

EXPLORING PRINCIPALS' ETHICAL LEADERSHIP PRACTICES IN TACKLING LEARNER-ON-TEACHER VIOLENCE

by

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Dissertation submitted in fulfillment of the requirements for the degree of

Masters in Education

in the

Department of Education Management, Policy, and Comparative Education

Faculty of Education

University of the Free State

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AUGUST 2024

DECLARATION

I, **Molotja Sphiwe**, student number 2016177764, declare that this dissertation, *Exploring Principals' Ethical Leadership Practices in Tackling Learner-On-Teacher Violence*, submitted for the qualification of Master's in Education (Management and Leadership) at the University of Free State is my own work. All the sources that I have consulted have been indicated and acknowledged by means of in-text referencing and in the reference list.



04 August 2024

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Your name

Date

Supervisors' signatures and dates:

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ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to:

- My heavenly Father for giving me the strength and intellect to complete this academic journey.
- Dr S. D. Makhasane, my supervisor, for his immense support, guidance, patience, expertise, and encouragement towards completing this study.
- To my co-supervisor Dr Lulama Mdoana-Zide, thank you for your incisive knowledge, wisdom, invaluable support, and inspiration towards completing this research study.
- The schools and the participants for allowing me into their working environment and agreeing to participate in this study. Their contribution to this study is immensely appreciated.
- Mr Mlangeni, thank you for becoming part of my study through your motivation, priceless support, and inspiration towards completing my study.
- Mpho Mokhathi, thank you for the motivation, support and the inspiration towards the completion of this study.
- Sinenhlanhla Sithole, for her understanding and support during my studies. *Ngiyabonga MaJobe.*
- To my daughter, Minenhle Mlotshwa, I know sometimes you wanted to spend time with me, but we could not because of my busy study schedule. Thank you for your understanding. *Nkanyezi yami.*
- To my late grandmother, MaMlotshwa, I am grateful for every moment we shared your wisdom, patience, and warmth that shaped me in ways I am still discovering.
- Lastly, to my language editor, Brian Naidoo. Thank you for refining the draft dissertation.

DEDICATION

This study is dedicated to my LATE grandmother, MaMlotshwa. You did not get a chance to celebrate my victories with me, but I know you are forever with me in spirit.

and to

My late mother, Florence Mlotshwa. To me, even though you passed away when I was very young, your spiritual presence led me to be grateful for the life you gave me to achieve greater goals.

ABSTRACT

This study explored principals' ethical leadership practices in tackling learner-on-teacher violence - a phenomenon that has become a global concern. The frequent incidents of learner-on-teacher violence have instilled many teachers with fear for their lives which affected the quality of teaching-learning processes. Section 12 of the *South African Constitution* stipulates that everyone has the right to be free from all forms of violence, and not to be treated or punished in a cruel, inhuman or degrading manner. This legislation stipulates that all Government employees in the Department of Education must perform their duties diligently, morally, and without fear and intimidation. This study was underpinned by two theories: the Ethical Leadership Theory and the Social Learning Theory. The ethical leadership theory provided pathways to mitigate learner-on-teacher violence, while the social learning theory informed the study on how learners' violent behaviour towards teachers developed. Further, a qualitative multiple case design was employed in order to explore principals' ethical leadership practices in mitigating learner-on-teacher violence. The study was conducted at two secondary schools in the eastern Free State province of the Republic of South Africa. Purposive sampling was adopted to select four participants: a principal and a deputy from each school. The data for this study was collected by conducting semi-structured interviews through engaging two principals and two deputy principals, in addition to document analysis, after which the data was thematically analysed to produce findings. The data in this study was analysed through the thematic data analysis approach which led to the emergence of five major themes. The findings revealed the challenges of ethical leadership experienced by principals in tackling learner-on-teacher violence. The findings indicated that when principals are faced with learner-on-teacher incidents of violence, they involve parents, apply the learners' code of conduct, and involve the school-based support team and other committees that can assist in eradicating this scourge. However, despite their strategies to curb this troubling phenomenon, they still experienced challenges such as parent-apathy, perpetrators being mainly from child-headed households, lack of support from the Department of Education, and unclear policies. The study thus recommends the building of alternative schools, structuring a water-tight learners' code of conduct by schools, active and expeditious action by the DoE, intensifying the use of South African School Administration Management

System escalating the quality learning and teaching campaign and promoting parental involvement.

Keywords: code of conduct, ethical leadership, learner-on-teacher violence, parent apathy, perpetrators

LISTS OF ACRONYMS/ABBREVIATIONS

RSA	Republic of South Africa
DoE	Department of Education
DA	Document Analysis
ELT	Ethical Leadership Theory
RCL	Representative Council of Learners
SASAMS	South African School Administration Management System
SBST	School Based Support Team
SASA	South African Schools Act 84 of 1996
SACE	South African Council for Educators
SLT	Social Learning Theory
SSI	Semi-structured Interview
LTV	Learner-on-teacher violence
LCC	Learners' code of conduct
QMS	Quality Management System
QLTC	Quality Learning and Teaching Campaign

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CHAPTER ONE OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The deliberate use of physical force or authority to inflict suffering on others is known as learner-on-teacher violence (Makhasane and Mthembu, 2019). According to Adewusi (2021) learner-on-teacher violence can be regarded as violence or bullying that is done to teachers with the aim to cause pain/death. "Demonstrating normatively appropriate behavior through personal actions and interpersonal relationships, and advancing such behavior to the followers through two-way communication, reinforcement, and decision making" is the definition of ethical leadership. (Brown and others, 2005). Furthermore, an ethical leader is someone who upholds moral standards, ethical ideals, and ethical principles; these leaders encourage followers to follow their example in order to achieve a shared objective (Brown et al. 2006).

This study explored principals' ethical leadership practices in tackling learner-on-teacher violence (LTV). Botha and Zwane (2021) state that this phenomenon has become a global concern. The South African Council for Educators [SACE] (2020) maintains that eradicating LTV in schools is imperative. As much as learners' safety and wellbeing are essential in the education sector, educators' safety and wellbeing must be prioritised. Makhanya (2018) asserts that learners' lack of moral standards needs urgent attention because this is related to the conflicts that are continuously igniting in schools recently. Previously, learners were known to be obedient and respectful towards their teachers; however, in recent years learners have threatened educators' lives in-and-out of schools. Ramphela(2011) laments that learners throughout the world have taken their misbehaviour to another level such that they even bully their teachers.

Globally, LTV is a worrying situation; for instance, in the United States sixty-three learners out of a thousands reported having experienced violence in a classroom (APA, 2016). According to McMahon et al. (2017), approximately 80% of teachers report having experienced aggression from learners within one academic year. In a nationwide survey conducted in the USA, as indicated in the 2010 School Crime and

Safety Report, learner-on-teacher violence has affected 9% (352 900) of American teachers, with the number of cases rising to 289 900 between 2007 and 2008. Research conducted during 2015/16 reported that 105 US teachers encountered injury in the form of assaults, while 6% of the teachers were attacked with weapons (Musu-Gillette et al., 2018). Another survey by De Cordova et al. (2019) revealed that 7–13% of American teachers have been physically attacked during the study year. Regrettably, this scourge of learner-on-teacher violence continues throughout the United States as well as in other countries (UNESCO, 2017).

According to a study conducted in Turkey, 24% of teachers reported having been victims of emotional abuse, 14.7% of verbal aggression, and 6.3% of physical assault at the hands of learners (Dicke et al., 2015). Records of LTV reveal that there have been up to 6990 violent events involving teachers within and beyond the school campus (Ozdemir, 2012). Several studies indicate the shocking gravity of this phenomenon; hence, the necessity for solutions to stop this global unethical activity.

In Nigeria, studies by Nalah and Audu (2014) reveal that learners between the ages of 7 and 20 smoke Indian hemp, drink alcohol, and are in possession of hazardous weapons. In Nigeria, learners carry firearms to class so they can terrorise their teachers and other learners who have chosen not to 'join the gang' (Nalah & Audu, 2014). According to Igu and Ogba (2019), teachers who were victims or may have witnessed violence may face challenges brought on by trauma or mental distress which could impair their ability to function effectively in the classroom. Furthermore, this does not only affect how well they operate in the classrooms, but it creates a pessimistic outlook on life in general too (Igu and Ogba, 2019).

The behaviour displayed by learners in the past decade was not much of a challenge in South African schools; however, LTV has become worrisome recently in South Africa due to its rapid increase (Grobler, 2018). The frequent media reports about learner-on-teacher violence have instilled fear in teachers which affected teaching-learning processes. Ntuli (2015) indicates that when examining the statistics on LTV in schools, South Africa (SA) is now ranked the second highest after Jamaica. Compared to other nations, SA is notorious for having a higher incidence of school violence with over 10% of all incidents occurring on school premises, while other

incidents which were reported at police stations featured in the media. Moreover, Kaye et al. (2014) assert that generally SA is among the world's most violent countries, ranking as number 15 according to the UN's system of homicide rates per 100,000 people. One of the causes could possibly be that SA learners are bombarded through the media with violent video clips, films, and news items, amongst others.

Ainscow et al. (2015) explain ethical leadership as the social practice that is aimed at fostering the moral purpose of education, which is characterised by acting in a just and fair manner, which is perceived as being caring, honest, and principled. Hence, ethical leadership is viewed as making astute and fair decisions which highlight the significance of morality and ethical behaviour for others to follow. In addition, ethical leadership practice prioritises the value of equity and justice and confronts the norms of power that discriminate against the weak.

According to Section 12 of the *South African Constitution* (1996:30), every person has the right to be protected against all types of violence. The *Constitution* (1996) in section 195 (a) stipulates that public administrators should possess professional ethics and should be held accountable for crime being out of control. This legal legislation posits that all Government employees in the Department of Education (DOE) perform their duties fairly, with sound morals, and in an ethical manner. It also decrees that stringent guidelines ought to be codified into policies to guarantee transparency, accountability, and accessibility in every school. The SACE policy speaks to the guidelines for the behaviour of educators, which demands acceptable ethical behaviour. The South African Schools Act [SASA] (Act No 84 of 1996) outlines the moral conduct for learners, educators, and the school governing body (SGB). Hence, the principal is expected to apply ethical leadership principles and strategies when addressing the phenomenon of LTV, among other issues. Since the *Constitution* in Chapter 23 (RSA, 1996) indicates that individuals have the right to equitable working conditions, the principal is the responsible officer for guaranteeing the security of teachers to create educational spaces that are favourable for quality teaching and learning.

However, current statistics reveal the high degree of violence in SA schools. Janse van Rensburg et al. (2018) claim that 62,1% of educators in Tshwane reveal incidents of verbal abuse, 34.6% of violence, 27% of indirect bullying, and 6.6 % of cyberbullying - all instigated by learners. Ntantala (2018) from the teacher union NAPTOSA provided statistics on the number of assault cases involving educators as victims in the following provinces: Limpopo Province (942), Gauteng Province (531), Western Cape (26), and Mpumalanga (113). In situations where teachers experience harm perpetrated by learners, their safety is compromised, thus they tend to retire prematurely (Petso, 2021). Thus, the researcher saw the urgency to investigate principals' ethical leadership practices to measure their effectiveness to mitigate learner-on-teacher violence in of SA.

1.2 PROBLEM STATEMENT

The aggression which learners display towards their teachers is not only illegal, but it is unethical and disturbing. This conflictual behaviour of learners has compromised the security of the school environment (Makofane, Malatji & Mthembu, 2022). According to Botha (2016), it is alarming to find that learners these days have turned violent, not only towards one another, but also towards their teachers and parents. Makhasane (2022) mentions that research depicts South Africa as being one of the leading violent countries internationally. Principals, as leaders, are obligated as per their job specifications in the PAM (2006) document to ensure that all the employees and learners are protected within the school premises, and to guarantee that instruction and education occurs in a conducive and safe environment (Netshitangani, 2018). Principals, who are considered ethical, should be guided by the following traits: caring for others, honesty, fairness, astute decision-making, trustworthiness, and sound morals to do the right thing. Ethical leaders are esteemed as individuals with abilities to enact the role of moral persons, people who display good morals, and lead with ethical conduct to attain goals, and develop followers into better individuals (Vikaraman et al., 2018). The methods of dealing with LTV have not been adequately researched, especially from the school leadership perspective (Makhasane & Majong, 2023); hence, this study sought to examine principals' ethical leadership practices in tackling LTV in South African schools.

1.3. RESEARCH QUESTIONS

1.3.1 Primary Research Question

➤ What are principals' ethical leadership practices in tackling learner-on-teacher violence?

1.3.2 Secondary Research Questions

- What is the nature of learner-on-teacher violence in the selected schools?
- What characterises principals' ethical leadership practices in tackling learner-on-teacher violence?
- What challenges do principals encounter in dealing with learner-on-teacher violence?
- How can the ethical leadership challenges in tackling learner-on-teacher violence be mitigated?

1.4. AIM AND OBJECTIVES

This study **aimed** to explore principals' ethical leadership practices in tackling learner-on-teacher violence.

The following were the **objectives** of the study:

- To determine the nature of learner-on-teacher violence in the selected schools;
- To identify principals' ethical leadership practices in tackling learner-on-teacher violence;
- To determine what challenges principals encounter in tackling learner-on-teacher violence; and
- To recommend strategies to overcome challenges in tackling learner-on-teacher violence.

1.5 VALUE OF THE STUDY

This research is significant in providing data useful to functionaries in the education sector by fostering an understanding of how principals use ethical leadership practices to tackle LTV. Many studies in the SA focus on learner-on-learner and educator-on-learner violence, but there is a dearth of research concerning LTV. Moreover, little has been written about how principals use ethical leadership to tackle the LTV phenomenon. This research also intended to provide knowledge of LTV to DoE officials and policymakers to review policies on learners' code of conduct (LCC). Furthermore, the study informs parents about how their learners behave at school. Further insights about this phenomenon are provided for principals and teachers concerning the use of ethical leadership practices teachers, and how to deal with the unethical conduct of learners.

1.6 DEFINITION OF TERMS

The following terms which were utilised throughout this study are explained:

1.6.1 Learner-on-teacher Violence (LTV)

Learner-on-teacher violence is the intentional violence, aggression, and acts of threat to a teacher within the school community (Reddy et al., 2018).

1.6.2 Leadership

Leadership is the act of influencing people to attain commonly shared goals between the leader and the follower (Gardner, 2007). The principal, as the leader, has to ensure that his/her leadership influences the followers; and he/she must lead in a way that is guided by ethical conduct.

1.6.3 Ethics

The Greek term for ethics *Techne ethike* refers to the scientific study of morality (Capurro, 2009). Ethics look into the moral behaviour of individuals, and this is the core value that leaders should embed in others to be morally upright.

1.6.4 Behaviour

How one conducts oneself towards others is referred to as behaviour. The principals' behaviour ought to be ethical so that followers can be inspired to behave in line with society's norms.

1.7 OVERVIEW OF THE THEORETICAL FRAMEWORK

The Social Learning Theory (SLT) of Albert Bandura (1976) and the Ethical Leadership Theory (ELT) of Brown et al. (2005) were utilised as theoretical frameworks for this study. The behaviour of individuals is imbibed through observation and imitation (Bandura, 1976). The SLT espouses the notion that the violence that learners display was observed and imitated from previous generations. According to Collins (2013), this happens through cognitive processes connected to social-setting incidents. In other words, via observations and direct learning, violent behaviour may become fossilised in the psyche of vulnerable learners. This implies, for example, that if one is subjected to violence in the family, one has a good chance to model the behaviour to which one was exposed when growing up. Hence, the SLT was pertinent to this study because it assisted in dissecting the causes of violent behaviour of learners against teachers. In other words, this theory further assisted in exploring the roots of aggressive behaviour which learners display toward teachers at school.

Leaders with strong ethical principles act in a way that "respects individuals' rights and dignity" (Trevino, Brown & Hartman, 2003). They are aware of how their decisions may affect other people when they use their social power to benefit others rather than themselves. Moreover, the ELT was relevant to this study as it provided tenets that were applied to investigate learners' unethical behaviour which have significance to this study as it may minimise the unethical behaviour patterns of deviant learners when principals apply ethical leadership practices.

1.8 PRELIMINARY LITERATURE REVIEW

School violence is conceptualised as encapsulating several forms of aggression perpetrated by individuals notably bullying, intimidation, gangsterism, theft, illegal weapon possession, and assault (Terzoudi, 2022). Terzoudi (2022) adds that school violence is demonstrated within two dimensions: intentional and behavioural. It is described as aggressive behaviour which learners exhibit through physical or emotional channels, with the purpose to cause suffering to the teacher in the form of teasing, disparaging remarks, false allegations, assault, cyberbullying, or even murder (Botha & Zwane, 2021). This negative phenomenon of LTV has become a serious concern in South Africa especially when hundreds of learners are facing disciplinary action for offences ranging from assault, intimidation, rape, gender abuse, to violence against teachers (Mncube & Harber, 2013). Moreover, Gauteng province has expelled 151 learners, with 31 being expelled for attacking teachers and other staff members (SAPA, 2020). Dube and Hlalele (2018) mention that in the Eastern Cape (SA), an educator was murdered by a learner after he failed the teacher's subject.

In the province of Free State (SA) during 2016, there were about 753 cases of reported incidents of violence at schools which involved the utilisation of dangerous objects such as knives and guns (Dube & Hlalele, 2018). South African schools have emerged as battlefields where LTV is a daily occurrence. Internationally, schools are also affected by the plague of LTV as revealed in studies that 4 731 qualified teachers from kindergarten to Grade 12 in Minnesota in the USA have experienced one or more types of violence at school (Wei et al., 2013). Tiesman (2013) reports that in Pennsylvania 8% of teachers confirmed experiencing physical violence, while 29% reported experiencing violence that is emotional such as threats, insults, sexual harassment, cyberbullying, and verbal abuse. In other words, school violence which is growing exponentially is a serious global concern. Hence, principals' ethical leadership practices in tackling LTV are of critical importance to curb this worrying global phenomenon.

According to Eranil and Ozbilen (2017), a principal who employs ethical leadership strategies ensures the creation of a positive environment that will enhance learner-

performance while increasing teachers' job-satisfaction through mitigating learner-on-teacher violence. Elci, Sener and Alpan (2013) contend that principals should use the 'reward and punishment' system to hold learners accountable for their violent actions; hence, ethical leadership should resonate that doing the correct thing is anticipated, encouraged, and honoured. Eranil and Ozbilen (2017) add that ethical leaders must possess sound character traits that ensure an organisational environment created through principles that reinforce moral behaviour. Exposing learners through modelling ethical behaviour within the school community can motivate them to practise actions that exhibit lifelong sound values in the school, at home, and in the community.

Since leadership is alluded to as the act of exerting influence on individuals for them to comprehend what must be correctly done and how it must be done effectively, collective efforts to successfully achieve these shared goals are critical (Yukl, 2013). In this regard, four key components which drive transformation are communication, individualised consideration, intellectual stimulation, and charisma (Yasir & Mohamad, 2016). Transformational leadership privileges individualism to migrate to a supportive collective atmosphere for others' development and growth while also considering the needs of educators - this shows that leadership at school is ethical. In elaboration, Yasir and Mohamad (2016) maintain that transformational leadership focuses on promoting equality, justice, and fairness that should be fostered in the school such that proactive leaders' transformational leadership ensures that they exhibit exemplary ethical conduct as role-models to motivate their colleagues to achieve high standards of practice. Ethical leadership and transformational leadership have similar characteristics that allow individuals to behave ethically such as applying the method of 'reward and punishment' so that individuals (including learners) can be held responsible for their actions.

The Manifesto on Values, Education, and Democracy [MVED] (2001) advises that through fostering values, equality, accountability, social justice, honour, equity, respect, and altruism, education can be one of the most important areas for promoting the development of learners' moral and ethical character. However, the SASA (1996) (Act 84 of 1996) emphasises moral behaviour that learners must display, while mandating that all schools design a well-structured, water-tight, and

coherent LCC to persuade learners to behave in a disciplined manner. It is through this collaborative policy negotiated by the SGB, RCL, staff, and SMT that the principals abide by to curb the unethical conduct of learners and to protect educators from violent conduct exhibited by some learners.

1.9 METHODOLOGY: AN OVERVIEW

This section outlines the research design and the methodology of this study. It briefly describes the procedures and processes employed to conduct research in order to emerge with findings that assist in eradicating this phenomenon of learner-on-teacher violence.

1.9.1 Research Paradigm

An interpretive paradigm was employed to explore principals' ethical leadership practices in combating learner-on-teacher violence. According to Creswell and Poth (2016), interpretive inquiry focuses on naturalistic methods that emphasise a person's self-understanding as the basis of social interpretation. Nieuwenhuis (2015) concurs that interpretivism analyses individuals' subjective experiences of the social world, how these individuals share meaning, and how they interact with one another in this social context. Since this study aimed at comprehending the social world of the participants, it was located within an interpretive paradigm which was pertinent to this research as it permitted individuals to reflect on their understandings, perspectives, and descriptions of the phenomenon under investigation.

1.9.2 Research Approach

A qualitative research approach was applied in this study. It is a method of inquiry that involves the collection of data within the participants' environment where the data were also analysed to extract contextual meanings of the phenomenon (Creswell, 2007). The qualitative research approach is a method employed to analyse people's understanding of phenomena or issues affecting a specific population (Merriam & Tisdell, 2015). It disregards the numerical data of social inquiry; it focuses on texts created from conversations, discourses, and narratives

(Jackson et al., 2007). This approach is relevant because it promotes the comprehension of ethical leadership practices employed by school principals to mitigate LTV.

1.9.3 Research Design

A multiple case study design was utilised to investigate the phenomenon that cannot be explored through numerical analysis (Cohen et al., 2011). Using the qualitative research design allowed the participants in this research to be at the forefront of the research to understand the phenomenon, explain unique situations, and investigate differences within and between cases (Yin, 2009). Since the multiple case study design was employed to investigate ethical leadership practices in addressing violence at school, a comparison of information followed so that the investigator could conduct the study in two or more settings. This study employed a multiple case study design because it involved leadership from two schools who were interviewed to elicit data in the context of applying ethical leadership principles in dealing with LTV. This allowed for a more detailed, rich, and comprehensive understanding of the phenomenon by considering similarities and differences on how participants perceive or comprehend a case.

1.9.4 Data Collection Methods

To generate data, semi-structured interviews (SSI) and document analysis (DA) were utilised in this research. The SSI enabled interviewees to respond to open-ended questions to promote flexibility in responses (Leavy, 2017). Collis and Hussey (1997) state that the SSI involves a conversation between the participants for the interview and the researcher. The SSI was conducted to address the study's social phenomenon by using the themes gleaned from the collected data on the research topic. The SSI was aimed at investigating participants' understanding of how effectively was ethical leadership practice employed in tackling LTV.

This study also employed the document analysis (DA) technique to collect data. Document analysis can be explained as the examination of an occurrence (Cohen et

al., 2011). The principals from the two schools were requested to provide documents such as the Learners' Code of Conduct (LCC) and the incident book. The perusal of these official documents ensured that aspects omitted or cited in the interviews could also be covered in official school documents to supplement information as well as for clarity, while strengthening the trustworthiness of the findings.

1.10 SELECTION OF PARTICIPANTS

For the researcher to examine the principals' ethical leadership practices in tackling learner-on-teacher violence, participants were carefully selected according to their knowledge of the subject. In other words, purposive sampling was utilised to enable the researcher to select participants who possessed relevant and incisive knowledge. Etikan et al. (2016) indicate that purposive sampling is often not a simple task because selected participants must possess a relevant bank of information suitable to answer the research questions. The SGB members were excluded because they were generally not daily on the school campus, therefore they would not possess extensive knowledge of the phenomenon being investigated. Learners were not part of the study as they lacked knowledge of leadership. The two schools that were selected had experienced incidents of LTV. The researcher asked for assistance from the District Office of Education to assist in identifying the schools which were exposed to learner-on-teacher violence. Collecting data from these two schools enriched my comprehension of employing ethical leadership practices in tackling LTV in South African secondary schools.

1.11 DATA ANALYSIS : AN OUTLINE

Data analysis allowed the researcher to select and focus on understanding the phenomenon that was being investigated. The interviews were audio-recorded (with consent) and thereafter transcribed verbatim for authenticity. Cohen et al. (2011) indicates that qualitative data analysis is based on comprehending the information provided by participants in terms of themes and patterns in line with the thematic analysis approach. A professional transcriber was employed to transcribe (verbatim) the audio-recordings of the responses from the semi-structured interviews to avoid

misinterpretation and omission of relevant information. To enhance the validity, trustworthiness, and dependability of the findings, the researcher repetitively read the texts to familiarise himself with all the collected information to dissect the qualitative data by administering analysis processes, in addition to overseeing and organising datasets (Sekaran & Bougie, 2016). Creswell (2009) maintains that for a qualitative study, three stages of data analysis can be employed: data reduction, data display, and drawing conclusions - which were all followed by the researcher. The researcher understood data reduction as the process of synthesising a great amount of information extracted from interview transcripts which included the process of classifying and coding which were based on the emergent and relevant themes of the study. This study displayed data via the processes of organising and comparing the reduced data into a format that was understandable which led the researcher to suggest recommendations concerning the issue under investigation (Creswell, 2009). The last stage involved the researcher making-sense, analysing, interpreting, and drawing conclusions from the collected data.

1.12 TRUSTWORTHINESS

This study employed the four fundamentals of trustworthiness: credibility, transferability, dependability, and confirmability. Considering that this study adopted the semi-structured interview (SSI) technique, the information garnered from the participants was audio-recorded, transcribed, and sent back to the participants to validate their information (member-checking). All the participants in this study were provided with the interview questions before the commencement of the interview so that they could familiarise themselves with the questions and to ask for clarity, if necessary. Cohen et al. (2010) assert that it is significant for the interviewee to comprehend the questions asked to increase the interview's credibility.

1.13 ETHICAL CONSIDERATIONS

The ethical considerations for research guide the researcher to follow and to reflect on his/her conduct (Strydom, 2005). Every study must abide by research ethics that

will involve institutional ethical rules and individual, collective, and community protocols. Prior to the commencement of collecting data for this research, ethical clearance was requested from the UFS Ethics Committee. The researcher adhered to protocols and requested for permission to conduct research at school sites from the Free State Department of Education. Further, the principals of the selected schools were asked for written permission to conduct this study in their schools. Additionally, signed informed (voluntary) consent from all participants was required before the commencement of the research process. The participants were provided with all the finer details of the research processes conducted, both verbally and in writing. Anonymity and confidentiality were protected by allocating pseudonyms/codes. All information gathered from the participants was electronically stored in a password-protected file in the computer of the researcher which could only be accessed by the supervisor and the researcher himself.

1.15 LAYOUT OF CHAPTERS

Chapter 1 presented an overview of the research which included the background and introduction, problem statement, research aim, objectives, research questions, and the significance of the study. The chapter provided a synthesis of the research methodology, the study paradigm, data collection techniques, and data analysis procedures. Lastly, the layout of the chapters was supplied.

Chapter 2 focused on the literature review and the theories that underpinned the study. The two theories that framed the study provided an understanding of learners' behaviour and how the misbehaviour could be corrected. To comprehend how learners' unethical conduct was assimilated, the SLT was utilised. To further understand how to correct learner-(mis)behaviour, the ELT was employed. The literature review focused on school violence both nationally and internationally, including factors igniting school violence and ethical leadership practices employed to curb LTV.

Chapter 3 discussed the methodology of the study. It involved processes executed to collect in-depth and rich data to answer the research questions. This process

involved describing research methods, and selection of participants and research sites.

Chapter 4 dealt with the presentation and discussion of participants' responses. The data collected was categorised into themes. The data obtained through conducting SSI and DA, was presented verbatim through excerpts as per responses from participants.

Chapter 5 provided the summary and discussion of the findings that emerged from data generation. Further, the recommendations, limitations, and suggestions for future research were outlined. Lastly, the conclusion to the study was presented.

1.16 CHAPTER SUMMARY

The study's background and introduction were given in Chapter One, along with the principal's ethical leadership approach to addressing learner-on-teacher violence. Included are elements like the problem statement of the study, research questions, goals and objectives, significance of the investigation, definitions of words, synopsis of the theoretical framework, literature review, and technique overview. The chapter summary, which clarified the key ideas discussed, brought this chapter to a close.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

In the first chapter, the introduction and background, problem statement, research aim and objectives, research questions, and the research problem which addressed the ethical leadership practices in tackling learner-on-teacher violence, were outlined. This chapter (2) discusses the two theories which were considered relevant for this research. Further, it presents the legislative framework that supports ethical leadership in conceptualising the nature of learner-on-teacher violence (LTV). Moreover, the chapter deals with the nature of LTV as described in international literature. Lastly, factors that enable LTV are interrogated.

2.2 THEORETICAL FRAMEWORK

This research is underpinned by two theories which assisted in dissecting the phenomenon under investigation. This study is informed by the Ethical Leadership Theory (Brown et al., 2005) and the Social Learning Theory (Bandura, 1977). The Ethical Leadership Theory (ELT) was selected for this study to assist in understanding how ethical leadership practices can be employed to curb the unethical and violent behaviour of learners. Brown et al. (2005) indicate that ethical leadership is the practice of maintaining high moral values, equality, fairness, and the protection of the weak from the privileged. The following three tenets were utilised: ethics of care, ethics of critique, and ethics of justice to explore ethical leadership practice in tackling LTV. Ethics of care is based on building human relationships inside the school (Arar & Saiti, 2022), while ethics of justice is concerned with how laws, policies, and rights can be practised fairly to protect everyone equally (Branson, 2010). The ethics of critique focuses on ensuring that all injustices are corrected, especially in considering that not only the privileged benefit from receiving resources, but also the underprivileged who are generally neglected by the authorities (Starratt, 1994). This theory was critical to this study as it assisted

in providing strategies for leaders to practise ethical leadership to address the phenomenon of LTV within their schools.

The SLT of Albert Bandura (1997) states that the aggressive behaviour of learners is observed and learned from the environment where people interact. The SLT was explained through the four components of observational learning on how learners imbibe behaviour and retain this behaviour for future use. These components consist of attention, retention, generation, and motivation. According to Bandura (1977), the behaviour of learners is understood through models and imitation. Learners have individuals referred to as models whom they admire. They observe their models closely and fossilise certain behaviours they enact such that learners imitate the behaviour in later life. The SLT was pertinent to this study as it provided an understanding of how learners' aggressive behaviour is imitated and then enacted.

According to Hughes, Davis, and Imenda (2019), the theoretical framework indicates the perspective that the researcher uses to analyze, illustrate, and explain how the behavior under consideration develops and how it is mitigated. The researcher can plan the processes that will be used to evaluate the relationship to the body of existing knowledge thanks to the theoretical framework (Adom et al., 2018). Research topics, the problem statement, data collection, the data analysis process, and the interpretation of the results are all connected by the theoretical framework (Kyngas, Mikkonen, and Kaariainen, 2020). Social learning theory and ethical leadership theory were incorporated into this study. The SLT was important to this study because it helped to explain how learners' violent behavior developed. The ELT was also significant since it gave leaders strategies to use when addressing LTV through ethical leadership practices.

2.3 ETHICAL LEADERSHIP THEORY (ELT)

Ethical leadership engenders a social learning perspective emanating from regular behaviour involving personal and interpersonal relationships. This behaviour is demonstrated to subordinates via two-way communication, reinforcement, and

decision-making processes (Brown et al., 2005). Since ethical leaders are people who are considered to be moral individuals or moral managers, Trevino and Brown (2005) claim that they are recognised by certain characteristics such as honesty, trustworthiness, and integrity. Bello (2012) concurs that ethical leadership is based on fundamental values like justice, honesty, integrity, and empathy for others. Moreover, moral conduct is displayed when a leader acts to persuade followers to refrain from actions that will harm others.

Ethics is a word derived from the Greek word *ethos* which was used to describe decent behaviour (Stefkovic & Shapiro, 2003). It can be explained as rules, beliefs, assumptions, and values employed to lead a moral life (Starrat, 2003). Ethical leadership was then aligned to principles of ethics. Similarly, Naimah and Utaminingsih (2021) confirm that ethics means adhering to rules, beliefs, and assumptions that produce moral lifestyles, and that ethical practices inside the classroom dictate that teachers abide by values, norms, and beliefs of a moral society. Acar (2011) states that as ethical leaders abiding by the principles of ethical leadership, principals have to respect the rights of other workers (and learners) by treating them with due respect. In elaboration, Brown, Trevino and Harrison (2005) describe ethical leadership as the “demonstration of normatively appropriate conduct through the personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making”. Additionally, Brown and Trevino (2006) contend that ethical leaders are those who are seen as being kind, truthful, cordial, and principled people who make choices that accommodate everyone, in addition to teaching their followers the value of ethics and ethical behaviour.

Additionally, characteristics of ethical leadership include administering social justice, respecting people’s unique attributes, being dependable, kind, compassionate, empathetic, honest, trustworthy, and sincere while encouraging democratic decision-making and participation (Yilmaz, 2010). Moreover, Karakus (2018) maintains that ethical leadership behaviour which managers should display, contributes to the reduction of unethical behaviour demonstrated by followers. For this research, the ethical leader is construed as being someone who is fair, trustworthy, caring, democratic, and empathetic.

Some researchers maintain that several moral values can be employed to deal with unethical behaviour such as the ethics of care, justice, and critique (Arar & Saiti, 2022). According to Schwepker (2001), the principal as the ethical leader, should take an active role in the creation of an environment that is built upon ethical principles while promoting the school's vision to employees and learners alike. Adopting the guidelines of ethical leadership as a principal will assist in creating a positive working environment which will increase productivity and employees' job-satisfaction through them feeling secure and comfortable in their workspaces (Ozbilen & Oklay, 2017). In this study, three tenets of ethical leadership were employed to explain how leaders deal with learner-on-teacher violence: ethics of care, justice, and critique.

2.3.1 ETHICS OF CARE

The ethics of care can be described as weighing the repercussions of a leader's rash decisions and actions (Branson, 2010). The ethical leader critically reflects on two questions before deciding: who will be hurt, and who will benefit from the decision? Arar and Saiti (2022) state that the ethics of care is based on interpersonal interaction between a leader (principal) and the members of the organisation (teachers, learners, and ground staff). Both Branson (2010) and Arar and Saiti (2022) claim that the ethics of care builds human relationships within the school premises. For this study, the ethics of care was employed to sustain good relations within the school such that the principal becomes motivated to create an atmosphere that is accommodating for everyone at school. In this regard, the school principal is expected to remain firm (but friendly and fair) in all situations to ensure that everyone within the school is cared for, and that their rights are not being infringed upon.

Furthermore, the ethics of care centres on empathy and accountability to ensure the wellbeing of every person (Wood & Hilton, 2012). Regarding the issue of learner-on-teacher violence, the principal must adhere to the *audi alteram partem* rule to ensure that both affected parties are protected and given a platform to voice their opinions and frustrations so that even the perpetrator ends up acknowledging the damage

caused by sympathising with the victim and taking responsibility for his/her actions. Rosenthal (2006) adds that the ethics of care warrants school principals to focus on matters aimed at learners' success, and in promoting the best interests of teachers and learners. Moreover, Starratt (1991) contends that the ethics of care is centred on providing strategies to overcome individuals' stress to empower them. In other words, the ethics of care encourages the principal as an ethical leader to consider the wellbeing of others as one of his/her important functions at school. To ensure that the objective of the DoE (Department of Education) is attained, the principal must engage strategies that lead to the smooth operation of the school, specifically that the educational climate is favourable for instruction and learning.

2.3.2 ETHICS OF JUSTICE

Branson (2010) claims that the elements of the ethics of justice include how fairness, equality, and freedom are practised according to stipulated laws, policies, and rights pertaining to the individual. Branson (2010) elaborates that an ethical leader who intends employing the ethics of justice should be guided by the rules, privileges, or policies that apply in the relevant area in order to deal with unethical behaviour in a professional manner. In this regard, the principal may refer to relevant policies and laws to address the phenomenon of LTV such that ultimately the victim receives justice. This should be the case in all Government-funded schools in South Africa where decisions are guided by school policies which are aligned to the RSA Constitution, Act 108 of 1996. Starratt (1994) maintains that fairness and equality are the main tenets of the ethics of justice. As much as educators are expected to treat others fairly and justly, learners too are expected to treat teachers in the same way. Stefkovich (2005) adds that justice-oriented ethics upholds each person's constitutional and human rights. Rawls (1997) expands that justice can be guided by two principles: individuals affected by certain actions ought to be provided with equal treatment, and the people involved should be provided with decision-making opportunities that exclude injustice and inequity. Wood and Hilton (2012) maintain that justice falls into two categories: general justice which focuses on following the laws, and particular justice which focuses on fairness.

Shapiro and Stefkovich (2016) reiterate that justice-based ethics focuses on people's rights which emerge from the principle of justice and equity. Justice-based ethics focuses on the rights of the majority, not to benefit specific individuals. Additionally, Mathur and Corley (2014) believe that justice-based ethics promotes a framework for problem-solving that allows people to consider what is just and fair for themselves as well as for every employee or individual at the school. Since laws govern schools to protect each person within the premises, accurate and fair application of these laws will create a safe environment for everyone; but if the laws are applied unfairly, this will cause the school to be ungovernable because of the possible emergence of conflictual situations. The principal, by virtue of his/her position, must protect the rights of each person; be it learners or teachers. Moreover, those violating others' rights must be dealt with sternly but judiciously such that justice is served to protect the victims. Hence, Vogel (2012) stipulates that it is imperative for school principals to astutely apply ethics when judging the behaviour and interactions of people.

Similarly, Arar and Saiti (2022) agree with Shapiro and Stefkovich (2016) and Mathur and Corley (2014), that all members within an organisation should receive just and equal treatment which characterises the ethics of justice. Shapiro and Stefkovich (2016) concur with Branson (2010) by claiming that justice-based ethics acts as the foundation for legislation and constitutional rights to protect all individuals in schools. Stefkovich (2005) confirms that upholding everyone's civil and human rights is the goal of justice-based ethics, while Shapiro and Gross (2008) state that justice-based ethics prompts discourse regarding the impartiality of laws.

Additionally, Wood and Hilton (2012) categorise the different kinds of justices: procedural, substantive, retributive, remedial, and distributive. In a situation where laws are applied in a fair, unbiased, and impartial manner it is called *procedural justice*. *Substantive justice* looks at how fair laws are, and whether laws serve all individuals equally and fairly. *Retributive justice* focuses on punishing those who transgress the law. The kind of justice that focuses on correcting the wrongs committed by offering the victims reparations is called *remedial justice*. Lastly, *distributive justice* focuses on examining whether the advantages as well as the disadvantages are equally shared.

2.3.3 ETHICS OF CRITIQUE

Shapiro and Stefkovich (2005) advise that critical theorists may serve as an option to help teachers correct the wrongs of perpetrators as they focus on morals and value systems. According to Branson (2010), the ethics of critique investigates concepts like language, class, privilege, culture, and social power. To do this, it considers the following: laws, regulations, policies, who gains, and who is in charge. This ensures that laws and policies are implemented impartially to accommodate every individual, regardless of background or class. The ethics of critique seeks to protect the rights of all within an organisation, especially to defend voiceless ones from those who are privileged. Murdoch, English, Hintz and Tyson (2020) contend that the ethics of critique examines educational institutions intending to eradicate unfairness and injustice which can be achieved when the principal creates a trust-based culture so that the learners and staff members feel comfortable in expressing their dissatisfaction.

Further, Furman (2004) contends that principals are compelled to address ethical problems through critiquing processes within the school premises which examine the effectiveness of the implementation of laws and the equal distribution of resources. Importantly, Shapiro and Gross (2008) contend that the ethics of critique creates an awareness such that school principals recognise inequalities in the social environment to pursue measures that will correct laws and policies that are not consistent with sound educational practices. The ethics of critique states that principals must evaluate policies before they can implement them as this will allow them to correct the wrong through the lens of moral values (Shapiro & Stefkovich, 2005). Starratt (1994) states that the ethics of critique compels school principals to address inequalities, especially when the school favours the privileged in the allocation of resources and in the enforcement of regulations. The ethics of critique enables school principals to rectify the wrongs, creates the awareness of inequalities, and offers a model to guarantee that their policies are implemented fairly to eliminate disparities; thus in the process correcting the laws, policies, and practices that favour certain individuals (Shapiro & Gross, 2008).

2.4 OUTLINING THE SOCIAL LEARNING THEORY (SLT)

The violence perpetrated worldwide by learners towards their teachers is alarming. Theories like the SLT are of paramount in understanding how this behaviour of violence arose. Bandura (1977) maintains that observational learning which occurs within the place of socialisation is characterised by four elements: attention, retention, reciprocation, and motivation. In Bandura's (1977) experiment, it was demonstrated that children learn observed behaviour from different role-models, and then imitate it through different situations. Firstly, the model of observations is a live one where an individual enacts a certain type of behaviour towards a learner. Secondly, the verbal instrumental model describes and explains a certain type of behaviour. Thirdly, the symbolic model is about fictional characters that may be seen in a book, movie, or even on media platforms. All three observational models are most likely to influence a learner to imitate their models.

According to Akers (1985), SLT maintains that people are social beings, therefore they need to socialise and interact with others which sometimes results in the acquisition of negative behaviour, especially if the deviant behaviour observed involves 'rewards'. Bandura (1977) reiterates that individuals learn from observations that occur within their social context which implies that through socialisation learners who observe aggressive behaviour displayed by other learners may imitate such aggression if benefits (e.g. status) can be derived. The SLT of Bandura (1977) which explains that the behaviour of an individual is developed through observation and imitation applies to this research as it explores the roots of violence displayed by learners towards teachers at school. Learners who perpetrate such violence towards their teachers have seen such behaviour demonstrated by others. Moreover, they saw their models receiving support or reinforcement for violent behaviour; hence, they also resort to similar behaviour.

Bandura and Walters (1963) claim that the core influence of perpetrating violence lies in behaviour-modelling. Hill (2001) reiterates that individuals learn to act in a specific manner from observing behaviour of interest from their models. As a result, learners who display aggressive behaviour towards teachers have acquired the

behaviour through observation from their role-models. Akers and Sellers (2013) observed that people who participate in unlawful acts are often involved or have close relationships with those involved in unlawful activities which receive reinforcement. Learners who are disrespectful towards educators note that this deviant behaviour made them to become feared at school. As a result, they exhibit the same type of behaviour towards teachers and other learners who may also fear them.

The SLT conceptualises learning is a mental process that is enacted through observation and direct learning in the social environment (Collins, 2013). This implies that the learner may model behaviour observed from either media platforms, family members, peers, or a parent who uses aggressive methods as a way of solving a problem. The behaviour which learners may imitate depends on whether it received 'applause' or some incentive. Akers and Sellers (2013) affirm that such behaviour is influenced by negative motivation. Consequently, learners who observe violence or are victims of violence at their homes or in their communal settings where they are raised, often resort to violence to solve problems.

According to De Figueiredo (2012), parents significantly influence learners' aggressive behaviour. Learners learn through observation, so the aggression of a parent may impact children's actions. Learners who resort to aggression have possibly experienced rejection and the abusive behaviour of parents (Barnow et al. 2004). Hence, the SLT was pertinent to this research since it explains how behaviour is developed because of exposure to violent behaviour, negative modelling, and imitation (Bandura, 1977). Additionally, Akers (2009) asserts that individuals involved in criminal activities are imitated because of acquiring benefits linked to their crimes.

According to Bandura (1977), individuals' mimicry is connected to role-models' actions. Friends and family are often the most influential people in the social group that individuals tend to imitate as they are close to them (Akers & Sellers, 2013). The rewards and punishment that follow positive or negative behaviour determine whether or not the individual will imitate the behaviour. For instance, the behaviour is repeated when it is followed by rewards such as praise (Burgess & Akers, 1966). Moreover, the rewards or reinforcements have two sides - the positive and the

negative side - which dictate whether the behaviour will be repeated or not. This means that the behaviour receiving 'positive' reinforcement will be repeated, while the behaviour receiving punishment is less likely to be repeated.

2.4.1 Social Learning Theory

The four components of observational learning were employed in this study to explain how individuals acquire behaviour and how they retain the behaviour so that they can also use it at a later stage. Wang (2021) categorises observational learning into four phases: attention, retention, generation, and motivation:

Attention: Individuals normally imbibe the behaviour of people they look up to. These are people they observe in their social settings. This leads to imitating the characteristics of their role-models. According to Bandura (1977), since learning occurs through observations and rewards, mass media platforms that 'advertise' violence in a 'glamorous' way are assumed to be agents of aggression that contribute to the violent behaviour of learners (De Wet, 2009). Learners may model the behaviour of people close to them, like family members, peers, and parents, who exhibit aggressive behaviour and receive rewards in the form of support, cheering, or gaining respect from others.

Retention: For the observer to acquire knowledge and learning, he/she ought to ensure that the behaviour is stored in the mind. Bandura (1977) claims that learners only imitate what they have learned, and what they can remember. Learners who exhibit aggressive behaviour towards their teachers imitate behaviour that they still remember and learned from their 'role-models'.

Generation: As a result of imbibing models' behaviour, observed behaviour becomes assimilated, generated, transformed, and reinforced to strongly influence individuals to exhibit such behaviour in conflictual situations. For example, a learner who observes a bully gaining 'respect' from abusing others is more likely to imitate such behaviour to gain respect.

Motivation: The reinforcement and the plaudits an individual observes will be ingrained as learned behaviour. A learner may engage in violence against other people because of observing peers being rewarded for deviancy. However, if the model received punishment for bad behaviour, the learner will not imitate such behaviour; instead, he/she will refrain from acting like the deviant peer (Wang, 2022).

The two theories employed in this study worked interactively to offer understandings and solutions to the phenomenon of LTV by employing ethical leadership practices. According to the SLT of Bandura (1976), the behaviour of individuals is assimilated through observations and fossilised through imitations. In other words, through observations and direct learning, violent behaviour may be embedded in the psyche of vulnerable learners. Hence, SLT is pertinent to this research because of its ability to assist in the dissection of the behaviour of learners who are violent towards their teachers at school.

In addition, the ethical leadership theory according to Trevino, Brown & Hartman (2003) affirms that leaders guide in a manner that “respects individual's rights and dignity”. Such leaders are not selfish but understand that their decisions may affect others when exercising their authority in serving them (Trevino, Brown & Hartman, 2003). This theory provides tenets to deal with the unethical behaviour of learners to minimise learner-on-teacher violence.

2.5 LEGISLATIVE FRAMEWORK THAT SUPPORTS ETHICAL LEADERSHIP

The *South African Constitution* (Act 108 of 1996) protects individuals against unethical behaviour. This means that all people are equal, and they all have the right to equal protection under the law. Section 9(1) of the *Constitution of RSA* confirms that equality is the full realisation of one's freedom and rights. The South African Schools Act 84 of 1996 (section 8) stipulates that in managing discipline, teachers should ensure that all learners are not in danger within the school premises. Sections 12 and 24 of the Bill of Rights provide that every person has the right to be free of all forms of abuse and to live in a secure atmosphere.

Additionally, Section 10 of the *Constitution of RSA* (1996) stipulates that each individual has the right to dignity which must be protected by all means. Moreover, the *Constitution of RSA* (1996), Section 12 states that every individual in South Africa must be free of abuse and not be treated in a way that dehumanises or degrades them. The Bill of Rights (Section 28d) provides that all children should not be neglected, malnourished, abused, and degraded, but rather they should be protected. Therefore, under this legislation teachers must protect learners at school to ensure a secure learning environment. The principal is charged with the duty of safeguarding educators' and learners' safety rights within the school premises.

The SASA (No 84 of 1996) indicates that schools should structure a code of conduct for learners to uphold discipline to enhance a conducive school climate that provides quality teaching and learning. Teachers are also guided by legislation and policies to maintain ethical conduct; this includes the guidelines from the South African Council of Education (SACE) which provides a Code of Professional Ethics to maintain the ethical conduct of teachers. Hence, it is significant for school principals to guarantee that every individual within the school is highly protected and that no one infringes on their rights. The Regulation for Safety Measures at Public Schools (Government Gazette 22754, 2001:66) requires principals to take all necessary measures to protect everyone on the campuses of public schools. The principal, as an ethical leader, is therefore obliged to ensure that all these legislations are adhered to by the school community and that no one is victimised. Section 16 of the SASA (RSA, 1996) deals with the regulation for safety measures at public schools, including that principals have the responsibility to provide and ensure that learners and teachers do not victimise other learners.

Section 8A of the Education Laws Amendment Act (Act 31 of 2007) stipulates that it is against the law for learners to carry hazardous objects to school, including drugs, alcohol, and knives. This legislation further provides guidelines for school principals and those staff members designated to conduct authorised searches, to conduct 'raids' if there is plausible suspicion. Under this legislation, the principal has to guarantee the safety of the staff by acting according to Section 8A of the Education Laws Amendment Act [ELAA] (Act 31 of 2007). In this regard, the amended SASA

(Act 84 of 1996) and the Regulations of School Safety Measures at Public Schools (2001) entitles the school principal, police officials, or any delegated staff member to search without a warrant if there is reasonable suspicion of learners possessing drugs or dangerous objects in the school premises. It is invested in the principal and police officials to confiscate any illegal weapons and drugs, and anyone flouting this legislation should be censured according to policy.

The legislation considered in this study was relevant to guide learners and educators conduct themselves in a dignified manner while ensuring that teaching and learning proceeds uninterrupted. In the case where one infringes the rights of others, legislation provides measures to be implemented by the school principal to guarantee that the offender receives due punishment.

South African legislation guarantees the safety and security of each person within an educational setting. The *Constitution* of the RSA (1996), SACE, SASA (No 84 of 1996), ELAA (No 31 of 2007), and The Regulations for Safety Measures at Public School (Government Gazette 22754, 2001:66) work collaboratively in ensuring the safety of all individuals. The violent incidences occurring at schools compromise the purpose and quality of education which is to maintain a secure and high level of teaching-learning performance. Therefore, legislation which provides measures to prohibit the phenomenon of LTV, should lead to the reduction of violent incidences at school.

2.6 CONCEPTUALISATION OF SCHOOL VIOLENCE

MacNeil and Steward (2000) define school violence as the deliberate action that involves harmful words or physical action that ends up with the victim feeling pain inside the school premises. Similarly, UNESCO (2017) defines school violence as the victimisation of individuals by an aggressive individual that occurs on the school premises. De Wet (2016) concurs that school violence can be explained as the aggressive behaviour of learners towards teachers to cause physical or emotional pain. Further, Capozzoli and McVey (2000) claim that school violence can be explained as individual or group intimidation, threats, harassment, robbery,

vandalism, and the use of physical assault which can result in death or injury within the school. Additionally, Espelage (2013) explains that school violence can be regarded as teacher-directed violence perpetrated by learners who transgress the school rules which compromises the quality of teaching and learning. The researcher concurred with both Espelage's (2013) and Capozzoli and McVey (2000) definitions of school violence as flouting school rules through intentionally engaging in acts of intimidation, threats, harassment, robbery, vandalism, bullying, and physical assault.

In sum, LTV can be defined as violence directed towards teachers at work (Chia et al., 2013). In this study, learners were the perpetrators of violence, and teachers were the victims. Chia et al. (2013) add that LTV can involve hitting, beating, kicking, strangling, shooting, and even using dangerous objects to harm or kill the teacher. Burton (2008) elaborates that LTV can also include physical threats, insulting, fake-news, sarcasm, teasing, torment, and humiliating remarks that cause emotional damage to the teacher. In this research, LTV is explained as the attack on educators by learners through harassment, bullying, physical attacks, sarcasm, insults, humiliation, or cyberbullying.

2.6.1 The Nature of Learner-on-teacher Violence in South Africa

South Africa (SA) is regarded as being among the nations with the greatest level of violence (Collins, 2011). Specifically, the phenomenon of violence at schools is a huge problem in SA. This violence stifles learners and teachers in many ways such as impeding the progress of academic performance (Le Mottee & Kelly, 2017). Mabasa and Mafumo (2017) assert that in South Africa, safety at school has become a burning issue judging from the reports of deaths and injuries at schools despite all the interventions implemented to resolve the problem of teacher-on-learner violence. Regrettably, learners are the main perpetrators of violence at school, and this is not directed only at other learners, but also to teachers (Le Mottee & Kelly, 2017).

The exponential increase in the statistics of LTV has highlighted the seriousness of this phenomenon. Van der Westhuizen and Maree (2009) mention that assaults

occurring in schools are common in most schools in SA. Burton (2008) agrees that one in four teachers were once victims of violence in school or near the school premises. Burton (2008) discloses statistics that about 58.1% of teachers and 85.5% of learners feel that they are not safe at school. These statistics depict the urgency of solving this issue which has caused the school atmosphere to become tense and threatening for educators and learners alike. Specifically, school violence affects teachers, learners, and other staff employees who are at risk of theft, physical violence, verbal threats, rumour-mongering, and psychological harm (Burton, 2008).

Importantly, and according to SACE (2020), it is high time we focus on the implementation of combating and coping strategies which will help in reducing LTV in schools. Teachers are mostly the victims of violence perpetrated by learners at school which has negatively impacted their passion for teaching, resulting in decreased educational outcomes. Mgijima (2014) points out that the Media in SA in the year 2012 reported an incident of a learner assaulting an educator with a broom and a chair. Another incident was that of a teacher who was beaten unconscious after taking a mobile phone away from a learner during an examination session. Similarly, the National School Violence Study (NSVS) also revealed a high incidence of abuse which affected teachers' performance in the year 2012.

Teachers in South Africa are reduced to being vulnerable to attacks from learners such that they experience all sorts of mental trauma on a daily basis. The Gauteng Department of Education has provided the following statistics of teachers being abused by learners: In 2014, 10 cases were reported; 26 cases were reported in 2015; and 21 cases were reported in 2016 (Masinga, 2017). Moreover, on the 16th of November 2018, a teacher in one of the schools in Gauteng was seriously injured when a learner threw a stone at her (Grobler, 2018). Further, research which was conducted in the two provinces of Free State and Eastern Cape found that 76.7% of educators encountered aggression from learners (De Wet & Jacobs, 2006). Despite all the statistics provided by researchers and media platforms exposing learner-on-teacher violence, teachers are still not capacitated to tackle violence perpetrated by learners (David & Waghid, 2016).

The statistics pertaining to the unethical behaviour of learners towards teachers in South Africa also revealed that these behaviours occur regularly. De Wet and Jacobs (2006) mention that all the participants in their study had varying experiences of being victimised: 48.3% were ignored, 48.3% were verbally bullied, 46.1% had classrooms damaged, 28.7% had rumours spread about them, 21.1% had their private property damaged, 14.3% were physically attacked, and 11.6% had sexual comments directed at them. In addition, research provides that 35.6% of teachers reported being abused at school, and 11.8% were violated on multiple occasions (Burton & Leoschut, 2013). Dzuka and Dalber (2007) found that 35.4% of teachers experienced harmful verbal attacks from learners. Lamentably, these alarming statistics did not lead to teachers being protected against violent incidences at school which led to more violence by learners who felt that they have impunity to do so (David & Waghid, 2016). Baruth and Mokoena (2016) contend that this violence directed at teachers is an alarming trend that negatively affects teachers' performance, learners, taxpayers, communities, and the educational system.

Teachers who are often exposed to LTV or those who are victims of this phenomenon usually develop low self-esteem which not only affects their quality of teaching, but also leads to depression and dissatisfaction in the workplace, thus increasing the teacher turnover rate. In support, Steffgren and Ewen (2007), agree that teachers are prone to anxiety attacks, nervous disorders, chronic headaches, and insomnia. Neely (2003) adds that teachers experiencing LTV may display symptoms such as fatigue, stomach pains, hypertension, and early burnout. Consequently, teachers are fearful of attending classes which has a debilitating impact on how learners academically perform to attain quality outcomes.

2.6.2 Nature of Learner-on-teacher Violence: International Literature

Moon, Morash, Jang and Jeong (2015) indicate that globally LTV is an alarming phenomenon. Although school violence continues to be a worrisome worldwide problem, understanding it to find solutions through the lens of leaders and teachers is still understudied (Fisher & Kettl, 2003). According to Fisher and Kettl (2003), teachers are always at the frontline of school violence and thus are mostly the

victims; for example, in K-12 institutions in the USA, there are regular mass shootings which kill both teachers and learners (Schildkraut & Muschert, 2019). Another incident at Marjory Stoneman Douglas High School in Parkland (Florida, USA) involved an armed Nikolas who opened fire killing people, with 17 more being wounded - this occurred after Nikolas was expelled from school (Kennedy, 2021). Moreover, in Canada, 80% of teachers were reported to have experienced violence in school during their careers (Wilson, Douglas & Lyon, 2011).

In 2005, 55 million learners were enrolled in schools globally, with 6.7 million employed teachers, professional administrators, and support staff (National Center for Education Statistics, 2005). This reveals that teachers at different schools nationwide are the ones who are all most likely to be the targets of violence (Kondrasuk et al., 2005). Miller and Chandler (2005) state that in 1999-2000, about 71% of the public schools experienced school violence in the United States. In Slovakia, research revealed that 364 teachers were victims of LTV in recent years (Dzuka & Dalbert, 2007). Kaupii and Porhola (2012) add that in Finland, about 175 teachers have been reported being victims of abuse perpetrated by learners in five selected primary schools and five selected secondary schools. Mehmet (2012) claims that in Turkey it was discovered that 24.1% of educators were victims of emotional abuse, 14.7% of verbal abuse, and 6.3% experienced physical assault.

Additionally, O'Halloran (2000) states that violence perpetrated against teachers at schools is rising, and that assaulting teachers is a common feature reported in the media. In addition, male teachers are more in danger of becoming the targets of violence in schools than female teachers, being more prominent in middle or junior schools than in high schools. In the State of New Jersey about 123 incidents of school violence have been reported; this includes vandalism, carrying dangerous weapons, substance abuse, harassment, intimidation, and bullying (New Jersey Department of Education, 2014). McMahon et al. (2014) claim that in 2010 about 80% of educators were reported to be victims of violence from either the previous school or the current school; 44% of these teachers were reported to be physically attacked. Moreover, a report indicated that most teachers were victimised by learners, while other teachers were abused by colleagues and parents (McMahon et al., 2014). Zhang et al. (2016), cited in the Schools and Staffing Survey (SASS),

alluded that 5% of teachers were attacked by learners in the school year 2011-12 with 9% of these educators sustaining serious injuries. In addition, in North Dakota 3% of teachers sustained injuries from learners, while in Washington DC 17% of teachers experienced violence from learners.

The alarming global statistics serve as evidence regarding the seriousness of the phenomenon of LTV (Dlamini, 2018). The NSVS (2012) reveals that 35.6% of teachers are victims of LTV, and 11.8% are reported as victims of more than one incidence of violence. Moreover, Kollapan (2006) asserts that South Africa, with more than 12 million public school learners, has a history of violence such that learners and teachers are no longer safe in learning environments because of the continual eruption of school violence. Statistics of violence have revealed that Jamaica is the leading country with the largest number of incidents of school violence, with SA just behind Jamaica (Ntuli, 2015). Ethical leadership practices can be considered as a strategic method to eradicate LTV in schools globally. The practice of ethical leadership, when employed effectively, can help in achieving a violence-free environment at schools which can enhance the teaching-learning climate.

2.6.3 Factors Contributing to Learner-on-teacher Violence

Communities living in informal settlements are more prone to drug and alcohol abuse which contributes to the increase in school violence. Vally, Dolombisa and Porteus (1999) assert that the most prominent cause of violence at school in SA is the legacy of the political struggle against apartheid and its effects which have cascaded into the new democracy with devastating results. The culture of violence perpetrated by the ruthless and brutal apartheid regime has seeped genetically into current generations as revealed in their anger against authority. This negatively affects the nation's economy and deepens social inequalities. According to Ramorola and Taole (2014), learners who were born or reside in communities where most youth use or sell drugs are more prone to use drugs. De Wet (2016) asserts that learners coming from overpopulated areas where healthy community activities are lacking, are likely to indulge in school violence. Further, Jordaan (2018) reported that in 2017, 358

cases of violence occurred at schools in SA involving the illegal use of weapons by learners. The phenomenon of LTV has left many teachers questioning their safety at work, while others are considering leaving the profession (Nesane & Nesane, 2008).

Disappointingly, poverty can cripple a society and destroy the morals of individuals. Phurutse (2005) claims that schools located in low-income areas exhibit more school violence. Additionally, Chiu (2013) states that learners from households where parents settle disputes violently, are likely to be instigators or perpetrators of violence at school. These learners imitate their parents or people within their social circle by solving problems through violence. Moreover, Makhasane and Khanare (2018) contend that learners who originate from communities where corruption or negative behaviour is rewarded rather than punished, then such learners who may be impressionable are likely to replicate the conduct and resort to aggressive behaviour at school. Unfortunately, learners tend to behave aggressively at school because they have a poor relationship with peers and/or teachers which results in minimal interaction with them (Barry & Kauten, 2013).

In sum, Miller (2008) maintains that several variables such as a poverty-stricken background, joblessness of parents, inadequate housing, negative modelling, substance abuse, and a feeling of dispossession contribute to learners' sense of pessimism and hopelessness which results in violence (Vally et al., 1999). Thomas and Bushman (2011) claim that learners suffering from personality disorders may perceive themselves as having high self-importance and resort to conflictual behaviour towards others within the school premises. These are the learners who always stir violent quarrels over trivialities that can be resolved by effective communication. Chauke, Malatji and Mudua (2019) claim that learners from child-headed families, those without parents, abusive parents, or parents who lack parental skills, tend to be callous and disrespectful towards others. Similarly, Stoddard et al. (2015) maintains that boys who are exposed to parental conflicts are often aggressive towards female learners and female teachers. Importantly, and according to Allen (2010), rules that are not clear and not enforced create a negative climate which promotes antisocial behaviour. Employing effective ethical leadership (e.g. firm but fair discipline) will promote the security of both learners and educators within the school campus.

2.7 CONCLUSION TO THE CHAPTER

The theoretical framework and literature review of the study were presented in depth. The conceptualization of school violence in the literature evaluation emphasized the characteristics of student-teacher violence in South Africa and other countries. Additionally, a detailed description of the elements that lead to student-teacher violence was provided. The theoretical underpinnings and philosophical position for utilizing social learning theory to comprehend the development of the unethical behavior and applying ethical leadership practices to learner-on-teacher violence were presented. The design and methods of the research will be the main topics of the upcoming chapter.

CHAPTER THREE RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This study sought to investigate principals' ethical leadership in tackling learner-on-teacher violence. The literature reviewed in the previous chapter (2) provided the legislative framework which explained the promotion of ethical behaviour, the nature of learner-on-teacher violence (LTV), factors contributing to LTV, and the tenets of ethical leadership. The two theoretical frameworks, the Ethical Leadership Theory (ELT) and the Social Learning Theory (SLT) which framed the study, were also discussed. This chapter (3) presented the research paradigm, research approach, and research design which were significant to this study. In addition, the data collection techniques which involved semi-structured interviews (SSI) and document analysis (DA) were explained. Further, this chapter explains how data was analysed, including describing aspects of trustworthiness and ethical considerations.

3.2 THE INTERPRETIVIST RESEARCH PARADIGM

Khatri (2020) opines that a research paradigm is an ideology that indicates how individuals think according to their beliefs and assumptions. This study employed the interpretive paradigm to explore principals' application of ethical leadership practices in tackling LTV. According to Kumatongo and Muzata (2021), interpretivism is based on humans' social relations and their subjective experiences of the natural world. Moreover, interpretivism signifies that reality can be constructed through societal interactions such as language, communication, consciousness, and shared meaning. Creswell and John (2018) concur that the goal of interpretivism is to focus on the participants' perspectives on the phenomenon being researched. Merriam and Grenier (2019) maintain that the interpretive paradigm is based on uncovering meaning constructed by people, and how they make-sense of their lives. Creswell and Creswell (2018) also indicate that the goal of interpretivism is to focus on the participant's views of what is being studied and then provide an interpretation of the

information that they created about the natural world. Creswell and Poth (2018) postulate that interpretivism aims to construct knowledge extracted from individuals' unique perceptions and experiences.

The Interpretivism paradigm employed in this research enabled participants to reflect on their understanding, perspectives, and interpretations of the phenomenon being studied. The interpretivism paradigm was applicable to this research as it enabled the exploration and evaluation of principals' ethical leadership practices in mitigating LTV. This was achieved through the investigation of individuals' subjective experience of the social world and how individuals make-sense of their interactions in the social world (Nieuwenhuis, 2015). The participants' knowledge and experiences were of critical importance to this study as they provided meaning-making and understanding of how participants employ ethical leadership practices to control the scourge of LTV.

This study's interpretivism paradigm was appropriate to explore two of its philosophical assumptions, ontology and epistemology:

3.2.1 Ontology

Ontology refers to one's view of reality and to what extent it exists in the outside world; in other words, ontology is concerned with what is true or real (Junjie & Yingxin, 2022). However, reality is not the same for everyone as people can interpret society differently through observations and experiences. Alharahsheh and Pius (2020) concur that ontology is the essence of reality - the reality that was explored in this study about how principals or leaders practise ethical leadership in combating LTV. Since ontology is based on human experience and interpretation of the social world, the reality is not one-sided, but instead has multiple realities such as the participants' different interpretations of a phenomenon. The multiple realities were explored through discourse between the interviewer and the interviewee via SSIs. Since participants' experiences and interpretations of LTV are not always the same, this influences how individuals employ ethical leadership practices in mitigating the LTV scourge.

3.2.2 Epistemology

Epistemology refers to how knowledge of reality is obtained through conducting research (Alharahsheh & Pius, 2020). In other words, epistemology aims at how knowledge is unearthed to arrive at reality. Pathiranage, Jayatilake and Abeysekera (2020) confirm that epistemology is all about knowledge that is constructed socially, and it does not consider pre-existing reality. Kivunja and Kuyini (2017) elaborate that epistemology involves human understanding and how it is acquired so that it can be shared with other humans. This research extracted a similar understanding of how principals employed ethical leadership.

3.3 THE QUALITATIVE RESEARCH APPROACH

The qualitative research approach assisted in examining principals' ethical leadership practices in dealing with LTV. According to Creswell (2019), qualitative research is about dissecting linguistic data, not numerical data. Leavy (2017) indicates that the qualitative approach is mostly employed by researchers in investigating social phenomena, and that the value of this approach lies in interpreting people's subjective experiences that contribute to the construction of meaning. Moreover, Creswell and Poth (2018) define qualitative approach as a method of studying objects or subjects in their natural habitats to make-sense of the phenomenon under study. Further, qualitative research is described by Williamson et al. (2018) as an approach employed to analyse people's perceptions to understand specific human-related events.

Creswell and Creswell (2018) indicate that the qualitative approach is about understanding the meaning of a phenomenon attributed to humans in their social spaces. Through in-depth interviews the qualitative researcher obtained a clear picture of how principals applied ethical leadership practices to address LTV. This is a social phenomenon that was investigated through conducting DA and SSI. Mills and Gay (2016) advocate that to understand a phenomenon, the qualitative research approach is suitable as it assists in collecting, analysing, and interpreting

comprehensible narratives and visual material that cannot be quantifiable. According to Tracy (2020), qualitative research, which includes interviews and other methods, is used to help researchers understand a phenomenon in a variety of contexts.

Furthermore, Bryman (2012) describes qualitative research as a methodology that utilises a variety of techniques to garner data. This research conducted SSIs with selected principals and their deputies to measure how they understand the employment of ethical leadership techniques when attempting to address LTV. Knowledge drawn from interviews and school documents that school principals provided assisted in learning more about the disciplinary procedures enacted at the selected two schools. In this regard, Neuman (2018) states that qualitative researchers contextualise, further interpret, and make-sense of the data to arrive at authentic and meaningful conclusions.

Qualitative methods allowed the researcher to recognise and manage responses concerning ethical leadership practices to address the LTV discourse (Choy, 2014). The researcher was able to clarify SSI responses that were unclear or vague by asking follow-up or probing questions. According to Creswell and Creswell (2018), open-ended questions allowed participants to provide information without any inhibitions. Hence, the qualitative approach was relevant to this research because it enabled the researcher to investigate the social phenomenon that was related to principals' ethical leadership practices in eradicating LTV. The qualitative approach assisted in exploring the phenomenon in line with the aim, objectives, and research questions of the study which led to the acquisition of deeper insight, expansive knowledge, and incisive meaning-making of the phenomenon being studied.

3.4 MULTIPLE CASE STUDY DESIGN

Research designs, according to Creswell (2015), are methods for gathering, analysing, interpreting, and publishing data in research reports. According to Bertram and Christiansen (2017), a study design is related to the approach a researcher adopts to accumulate and evaluate information necessary to explain a phenomenon. According to Kumar (2011), a research design enables the researcher to develop

innovative and relevant instruments that can successfully address the research questions. An inquiry technique which is another name for a study design (Denzin & Lincoln, 2018) was utilised to explore principals' ethical leadership practices in tackling LTV. To elicit relevant data regarding principals' ethical leadership practices, I engaged personnel from schools who employ the ethical leadership style. Gustafsson (2017) states that a case study is selected to examine real-life cases through detailed data collection processes by utilising several sources of information. This research adopted the multiple case study design as it permitted me to gather data while noting the similarities and differences in the datasets.

According to Pathiranage, Jayatilake and Abeysekera (2020), a multiple-case study is appropriate as it allows a single set of cross-case findings by examining several examples in the research. Moreover, a multiple case study design allows for multiple experiments on a case which promotes the comparing of different sets of knowledge. Gustafsson (2017) adds that multiple case studies allow researchers to scrutinise and compare the data collected from different sites. Swain (2016) provides that this design focuses on asking the *how* and *why* questions on the issue being interrogated to elicit relevant themes. This design enabled me to grasp multiple perspectives of the participants and their responses during the semi-structured interviews. The multiple case study design was appropriate as it includes two or more settings which allow for a broader comparison of data. In support, Yin (2013) indicates that a case study involves the collection of adequate information from participants which assists the researcher to comprehend how an individual social-setting or a group-context functions to make-sense of participants' world. Lapan, Quartaroli and Riemer (2012) reiterate that multiple case studies include studying different cases which allow the researcher to make comparisons of the datasets to produce in-depth analysis rather than focusing on one single case.

This research was executed in two secondary schools in the Thabo-Mofutsanyana District, Qwaqwa. The diverse experiences of principals and deputy principals of these two secondary schools were narrated through one-on-one interviews. A multiple case study design was employed in this research because the researcher aimed to assess principals' ethical leadership practices in tackling learner-on-teacher violence. This permitted the researcher to accumulate extensive information by

comparing the data collected through SSI to that of DA. According to Rossman and Rallis (2017), the case studies' suitability is gauged by their relevance to several sources and data collection methodologies such as reports, document analysis, interviews, and observations. Hence, a multiple case study produces rich data while simultaneously increasing the reliability of the data. To strengthen triangulation and credibility, participants were interviewed in natural settings that allowed for comfort and freedom in a non-manipulative climate to better understand individuals' perceptions.

3.5 DATA COLLECTION

Document Analysis (DA) was employed to supplement data collection from SSIs. Semi-structured interviews (SSIs) were conducted to fully understand participants' perceptions of ethical leadership practices in tackling LTV. The data that was gathered from interviews was audio-recorded, while data gleaned from official documents were recorded in field notes to be stored in a locked facility to ensure confidentiality.

3.5.1 Semi-structured Interviews

DeJonckee and Vaughn (2019) categorise interviews into three: open-ended, structured, and semi-structured. This study selected the semi-structured interview technique to collect primary data. Data triangulation was reinforced by utilising a range of data sources to acquire an expansive knowledge of the phenomenon under study (Carter, 2014).

Additionally, the flexibility of the SSI technique enabled the researcher to follow-up on clarifying matters and elaborations related to the topic. Maree (2021) maintains that SSI is employed to verify data against other data sources. The researcher posed open-ended questions to interviewees, which were sometimes accompanied by probing to ensure clarity. Zull (2016) asserts that open-ended questions don't have fixed answers; they allow participants to articulate in their own words their knowledge and experiences. The SSI technique was specifically utilised to collect in-depth data from the principals and deputy principals which required astute interactive communication between the interviewer and the interviewee.

Furthermore, SSIs were vital to this study as they facilitated the emergence of new questions during the interviews (Ruslin, 2022) which paved the way for interviewees to share new ideas in their unique way, thus enhancing the quality of data (Miller & Brewer, 2013). Moreover, semi-structured interviews can be conducted telephonically or through any social media platform. Babbie (2017) postulates that SSIs are significant as they reduce the number of *I don't know* responses. For this study, SSIs were conducted face-to-face within the school premises between the interviewer and the participants.

The participants were asked questions aligned to the aim and objectives of this study. Before the commencement of the interviews, the interviewer explained to all participants the finer details of the study, as well as provided them with the interview questions to create opportunities for seeking clarity, if necessary. The interviews were audio-recorded (with consent), after which transcription (verbatim) proceeded. Interviews were conducted within the school premises during after-school hours, with each taking about 15 minutes. Interviews were conducted to elicit incisive data to better comprehend the application of ethical leadership in tackling LTV at schools. The interviews were conducted in the comfortable settings of research participants in a language that they felt comfortable with.

3.5.2 Document Analysis (DA)

This study applied a few methods for gathering data, including document analysis which involved engaging with texts such as memos, agendas, reports, emails, policies, minutes of meetings, disciplinary records, letters, administrative files, and any other documents pertinent to the study (Creswell, 2014). In addition, Tracy (2020) indicates that DA involves everything that is recorded for perusal by humans, like hard copies that are relevant to investigate the research phenomenon. Moreover, and according to Creswell and Creswell (2018), documents such as journals or newspapers are used in qualitative research to supplement the verbal responses provided by participants. In this regard, documents were critical and relevant to the researcher to peruse, synthesise, and record (field notes) written evidence gleaned

from textual materials to save the researcher's time in conducting further searches for information on the phenomenon being investigated (Creswell & Creswell, 2018).

In addition, Cardno, Rosales-Anderson, and Macdonald (2017) explain DA as a method of locating, interpreting, and analysing texts with relevant information regarding an investigation. According to France (2016), documents are physical artifacts, written narratives, and visuals that illustrate the complexity of human existence. As such, Wood, Sebar and Vecchio (2020) categorise two types of documents: primary sources and secondary sources. Owen (2014) clarifies that these records are primary or secondary sources depending on where they were found. In this regard, primary sources are written accounts of the author's personal experiences; for example, the school's disciplinary committee's records and incident book which principals give much attention to. Hence, to address violence at school campuses, the researcher mostly relied on accessing data from the statements and documentation that the leaders provided on behalf of the disciplinary committee of the school (the learners' code of conduct and the incident book).

Through document analysis, the researcher noted the nuances of written language and use of vocabulary from information gleaned from policies and reports which are generally real as it is unaffected by the interviewee's interactions with the interviewer (Creswell, 2014). The learners' code of conduct is one of the most important documents that the researcher perused as this policy guides disciplinary procedures and sets the school's tone in terms of learner-conduct in and outside school. In consultation with DoE guidelines, this internal policy is structured through extensive consultations with all role-players to maintain and enforce discipline at schools. Hence, the information from all school records is expected to be authentic, reinforcing the study's validity and credibility concerning leaders' methods to quell LTV.

Furthermore, documents are perceived as instruments of evidence for future reference. Cardno et al. (2017) add that DA has an essential advantage in that it is non-reactive as it offers the researcher a platform to work with records unobtrusively without the presence and attention of participants which may influence the results. The documents analysed in this research included the learners' code of conduct

(LCC), and the incident book. The perusal of these documents confirmed the evidence gleaned from the face-to-face interviews. In sum, the DA was relevant to this study as it provided rich and new evidence about how principals employed ethical leadership practices in tackling LTV.

3.6 SELECTION OF PARTICIPANTS THROUGH PURPOSIVE SAMPLING

For the researcher to effectively examine principals' ethical leadership practices in tackling LTV, participants were carefully selected based on the knowledge and experiences they were anticipated to bring to this study. This study utilised purposive sampling as it allowed me to hand-pick those who had the potential to provide relevant and thick knowledge to answer the research questions. According to Qureshi (2018), sampling is a method that allows the researcher to gather information from a subset of the population so that the data may be utilised to illustrate the characteristics of the entire population. Etikan, Musa and Alkassim (2016) indicate that purposive sampling is often not a simple task as the researcher has to select participants based on their knowledge and experiences pertinent to the study's aim. Purposive sampling was utilised to choose the schools and participants relevant to this study's purpose. Creswell (2014) reiterates that applying purposive sampling ensures that participants possess the requisite knowledge of the topic and can possibly contribute to new knowledge. Crossman and Hardesty (2018) confirm that purposive sampling is based on one's judgement to identify knowledgeable people who can contribute rich information; in this case, concerning principals' ethical leadership practices in eliminating LTV.

Two principals and two deputy principals from two secondary schools in South Africa (Qwaqwa, Free State) were purposively chosen. These two schools had experienced incidents of LTV. The District Office of Education assisted in identifying these schools that were prone to LTV. Engaging with individuals from different sites allowed me to examine the similarities and differences regarding how school leaders employ ethical leadership practices in tackling LTV.

3.6.1 Profile of Selected Participants

Table 3.1 below provides the profiles of the selected participants:

Table 3.1: Profiles of participants

<i>Pseudonym</i>	<i>Gender</i>	<i>District</i>	<i>Employment experience in years</i>
Principal 1 from School A	Male	Thabo-Mofutsanyana	10-15
Principal 2 from School B	Male	Thabo-Mofutsanyana	10-15
Deputy Principal 1 from School A	Female	Thabo-Mofutsanyana	6-10
Deputy Principal 2 from School B	Male	Thabo-Mofutsanyana	6-10

3.7 THEMATIC DATA ANALYSIS

Data analysis processes allowed the researcher to thoroughly comprehend the phenomenon being investigated. This study adopted the thematic data analysis approach which fostered the interpreting of data gleaned from participants to develop themes and patterns from datasets (Nowell et al., 2017). Thematic data analysis was pertinent to this research as it permitted the collection of data from the real-world in line with the research's aims and objectives (Maree, 2017). A professional transcriber was employed to convert (verbatim) the audio-recordings into written texts to avoid the misinterpretation and omission of relevant information. The thematic data analysis included coding and organising data into themes to draw valid and authentic conclusions (McMillan & Schumber, 2010).

Thematic analysis involves detecting similarities between how a certain concept is explained, and how to make-sense of the similarities. Data collected from the interviews in this study was audio-recorded, transcribed, and then converted into codes to allow the researcher to become well-acquainted with the collected data. Each participant had a different audio-recording folder created to avoid mix-ups. The researcher had to repetitively listen to and read each participant's responses to thoroughly understand and make-sense of any nuances evident in the collected data.

The data which was converted into written text was then categorised into similarities and differences of opinions and experiences relating to the topic. This data was then grouped into themes. The data was later interpreted as a way of examining the relevancy of the data. The interview transcripts were disseminated to participants for member-checking which strengthened triangulation and the reliability of the results. To improve the [validity,] trustworthiness, and dependability of the findings, the researcher distanced himself from his personal opinions and experiences about the topic (Sekaran & Bougie, 2016).

3.8 TRUSTWORTHINESS

According to Kivunji and Kuyini (2017), the four principles of trustworthiness for research conducted within an interpretive paradigm are confirmability, credibility, transferability, and dependability. Creswell and Poth (2018) maintain that trustworthiness is a way to investigate the genuineness of the collected data for the study. The principles of trustworthiness were combined with triangulation processes involving the use of diverse data-gathering methods to elicit data for the topic. Triangulation was achieved by collecting data using SSI, DA, natural settings, and several sources from literature.

3.8.1 Credibility

Kivunji and Kuyini (2017) explain credibility as the authenticity and reliability of the data collection and analysis processes to produce results that are believable and ethical. Punch (2005) defines credibility as the degree to which an instrument can

effectively measure variables it is meant to measure. This was accomplished by interrogating individuals who had previously witnessed LTV and who were capable of handling situations ethically. Those selected for interviewing were individuals who used their leadership qualities to decrease the number of LTV incidents within the school. According to Rafoneke (2017), a researcher can gain participants' trust by informing them that he/she will be focusing on what they articulate during the interviews, including interpreting body language and tone. To gain credibility for this study, I requested interviewees' consent to audio-record their responses. Two principals and their deputies from two different schools were interviewed as a way of accessing different perspectives on the phenomenon. Participants were allowed to read the transcripts of their audio-recorded responses for them to ensure that their articulations were recorded correctly; this member-check reinforced the credibility of the study.

3.8.2 Dependability

Kivunji and Kuyini (2017) state that dependability can be achieved by obtaining the same results under similar circumstances. According to Nowell et al. (2017), dependability can only be attained if the research process is conducted in a well-documented, logical, and traceable manner. Burke (2014) elaborates that a qualitative study must possess coherence, insight, and instrument utility to be deemed significant. To ensure dependability I collected information that was genuine as enunciated and audio-recorded during the interviews. In sum, dependability rests on proving that if the same methods were employed by engaging the same participants in the same setting, comparable outcomes would be attained (Shenton, 2004).

3.8.3 Confirmability

Confirmability is described as the extent to which future researchers can verify the study's findings (Kivunji & Kuyini, 2017). I utilised member-checking by submitting the collected data back to the interviewees to verify if their information was accurate. Corrections would be effected if anomalies (if any) were noticed (Delve &

Limpaercher, 2023). The comprehensive account of the data collection and analysis process enhanced confirmability, which will allow other scholars to scrutinise the research processes to ascertain whether comparable results could be obtained by applying identical data collection techniques.

3.8.4 Transferability

The findings of a study must be presented in a way that permits transferability (Hancock et al., 2016). Transferability suggests that a researcher should give the readers sufficient and incisive details to enable them to identify the same parallels and discrepancies in a study of their own (Crowe, Inder & Porter, 2015). Transferability can be explained as the ability to ensure that the data provided included accurate and adequate contextual data such that those who read the findings are able to relate them to their own (Kivunji & Kuyini, 2017). Purposive sampling and detailed descriptions of the research processes promote transferability (Guba & Lincoln, 2005). Transferability can be explained as a generalisation of data from the case study with other similar case studies (Tracy, 2020). This was achieved through the variety of participants' perspectives on the phenomenon being studied (Merriam & Grenier, 2019). The results of this study can be transferred to other settings by other principals experiencing LTV in their schools to eradicate this worldwide scourge.

3.9 ETHICAL CONSIDERATIONS

Ethics in research serve as the fundamentals that a researcher must consider while still in the process of organising and creating a qualitative study (Creswell & Poth, 2018). Howitt (2019) maintains that ethics includes the belief that informs the direction of research, including how the researcher should treat participants. Cohen et al. (2018) concur that research ethics guides a researcher about what is expected and what is not expected in research, including how a researcher should conduct himself/herself.

In the process of applying for ethical clearance from the UFS Research Ethics Committee, multiple documents had to be organised for submission. The researcher obtained ethical clearance from the UFS (The General/ Human Research Ethics Committee – number -UFS-HSD2023/005/23). I applied for permission to conduct the research from the Free State Department of Education, Thabo Mofutsanyane District. Further, letters were sent to two school gatekeepers requesting permission to conduct this study on their school sites with their educators to collect data. The letter outlined the aim and all the finer details of the study (also included in the voluntary consent form).

The UFS Ethics Committee's set procedures were followed for the research to be conducted by adhering to ethical standards. In research, there is a need to obtain consent as well as cooperation from the participants. Permission must also be granted by those in charge of the facilities that will be used when conducting the research (Cohen, Manion & Morrison, 2011). Interviewees were informed of the purpose of the study verbally, and in writing through the informed consent letter. Creswell (2007) states that it is significant to protect participants from harm (physical and/or psychological) through anonymity and confidentiality processes. To ensure this, participants were informed that data obtained from them would remain confidential and their identities would only be known by the researcher; hence, pseudonyms were allocated to each participant. Strydom (2005) adds that no one should be coerced into participating in a research, thus voluntary consent should be obtained. Hence, the researcher explained to the participants that participation was optional, voluntary, and that they can exit at any time during the research process without being penalised in any way.

3.10 CONCLUSION TO THE CHAPTER

The research design and methodology of the study were covered in this chapter. Research on philosophical presumptions that informed sample strategies, data collection techniques, and analysis was conducted. The chapter included strategies for ensuring ethical and trustworthy considerations. The discussion of the results, the presentation and analysis of the data, will be covered in the next chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The research design and methodology were discussed in the preceding chapter (3). The data gathered from semi-structured interviews (SSI) and document analysis (DA) is presented, analysed, and discussed in this chapter (4). Data presented in this study was organised according to themes. Moreover, the researcher found it necessary to present an overview of how data were analysed and how the themes emerged from the data.

4.2 RESEARCH SITE AND PARTICIPANTS

The study selected two secondary schools from the Thabo Mofutsanyana Education District in the Eastern Free State (SA) as research sites. Two participants from each school, the principal and deputy principal, were selected. Tables 4.1 and 4.2 below present the profiles of the research sites as well as the interviewees.

4.2.1 Profile of Research Sites

Table 4.1 below illustrates the profile of the research sites (two secondary schools) with pseudonyms School A and School B used to adhere to the ethical consideration of anonymity. In both schools, the leadership and management structures were similar as they consist of one principal, two deputy principals, and four departmental heads, as well as being categorised as Quintile 3 schools. However, the schools differed in the number of teachers, ground staff, and learners. School A had an enrolment of 1000 learners with 32 teachers, while school B had 1200 learners with 38 educators. The support staff in School A numbered 16, while School B had 22. The two schools were both located in Qwaqwa (Free State province, RSA), surrounded by communities that were largely unemployed and depended on Government grants.

Table 4.1: Profile of research sites

	<i>School A</i>	<i>School B</i>
No. of Principals	1	1
No. of Deputy Principals	2	2
No. of Departmental Heads	4	4
No. of Teachers	32	38
No. of Ground Staff	16	22
No. of Learners	1000	1200
Quintile Ranking	3	3

4.2.2 Profile of Research Participants

The profiles of the selected participants are presented in Table 4.2. below. They include two principals and two deputy principals. Table 4.2 indicates the participant's background, position, gender, experience, qualifications, and the allocated pseudonym for confidentiality purposes. I found it essential to include the demographics of participants to emphasise the relevancy of the participants selected for the interviews in this research. The pseudonyms used were: Principal 1 from School A, Deputy Principal 1 from School A, Principal 2 from School B, and Deputy Principal 2 from School B.

Table 4.2: Profile of research participants

<i>School</i>	<i>Position</i>	<i>Role in the school</i>	<i>Experience in the position</i>	<i>Gender</i>	<i>Code</i>
A	Principal	Headmaster	8	Male	Principal 1 from School A
A	Deputy Principal	Deputy	6	Female	Deputy Principal 1 from School A

B	Principal	Headmaster	11	Male	Principal 2 from School B
B	Deputy Principal	Deputy	7	Male	Deputy Principal 2 from School B

4.3 DATA PRESENTATION, ANALYSIS, AND DISCUSSION

This study employed the thematic data analysis approach which mainly involved interpreting or making-sense of the collected data from the SSI with the principals and the deputy principals, in addition to data collected from the DA of the learners' code of conduct (LCC) and the incident book. The data that were gathered from the interviews was utilised to develop themes or patterns (Nowell, 2017). Five themes emerged from the data:

- ◆ Understanding of ethical leadership;
- ◆ Ethical practices in disciplining learners;
- ◆ Involvement of internal and external stakeholders in addressing learner-on-teacher violence;
- ◆ Ethical leadership challenges in mitigating learner-on-teacher violence; and
- ◆ Strategies to mitigate the challenges of employing ethical leadership in tackling learner-on-teacher violence.

4.3.1 Participants' Understanding of Ethical leadership

The data gathered from interviews confirmed participants' comprehension of ethical leadership as being familiar to them. They viewed ethical leadership as a process of guiding people in a manner that instils good morals, principles, discipline, and values. Principal 1 from School A stated:

Ethical leadership is leading people in a manner that instils good morals or what is acceptable in the school environment or the community.

Deputy Principal 1 from School A indicated:

Ethical leadership, I think, focuses on upholding morals and values and obviating dishonesty, unfair labour practices, unfairness to learners, and fairness to disciplinary procedures. Most importantly, I will say an ethical leader is one who can treat discipline as a concept to correct, not to punish.

Principal 2 from School B articulated:

I think ethical leadership is a way of leading people and making good decisions based on a set of moral principles and values. Ethical leadership is directed by respect for ethical beliefs and values, and the dignity and the rights of others. Ethical leadership involves values like trust, honesty, fairness, accountability, equity, and respect.

Deputy Principal 2 from School B mentioned:

Ethical leadership is leading from a lawful point of view. In essence, that you are not biased in the situation or in the leadership standards you are employing; you must ensure that you are not taking sides. Differentiate right from wrong and be able to hear other people's views, and be able to correct them.

The above evidence offered valuable insights into perceptions and understanding of ethical leadership among educational leaders, particularly principals and deputy principals. The data, therefore, highlighted the multifaceted nature of ethical leadership in education, encompassing aspects of integrity, fairness, accountability, and a commitment to promoting a positive learning environment conducive for learning and growth. This suggests a commitment to not only adhering to ethical standards, but also cultivating a culture of disciplined behaviour among learners and staff. The participants' articulations emphasised how important ethical leadership is in establishing trust, influencing organisational culture, enhancing staff morale, and promoting academic achievement among learners.

Ethical leaders guide in a manner that fosters honesty, caring, and sound principles to ensure that their decisions accommodate everyone fairly and equally (Berges-Puyo, 2022). In other words, participants understood ethical leadership as that which establishes good morals, and eliminates unfairness in the workplace and in the school community. The learners' code of conduct (LCC) was availed by the administrative staff of the two selected secondary schools to inform the researcher about the details of the prescribed ethical conduct both within and out of the school. The LCC from both schools was compiled in compliance with the South African Schools Act (SASA), Act 84 of 1996, the *Constitution of the Republic of South Africa* Act 108 of 1996, and the Regulations for Safety Measures at Public Schools (GN 1040 in the Government Gazette of October 2001). These policies sought to safeguard everyone against unjust practices as well as to encourage ethical conduct and equality among all people. According to participants' responses, learners were familiarised with the LCC at the beginning of the school year to inform them about what was expected in terms of behaviour in-and-out of school. In summary, the theme concerned the participants' perceptions of ethical leadership which demonstrated a commonality of their opinions in line with the study's literature review.

4.3.2 Ethical Practices in Tackling Learner-on-teacher Violence

The findings indicated that both schools used the SASAMS system to record learner-on-teacher misbehaviours, and the LCC for guidelines on dealing with ill-discipline. The participants indicated that the learners were disciplined by following the procedures stipulated in the LCC, and that parents were included in the disciplinary process of their child for purposes of transparency and fairness. Data revealed that although the learners were punished as per the LCC, the aim was to correct the behaviour of the offender in a constructive and effective way so that the school could resume working collaboratively with the parent of the perpetrator. Importantly, transparency in disciplining learners serves as one of the salient practices that principals apply to ensure that the school is led ethically. Regarding disciplinary proceedings on learner-on-teacher violence (LTV), they are conducted transparently so that fairness can be achieved not only for the victim, but for the perpetrator too. Principal 1 from School A stated:

I would briefly want to know what has happened, depending on the seriousness of the matter, and then invite the parent or guardian of the learner. Inviting the parent or guardian to school to sit down with him/her indicates what the learner has done. Maybe he/she will assist us if the learner normally displays that behaviour at home. The parent will be made aware that learner-on-teacher violence is a serious offence in education and that certain procedures must be followed to discipline the learner as per the learners' code of conduct. This is where the parent will divulge the nature of the child; if it is something new to the child, the parent will indicate. We discuss the matter and deal with it together, trying to find out where the learner imitates that type of behaviour or what has influenced the behaviour. In the disciplinary hearing, the procedures are well-explained to the parent, and the learners' code of conduct is provided as evidence that everything is done according to legal procedures. In this way, the matter is handled ethically with transparency.

Deputy Principal 1 from School A expressed similar sentiments with her principal regarding the ethical practice employed to deal with learner-on-teacher violence. She added that they use SASAMS as an alternate method. Deputy Principal 1 from School A opined:

The principal should try to establish who is the perpetrator and the victim in the whole situation, but not forget that he still must protect both the learners and the educator, and employ the correct steps. When it comes to the issue of the learner, you cannot just discipline or continuously deal with learners' discipline or learner-on-teacher violence without involving the parent. It is important to involve the parents of the learners, and the policy on the learners' code of conduct should also be applied or put in place. The LCC is given to all the learners to give to parents to sign, and therefore they are aware of what constitutes misconduct, and the possible punishment

for misconduct. The other method that has been encouraged is the use of SASAMS where every misconduct or incident between a learner and a teacher is recorded, and the records are stored on SASAMS.

The SASAMS (South African School Administration Management System) is helpful in recording and storing all empirical information of cases of LTV that were dealt with by being guided by the LCC. The aim was to obviate unfairness in dealing with disciplinary issues. Principal 2 from School B stated:

I prefer as a leader to be proactive, and preventative in approach as opposed to being reactive. Now in this school we have the LCC. We have policies that govern the school as a state organ, so we are using those policies, but in the case of LTV, we use our learners' code of conduct. It stipulates different levels of misconduct and possible sanctions. Now we are doing that to avoid a situation whereby two learners will commit the same misconduct but get different treatment, so our code of conduct has different levels of misconduct and possible sanctions. Now, everyone knows that according to the LCC, LTV is considered as extreme misconduct; therefore, it may be accompanied by a possible expulsion. So, when we involve the parents, it is for us to ensure that all the relevant stakeholders take part in disciplining the learner.

In congruence, Deputy Principal 2 from School B mentioned:

The principal uses the following measures: the first one is the Employment of Educators Act 76 of 1998, the SASA 84 of 1996, and employs the learner code of conduct. Lastly, He makes sure that parental involvement is taking place in his school. Remember the directive triangle; it involves 3 stakeholders which are the teacher, the learner, and the parents, so the parents must be responsible and accountable for their children's actions. The disciplinary procedures allow for parents/guardians to be part of the

disciplinary proceedings. In this way, the learner will be represented, and the proceedings will be fair. To make sure that the information provided for the case of LTV is authentic both the teacher and the pupil will be allowed to present their side of the story, and as well as that of the witness. In this way, neither the teacher nor the learner is disadvantaged.

The above evidence offered an accurate view of how the two schools, School A and School B, handled cases of learner-on-teacher violence in an ethical and transparent manner by involving all relevant stakeholders, particularly parents/guardians. The emphasis was on fairness for both the learner and the teacher while employing strict disciplinary measures. Both schools, as the participants indicated, prioritised transparency, fairness, and accountability in dealing with learner-on-teacher violence. This approach not only addresses immediate disciplinary concerns, but fosters a respectful culture of responsibility and understanding within the school community too.

According to Alshammari (2015), ethical leadership not only focuses on fairness and moral values when making decisions, but also considers the effect and impression the decision will have on the school. Rao (2018) claims that transparency is one of the characteristics of ethical leadership because ethical leaders' decisions must be just and fair while ensuring that organisational goals are achieved. The invitation of a parent/guardian to a disciplinary hearing allows the perpetrator to a non-intimidating environment that caters for equality, transparency, impartiality, and fairness. It allows the parents to take accountability for the behaviour of their children. In this way the different stakeholders work collaboratively to correct the offending learner's behaviour.

Lawton and Paez (2014) contend that acceptable behaviour supported by openness, justice, fairness, integrity, honesty, sincerity, and respect for others is the focus of ethical leadership. Fairness and justice are achieved when the learner is disciplined according to the LCC; this is to avoid dealing with similar cases of LTV differently. The participants' understanding of ethical leadership practices included transparency, moral values, and objectivity. Shapiro and Stefkovich (2016) maintain that the ethics

of justice must include implementing legal and constitutional rights which must be protected in schools. Mathur and Corley (2014) add that justice provides a framework for problem-solving by first determining what is reasonable and fair for the person and the school. In addition, the LCC received from the two schools provided a framework for dealing with learners' misconduct and possible punishment depending on the severity of the offence. In this way, offending learners are treated with firmness but fairly.

4.3.3 Internal/External stakeholders to Address Learner-on-teacher Violence

Responses from participants indicated that in addressing LTV, the SMTs from the participating schools engaged both internal and external stakeholders. The internal stakeholders included teachers, the disciplinary committee (DC), SBST, and RCL - all work collaboratively to curb LTV. The external stakeholders who participate in mitigating the phenomenon of LTV include social development specialists, parents, and the QLTC (Quality Learning and Teaching Campaign) which involves the police, social workers, and pastors. Their involvement illustrated that learner-on-teacher violence can be effectively addressed when internal and external stakeholders collaborate. Parental participation in the disciplinary processes includes the referral of ill-disciplined learners to mental health professionals who offer specialised interventions so that corrective measures can be implemented to address LTV. Moreover, constant visits to schools by members of the QLTC, like the police and pastors, are also necessary to afford learners spiritual guidance and to remind them of the law and repercussions of LTV. Principal 1 from School A commented:

We have a committee, the disciplinary committee that deals with such cases of learner-on-teacher violence. The members of the disciplinary committee may be individuals who may have received complaints of learner-on-teacher violence from the teacher. They will request a meeting with the learner and the teacher to try to understand what has happened. They will also investigate the background of the learner; they may discover that this learner is coming from a child-headed background, sometimes a learner who

has been adopted, but there may be negligence on the side of the people who adopted the learner. The disciplinary committee may sit and try to understand the background to gather information also from teachers who may know this learner. After finding out the cause of the behaviour, we correct the behaviour. It is not always that we go for punishment. In short, the committee members practice the in loco parentis principle by putting themselves in the situation of the parent to try to understand the cause of the behaviour to work on finding possible solutions that may assist in correcting the behaviour of the learner.

Deputy Principal 1 from School A stated that in the case of LTV, educators refer the incident to the departmental head, and the RCL:

The departmental head invites the parents to school so that they can be involved in helping in the case of learner-on-teacher violence. The code of conduct is also still very important to assist on the issue of learner-on-teacher violence. Sometimes something that can help is through the peer-to-peer RCL that should be consulted in ensuring discipline among their peers. Even though the case on the table is deemed extreme, as a deputy principal, I must ensure that correct steps are followed from the beginning of the case until the end. After verification and investigation that the proper procedures have been followed, I must also ensure that both the learner, who is an offender, and the teacher, who is a victim, are treated fairly and the justice is served.

Principal 2 from School B opined that in the case of LTV, they must involve the SBST as an internal stakeholder:

The main problem is that you find that most learners have, to mention a few, anger problems. Some of these learners have issues from home which is why we have a committee which is the SBST that supports each learner without any discrimination. As a leader, I must ensure that the policies or the systems that we use

as a school to deal with learner-on-teacher violence are well-known to everyone; not only the principal, but everyone. Everyone must know what will happen when we have such a case. Now we also have what is called the incident book.

Principal 2 from School B spoke about the use of SASAMS to record incidents, in addition to the involvement of the SBST to give support in dealing with LTV:

This is where all the incidents are recorded. Also, we must use the SASAMS to record such incidents. So now ours is just to state that I will say the symptoms of the behaviour that we see, and then from there, we have the system to refer learners to relevant stakeholders. Let's say that we have the problem of anger, so at the end of the day learners must be referred to someone who must help that learner. That is why we have the SBST to say let us involve all the stakeholders.

The participants also talked about the role of external stakeholders in tackling LTV. Principal 1 from School A stated:

The Department of Social Development has provided a buddy who will also assist in connecting the school with the social development authorities in cases of LTV that may need further assistance outside the school.

Deputy Principal 1 from School A indicated that the support they get from external stakeholders is mainly parental involvement during disciplinary proceedings:

In a case where the challenge or the LTV is a bit extreme or is viewed in a much more serious light, or is somehow a repeated offence, you must involve the third party - that is, if it has happened more than once. Then this is where you will involve the parent because you can never have a child at school misbehaving and not involve the parents; you must make them aware of their learner's behaviour so that the school can deal correctly with the learner.

The findings from School A revealed that the external stakeholders involved in addressing learner-on-teacher violence are parents and a buddy (system) from the Department of Social Development (DSD). Principal 2 from School B added that external support comes from the QLTC:

We also have these committees called QLTC which involves everyone. We have pastors in that committee, we have police, we have social development workers, and we have social workers. So at least it makes things easier for us. We know if we have this kind of a problem, we can refer it to the relevant person who is appointed to work with us.

Deputy Principal 2 from School B agreed:

The relationships among the teacher, the learner, the parents, and the school management team are built on trust and have a positive impact on the school's climate and learner discipline. We have what is called the QLTC, which stands for quality, learning, teaching, and community. Such a committee has been established to address learner-on-teacher violence. The QLTC includes every member of the community such as the pastor to give spiritual guidance, police to sensitise learners about social ills, and it also includes nurses to give medical support and advice to learners, just to mention but a few. The QLTC involves every member of the community who can help promote the interests of the school to ensure that the vision and mission of the school are upheld.

The findings above offer a comprehensive understanding of how two schools, School A and School B, manage cases of learner-on-teacher violence by using a multi-stakeholder and holistic approach. In both schools, disciplinary committees played a central role in handling cases of learner-on-teacher violence. These committees are responsible for investigating such incidents, understanding the background of the learners involved, and implementing corrective measures to address such behaviour. The emphasis is not solely on punishment, but on understanding the root causes of

the behaviour, and working towards solutions that promote positive change. This approach reflects a commitment to practising the *in loco parentis* principle where committee members act in the best interest of the learner, akin to a parent's role. By involving internal stakeholders, schools aim to create a supportive environment conducive to addressing disciplinary issues effectively, with the intention to promote better learner-performance.

Both schools received support from the DSD which provides a 'buddy' to assist in connecting the school with external resources and services. Additionally, The Principal from School B mentioned the QLTC which comprises of various members such as pastors, police officers, and social workers which offers a multidisciplinary approach to addressing the underlying factors contributing to learner-on-teacher violence. According to Rosenthal (2006), school principals must prioritise issues related to learner-success via best practice involving the ethics of care. The approach adopted by both schools reflects a holistic and collaborative effort to address LTV. By involving internal and external stakeholders, schools intend to build a supportive atmosphere that encourages positive behaviour and addresses the underlying causes of violence effectively. This comprehensive approach underlines community involvement and collaboration in ensuring the safety and wellbeing of both learners and educators. According to Akers and Sellers (2004), most criminals have close relationships with other criminals, so they become influenced by observing criminality that brings rewards. By conscientising learners about the consequences of their negative actions, the QLTC seeks to include outside parties in the system to eradicate the problem of learner-on-teacher violence. According to Collins (2013), learning is a cognitive process that is instilled via direct instruction and observation. This suggests learners assimilate behaviours from their role-models. If their role-models act aggressively during confrontations, learners will emulate them and demonstrate the same behaviours when they are in a conflictual situation. In this regard, the external stakeholders aim to support the school by teaching learners about the consequences of violence between learners and teachers. They seek to identify the primary cause of such behaviour to implement corrective measures to eradicate this scourge at schools.

4.3. Ethical Leadership Challenges in Mitigating Learner-on-teacher Violence

Evidence indicates that principals encounter challenges when attempting to mitigate learner-on-teacher violence. These challenges complicate school principals' endeavours to effectively employ ethical leadership practices to mitigate LTV. To effectively administer the LCC, the parents need to be part of the disciplinary proceedings. This buy-in process ensures that parents and the school engage collaboratively in curbing LTV. However, participants revealed that even after the school had summoned the parents to the disciplinary hearing, they did not show up; this stifles the process of dealing with LTV effectively. Additionally, insufficient support from the Department of Education (DoE) was a challenge when trying to employ ethical leadership practices in dealing with LTV. Moreover, it was evident that some learners had anger issues; such learners needed referral to a specialist, but if the DoE and DSD do not provide adequate support and assistance from trained personnel then principals are hamstrung from effectively employing ethical leadership. Moreover, the findings indicated that a lack of clear policies that protect teachers from learners' unethical behaviour is a big challenge when employing ethical leadership to address LTV. The principal 1 from School A declared:

It is the same situation where you find that the learner may not want the real parent to come, maybe beating around the bush when we have invited them, but sometimes others are living alone, others are living with grandparents, or their mothers are working outside the country. Some of them are learners of parents who got into new relationships, so they left their kids with grannies; it is very difficult for these grannies to deal with these children. The problem we experience is learners who come from child-headed families, parents who don't want to come and take responsibility for correcting the learner's behaviour. They will make excuses and send people who won't be of any assistance in helping the school. Sometimes, you might find that the problem comes from home. The child feels neglected. The mother is still alive, staying somewhere in a

relationship. The father is also still alive, and he is staying with the new spouse. The problem is finding relevant people to come and help in assisting the child. After assisting the learner, we must monitor the behaviour, and this must be through the assistance of someone at home who helps in monitoring the behaviour at home.

The above response demonstrated that parental involvement is a challenge to correct offending learners. The Deputy Principal 1 from School A elaborated:

So, the contextual factors or the factors outside the actual violence are not investigated in terms of the learner; they're investigated in favour of the learner to say, here is the learner, maybe at home, there's something there, or maybe the mother and the father are abusing one another, and there is domestic violence. That is why this learner is so aggressive in school and aggressive towards everyone. So that's what gives this learner somehow the power to say nothing will happen to him/her. They won't touch me because I know the law is always on my side. The other thing that favours them is that they are minors; you cannot do anything to a minor without involving the parents, and you cannot say I will charge the parent because you did this. So the thing of age will also favour them and that you as a parent you're the responsible and must help these children to see their misconduct.

Principal 2 from School B responded:

Normally, it is said that two wrongs do not make a right; often, we are aware of our rights, but we lack awareness of how we must protect the rights of others in as much as we want ours to be protected. So, I say we must focus on intensifying development on the issue of emotional intelligence. Now, we are saying that for teachers and learners to be able to adhere to the policies, they must first master the art of having control over their emotions and feelings. As black people, let me say that

when we have a funeral at our homes, we focus on adults and confide in them, but what about children? These are some of the things that cause anger. Now, we don't have a system that allows learners to open-up about their frustrations. They don't normally have someone to confide in, so the school remains the only hope for these learners.

The principal indicated that aspects of emotional intelligence in both teachers and learners posed as challenges. Deputy Principal 2 from School B continued:

The challenge that I am faced with is inadequate policies and lack of parental involvement. Some parents are in denial when you try to involve them; they say I know my child or my child is behaving well at home. You know children may behave well in the presence of their parents, but with their peers and teachers at school, the behaviour may not be the same, so there is a lack of parental involvement in some cases. Not all parents are like that as we do have cases where parents are in denial. They don't want to get involved and be accountable for their children's conduct. There is also insufficient support from other stakeholders. You know the Department of Education will be raising issues like we don't have enough cars for those District-based support teams to come and visit schools to support and to provide guidance where and when it is necessary.

The above information points to specific difficulties that School A and School B experienced while applying ethical leadership practice to reduce LTV. Although the participants claimed that using ethical leadership methods is crucial in reducing learner-on-teacher violence, there were several barriers that constrained them. These challenges prevented schools from operating effectively and efficiently, which impacted teaching and learning. Evidence indicated that principals are hindered from using ethical leadership to mitigate violence between learners and teachers if parents do not respond favourably when the disciplinary committee calls them to hearings.

De Figueiredo (2012) suggested that because parents serve as role-models and learners learn by observation, parents have an important influence on the development of children's character. If children observe regular violence in the home, then they are likely to exhibit such actions outside the home. The goal of inviting parents to disciplinary meetings was to ensure that the school and parents collaborated to produce a supportive and safe atmosphere for teaching and learning. This may help teachers with discipline because children are mostly respectful of their parents than they are of others. According to Section 12 of the *Constitution* of RSA, no one shall be subjected to cruel, inhuman, or degrading treatment; hence, because of this legislation, principals make every effort to guarantee that teachers and learners are safe on the school property, and that no one's rights are violated.

The lack of clear policy to protect teachers was mentioned as another challenge by one participant. According to South Africa's *Constitution*, Section 9 (1), all people are equal and have the right to equal protection under the law, as well as have equal access to its benefits. According to the SASA (No. 84 of 1996), educational institutions must design guidelines or internal policies to control the behaviour of learners to ensure discipline to create a conducive learning atmosphere. Policy, such as the one created by the South African Council of Education (SACE), is another tool to encourage instructors to conduct themselves ethically as per SACE guidelines. Lamentably, even with SACE guidelines, teachers are sometimes guilty of transgressions towards learner. One reason for this is that parents are rarely present at disciplinary hearings, regardless of the nature of the assault. Moreover, teachers will be at the mercy of learners if there are no repercussions for learner-misconduct since the educational system 'shields' such learners through policy procedures.

According to De Figueiredo (2012), learners who are observers or victims of violence in their environment or homes may adopt violence as a means of resolving problems. The participants mentioned anger issues as one of the problems; this is the result of the frustrations of learners who come from child-headed households who do not have parental support and feel neglected at home and school. They become aggressive and see violence as the only way of protecting themselves from an 'unkind' society. Additionally, insufficient support from the Department of Education

is a challenge when employing ethical leadership to mitigate LTV. According to SACE (2020), it is time for us to start concentrating on developing and finding solutions that will help us lessen LTV in schools. Furthermore, Makhasane and Majong (2023) claim that very few studies have been conducted on strategies for addressing LTV which hampers implementing research-based strategies of quelling LTV. According to the Government Gazette 22754, 2001:66 Regulations for Safety Measures at Public Schools, administrators are expected to adopt appropriate safety measures to ensure everyone feels secure at school; however, school principals experience difficulties regarding LTV which hinders the practice of ethical leadership.

4.3.5 Mitigating Challenges of Employing Ethical Leadership Practice

The participants offered alternative strategies to deal with the difficulties of using ethical leadership to reduce violence between learners and teachers. The participants suggested that parents should be included during teacher-parent meetings to promote ethical leadership when addressing LTV. Additionally, the school should educate parents or constantly remind them of the value of participating in the education of their children. According to the evidence, law enforcement officers should be involved when there are incidents of LTV, particularly when learners are older than 18. School A participants indicated that learners who were judged to be dangerous and unfit for regular education should attend alternative schools, especially when they attacked teachers and peers viciously with hazardous weapons. They stated that secondary schools should be the venue for workshops that educate parents and learners on laws pertaining to LTV. Since parental involvement is critical in resolving all school-related difficulties, it is a primary promoter of children's positive behaviour (Durisic & Bunijevac, 2017). In support, Petso (2021) agrees that parental participation is crucial in preventing learners' unethical actions and in encouraging their good behaviour. Principal 1 from School A opined:

I think it lies with honesty that when we register learners, we cascade this information to parents, and they understand that when filling out the form, it is not just to fill for the placement of

the child; they must understand fully the responsibility that they are signing for, because you will realise that there is lack of education on the side of the parents. They understand that I fill the form and my child got placement, then they think it is the end of the story. They don't even want to come to check learners' work. The problem of negligence and lack of honesty on the side of parents needs us to continue educating these parents at school. When parents need placement for your child or grandchild, they must take full responsibility after being entered on the SASAMS. It is about continuing to educate the community about the significance of working together with the school to nurture the child into the desired direction.

The participants' responses also indicated that education must be provided for parents as they are not aware of how their involvement school in school affairs can shape discipline and success at school. Deputy Principal 1 from School A stated:

I believe it's only fair that we should be proactive when it comes to learner-on-teacher violence. Maybe a policy or rules because we have primary and secondary schools, so we can deal with those cases in a separate way. When you look at secondary schools, we have learners who are no longer minors. So, let's allow the law to deal with someone who is no longer a minor to be dealt with accordingly. Move away from the context of learner-teacher because you are over 18. Let us allow the law to deal with you. This must depend on the severity and the extreme violence that the learner has subjected the teacher to. In the instance of the minors, let's have schools, alternative schools, and alternative places where these learners can be taken to and dealt with by people who are trained for such behaviour.

Participants from School A indicated the need to deal with cases of LTV in a way that the education sector allows the law to intervene in extreme cases. Furthermore, they suggested that alternative schools should be built to deal with learners whose

behaviour is beyond the control of school teachers. Deputy Principal 2 from School B mentioned:

Ethical leaders should treat everyone fairly by basing their judgements on coherent and generally accepted principles such as honesty so that people should believe in you and trust you. people should come to you at any given time knowing that you are honest, and you will be able to carry out duties at hand. I think the only thing that we can do as the school is to ensure that we involve parents during Parents Day when parents are here to communicate with educators in terms of learner-conduct, learner-discipline, and also learner-performance at school. I think this is where we need to try to talk to them, because when you try to call them during the weekdays they come up with excuses of being far-away. So it is only during days they are available at school when we can try to involve them and also educate them. Remember parents must also be educated about the importance of the role that they should play in school events.

The above evidence suggests that it is of paramount importance to ensure that parents are involved during Parents' Day to deal with all the issues concerning learners. Principal 2 from School B indicated:

Like I said, it's all about education. Remember, the Department of Education, National and International has abolished corporal punishment because we believe that discipline must be educational. We must educate people to eradicate bad elements, whatever behaviour. Now we say let us educate not only teachers, not only learners, but also parents because most of these things originate from home. We are now at school, but the problem is at home. We only try to prevent it here at school. Now when the learner leaves, the school goes back to the same situation. So, we are saying let us educate all stakeholders. It is

the only way we can build a learner holistically, not only to teach them maths and science but to ensure that even attitude and behaviour are also dealt with.

The information emanating from Schools A and B enlightened the researcher on strategies that school principals can implement to overcome difficulties they have in addressing LTV. The information provided by participants suggested that LTV can be tackled through parental involvement; for instance, educating parents during Parents Day or during meetings with them about the significance of sound learner-discipline as part of their child's education. According to the participants, school principals will effectively handle instances of violence if parents are involved in matters concerning their children's education. In somewhat extreme cases, participants said that in addition to sending learners under the age of 18 to special schools where they will find well-trained educators to deal with learners who exhibit disruptive behaviours, they should also turn them over to the police so that the law can take appropriate action. In line with police-intervention, and according to the Government Gazette 22754, 2001:66 Regulations for Safety Measures at Public Schools, the principal is required to utilise all necessary precautions to ensure the security of everyone on the school campus.

According to Branson (2010), the ethics of justice requires appropriate and fair application of laws and policies while providing protection to individuals. Participants emphasised safeguarding educators by offering alternate education venues (e.g. special schools) to learners who endanger others' safety. According to the SASA (No. 84 of 1996), educational institutions must structure internal guidelines to control the behaviour of learners to preserve a conducive school climate. According to Wood and Hilton (2012), care ethics is concerned with people's wellbeing and by displaying empathy. Further, the goal of the disciplinary committee and the principals' ethical approach is to promote an atmosphere that is favourable for the acquisition of knowledge and skills. Moreover, legislation aligned to SACE guidelines, is another tool used to promote ethical behaviour among teachers. The ethics of justice framework designed by Mathur and Corley (2014) offers solutions to disciplinary issues by considering what is reasonable and fair for both the involved persons and the school community. The goal of applying the procedures stipulated in the learners'

code of conduct (LCC) is that all learners should be treated fairly and justly during disciplinary processes, in addition to preventing potential offences in the future.

4.4 DOCUMENT ANALYSIS

This section presents an analysis of the data collected from documents that were perused to supplement information elicited from the semi-structured interviews to strengthen the validity of the findings of the study (and triangulation). These were extracted from the LCC document and the incident book.

The information gathered from participants regarding the use of ethical leadership techniques to reduce LTV was enhanced by the incident book and the LCC. Based on participant data, the learners who were found to be in violation of the LCC were reprimanded through the LCC. Since the minutes book provided proof that the LCC was used appropriately, the researcher asked for the two documents in order to establish a connection between the information from the semi-structured interview and the information from the document analysis. The two documents were important to this research because they provide a thorough explanation of the disciplinary actions performed and demonstrated openness on issues involving learners and educators.

4.4.1 Learners' Code of Conduct

The LCC acts as the school's law on learner-discipline and the elimination of unethical behaviour (Zondo & Mncube, 2022). It sets the standards for learners' conduct at school and describes the disciplinary procedures that will be enforced by the school regarding learners' misconduct (Sun, 2015). The LCC applies to every learner at school and when they are out representing the school. The scanned pages (figure 4.1 School A) below illustrate the contents of the LCC.

LEARNER COMMITMENT

I, _____, a learner at _____, understand the rules and their implications and hereby make a commitment to:

- abide by the Code of Conduct and Disciplinary System.
- behave in a courteous and considerate manner toward everyone with whom I interact.
- treat everyone with courtesy and consideration regardless of differences in culture, religion, ability, race, gender, age, sexual orientation or social class.
- take responsibility for my learning by attending classes regularly and punctually and completing all my assessment tasks on time.
- cooperate with my teachers and other school staff.
- assist in making the school a safe place for all.
- seek help if I need it.
- let the school know if I feel my rights have been infringed upon, or if I experience any other difficulty.

Learner _____ Date _____

Parent/Guardian _____

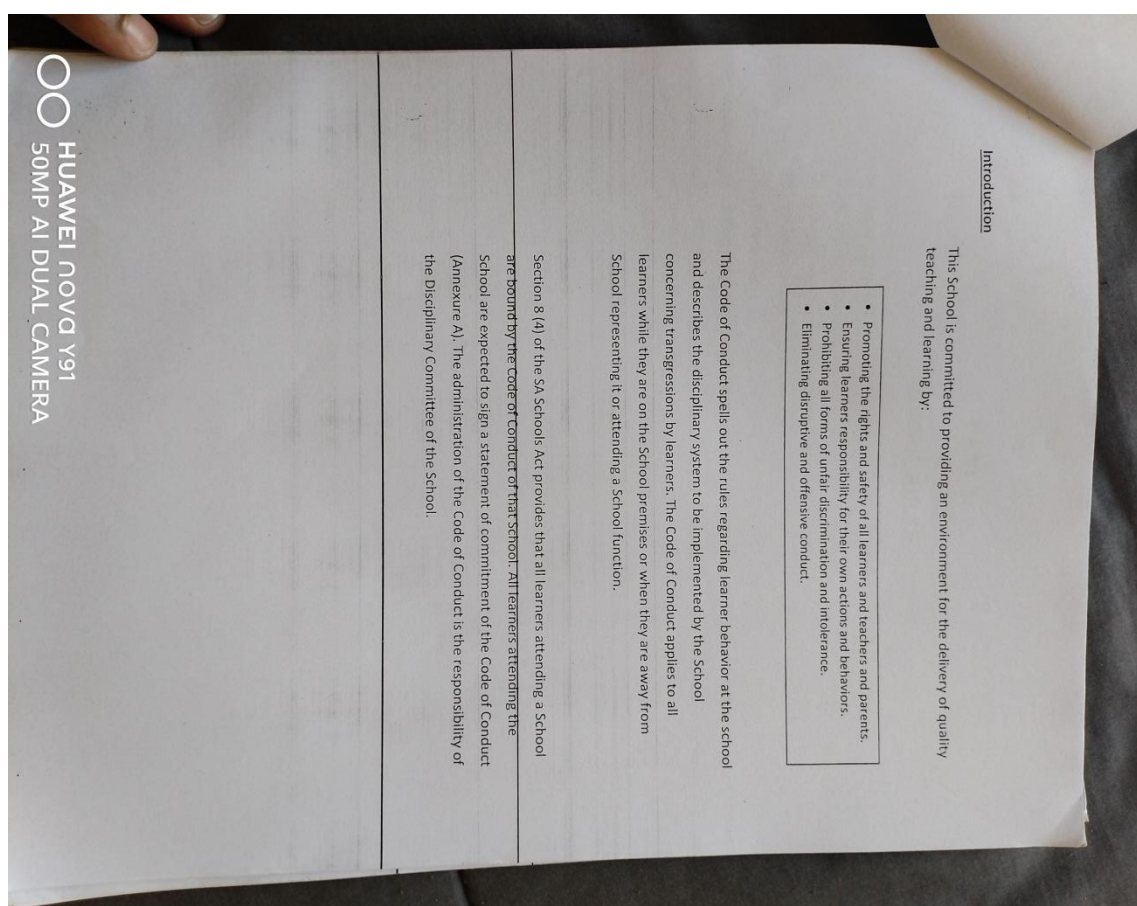
Table of contents

- Preamble
- Rights of learners
- Responsibilities of learners
- Responsibilities of parents regarding Code of Conduct
- Acceptance of Code of Conduct & Implementation of Code of Conduct
 - General Class rules
 - Class rules
 - General Rules, Appearance and school uniform
 - Rules for Boys
 - Rules for Girls
 - Absent from school
 - Bullying, emotional abuse and victimising
 - Gambling
 - Textbook
 - Knives and other weapons
 - Rules with regard to cell phones, mp3 players/ipod/ music-listening equipment
 - Smoking, alcohol and drugs
 - School property
 - Test and examination
 - Sales
 - Social Occasions
 - Sport and Extra mural of learners (RCL) and their role
 - Representative Council of Learners
- Disciplinary system for learners
 - Compilation of committees
 - Internal disciplinary committee
 - Disciplinary committee
- Disciplinary Action against transgressions against the school' code of conduct
 - Grade 1/Level 1 Offences
 - Grade 2/ Level 2 Offences
 - Grade 3/Level 3 Offences
 - Grade 4/Level 4 Offences
- Summary of Level 3 and 4 Offences
- Possible punishments for level 3 and 4 offences
- Approval

Figure 4.1: Learners' code of conduct (School A)

The LCC that school A provided is illustrated above in figure 4.1. The learner commitment form, which is included on the first page of the LCC, requests the

learner to promise to behave according to the stipulated regulations. Following their induction, all learners are handed the LCC guidelines pertaining to the rules of behaviour to sign and take home. Thereafter, learners are instructed to bring back the learners' commitment form (signed by the parent) to the school, and to ensure that the LCC is strictly adhered to. The table of the rules of conduct, which acts as a guide for the content of the LCC, is located on the second page of the document.



ANNEXURE B

Table 1: List offences per grade of offence

Grade 1: Offences	Grade 2: Offences	Grade 3: Offences	Grade 4: Offences
• Uttering • Excessively noisy or unruly behaviour	• Vandalism • Interfering with another person's possessions/prop	• Possession of weapons that can cause physical injury (knives, etc)	• Use of weapons that cause physical injury (knives, etc)

..... a learner at School, understand the rules and their implications and hereby commit to:

- Abide by the code of conduct and disciplinary system
- Behave in a courteous and considerate manner and respect other learners, the LFC, all members of staff and visitors to the School.
- Treat everyone with respect regardless of differences in culture, religion, ability, race, gender, age, sexual orientation or social class
- Take responsibility for my learning by attending regularly and punctually and completing all my assessment task on time
- Cooperate with my teachers and other School staff
- Assist in making the School a safe place for all
- Seek help if I need it let the School know if I feel my rights have been infringed, or if I experience any other difficulty.

Learner Parent/Guardian

..... Date

HUAWEI NOVA Y91
50MP AI DUAL CAMERA

Figure 4.2: Learners' code of conduct (School B)

The LCC from School B is illustrated above in figure 4.2. The introduction, goal and objectives are listed on the first page. These include creating a safe and supportive learning environment, protecting everyone's rights and safety, holding learners accountable for their actions, and eradicating disruptive and offensive behaviour. The learners' commitment form is displayed on the second page, which is identical to the one from School A. This is the commitment form that learners receive at the beginning of the school year which serves as directives to learners about what standards of behaviour is expected of them as members of the institution.

4.4.2 Incident Book

The events listed below were recorded in the incident books of the two participating schools in this study. The incident details from School A that were selected for this analysis was scanned on 14 April 2023. The scanned document dated 10 May 2023 from school B was the incident that was chosen for this study's purpose.

*Date : 14 April 2023
 *Involved learners

Report of an incident

An incident took place between a group of grade 10 learners. The teacher caught these boys smoking in the toilets, when he tried to take cigarette that they were smoking one of the boys refused and pushed him harder to the toilets walls and they all ran away.

Action taken :

The incident was reported to the Dtl. The learners parents received a letter inviting them to the disciplinary hearing. The disciplinary committee and the SGB concluded that learners will have to clean all the grade 10 classes in the afternoon for two weeks.

Signature

Figure 4.3: Incident book page – 14 April 2023 (School A)

A group of learners in Grade 10 in school A were caught smoking and would not listen to their teacher reprimanding them. Instead, the learners chose to push the teacher and flee, as recorded in figure 4.3 above. Parents were summoned to the disciplinary hearing, as indicated in figure 4.3. The decision taken at the hearing was

that learners who violated the LCC would have to help maintenance staff to clean all the classrooms of the school for two weeks.

Date : 10 May 2023

Involved learners :

Report of an incident

The incident took place during the school trip to the museum. Three female learners brought alcohol to the trip. One of the learners was drunk and started causing trouble. When the teacher tried to control the situation all the three learners ganged up on the teacher calling her names. The drunk learner pushed the teacher and she fell on the ground.

Action taken

The incident was reported to the D.H and the learners were given letters to give to their guardians for disciplinary proceedings. During the disciplinary hearing it was agreed that learners will assist the ground staff in cleaning toilets for two weeks.

Signature

HUAWEI NOVA Y91
50MP AI DUAL CAMERA

Figure 4.4: Incident book page- 10 May 2023 (School B)

The scanned document (figure 4.4) from School B recorded the event involving a teacher and three learners that occurred during a field trip. It was discovered that the learner who initiated this altercation was under the influence of alcohol. The teacher experienced verbal and physical abuse from the girls when she attempted to maintain control over the situation. As seen in figure 4.4, the parents of the girls were called to the school for the disciplinary hearing. The disciplinary committee determined that helping the ground staff clean the restrooms for two weeks would be an appropriate penalty.

4.5 SUMMARY OF DOCUMENT ANALYSIS

The incident books from the two secondary schools which were perused by the researcher, provided evidence of LTV at the schools. In schools A and B, the LTV cases were in the form of verbal or physical violence. The ethical practice employed by the two schools highlighted parental involvement to curb the ill-discipline of learners. Further, teachers applied the stipulations of the learners' code of conduct when disciplining learners which reduced misconduct on a small scale. This information gleaned from documents from the two schools was confirmed by responses from participants during the semi-structured interviews.

4.6 CHAPTER SUMMARY

This chapter presented the analysis of the collected data obtained from SSIs and DA. The information obtained from the interviews demonstrated how participants understood ethical leadership and revealed the extent and standard of ethical leadership practice implemented by various stakeholders to mitigate LTV. The difficulties confronted by leaders when practising ethical leadership to address LTV emerged from the interviews and document analysis. These provided strategies for resolving LTV issues, such as involving parents in LTV cases. The data gathered through the interviews confirmed that the participants understood what was meant by ethical leadership. The study's findings, limitations, future research, as well as recommendations, are discussed in the next chapter (5)

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS, LIMITATIONS, FURTHER RESEARCH, AND CONCLUSION

5.1 INTRODUCTION

This study aimed at exploring principals' ethical leadership practices in tackling learner-on-teacher violence. The previous chapter (4) presented the data, interpretation of data, analysis of the data, and discussion of findings. This chapter (5) outlines the main findings, suggests recommendations, lists the limitations, draws conclusions, and proposes areas for further research. Lastly, it provides a conclusion to the study.

5.2 SUMMARY OF FINDINGS

In line with the aim, objectives, and research questions of the study, the following findings emerged. They were categorised under themes:

5.2.1 Theme 1: Participants' understanding of ethical leadership

The findings revealed that all participants comprehended ethical leadership as the act of leading people by employing and modelling sound moral values. Participants concurred that ethical leadership is based on the principles of honesty, values, respect, integrity, and trust. This resonates with Brown and Trevino's (2006) definition of ethical leadership which specified that it was the process of leading individuals through actions involving care, honesty, fairness, empathy, and transparency. The findings pointed to ethical leadership being instrumental in discouraging dishonest practices, power centralisation, and importantly to correct rather than to punish. Ethical leadership was seen as leading individuals via legal guidelines in a manner that is not biased but tries to correct the offender for reintegration.

5.2.2 Theme 2: Ethical practices in tackling learner-on-teacher violence

The participants' articulations indicated that the common practice to combat LTV was to include parents in the disciplinary processes as it ensures transparency by being

guided by the learners' code of conduct (LCC) and SASAMS. The participants from the two schools reported that they call parents, send letters, and invite them to school to help in disciplining learners. The parent is invited to the disciplinary proceedings via the school's disciplinary committee. The hearing includes the SGB, disciplinary committee members, the victim, the offender, the RCL, District officials and the parent who is offered an opportunity to divulge new information to the committee concerning the learner's behaviour which may include extenuating circumstances to induce a lesser penalty.

Active parental involvement has been deemed as one of the effective strategies in dealing with LTV. Participants clarified that most learners are afraid of their parents rather than their teachers. Saiti (2022), who claims that the ethics of care aims to fix the relationships of all people inside the school premises, believes in ensuring that perpetrators are corrected for reintegration into the school environment, while victims should be given justice and counselling.

The two participating schools provided the researcher with the LCC documents for perusal. The reviewed literature, as well as the articulations from participants, indicated that the LCC is a legal document that is applied to prevent learners' from unethical behaviour, while promote the democratic values of the *Constitution* (RSA, 1996). The participants from the two schools emphasised the LCC as being the guide that enables them to maintain discipline within the school in a democratic and ethical manner. Similarly, Northouse (2013) contends that in decision-making, ethical leaders must practise fairness and justice as the two essential elements which promote consistency in meting out punishment to learner-offenders.

Additionally, SASAMS, which is another system of keeping records of learners' behaviour, is used regularly by disciplinary committees. Each learner's misconduct is recorded in the SASAMS so that all educators can be informed of a learner's behaviour record. When a learner is enrolled at a new school, his/her records are accessible through the SASAMS. In this way, it is easier for the educators and SMTs to know the kind of learner that they are placing at their school.

5.2.3 Theme 3: Involving internal/external stakeholders in addressing learner-on-teacher violence

The findings led to the creation of strategies that may be employed by different stakeholders within and outside the school to deal with LTV. The practices include the use of social development services, SBST, parental involvement, learners' code of conduct, peer-to-peer intervention, and the members of disciplinary committee.

The Quality Management System (QMS) is defined as an instrument that teachers utilise as a classroom management tool to measure performance standards. It was found that normally teachers would deal with unethical behaviour within the classroom by using their own classroom management strategies. Northouse (2013) revealed that leaders must ensure an effective working atmosphere comprising of trust and nurturing that will assist followers to grow into better individuals. In cases where it is beyond the control of the educator, or in extreme cases like learner-on-teacher violence, the teacher will involve the SMT or the school's disciplinary committee.

The data elicited from the interview and document analysis processes found that each school that participated in the study had a disciplinary committee that dealt with learners' misbehaviour. The committee initially gathered information about the issue at hand, shared this with the principal, then invited the parent, and lastly worked collaboratively in disciplining the learner-offender while ensuring that everyone was protected and afforded equal rights. After receiving a complaint, the members of the disciplinary committee met to investigate the incident after obtaining all the necessary information, then they communicated with parents requesting them to avail themselves at school so that the matter can be addressed. A letter issued by the principal requested the parent to attend the first hearing. This was done to ensure fairness and transparency so that the hearing would be conducted in a just manner. This ensured that the victim received justice while the perpetrator, with the help of the parent, was given a chance to repent and correct his/her behaviour.

The findings indicated that each school had its own school-based support team (SBST) which was a committee that assisted teachers by providing support to all the learners experiencing problems. This is in line with *White Paper 6 of 2001* (RSA,

2001) that states that public schools should establish SBSTs that will work in conjunction with the District Support Team (DST) to assist all educators in inclusive education. Inclusive education means that teachers must teach all learners, including those with issues such as behaviour, emotional, learning, social, and communication problems. This is consistent with the articulations of Principal 2 from School B that learners may have anger issues that manifest in violent behaviour. Therefore, since teachers are not psychiatrists, the DST must assist with the learner who is having behavioural problems, which may be executed through referrals to relevant stakeholders outside the school environment (e.g. professional health practitioners). This concurs with Kanungo and Mendonca (1996) who advocate for ethical leaders considering their followers first by supporting and nurturing them into behaving ethically.

Additionally, the findings indicated that School B has a committee called the QLTC (Quality Teaching and Learning Committee) which collaborates with other stakeholders outside the school such as police officers, nurses, doctors, pastors, and other relevant stakeholders who are willing to participate in improving education to ensure that learners are provided with quality teaching in a conducive and safe learning environment. A typical example is that the school invites a pastor to pray for learners and narrate stories from the Bible about what happens to those who behave in a way that is not Biblically acceptable. The police would be invited, together with rehabilitated criminals, to explain to learners that life in prison is not as it is portrayed in the movies. These stakeholders emphasised that bad behaviour will lead to more serious criminality and possible imprisonment which is something that no human wants.

The findings revealed that peer-to-peer leadership (through RCL) promoted ethical behaviour within the school premises. Empirical data revealed that RCLs are responsible for ensuring that learners do not transgress the LCC when they're outside the classrooms. Further, RCL members are trained at leadership camps to ensure that they are aware of what is expected from them as school-leaders. Leadership training instils ethical principles in RCL members which are expected to be implemented within the school premises. Moreover, each teacher has an incident book in which all incidents of learners' misconduct are recorded and followed-up at

hearings. This incident book supplements the SASAMS in recording evidence of misconduct within the school.

5.2.4 Theme 4: Ethical leadership challenges

The literature consulted for this study shed light on the fact that poverty, informal settlements, and unemployment were major factors that contributed to LTV (Miller, 2008). The findings suggested that dealing with learners' violent behaviour is a challenge for the school because of underlying socio-economic factors such as learners living with grandparents who have little or no control over errant learners. When grandparents are invited to schools regarding issues with their grandchildren, they make excuses like being sick. Hence, it is challenging for educators to discipline the learner in the absence of their elders.

Another challenge that emerged was that learners from child-headed households whose parents were deceased or left them alone to start a new family with a new wife/husband, have no elder to come to school to assist in disciplining the child. In this regard, Yavuzer (2000) elaborates that learners could be more aggressive and disruptive when they are experiencing much pressure coming from parents during marital disputes, divorce, or neglect.

Regrettably, the bigger challenge faced by schools in disciplining errant learners is the apathetic attitude of parents and their lack of involvement in school disciplinary hearings. The literature review revealed that a close relationship between parents and educators can contribute to self-discipline in learners, and thus reduce the teacher's pressure of disciplining learners (Lekalakala, 2019). Empirical data revealed that parents pass negative remarks about educators, and they don't come to school when requested to take responsibility for the misbehaviour of their children which leads to educators experiencing difficulties in inculcating discipline. The other challenge that participants raised was the lack of support from the Department of Education (DoE) because when the schools' leadership communicates with the DoE regarding the need for external interventions in LTV incidents, they receive excuses that transport is not available, or the person responsible was busy with important work.

5.2.5 Theme 5: Mitigating the challenges of ethical leadership

The findings pointed to confronting the challenges of implementing ethical leadership to mitigate LTV. Firstly, educating parents and community members about the law on how to minimise learner-misbehaviour requires talks by the police and legal experts, especially during Parents' Day. This strategy must be employed on a regular basis to make parents understand the significance of their participation in learners' education, especially on the aspect of discipline. Moreover, parents must realise the need to visit school often to check on the conduct and work of their children. Moreover, if learner-offenders are over 18, the police in extreme circumstances should be called to help investigate cases of LTV. As, for LTV offenders below the age of 18, it was suggested that they should be enrolled at alternative schools where experts can teach and supervise them.

The literature review (Section 12 of the *Constitution of the Republic of South Africa*, 1996), shed light on the fact that everyone has the right to be treated in a just and humane manner. In congruence, Stefkovich (2016) reports that the ethics of justice protects the civil and human rights of all people. Further, evidence indicated that alternative 'special' schools should have trained personnel to deal with learners who viciously attack peers or staff members. In this way, schools will preserve a conducive and healthy teaching-learning environment for well-behaved learners such that teachers feel safe to enjoy their work.

5.3 RECOMMENDATIONS

The recommendations are suggested according to the above findings. Everyone in schools such as the principal, deputy principal, departmental heads, educators, learners, school governing body members, parents, and ground staff, should work collaboratively in implementing ethical leadership. School leaders may ensure that they abide by the LCC which is a policy that must be applied without any compromise, no matter if the misconduct is minor or severe. The DoE could provide support to schools to ensure that ethical behaviour within the school is sustainable. The DoE is advised to use the information in SASAMS to assist schools with alternative ways of handling learners who are culprits of school violence. The QLTC is advised to ensure that every six months they allocate a school day to invite

external stakeholders to educate learners on the repercussions of violent and unethical behaviours. The experienced principals could attend continuous professional development training sessions on ethical leadership, while novice principals could be mentored or coached by experienced principals to be capacitated in ethical leadership to eradicate LTV. The DoE's circuit managers are encouraged to implore school principals to capacitate deputy principals and departmental heads through professional development programmes (internal and external) to practise ethical leadership at schools. Through interaction with learners in a professional manner, educators ensure that learners behave ethically in and outside the school. Learners and parents could be workshopped at the beginning of the year on the stipulations of the LCC so that they become aware of what is expected from them. In this way, the practice of ethical leadership will positively pervade the school environment such that all parties involved will cooperate to enrich the quality of the teaching-learning setting.

I suggest that DoE launch a training program for principals that will equip them with the skills necessary to use ethical leadership in the workplace and make ethical decisions when settling disputes. To make sure that the training workshops are beneficial to schools and that the principals apply the lessons they have learned from these development programs, circuit managers should do follow-ups. In order to help ensure that the code of conduct is correctly implemented and, consequently, reduce learners indiscipline, the DoE should also begin school development programs that emphasize the usage of the code of conduct in the classroom. This study would advance our understanding of how to employ ethical leadership to reduce learners and educators violence; if these strategies are properly applied, they could affect the amount of violence that occurs in society and influence community members to act ethically.

5.4 SUGGESTIONS FOR FUTURE RESEARCH

Firstly, the findings of this study may inform future researchers on a similar topic to involve the departmental heads as well as teachers so that their knowledge of principals' ethical leadership can also be explored.

Secondly, investigating how principals ensure that all staff members are capacitated and adhere to the principles of ethical leadership is an area to investigate.

Thirdly, further research should delve into how teachers ensure that learners are conscientised about the consequences of LTV, and are continually reminded about ethical behaviour that is expected from them.

Fourthly, further studies could explore how DoE circuit managers capacitate principals in the practice of ethical leadership.

Lastly, further research may be conducted on capacitating all stakeholders on the principles of ethical leadership, and what is expected of them to promote discipline in the education sector.

5.5 LIMITATIONS OF THE STUDY

Mhlongo (2017) states that limitations are barriers hindering the researcher from smoothly conducting the study. In this study, principals' busy schedules and the continual postponing of appointments for data collection extended the intended end-date of the research project. Further, principals expressed reluctance to permit the researcher to conduct the study at their schools, while others pledged to contact the researcher as soon as they were available, but they never did so; hence the sample was limited.

5.6 CONCLUSION TO THE STUDY

This research centred on investigating principals' ethical leadership in tackling LTV at secondary schools in the QwaQwa area of the Free State province in RSA. The results of this study indicated that LTV continues to be a challenge in schools. The difficulties encountered by principals in employing ethical leadership included the lack of parental involvement, lack of support from the DoE, perpetrators from child-headed households, and inadequate policies to protect teachers. Other revelations that emerged from the literature study included unemployed parents, poverty, and living in squalor at informal settlements that were linked to violence. Despite the challenges, findings revealed that ethical leadership practices were employed by school principals. These included the involvement of parents during Parents' Day,

educating parents about the significance of being part of their children's education, and permitting law enforcement agencies to handle cases of learner-on-teacher violence. This study contributes to current knowledge by suggesting strategies that can address the principals' ethical leadership challenges concerning violence against teachers in schools in South Africa. Lastly, if this scourge of learner-on-teacher violence is not eradicated expeditiously, then the SA education sector will drift into lawlessness.

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Appendices

Appendix A: Title registration



29 November 2022

APPLICATION FOR TITLE REGISTRATION

Applicant: Molotja, S

Student Number: 2016177764

Discipline: Management and Leadership

Study Code: Master's (EDML8900)

Dear Mr Molotja

Your registered title is as follows: *"Exploring principals' ethical leadership practices in tackling learner-on-teacher violence"*

All of the best with your studies.

Yours sincerely,

Prof Patrick Mafora
Chair: CTR committee

Ms CS Duvenhage
Secretary: CTR committee

Appendix B: Ethical Clearance



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

18-Jul-2023

Dear Mr Sphiwe Molotja

Application Approved

Research Project Title:

Exploring principals' ethical leadership practices in tackling learner-on-teacher violence.

Ethical Clearance number:

UFS-HSD2023/0005/23

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Adri
Du
Plessis

Digitally
signed by Adri
Du Plessis
Date:
2023.07.20
18:56:42
+02'00'

205 Nelson Mandela Drive P.O. Box 339
Park West Bloemfontein 9300
Bloemfontein 9301 Tel: +27 (0)51 401 9337
South Africa duplessisA@ufs.ac.za
www.ufs.ac.za



Appendix C: Permission to Conduct Research

Enquiries: M. Z. Thango
 Ref: Research Permission: S. Molotja
 Tel. 051 404 8808
 Email: MZ.Thango@fseducation.gov.za



67 Molapo
 Witsieshoek
 Phuthaditjhaba
 9866

Dear Mr. S. Molotja

PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: THABO MOFUTSANYANA DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Thabo Mofutsanyana Education District. The details in relation to your research project with the University of the Free State are as follows:

Topic: Exploring principals' ethical leadership practices in tackling learner-on-teacher violence.

1. **List of schools involved:**
2. **Target Population:** Two Principals, two Deputy Principals, four Departmental Heads and four educators at the selected schools.
3. **Period of research:** From the signature of this letter until 30 September 2023. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely

Mr. MZAMOW JACOBS
 DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 19/04/2023

Enquiries: M. Z. Thango
 Ref: Notification of research: S. Molotja
 Tel. 051 404 8808
 Email: MZ.Thango@fseducation.gov.za



District Director
 Thabo Mofutsanyana District

Dear Ms. Mabaso

NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN THABO MOFUTSANYANA DISTRICT

This letter serves to inform you that Mr. S. Molotja has been granted permission to conduct research in the Thabo Mofutsanyana District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

Topic: Exploring principals' ethical leadership practices in tackling learner-on-teacher violence.

1. **List of schools involved**
2. **Target Population:** Two Principals, two Deputy Principals, four Departmental Heads and four educators at the selected schools.
3. **Period of research:** From the signature of this letter until 30 September 2023. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
4. **Research benefits:** This study aims to provide knowledge of this phenomenon of learner-on-teacher violence to the Department of Education and policymakers to review policies on learners' code of conduct. The study will also inform parents at home about how their learners behave at school. More insight will be given to the principals and teachers regarding the use of ethical leadership practices in dealing with violence against teachers, and how to deal with the unethical conduct of learners.
5. The Sub-directorate of Research and policy will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

Mr. MZAMOW W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 19/04/2023

Appendix D: Permission to conduct research from the School



REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Principal

I am Siphiwe Molotja doing research and would like to request permission to conduct my research at your school.

DATE

August 2023

TITLE OF THE RESEARCH PROJECT

Exploring principals' ethical leadership practices in tackling learner-on-teacher violence

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Molotja Siphiwe

2016177764

063 607 5897/ 069 222 8214

FACULTY AND DEPARTMENT:

Faculty of Education

Management and Leadership

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr SD Makhasane

0587185464

Dr L Mdodana Zide

0587185176

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of this study is to examine principals' application of ethical leadership practices in tackling learner-on-teacher violence in schools. The purpose of this study is to contribute knowledge of ethical leadership practices to the education sector, teachers, principals and

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SMT on how they can tackle learner-on-teacher violence employing the ethical leadership practices.

WHO IS DOING THE RESEARCH?

My Name is Molotja Siphiwe i am a teacher by profession, I teach Natural Sciences and Social Sciences. I choose to do this project specifically of lack of application of ethical leadership in education sector. I am conducting this study in order to assist current and future educational leaders about the significance of employing ethical leadership in order to tackle learners unethical behaviour.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: *Insert approval number*

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The participants were chosen through purposive sampling technique and that entails choosing the participants based on the knowledge they possess which is useful for the phenomena under research. Hence, this study will be having 7 participants who are falls part of the disciplinary committee.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The participants role in this study is to respond to a series of semi-structured questions. The participants are also expected to aid the study with knowledge and with documents which may have the content knowledge of the phenomenon under investigation. The questions to be asked in this study are tailored within the research questions of the study which are :What are the principal's ethical leadership practices in tackling learner-on-teacher violence ? What is the nature of learner-on-teacher violence in the selected schools ? What characterizes principals' ethical leadership practices in tackling learner-on-teacher violence ? What ethical leadership practices challenges do principals encounter in tackling learner-on-teacher violence ? How can the ethical leadership challenges in tackling learner-on-teacher violence be mitigated ?

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

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All school stakeholders stand to benefit from this study. The study will assist in equipping the subject advisors, principals' as well as all those under his/her leadership with the knowledge of ethical leadership practices in solving the problems they encounter at work but mostly in tackling the unethical behaviour of learners in order to achieve the goal of the department of basic education which is to have a conducive learning and working environment for both teachers and learners. This study will also assist policy makers in noting the significance of ethical leadership and also drafting or amending other policies which put much emphasis on the use of ethical leadership within the education sector.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

There are no potential risks for taking part in this study.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

Ethical consideration for the study cover areas such as anonymity, confidentiality, privacy as well as the voluntary participation of all participants. No participants will be coerced into taking part in this study. Participants personal data like their names, surnames and cellphone numbers will not be published in the study but will be kept in the safe lock by the study supervisor for incase of triangulation and to confirm identity of the participants.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

The researcher will print 3 hard copies after this study has been conducted and completed. One hard copy will be sent to the library for safe keeping and reference by other researchers, the other copy will be sent to the supervisor for the safe keeping and the last copy will be with me the principal researcher.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment or any form of incentives for taking part in this study.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Siphiwe Molotja on 063 607 5897/ 069 222 8214. The findings are accessible from January 2024 onwards. Should you require any further information or want to contact the researcher

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about any aspect of the study, please contact me on the numbers provided above or use the following email, Mlotshwa1986@gmail.com. Should you have a concerns about the way the research was conducted , you may contact the study supervisor [Dr Sekitla Makhasane](#) on 0587185464 / [Dr Lulama-Mdodana Zide](#) on 0587185176 during office hours 08h00 to 16h00 .

Yours sincerely

[Siphiwe Molotja](#)



Appendix E: Consent Forms

PARTICIPANT CONSENT FORM

Project Title: Exploring the principals' ethical leadership practices in tackling learner-on-teacher violence

Researcher: Molotja Sipiwe

I volunteer to participate in a research project conducted by Molotja Sipiwe (2016177764) from the University of the Free State. I understand that this research project is designed to study principals' ethical leadership practices in tackling learner-on-teacher violence. I, as individual/ Principal /Deputy/ SMT/ Teacher understand and agree that I am being invited to take part in an interview. I also understand that in agreeing to participate:

- My participation is voluntary. I understand that I will not be paid for my participation.
- The interview will take approximately 15 minutes to complete.
- Field notes will be written during the interview and audio taped as well. I understand I can decline to be recorded.
- I understand that if I feel uncomfortable in any way during the interview, I am at liberty to decline to answer any question or to leave the interview session.
- I understand that the researcher will not identify me by name in any reports using the information obtained from the interview. My confidentiality as a participant will remain secure. Subsequent uses of recordings and data will be subject to standard data use policies which protect anonymity of individuals and institutions.
- Administrative and other teaching staff in this school will neither be present during the interview nor have access to raw notes or transcripts of either the interview. This precaution will prevent any of the findings having personal negative repercussions for me.
- If I choose to be interviewed, I have the right to view and comment on the

transcribed interview data before the findings are analyzed.

- I have read and understand the participant information sheet provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
- I have been given a copy of this consent form.

I hereby agree / disagree (circle the applicable option) to participate in the **interview** for this study.

I hereby agree / disagree (circle the applicable option) to the **audio recording of my interview** for this study.

Initials and surname of the participant _____

Signed of the participant _____

Signed by researcher _____

Date _____

Appendix F: Interview Schedule



(SEMI STRUCTURED INTERVIEW)

ETHICAL LEADERSHIP

1. In your own words what is ethical leadership?

2. What ethical leadership practices do you employ to deal with learner-on-teacher violence?

3. How does different stakeholders at your school employ ethical leadership practices in tackling learner-on-teacher violence?

4. What ethical leadership challenges do you face when trying to mitigate learner-on-teacher violence?

5. How can the challenges of employing ethical leadership practice when tackling learner-on-teacher violence be mitigated?

----- END OF THE INTERVIEW -----



Appendix G: Turnitin Report

thesis.docx			
ORIGINALITY REPORT			
7%	5%	4%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
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2	researchspace.ukzn.ac.za Internet Source		<1%
3	Dladla, Jacob Mshado Japie. "The Management of Teaching and Learning of Street Children in Gauteng Schools", University of Pretoria (South Africa), 2023 Publication		<1%
4	repository.up.ac.za Internet Source		<1%
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Appendix F: Language editor letter

590 Miami Road
Hibberdene
KZN
4220
Cell: 0842648401
brian.naidoo25@gmail



**PROFESSIONAL
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Brian Naidoo (BA Hons. in English; BA Hons in TESOL; BEd Hons.
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 Business Writing; UCT Cert. in Copy-Editing; MA Coursework in Research
 UFS. Assessor Cert. UFS; Umalusi Evaluator of Schools.

SPECIALISING IN THE LANGUAGE EDITING OF THESES, DISSERTATIONS,
 JOURNAL ARTICLES, PROPOSALS, BOOKS, POLICIES AND PUBLICATIONS

CERTIFICATE FOR EDITING A DRAFT MASTER'S DISSERTATION

TOPIC: EXPLORING PRINCIPALS' ETHICAL LEADERSHIP PRACTICES IN TACKLING LEARNER-ON-TEACHER VIOLENCE

MOLOTJA SIPHIWE

University of the Free State

TO WHOM IT MAY CONCERN

This certificate confirms that the above-mentioned student submitted his draft master's dissertation to me for language-editing, which included correcting in-text citations and the list of references. This was duly edited and returned to the student. I make no claim as to the accuracy of the research content. The text, as edited by me, is grammatically correct. After completion of the language editing, the student has the option to accept or reject changes prior to re-submission to the supervisor. The editor is not accountable for any additional content and changes that may have been executed post-editing.

B. Naidoo

ID 5606255134081

25/08/2024

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