (2002: 436) highlight, that a combination of methods result in better and more credible evidence. Data were gathered from multiple sources at various points during the study. The study followed an emergent design: primary data were collected from semi-structured interviews which took place during August and September 2014. According to Byrne (2012) semi-structured interviews seek to illicit rich information from the perspective of the participant. Secondary data were collected during March to September 2014 from non-participant observations which according to Shank (2002: 27) are most often coupled with other data collection techniques for research. I also used document analysis during March to September, which Nieuwenhuis (in Maree 2010: 83) claims serves to corroborate the evidence gained from other sources. I diarised and recorded regular field notes in my reflective journal throughout. Prior to commencing the study, ethical clearance

was sought from the University of South Africa, the Gauteng Education Department and the participants who were involved in the study. The data collection process began with a first round of non-participant observations, followed by document analysis, semi-structured interviews, and finally a second round of non-participant observations.

3.3.3 OBSERVATIONS

According to Shank (2002: 19), human beings are “programmed to observe.” In fact Shank (2002: 33) suggests that observations play an important role in qualitative research where the observer seeks to “see things that others have overlooked, hear the things that others have failed to notice and to find things that make our understanding richer and deeper.” However, he maintains that one must be sure of why, where and when one chooses to observe. In line with his suggestion, the non-participant observation technique (also known as the observer as participant technique) was selected for this study. I joined the activities of the school but mainly as an observer. Historically, a major problem with this method of observation has been identified. According to Gidley (2012) the question of the data being accurate is highly controversial. He (ibid) mentions that there are drawbacks with this approach which include that the researchers may be biased when studying a phenomenon from their own perspective, or that the data may not be accurate or be distorted by intervening factors. Nevertheless Liamputtong (2013: 115) asserts that combinations of other research methods aid in validating findings from unobtrusive methods. My choice for non-participant observation was mainly because it focused on the principal’s experience of school discipline instead of her written or narrated reports on discipline. It took place in a natural context and had no anticipated results; it was non-reactive and it could be repeated for cross-checking to increase reliability and validity (Liamputtong 2013: 115). My non-participant observation began with the first round of observation. This entailed observing the management of discipline in the school for two hours per day for four weeks. This was feasible as the school was in close proximity to my own school.

According to Shank (2002: 28), selection issues for observation are determined by the aim and purpose of the research. In line with the research question, my observation was confined strictly to observing discipline on the school grounds during breaks, during the change of class periods, and observing the management of school discipline at the level of the SMT. During my onsite observations, I made use of a digital recorder to verbally record all relevant information to the study. The two hours per session per week over 4 weeks was ample time to get credible information that informed my field notes which I transcribed

shortly after each observation session. Non-participant observation afforded me the opportunity to establish the types of misconduct prevalent in the school, the adoption of school discipline and leadership policies, the principal's knowledge of legislation regarding school discipline, support structures available to the school for leadership and discipline, personal and professional challenges that face the principal, coping strategies employed by the principal, and the attitude of the principal to school discipline.

3.3.4 DOCUMENT ANALYSIS

The second round of observation entailed document analysis. According to Nieuwenhuis (in Maree 2010: 82) this entails looking at all written information that sheds light on one's study. I began studying the official documents which expose an internal perspective of the school (MacMillan and Schumacher 2001: 451). It provided a clear indication of how discipline was managed which in turn portrayed the experiences of the school principal. All external written communication (for example charge sheets and communiqués to stakeholders regarding discipline) was also studied to widen the scope of the document analysis. I analysed the school code of conduct, transcripts pertaining to disciplinary meetings held at school level, learner records pertaining to discipline on the computer, RCL records of learner discipline and all other records pertaining to learner discipline that had arisen during my investigation. Nieuwenhuis (in Maree 2010: 83) maintains that documents assist in corroborating the evidence that the researcher has attained from others sources. This he (ibid) believes is in the "interest of crystallisation of data." The participants were requested to keep a reflective journal. These journals were used to include actual events and personal reflections of events pertaining to the study. Nieuwenhuis (in Maree 2010: 83) believes that personal documents are tangible manifestations of people's experiences which are an important contribution to the data collection process. McMillian and Schumacher (2001: 453) contend that the interpretation of the data after the analysis of documents still requires that it be corroborated with data from observations and interviews.

3.3.5 INTERVIEWS

According to Fontana and Frey (2000: 645, cited in Clough and Nutbrown 2012: 141), words whether spoken or written, well coded and reported will always have a "residue of ambiguity." However, interviewing is one of the most powerful ways to understand a fellow human being. Perakyla and Ruusuvuori (2011: 529) identify two reasons why the interview is so powerful in qualitative research. They mention that the researcher is able to reach the

otherwise inaccessible areas of reality, like the subjective experiences of the participant, and it is a convenient way of overcoming time and space. Northcutt and McCoy (2004: 204) contend that the purpose of interviews is to find out what is on somebody else's mind whilst Byrne (2012: 209) asserts that interviews allow the respondents to provide views in their own words which allows the researcher to do a more detailed analysis of the data. Packer (2011: 42) further claims that interviews are a ubiquitous way of collecting data. The semi-structured approach was chosen for this study. According to Packer (2011: 43), this approach is referred to as the "workhorse of qualitative research today." This type of interview was chosen because it is in line with the research aim: I wanted to extract "a first person account" and allow the interviewee to speak in her own words. Byrne (2012) claims that semi-structured interviews are the most suitable for collecting information from marginalised people. For the sake of this study, women unfortunately fall within this category. In fact, Byrne further claims that semi-structured interviews are closely related to feminist research. This form of interview allows the principal to express her feelings, perceptions, fears and doubts regarding the research topic.

After the document analysis, a first round of semi-structured interviews with the selected sample was conducted. This entailed 3 sessions of 1 hour for each participant over 4 weeks. I accommodated all disruptions to the school programme that did not allow the programme of interviews to proceed. The interviews were done after school or during free school periods as was convenient for the principal and deputy principal. The interviews were based on questions that related to the research questions and on issues that emerged during the first stage of observation and document analysis. All interviews were digitally recorded and transcribed verbatim. I was able to deal with reactivity by allowing the participants to react in their own words that they believed were important to the interview questions. Pilot interviews with a colleague were used to check the effectiveness of the questions prior to the actual interviews. Teijlingen and Forrest (2004) identify many advantages for the use of interviews to obtain research data, for example, the fact that data from interviews are normally rich in quality and quantity. The phenomenon comes to life after the interpretation of the researcher, misunderstandings are clarified immediately and information on sensitive issues can be extracted from the research participant. Nevertheless, the strategy has not escaped criticism from Teijlingen and Forrest (2004) who both maintain that the sample size impedes on generalisations to other populations and contexts, the interviewer bias may steer questions knowingly or unknowingly, personal attributes of the interviewer may influence the interviewee (e.g. gender, race and social status), and sensitive issues may sometimes be difficult to discuss. Notwithstanding such disadvantages, Opdenakker (2006) still maintains

that non-verbal cues add to the wealth of the spoken word and the use of a digital-recorder meant there was no time delay for responses and was more accurate than note taking.

After the interviews, I did a final round of observation. This stage of data collection proved to be context specific. I looked for issues that I had overlooked during my observations but had appeared during my document analysis and interviews. The purpose of this final round was to shed more light on the meanings and interpretations of the participant's experiences of the research subject after the interviews. This took place for 1 hour per day for 3 days.

3.3.6 DATA ANALYSIS

According to Mouton (2001: 108), analysis entails the "breaking up" of the data into manageable portions. He claims that the aim of analysis is to create data themes and identify relationships, patterns and trends between all the elements in the data. In fact, Gay and Airasian (2003: 254) simply state that the "analysis of qualitative data describes what is in the data." Analysis of my qualitative data took place even during my data collection. Much of the data were analysed from my content analysis of the documents and observations during the study. The experiences of what I saw and heard were converted into text data. During this process I took relevant information from my field notes and interview transcripts. I obtained a thorough understanding of the content, classified small pieces of data into general categories and patterns/themes, and reviewed the data for common topics and themes.

According to Gay & Airasian (2003) interpretation involves making sense of what the data means. This is based on connections, common aspects, linkages among data pieces, categories' and patterns. After all the data were coded, I created themes within the data. I used the connections, common aspects and linkages among the themes as my initial interpretation. Inferences from my interpretation were made in order to answer my research question. A manual interpretational approach to data analysis was used. I focused on identifying themes and patterns relating to the experiences of female principals of school discipline and suggested some solutions to the identified challenges.

Data analysis included organising the data, summarising and finally interpreting it (Ary et al 2002: 465). Organising the data began in the field during the data collection process. I made observer notes and wrote down comparisons identified during the different data collection strategies. The bulk of the analysis though took place at the end of the collection process when I had left the school setting. I transcribed all the data into written text ready for

analysis. I made copies of all original texts and worked from the copies. All original texts were kept safety.

I then began the coding process. According to Gibbs (2007) coding is the first step when moving beyond tangible data to analytical interpretations. This is an essential stage as it assists with the further review of the data (Ary et al 2002: 466). Coding into categories followed the following pattern:

Code O1: This included data from observations (written field notes and transcriptions of all Dictaphone recordings):

O1a: Descriptive data code

O1b: Reflective data code

Code I 2: This included data from interviews and general discussions:

I 2a: Interviews data code

I 2b: Discussion data code

Code D3: This included data from documents and reflective journals:

D3a: Documents data code

D3b: Reflective journal code

Once this was complete, the summarising process began. I placed categories into patterns based on connections between categories. The aim of summarising was to identify relationships and themes among the categories (Ary et al 2002: 469). At this stage, I was able to integrate the data and notice relationships and themes. It was my sole responsibility to read and interpret the meanings of the written texts. This was the only means to generate thick, rich descriptions of the participants feelings on the topic of my research (Nieuwenhuis in Maree 2010:117).

I then began to interpret the data. At this point I read deeper into my descriptive data and attempted to extract meaning and insight from it. This was an inductive process where I delved into the data to generate connections and relationships within the categories and patterns. Interpreting data has no set rules but is an individual experience guided by how I chose to make sense of all the data. However, my interpretations were not a fragment of my imagination, instead the interpretations were supported by evidence from the literature (Ary et al 2002: 471).

3.4 TRUSTWORTHINESS

According to Padgett (2008: 184) a trustworthy study is one that is ethically fair and represents as much as possible the experiences of the participants. However, the issue of the so-called 'evidence' in qualitative research has been a controversial and much disputed subject within the field of qualitative methodology. In fact, Altheide and Johnson (2011: 581) claim that 'evidence' in qualitative research is not regarded as "appropriate evidence." They argue that the idea is not about evidence but about an "argument that is appropriate for the study at hand." Nieuwenhuis (in Maree 2010: 113) believes that trustworthiness is the acid test of one's data analysis, findings and conclusions while Schwandt (2007) asserts that trustworthiness is the quality of findings in a study that make it noteworthy to an audience. In line with Nieuwenhuis (in Maree 2010) and Schwandt's (2007) beliefs, I was answerable to question the findings of my study. Is it possible to take the observations, interpretations and conclusions seriously?

To ensure the credibility of the study, I double checked all my text data to guarantee that it was accurate and credible. I tried to ensure that no bias clouded my judgments during the data collection and analysis process. I constantly checked and rechecked my findings. I was obliged to ensure that there was absolute accuracy and truthfulness in the realities of my participants and my findings must have reflected this. This was achieved by making sure that the evidence was based on the key principle of credibility. According to Schwandt (2007) credibility represents the correlation between the participant's views and the researcher's reconstruction of these views. I used a number of methods to enhance the credibility of the findings which included:

Structural Corroboration: According to Ary et al (2010: 499) structural corroboration makes use of different sources of data (data triangulation) and different methods (method triangulation) to attain the data. This approach allows for the phenomenon being studied to be viewed from different perspectives. I made use of different types of data (data triangulation), namely two participants (principal and deputy principal). I also used different methods to collect my data (method triangulation), namely observations (at different times of the day and different parts of the school), interviews (of the principal and deputy principal) and the analysis of different documents pertaining to discipline. Structural corroboration was achieved by using multiple types of data that are related to each other so as to support or contradict the interpretations of the participant's responses and information gleaned from the

documents analysed and observation made during the study. Credibility was also shown when my interview, documents and observation data provided similar descriptions during method triangulation and when interviewees provided similar responses on more than one occasion. Convergence of all the data resulted in the credibility of the findings (Ary et al 2010: 499).

Consensus: According to Ary et al (2010: 499) consensus is the agreement among competent others that the descriptions, interpretations and evaluations of the actual reality that was captured was correct. This I achieved by peer review and investigator triangulation. Peer review aimed to achieve consensus in my interviewee response and interpretations of my observations and documents. I gave the raw data and my interpretations to a colleague to check whether they were reasonable. When problems were identified, I made the necessary adjustments. I also asked my colleague to be a part of my investigation to provide investigator triangulation. This was achieved when she interviewed her deputy principal on perceptions regarding my research question and engaged in observations pertaining to the topic. The consensus achieved by the findings provided credibility.

Interpretive adequacy: According to Johnson and Christensen (2008) interpretive adequacy refers to accurately portraying the thoughts, feelings, perceptions and beliefs of the participants. The two strategies that I employed to enhance my adequacy is member checks and low-inference descriptors. According to Padgett (2012) the collected data is given back to the participants to check for accuracy. However, Morse (1994) argues that participants can change their minds while Angen (2000) claims that participant's may not agree on the researcher's interpretation and questions whose interpretations count more? Liamputtong (2013: 32) maintains that ethically it is crucial for the participants to know the findings and how they will be used. Member checks were accomplished when I went back to the participants to recheck and review all responses. They were also encouraged to add to the data to enhance the accuracy of the reviewed transcripts. During the data analysis stage they were encouraged to validate all my interpretations. After data collection I asked the participants to review the transcriptions of the recordings and field notes. After my interviews I shared my interpretations with the participants to cross check and validate them. Low-inference descriptors were achieved by verbatim or direct quotations that assisted in the use of these descriptors. Thick, rich descriptions provided a deeper understanding of both contexts. This helped clear up all misconceptions and inaccuracies. The use of low inference descriptors (e.g. direct quotes) helped to understand and experience the participant's world. I made use of a digital recorder for the interviews and made observations to make use of these data descriptors (Ary et al 2002: 453).

Theoretical adequacy: Ary et al (2010: 500) suggest that this is the degree to which theoretical explanations developed from my study fit with the data and are credible. I followed the three key strategies to achieve this. The first is that of extended fieldwork. I spent two hours per day per week over 4 weeks. This ensured that I observed a full range of reactions and behaviour pertaining to my study. It also allowed me to identify behaviours that fully impacted on the richness of the data and validity of interpretations (Ary et al 2002: 453). I was granted permission to observe during breaks, change of school periods and at SMT meetings when school discipline was discussed. I was able to identify patterns and relationships that contributed to valid interpretations. Extended observations also gave me time to gain the trust of the participants. My past experience as a deputy principal at the school may have also contributed to the participants been comfortable with my presence during my observations. This was an absolute necessity to validate and authenticate their responses during the interview. Extended fieldwork also gave my participants time to acclimatise to my presence and get used to me observing them. This helped to ensure that I got more honest responses during my interview sessions; they were now more familiar with me. I also spent a lot of time observing my sample site and took notes at random times of the day to ensure credibility.

Theory triangulation: Liamputtong (2013: 31) claims that two frameworks can be used to answer the research question. I made use of the ethics of care and transformation leadership theories to explain my research topic. This helped me to gain more insight into the research question, produce more rich data and make credible interpretations.

Control of researcher bias: The prolonged contact between the researcher and participants may cloud the researcher's judgments of reality and affect the interpretations. I used the most common strategy employed to control researcher bias, namely reflexivity. Self-reflection helped me to recognise my own bias and constantly seek it out. I achieved this by keeping a journal which included information on all documents of experiences related to my study and reflection accounts. I used this during the data analysis. I also used negative case sampling where I actively sought information that was different to what I expected. As my study proceeded, I was able to identify these factors. This made it difficult to ignore, for example, the consequences of when schools do not have a code of conduct.

Transferability: Schwandt (2007: 299) maintains that this is achieved by selecting context rich settings so that readers are able to judge the applicability of the findings of the study to similar contexts that they know. This refers to the degree to which my findings can be transferred to other contexts. Although this was not the intention of my case study, triangulations of my findings to other contexts depended on the similarities between the

contexts. This was achieved by the ability to verify my findings against another girls' school which shared similar characteristics to the sample school. Rich, thick descriptions can allow potential users to make necessary comparisons and hence increase the transferability. To prevent any threats from affecting my transferability of my findings, I cross checked using a colleague in a similar contextual environment from another girls' school. I also achieved this by choosing both the female principal and deputy principal for my interviews. McMillan and Schumacher (2001: 328) mentions that generalisations are limited to the setting in which the study is conducted. This was overcome by another round of checking against the sample school and my colleagues' school with similar characteristics. A full physical range of the school setting was used namely, the school playground, corridors and the outside parameter of the school gate to monitor late-coming. Non-participant observations took place at different times of the day to overcome the threat of setting effects. McMillan and Schumacher (2001: 328) explain the history effects (historical experiences) as the unplanned or extraneous events that occur during the research. This was achieved by the choice of schools of the sample school and the other girls' school that shared similar contextual factors namely, same demographics and decentralised communities. I attempted to provide thick, rich descriptions so that people reading my study were able to make judgements of similarity and hence transferability. I chose a sample with the similar contexts to most former Model C high schools (similar demographics e.g. race, social backgrounds and academic results) for my study to enhance transferability.

Reliability or dependability: According to Schwandt (2007: 299) dependability refers to the inquirer's responsibility to ensure that the study is "logical, traceable and documented." However, it has become increasingly difficult to ignore the criticism levelled against the social constructivist paradigm as regards reliability and dependability. The multiple constructions of different realities in comparison to a single tangible one has impeded the achieving of full trustworthiness in the research world. Guba and Lincoln (1985) (cited in Seale 2002) claim that an audit trail can be used to enhance reliability and dependability. This requires that everything pertaining to the study be highly organised. It allows another researcher to examine the data and attest to whether the conclusions are supported or not. Qualitative studies expect variability because the contexts of the studies change. Consistency is the extent to which variability is tracked and explained. I employed a number of strategies to achieve reliability and dependability. The first was the keeping of an audit trail.

The audit trail is a well-managed trail of all notes, records, transcripts and digital recordings. I made use of index cards and coded folders of various themes to ensure this was current at all times. This management structure allowed others to review my data. A complete set of

procedures and results enable the reader to make a judgment about the ability of the study to be replicated within the limits of the natural context. If this research study is repeated, it may produce similar findings, thus making it dependable.

The second strategy employed was the use of replication logic. A pilot study was conducted before my study began. A colleague interviewed her deputy principal and also observed discipline in her school. Our findings were then compared. The code-recode technique was used. I coded, left the analysis for a period of time, then went back and recoded the data. I then compared both sets of coded data. Interrater or interobserver agreement methods were also employed. This I did when I measured the agreement between observers. In analysing all interview data, interpreter reliability was used to analyse my transcripts, field notes and digital recordings.

Confirmability or objectivity: According to Schwandt (2007: 299), confirmability data and interpretations are not figments of the researchers mind. It calls for “linking assertions, findings and interpretations to the data in discernible ways.” In fact, this is at the heart of our understanding of trustworthiness in qualitative research. According to Jensen (2008) it is based on the objectivity of the findings of the study being in line with the research purpose and is not altered by the researcher’s bias. However, he (ibid) maintains that research is not absent of researcher bias, although he does maintain that the researcher has to account for such bias by being upfront about it and by using appropriate practices to respond to it.

The audit trail was the main strategy used to ensure confirmability and objectivity. This allowed for other researchers to use my data and come up with the similar findings as discussed in my research. Triangulation of methods, peer review and reflexivity were other strategies that I used to enhance confirmability and objectivity (Ary et al 2002: 4). I was concerned whether my findings would be confirmed by others investigating the same topic. I made use of an audit trail to ascertain whether my data collected and conclusions drawn would be confirmed by other investigators in a similar situation. It provided theory for researchers to arrive or not to arrive at the same conclusions given the same data and context. This was achieved by the triangulation of method, peer review and researcher reflexivity.

3.5 SUBJECTIVITY AND REFLEXIVITY OF THE RESEARCH

According to McMillan and Schumacher (2001: 411) subjectivity reminds the researcher that he is “part of the setting, context and social phenomenon that he seeks to understand” while reflexivity is defined as the “rigorous self-scrutiny of the researcher throughout the research

process.” Emotions and feelings play an important role in interactive research and therefore are paramount for the researcher to be able to build trust, keep good relations and stay sensitive to the contextual factors surrounding the research phenomenon (MacMillan and Schumacher 2001: 411). McMillan and Schumacher (2001: 411) further assert that the progress of the research is dependent on the relationship that the researcher develops with the participants in the study. In fact, Willis (2007) believes that the more time you spend in the field, the more you understand it, while Fetterman (2010) maintains that the more time you spend with the participants, the more valid the findings will be. I had spent seven months in the field during the non-participant stage of data collection and the analysis stage of my research for the participants to have become used to my presence. Researcher bias was minimised by the adequate amount of time I spent in the field using different data collection techniques to obtain data from different perspectives (McMillan & Schumacher 2001: 412). Participant responses and corroboration between data and method triangulation at different stages of the research further enhanced its subjectivity. My experience as a female leader managing discipline for many years has created a common platform for discussions related to my research phenomenon between the participants and myself. I had a deep sense of empathy with the principal as we both shared the challenge of maintaining discipline in our schools. I remained an active, patient and thoughtful listener and always ensured a profound understanding and respect for the participant’s perceptions and viewpoints on the research topic as I too could relate to the participants feelings. My sensitivity to the ethical considerations of confidentiality and anonymity always remained at the forefront of my data gathering and analysis processes. This I ensured by allowing the participants to participate voluntarily in my study. This was endorsed by a signed letter of consent preceding the entry into the field. Participants were also aware that they were free to exit the study at any given time and that all findings would be shared with them.

According to Liamputtong (2013: 20) reflexivity is a crucial strategy during the whole research process. In fact, he claims that it makes the researchers findings more credible. The following strategies were used to enhance reflexivity in my research.

3.6 TRIANGULATION OF FINDINGS: CRYSTALLISATION

Nieuwenhuis (in Maree 2010: 81) is of the opinion that one should make reference to the term crystallisation and not triangulation when dealing with qualitative research. He compares this to a crystal which allows for an infinite variety of shapes and angles. Crystals grow, change and are not amorphous. Crystallisation therefore gives us a rich understanding of our research topic. What we describe as our findings crystallise from our data. This

crystallised reality is credible as long as those reading it see the emerging pattern that evolves and changes like a crystal. Liamputtong (2013: 30) contends that triangulation is one of the most powerful means of strengthening the credibility of qualitative research. Angen (2000) however, argues that triangulation may also result in inconsistencies in findings; while Johnson and Waterfield (2004) claim that if findings appear contradictory it will be difficult to ascertain which one has more validity. This I achieved by methodological triangulation (non-participant observation, in-depth semi-structured interviews and document analysis), theory triangulation (use of the ethics of care and transformational leadership theories) and data triangulation (selection of multiple participants (principal and deputy principal), observations at different times of the day and observations at different locations within the school).

Yet another important technique used by researchers is peer debriefing. According to Creswell (2012) peer debriefing is a way of reducing researcher bias. This person is allowed to analytically review all data collected and analysed. Morse (1994) however, maintains that a peer does not have the same involvement in the research and therefore cannot make accurate judgements. In fact, Carpenter and Hammel (2000) claim that peer reviews should not be an attempt to gain a second opinion. I chose to engage a colleague on discussions pertaining to my study. These looked at reviews of my data analysis and my interpretations in an attempt to sift misrepresentations out of the research.

Field log or field journal: I made use of a field log to log all aspects relevant to my study. This was done in a chronological manner. I kept a journal to record all evolutionary aspects of my study, personal reactions, literature identified and questions for future study relating to my research.

Ethical considerations: I kept a full record of all decisions made, the persons involved, actions taken, the impact of all ethical considerations on the study and anything else that warranted a decision. All strategy choices in the field were dependent on ethical considerations. Keeping a record of all ethical considerations allowed me the opportunity to justify the choices that I had made during my field work (McMillan & Schumacher 2001: 413).

Audibility: According to McMillan and Schumacher (2001: 413), in qualitative research the "integrity of the findings is in the data itself." I made certain that a list of files, codes, categories and decision rules were kept. This record made it possible to link all findings to their original sources.

Formal corroboration and initial findings: After analysing the data from my interviews, I conducted additional interviews with colleagues to corroborate the findings from my original

interviewees. This is a formal data collection confirmation strategy and was used to ensure that my findings were credible (McMillan & Schumacher 2001: 413).

3.7 CONCLUSION

Chapter 3 dealt with the design and methodology used to gather and analyse the data relevant to the research phenomenon. It further highlighted the choices made and provided justification for the methods used to gather and analyse the data.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

The previous chapter explored the data collection techniques that were employed to source data relevant for the research question, namely how do female principals experience school discipline in a former Model C high school? In this chapter the interviews are analysed and data from the document analyses and non-participant observations are presented. The chapter discusses the context of the case study, which was a school situated in a Johannesburg suburb. I then described the landscape of Gauteng, Johannesburg and contextualised suburban schooling to focus on school discipline in the former Model C schools. This I believe was necessary as I agree with Subbiah (2009: 83) who argues that schools are social structures that are influenced both by the communities that they serve and the context of their environment. In order to grasp the context of a school, one needs to appreciate the context of the local community.

The ensuing sections present the themes and sub-themes that were constructed from the interviews, document analyses and non-participant observations. The personal and professional characteristics of the interviewees are summarised in a table and their experiences of school discipline are then discussed. I assured the participants of my ethical conduct and of their rights to confidentiality and anonymity. It is for this reason that the name of the school and participants were not mentioned. I used italics to represent verbatim quotes from interviews to substantiate the discussion. All interviews were conducted in English, digitally recorded and transcribed verbatim. Data from the documents (for example the schools code of conduct) were analysed in-depth to underline the legal implications attributed to school discipline. Existing transgressions at the school are summarised in a table representing the levels of such transgressions according to the national policy document. Policies and procedures with regard to discipline and a discussion of the management of such transgressions are then discussed. Data from the non-participant observations appropriate to discipline issues such as late-coming and bunking are also summarised in a table and then discussed with the aim of answering the research question.

When I analysed the data to gain insight into the experiences of the female principal with regard to school discipline, four key themes and their sub-themes were identified. Theme one focuses on the experiences of the school principal and deputy principal with regard to

school discipline. It includes the sub themes of the various challenges that they experienced and how both the principal and school were affected by these challenges. Theme two looks at stakeholder participation and includes the sub-themes of the lack of parental support, teacher support and support from the Gauteng Education Department. Theme three deals with the lack of knowledge of legislation and it includes the sub-themes of the competence of the SGB in drafting the code of conduct and the problems related to inadequate training of SGBs. The fourth and final theme discusses causes of learner misbehaviour and the sub-theme of the management thereof by the school principal.

4.1.1 DOCUMENT ANALYSIS

The school I studied had two files in which they kept all documents relevant to school discipline. The one file comprised of all policies pertaining to school discipline and the other file had all the transcripts of learner transgressions, including disciplinary hearings. The policy file included a code of conduct, drug, alcohol and tobacco policy, safety and security policy and a late-coming management plan.

4.1.2 INTERVIEWS

The interviews were done in the offices of each principal after school hours. There were minimal disturbances during the interviews and both principals welcomed the questions with much enthusiasm. The data were recorded on a digital audio recorder, transcribed verbatim and analysed manually.

4.1.3 NON-PARTICIPATION OBSERVATION

Observations took place in the morning to observe, for example, late-coming. I then spent time during breaks and in between periods to observe learner movement and discipline. I also spent time after school to observe learner behaviour.

4.2 SCHOOL CONTEXT AND RESEARCH PARTICIPANTS

The responses from the participants indicated that the spatial orientation of the school and the communities that they served had a marked influence on school discipline. It was mentioned by both the principal and deputy principal that implementing punishment measures to combat discipline problems were adversely affected by learners that travel and parents that had played a minimal role in the disciplining of their children at the school. It was for this reason that the contextual factors relevant to the school were mentioned and the many challenges highlighted, such as those of working parents, de-centralised communities, the social standing of families that the school served and the minimal interaction of parents in the discipline of their children due to their social circumstances.

4.3 GAUTENG'S LANDSCAPE

According to Ndebele (2013: 3), Gauteng takes up only 1% of South Africa's land area yet it has the highest population density of the country, with 24% of South Africa's population inhabiting it. It has the biggest economy of all provinces and the highest average annual personal income. Holborn (2013: 1) states that Gauteng has topped all provinces in the country in providing the most employment and best living conditions. She maintains that as long as it continued to perform, it would attract more people from within and outside the country, thereby putting pressure on basic service delivery. This was evident when *News 24* (2014: 1) reported that there had been 50 incidents of service delivery protests in Gauteng since 2013. Ndebele (2013: 3) argues that education contributes to a higher average income of parents, as 43% of its 0-4 year old population attend schooling centres. Although Gauteng housed the most of South Africa's population and ranked best in the economy, personal income and education ratings, its accolades have been marred by high crime rate statistics (crimestatssa: 2013).

According to Rogerson and Rogerson (2010: 581) Johannesburg the provincial capital of Gauteng is said to be "South Africa's biggest and richest commercial and industrial market". In fact it is one of the leading cities in Gauteng which boasts the wealthiest and is nicknamed the economic powerhouse of South Africa. Rogerson (2005) calls it the "command centre" for much of Africa. It was against this context that one viewed how the primary environment of learners impacted on their discipline at school. Many learners in Johannesburg found themselves victims of parents who 'worked more than played.' Parents were embroiled in the demands of contributing to a fast growing economic jungle and left the disciplining of their children to the school. This fact emerged strongly in the data obtained in the interviews:

“... but what I found is that parents are not in control of their children with discipline as such. They don't have the answers. They actually come to us as a school even with private things. They would come in and say, this is what happened over the weekend. They expect me to call in the child and shout at the child for something that was done at home because they don't know how to handle it themselves”

4.4 SUBURBAN SCHOOLS: FORMER MODEL C SCHOOLS

Battersby (2004: 280) states that the former Model C schools are historically the state-aided “white school” while Roodt (2011) maintains that although the term former Model C school is not officially used by the Department of Basic Education, it is commonly used to refer to the “white only” school during the former apartheid government. Roodt (2011) further mentions that the excellent facilities and their proactive School Governing Bodies have contributed to the former Model C schools constantly producing excellent results in our current schooling system compared to the former House of Delegates, House of Representatives and the Department of Education and Training education departments which were founded during the era of the Apartheid Government. Contrary to expectations, this study did not find a significant contribution by the SGB in maintaining effective discipline at the school:

“... supporting us in general aspects, it lacks a lot and also because of where we are situated. If we were in a community where parents are more available, we could ask for more assistance in terms of our SGB. If we have a function in school and we need the assistance of the SGB to check who comes into the terrain when there is a function, it makes it very difficult if you cannot reach them. So in general I personally feel that it lacks.”

Evidence from the study further contradicted Roodt's (2011) suggestion when he states that the “Department of Basic Education needs to examine what is being done right in good Model C schools.” This was evident when I identified shortcomings in the implementation of National policies at the school in question.

“The single most striking observation to emerge from the data was that the code of conduct in the policy file and the code of conduct communicated to the parents in the diary differ.”

Vandeyar (2010: 333) states that the constitutional rights of learners after 1994 allowed children to attend schools of their choice. However, she alludes to this choice as having varying effects on the former Model C school. She claims that the former Model C school

experienced a greater intake of white and Indian children compared to black learners. School fees were increased to keep black learners out. The “bussing in” of learners from decentralised communities became the order of the day and the language policies were amended to accommodate second and third language learners with a shift from race to ethnicity with regard to immigrant learners. Evidence from my data showed that all these varying effects on the school also affected the operational maintenance of school discipline in the former Model C high school.

4.5 SCHOOL X

School X was a former Model C high school that once served as the feeder school to the middle and upper class areas in Johannesburg. Currently evidence showed that more than 80% of the learners travelled from decentralised communities whilst 20% came from the local urban area. The local urban area comprised mainly of flats inhabited by foreign nationals and locals. The decentralised communities were mostly from the middle class suburbs. The hostel at the school also drew learners from local rural areas, surrounding provinces, surrounding suburbs and townships. The current learner population was 90% black, 8% coloured and 2% Indian. There were 1035 learners, many coming from a middle class social background.

The SMT comprised 1 female principal, 1 female deputy principal, and 1 male acting deputy principal, and 4 female and 2 male HOD’s. A female principal was not a strange phenomenon in the history of the school. In fact all former principals were females. What was different was that the current school principal was the first married female principal with children in the history of the school’s existence. The staff comprised of 26 female and 9 male educators, 3 secretaries, 1 PA to the principal, a librarian, social worker, and 7 male and 2 female ground staff. The majority of the teaching staff was middle aged ranging from 30-55 years of age. A small proportion of the staff was in their twenties. The school had a legitimately constituted SGB comprising 1 principal, 2 civil service staff (educators), 2 public service staff, 3 learner members and 9 parent members.

The school was fully fenced and had a 24-hour security house manned by a security guard whose duty was to ensure that persons entering and leaving the premises were monitored. The school had a well-maintained infra-structure and grounds with an aesthetic image. Parts of the school were also armed with 24-hour alarm system covering the reception area, computer laboratories and staff room. Cameras were installed in each classroom however, the contract for this facility had been suspended.

Having been the deputy principal at the school for the past seven years, I telephonically arranged a meeting with the principal and deputy principal to inform them of my research intentions and what it entailed. Both showed interest and encouragement as both women were currently involved in their post graduate studies. At our meeting, letters of permission were discussed and signed to formalise the research project. We discussed the arrangements for the interviews, non-participant observations and document analysis. Both the principal and deputy principal showed a keen interest in the research and readily made themselves available for the interviews. They also granted me the opportunity to analyse their documents pertaining to discipline and consented to my non-participant observation.

4.6 PERSONAL AND PROFESSIONAL CHARACTERISTICS OF PARTICIPANTS

This section deals with the personal and professional characteristics of the participants.

	PRINCIPAL X	DEPUTY PRINCIPAL X
AGE	52	52
MARITAL STATUS	MARRIED	MARRIED
NUMBER OF CHILDREN	3	2
STATE OF HEALTH	GOOD	SATISFACTORY
YEARS OF EXPERIENCE	30	30
YEARS OF MANAGEMENT EXPERIENCE	15	10
PROFESSIONAL QUALIFICATIONS	HED	BED
FURTHER STUDY	BED(HONOURS)(CURRENT)	MED(CURRENT)
TRAINING IN THE MANAGEMENT OF SCHOOL DISCIPLINE	TWO DAY WORKSHOP	TWO DAY WORKSHOP

Table 4.1: The personal and professional characteristics of the participants.

KEY:

HED: HIGHER DIPLOMA IN EDUCATION

BED: BACHELOR OF EDUCATION

BED (HONS): HONOURS IN EDUCATION

MED: MASTERS IN EDUCATION

The above table shows the personal and professional characteristics of the principal and deputy principal who were involved daily in maintaining discipline at the school. It is apparent from the table that the principal and deputy principal have families of their own and this came with its own personal demands. Both participants expressed the same belief that discipline problems at school did weigh them down, even when they left their professional environment to be with their families.

A: "Off course, off course, things like these causes you not to shut down. You continue thinking. Did I go the right way, did this child do this, but not only with children but also teachers as well you know. It is bothering you because something happened and you continuously thinking you know. You lie awake at night because of things like this."

R: "Yes I do, I think M. It depends on the type of person that you are. I can only tell you from personal experience that it impacts on me a lot personally. (Ahh) Maybe I am a person who wants to be in control (Mmm). I do often when I have had a hearing or if I had reprimanded a child, I walk away and then reflect. I reflect on what I did right, I reflect on what I did wrong (Ahh). But it sometimes breaks in me a lot of tension. It is then that often when I do get home, I don't necessarily discuss with P but it impacts on him that I would be very short tempered."

What was also very interesting in the data was that the deputy principal, who was responsible for managing discipline at the school, was not in good health. The challenge of discipline problems may have contributed to aggravating her health problems. It was also interesting to note that both the principal and deputy principal were seasoned educators who had spent a long time at management level. However, evidence from the table revealed that both of them had minimal training in the management of discipline. In fact, whatever training they were exposed to, was of their own initiative and not that of the Gauteng Education Department. Both ladies had taken the initiative to further their studies however the deputy principal's field of study did not include secondary school education. The principal on the

other hand was pursuing her studies in educational management and her topic also addressed the management of school discipline. Both ladies confirmed that more training was needed to assist school principals in maintaining effective school discipline. This study produced data which supports findings of previous work in the field of school discipline and emphasised that more training is needed for school principals to maintain effective school discipline (Paulsen 2009: 77; Ibukun et al 2011: 408).

4.7 THEMES AND SUB-THEMES

THEMES	SUB-THEMES
<p>ONE: Experiences of the principal and deputy principal with school discipline</p>	<ul style="list-style-type: none"> • Principals and school discipline • Female principals and school discipline • Ethics of care and school discipline • Transformational leadership and school discipline • Decentralised communities and its impact on school discipline • Legislation and school discipline
<p>TWO: Stakeholder participation and its impact on school discipline</p>	<ul style="list-style-type: none"> • School governing bodies and school discipline • Parental involvement in school discipline • Educator involvement and school discipline • Gauteng Education Department and their involvement in school discipline
<p>THREE: The role of the SGB in adopting a Code of Conduct</p>	<ul style="list-style-type: none"> • Code of conduct • Classroom rules • Dress code • School property • Motor vehicles and motor cycles • School notices and library books • Learner pregnancy • Grading of offences
<p>FOUR: Learner misbehaviour and the management thereof</p>	<ul style="list-style-type: none"> • Learner misbehaviour • Management of school discipline • Documents used to record and report on ill-discipline

Table 4.2: The themes and sub-themes identified during the interviews, document analyses and all non-participant observations.

4.7.1 THEME ONE: EXPERIENCES OF PRINCIPALS OF SCHOOL DISCIPLINE

This section deals with the challenges that the participants experienced with school discipline. The ensuing sub-sections elaborate on these challenges that faced both the principal and the deputy principal when maintaining effective discipline at the school. It also focused on the impact that discipline had on principals, school managers, school governors, teachers, learners and the school.

According to Bray (2005: 134) school discipline is “indispensable for effective teaching and learning in a school” and De Waal (2011: 176) opines that when discipline is instilled in learners, it develops a sense of personal responsibility. Notwithstanding the undeniable need for effective school discipline, Yell and Rozalski (2008: 7) argue that one of the most significant challenges facing education is to provide a well-disciplined educational environment. In fact, De Waal’s (2011: 187) study concludes that there is a total lack of discipline in South African public schools. Although Kibet, Kindiki, Sang and Kitilit, (2013: 112) argue that discipline is the most important component of running a school and that it manifests itself when learners “behave responsibly, are aware of their actions and the consequences thereof”.

Both participants concurred that effective school discipline was important for a sound educational environment. However, they also both admitted that learners were more difficult than ever before. This was confirmed by both participants (A: Principal, R: Deputy Principal and M: Interviewer):

A: It is quite a concern to me because we are used to having difficult grade 9’s. But these ones are more difficult than before.

R: In fact no, I don’t think that I am getting older because I have a lot of experience but to me it seems that in the last year or two it’s getting worse.

The view of the participants supports research by Yell and Rozalski (2008: 7) and De Waal (2011: 187) who say that ill-discipline in schools is definitely a challenge today.

A: But we do experience that lately for the past year or two at least. The challenge lays with the grade 8 and 9 learners. The learners now coming from the primary school are now a challenge for us.

R: I must tell you at first when I took the formal portfolio of discipline I found it more challenging.

Furthermore, the participants admitted that ill-discipline was affecting effective teaching and learning. The principal identified ill-discipline as their biggest problem negatively affecting teaching and learning. The principals leading challenge was the apathy of the learners towards doing homework. Analyses of documents revealed that learners were disciplined by the deputy principal and called before a formal disciplinary hearing for back-chatting, disrupting the lesson and physically abusing teachers in class. These problems were further exacerbated by high learner numbers in each class.

R: Definitely, definitely the biggest problem.

A: The current grade 9 learners discipline which you know disrupts the classes, they don't show respect towards the teachers, also no respect towards their fellow classmates as well.

A: Learners complaining but they are not doing the homework and you cannot perform in mathematics if you are not doing your homework and that is quite a challenge. This is what we experience that the grade 8s coming from the primary school is not doing homework whatsoever.

R: The increase in the numbers in class does impact on the ability to have good discipline and I would say a lot of teaching time goes wasted. Because if a discipline problem arises in class you have to deal with the problem. Often it leads that the teacher then leaves the classroom in order to deal with it or it takes up teaching time as such.

4.7.1.1 PRINCIPALS AND SCHOOL DISCIPLINE

Kibet et al (2013: 112) claim that the principal must be effective in maintaining discipline while Salim (2002) claims that the African continent is “fuelled with failed institutions” because of poor principalship. Kiprop (2007) argues that the principal must have a clear policy with regards to school discipline to ensure the successful management of the school while Nyabisi (2008) on the other hand asserts that discipline should not be a way to control learners but must be a means to develop self-discipline. Notwithstanding the imperative need for effective principalship to ensure the maintenance of effective discipline, Ibukun et al (2011: 248) claim that discipline in secondary schools has put the maturity of principals to the severest test. There was a similarity between Ibukun’s et al (2011: 248) claim and the experiences shared by both the principal and deputy principal. As stated in the literature review, principals around the globe experience many challenges with regard to maintaining

effective school discipline in high schools (Roesler 2009: 10; Gilbert 2008: B28; Ashford et al 2008: 222; Unal & Cukur 2011: 560). There was a definite correlation between previous research claims to the challenges experienced by principals with regard to school discipline and the data found in my research.

A: "... I must honestly say (coughs) sometime when I think of the youth today I have got a fear in my heart that if we don't do something soon we are going to have huge problems in our country. I do have a fear in my heart for the youth of today. I must honestly say to you at one stage in this year I felt what am I doing in teaching. It feels as if I am not making a difference..."

However, what was interesting in my research was that the principal acknowledged that the learners tend to regard her portfolio with more respect than they do others. They tended to be more disrespectful with younger teachers.

A: "Discipline wise, I must honestly say learners show me respect and more respect to older teachers and more experienced than the younger teachers."

She added that nowadays it was not individuals who "get out of hand but entire classes." In fact, she termed it a mob mentality. Their biggest challenge was not individuals anymore but classes that got out of hand.

A: In the sense that one of the teachers discovered a letter going around in a grade 8 class saying that today we are going to disrupt Mr X class so it's like a mob. They decide that today we are not going to have English or whatever the case may be.

A: Like a mob mentality. U know in the past you had a few individuals. You can pinpoint in a class these are the culprits who are the problem. But now we experience, it's like the mob mentality. They disrupt the class so that no teaching and learning can take place.

Mashau and Mutshaeni (2013: 39) suggest that far too often principals are given more credit than they deserve. This sentiment was shared by the principal who claimed that one of the challenges that faced her was the incompetency of some of the SMT members who failed to discipline learners effectively. This led to some SMT members who took on the responsibility of effective discipline while others had been spared the responsibility. This situation culminated in the burden that now fell on the so-called effective SMT members. The blasé attitude of some SMT members was also a concern to the principal.

A: (Hmm) Yes I must honestly say that not all HOD's are disciplinarians; some are, some are not. That is causing a challenge because it is as if the discipline is coming to the shoulders of one person...

One of the most significant current discussions in female leadership studies is the tireless attempt of female leaders to find a balance between the different facets of management that seem to affect female leaders adversely. In fact, Copland (2001) asserts that the female school principal must be a "super-hero" school principal. It is becoming increasingly difficult to ignore the challenge of balancing female leader's ability to lead high schools within the current demands of education. In my study the deputy principal found that the challenge of balancing her time for teaching as per her workload and managing discipline was extremely time consuming.

R: It is a portfolio that is extremely time consuming because you know, I might let's say I am teaching and when people experience a problem in their class, they expect you to address it immediately. At first I struggled to balance that and to manage my time better. So the more I got experienced into it I then realised I needed to put measures in place to manage that. To give an outline to the teachers to say listen if this happens this is step no 1 step no 2 step no 3. Just to minimise the interruptions because as a deputy principal you have quite a big teaching load as well. But it is true if a serious discipline problem arises and it is true it impacted on my workload because you had to deal with it immediately.

Prew (2009: 258) found that many school managers lacked the ability to acclimatise themselves to the management of current educational contexts and this has led to school managers experiencing high stress levels. Yambo, Kindiki and Tuitoek's (2012: 46) study concluded that principals' stress levels are on an increase and many have left the profession because of high stress levels. The deputy principal alluded to the fact that her job was already very stressful and that this was compounded by the problem of ill-discipline.

R: (Ahh) I believe that being in management already brings a lot of tension to the job and the added problem of discipline (Ahh) really impacts (Ahh).It impacts on the stress levels of management.

4.7.1.2 FEMALE PRINCIPALS AND SCHOOL DISCIPLINE

According to Bosire et al (2009: 406), female principals adopt a more inclusive approach to discipline. It was interesting to note that their study saw a higher discipline level in a school that adopted the inclusive approach. In fact results from their study showed that there was a higher discipline level in female-led schools than male-led schools. Contrary to expectations, this study did not find a significant compatibility between the sentiments of both the participants. There was a total dichotomy in each of their perceptions on female principals and their role in managing discipline. The principal felt that the answer to the challenges of school discipline depended on female principals whilst the deputy principal felt that females seemed to be more challenged with regards to school discipline.

A: I must honestly say to you that I think that my personal opinion is that the solution in the high schools today is to have a female principal. We are not in the army anymore and I have experienced many school principals that think that they can manage a school like a military camp. You cannot do it with the youth of today. I honestly think that the solution lies in the female principal. We are too few in the sense of like what you said, we show compassion, we are mothers and sometimes we are more understanding to what's happening in a child's life. We will go in search for help for this child but I don't experience this with some school principals (laughs) and I won't mention any names and who they are. It is a challenge because you cannot scream and shout at the learners or the calibre of learners that we have today because you won't win the fight with a teenager.

The deputy principal found that the stereotypical assumptions of women in some cultures impacted on how female principals were viewed by male learners. She believed that male learners were not receptive to being disciplined by female principals. She also alluded to the perceptions of women in different cultures that affected how learners received discipline from female principals. It was assumed that in some cultures women were viewed as the weaker sex and therefore were not taken seriously when they disciplined learners.

R: Mmm, mmm I tend to think women are more challenged in a way in having to deal with discipline. I am reflecting a little back when I was teaching in a school where we had boys and girls and as a woman for me it was more challenging disciplining the boys than in a female environment like here, where I am now. I find it easier because I do find in a way girls respond to a more caring woman. Women in top leadership if we speak of principals and deputy principals or whatever, I do think it can be more

challenging depending on your school environment given what I just said. If you start dealing with a sixteen, seventeen, eighteen year old boy that is growing into manhood (Phew!). His perceptions of a role of a woman should be and it depends on the culture as well because in some cultures women are not regarded as being the head of the household or the head of the family. (Ahh) I think it can be more challenging.

4.7.1.3 ETHICS OF CARE AND SCHOOL DISCIPLINE

The ethics of care is a recognised approach to moral philosophy that made its appearance in the 1980s by the well-known Nell Noddings (1984) and Gilligan (1982). Since then this approach has been well received in many fields including education. Noddings (2012a: 771) suggests that it is an approach largely based on the experiences of women where she postulates that care ethics is ontologically basic and the caring relation is ethically basic. Based on this premise she argues that a climate of care will allow one to want to do the right thing and will want to be good (Noddings 2012a: 778). Since Gilligan and Noddings, many other philosophers have written about the ethics of care. For example, Slote (2007: 12) states that when one cares deeply for someone, one is open and receptive to the reality, thoughts, desires and fears of the other person. He claims that one does not impose one's own value; instead one engrosses oneself in how the 'other' structures his world with the intention of helping him. In fact, Held (2010: 127) concurs with Slote (2007: 12) claiming that care involves the attentiveness to others and responding to their needs with the intention to help them. However, the findings in my study seemed to be inconsistent with the findings by Slote (2007: 12) and Held (2010: 127). On the one hand the principal found that learners responded positively when they were disciplined with care. The principal stated that there is no other way to do it. The deputy principal on the other hand was not convinced that the ethics of care minimised or eradicated discipline problems experienced at the school.

A: I must honestly tell you that I must believe that it works because I don't think that there is any other way to do it. This year after the girl's school conference we actually made a point to introduce some values here at school. We started with respect. One says so easily that if I show you respect, I will receive respect from you. I found that with these current learners that we have, they don't show respect whatsoever. That's why we started there and we went on and we had compassion. We went on to introduce five values that make the learners more aware of life and the way to live life. It shocks me sometimes to see the way some of our learners behave say for

instance we have Ms X. You know the ill-discipline that they show there it's actually what you show of yourself if you jump and shout and show of yourself. How are we going to introduce that if we don't introduce it with values?

M: Are you saying that the ethics of care is working?

The principal claimed that by introducing values in the school, it assisted learners to acknowledge the need to show good manners. She maintained that by showing care in the form of inculcating values of respect and compassion, learners reciprocated such values. She quoted a simple example of learners not even greeting her or the educators. Having introduced values into the school, she was thereafter able to get the learners to greet her.

A: I must honestly say to you at one stage in the year more or less the middle I asked myself what am I still doing here if I experience such a lack of respect. As the year progressed I must honestly say that it is helping. It's not perfect yet but I do experience that learners are greeting me now on the school premises, something that they haven't done before. I remind them that they must show me respect I am your school principal, do greet me. If I can just get that that you greet me that you are behaving when a teacher is in the vicinity then I think we are getting there step by step.

However, the deputy principal was sceptical of such a point of view that one could deal with discipline simply by caring. She maintained that although children of today were in need of care, this did not always work in practice. She believed that sometimes teachers tend to over-step the boundaries of care. Nevertheless the question remained, did school discipline call for the harsh punishment of school law or the soft touch of care? This is especially pertinent when one considered the ill-discipline that was taking place in some former Model C schools as discussed in chapter 2

R: M as much as I think that the children of today are in need of care because many of our children are neglected at home as well because of busy parents or absent parents or whatever. (Ahh) in principle I agree with what she is saying but it doesn't always work like that in practice. That same principle can create problems for you as well. In terms of that I do believe that you take care of a child in love or whatever. They definitely will respond to it, but there is also boundaries because a teacher might overstep that boundary of care and become too responsible for a child and that is also were we should also be very careful in terms of the way we discipline. If I get a child in my office I then realise the problem with this child is that she is hungry or she is maybe abused at home. As a mother you must also be careful to not overstep

that boundary. At school level we are lucky that we have a social worker that visits our school but (Ahh) but I do believe in principle with what Noddings says but my experiences have proven that because we have such big numbers it's not always easy to apply the pedagogy of care.

4.7.1.4 TRANSFORMATIONAL LEADERSHIP AND SCHOOL DISCIPLINE

Gunter (2001) suggests that transformational leadership was the preferred model of leadership in the United States and Gurr (2002) advances that transformational leadership has much to offer to education. Bush (2004) however, argues that there is no hard empirical evidence to suggest that transformational leadership is responsible for improvements in a school. Despite these doubts and reservations, transformational leadership has gained the hearts of many in the field of school leadership. Given the challenge that school discipline is in some former Model C schools, the question is if or whether principals can actually deal with such challenges by themselves? Whilst Balyer (2012: 1) affirms that transformational leaders motivate and inspire those around them, the results of this study showed that the principal and deputy principal struggled to deal with discipline on their own. It became necessary for each principal to embrace the challenges of school discipline with a collective band of stakeholders. Krishnan and Kawatra (2004: 1) also suggest that transformational leaders tend to be feminine while Bass and Avolio (1994) showed that women rate higher on transformational leadership characteristics than men. When questioned whether females were indeed more transformational than men, the principal agreed that women were definitely more transformational than men.

M: if you look at the transformational leadership style where, as leaders you rely on teamwork. Do you believe that women are greater transformational leaders and that this leadership style is winning the battle against ill-discipline?

A: Definitely I honestly think so I don't think we are winning the battle against discipline yet but we will get there.

M: But do you believe that because you have a more transformational style of leadership people rally to your assistance with regard to discipline?

A: Off course I think so and I must say I think female principals tend more to ask for assistance from the staff than what a male principal is doing. They tend to think that they are weak if they have disciplinary problems in their school where I must show

my strength. Where I don't believe so. I believe if I have a problem I would ask for assistance. Males don't.

The deputy principal maintained that discipline had to be managed using a transformational leadership model. In fact she believed that the modern day challenge in the diverse environment of a former Model C school necessitated the combined efforts of all to manage school discipline.

M: But in the same token I am asking, can you handle discipline on your own or do you need the assistance of a team?

R: Oh no, I do need assistance of a team no no definitely a team.

M: Transformational leadership is saying you have to get people on board, you have to work collectively, and you have to collaborate on discipline issues.

R: Can I give you an example where I found that I cannot do this alone. I don't often or at first there are cultural things that I am not aware of.

M: Mm mm

R: It helped me a lot to get someone on board from a similar culture say this is how it works in our culture.

M: Mm mm

R: You understand plus often it helps me. As an example one of my staff members, Mr X, is a man. As soon as I bring him into a disciplinary hearing it is as if where many of our learners come from, the man plays an important role if a father is in a meeting.

M: Mm mm

The deputy principal was of the opinion that having a man present at a hearing assisted especially when females were viewed as "inferior" in some cultures. She believed that if a man was present, male parents were more co-operative on disciplinary issues.

R: You understand first of all I am a women and a white woman I don't want to come across as too demanding or overbearing so if I bring in Mr X in a meeting I often find that as a man to a man.

The findings of my study indicated that there was a common belief that discipline was an important component of school life. This was in line with the intended goal of the SASA (Republic of South Africa 1996a) which endorsed the need for a disciplined school environment to improve the quality of the learning process. However, on the question of the experiences of both the principal and the deputy principal, findings of the current study showed a correlation to previous studies indicating that school discipline was a challenge to principals. It was interesting to note that the deputy principal and the principal shared an opposing belief as to whether female principals were the answer to the challenges facing schools with regard to school discipline. The school principal believed that females were the answer to disciplinary problems in high schools as their so-called 'motherly' approach and care was a good corrective measure for discipline problems. The deputy principal on the other hand maintained that the patriarchal space of females in different cultures impacted on females commanding sufficient acknowledgment as disciplinarians to maintain effective discipline in schools. However, the study confirmed that transformational leadership was the favoured model to deal with the challenges facing schools with regard to school discipline. One unanticipated finding was that the deputy principal affirmed that the ethics of care did not work in practice as the numbers in each class were too big and the boundaries were difficult to maintain without becoming overly involved in the lives of the children. This may indicate that adopting the ethics of care in the context of the school may lead to manager exhaustion. However, the principal endorsed the fact that the ethics of care did encourage learners to reciprocate with good behaviour when care was shown to them.

4.7.1.5 DECENTRALISED COMMUNITIES AND ITS IMPACT ON SCHOOL DISCIPLINE

Fataar (2009: 7) alludes to parents being grateful that their children have been accepted by the so-called "white" schools and they often drop them off on their way to work or send them in complex transport arrangements. He further mentions that very often parents are totally oblivious of the operational discourse of the school. It is this so-called picture that Fataar (2009) painted that seemed to be the reality that prevailed at the school in question. In fact, according to the principal and deputy principal, 70% of their learners came from decentralised communities. This is in line with what Fataar (2009: 2) suggests when he argues that the community school has been "shunned by those that live nearby and has taken on a repelling popular image." Vandeyar (2010: 344) avers that this situation gave birth to African students been forced to commute daily to suburban schools from townships.

According to Msila (2009: 81), school choice gave parents a chance to afford their children the opportunity to quality education while Bisschoff and Koebe (2005: 156) suggest that the dawn of a new democratic government saw the movement of learners from the township schools to the former Model C schools. They further maintain that “successful schools will be popular whilst weaker schools will be unpopular.” This was endorsed by a recent article reported by Mahlokhwane (2014: B1) in the *Southern Courier* where the so-called ‘quality education’ school with the same resources as other former Model C schools had lost its status as a quality school, all because of ill-discipline. Many parents refuse to send their children to these schools, leaving some of them well-resourced but with empty classes and bad learner behaviour.

Both the principal and the deputy principal were of the opinion that decentralised communities had become a major challenge in maintaining effective discipline. According to the principal, the impact of children travelling to the school had become a major challenge to school discipline in the form of late-coming. The principal affirmed that parents had been very unsupportive regarding late-coming.

M: Tell me approximately what percentage of your learners live more than 10 km from the school?

A: I can honestly tell you more than half of the learners. Making it difficult because most of them use public transport. This creates a challenge because they do come late for school.

M: Would you say then that the decentralised communities do impact on school discipline?

A: Definitely it does, it does.

M: So if it does, tell me how?

A: In the sense of that you know even the parents jump on the bandwagon you know it's a challenge. Our job is to teach not to wait for latecomers at the gate. That is making it difficult. We are not getting a lot of support from the parents regarding late coming.

The principal also found that learners who waited for their transport after school had posed a challenge with regard to gross vandalism. Although learners had the opportunity to wait at the hostel under supervision, learners choose to wait on the premises unsupervised, creating a bigger challenge to the management of discipline in the school.

A: That is quite a challenge and is becoming a bigger problem every day. Even though we request learners, you know they come back on to the premises. Look I don't know, but look at the fire-extinguishers. Apparently two are empty. Someone must have done it. We experienced twice this year that someone broke the basins in the toilet after school. Must be somebody staying after school waiting for transport. Things like this are not happening during school hours. It's after hours.

The deputy principal mentioned that another challenge that affected school discipline was the opportunistic attitudes of learners that lived nearby. She found that they took advantage of the situation and also came late. She also alluded to the great amount of paperwork that needed to be completed only to discover that children cannot be blamed for the actions of their parents. Although the school was strict on late-coming, children that live in decentralised communities still posed a problem to the issue of late-coming.

M: How do you deal with let's say latecomers especially those children that travel from afar?

R: M I would answer you that now, but I just want to add that strangely enough we often find that learners that live in the vicinity also tend to come late. It's almost as if they take advantage of the fact that we would assume that they had transport problems. M (Mmm) and when you really investigate they can or are walking to school, for me (Mmm) we are very strict with late coming. (Ahh) If they make the decision to travel, they make the decision to be on time. I assume they have made the decision to be on time, but it is not as simple as that because in terms of strikes or whatever, it impacts on the learners. So in my case I look at it as a regular occurrence. It also impacts on all the admin that has to be done to track that but not only in terms of late coming it is also difficult to punish the child because you cannot keep the child after school because you know she must make it for the regular transport.

M: Yes what about punishing the child for something that was not within the child's control?

R: Exactly. That's why I say if the child comes late and if it is a regular thing then you can follow it up.

Decentralised communities also posed a problem when parents had to meet the principal regarding ill-discipline. Given the spatial orientation of both the school and the community it served, it was a challenge to meet parents and discuss learner discipline. The deputy

principal claimed that it was difficult for parents to travel in the afternoons. It became a problem for parents to avail themselves of opportunities to deal with issues of discipline. Furthermore, it was also difficult to implement an effective detention programme as the school had to ensure that the learners could meet their regular transport. The school was then obliged to find the means to get a child home accompanied by an educator in the capacity of 'in loco parentis.' This had created a major challenge for the school as a detention programme which was commonly used as an effective punishment measure now could no longer be used. This had limited the school's effective disciplinary options.

R: Yes, absolutely for instance, often when I have a serious discipline problem, I actually would want to contact the parent immediately and set up a meeting as soon as possible. Obviously you can't expect the parent to leave the job immediately and come to the school because he has responsibilities. In our school, you have to say please come tomorrow morning because it is not feasible. I've had instances where I insisted to see parents and then I had to give them transport money to go home from my own pocket M (Mmm). So that definitely is a problem, is definitely a problem. After certain hours you can't see the parent because I don't live close to my school. It becomes difficult for them to travel in the afternoons so that definitely impacts a lot.

Both the principal and the deputy principal agreed on the negative effect of decentralised communities on school discipline. In fact, they were both of the opinion that decentralised communities did impact negatively on the school's ability to maintain effective discipline. Late-coming, vandalism, and the inability to immediately respond to ill-discipline, were some of the serious consequences of learners that travelled to the school. One individual stated that the burden of staff to stand at the gate to discipline latecomers not only was frustrating for staff but was also time consuming and impacted on teaching time. The other commented that learners that travelled from decentralised communities had also allowed a culture of late coming to be used by those that lived nearby. This negative behaviour seemed to have cascaded into the entire learner population.

The inability to respond to learner transgressions immediately also impeded on the ability to bring swift action to disciplinary problems. The school was obliged to wait on the availability of the parent to deal with parent interviews regarding learner behaviour. The administration needed to track late coming and this was tedious and unfair because often it was not fair to punish a child for the wrong doing of the parent. Another important finding in this study was the apathy that prevailed amongst the parents to assist the school with late-coming. In fact I agree with Fataar (2009) when he mentions that parents are totally oblivious of the operational discourse of the school. It seemed that parents did indeed drop their children at

the school gate and expected the school to teach their children the simple value of being on time.

4.7.1.6 LEGISLATION AND SCHOOL DISCIPLINE

Mashau and Mutshaeni (2013: 37) posit that “a deep understanding of legislation and policy which translate into effective implementation provides the central vein and life line of an education system.” With this in mind, any form of discipline metered to a learner is governed by the parameters of the law. However, studies undertaken by Rossouw and De Waal (cited in Smit 2013: 1) saw that many learners exaggerate their rights under law and neglect their responsibility which culminates in discipline problems. Smit’s (2013: 346) study argues that since the abolishment of corporal punishment in schools, ill-discipline has escalated. Morrell (2001) attributes the continuing decline of school discipline as a contributing factor to why corporal punishment is still illegally being administered to learners. Nevertheless Smit (2013: 352-353) argues that an orderly organisation is one where all stakeholders adhere to the law of the land and the legitimate rules of the school.

My research revealed that legislation and policy on school discipline impacted on the maintenance of effective school discipline. The most striking result to emerge from the data was that legislation had actually become burdensome to principals in their attempts to implement policy and ensure that sound punishment measures were taken. Many principals evade situations for fear of doing the wrong thing because they still grapple with legislation surrounding school discipline. This is in line with what Mashau and Mutshaeni (2013: 40) postulate when they remark that “the shallowness of the majority of school principals’ insight into South African legislations, regulation and policies tends to be disturbing.” Support from the district or GED was sometimes totally ineffective and many principals actually believed that they were alone in disciplinary disputes with learners and parents.

The principal believed that as much as she was against corporal punishment, she believed that there was no adequate alternative strategy for her to implement. There are similarities between the attitudes expressed by the principal in this study and those described by Morrell (2001), Subbiah (2009), Mukhumo (2002), Pienaar (2003) and Porteus, Vally and Ruth (2002) who mentioned that the absence of alternative measures to discipline learners after the abolishment of corporal punishment was the leading reason for schools continuing to administer corporal punishment. The principal also believed that there was no proper support from the GED to assist schools with disciplining learners. She was of the opinion that the GED intervention actually limited her power to take stringent action against

transgressors. She maintained that the poor intervention from the GED was the reason why discipline was such a challenge to schools. It was encouraging to compare this finding with findings by Ibrahim (2011: 291) who claimed that through constant training and development, principals can carry out their roles effectively.

A: I must say that I never go towards using that in any of my classes whatsoever. As much as I am against corporal punishment but then there must be other measures in place like support from government, support from district office and that lacks. That is why we find discipline a challenge in schools. There is no other measure to threaten or to use but corporal punishment and if you think about it, if you take a plumber's tools away, he cannot do his job. When they took the tools away from the teachers we cannot do our job. I know I am contradicting what I am saying but at least it was a threat before. But there is nothing in place. There is no way we succeed in expelling a learner. There's no way we succeed in that there is always an excuse from district side. Did you do this, did you do that, did you put measures in place whatever the case may be because to expel a learner. I don't think so.

The deputy principal on the other hand found that legislation had changed the powerbase of the school. She found that because of the rights of all the stakeholders, disciplinary law had increased the burden on a principal. She had to ensure that every facet of the case had been well articulated so that loopholes in the disciplinary procedure were prevented. In fact she called it a glorified 'court proceeding.' She believed that there was undue pressure placed on her to carry out disciplinary procedures. This once again alluded to the lack of support provided to principals when meeting out punishment measures.

R: With regard to discipline because of the fact that human rights are so overly protected. I am not against that but it has changed the power base in the schools. It feels to me that it has shifted in terms of that. The ability to manage discipline was taken away because as soon as you start with a discipline procedure you start thinking worst case scenario. Where will I go wrong, where will I be held accountable and responsible for what I am saying or what I am doing and it makes it difficult then to control or manage good discipline. Because the parents are also aware of the rights of parents and of their children.

R: ... and secondly the challenge that I do find is in terms of the rights, what my rights and, the children's rights the thing that we spoke about. There is so much of legislation of the things that we can and cannot do. Should you want to continue with a serious offence, the procedures (Phew!). We are just normal teachers but it is just basically like a hearing procedure. In order for it to be valid or whatever more like

what I said before. Often also factors impacts on, or a whole thing which can be declared invalid if you actually do something wrong. What I find as a challenge is I have to make very sure that I have to protect all parties - the school, the child, the parent, the teacher and you know it is a lot of balls to hold up in the air. The other thing that I must quickly add that is staff members often or sometimes expect of you or sometimes you must act in a certain way. You must get rid of the child or you should just expel this child. You should have phoned the parent . You see they don't often understand the seat that you sit in.

There are similarities between the attitudes expressed by the principal in this study and those described by Mtsweni (2008: 1) and Morrell (2001: 292) who both concur that after the abolishment of corporal punishment in South Africa, managers were left with no alternative measures of punishment. The principal further stated that the poor assistance from the district also placed principals in a compromising position when support was actually needed. In fact she said there was minimal support from the district. The present findings seem to be consistent with other research which found that principals are in need of more support to maintain effective school discipline (Paulsen 2009: iii).

Although there has been no litigation against the school for disciplinary issues both principals believed that legislation may have contributed to apathy and evasiveness towards formal disciplinary proceedings resulting in a certain sense of complacency with regard to Schedule 2 offences. For example the learner was given the option of taking a transfer instead of the school recommending expulsion to the GED, when the learner was found guilty of making a pornographic video. This apathy is corroborated by Smit (2008: 78) who labelled it as "bureaucratic suppression." The two known cases of *Pearson High School v Head of the Education Department, Eastern Cape Province* and *Maritzburg College v C.R. Dlamini NO*, make reference to the challenge schools face in order to ensure that strict disciplinary measures are met at an institutional level to deter learners from turning South African schools into war zones. In the *Pearson High School v Head of the Education Department, Eastern Cape Province*, a recommendation for expulsion by the SGB of the school was submitted after a fair disciplinary hearing of a learner. The Head of Department discarded the recommendation and ordered the learner back to school (Smit 2008: 79). An urgent court appeal was made by the school and the judge ordered that the learner be expelled. Smit (2008: 79) judges this to be "inappropriate bureaucratic decision-making that was detrimental to school discipline"

In the case of *Maritzburg College v C.R. Dlamini NO*, three learners were provisionally suspended with a recommendation of expulsion. When the public official failed to respond

within the lawful time period, the SGB was forced to make a court appeal. The court ruled in favour of the school and criticised the bureaucratic attitude of the official. These are but two cited cases of South African case law where the Education Department failed to carry out their obligations to assist schools with school discipline.

Further analysis showed that both principals were actually demotivated to continue with disciplinary procedures as they felt that because of learner rights and the legislation surrounding disciplinary proceedings, too much energy was expended on processes that could turn out to be invalid. These findings further support the idea of Paulsen (2009: iii) who maintains that there are limited support structures in place to assist principals with the challenges that they experience with regard to school discipline, whilst Ibrahim's (2011: 1) study found that there are other ways to empower principals in the form of in-service training, conferences and personal initiatives. However, due to budgetary constraints, these initiatives do not always pan out. His study recommends that the government engage the private sector and NGOs to assist with the preparation of schools and the principal to effectively carry out their duties as per their job description.

The deputy principal further argued that the added burden of teachers expecting principals to "get rid of problem learners" had made the management of school discipline even more challenging. Principals were expected to manage discipline without alternatives to corporal punishment and get rid of problem learners so that educators were appeased. I wonder if Sello (2009: 7) was right when he said that he wonders if school managers in his sample were capable of managing schools in accordance with the current demands of the new educational dispensation. Accordingly, Moloji (2007: 1) argues that with all the challenges that school principals face, she wonders how the lives of our young men and women "are being best managed." Nevertheless Sello (2009) maintains that legislation and policy are pivotal in acclimatising a school to the changing needs of the growing and changing educational landscape in South Africa.

4.7.2 THEME TWO: STAKEHOLDER PARTICIPATION AND ITS IMPACT ON SCHOOL DISCIPLINE

This theme illustrates that the SGB plays an integral role in assisting the school to maintain effective discipline. Findings have shown that, contrary to their legal obligation stipulated in the SASA, some SGBs fail to adhere to their statutory obligation of ensuring that order and discipline prevails at schools. According to Tsoetsi, van Wyk and Lemmer (2008), neither parents nor educators are sufficiently skilled to participate in the decision making processes

of a school. This seemed to be the current state of affairs in the school in case where parents and educators were challenged to actively participate in school discipline.

4.7.2.1 SCHOOL GOVERNING BODIES AND SCHOOL DISCIPLINE

According to Van Wyk (2004: 1) the SASA of 1996 mandates schools to form SGBs that comprise of parents, educators, non-educators and learners. By virtue of being the majority represented on the SGB, parents play a fundamental role in issues of school discipline. Section 8 of the SASA of 1996 endorses parents adopting a code of conduct to ensure that there is order and discipline in schools (Government Gazette 1998: 3). The document further expects all key stakeholders to be committed to the code of conduct, irrespective of the fact that it is directed at learners. Halawah (2005) also maintains that one of the most important factors in achieving the goals of any school is the fostering of a collaborative environment with relevant stakeholders. Gilly (2013) argues that communities see value in community engagement but are not aware of how to engage schools. In line with Gilly (2013), Van Wyk (2004: 50) agrees that in South Africa SGBs lack the expertise to fulfil their roles as active stakeholders in school governance while Mestry and Khumalo (2012: 97) suggest that parents are so removed from the day to day operations of a school that they fail to contextualise the seriousness of ill-discipline in schools.

The finding in my study was in agreement with De Waal (2011: 176) who maintains that one of our leading challenges was the acknowledgement of educational stakeholders to accept accountability for school discipline. According to the principal, one of the contributing factors for that was the unavailability of parents due to their own work demands. She however maintained that she did have the support of the SGB in assisting with school discipline.

A: I must honestly say it is becoming difficult to get people together because they are employed. We don't have people on our SGB that are not employed, so it's not possible for them to take extra hours off work to support us. We do find that we do get the support of our stakeholders.

She further admitted that as much as Circular 74 (2007: 4) dictates that the SGB must adjudicate disciplinary action against learners that transgress in terms of serious misconduct, parents were unable to adhere to such expectations of legislation. This is endorsed by Mestry and Khumalo's (2012: 99) claim, that the SGB has a legal duty to ensure that the correct procedures are put in place to administer disciplinary action against learners that have transgressed.

A: I must honestly say to you if a case comes to my office, that is the case that is going to the disciplinary committee but I must honestly say to you I am the one who is getting the committee together. I know it's the SGB who needs to get the parents together, set the time for the meeting, send the letters out but that is not what is really happening. As the school principal I must make sure that things like this is happening otherwise it won't happen. As much as the law is saying that the SGB is responsible for that, that's not happening.

Bray (2005: 133) maintains that the SGB is a statutory body gaining its legal status through the SASA (Section 15) and therefore is legally bound to maintain effective discipline in schools. Be this as it may the stark reality was that our schools are infested with ill-disciplined learners that have turned schools into war zones and ignorant SGBs that have fallen prey to this unmanageable state of affairs in South African schools. This scenario was blatant in the case of teacher Plaintiff X who brought charges against the Chairman of the SGB of School X First Defendant and Principal X Second Defendant, when learner X bludgeoned her with a hammer leaving her physically and psychologically unfit to continue as an educator. *Times Live* (2012) reported that the court ruled in favour of the teacher.

The school principal was of the opinion that it was unfair to expect a parent to have a say in the discipline of another child. In fact she maintained that the SMT of a school can internally manage the school discipline. She also alluded to the irony of not allowing parents on the school premises to assist with discipline yet expecting them to be involved with a discipline problem that had escalated to a serious misconduct concern.

A: I must honestly say that this is something that can be handled by at the school internally, school management team rather than the parents because as much as parents think that it is handled by the SGB, I don't think that one parent has a say of the child of another parent. I must honestly say that.

A: How do you handle this because you don't want parents on your school grounds during school hours assisting with discipline but how must they be involved if they are not allowed to be involved during school hours?

M: Mmmm

A: Do you understand what I am saying? How can we only allow them when things have already got out of hand?

The present findings by the deputy principal seemed to be consistent with the principal's responses with regard to the support offered by some members of the SGB. She further agreed that the unavailability of members of the SGB was the leading factor in minimising stakeholder participation in assisting the school with discipline.

R: What I have found M in the last let's say two years, I have found that the SGB member that was targeted with discipline was extremely supportive. Basically I think because he was available but if you want me to answer it in the broader perspective it is not so easy to extend the responsibility to the SGB simply in terms of availability. You know many of them are full time workers for them to attend a disciplinary hearing as well (Ahh) but for me it is very important that they do.

She further maintained that having the assistance of the SGB alleviated some of the burden of making decisions on her own. This assistance from the SGB was in line with what the SASA dictates that there should be shared decision making processes with regard to maintaining effective discipline in schools.

R: In my opinion it is very important that they do remember that the code of conduct represents what our parents decide not what we decide. For me, if I can say the backing of the parents or the SGB or one or two of the SGB parents in a disciplinary hearing took a lot of weight off my shoulders. Because in the end although I was just the prosecutor they made that final decision about what should happen. That actually took some of the responsibility in terms of I can then say that it was a shared decision.

Although the deputy principal claimed that there was support from the chairperson of the SGB, she still maintained that their participation in disciplinary matters was generally lacking. She alluded to the decentralisation of the school from the communities that it served and said that this, also negatively affected active stakeholder participation. This finding supports previous research done by Mestry and Khumalo (2012: 150) who argue that SGBs still grapple with their role in maintaining school discipline.

R: It lacks, it lacks as much as I said I stand by what I say. I had the one parent who really assisted me a lot. I think simply in terms of (Ahh) supporting us in general aspects .It lacks a lot and also because of where we are situated. If we were in a community where parents are more available we could ask for more assistance in terms of the SGB.

R: M I feel as if I actually stand alone. Most of the time I am not talking if I say stand alone in general you know there are members of staff that are targeted with this portfolio. They are supportive and they try and be supportive but in terms of the bigger community in terms of the one party that is the parent. The SGB unit represents the parents, I often feel that we stand alone in terms of (Ahh) parents are very quick to say that they support us in disciplining until it's their child that needs to be disciplined. Often they then fight the school.

4.7.2.2 PARENTAL INVOLVEMENT IN SCHOOL DISCIPLINE

According to Apebende, Akpo, Idaka and Ifere (2010: 312) parental involvement will not only benefit the child but the nation as a whole and Smit and Oosthuizen (2011: 55) claim that participants in their study unanimously agreed that parental involvement in the education of their children improves school effectiveness. Uzoechina and Obidike (2008) contend that this involvement is manifested when parents themselves enforce learner discipline. However Apebende et al (2010: 312) argue that research has shown that because of many reasons parents cannot always be involved in the education of their children. This has led Adiotome (2006) to mention that children whose parents' do not actively involve themselves in the education of their children fail to obey school rules and regulations. It is in this vain that Uzoechina and Obidike (2008) argue that parental involvement is not a friendly acquaintance between parents and school but an obligation from parents to be involved in the school. The study of Apebende et al (2010: 318) concluded that parents are not very responsible in their involvement in their children's school.

However, the findings of the current study did not support the research conclusions found in Apebende et al (2010: 318) study. A possible explanation for this might be that the principal herself contacted the parents regarding school discipline. In fact she maintained that there had not been a case in that year where a parent had failed to honour an appointment regarding school discipline. The principal also mentioned that if she did not receive involvement from parents when the need arose, she then contacted social services.

A: Mmm I must say if I phone a parent as the school principal regarding the behaviour of a child, I do get support. Very seldom do I have a parent who doesn't give me support. Many times I say you don't have to come to school, they come to school when I as the school principal phones. We don't experience that when the phone call comes from a teacher or a HOD but if it is one from the principals, we do. We really get the support of the parents.

The deputy principal was in agreement with the principal and confirmed that the level of interest of parents in the discipline of their children was fairly high. One unanticipated finding was that the interest level was high because parents looked to the school for help. In fact the deputy principal believed that this situation had further burdened her task in managing school discipline:

R: Can I say, I would say interest rate fairly high. (Ah) Because whenever I phone them they are available and supportive. Ask me how they control the situation (Mmm) there is very little that percentage as much as they ask me for answers. They are to me "mam what must I do, what can I do?"

M: But then it is a losing battle?

R: In my opinion yes I honestly and I don't want to sound despondent it is absolutely futile exercise because really I would be depressed but what I found is parents are not in control of their children of discipline as such. They don't have the answers, they actually come to us as a school even with private things. They would come in and say, this is what happened over the weekend they expect me to call in the child and shout at the child and something that was done at home because they don't know how to handle it. It's almost as if they say, they are sending their child to this school, I think it is a good school they expect you to have answers that we cannot provide.

4.7.2.3 EDUCATOR INVOLVEMENT AND SCHOOL DISCIPLINE

One of the most significant current discussions on school discipline is the challenges experienced by educators regarding discipline. Many researchers now suggest that educators are crippled after the abolishment of corporal punishment. Mokele (2006: 148) and Subbiah (2009: 4) for example, argue that the one reason why teachers experience problems in maintaining school discipline is that they are not equipped with alternative measures to discipline after the abolishment of corporal punishment in our country. Nevertheless the SASA of 1996 endorses educators with the same rights as parents to discipline learners under their care at school (Education Law and Policy Handbook 1999: 2B-20) and Section 10(1) of the SASA of 1996 states that "no person may administer corporal punishment at a school to a learner." In fact Section 10(2) of the SASA of 1996 states that any person who contravenes this Act is guilty of an offence and is liable on conviction to a sentence which could be imposed for assault. However, Mtsweni (2008: 3)

argues that learner ill-discipline makes it very difficult for educators to manage their classes effectively while Rademeyer (2011) reported in the *Beeld* that educators are painfully struggling with the maintenance of discipline.

This study produced data which corroborated the findings of previous work in the field of school discipline concluding that educators still found discipline to be a challenge. The principal stated that younger educators seemed to find discipline a challenge.

A: ... especially in the younger teachers they do find it a challenge...

However she maintained that if she was called to assist an educator, the teacher could be perceived to be weak which could compound her problem to maintain class discipline. The reason for her response was not clear but it may have something to do with a personal opinion of the principal because according to Short, Short and Blanton (1994: 9), principals are capable of providing the necessary support to educators. She also stated that if an educator was prepared she would not experience discipline problems. This finding speaks to ideas of Mabeba and Prinsloo (1999: 37) who suggest that if educators are not prepared for their lessons then disciplinary problems would occur.

A: ... I truly believe that if you are truly prepared and you are teaching those learners you should not have those disciplinary problems in your classroom.

The principal further stated that she had supported educators by sending them to disciplinary workshops and believed that was all she could have done. Smit (1994) contends that principals make a positive contribution by enhancing discipline through increasing educator morale.

A: ... this is all what we can do because we are all trained teachers we all went through that process at university...

There seems to be a similarity between the attitudes expressed by the principal and the deputy principal in this study as both maintained that educators should not ask for help as this was perceived by the learners as being weak.

R: ... I try and teach them not to refer the problem, except that if it is a big problem. If they continuously struggle with discipline and if you don't empower them, then you never going solve that problem.

The deputy principal however believed that she needed to empower educators by providing ideas on how to command discipline in their classrooms:

R: ... by giving them certain ideas how to handle a situation if x happens try and do y.

4.7.2.4 GAUTENG EDUCATION DEPARTMENT AND THEIR INVOLVEMENT IN SCHOOL DISCIPLINE

According to Skinner (2009: 31) the development of effective leaders requires the support of the local districts while Daresh (2004) sees a great need for districts to develop school leaders in discipline. One of Boldur's (2009: 94) recommendations was that districts should adopt a supportive attitude towards school leaders. In fact Boldur (2009: 95) suggests that principal shadowing should take place for school principals to understand the demands of the job. The finding in this inquiry was in agreement with Paulsen's (2009: 52) findings which showed that female principals look to the DoE for support and assistance.

The principal mentioned that the support from the district with regard to school discipline was zero. However she stated that if the need arose then she believed that she would have been given the necessary support. She claimed that she believed that she would get the support because the director of the district was a female.

M: Ok we have come to the last part of the interview. How you would rate the intervention from the GDE to assist female principals in maintaining discipline in the former model c schools?

A: Zero

A: ... I suppose if I do have a problem they will assist us seeing that we have a female as a district director.

The principal was also inclined to believe that networking among principals was very important. She believed that principals were not au-fait with dealing with modern day transgressions and stated that modern day measures of punishment were actually obsolete. She further stated that networking would assist principals in coming together and discussing ways to assist the principals in managing modern day transgressions.

M: But do you think that if you have something like that excuse me let's say like if we speak of something like the principals forum. Don't you think that if we have females or no let's say school principals coming together being exposed to discipline workshops or coming to a platform to engage in or share, that will assist?

A: For sure it will assist because if you think of the discipline problems that we have nowadays it is not the same that we have ten years ago. Now we have issues like learners filming a teacher in the class or cyberbullying. New things are coming on our plates today that we didn't have before. Maybe it is good to network and to see if we cannot assist one another. Arrange say a cyberbullying workshop on how to handle the situation if it comes your way.

A: I think that is one of the problems that our measures are now becoming obsolete. How do you handle this if you are handling it with the kind of learner that we have nowadays, you know generation Y questioning everything that you are doing.

The deputy principal was also inclined to admit that the GDE support was lacking. She went on to quote a scenario that was experienced on the school premises where a learner was being publically indecent and 10 department officials stood and watched while the deputy principal struggled with the situation.

R: (Silence Phew AaH), I don't want to sound too negative M but as much as the GDE says they would support us, I don't think they do. I can only speak from my own experience.

R: ... there were at least ten GDE officials on the premises, senior officials, they came out and they watched.

R: One tried to assist but his biggest job was to actually tell me what I cannot do.

R: He just watched. It depressed me. How sad the situation was and how embarrassing it was. In terms of supporting us, no. I didn't even know what to do because she was so out of hand. I never knew that it was such a very difficult situation. Their response basically was, they struggle to handle teenagers, and they struggle with the high school discipline. That was their response.

She also believed that networking amongst principals was minimal although she believed it would assist school principals because most principals seemed to experience the same problems and therefore she saw the exchanging of ideas as helpful.

R: I, yes, I definitely think so. Like I said earlier most of the time you go on gut feeling, what is the right thing to do. It would be wonderful to exchange ideas because you know a teachers' job. You often work on impulse and experience, hopefully helps you to make good decisions.

This study confirmed that support from the SGB, parents, educators and the DoE was paramount to the management of school discipline. But this study had been unable to demonstrate that SGBs did indeed fail to support school principals as illustrated in the study done by Mestry and Khumalo (2012) when they claim that SGBs are not capacitated to assist schools with school discipline. The data gathered in this study showed that the SGB did indeed assist the school in maintaining discipline however the availability of members was a problem when dealing with the ill-discipline at the school.

Further analysis showed that parental involvement had also been fairly high in the school but the decentralised geographical orientation of the school had impeded on the ability of the parents to actively engage with the school on urgent disciplinary matters. This finding further supported the idea of the MEC of the Gauteng Education Department, Barbara Creecy, who announced in the *Gauteng News* reported by Dhlamini (2014: 1) that parental involvement was critical in a child's education. The single most striking observation to emerge from the data was the reliance of the parents on the school to assist in disciplining their children. It was comforting to think that parents did indeed place their trust in the school. On the other hand it may also be interpreted as the exploitative nature of parents that expected the school to do their job as primary educators and further burden schools. Parental non-involvement also contributed to the challenges that faced the school in its attempt to combat ill-discipline in the school. Liebenberg and Smit (2003: 4) maintain that it is the responsibility of a school to work with parents to overcome certain legislative barriers. However, in the current case school, it was evident that parents were themselves guilty of bringing children to school late and not expediently responding to the school's cry for parental assistance in discipline problems. Nevertheless, Liebenberg and Smit (2003: 4) still argue that it is the responsibility of the school to increase parental involvement. Findings in the case study indicated that the decentralisation of communities from the school continued to impede on satisfactory parental involvement in the disciplining of their children.

The challenge of educators with school discipline seemed to be a piece of research that will continue to boggle the minds of educational researchers who overwhelmingly strive to find solutions to assist educators with school discipline. There are similarities between the attitudes expressed by the principal and the deputy principal in this study and those described by Mtsweni (2008: 1) who claims that educators are challenged by ill-disciplined learners and that they may lose control. These results were consistent with those of other studies and suggest that educators are unwilling to assist principals with school discipline (Lethoko et al 2001. 312). Educator involvement and apathy to learner misconduct has also placed a huge burden on managing school discipline. However Mokele's (2006) study shows

that educators who successfully manage misbehaviour in their classrooms maintain good relationships with their learners. They achieve this by involving parents and other learners.

The intervention from the DoE is in accordance with our earlier observations, which showed that support from the DoE was lacking. Support from the district is an important facet of effective school leadership. Principals would feel more empowered if more support was afforded to them in the form of training programmes and workshops, something strongly recommended in Paulsen's (2009) study which highlighted the lack of support as a major challenge to female principalship.

4.7.3 THEME THREE: THE ROLE OF THE SGB IN ADOPTING A CODE OF CONDUCT

According to Beckman and Prinsloo (2009) the institution of the SGB gave birth to the principal of democratisation of schools and gave power to governors serving on the SGB. Bray (2005: 133) mentions that a SGB is referred to as the "government" of a school. In their portfolio, the *Educational Law and Policy Handbook* (1999: 2B-19) states that the SASA 84 of 1996 Section 8(1) empowers the SGB of a school to maintain discipline in a school. It is becoming increasingly difficult to ignore the research relevant to SGBs in the South African educational arena which ranges from the role of the SGB in school discipline (Bray 2005) and the incapacity of SGBs in maintaining discipline (Mestry & Khumalo 2012). One question that needed to be asked, however, was whether the SGB in the case study school was able to fulfil the role endorsed by the SASA in ensuring that effective discipline prevailed at the school.

4.7.3.1 CODE OF CONDUCT

According to the Matthew Goniwe School of Leadership and Governance (2012: 23), a policy is a document that guides the daily functioning of schools and is developed according to the contextual needs of individual schools. It further states that it is the responsibility of the SGB to decide on school policies, including the development and adoption of the school's code of conduct (Matthew Goniwe Schools of Leadership and Governance 2012: 15). Findings at School X showed that most of the policies relevant to school discipline were satisfactory and in line with National policy.

The SASA of 1996 Section 16 mandates the SGB to develop, review and monitor the implementation of the code of conduct (Matthew Goniwe Schools of Leadership and Governance 2012: 13). The single most striking observation to emerge from the data

collected was that the code of conduct in the policy file and the code of conduct communicated to the parents in the diary differed. This finding was unexpected and suggested that the conflict of information in both codes of conduct were detrimental to the school. Should a ratified code of conduct not be available for implementation in disciplinary processes at the school, the whole process would suffer.

Further analysis showed that the school code of conduct was last amended in 2010. Prior studies in the field of managing learner discipline have noted the importance of reviewing the school's code of conduct (Tiwani 2010: 3). The impact of this finding was that the current contextual needs of learner conduct may have been neglected. The constant review of a school's code of conduct was an important aspect of its dynamic nature which must be borne in mind when a code of conduct was reviewed. Another important finding was that the code of conduct did not reflect the date that the policy was approved, took effect, when it will be reviewed and the expiry date of the policy. The legislative framework reflected in the code of conduct was not in line with national policy. The finding of the contraventions of national policy found in the code of conduct corroborates the ideas of Mashau and Mutshaeni (2013: 31-39) who suggest that school managers struggle to adopt legislation, regulations and policies and implement them effectively. In fact their study concluded that the principal lacked the understanding of legislation, regulations and policies.

The code of conduct failed to indicate that the school was a smoke free, drug free, alcohol free, gun free, gambling free zone (Matthew Goniwe Schools of Leadership and Governance, 2012: 12). It can therefore be assumed that the learners were not reminded of this clause. It was therefore likely that a connection exists between the lack of this highly pertinent clause in the code of conduct and the number of disciplinary hearings recorded that dealt with the possession and use of drugs on the school premises.

4.7.3.2 CLASSROOM RULES

The code of conduct did not include general classroom rules. The inclusion of classroom rules in the code of conduct served to set the tone for behaviour in the class and hence curb the unruly behaviour which had emerged as a strong and frequent transgression experienced by educators at the school during the interviews with the principal and deputy principal. This was also in accordance with earlier observations in the document analysis which showed that a learner's misbehaviour in the classroom warranted suspension and a formal disciplinary hearing because a Schedule 2 offence was committed in the classroom.

This finding was in agreement with responses received during my interview with the principal and deputy principal:

R: My biggest or can I tell you what my biggest problem is, teachers find the biggest problem when they tend to get into an argument with the child. Especially when the child is defiant. My biggest problem is, teachers are frustrated, and they want to resolve it there and then. Both the parties are tensed up. If we lose control in a classroom in front of children then your image is down the drain anyway...

4.7.3.3 DRESS CODE

The code of conduct did not include dress requirements for sporting activities and learner conduct guidelines during sport and extra mural activities. This shortcoming resulted in learners who were not properly dressed in proper school sport kits and who were unaware of the behaviour expected of them during extramural activities. Learners would not have been able to be identified should a transgression occur on the school premises during a sport event or a sport event at a host school. The present findings are consistent with the Schedule Introduction to the National Guidelines on School Uniform (<http://www.edu.gov.za/LinkClick.aspx?fileticket>) which states that a school uniform improves discipline and allows for the recognition of learners.

4.7.3.4 SCHOOL PROPERTY

According to the national guidelines on the school code of conduct (Matthew Goniwe School of Leadership and Governance 2012: 44) “no learner should wilfully deface, damage or destroy any school property.” After analysing the data it seemed possible that these results were due to this relevant piece of information being omitted from the school’s code of conduct.

A: Look I don’t know but look at the fire-extinguishers. Apparently two are empty. Someone must have done it. We experienced this twice this year. Someone broke the basins in the toilet after school.

It was clear that the learners were not aware of the consequences of their actions when they were found guilty of vandalism. This shortcoming in the code of conduct had perhaps resulted in undue frustration for the principal. It was important that the school’s code of conduct be reviewed and that this relevant piece of information is included.

4.7.3.5 MOTOR VEHICLES AND MOTOR CYCLES

The absence of guidelines on how to use motor vehicles and motor cycles on the school premises was also a shortcoming. According to the Matthew Goniwe School of Leadership and Governance (2012: 46), the use of motor vehicles and cycles on the school premises is within the right of the learner and therefore can be allowed in terms of the national school code of conduct. This vital piece of information had been left out of the school's code of conduct and could have placed the school in a compromising position had a learner driven a car on the school premises or been involved in an accident on the school premises.

4.7.3.6 SCHOOL NOTICES AND LIBRARY BOOKS

The code of conduct did not include the expectations of the school with regard to ensuring that parents received notices or that library books, equipment and school property that was loaned to learners must be taken care of. Parents should have been informed through the code of conduct that they would have been liable to pay for them should they be lost or damaged. This was a very important part of the code of conduct as parents should be aware of the rule especially if they were expected to pay for the replacement of school property.

4.7.3.7 LEARNER PREGNANCY

The code of conduct lacked a very important aspect of the National policy on the code of conduct of schools with regard to learner pregnancy. According to Panday, Makiwane, Ranchod and Letsoalo (2009: 12), learner pregnancy “remains unacceptably high” and the Minister of Education claims that it persists in contributing to a major threat to schooling in South Africa. School X found itself in the same predicament where in 2013 the school had 7 pregnancies. Pregnant girls contributed to high learner absenteeism and impacted negatively on the curriculum. Having failed to include processes and policies regarding learner pregnancy may have contributed to the ignorance that prevailed in the parent population with regards to the rights and responsibilities of both learners and parents with regards to learner pregnancy. School X also revealed that not much initiative had been taken to curb learner pregnancy at the school. During my 7 years at the school in the capacity as the deputy principal, I noticed that not much guidance was given to parents and learners alike to ensure that the learner's right to school work during her absence was not compromised. Pregnant learners also posed a challenge to the school. Had the code of conduct spelt out to learners and parents the guidelines on learner pregnancy, many

learners could have been able to cope with the curriculum expectations during their pregnancies.

4.7.3.8 GRADING OF OFFENCES

The code of conduct did not reflect the grading of learner offences and the corrective punishment measures. This integral part of the document would have alleviated unnecessary confrontation between schools and parents; it would have helped clear up misunderstandings if they were aware of the grading of offences and why such punishment was metered out and in such a manner. Parents would have been au-fait with the punishment measures taken by the school. It was the right of both the learner and the parent to be informed of disciplinary sanctions that would be met for each graded transgression. Leaving out this important information could create unnecessary litigation against the school during disciplinary proceedings.

The present study confirms previous research findings and contributes additional evidence that suggests that SGBs are not adequately empowered to develop and adopt a code of conduct (Xaba 2011: 201). Participants in a study undertaken by Mestry and Khumalo (2012: 102) allude to SGBs been incapacitated to endorse the role of developing and adopting a school code of conduct. However, with a small sample size and it being a single case study, caution must be applied, as the findings might not be transferable; it might not be accurate to conclude that all SGBs are inadequately equipped to develop and adopt a code of conduct.

The findings of this inquiry seem to be consistent with other research which found that the legal nature and statutory demands of a school's code of conduct was overlooked by schools (Beckmann & Prinsloo 2009: 133). Having failed to be reviewed timeously by relevant stakeholders, it was clearly evident that the school had contravened the SASA of 1996. Bray (2005) contends that the drafting and final adoption of the code of conduct must be a consultative process involving all stakeholders. He continues to say that a code of conduct is a legal document and therefore it is imperative that it be drawn within legal parameters. This study has been unable to demonstrate that the code of conduct was drawn within such parameters. The document failed to explicitly abide by the guidelines provided by the exemplar of the National Code of Conduct. Despite the fact that their document failed to include all relevant information, the school was in possession of a code of conduct that allowed for it to implement disciplinary action against transgressors. It was encouraging to compare this finding with that found by Mestry and Khumalo (2012) which makes reference to governors who have been far removed from the seriousness of learner ill-discipline.

Evidence from this case study found that the unavailability of governors to respond to learner ill-discipline also contributed to one of the many challenges facing the school with regard to stakeholder participation in school discipline. The inability of the SGB to adequately draft and adopt a code of conduct in line with national policy and its legal expectations was consistent with the findings in Mestry and Khumalo's (2012) study. De Waal (2011: 176) continues to argue that it is a challenge to make education partners acknowledge and accept their accountability for maintaining discipline in schools.

4.7.4 THEME FOUR: LEARNER MISBEHAVIOUR AND THE MANAGEMENT THEREOF

4.7.4.1 LEARNER MISBEHAVIOUR

According to Rossouw (2003: 413) learner ill-discipline seriously hampers teaching and learning and this in turn results in unsuccessful education practices. He further posits that in a country where stakeholders in education are earnestly trying to achieve an effective culture of teaching and learning, ill-discipline impedes on all our well-intended efforts (Rossouw 2003: 414). Meier and Marais (2010: 41) contend that learner misbehaviour has become a national concern in South Africa and Van Wyk (2001: 196) argues that discipline problems are a universal concern. In line with the growing concern over ill-discipline that is engulfing South African schools, the DoE saw it necessary in the year 2000 to provide a booklet entitled alternatives to corporal punishment to assist schools in trying to curb the rise in ill-discipline in schools. However, four years later headlines still read "writer frustrated by school discipline crisis" Coetze (2004: A11). This is in line with what Rossouw (2003: 416) means when he argues that the seriousness of learner misconduct in South African schools should not be under-estimated. This study produced findings which corroborate those of a great deal of the previous work in this field where researchers continue to ponder on the rise of ill-discipline in South African schools (Maphosa & Shumba 2010: 387).

The analysis of the documents revealed that the school experienced learner transgressions common to other schools. Evidence from the data did not exclude certain transgressions from girl's-only school. The bulk of the transgressions were level 3 and 4 offences which warranted the principal to initiate disciplinary action for serious misconduct.

According to the national exemplar of the grading of offences, the school studied did record all cases in their document file. The school made use of a demerit system which assisted it in collecting hard evidence to use when communicating to parents on issues of learner ill-discipline. The discipline file also contained disciplinary measures that were used to

administer disciplinary action against the learners that were found guilty of such transgressions.

The table below categorises the transgressions according to level 1, 2, 3 and 4 as outlined in the National Code of Conduct for schools.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Disruptive behaviour	Bunking	Drinking on school premises	Peddalling drugs
Vandalism	Stealing	Fraud: copying donation forms	Attacking a teacher in class
Homework not done		Sniffing benzene	Sexual acts on the school premises
Improper school uniform		Fighting and bullying	Video recording of sexual acts
Swearing and back chatting of educators		Fighting in public	Weapon possession

Table 4.3 Categories of different levels of transgressions outlined in the National Code of Conduct for schools (Source: Matthew Goniwe School of Leadership and Governance, Learner Code of Conduct: 50)

Analysis of the data revealed that the bulk of the transgressions are level 3 and 4 and these warrant the intervention of the SGB to implement disciplinary hearings which can lead to recommendations to suspend and expel learners from the schooling system.

Analysis of level 1 transgressions saw the school using corrective measures of final written warnings and detention. These measures seemed to assist the school in minimising ill-discipline.

Level 2 transgressions also saw the school reacting immediately by engaging parents. This stance seemed to assist the school to eradicate future similar transgressions. However, evidence also alluded to the delay in meeting out punishment due to the decentralisation of learners from the school.

Level 3 transgressions were a more common occurrence at the school. The bulk of the disciplinary hearings were based on the level 3 transgressions. Drinking on the school premises and bringing alcohol onto the school premises happened quite often. Both the principal and deputy principal highlighted that this was a challenge for the school. The drug

policy of the school was enforced stringently and various endeavours by the school to assist learners with a drug problem were acknowledged. The deputy principal seemed to have a positive approach to dealing with the drug problem prevalent at the school.

Level 4 transgressions were recorded as a remote occurrence although formal disciplinary hearings were held. Recommendations for expulsion were pursued but the SGB found no need to continue these as the parents eventually transferred the learners.

The deputy principal, in her capacity as the co-ordinator of discipline, seemed to be doing a good job to ensure that due process was followed with most cases of serious misconduct. Records of such processes were well kept and reflected a paper trail that was updated for departmental monitoring. However, the principal did state that the school appointed a disciplinary committee and not the SGB. She claimed that the unavailability of members necessitated the school to appoint a disciplinary committee. Evidence has alluded to the appointment of the disciplinary committee in line with policy guidelines.

In general, therefore, it seemed that responses from the participants, analyses of the documents and on-site observations concurred with information that suggested that learner ill-discipline ranked high on the list of challenges that faced the school. The most obvious finding to emerge from this study was that late-coming persisted to be a challenge to the management of the school. Learners arrived 30 minutes after the school bell had rung. Many lacked the urgency to increase their speed even though they knew that they were late. Both the principal and deputy principal observed that late-coming had increased after the SGB decided to start school earlier to bring it in line with the new curriculum requirements. Some learners arrived very early at school and chose to sit on the pavement in the morning. Many learners had been found walking in the opposite direction of the school. This study found that generally learners are properly attired in their school uniform. According to the principal, parents had not co-operated with measures to curb late-coming.

Learners continued to stroll into the school after the bell had rung for the first period. The day began with very high noise levels that persisted well into the first period. During the course of the day, effective teaching and learning prevailed, but it was noticed that educators sent learners out of the classes. This was once again a contravention of policy. During the change of periods, learners were seen taking a long time to reach the next class. One of the major findings was that educators were not on playground duty. This was a very serious contravention. It was also recorded that no monitoring by management took place to acknowledge the absence of teachers on duty. Teachers are compelled as per Circular 129 of 1998 to be on playground duty. Despite this, there did not seem to be any problems on the school premises during break. However, during the time I spent observing, no acts of

serious misconduct were noted. The deputy principal's response to this was that "I was just lucky."

Many learners milled outside the school gate when the bell rang for the end of day. The educator on duty found it difficult to manage the whole process at the gate. Learners stood in the middle of the gate preventing cars from entering the school premises. An hour after the end of school, about 30 learners were still on the school premises unsupervised. Learners sat unsupervised until five o'clock waiting for their parents even though the school had taken the initiative to provide a study hall for these learners. It can be concluded from this study that decentralised communities did impact negatively on school discipline.

4.7.4.2 MANAGEMENT OF SCHOOL DISCIPLINE

According to Ndele (2011: 3) the principal is ultimately responsible for all aspects of administration in a school. Although the principal delegates powers to the deputy principal, she still carries the final accountability. In view of this, the principal of the school is legally bound by the legal obligation to ensure that discipline is enforced within the confines of the law. Nevertheless Sello (2009: 5) argues that principals must be more creative in applying appropriate alternative disciplinary measures for the maintenance of school discipline. Yet the DoE (2001, cited by Sello 2009: 5) argues that poor school discipline is the manifestation of the lack of transformation of management practices to conform to the changing school environment. These findings further support the idea of the DoE (Department of Basic Education 1996a: 18) when they suggest that the new system of governance has resulted in principals that are unprepared for their new roles. The findings of the current study were consistent with those of DoE (Department of Basic Education 1996a: 18) who claim that school principals are unprepared for the new educational landscape that faces the former Model C schools. The decentralised communities that the school served resulted in late-coming and this had proven to be a major challenge to the school. The cultural acclimatisation of the managers to different race groups also adversely affects disciplinary measures. This was seen when the deputy principal included a black male in the disciplinary hearings in order to be culturally accepted by other cultural and race groups.

4.7.4.3 SCHOOL DOCUMENTS USED FOR ILL-DISCIPLINE

Evidence reflected that the school used many tools to administer punishment to learners. The demerit system, parent interview forms, detention letters and behaviour profile forms assisted the school to maintain an effective paper trail. This indicated that the school had a vast amount of documents that were used to maintain a paper trail should the transgressor eventually commit a serious misconduct. These forms showed that the school was in possession of supporting evidence should such be required at a formal disciplinary hearing. It was also evident that both the principal and deputy principal engaged in parent interviews and played an active role in school discipline without expecting the SGB to manage discipline on their own.

The history of apartheid has taught us that any abuse of power results in the exploitation of the vulnerable. It is in this vain that Mupangavanhu and Mupangavanhu (2011: 126) argue that the new democracy that prevails in our land necessitates that the administrative action and conduct of administrators be in line with the prescripts of our Constitution. Bray (2005:134) concurs with Mupangavanhu and Mupangavanhu when she states that if the law is disobeyed, legal measures must be fairly enforced to restore order. Bray (2005: 138) argues that the administrator must pay full attention to all the requirements set for the lawful exercise of charging a learner with serious misconduct.

The charge sheet reflected the omission of the rights that the learner was entitled to when charged with a serious misconduct according to the school's code of conduct and Bray (2005: 138) strongly recommends that a learner be entitled to administrative justice. In this case study, this was clearly not the case and in the event of a disciplinary hearing, this could have resulted in an invalid outcome. The availability of an interpreter was missing from the charge sheet. It was also required that the transgressor be informed that if the transgressor is younger than 21 years, the parent must be informed of the consequences should they not attend the hearing; this was not included on the charge sheet. According to Bray (2005: 136) the *audi alteram partem* and the *nemiudex in suapropria causa* laws have for centuries been adopted in the court of law in South Africa. ¹The *audi alteram partem* law alludes to the accused being heard on the matter, being able to defend himself and for reasons being provided for any decisions taken by the administrator against the accused. The *nemiudex in suapropria causa* rule of bias compels the administrator at all times to be impartial during the

¹ The *audi alteram partem* law alludes to the accused being heard on the matter, being able to defend himself and for reasons being provided for any decisions taken by the administrator against the accused. The *nemiudex in suapropria causa* rule of bias compels the administrator at all times to be impartial during the said case.

said case. The charge sheet fell short of these requirements as it did not adhere to both these laws when it failed to explain the rights of the learner to an interpreter.

The single most striking observation that transpired from the empirical data comparison was that the misbehaviour of learners was most prevalent in classes taught by inexperienced educators. This finding was in total contrast to Jacobs and de Wet's (2009) findings which saw that learner misbehaviour was most prevalent in the experienced educator's classes. It was interesting to note that in this study the possible explanation for this might be that most of the experienced teachers have spent many years at the school and may have engaged many intervention programmes to assist them with school discipline. Another important finding in this study indicated that ill-discipline was a challenge to all school management members, including educators and the SGB of the school. This finding is in line with what Meier and Marais (2010: 41) suggest, namely that learner misbehaviour is one of the most consistently discussed problems facing South African schools. As such Bechuke and Debeila (2012: 22) argue that it is imperative that we foster strategies to combat learner misbehaviour. In this study, learner misbehaviour was found to be a cause for the high levels of stress experienced by the principal and deputy principal and as such it had a negative impact on teaching and learning. Surprisingly, level 3 and 4 acts of transgressions were found to be prevalent in the school. According to the deputy principal and principal, serious misconduct was not as aggressive in a girl's-only school, although evidence of drugs, the attacking of educators and disruptive behaviour were prevalent.

On the question of compliancy with legislation, this study found that the principal and deputy principal still grappled with policies surrounding school discipline. This finding was in agreement with Mashau and Mutshaeni's (2013) research which showed that principals are finding it difficult to adopt new legislations. Yet they maintain that a deep understanding of legislation and its translation into practice is fundamental to the delivery of quality education.

The present findings seemed to be consistent with other research which found that school principals yearn for support to assist them with the challenge of school discipline. Davies (2002) argues that school principals find it challenging to manage adolescents and Ibrahim (2011: 291) endorses the fact that there is a need for the preparation and development of school principals. Both the deputy principal and principal maintained that due to the lack of support from the DoE, their work was compounded by the challenge of school discipline. It was interesting that the deputy principal was able to quote an example from her own experience to support the blasé attitude of district officials with regard to assisting the school with school discipline. The study confirmed previous research that states that assistance from the department was long overdue.

4.8 CONCLUSION

Returning to the question posed at the beginning of this study, how female principals experience school discipline in a former Model C high school, it is now possible to state that female principals do find school discipline to be a major challenge that affects both their personal and professional lives. Ill-discipline also had a negative effect on the teaching and learning at the school.

Despite the abundant research into challenges affecting female leadership, the issue of the experiences of female principals of school discipline have failed to be identified as a major challenge. The findings in this research have however managed to bring to light the negative consequences that ill-discipline had on the female principal and the school. It also highlighted the fact that the challenge of school discipline was one of the contributing factors as to why females fail to aspire to principalship. One question that must be asked, however, was whether the gender of the principal affects or was affected by school discipline. While Ikoya (2009) argues that there are more discipline issues in female-led schools, the current findings found that a caring and motherly approach in line with the ethics of care approach (Noddings 2012a) was needed to help learners to reciprocate positive behaviour. It also supported Eagly and Carli's (2003b) study that females are more transformational in their leadership approach than men. However, the study was unable to conclusively indicate that a female principal was able to maintain effective discipline at the school and that school discipline was either better or worse in a female-led school. The implication of these findings is that the leadership qualities of the principal, irrespective of their gender, should be taken into account when school discipline is managed.

This research has brought many questions to light that need further investigation. Firstly it was noticed that the changing landscape of suburban schooling had an immense negative effect on the management of school discipline. However, this aspect of South African schooling has been gravely neglected and it further intensifies the lack of support that principals in the former Model C high schools receive as they deal with the challenge of school discipline. The principal's lack of knowledge of school legislation was another major concern that affected the maintenance of school discipline. It was suggested that the association of these factors be investigated in future studies to highlight the challenges that they pose to the maintenance of effective discipline in the former Model C high school.

The current findings add to a growing body of literature which highlights the integral role that the collaboration between all stakeholders in education plays in the maintenance of effective school discipline (Mathe 2008: 49). Considerably more work will need to be done to

determine the impact of ill-informed, non-participating and irresponsible behaviour from the stakeholders in maintaining effective school discipline. What is now needed is a national study on discipline and the role of stakeholders in the maintenance of school discipline in the former Model C high school. This inquiry provided additional evidence with respect to the lack of accountability of SGBs; whose role it is to draft and adopt a code of conduct. To sum up, these findings suggest that the SGB and other stakeholders should and must acknowledge their role and responsibility in assisting the principal of the school to collaborate and manage school discipline. This is further endorsed by the SASA of 1996 which stipulates that a partnership be entered in to by all people that have an interest in the school (Mathe 2008: 49).

Finally, the present study confirms previous findings that learner ill-discipline is a major challenge to school leadership and contributes to additional evidence that suggests that if relevant stakeholders fail to support principals in maintaining effective discipline, females will fail to aspire to school leadership. The situation will lead to more principal attrition and failed institutions resulting from the high levels of ill-discipline in South African schools. Whilst this study did not confirm that school discipline was the only challenge facing female school leadership, it did partially substantiate the fact that females were struggling to maintain effective school discipline and were in dire need of support to eradicate the scourge of ill-discipline in our schools.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

5.1 INTRODUCTION

In Chapter four the data collected from interviews, document analyses and non-participant observations were analysed, interpreted and reported. Chapter five provides an overview of the findings of the research to ascertain whether the aims of the research mentioned in Chapter one were achieved. It focuses on all the findings drawn from the research data and provides relevant implications for further research study. It also offers topics for further research.

This study set out to explore the experiences of female principals with school discipline in a former Model C high school. It was assumed that female principals found school discipline to be a mammoth task and that they were failing to win the battle against ill-discipline in the former Model C high school. The purpose of this study was to identify and explore the experiences of female principals in maintaining school discipline in the former Model C high school. It also addressed the effect that school discipline had on the principal and the school. It attempted to show that the changing landscape of suburban schooling necessitated changes in legislation that would have facilitated easy transitions of principals into leadership roles relevant to school discipline. The ultimate purpose was to support principals through workshops, training and developmental programmes to assist them in dealing with the school ill-discipline challenges that faced them.

Against this background, this research was guided by the leading question, how do female principals experience school discipline in a former Model C high school? It then focussed on the following specific questions:

1. What are the perceptions of female principals regarding school discipline?
2. How do challenges of school discipline affect the female principal and the school?
3. What strategies can be developed to assist female principals in effectively dealing with the challenges of school discipline?

5.2 SUMMARY OF THE RESEARCH STUDY

In Chapter one, the research was introduced and the background and purpose of the study discussed. The focus then fell on the problem statement, its aims and objectives, the design of the study and the methodology that was to be used to collect and analyse data. Definitions and key concepts were provided and the chapter divisions laid out.

Chapter 2 began by laying out the theoretical dimensions of the research and literature pertaining to female leadership, school discipline, leadership and discipline and the former Model C school were discussed. An in-depth study of a feminist perspective focussing on the ethics of care and transformational leadership provided the theoretical framework for the study. It encompassed the following specific components: feminism and leadership, female leadership and school leadership, the ethics of care and female leadership, the ethics of care and school discipline, transformational leadership and female leadership and transformational leadership and school discipline.

Chapter three described the design and methodology employed to collect data. It also included the evaluation and substantiation of all chosen approaches used in the data collection process.

The chapter included the choice of an instrumental case study design and a qualitative approach to the collection of data. The case study was apt for this study as it was based on a social constructivist paradigm. Sampling, the selection of participants and trustworthiness were discussed with reference to attaining rich and credible data. A purposeful sample of one girl's school was used to collect rich data relevant to answering the research question. Participants were identified by adopting a purposeful sampling approach and making use of criterion sampling. Measures to ensure the trustworthiness of the research and ethical considerations relevant to the study were discussed in-depth to expand on the validity of the study. Ary et al (2002: 436) maintain that a combination of methods results in more credible evidence. In agreement with this, I used instruments of individual interviews, document analyses and non-participant observations to collect the data for my study. Chapter three served as a link between the literature review and the presentation and analysis of data provided in Chapter four.

Chapter four assessed the data collected during the fieldwork. This included information collected in the individual interviews with the principal and deputy principal, document analysis and non-participant observations. The data were interpreted and presented as themes and sub-themes.

The last and final Chapter provided a summary of the research findings extracted from the data, limitations identified during the research and implications for further research that came to light. These will assist principals and benefit the Gauteng Education Department in their attempt to support all principals to eradicate the scourge of ill-discipline in the former Model C school.

5.3 FINDINGS

One of the issues that emerged from these findings was that the principal, whether male or female, was the accounting officer of the school and so was accountable for all aspects relevant to school discipline. Notwithstanding the negative reporting in the media about the decline in school discipline in the former Model C high schools (Rank 2004: B1), principals should and must find ways to maintain effective discipline in their schools. This study produced results which support the findings of a great deal of the previous work in the field of leadership and school discipline, where research had shown that school discipline remained a gross challenge to principals in South Africa (Mathe 2008: 2). In fact, the challenges experienced by the principals in my study seemed to be coherent with the tireless cries of principals reflected in my literature review and experienced in South Africa and across the globe (Neiman & Hill 2011: 3, Mathe 2008: 2).

The findings of this inquiry were consistent with other research which found that there was a heightened challenge amongst principals in the former Model C schools who were still grappling with acclimatising themselves to the changing landscape of sub-urban schooling. This new diverse environment aggravated the challenge of school discipline. According to Makoelle (2011: 6), principals are not adequately prepared for this new paradigm in South African education. The research further highlighted that there remains a dire need and an insatiable appetite for support from the relevant stakeholders to assist female principals with maintaining effective school discipline. As such, for support to be successful various issues needed to be considered and these fall within the ambit of the implications of this study.

In the ensuing sections, a number of key findings are discussed.

5.3.1 PERSONAL AND PROFESSIONAL DEMANDS OF FEMALE PRINCIPALS WITH SCHOOL DISCIPLINE

A very prominent finding which emerged from the data was that school discipline did weigh heavily on both the principal and the deputy principal when they left their professional platform to be with their families. The principal claimed that she lay awake at night whilst the deputy principal spoke of becoming short-tempered at home. This finding was doubtlessly scrutinised, but some immediately dependable conclusions could be drawn from it. In line with past research Glass, Bjork and Brunner (2000) mention that women have always experienced barriers to leadership positions because they are stereotypically seen as caregivers. Glass et al (2000) argue that family demands are always recognised as a work conflict to women in leadership roles. Skinner's (2009: 3) study aims to raise awareness among women that they need to rise above this stereotype and aspire to principal positions. As mentioned in the literature review, Young and McLoed (2001) argue that for centuries women have been seen as the classroom teacher and men as the administrator. There was no significant difference between Young and McLoed's (2001) argument and the sentiment shared by the deputy principal who said that school discipline was one of the reasons why she did not aspire to a principal post.

Turning to the issue of stress among female leaders, Yambo, Kindiki and Tuitoeks' (2012: 45) state that high stress levels among high school principals threaten their job experience in schools. Comparing this aversion with the principal's sentiment, it was noted that school discipline contributed to high stress levels in both interviewees. In fact, this finding also highlighted the detrimental effect that high stress levels had on the deputy principal whose health was already compromised. Shakeshaft's (cited in Skinner 2009) study that women are not considered for principalship because they are not seen as capable of managing school discipline is relevant. I wonder if indeed there was truth to the "superwoman syndrome" that Copland (2001) mentions and states that this could cost women their own health, families and children as they invest in disciplining children from afar and the widely spread communities served by the former Model C school.

5.3.2 THE CHALLENGE OF SCHOOL DISCIPLINE

When the participants in my study were asked if school discipline was a challenge, both commented that school discipline was indeed a challenge for them personally and for their school. The research confirmed previous findings and contributed additional evidence that discipline was and continues to be a challenge to schools. As mentioned in the literature

review (see Roesler 2009: 10; Tomal 2001: 38; Gilbert 2008: B28; Ashford et al 2008: 222; and Unal and Cukur 2011: 560), school discipline was one of the greatest challenges facing education today. This was endorsed by *iol* news (2008) when it reported that South African schools were the most dangerous in the world. As a principal, I reflected on my personal experience with discipline and pondered on the literature that I had engaged throughout my journey in this study and noted that South African schooling was being torn down and was nearing its final destruction. Various researchers recommend that immediate intervention was needed by all relevant stakeholders in education to assist with the plague of ill-discipline that is ruining our schools today. This research or inquiry confirmed previous findings and contributed additional evidence that suggested that school discipline was a challenge not only in the former Model C high schools but all high schools. Whilst this study did not confirm that ill-discipline was the only challenge affecting leadership and the school negatively, it did partially substantiate the fact that ill-discipline did negatively affect leadership personally and professionally, and all teaching and learning.

5.3.3 FEMALE LEADERS AND SCHOOL DISCIPLINE

Contrary to expectations, this study did not find a significant difference between the sentiments shared by previous researchers on whether females were indeed better at managing school discipline. While Ikoya (2009: 52), Vassiliki (2012) and the principal of the school studied concur that women were better at maintaining school discipline, the deputy principal agreed with Little (1984:78) who mentions that women are more challenged than men to manage effective school discipline. However, the observed difference between whether women or men were more effective at maintaining school discipline was not significant as the ultimate aim of this study was to capacitate all principals to deal with the challenges of school discipline more effectively. Although extensive research had been carried out on female leadership and school discipline, no single study existed which adequately concluded that females were better at managing school discipline than men. Whilst this study did not confirm that women were indeed better at managing school discipline, it did partially substantiate the fact that a caring attitude and a motherly approach to learner misbehaviour did make learners more receptive to displaying more positive behaviour. This was endorsed by the principal who said that when positive values were shown to the learners, they were able to reciprocate with positive behaviour to the managers and teachers. Nevertheless I was in agreement with the principal that today's youth were in need of a motherly approach as a corrective measure to disciplinary problems experienced. The deputy principal was critical of the conclusions that both the principal and I drew from

the findings in this study. She maintained that the impact of cultural norms played a very important role in how females were viewed as heads of institutions and as disciplinarians. Evidence from my study showed that the deputy was able to get parents to co-operate during disciplinary hearings as long as there was a male present. It was important to bear in mind the possible bias in these responses as the principal and deputy principal's personalities, experience as managers, exposure to disciplinary problems in the school and exposure to different cultures differed. What must be borne in mind was the fact that the cultural position of a female principal in maintaining school discipline did not fall within the scope of this study.

5.3.4 ETHICS OF CARE AND SCHOOL DISCIPLINE

According to Noddings (2012b), a climate of care is one in which people will want to do the right thing and will want to be good. Gorman and Pauken (2003) argue that the ethics of care approach is a much favoured approach when dealing with school discipline. Although it was important to bear in mind the possible bias in the responses from both the deputy principal and principal. The personalities of both individuals and the manner in which they approached discipline had a marked influence on their responses. The findings from this study made several contributions to the current literature. Firstly, as the National Association of Secondary School Principals (1996) claims, that large learner numbers cause learners to feel alienated and experience a lack of care. The deputy principal was inclined to agree that large learner numbers made it impossible for her to care for all learners. The present study, however, made several noteworthy contributions that endorsed Noddings's (2012b) claim that the ethics of care will make people do the right thing and want to be good. This was evident when the principal stated that the ethics of care encouraged the learners to reciprocate good behaviour when care was shown to them. The empirical findings in this study provided a new understanding of how one should approach school discipline, namely that the social contexts of learners should be understood before disciplinary measures were implemented. This study revealed that many contextual factors affected school discipline, for example the impact on late-coming of decentralised communities, learners being reliant on transport that only arrived towards the evening, parents that showed no involvement in the disciplining of their children and the vulnerability of learners to crime and ill-discipline when travelling far distances to get to school. According to the principal, care was the only way to get learners to behave positively. The deputy principal on the other hand claimed that teachers cannot maintain boundaries if they were to show care. I agreed with her because, as Grogan (2012: 115) mentions, care should not grow out of personal sacrifice. This could

lead to educators becoming overly involved in the social issues of learners and this would easily become time and energy consuming.

5.3.5 TRANSFORMATIONAL LEADERSHIP AND SCHOOL DISCIPLINE

Kibet et al (2013: 116) suggested that there is a positive relationship between the principal's leadership approach and school discipline. Singh and Lokotsch (2005: 161) contend that the transformational leadership approach has an undeniable role to play in changing school environments. The findings of this study suggested that the landscape of schooling had changed drastically over the years, and these changes had brought with them many challenges that had affected school discipline negatively. It was noted that the school had lost its status as the hub of a community and now services communities from far and wide. The principal stated that whole classes were now a problem and not individuals as in the past. She also mentioned that modern transgressions were not known to seasoned principals. The current findings add to a growing body of literature on suburban schooling and therefore warrant a leadership approach that can adequately deal with the challenges that now prevailed at schools. While controversy remains around whether transformational leadership was the correct approach to deal with the challenges facing schools with regard to school discipline, Bass, Avolio, Jung and Berson (2003: 209) assert that transformational leaders are adaptive leaders who are able to work collaboratively in a changing and challenging environment by seeking ways to find solutions to these problems. One such example was the deputy principal who ensured that there was a male African figure present during a hearing. This was done to appease African male parents because as a white female she did not want to be perceived to be undermining their role as an effective "father" or "guardian." The study has gone some way to enhancing our understanding that diverse school environments have affected the leadership approach used by the principal in dealing with disciplinary matters. The findings also suggested that collaborative decision making between all stakeholders in education was important when dealing with school discipline. The present study, however, made several noteworthy contributions to the success of transformational leadership as an approach used to deal with the challenges facing schools with regard to school discipline. This was evident when the school collaboratively engaged parents, educators, learners, district consultants and governors in matters that pertained to school discipline. A positive outcome of this collaboration was noted.

5.3.6 DECENTRALISED COMMUNITIES AND IT'S IMPACT ON SCHOOL DISCIPLINE

The empirical findings in this study provided a new understanding of how one should view the former Model C school embroiled in all its complexities. Makoelle (2011: 30) argues that the burden to develop educators and learners in the new landscape of sub-urban schooling has fallen on the shoulders of the school managers who themselves are not adequately prepared. I reflected on the truth in his statement when I viewed the findings in my study. The evidence from this study suggested that both the principal and deputy principal were challenged when dealing with discipline issues relevant to learners that did not live in the vicinity of the school. Msila (2005) contends that school choice has culminated in black parents avoiding historically black township schools and rushing to historically white sub-urban former Model C schools. As a principal, I had noted how learners that travel more than 5kms from their homes to the former Model C schools had negatively impacted on school discipline. The findings of this research supported the idea that late-coming was a monumental challenge to schools and was a national concern. This was reported in the *Sunday Times* in 2011. What needed to be borne in mind was that with the influx of learners travelling from different communities and different contextual factors, policies regarding late-coming needed to take these factors into account. This would ensure that more practical measures of punishment can be included. This was evident when the deputy principal and principal commented that parents themselves were blasé to the challenge of late-coming. An implication of this is the possibility that higher authorities in education should be nationally educating parents on their role in combating the problem of late-coming, especially in schools where learners are travelling more than 5km to get to school. The present study, however, made several noteworthy contributions to the body of knowledge pertaining to late-coming as a national concern. It also suggested that late-coming affected educators adversely as they were expected to stand at the gates and their own teaching was negatively affected. One of the more significant findings to have emerged from this study was that learners that live nearby had capitalised on the situation. This was a very sad situation for the school as learners that travel had shown that they negatively influence the rest of the learners and this had compounded the problem of late-coming. The following conclusion can be drawn from the present study: if there is no intervention from all relevant stakeholders to combat late-coming, school leadership and teaching and learning will be adversely affected.

This study found that generally speaking, decentralised communities had compromised the swift action against transgressors. In general, therefore, it seemed that the school was expected to wait on parents to avail themselves of opportunities to deal with disciplinary

problems. This had resulted in a major challenge to bringing swift action against learners, especially since legislation calls for action to be taken during legally allocated time periods. As much as I was inclined to support school choice, I was also inclined to agree with Fataar (2009) that parents were oblivious of the discourse of the school. If this situation remains unchanged we are bound to continue to struggle to eradicate the ills of school discipline in the new landscape of the former Model C school.

5.3.7 THE IMPACT OF LEGISLATION ON SCHOOL DISCIPLINE

There are similarities between the attitudes expressed by the principal in this study and those described by Mtsweni (2008: 1) and Morrell (2001: 292), namely that principals are left with no alternative measures to punishment since the abolishment of corporal punishment. Subbiah (2009: 7) argues that school leaders are not au-fait with strategies to deal with the challenges of school discipline in our new democracy. These findings supported the idea that as long as principals have not been adequately trained on legislation pertaining to alternative measures to punishment, they will continue to find school discipline a challenge. A strong relationship between support from the DoE in terms of legislation and school leadership has been reported in the literature. Prior studies have noted the importance of support from the district with regard to legislation and training to assist principals with managing school discipline effectively. The general consensus from both the principal and deputy principal was that although they were not in favour of corporal punishment, they were crippled as no adequate alternatives were available to them since its abolishment. Both the principal and deputy principal maintained that they were not adequately informed on policies and legislation pertaining to school discipline.

The principal and deputy principal maintained that a sense of complacency existed as they believed that there was too much of legislation surrounding school discipline. In fact the deputy principal claimed that she was even scared of following through with formal disciplinary procedures for the fear of doing the “wrong thing.” What also emerged as a strong finding was that the DoE was not in possession of a monitoring tool to assess schools with the implementation of legislation surrounding school discipline. This was clearly evident when both the principal and deputy principal claimed that they have had minimal workshop or training sessions on school discipline. Another general consensus was the lack of training offered by the DoE in the implementation of legislation. It was interesting to note that in most research studies relevant to the challenges of school discipline, the assistance from the DoE with legislation training was mentioned as being a dire need. In fact training on the

implementation of legislation was seen as the only means of preventing litigation against schools on issues of school discipline.

5.3.8 SUPPORT FROM RELEVANT STAKEHOLDERS

According to Duncan (2013), principals need development throughout their careers to meet the demands of the challenges that confront them daily. Mathibe (2007: 523) contends that principals in South Africa are not skilled and trained to manage schools. Daresh and Male (2000) suggest that the effective preparation of principals for their roles will help them cope with the demands of the job. This becomes highly necessary in South Africa if one has to consider Bush's et al (2011: 32) recommendation that training should be rendered to potential principals before they are appointed and to practicing principals after they are appointed. The results of this study were consistent with previous research which suggested that principals were in dire need of support to assist in minimising, if not eradicating ill-discipline in high schools. Strong evidence for the need of support and intervention from relevant stakeholders was found when both interviewees assured me that it was necessary and long overdue. A clear benefit from on-going training for principals in the prevention of ill-discipline was identified in this analysis. However, the single most striking observation to emerge from the data was that although the principal and deputy principal saw a need for training and support to assist them with managing ill-discipline, very little initiatives were taken in both their careers to assist and support them. This correlated with the findings of Paulsen (2009) and Ibukun et al (2011: 408) who state that the need for support from the DoE seems to fall on deaf ears. There have been many recommendations in South African research calling for training and support for school principals but both principals confirmed that there has never been any disciplining support in their careers. Ironically Mestry and Singh (2007) argue that the necessary knowledge, skills, values and attitudes are becoming increasingly important for principals to meet the demands of a dynamic and changing educational culture in South Africa. They contend that the professionalisation of principalship can be considered to be the most important process to successfully transform education.

5.3.9 STAKEHOLDER PARTICIPATION AND ITS IMPACT ON SCHOOL DISCIPLINE

This study produced results which corroborate the findings of a great deal of the previous work in the field of stakeholder participation where research supports the notion that the collaboration between parents, communities, educators, governors and the DoE are fundamental to the management of school discipline. What was interesting in this data was

that stakeholder participation was satisfactory in the case school. There were several possible explanations for this result. Firstly, the SGB members that availed themselves were self-employed and were able to make their time available. Secondly, those that were available lived in close proximity to the school. Once again it has emerged that although the SGB did support the school with school discipline, the availability of SGB members and the distance from the school are criteria that must be considered when evaluating school disciplinary matters.

Evidence relating to parental involvement showed that parent involvement in school discipline was fairly high at the school but the school was obligated to wait on the availability of the parent before pursuing disciplinary matters against learners who contravened the school's code of conduct. It seemed possible that these results were due to the negative impact that decentralised communities had on speedily dealing with ill-discipline at the school. These results differ from some published studies, for example Hornby and Lafaele (2011) who claim that parents are reluctant to go to schools when learners show challenging behaviour at school. Other research however shows that there are widespread advantages to be had from parental involvement in the lives of their children (Cox 2005). One unanticipated finding was that parents would turn to the school for assistance on how to deal with disciplining their children. The reason for this was not clear but it may have something to do with the notion amongst many parents that the so called "white school" had all the answers to ensuring quality education and that this included providing effective school discipline. A possible explanation for this finding may be the lack of adequate information available to parents on the challenge that school discipline had become in the former Model C school. This was evident when the deputy principal claimed that a meeting was held to discuss school discipline and only a handful of parents attended. On the question of parental involvement, this study found that the school did not take strong initiatives to address this challenge although literature (see Liebenberg and Smit 2003: 4) suggested that it remained the responsibility of the school to increase parental involvement.

The findings of the current study were consistent with those of Maphosa and Shumba (2010) who found that educators were disempowered to institute disciplinary action against learners. Findings in this study showed that school discipline had undoubtedly affected management and educators felt helpless when dealing with the challenges of disruptive learners. The deputy principal claimed that her greatest burden was not being able to adequately empower the educators to effectively deal with the challenge of school discipline. This was in accordance with earlier observations which showed that learners were extremely unruly in the class and some even resorted to physically attacking their educator. Educator apathy and the ineffective approach of some school managers also opened the doors to

challenges for the principal and deputy principal. The present findings were consistent with other research which found that after the banning of corporal punishment, educators feel incapacitated and helpless when dealing with ill-discipline (Mtsweni 2008) and this current situation had further burdened school leadership when dealing with the challenges of educator apathy towards school discipline.

It has become increasingly difficult to ignore the constant cry of the principals of high schools for intervention from the DoE to help them deal with the challenges of school discipline. Recent reports in the media have heightened the knowledge of the need for the DoE to intervene so that the scourge of ill-discipline can be addressed as an immediate priority and national concern. Strong evidence of the need for support from the DoE was found throughout both interviews. The principal and deputy claimed that they would feel more empowered if more training, workshops and support from the DoE was afforded to them. The deputy principal said that she would be more “brave” when dealing with ill-discipline if she knew that she had the support of the District. Prior studies (for example Ibukun et al 2011) have noted the importance of the support that is needed by principals to deal with the challenges that face them regarding school discipline. Once again the findings in my study further highlighted the undeniable need for the DoE to prioritise school discipline as a national concern.

5.3.10 THE SCHOOL GOVERNING BODY AND ITS ROLE IN IMPLEMENTING A CODE OF CONDUCT

A strong relationship was found between the findings in my study and those that have been reported in literature (see Bray (2005: 133) and Mestry and Khumalo’s (2012) studies) which allude to schools overlooking the statutory demands of the code of conduct. My finding corroborated the ideas of Mestry and Khumalo’s (2012) study which suggested that SGBs were not au-fait with the legal expectations of their portfolio with regard to drafting and adopting a code of conduct to ensure that effective discipline was maintained in the school environment. According to Bray (2005), the SGB must not only make rules but must have the capacity to implement them. This study had been unable to demonstrate that the SGB did draft the code of conduct or that it played an active role in implementing the code of conduct. It seemed possible that these results were due to the school not prioritising the review process of the code of conduct which further highlighted the fact that the code of conduct was not drawn collectively with relevant stakeholders which was a requirement of the SASA Act 84 of 1996. Another grave concern was the inability of the SGB to draft the code of conduct in line with the National guideline document. In this study, these

contraventions of the policy document were found to cause most of the transgressions that were noted in the document analysis. Many of the level 3 and 4 transgressions as per the policy document were noted to have been left out of the code of conduct, for example the procedure to be followed with pregnant learners. This was a highly pertinent aspect of the code of conduct. It may be that the reason why the level of learners falling pregnant and the gross absenteeism of pregnant learners had negatively affected the teaching and learning process at the school. This finding was in agreement with Mestry and Khumalo's (2012) findings which showed that governors have been far removed from the seriousness of learner ill-discipline. It had emerged in my study that the SGB were only involved when the act of transgressions had reached catastrophic levels. This was evident when the school called the SGB when serious acts of transgressions had been committed. This may be the reason why the burden of ill-discipline fell only on the shoulders of the principals and the SMT. The principals failed to involve the SGB so that they could have assisted them with violations of the code of conduct and this would have endorsed claims by Bray (2005) that the SGB should draft the rules and implement them as per the code of conduct.

Findings in my study further supported the idea that the availability of the members of the SGB was paramount to the effective implementation of the code of conduct. The unavailability of SGB members continued to be a challenge to ensuring that the code of conduct was effectively enforced. These results differ from some published studies; in my study the SGB did show an interest in assisting the school on some disciplinary matters. The results were however consistent with those of De Waal (2011: 176) who claims that SGBs still fail to acknowledge their legal accountability as partners in maintaining school discipline. This result may be explained by a number of different factors, for example, the SGB may not have been adequately trained in school discipline and may not have an understanding of the decentralised reality of the community in which the members reside. Also, members may not have been available due to work demands and because the school had failed to seek out the assistance of the SGB.

5.3.11 LEARNER MISBEHAVIOUR AND THE MANAGEMENT THEREOF

The teaching experience of the educators seemed to have had a marked influence in the behaviour of the learners. It was difficult to explain this result, but it might be related to the fact that learners may have viewed young educators as being "green" in the profession and so have accorded them no respect. Alternately, the educators may not have been capable of maintaining discipline as they lacked the necessary experience and skill. Other possible explanations do exist, for example the fact that the school may have failed to induct

inexperienced educators adequately with regard to school discipline or that educators have failed to ask for assistance when they experienced the challenges of ill-discipline. In general therefore, it seemed that this study is in line with Roesler (2009: 10), Tomal (2001: 38), Gilbert (2008: B28), Ashford et al (2008: 222) and Unal and Cukur (2011: 560) who all agree that ill-discipline was a challenge to principals, SMTs, educators, SGBs and the DoE. Some authors in South African literature, for example Meier and Marais (2010), have speculated that ill-discipline is one of the most consistently discussed challenges in South African schools. This study has been unable to demonstrate that ill-discipline was a consistent challenge, however findings did indicate that in the last three years there was an increase of level 3 and 4 transgressions, and both the principal and deputy principal stated that the ill-discipline of learners had deteriorated to an extent that the principal even questioned why she still remained in education. Taken together, the results in my study showed that not only does ill-discipline affect the principal personally and professionally, it also had a negative effect on teaching and learning. It can also be concluded that ill-discipline had emerged as a reliable predictor of high stress levels in principals.

The results of this research supported the idea put forward by Mashau and Mutshaeni (2013) that many principals found it a challenge to implement legislation effectively. Once again it has emerged that the DoE had failed to empower principals adequately to adopt and implement policies effectively. The contraventions of the guidelines in adopting the code of conduct and the loopholes noticed in the charge sheet were a clear indication that the principal, deputy principal, and SGB were not fully au-fait with the expectations of each of their roles in line with legislation. Their understanding and translation of legislation into practice had also compromised their drafting and adopting of their code of conduct and the conducting of disciplinary hearings on issues of serious misconduct.

In sum this research confirmed previous findings and contributed additional evidence that suggests that support from the DoE was imperative in managing school discipline. Managers will be able to embrace the challenge of ill-discipline if they were trained in how to deal with modern day transgressions such as Satanism and cyber-bullying. Workshops and literature must be made available to provide strategies on how principals can implement effective punishment measures. It was also noted that principals must be motivated to deal with the challenge of school discipline.

5.4 IMPLICATIONS

I suggest that before any recommendations are offered, a study similar to this one should be carried out in a co-education former Model C high school. This may ensure that some findings are more transferable to other former Model C schools that have experienced an increase in ill-discipline over the last twenty years and have featured repeatedly in the media as such.

5.4.1 IMPLICATION ONE: CO-OPERATIVE DISCIPLINE

The findings of this study have a number of important implications for future practice. Firstly, there is a definite need for co-operative discipline in the former Model C schools where all relevant stakeholders actively collaborate on issues surrounding school discipline. The favoured approach of a transformational leadership that had emerged in the findings in this study also supports the idea of co-operative discipline. Secondly, there is a nationwide concern about learners who must wait for transport until the late hours of the evening just to get home. The schools should engage the DoE in deploying safety personnel to assist schools with manning the premises when learners are left waiting for their transport. This will also contribute to lessening the burden on the SMT and staff members who already find school discipline a challenge during the 7 hour school day.

5.4.2 IMPLICATION TWO: EMPOWERMENT OF STAKEHOLDERS

Schools should prioritise empowering educators to deal with the challenges of school discipline by increasing intervention initiatives and programmes geared towards preparing novice and experienced educators to deal with the challenges of school discipline. There is abundant room for further progress in determining the impact of compulsory wellness programmes offered to principals, staff, school managers, SGBs, parents and learners. This is an important issue for future research as compulsory wellness programmes are the only means of getting principals to prioritise and seek assistance to keep a healthy mind and body and this will in turn assist in dealing with stress levels. Further investigation and experimentation into the role of SGBs in drafting and adopting a compliant code of conduct is strongly recommended. The composition and functionality of SGBs needs to be constantly monitored by the DoE to ascertain the support that is deemed fit for compliant participation on disciplinary issues. More training and support must be given to SGBs to ensure that they

are fully aware of their role in maintaining effective discipline at the school. Female principals are further burdened by many issues that affect school leadership, for example the literature revealed that they were prone to male patriarchy, social stereotypes and work-home conflicts. It is recommended that further research be undertaken in the following areas to provide support in dealing with these issues that have for many centuries affected the progression of females to school leadership positions. It would also be interesting to compare the experiences of male principals of former Model C schools to ascertain if there is any truth to research findings by Kark (2004) who claims that female principals are better at maintaining school discipline. The DoE should also find it necessary to provide incentives to all stakeholders that have lent support to intervention programmes. This will encourage more stakeholders to empower themselves and so will in turn benefit the school.

5.4.3 IMPLICATION THREE: ETHICS OF CARE AND TRANSFORMATIONAL LEADERSHIP

If the debate is to be moved forward on the issue of whether the ethics of care and transformational leadership are the preferred approach for dealing with the challenge of school discipline, a better understanding of both these approaches needs to be developed. Several questions remain unanswered if one must be convinced on whether the ethics of care does indeed prevent learner ill-discipline. More research on this topic needs to be undertaken before the association between school discipline and the ethics of care can be more clearly understood. The transformational leadership approach was propagated as the favoured leadership approach by both the principal and deputy principal although further work is required to establish if this approach is applicable in all types of schools and in all South African schooling contexts.

5.4.4 IMPLICATION FOUR: POLICY FORMULATION AND IMPLEMENTATION

Considerably more work will need to be done to determine the level of preparation and implementation of policies surrounding school discipline. There are a number of important changes which need to be made. For instance, it is also advised that policies must be reviewed regularly so that schools are kept abreast with the changing needs of the communities that they serve. In line with this there should be strict monitoring by the DoE of these review processes. Training for SGBs and principals in the drafting and implementation of policies surrounding school discipline is extremely important given the current status of

litigation against schools in the contravention of policies. What also remains a major challenge is that the DoE must also find it necessary to ensure that the calibre of trainers meet the requirements of such training. Far too often principals attend training sessions that are facilitated by trainers whom they believe are not adequately equipped to train, for example some trainers may not be sufficiently eloquent to deliver the training material. More broadly, research is also needed to determine the level of knowledge with regard to legislation surrounding school discipline amongst novice and seasoned principals. Policies surrounding admissions should also look at the impact of decentralised communities on school discipline. Late-coming policies should also include the contextual factors that impede on combating late-coming. A more practical approach to deal with late-coming needs to be considered so that, schools are in possession of more practical approaches to metering out punishment for such transgressions.

Information gathered from my data pertaining to the need for diversity training is crucial and can be used to develop targeted interventions programmes aimed at assisting principals to deal with different cultures during disciplinary hearings. Policies surrounding language interpreters and cultural norms are extremely important when one is dealing with the members of a diverse community. Support to principals in this regard is very necessary.

5.4.5 IMPLICATION FIVE: PARENTAL INVOLVEMENT IN DISCIPLINARY ISSUES

Future research should concentrate on the investigation of the effects of parental involvement and its effect on school discipline. An implication of these findings is that both parental involvement and its advantages to preventing ill-discipline should be taken into account when one looks at ways to assist schools with the challenge of school discipline. Schools should engage in more parental guidance programmes that have been successful in encouraging parental involvement in other countries and attempt to borrow good practices for implementation in South African schools. According to Porteus, Vally and Ruth (2001) the school plays an important role in assisting parents with ideas to maintain effective discipline at home. Schools should find ways to enhance the partnerships between homes and schools and this will in turn assist with the challenges of school discipline.

These findings suggest several courses of action with regard to support strategies that must be rendered by the DoE to assist all principals to maintain effective school discipline. Unless the government adopts a more vigorous approach in dealing with the support rendered to all principals, one is likely to find ever increasing levels of principal attrition and more tax money being lost through litigation surrounding issues of school discipline.

5.5 IMPLICATIONS FOR FURTHER RESEARCH

The findings in the current research on the experiences of female principals with school discipline in a former Model C school suggest that the following areas of research be explored in the future.

It is recommended that a qualitative research methodology be used for future research as it endeavours to look at the research question from the participant's viewpoint. The aim of the study should be to look at the perceptions of the participants in greater depth. The sample size of the participants should be increased to increase the quantity of data collected. Given the lack of research in South Africa on female leadership and school discipline and the role that the ethics of care and transformational leadership plays in assisting principals with the challenges of school discipline, the following areas of research should be pursued:

1. Training of school principals on legislation surrounding discipline policies;
2. Training of SGBs on their role in drafting and implementing the school code of conduct;
3. Training of educators in classroom discipline;
4. Strategies to improve effective communication between all stakeholders involved in school discipline;
5. Strategies to improve parental involvement in school discipline;
6. Research involving the use of the ethics of care approach in dealing with ill-discipline at schools;
7. Research on the impact of transformational leadership on school discipline, and
8. The impact of decentralised communities on school life.

5.6 LIMITATIONS OF THE STUDY

The findings in this study were subject to at least two limitations. Firstly, the data applied to discipline was in an all-girls school. This proved to be the most important limitation as the numerous media reports on ill-discipline reported in the former Model C schools in South Africa were relevant to co-education former Model C schools. Secondly, with a small sample size of only one former Model C school, caution must be applied, as the findings might not be transferable to other former Model C schools led by a female principal although no attempt to generalise the findings in this study was made.

One school was selected as the case study in this research and the participation was limited to their willingness to participate in the research study. This means that the research results would possibly have been different had there been different schools and more schools involved in this study.

Despite all the limitations, credible data were gathered in this research study and this had been used to adequately answer the research question. It had also served as a springboard to suggest future studies that were relevant to a desperate and pressing issue facing South African education. School discipline and its impact on the delivery of quality education in high schools were of paramount importance.

5.7 CONCLUSION

The following conclusions can be drawn from this study namely, that school discipline was central to effective teaching and learning and that “discipline was the offspring of effective leadership” Ibukun et al (2011: 248). The gender of the principal and its impact on the maintenance of school discipline has been a controversial and much disputed subject within the field of school leadership and discipline. Although this argument has been recently challenged by Ikoya (2009: 52) and Vassiliki (2012), studies exist demonstrating that female led schools do maintain good discipline. The existing opposing accounts by both the principal and deputy principal in this study failed to resolve this continuous debate on school leadership and school discipline. Whilst this study did not confirm that females were better at maintaining effective discipline, it did partially substantiate the fact that the “motherly approach” was a much needed one to get learners to reciprocate positive behaviour. According to Noddings (2012a: 53) and Kark (2004: 163), the ethics of care and the transformational leadership approaches are closely associated with the female approach and this was endorsed by the principal. It seemed to be that these approaches were much needed when dealing with the modern day challenges facing the former Model C high schools with regards to school discipline.

Returning to the question posed at the beginning of this study, how female principals experience school discipline, one may conclusively state that school discipline continues to be a challenge for female principals personally and professionally. It was also noteworthy to state that as much as the DoE has endeavoured to assist schools with ill-discipline by virtue of legislation and policies, insufficient guidelines, training and support in this regard have contributed to the grave challenges that female principals faced when maintaining effective school discipline in the former Model C high schools.

Moreover, stakeholder involvement (as cited by the DoE (2000: 7) in Mnchunu (2010: 99)) was found to be a powerful tool to ensure that key role players contribute to the success of school initiatives. However, the stark reality of this involvement showed that stakeholders were not fully aware of their roles and responsibilities pertaining to school discipline. This reality has further compromised the functionality of relevant bodies that were legally bound by the SASA Act to effectively maintain school discipline (Mestry and Khumalo 2012).

The changing landscape of the former Model C school has brought many challenges to these schools. However, it is also noted that the immense silence of ill-discipline prevailing at these schools is a cause for concern. These findings suggest several courses of action for the assistance and support, which is much needed by the schools so that their traditional reputation for the delivery of quality education and effective school discipline can be rekindled.

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APPENDICES

APPENDIX 1

(LETTER: REQUEST FOR PERMISSION FROM THE DISTRICT DIRECTOR)

Researchers Address

Date

The District Director: Person X

District Office Address

RE: Request for permission to conduct research

Dear X

I am a Master's student specialising in Educational Management at UNISA, under the supervision of Professor B.Smit. My research study is based on how female school principals experience school discipline in the former Model C high school. The title of my dissertation is 'Female Principals and School Discipline: The experiences of a female principal with school discipline in a former Model C high school in Johannesburg.' The purpose of my study is to explore the experiences of female school principals with school discipline, with a view to explore the challenges they experience. It will also aim to show the effect of these challenges on the leader and the institution, with the aim to providing strategies that the Department of Education can use to empower female school principals to effectively maintain school discipline in the former Model C high school. It is envisaged that the findings from this study will assist all school principals in effectively dealing with school discipline in current school environments.

I have identified School X High School as my sample. Permission from the Gauteng Education Department and the school leaders has already been obtained. The research is guided by research ethics endorsed by the university. The findings of the research will be disseminated to the Department of Education and the participating school.

I humbly request your permission to conduct research in the above school. Your assistance in the above matter will be highly appreciated.

Yours in Education

M.Kallie

Student No. 8767556

APPENDIX 2

(LETTER: REQUEST FOR PERMISSION FROM THE SCHOOL)

Researchers Address

Date

School X

School Address

RE: Request for permission to conduct research

I am currently enrolled for a Master's degree specialising in Educational Management at UNISA, under the supervision of Professor B.Smit. The title of my dissertation is 'Female Principals and School Discipline: The experiences of a female principal with school discipline in a former Model C high school in Johannesburg.' My research is based on how female school principals experience school discipline in the former Model C high school. This study is significant to all those who are currently involved in the dynamic trends in educational reform and the changing landscape of suburban schooling in South Africa.

Permission from the Gauteng Education Department and the District Director has been obtained. The research is guided by research ethics endorsed by the university. The findings of the research will be disseminated to the Department of Education and the participating school and participants.

I humbly request the participation of the principal and the deputy principal in this research project. Their participation in the study would entail **THREE** semi – structured interviews of 45 minutes at the principals convenience, **one hour a day for three days in a month and the analysis of all documents pertaining to school discipline** for **TWO hours in a day for a month** e.g. schools code of conduct, transcripts of disciplinary hearings and policies pertaining to school discipline etc.

There are no risks involved to the participants during their participation in the study and there is no compensation thereof. Participants have the right to withdraw without reprisal at any given time during the study. The study is completely **confidential** and the school will remain totally **anonymous** in the study.

I humbly request your permission to participate and to conduct research at your school. Your assistance in the above matter will be highly appreciated.

Yours in Education

M.Kallie

8767556

APPENDIX 3

(LETTER: INFORMED CONSENT FROM THE SCHOOL PRINCIPAL)

Researchers Address

Date

Mrs X

Principal: School X

School Address

RE: Informed consent to participate in research study

Dear Madam

I am currently enrolled for a Master's degree specialising in Educational Management at UNISA, under the supervision of Professor B.Smit. The title of my dissertation is 'Female Principals and School Discipline: The experiences of a female principal with school discipline in a former Model C high school in Johannesburg.' My research is based on how female school principals experience school discipline in the former Model C high school. This study is significant to all those who are currently involved in the dynamic trends in educational reform and the changing landscape of suburban schooling in South Africa.

Permission from the Gauteng Education Department and the District Director has been obtained. The research is guided by research ethics endorsed by the university. The findings of the research will be disseminated to the Department of Education and the participating school and participants.

I humbly request the participation of you and the female deputy principal in this research project. Your participation in the study would entail **THREE** semi – structured interviews of 45 minutes at your convenience, non -participant observation for **one hour a day for three days in a month and the analysis of all documents pertaining to school discipline for TWO hours a day** for a month e.g. schools' code of conduct, transcripts of disciplinary hearings and policies pertaining to school discipline etc.

There are no risks involved during your participation in the study and there is no compensation thereof. Participation is voluntary and participants have the right to withdraw without reprisal at any given time during the study. The study is completely **confidential** and you and your school will remain totally **anonymous** in the study.

I humbly request your permission to participate in the research project. Your assistance in the above matter will be highly appreciated.

Yours in Education

M.Kallie

8767556

REPLY SLIP FROM THE PARTICIPANT:

Kindly complete this reply slip if you understand and agree to the contents of this informed consent letter granting full permission to participate in the research study.

I, _____ fully understand the contents of the informed consent letter and I agree to participate in the research which will be conducted by M. Kallie , a student of UNISA registered for a Master's Degree (Full research)

Ms X (Principal: Participant)

Date

APPENDIX 4

(LETTER: INFORMED CONSENT FROM THE SCHOOL DEPUTY PRINCIPAL)

Researchers Address

Date

Ms X

Deputy Principal: School X

School Address

RE: Request for permission to participate in research

Dear Madam

I am currently enrolled for a Master's degree specialising in Educational Management at UNISA, under the supervision of Professor B.Smit. The title of my dissertation is 'Female Principals and School Discipline: The experiences of a female principal with school discipline in a former Model C high school in Johannesburg.' My research is based on how female school principals experience school discipline in the former Model C high school. This study is significant to all those who are currently involved in the dynamic trends in educational reform and the changing landscape of suburban schooling in South Africa.

Permission from the Gauteng Education Department and the District Director has been obtained. The research is guided by research ethics endorsed by the university. The findings of the research will be disseminated to the Department of Education and the participating school and participants.

I humbly request the participation of you and the school principal in this research project. Your participation in the study would entail **THREE** semi – structured interviews of 45 minutes at your convenience, non -participant observation for **one hour a day for three days in a month and the analysis of all documents pertaining to school discipline for TWO hours a day for a month** e.g. schools code of conduct, transcripts of disciplinary hearings and policies pertaining to school discipline etc.

There are no risks involved during your participation in the study and there is no compensation thereof. Participation is voluntary and participants have the right to withdraw without reprisal at any given time during the study. The study is completely **confidential** and you and the school will remain totally **anonymous** in the study.

I humbly request your permission to participate in the research study. Your assistance in the above matter will be highly appreciated.

Yours in Education

M.Kallie

8767556

REPLY SLIP FROM THE PARTICIPANT:

Kindly complete this reply slip if you understand and agree to the contents of this informed consent letter granting full permission to participate in the research study.

I, _____ fully understand the contents of the informed consent letter and I agree to participate in the research which will be conducted by M. Kallie , a student of UNISA registered for a Master's Degree (Full research)

Ms X (Deputy Principal: Participant)

Date

APPENDIX 5: (OBSERVATION PROTOCOL)

1. How is discipline maintained during breaks and teaching time.

2. Are school managers visible to maintain discipline, If so how is this carried out

3. How are acts of transgressions dealt with by the school principal

APPENDIX 6: (OBSERVATION PROTOCOL: DOCUMENT ANALYSIS)

1. Are the policies relevant to school discipline in line with National legislation

2. Are all policies implemented accordingly by all relevant stakeholders

3. Observe if the policies are accessible to all

4. Observe if all stakeholders are actively involved in engaging policies on school discipline

APPENDIX 7

Interview questions TO THE SCHOOL PRINCIPAL

Question may change.

Interview ONE (45 - 60 minutes)

Principal: Questions on

1. Experiences:
 - 1.1 How do you experience school discipline in your school?
 - 1.2 Given these experiences, how do you manage school discipline

Interview TWO (45-60 minutes)

2. Challenges affecting you and school life:
 - 2.1 How do the challenges of school discipline affect you personally and professionally?
 - 2.2 Given these challenges what are your feelings on a female style of leadership used to address these challenges?

Interview THREE (45-60minutes)

3. Stakeholder participation:
 - 3.1 Please share your feelings on the level of stakeholder participation in your school with regard to school discipline.
 - 3.2 Given this level (good/satisfactory/poor), how do you manage stakeholder participation?

APPENDIX 8

Interview questions to the DEPUTY PRINCIPAL

Questions may change

Interview ONE (45-60 minutes)

Deputy Principal: Questions on

1. Experiences:
 - 1.1 How do you experience school discipline in your school?
 - 1.2 Given these experiences, how do you manage school discipline?

Interview TWO (45-60 minutes)

2. Challenges affecting you and school life:
 - 2.1 How do the challenges of school discipline affect you personally and professionally?
 - 2.2 Given these challenges what are your feelings on a female style of leadership used to address these challenges?

Interview THREE (45-60minutes)

3. Stakeholder participation
 - 3.1 Please share your feelings on the level of stakeholder participation in your school with regard to school discipline?
 - 3.2 Given this level (good/satisfactory/poor), how do you manage stakeholder participation?

APPENDIX 9 (CURRICULUM VITAE OF THE RESEARCHER)

STUDENT NAME: M. KALLIE

STUDENT NUMBER: 8767556

ID NUMBER: 6808280202086

DATE OF BIRTH: 1968:08:28

AGE: 46

ADDRESS: 8 TAMARISK STREET
ORMONDE
2091

TELEPHONE NUMBER: 0767473113

EMAIL: melanie.kallie724@gmail.com

FIELD OF STUDY: EDUCATIONAL MANAGEMENT

ACADEMIC QUALIFICATION: BA

ACADEMIC INSTITUTION: UNISA

PROFESSIONAL QUALIFICATION: HED, BED

ACADEMIC INSTITUTION: TRANSVAAL COLLEGE OF EDUCATION,
UNISA

PROFESSION: PRINCIPAL

INSTITUTION: KIBLER PARK SECONDARY

WORK EXPERIENCE: 22 YEARS

APPENDIX 10 (GDE LETTER OF APPROVAL TO CONDUCT RESEARCH)



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2014/292 A

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	11 November 2013
Validity of Research Approval:	10 February to 3 October 2014
Previous GDE Research Approval letter reference number	D2014/237 dated 9 September 2013
Name of Researcher:	Kallie M.
Address of Researcher:	8 Tamarisk Street
	Ormonde
	Johannesburg
	2091
Telephone Number:	011 496 2356 / 076 747 3113
Email address:	melanie.kallie724@gmail.com
Research Topic:	Female principals and school discipline: The experiences of a female principal with school discipline in a former Model C High school in Johannesburg
Number and type of schools:	ONE Secondary School
District/s/HO	Johannesburg South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

1

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P O Box 7710, Johannesburg, 2000 Tel: (011) 355 0506

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 11/11/2013
.....

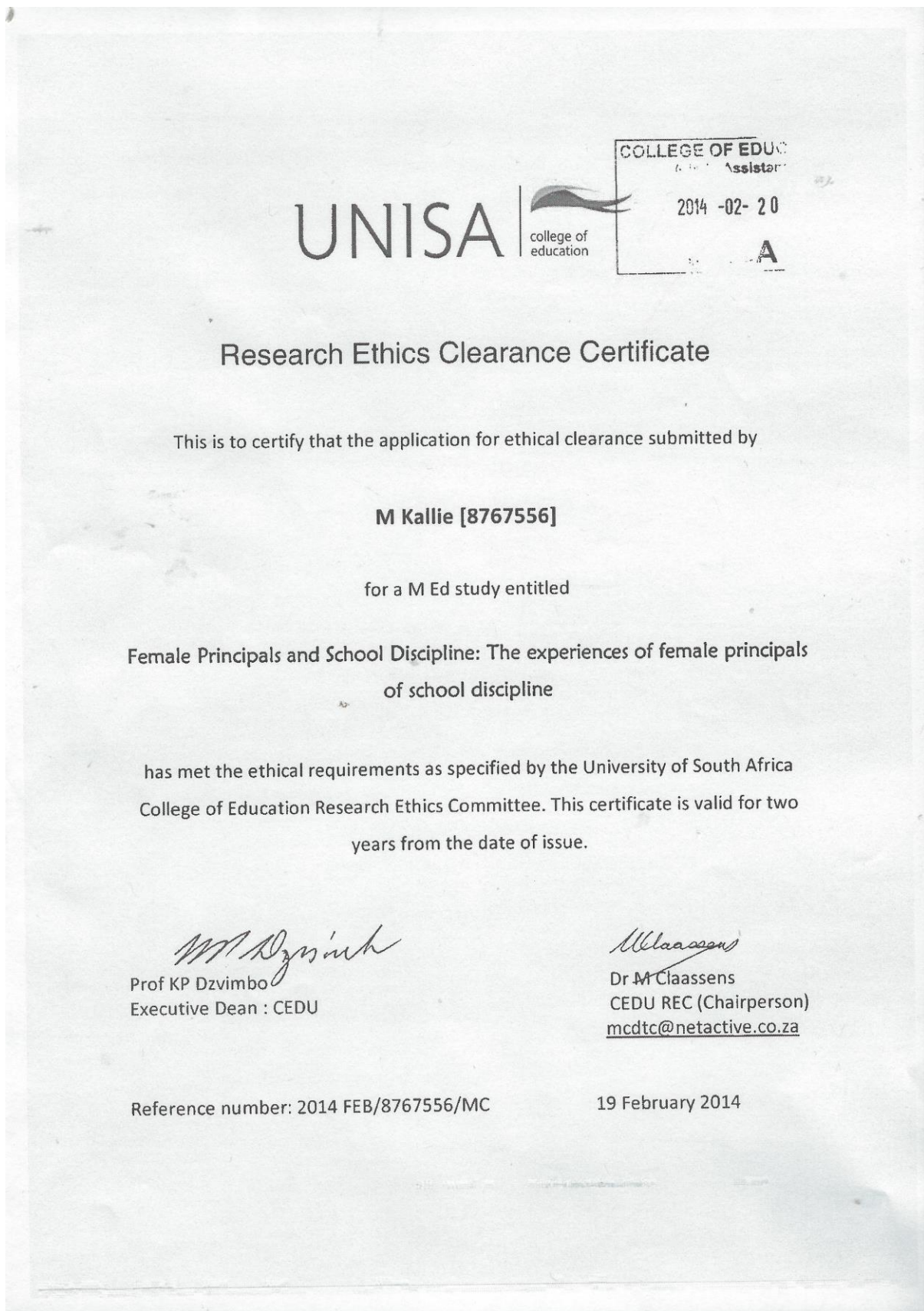
2

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506

APPENDIX 11 (ETHICS CLEARANCE CERTIFICATE)



APPENDIX 12 (REGISTRATION LETTER)



0840 MIRST

KALLIE M MRS
8 TAMARISK STREET
ORMONDE EXT 1
2091

STUDENT NUMBER : 0876-755-6

ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
ENQUIRIES TEL : (012) 441-5702

DATE : 2014-03-05

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE : MED (EDUC MANAGEMENT) (98405)
TITLE : The management of school discipline by female principals at public secondary schools in the Johannesburg central region of Gauteng
SUPERVISOR : Prof B SMIT
ACADEMIC YEAR : 2014
TYPE: LIMITED SCOPE
SUBJECTS REGISTERED: DFEDU95 M ED - EDUCATION MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof M Mosimege
Registrar

APPENDIX 13

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information

regarding your submission.

The first page of your submissions is displayed below.

M Kallie

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