UNIVERSITY OF KWAZULU-NATAL

ETHICAL LEADERSHIP IN SCHOOLS: VOICES OF SCHOOL PRINCIPALS AND TEACHERS FROM THREE SECONDARY SCHOOLS IN DURBAN

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ETHICAL LEADERSHIP IN SCHOOLS: VOICES OF SCHOOL PRINCIPALS AND TEACHERS FROM THREE SECONDARY SCHOOLS IN DURBAN

BY

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DECLARATION OF ORIGINALITY

I, Dean Edmund Michael Naidoo, declare that: **Ethical Leadership in schools: Voices of school principals and teachers from three secondary schools in Durban,** abides by the following rules:

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This dissertation is submitted with/without my approval.

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Dr S.E. Mthiyane (Supervisor)

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This dissertation is especially dedicated to:

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ABSTRACT

The media has recently exposed a large number of cases of unethical conduct specifically within the South African Education Department. Learners, teachers, principals, union members and departmental officials have all been cited in different reports and research studies regarding unethical conduct in the Department of Education. This apparent rise in unethical behaviour has caused the concept of ethical leadership and its potential to reduce unethical conduct to become the focus of research especially in educational leadership.

In a similar manner this study explored the understandings, experiences and practices of ethical leadership in South African schools and its implications for school leadership from the perspectives of school teachers and principals. Conceptualised within the theoretical frameworks of ethical leadership and ethical development, this research aimed to: elicit perceptions/understandings and experiences of school principals and teachers about the ethics in education; to solicit the opinions/views and perceptions of school principals and teachers about the causes of unethical conduct in schools and to explore the perspectives of school principals and teachers about what they think should be done to reduce unethical behaviour in schools. This study operated within the interpretive paradigm and utilised a qualitative methodological approach to research. The three participating secondary schools were selected for the study using convenience sampling. The two teachers and the principals from each school were subsequently selected using purposive sampling. All ethical issues were observed before the data was generated through semi-structured interviews and documents reviews. Thematic analysis was chosen to analyse the generated data.

The conclusions of the study indicate that: all the participants possessed very good and clear understandings of the terms ethics and ethical leadership; the unethical conduct of learners, teachers and principals occurred regularly in some schools and some of these unethical behaviours appeared to be increasing; some of the causes of the unethical behaviours of learners, teachers and principals seemed to originate from both inside the school environment and outside in society; there are various solutions to reduce the unethical conduct of learners, teachers and principals in schools and that there was a consensus that ethical leadership could potentially be an effective approach to reducing unethical conduct in schools. This study therefore recommends the use of ethical leadership to reduce unethical conduct within schools.

ABBREVIATIONS USED IN THE STUDY

CPI	Corruption Perception Index
CLEA	Centre for Leadership Ethics in Africa
PFMA	Public Finance Management Act No. 1 of 1999
PSC	Public Service Commission
SACE	South African Council for Educators
TI	Transparency International

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The Corruption Perception Index (CPI) of 2013 released by Transparency International (TI) has shown that more than 70% of the 177 countries that were ranked, exhibited increased levels of unethical conduct, including South Africa. Corruption seems to be escalating globally with the media being instrumental in revealing unethical conduct (Brown & Trevino, 2006). Africa as a continent has produced many unethical leaders who have been materialistic and egocentric (Ciulla, Luizzi & Strijdom, 2012; Salawu, 2012; Sebudubudu & Botlhomilwe, 2012). As a result, a large percentage of African countries still struggle to achieve sufficient social, political and economic reform (Salawu, 2012). South Africa in particular has dropped thirty four places on the CPI of TI since 2001. Large scale unethical conduct prevails in the various hierarchical levels of government including the Department of Education (Institute For Security Studies, 2014). The Department of Education in this study will refer to only school-based education. This rise in unethical behaviour has caused the concept of ethical leadership and its effects on reducing unethical conduct to become the focus of research and discussions within South Africa and also abroad. Consequently the Centre for Leadership Ethics in Africa (CLEA) was established in 2008 at the University of Fort Hare and one of the objectives of the centre is to probe this relationship between ethical leadership and its influence on propagating acceptable ethical conduct (Ciulla, *et al*., 2011). The focus of this study is to explore the understandings, experiences and practices of ethical leadership in South African schools and its implications for school leadership from the perspectives of school principals and teachers. One of the central aims of this study is to add to the growing body of research on ethical leadership in schools. Finally, this study will investigate the relationship between ethical leadership and its potential effect on curbing unethical practices in schools.

1.2 Problem Statement

An alarming number of cases of unethical conduct within the South African Education Department have recently been exposed through the internet, social networks and the media (Corruption Watch, 2013). In February 2013 Corruption Watch exposed a school principal and governing body chairman in a Soweto school of defrauding the school's feeding scheme of more than a hundred and seventy thousand rand. Corruption Watch further uncovered fourteen employees of the KwaZulu-Natal Education Department and six school principals who were also personally benefiting from school feeding schemes which were designed for the poor learners. The individuals involved have since been suspended or expelled. In June 2014 the Citizen newspaper reported on school governing bodies in Hammanskraal who alleged that principals were not maintaining school premises, withholding school financial reports and not handing out computer tablets to learners three months subsequent to their delivery (Chauke, 2014). Similarly, the City Press newspaper in May 2014 reported on officials of the Department of Education in Mpumalanga being involved in the corrupt awarding of food scheme tenders to the amount of R1,9 billion (Saba, 2014). In October 2014 eNCA news reported on school principals in KwaZulu-Natal inflating learner enrolment numbers. An investigation into the uThungulu District by National and Provincial Departments of Education revealed learner enrolment numbers had been inflated by 200 000. Consequently, staffing and funds were incorrectly and fraudulently allocated to these schools. Corruption Watch presented a report in 2013 of corrupt and unethical leadership within South African schools and this report included allegations of fraud, theft, maladministration, non-compliance with procurement procedures, corruption in employment practices, improper control of financial records and the selling of tests and examination papers to learners either for money or sexual favours. The report alleged that school principals were the most corrupt members within the school community (Mestry, 2006). South Africa is researching for possible solutions to curb unethical conduct (Naidoo, 2012). This research includes ethical leadership and development.

Leadership development can form a basis for the reduction in corruption and unethical behaviour (Manyaka & Sebola, 2013). Salawu (2012) emphasises that the problems of underdevelopment and poor leadership in Africa can only be reduced and rectified if the present ethical foundations of African leaders are changed through the paradigms of ethical development and ethical leadership. This paradigm of ethical development comprises of seven basic tenets all of which promote regeneration of the mind and the development of a positive ethical foundation. Salawu (2012) proposes that the instrument used to bring about ethical development is oramedia which

includes the arts of opera, music, dance, drama, poetry and folklores. Salawu (2012) believes that the ethics of good leadership are the same as the ethics of the African culture. He follows the philosophy of "Civilisation = Civilisation" (Salawu, 2012, p.8). This philosophy is that if the thought processes of individuals can be refined to the level of good morals, values, ideals and beliefs, this will lead to the development of a positive and productive society. He goes on to mention that this change in ethics will bring about the development of the correct attitude which is necessary to radically change bad leadership. Therefore, if South Africa wants do develop educational leaders of good character, then we as a country must focus on developing leaders with the correct ethics. Sebudubudu and Botlhomilwe (2012) reiterate this view by claiming that Botswana has substantially improved its economy, education and infrastructure from the time of independence to the present day largely due to good leadership with a positive ethical foundation. Brown, Trevino and Harrison (2005) accentuate this point even further by positively correlating their construct of ethical leadership with diminished levels of unethical conduct. These authors explain their construct of ethical leadership through the theory of social learning where leaders within an organisation are seen as being role models for ethical beliefs and conduct. By virtue of their position leaders are continuously being assessed by their followers in terms of ethical values and behaviour. Followers then consciously and unconsciously model their ethical framework on that of their leaders. In order for ethical leadership to take place through social learning, leaders must be viewed by their followers as being, "attractive, legitimate and credible (Brown, *et al*., 2005, p.120). Leaders can accomplish this displaying socially acceptable and suitable behaviour. These authors also claim that ethical leaders clearly convey their ethical message in a distinctive manner and continuously reinforce good ethical conduct by utilising the avenues of reward and punishment. Ethical leadership is considered as highly efficient in reducing unethical conduct (Brown & Trevino, 2006).

In the light of the above reports of unethical behaviour in the Department of Education and schools in particular, the purpose of this study is to explore ethical leadership in schools and how selected secondary school principals and teachers conceptualise and apply it in their daily practices. The intention of this study is also to further provide an extensive analysis of recent research, debates and discussions on the concepts of ethical leadership and development and their potential to modify unethical conduct especially, in schools.

1.3 Purpose and Rationale for the Study

I have been a level one teacher for seven years and thereafter a subject head for an additional seven years. In my own experiences as an educator and subject head within the educational system, I have witnessed an increase in the corrupt and unethical behaviour of some principals and teachers. I have been employed at schools where there has been theft and misappropriation of school finances as well as jobs that have been given to unqualified individuals who have influence over senior school management. In my first teaching position I started as a governing body paid teacher and earned a monthly salary from the school itself. After a period of three months I was appointed into a permanent position by the Department of Education and then paid as a government employee. After approximately six months I became aware that the principal of the school was still signing off governing body cheques on the premise that it was for me. He then forged my signature, accepted the cheque and used the funds for his own benefit. He immediately stopped this practice after I confronted him but there was no further action taken. In another school in which I taught, I quickly became aware of the fact that intimate relationships among learners and teachers were common place. Although this was known to some members of the school community including the principal, nobody seemed to report these matters. The principal himself went to the extent to personally tell me that I as a single teacher should also find myself a girlfriend from amongst the learners in the senior grades. In yet another school, the principal and matron of the school hostel were engaged in a wide range of unethical behaviours. These included embezzling funds from the school's hostel finances, stealing and selling of food and cleaning material belonging to the school hostel and the illegal renting out of rooms and hiring of hostel facilities. The remuneration of these activities was diverted to their personal finances. Although these activities were again known, the individuals involved made it extremely difficult to prove. In yet another of the previous schools that I taught at, the principal only promoted his friends on the staff to senior positions. In return the promoted teachers allowed the principal to govern the school in an autocratic manner with no resistance to any of his decisions, irrespective of whether they were beneficial to the school or not. The textbooks that arrived in schools after the Outcomes Based Education programme was adopted by the Department of Education were poorly printed, compiled and constructed. This, in my view, was because the tenders for the production of these textbooks were corruptly given to individuals who were not qualified for the job. The experiences of

unethical conduct that I have had as an educator are not isolated. In communicating with other colleagues in the teaching profession it appears that this conduct is widespread and on the increase.

Similarly, the textbook scandal of 2013 in the Eastern Cape and Limpopo encapsulated the extent of corruption and other unethical practices within the Department of Education (ETV news, 2013). SA Breaking News further reported on another unethical scandal involving the selling of teacher, deputy principal and principal posts by senior members of certain teacher unions and officials of the Education Department (Matroos, 2014). The rise in incidents of unethical conduct within the Department of Education has become more apparent by another report by SA Breaking News in which 2089 learners in the Eastern Cape and 778 learners in KwaZulu-Natal were implicated in a mass cheating scandal during the 2014 Grade 12 examinations (Ispas, 2015). In addition to the reports by Corruption Watch, the corruption perceptions index of 2013 by Transparency International (TI) has ranked South Africa the 72nd most corrupt country out of 177 countries globally. The 2013 Afrobarometer report shows that 66% of South African citizens believe the government is not addressing the issue of corruption in an effective manner. A Report (2014) by the Institute of Security Studies indicates that in 2011 it was reported in parliament that between R20-30 billion was lost from the government procurement budget each year due to public officials stealing funds which were allocated for service delivery. The South African public is aware of the fact that politicians and public officials are diverting money from service delivery (Corruption Watch, 2013). Mestry (2006) claims that many schools experience mismanagement and misappropriation of funds as well.

Given the above unethical behaviours, this study seeks to solicit the conceptualisations, experiences and practices of school principals and teachers about ethical leadership and how this leadership approach could be used to improve school leadership in general.

1.4 Significance of the study

There has been an increased amount of research into unethical conduct, ethical development and ethical leadership (Brown, *et al.*, 2005; Brown & Trevino, 2006; Salawu, 2012; Naidoo, 2012). Salawu (2012) was instrumental in demonstrating how the paradigm of ethical development could be used to restore good morals and ethics and reduce unethical behaviour. His research is relevant because ethical development in this study is considered to be crucial in transforming education in

South Africa. The construct of ethical leadership forms another cornerstone of this study because it might provide a viable mechanism to reduce unethical behaviour in the Department of Education. The construct of ethical leadership in terms of social learning developed by Brown, *et al.* (2005) provides a definition of ethical leadership which is widely accepted by researchers (Brown & Trevino, 2006; Eisenbeiss, 2012; Eisenbeiss & Giessner, 2012; Lawton & Paez, 2013). Subsequently there have been many studies into the antecedents and outcomes of ethical leadership (Brown & Trevino, 2006; Eisenbeiss, 2012; Eisenbeiss & Giessner, 2012; Lawton & Paez, 2013). This research has been very useful in the recognition of the practice of ethical leadership at the different research sites participating in the study. Shapira-Lishchinsky (2011) and Bullough (2012) have also researched ethical and moral dilemmas which are unique to teaching and teacher education. This has revealed more information about how teachers handle ethical issues on a daily basis. Naidoo (2012) has investigated different forms of unethical conduct within the public sector in South Africa together with the legislation addressing unethical conduct and the need for ethical leadership to curb it. Although South Africa has implemented strategies and policies to reduce unethical behaviour, they have proved to be mostly unsuccessful because of weak governmental structures to monitor implementation, gaps in legislation which do not sufficiently address all forms of unethical conduct and senior government leaders who are exceedingly corrupt (Naidoo, 2012). Manyaka and Sebola (2013) have expanded on this research by probing ethical training in South Africa. All of the above research has facilitated the progress of this study in different ways. The construct of ethical leadership together with its antecedents and consequences has been researched, ethical dilemmas unique to teaching have been analysed, unethical conduct within the entire government sector as a whole has been investigated and approaches to ethical training have been explored. Potential gaps that have been identified in the research of ethical leadership include information about unethical conduct and ethical leadership at the ground level of education which is comprised of schools. Present research does not seem to sufficiently probe what unethical conduct occurs within schools specifically and how ethical leadership is experienced and practised in schools by teachers and principals. This study will address these gaps by interviewing school teachers and principals to elicit their understandings, practices and experiences of ethical leadership that exist particularly in schools and also to share their insights about ethical leadership unique to the school environment.

The study is significant because it might uncover potential information of how ethical leadership and ethical development could probably change unethical behaviour into conduct which is based on morals and ethics which are more socially acceptable. The study is important because it will add to the body of knowledge regarding unethical conduct in South African schools and potential ways in which to reduce it. There have been quantitative studies investigating unethical conduct in South Africa and in the Umlazi district. However, there has not been any qualitative study of unethical conduct in this section of the Durban Central circuit in the Umlazi district. This study could therefore produce valuable information regarding unethical conduct in this specific location.

Given the above background, problem statement, purpose and rationale, this study is significant because it might shed light on more information about the different forms of unethical conduct prevalent in schools, possible conceptualisations of ethical/unethical practices in schools, reasons for this unethical conduct and potential solutions to reduce the problem of unethical behaviour. The study might be able to accomplish these aims because the participants in the study, who are principals and senior teachers, might be able to provide detailed information about unethical conduct prevalent at the ground level. This study is also worthwhile because the participants might possibly be able to share unique insights into how they perceive unethical conduct could be reduced.

1.5 Objectives of the study

- To elicit perceptions/understandings and experiences of school principals and teachers about the ethics in education.

- To solicit the opinions/views and perceptions of school principals and teachers about the causes of unethical conduct in the selected schools.

- To explore the perspectives of school principals and teachers about what they think should be done to reduce unethical behaviour in schools.

1.6 Critical research questions

- What are the perspectives and experiences of school principals and teachers about ethics in schools?

- What are the opinions/perceptions of school principals and teachers about the causes of unethical conduct in the selected schools?

- What are the views of principals and teachers about what they think should be done to reduce unethical behaviour in schools?

1.7 Definition of key concepts

1.7.1 Ethical development

Ethical development is defined as a paradigm comprising of seven tenets designed to construct and sustain a society with justice and mutual empathy. The seven tenets utilise the African traditional value system to cultivate values of integrity, discipline, responsibility, truthfulness, proficiency, education, ingenuity, originality and nationalism (Salawu, 2012).

1.7.2 Ethical leadership

Ethical leadership is defined as a separate construct of leadership which focuses on the role of ethics in the practice of effective leadership. The ethics, values and beliefs of the leader are considered to be critical components in determining correct and successful leadership (Brown, *et al*., 2005).

1.8 Delimitations of the study

Delimitations are formed from the deliberate and conscious decisions of the researcher to specify and define the boundaries and parameters of the research (Maree & van der Westhuizen, 2009). The central purpose of this study is to explore the understandings, experiences and practices of ethical leadership in South African schools from the perspectives of school principals and teachers. Therefore three principals and two teachers from three different secondary schools were selected to participate in the study. Only secondary schools were chosen because they would probably share similar experiences of ethical leadership and three schools were specifically selected because in my opinion the principals and teachers from the three schools could potentially provide sufficient data to analyse, compare and contrast information about ethical leadership. Two teachers who have been teaching for more than ten years were selected from each school as these teachers would possibly be very knowledgeable about ethical leadership practices at their respective schools and

furthermore two teachers were deliberately chosen from each school rather than one to provide a more varied perspective of the topic. Effective ethical leadership could be one of the significant factors in improving education in South Africa. I hope this research will inspire more researchers to investigate this focus area in education.

1.9 Organisation of the study

Chapter One introduces the study by emphasising the rising levels of unethical conduct globally and the subsequent need for a possible solution such as ethical leadership. Chapter one then outlines the problem statement, rationale and significance of the study. A brief summary of the paradigms of ethical development and ethical leadership is provided. In addition the chapter describes the key concepts, organisation of the study, objectives, critical research questions and delimitations of the study.

Chapter Two defines and relates the terms of unethical conduct, ethics, leadership and governance. This chapter also explains the growing need for ethical leadership, investigates ethical issues specifically relevant to teaching and analyses government legislation and structures designed to reduce unethical behaviour and support more acceptable ethical conduct. The chapter furthermore investigates the challenges to curbing unethical conduct, ethical training and development and other potential measures to reduce unethical behaviour in South Africa. The chapter concludes with a detailed literature review of the two leadership paradigms of ethical development and ethical leadership.

Chapter Three is focused on describing the research design and methodology of the study. It discusses the paradigm of interpretivism and the qualitative approach to the research. This chapter describes the case study research design together with the methods and instruments of sampling. The data generation and data analysis methods of the study are then explained. The chapter concludes with a review of the ethical concerns, issues of trustworthiness and limitations of the study.

Chapter Four presents analyses and discusses the data produced during the study. The chapter uses the paradigms of ethical leadership and ethical development as a basis and develops and explains the emerging themes from the research.

Chapter Five presents the chapter summary, formulates conclusions from the discussions and analysis of the research and also provides recommendations and implications which emerge from the study.

1.10 Chapter summary

The focus of this chapter was to emphasize the need for this study by exposing the escalation of unethical conduct particularly in South African. Schools are the environment where we nurture, educate, guide and prepare our children to be successful, competent and productive members of society. Yet, these fundamental surroundings are being infiltrated by unethical conduct and are being negatively influenced and may be irrevocably changed (Corruption Watch, 2013). The nucleus of this chapter is therefore also to explain that the principal aspirations of this study are to uncover the different forms of unethical conduct in schools and prospective methods of reduction. Ethical leadership and ethical development which form part of the theoretical framework are also introduced. The objectives and critical questions mentioned earlier further accentuate the purpose of this study. In addition, this chapter also discloses the limitations of the study and it finally provides a brief summary of how the study proceeds. The next chapter presents a discussion on the literature and theoretical frameworks that underpin the entire study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

The previous chapter introduced the study on ethical leadership through framing the background, the problem statement, purpose and rationale; research objectives, theoretical frameworks and outline of the entire study. This chapter examines and analyses literature pertaining to various aspects related to the study on ethical leadership and its implications for school leadership. The chapter commences with a review and analysis of the South African legislative frameworks and government organisations that have already been established to curb unethical behaviour and to govern and support ethical leadership. This is followed by a discussion of the link between the terms unethical behaviour, ethics, leadership and governance. Some of the reasons why ethical leadership has become more prominent in recent years are then examined. This chapter subsequently expounds on ethical and moral matters together with ethical dilemmas in the practice of school leadership, teaching and governance. An examination of some of the challenges and methods of reducing unethical conduct in South Africa follows. Review is then conducted into the possible content and structure of ethical training and development programmes. Finally there is an extensive review of the literature on the paradigms of ethical development and ethical leadership, both of which underpin the study.

2.2 Literature review on ethical leadership

A review of literature related to ethical leadership is now presented.

2.2.1 Legislative landscape supporting ethical conduct in South Africa

Increasing levels of unethical conduct in public offices have caused government to pass legislation specifically directed at curbing corruption and developing ethical behaviour. This legislation includes amongst others the South African Constitution, the Public Service Act (Act No 103 of 1994) and the Public Finance Management Act (PFMA), (Act 1 of 1999). The government has, in addition, established organisations to support the implementation of legislation. Some of these organisations are the Auditor General, Public Protector and the Electoral Commission. The effectiveness of this legislative framework together with its supporting bodies can be debated but they nevertheless form a basis to combat unethical behaviour (Bruce, 2014).

The South African Constitution (1996, p. 175) in section 195 (a) states, "*public administration must be accountable and a high standard of professional ethics must be promoted.*" The expectation of the Constitution is therefore that all government departments and officials execute

their duties to the best of their ability in a fair, moral and ethical manner (Manyaka & Sebola, 2013). Naidoo (2012) also points out that the constitution infers that there should be strict measures to ensure accountability, accessibility and transparency within government. Chapter 10 of the Constitution (1996) encourages the use of ethical leadership to reduce unethical behaviour and foster good governance (Naidoo, 2012). The Constitution serves as an initial point of reference which establishes an ethical climate in which government offices and public servants can effectively function. This includes the Department of Education, schools, principals, teachers, school governing bodies and learners. All stakeholders in education should thus align their conduct to the ethical principles as outlined in the constitution. In addition educational leaders should possibly contemplate or even attempt the use of ethical leadership in their leadership practices. In my opinion this should be done with the intention of not only guiding their own conduct but also influencing the ethical conduct of their subordinates.

The Public Service Act (Act No 103 of 1994) as amended also encourages the ethical behaviour of public officials and provides structured measures for managing incompetent and unethical officials (Bruce, 2014). The PFMA addresses the effective use of financial management including the formation of tender boards to assess the awarding of tenders in government departments (Manyaka & Nkuna, 2014). The fundamental aims of the PFMA are to develop financial management in government offices so that they can meet the present day requirements, increase accountability especially of accounting officers, promote accessibility of the public to correct information and to decrease unethical conduct (Majila, Taylor & Raga, 2014; Manyaka & Nkuna, 2014). All officials within the Department of Education from the level of a minister to the level of a teacher have a legal, social and ethical obligation to adhere to these acts. The Protected Disclosures Act (2000) promotes and protects whistleblowing. Whistleblowing is defined as the act of reporting and exposing any unethical behaviour within an establishment. By endorsing whistleblowing this act serves to reduce unethical conduct by providing a platform for individuals to report any unethical behaviour. The Public Service Regulations (2001) provide a code of conduct which all public officials are expected to abide by. It provides individuals in the public sector with a practical guide to adhere to the legislation addressing correct ethical conduct. The aims of these regulations are to increase professionalism in government offices by outlining ethical expectations of individuals and procedures (Manyaka & Sebola, 2013). The Prevention and Combating of Corrupt Activities Act (Act 12 of 2004) is another piece of legislation designed to

curb unethical behaviour. It provides a more structured framework to reduce unethical conduct (Bruce, 2014). This act outlines procedures to be followed when investigating corruption, it provides limitations on individuals and organisations found guilty of unethical conduct and obligates government departments to report corruption cases involving R100 000 or more to the South African Police service. The act also requires public offices to engage in unplanned audits of departments and projects in order to expose possible unethical practices. Furthermore, the act also requires government departments to actively utilise preventative plans such as risk management and fraud prevention strategies. The National Treasury has also instituted more stringent regulations for procurement practices in the public sector. There is also South African legislation pertaining only to the ethical conduct of members of the education sector. The South African Council for Educators (SACE) Act (Act No 31 of 2000) provides for the establishment of this body. All practicing educators are required to register with SACE. One of the key functions of this council is to prescribe, preserve and defend the professional and ethical standards for educators. The SACE Code of Professional Ethics has therefore been formulated to promote the proper ethical conduct of educators. The Manifesto on Values, Education and Democracy (2002) emphasises that education has an important role in developing the moral and ethical frameworks of learners by actively promoting such values as equality, equity, accountability, social justice, social honour, respect and Ubuntu. The South African Schools Act (Act No 84 of 1996) addresses the ethical conduct of learners as well as that of governing body members in schools. It requires all schools to formulate a code of conduct for learners as well as a code of conduct for governing body members in order to guide their ethical conduct. These codes of conducts in schools must also stipulate disciplinary measures as well as procedures involving due process. This act also requires school governing bodies to adhere to strict financial regulations in terms of the management of school assets and funds. The Employment of Educators Act (Act No 76 of 1998) also addresses the ethical behaviour of educators by stating the different forms of misconduct that could be displayed by educators in schools together with the relevant disciplinary procedures and due process measures. The above legislation is again directed at improving the ethical conduct of individuals in the public sector including education.

The South African Constitution also allows for the establishment of organisations to apply and enforce legislation concerning unethical behaviour and ethical leadership. These institutions

include the Auditor General and the Public Protector. In order for the legislation to be effectively implemented then other government bodies such as the Electoral Commission, Public Service Commission (PSC), Constitutional Court, parliament and provincial legislatures need to also actively cooperate and ensure that the practices of public offices are ethical (Manyaka & Nkuna, 2014). The primary role of the Public Protector is to investigate any suspected forms of unethical conduct in public administration of government affairs. The central function of the Auditor General is to audit all financial accounts of every government department to ensure the effective use of public resources and to expose unethical practices. The PSC reports on the occurrence of different forms of unethical conduct and the extent to which they have been resolved. The Electoral Commission nurtures an ethical climate by ensuring free and fair elections. Parliament develops ethics by passing legislation and by also reviewing annual reports from government and private institutions. Provincial legislatures foster the development of ethics and reduce unethical conduct by passing provincial legislation and creating provincial bodies that regulate ethical conduct. Despite the different forms of legislation that have been passed and the various organisations that have been established, unethical conduct in South African public offices continues to increase (Majila, *et al*., 2014; Bruce, 2014). Some of the unethical behaviours that have become prominent in education are those of fraud and bribery, mismanagement of government funds, abuse of government resources, procurement irregularities and appointment irregularities (Serfontein & de Waal, 2015). This lack of effectiveness of legislation and established organisations could possibly be due to the gaps in legislation which still allow for unethical practices and the incapacity of investigative and regulatory bodies to effectively prosecute offenders using more stringent rules and more severe punishments (Bruce, 2014).

2.2.2 The link between unethical behaviour, ethics, leadership and governance

Unethical behaviour can be defined as the misuse of authority and power in public offices by government officials either for personal or political gain (Manyaka & Nkuna, 2014). Unethical behaviour in schools can be on the part of the learners, governing bodies, teachers, principals, department officials and educational leaders. The 2013 report by Corruption Watch on corrupt and unethical leadership within South African schools included allegations of unethical conduct such as fraud, theft, maladministration, non-compliance with procurement procedures, corruption in employment practices, improper control of financial records and the selling of tests and

examination papers to learners either for money or sexual favours. Unethical behaviours in the government and public sector are increasing and this increase is a worldwide phenomenon (Eisenbeiss & Giessner, 2012). Salawu (2012) suggests that this increase in unethical practices is because governmental officials do not have the correct ethical foundation and framework. In light of the need to limit unethical conduct, researchers have identified ethics as the starting point (Eisenbeiss, 2012; Salawu, 2012; Lawton & Paez, 2014). Ethics therefore is linked with unethical behaviour because adopting the correct and appropriate ethical framework can serve as an initial step in curbing unethical conduct. The basic definition of ethics involves a framework of socially acceptable norms, morals and values which control an individual's actions (Manyaka & Sebola, 2013). This framework aids a person in establishing what is right and acceptable behaviour from what is wrong and unacceptable behaviour. Manyaka and Sebola (2013) extend this definition to public servants and leaders having an ethical framework made up of a moral code which serves to direct their professional and personal conduct. The ethical frameworks of government leaders and government officials around the world seem to have been contaminated and have subsequently changed from having the underlying principles of justice, humanity, dignity, altruism, hard work, productivity, fairness and honesty to now being underpinned by the values of greed, materialism and egocentrism (Eisenbeiss & Giessner, 2012; Salawu, 2012; Manyaka & Sebola, 2013). The South African public is recognising that the unethical behaviour of public servants and government leaders is because of the lack of a correct ethical framework (Manyaka & Sebola, 2013). The correct ethical foundation based on socially acceptable norms, values and morals should rather be steering and guiding government leaders and public servants in the public sector including education to perform their duties in a correct, honourable and principled manner. The general consensus is that leadership involves the ability to influence others (Sebudubudu & Botlhomilwe, 2012). Unethical behaviour and ethics are therefore subsequently linked to leadership because ethical leadership in particular could provide a viable option in changing and reforming the ethical frameworks of employees and leaders within the private and government sectors to include more socially acceptable norms, values and morals and consequently reduce unethical conduct (Brown & Trevino, 2006; Lawton & Paez, 2012; Stouten, Dijke & Cremer, 2012). Ethical leadership involves the practice of acceptable ethical behaviour and the endorsement of this behaviour through communication, reinforcement and decision-making (Brown & Trevino, 2005). Exposure to more appropriate ethics through ethical leadership could thus cause governmental leaders and

public servants to align their personality, plans and actions with more correct morals, values and ethics. A reduction of unethical behaviour within the public sector including education could consequently be a potential result (Naidoo, 2012). In my opinion it is important to understand that the link between leadership and ethics involves a two way relationship with leadership having the ability to influence ethics and ethics also having the ability to influence leadership. Good governance can be achieved if leadership is ingrained with ethics (Naidoo, 2012). According to Naidoo (2012) governance can be defined as how a government administers and performs its political, economic, legal and social duties to its citizenry. Good governance is linked to unethical behaviour, ethics and leadership because good governance could potentially be achieved by unethical behaviour in the public sector being limited by the re-introduction of proper ethics into the ethical frameworks of government employees through ethical leadership. Good governance in addition to fulfilling obligatory duties should entail accountability, efficiency and transparency (Manyaka & Sebola, 2013). Naidoo (2012) emphasises that good governance which incorporates the above characteristics will only be possible and sustainable if it is supported by regulations and organisations which promote the effective use of ethics through leadership in government offices. The nature of the responsibilities of government leaders and public servants require them to make many decisions which have an ethical basis (Manyaka & Sebola, 2013). They are the representatives, service providers and protectors of the public. Government leaders and public servants need to be able to continuously distinguish right from wrong when administering government affairs on behalf of the public. Manyaka and Sebola (2013) explain that ethics serve as a reference which leaders can continuously consult in order to guide their decisions. Leaders should therefore be immersed with the correct ethics through leadership so that their actions are governed by this moral code. Once this is achieved and the majority of actions within the public sector including education are ethically aligned, unethical conduct should decline and good governance increased. I think principals of schools could be exposed to the appropriate ethics through leadership by their circuit managers who in turn must also be knowledgeable about ethics and leadership. Once the principals' ethical frameworks have been suitably aligned, the principals could through leadership assist in their teachers' ethical development. The teachers in schools could in turn facilitate the ethical enhancement of the learners. In this way the unethical conduct of all stakeholders within schools should decline and good governance could emerge as a result.

2.2.3 The growing need for ethical leadership

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Now that the link between unethical behaviour, ethics, leadership and governance has been established, it is important to emphasise the growing need for ethical leadership in all spheres of life, especially in schools which are the focus of this study. Recently there have been several ethics scandals in government, business, religious and educational organisations worldwide (Lawton & Paez, 2014). This has led to a global interest in the research and development of ethical leadership. Scandals especially in the banking and oil industry involving companies such as the Anglo Irish bank, Washington Mutual, Barings Bank, Enron, Texaco and Dynergy, were due largely to profit centred practices and have sparked widespread discussions of the concept of ethical leadership (Eisenbeiss & Giessner, 2012). Stouten, *et al.* (2012) mention that present large scale corporations and government organisations have communicated a critical need for leaders and followers to conduct themselves in an ethical manner. Lawton and Paez (2014) concur that attention has shifted to ethical leadership in the light of unethical behaviour on the part of high ranking officials within large global organisations. Eisenbeiss (2012) also adds that both private companies and government organisations are increasingly taking responsibility for promoting ethical behaviour amongst their employees through ethical leadership. Attention has also shifted to ethical leadership because of the positive consequences which can arise from its implementation such as employee well-being and performance (Kalshoven & Boon, 2012). Hassan and Wright (2014) moreover mention that reduced absenteeism, a positive effect on organisation commitment and a greater willingness to report unethical behaviour are further consequences associated with ethical leadership. Ehrich, Harris, Klenowski, Smeed and Spina (2014) are even more specific and correlate ethical leadership with increased accountability, performance and student learning at schools. Langlois, Lapointe, Valois, and Leeuw (2013) further elucidate that in addition to ethical scandals and positive outcomes attention has been focused on ethical leadership because of a growing interest in greater social justice especially in the education sector. Manyaka and Sebola (2013) emphasise the need for ethical leadership by reiterating the idea that governments around the world have experienced large scale unethical conduct in their administrative structures and have recognised the necessity of promoting professional ethics in their institutions. The education sector has not been isolated from this increase in unethical conduct with various unethical behaviours of different stakeholders in the school community being recently exposed through the media (Corruption Watch, 2013). Ethical leadership could also prove to be an effective mechanism in promoting ethical behaviour of employees within the education sector.

The continent of Africa including South Africa is continually facing problems of underdevelopment (Sebudubudu & Botlhomilwe, 2012). These problems include poverty, unemployment, illiteracy, crime, violence, mismanagement of funds and the abuse of positions of power (Salawu, 2012). Many of these problems have been attributed in part to unethical and poor leadership (Salawu, 2012). He further explains that there is very little evidence of excellent leadership in Africa because the leadership cannot overcome these ongoing problems. I agree with this statement because it is my opinion that many African countries including wealthy African countries such as Angola and Swaziland with extensive natural resources have failed to significantly develop themselves over the last three decades. Salawu (2012) goes on to explain that the basis of unethical leadership is formed by the traits of selfishness and materialism. I also am in agreement with this statement because it is my view that the motivation behind the unethical behaviours of some government leaders in Africa and in South Africa seems to be greed and self advancement. This in my view has resulted in some African leaders becoming extremely wealthy at the expense of the poor and underprivileged. The South African government has over the years periodically utilised the strategies of political patronage which entails the use of government resources to compensate individuals for their political support and that of cadre deployment which involves the appointment of loyal members of the ruling party to strategic positions in government in order to effectively govern the country (Kopecky, 2011; Tshishonga, 2014). It is my view that political patronage has been plagued by egocentrism and greed resulting in the government not fulfilling their commitments to different groups of individuals and consequently not rewarding them in return for their political loyalty. I also believe that cadre deployment has resulted in large scale mismanagement of funds and widespread poor service delivery because of the appointment of incompetent and unethical political leaders to government positions. The African spirit and culture is founded on good morals, ideals and ethics. This is evident in the philosophy of Ubuntuism which expresses the ideals and values of respect, honesty, humanity and justice (Salawu, 2012). Modernisation and westernisation have benefitted Africa but it also has eroded the ethical foundations of the African culture and replaced it with a distorted value system of self-gain and materialism (Salawu, 2012). Rotberg (2003) explains that this is evident because an overwhelming percentage of sub-Saharan African leaders have behaved in a distinctly unethical manner over recent decades at the expense of their country's progress and development. Some of these leaders include Jose Eduardo dos Santos – President of Angola, Robert Mugabe – President

of Zimbabwe, Omar Al-Bashir – President of Sudan and King Mswati – King of Swaziland (Forbes, 2012). Sebudubudu and Botlhomilwe (2012) are in agreement that Africa has a scarcity of good and ethical leadership. Rotberg (2003) has a similar view and he explains that the failure of many African countries including potentially wealthy ones such as Nigeria and Angola is primarily due to the dearth of effective and ethical leadership. Sebudubudu and Botlhomilwe (2012) mention that effective and ethical leadership is crucial in determining a country's economic and political success. They use Botswana as an example to validate the correlation between ethical leadership and a country's success. Botswana has been able to develop successfully in almost all spheres largely because of ethical political leadership (Sebudubudu & Botlhomilwe, 2012). Salawu (2012) shares this view and is of the opinion that the skewed ethical foundations of African leaders can be partly corrected through the concepts of ethical development and ethical leadership.

South Africa also shares in this deficiency of ethical leadership. This is evident by the rise in the various forms of unethical behaviour within the government sector including the Education Department such as fraud, theft and maladministration (Corruption Watch, 2013). Unethical conduct is considered to be one of the major impediments to the present government (Bruce, 2014). Despite many measures by government such as formulating legislation and establishing organisations which promote ethical behaviour and attempt to reduce corruption, levels of unethical conduct are still increasing (Pillay (2004) as cited in Naidoo, 2012; Manyaka & Sebola, 2013; Bruce, 2014). Although the present government has passed legislation regarding tenders, 34% of all government departments unethically granted tenders to government officials and family relatives in 2011 (Naidoo, 2012). Three national departments and their affiliated provisional structures did not achieve a clean audit in 2011 (Naidoo, 2012). Only twenty five percent of all the government departments audited by the Auditor General in the 2013-2014 financial year received a clean audit (Auditor General, 2014). The Public Service Commission (PSC) has disclosed that the five most common forms of unethical conduct are fraud and bribery, mismanagement of government funds, abuse of government resources, identity document fraud and procurement irregularities (Majila, *et al*., 2012). The media and non-government organisations have exposed many senior high ranking government officials and public servants especially in education for large scale unethical conduct (Corruption Watch, 2013). Manyaka and Nkuna (2014) explain that the extent of unethical behaviour in South Africa has reached such high levels that the very democracy and rule of law of the country is being destabilised. This is evident by the rampant

increase in service delivery protests with some of the most recent ones being in Klipspruit, Soweto, Lange, Khutsong, Bekkersdal, Roodepoort, Bronkhorstspruit and Zithobeni. The ability of the government to provide service delivery and socio-economic reform has consequently also been hampered. Naidoo (2012) advocates that the solution to reducing unethical conduct lies in good governance and that good governance can be achieved through ethical leadership. Ethical training is perceived as a significant and critical element of an intricate strategy to reduce unethical conduct (Manyaka & Sebola, 2013).

The South African government, the African continent and the rest of the world are looking for a solution to combat escalating levels of unethical behaviours within government departments before they are permanently crippled by its outcomes and consequences. The recognition of the importance of ethical leadership in this struggle is rapidly increasing (Eisenbeiss & Giessner, 2012).

2.2.4 Ethical matters and dilemmas in the practice of school leadership and teaching

There are many ethical matters and ethical dilemmas which are uniquely related to the practice of leadership and teaching. One of the pertinent ethical debates regards the ethical and moral nature of teaching. Bullough Jr (2011) argues that teaching is centrally a moral undertaking because teaching itself incorporates an ethical component. He explains that the instructional role of the teacher is interlinked and greatly affected by the teacher's moral role which he or she exhibits through deliberate or passive actions, relationships and teachings. Barrow (1992) as cited in Bullough Jr (2011) in contrast explains that teaching like most activities in life is linked to morals and ethics but it is centrally concerned with communicating knowledge. He elucidates that good teachers do not necessarily possess good morals but rather they have the ability to effectively develop knowledge and understanding in learners. Bullough Jr (2011) in contrast is of the opinion that learners identify with teachers on a moral and ethical level and that the degree of learning is dependent on this relationship. Shapira-Lishchinsky (2011) argues that teachers decisively influence the ethical development of learners due to the interaction they have with learners on a daily basis. In my own personal experience as a teacher I am constantly educating the learners that I teach about good ethics and morals whilst also completing the content of the syllabus. This is accomplished both actively by informing them about what is ethically acceptable and passively through my own conduct and behaviour. I have also experienced that teachers who possess good

ethical frameworks subsequently form positive relationships with learners and these relationships assists the learners in producing good results. I therefore argue against the view shared by Barrow (1992) and concur with Bullough Jr (2011) together with Shapira-Lishchinsky (2011) in that teaching by its very nature has an ethical component. Thus ethical leadership could provide a useful platform to develop the ethical frameworks of both teachers and learners which would thereafter filter into the wider communities and possibly develop the ethical character of society (Stouten, *et al.*, 2012). Ethical leadership involves the enactment of socially acceptable behaviour through actions and relationships and the encouragement of this behaviour to followers through two-way communication, reinforcement and the making of decisions (Brown, *et al.*, 2005; Eisenbeiss, 2012). I think that the theory and approach of ethical leadership is strongly aligned with the nature and practice of teaching. These similarities together with teaching having an ethical dimension can in my opinion allow ethical leadership to provide a unique and viable strategy of modifying the ethical foundation of teachers who should in the process of themselves practicing ethical leadership change the ethical frameworks of learners.

The ethical decisions made by teachers are assumed to be based on schemas which are congruent with principles, values and beliefs from society, culture and religion (Johnson & Reiman, 2007). This forms another ethical matter which is explored. The above authors categorise the schemas used by teachers into three hierarchical levels. The first level is the personal interest schema, the second is the maintaining norms schema and the third is the post-conventional schema. The personal interest schema of the teacher evaluates the consequences of an ethical choice or action on a personal level. The maintaining norms schema of the teacher assesses the ethical decision according to the existing regulations and rules. Johnson and Reiman (2007) also explain that the post-conventional schema involves the teacher considering the ethical matter according to moral and value standards. The three schemas are interlinked and sometimes overlap but they enable teachers to comprehensively establish the ethical nature and consequences of any decision. Ethical leadership has the potential to modify ethical behaviour of individuals including teachers through social learning (Brown, *et al.*, 2005; Eisenbeiss & Giessner, 2012). It therefore can possibly develop the personal interest schema, the maintaining norms schema and the postconventional schema of teachers so that more of their actions are guided by correct ethical principles. Johnson and Reiman (2007) further mention that the three schemas of teachers can be strategically developed using programmes which emphasise the concepts of role taking, reflection, balance,

continuity, support and new challenges. They describe role taking as involving teachers actually assuming new roles in order to personally experience the ethical dynamics of a new position. Reflection involves contemplating and evaluating the new ethical challenges. Balance involves creating a dynamic relationship between reflection and how it modifies actions. Continuity involves ensuring that the balance between reflection and action is constantly maintained. Support incorporates providing encouragement and guidance to teachers whilst new challenges consist of frequently introducing new learning. In my opinion ethical leadership in addition to having the ability to change the ethical frameworks of the three schemas utilised by teachers to guide their actions also has the ability to form the ethical foundation of the ethical developmental process involving role taking, reflection, balance, continuity, support and new challenges.

Another discussion of ethical and moral matters concerns the knowledge that teachers need in order to be effective. Elbaz (1992) as cited in Bullough Jr (2011) mentions that teachers need to know the content of the curriculum but they also need to have knowledge of morals and ethics in order to be good role models for learners. She focuses on the ethics of hope which involves the teacher's belief that they are positively influencing the learner's future, attentiveness which involves the teachers keeping focused on the learner, fairness, care, consistency and justice. Teacher should also be knowledgeable about ethical characteristics such as friendliness, honour, generosity, temperance, bravery, mildness and truthfulness (Fallona (2000) as cited in Bullough Jr, 2011). I concur with the above authors because from my own experience I have come to realise that the nature of teaching includes teaching the relevant content and also teaching acceptable moral and ethical principles. All of the above values, morals and ethics are also demonstrated and promoted by ethical leadership which again adds to the relevance and significance of ethical leadership to the discipline of teaching.

There are different ethical conflicts and dilemmas involved in the practice of teaching (Bullough Jr, 2011). According to Shapira-Lishchinsky, (2011) an ethical dilemma is an inner conflict involving the choice of the most viable way forward from two or more options. Conflicts can arise from teachers having inappropriate or incomplete moral codes, teachers having different ethical principles, values of institutions or societies varying from the internal values of the teacher or the belief systems of learners and parents differing from that of the teacher (Colnerud (1997) as cited in Bullough Jr, 2011). Ethical conflicts may also be initiated by the improper distribution of funds

and other resources, incorrect management of learner issues or unlawful work practices. Ethical leadership has the capacity to change and modify existing ethical foundations of individuals including teachers (Stouten, *et al*., 2012). It therefore can be instrumental in preventing and resolving many of the causes of the above conflicts and dilemmas. In addition, Shapira-Lishchinsky (2011), through his study of critical incidents has identified five sources of ethical dilemmas.

The first source of ethical dilemmas is the variance between the ethics of care and that of formal regulations. An illustration of this dilemma could be when one teacher witnesses another teacher leaving school early without permission from senior management. The teacher now has the option of reporting the misconduct in terms of the formal work code or addressing the needs of the individual which may be employment and therefore a vital source of income. The second source of ethical dilemmas is the possible friction between the ethics of distributive justice and that of school norms. An example of this dilemma could be a situation in which a school only allocates scholarships to academically strong learners but the teacher feels this should be open to learners who excel in sport and culture as well. In this instance the teacher has an option to uphold the school criterion or to articulate his disagreement in terms of what he or she views as fair treatment for all learners. According to Shapira-Lishchinsky (2011) the third source of ethical dilemmas is the divergence in the ethics of confidentiality and that of school rules. A possible demonstration of this predicament might occur when a learner confides in a teacher about an inappropriate behaviour at school. The teacher then has to choose between reporting the offence according to the school rules and keeping the confidence of the learner. The fourth source of ethical dilemmas is the incongruity between the ethics of loyalty to colleagues and that of school standards. A possible exemplar of this dilemma could be when one teacher observes a colleague utilising corporal punishment in class. The teacher now has the option of reporting the colleague for contravening the law or to remain loyal to the colleague and not mention the offence. The fifth potential source of ethical dilemmas, according to Shapira-Lishchinsky (2011), is the difference between the family agenda and educational benchmarks. An instance of this impediment could possibly be when a teacher identifies that a learner is not passing the subject physical science and needs to change his or her subject package whilst the parents are adamant that the child continue with science. The teacher is now faced with the quandary of listening to the parents and forcing the learner to continue with science although the learner is not coping or expressing his or her

views for the benefit of the child. In each one of the sources of ethical conflicts identified by Shapira-Lishchinsky (2011) teachers will have a make a difficult choice between different ethical criteria and standards. To enable them to choose correctly they would need a well structured and appropriate ethical framework which they can effectively use. Ethical leadership involves individuals practicing behaviours which have a high ethical standard and also actively promoting these behaviours to their followers (Brown, *et al*., 2005; Lawton & Paez, 2014). Ethical leadership can thus expose teachers to high ethical norms and educate them to effectively practice these ethical norms in their professional and personal capacity. Furthermore, ethical leadership can possibly also teach them how to actively promote ethical behaviour amongst other individuals in the school environment. Consequently, it is my opinion that ethical leadership can serve as an effective mechanism to effectively prepare teachers to make difficult ethical decisions. Shapira-Lishchinsky (2011) also utilises the ethics of justice, critique, care and profession in a multifaceted model when considering the sources of ethical dilemmas. Husu and Terri (2003) as cited in Bullough Jr (2011) also use a multi-dimensional scheme of ethics in order to understand ethical dilemmas. Their scheme involves the ethics of purpose, rules and probability. The ethics of purpose has to do with the direct or immediate reasons which govern a teacher's actions, the ethics of rules relates to which regulations direct the teachers reasoning and the ethics of probability concerns the ability of the teacher to contemplate the costs and benefits of any future action (Husu & Terri (2003) as cited in Bullough Jr., 2011). Both of the above authors reveal the necessity to incorporate a multi-dimensional framework of ethics when considering ethical dilemmas in order to fully understand their cause and origins. The construct of ethical leadership is also grounded on a multi-dimensional approach to understanding ethics together with its conflicts and this further facilitates its application in ethical conflict resolution.

2.2.5 Challenges to reducing unethical behaviour in South Africa

Bruce (2014) and Majila, *et al.* (2014) suggest a number of possible gaps that exist in legislation addressing unethical behaviour in government departments including Education. One of these gaps is the lack of legislation dealing with the management of government employees who have additional sources of regular income or positions of employment. Legislation does not tackle probable sources of conflicts of interest arising from such situations. Another gap in legislation according to Naidoo (2012) appears to be the insufficient monitoring and control of senior

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government employees who leave their public positions for the private sector but in doing so take with them all critical, related information which they subsequently use for their own self gain. The government has instituted a so called "cooling off period" where service providers may not employ government employees who have been working on their respective tenders for a period of twelve months after they have left the public sector (Gauteng Provincial Government, 2011). This in my opinion is firstly only limited to government employees involved in tender processes and neglects to address other types of employees who could easily transfer related information from government offices to the private sector. In addition, I view the time interval of twelve months as being too short as individuals might provide the respective service providers with the valuable information immediately and then simply wait for twelve months to pass before being employed by the companies in question. Another challenge as pointed out earlier is the inability of ethical and anti-corruption organisations to enforce legislation. The PSC only has the capacity to review reports of 30% of senior public officials (Naidoo, 2012). The effectiveness of this organisation could therefore be viewed as being very limited. The responsibility of the Auditor-General is only to audit government departments but it is the duty of other organisations to follow up with legal charges, convictions and penalties (Manyaka & Nkuna, 2014). The fault in the system seems to be that although the Auditor-General may produce audits which indicate unethical conduct in government departments, many provincial bodies such as the integrity committees do not have the power to further investigate or assign penalties. As a consequence thousands of allegedly unethical public servants including government employees within the Department of Education have escaped punitive action or even prosecution (Bruce, 2014; Manyaka & Nkuna, 2014). If a public servant is accused of unethical conduct the individual may be suspended for a period of sixty days with full pay as the employer prepares and holds a disciplinary hearing. The Department of Education and other public departments have previously taken more than sixty days to conclude investigations and this has proven to be too costly to government (Bruce, 2014). These extended periods of suspension present yet another challenge to curbing unethical behaviour. The Directorate of Special Operations known as the Scorpions was disbanded by government in 2008. The primary function of the Scorpions was to probe organised crime and corruption and it was considered as the leading organisation in this regard. The Police's Directorate for Priority Crime Investigation (DPCI) known as the Hawks were subsequently formed. Naidoo (2012) argues that the independence of the Hawks is questionable because it lends itself to be influenced by political

agendas and motives. The abolishment of the Scorpions could therefore be viewed as a strategy to shield allegedly unethical public officials (Naidoo, 2012). The passing of the Protection of Information Bill (PIB) (2012) which is also known as the Secrecy Bill is considered as another challenge in the fight against unethical conduct. Naidoo (2012) argues that the bill uses the agenda of national security to suppress the principals of transparency, integrity, honesty and accountability and in doing so prevents the exposure of unethical conduct within government. A further challenge to decreasing unethical behaviour is that only 40% of government departments effectively implement anti-corruption policies and only 25% of these departments have any basic investigative capacity (Naidoo, 2012). Spheres of government are also perceived to be uncoordinated in their struggle against unethical conduct whilst also not aligning their financial anti-corruption plans with their human resource component (Bruce, 2014). It is my opinion that all of the above challenges and obstacles have severely hampered the struggle to reduce unethical conduct in schools and other sections of the Department of Education.

2.2.6 Potential measures to reducing unethical behaviour in the South African public sector

Bruce (2014) suggests that as an initial step, all organisations which monitor unethical behaviour should be legally protected from political influence, but this he explains requires the participation of ministers and the presidency. The Institute For Security Studies (2014) reported that there have been many unethical individuals that have been appointed to senior positions within national and provincial government departments including the Department of Education because of their political affiliations. It is therefore my opinion that organisations which monitor and investigate unethical behaviour must be protected from political influence. This will ensure that ethical leaders are appointed to these organisations and that all cases of unethical conduct within government are investigated thoroughly irrespective of the political relationships of individuals. Manyaka and Nkuna (2014) go on to explain that further legislation must be passed addressing greater transparency and the present gaps in current legislation such as government employees who are dually employed. Increasing the funding, human resources, capacity and authority of regulatory organisations such as the PSC together with the investigative and legal power of provincial integrity committees could also potentially reduce unethical behaviour (Bruce, 2014). The Department of Education was one of the government departments which did not receive a clean

audit in the 2013/2014 financial year. The Department of Education as well as others is comprised of several hierarchal levels with numerous individuals and in my view an increase in the overall power of regulatory organisations will result in the more effective monitoring and scrutiny of additional individuals across the hierarchal levels. A reduction in the time allocated to hold disciplinary hearings for suspended government employees could possibly also facilitate a lowering of incidents of unethical conduct. This could also assist the Department of Education in expediting the removal of unethical teachers, principals and education officials thus curbing expenditure and promoting the concept of zero tolerance of unethical behaviour within the department. Naidoo (2012) furthermore advocates the pro-active and effective utilisation of promoting ethical conduct and anti-corruption strategies within organisations. In my experience as a teacher I have not attended any workshops on ethics nor have knowledge of any such strategies employed by the Department of Education and I therefore think that the department could implement these ethical campaigns and anti-corruption strategies much more effectively in the fight against unethical behaviour. Manyaka and Sebola (2013) argue that there also needs to be more structured communication and collaboration between national, provincial and municipal levels of government in terms of formulating and applying a comprehensive ethics campaign. Training in ethics and ethical leadership of all government employees including education officials should also form the cornerstone of such a multi-dimensional strategy (Manyaka & Sebola, 2013). These authors also recommend that each government department appoints an ethics training official who identifies changing ethical needs, implements and evaluates ethical development programmes and monitors ethical behaviour. The establishment of an ethics office with sufficient personnel within each district of the Education Department would in my view provide a formidable deterrent against any form of unethical behaviour within the district.

2.2.7 Ethical training and development programmes

Ethical training and development programmes are viewed as a pivotal component of any ethical campaign (Manyaka & Sebola, 2013). These programmes allow institutions to develop a climate which promotes ethical development by providing rules and regulations and maintain a culture of high ethical standards (Naidoo, 2012). The Department of Education could modify and adapt these programmes to suit the needs of different types of employees such as clerks, teachers, principals, circuit and district officials, directors and ministers. Ethical training can form a strong basis on

which legislation and regulations can be effectively implemented in order to curb unethical behaviour (Manyaka & Sebola, 2013). Thus all employees of the Education Department irrespective of their job description can be conscientised of appropriate ethical standards and behaviour. It is also my opinion that if individuals are effectively taught about the value and benefits of ethical principles, they will be more inclined to actively practice these ideals in their everyday lives. Ethics training is also crucial because it deals with ethical concerns that may not be necessarily covered in legislation, develop employee's ethical competence so that they can recognise and evaluate dubious ethical practices and it bridges the gap between ethical theory and practical experience (Manyaka & Sebola, 2013). In terms of education ethical training could better equip department employees to navigate ethical dilemmas unique to education much more proficiently. Regarding principals these programmes could include theory and practical knowledge to address issues relating to teachers use of corporal punishment, sexual misconduct and improper work ethics. Although the necessity of ethical training is recognised there is still a deficiency of ethical development programmes in South Africa (Bruce, 2014). Kroukamp (2006) as cited in Manyaka and Sebola (2013) concurs with this observation by correlating the rise in unethical behaviour of public officials with the lack of ethical training. I have in my own experience in the sphere of education not witnessed the comprehensive use of ethical training by the Education Department. Manyaka and Nkuna (2014) also suggest that ethical training particularly in the public sector has not been extensively investigated. Ethical training is considered to be a structured and planned activity. It can be defined as the process of modelling or shaping the thoughts, ethical frameworks, moral codes, knowledge, attitudes, opinions, skills, abilities behaviours and actions of employees around the central philosophy of high ethical standards (Manyaka & Sebola, 2013). It therefore could play a pivotal role in changing and modifying the ethical frameworks of government employees. In accordance with the Constitution of South Africa all government officials and public servants including those employed by the Department of Education should undergo training in ethics and ethical leadership in order to maintain a high ethical standard in public administration.

There are generally two approaches to ethical training namely the case-based approach and the principle-driven approach (Manyaka & Sebola, 2013). The case-based approach makes use of case-studies and scenarios to educate employees how to ethically behave in different situations and how to manage various ethical dilemmas that might arise in the work situation. The principle-

driven approach focuses on the teaching of correct ethical principles so that employees have a basic framework on which to reflect on when ethical issues come into play in the workplace. Organisations such the education department can adopt a mixed method approach to ethical development programmes.

Ethical training according to Knouse and Gaicalone (2013) as cited in Manyaka and Sebola (2013) must include a few crucial components. These authors mention that ethical programmes should afford employees a greater insight into the acceptable ethical principles, values and conduct. With reference to teachers specifically Shapira-Lishchinsky (2011) affirms that ethics and ethical leadership training should provide a moral code or ethical framework to guide the actions and views of teachers. These authors suggest that this content should form part of the curriculum in teacher education. This view is shared by Mahony (2009) who explains that teacher education should have a component of ethical training which develops a form of ethical literacy amongst teachers. This ethical literacy which is comprised of values, morals and ideals should enable teachers to effectively navigate through most situations that require ethical judgements or decisions. Training should also emphasise ethical issues which are employment specific and which frequently arise in a specific working environment (Knouse & Gaicalone (2013) as cited in Manyaka & Sebola, 2013). Strike (1990) as cited in Bullough Jr (2011) uses teachers as an example to explain that public servants should be trained in professional ethics which are directly linked to their employment practices. With regard to principals and teachers this would be ethical issues that frequently arise in the school environment. Whereas ethical issues for clerks and administrators within the education department might be based more on confidentiality and financial management. Whereas those structured for directors and ministers of Education might be on equity, consistency and transparency. Ethical training should furthermore inform employees of organisational changes, rules and expectations pertaining to ethics. The Education Department continually modifies its financial regulations, enrolment policies and job descriptions which can be constructively incorporated into ethical development programmes. Naidoo (2012) suggests that this can be achieved during ethical training by organisations educating employees about structural and procedural changes. These changes can involve establishing ethical mission statements, developing an ethical code of conduct, formulating regulations with appropriate penalties and disciplinary measures, creating ethical committees to monitor ethical conduct and forming efficient channels for reporting unethical conduct which incorporate protective mechanisms for

whistleblowers. Ethical training should also endeavour to explain why and how trainees such as teachers and principals possess their current ethical frameworks. Knouse and Gaicalone (2013) as cited in Manyaka and Sebola (2013) also argue that the other crucial components of ethical training are that it should be realistic and practical. Ethical development programmes for public officials such as teachers must try to bridge the gap between theory and practice so that teachers are not only taught about the underlying ethical principles but also how to apply them in their everyday work environments (Shapira-Lishchinsky, 2011). If the ethical development is realistic it would not place undue pressure on the trainees to conform and the practicality of the training will enforce the theoretical component. Ethical training for public servants could also incorporate a review of all related legislation to increase the employee's awareness of the ethical expectations of government. Ethical training and developmental programmes for teachers and principals could include interpretation of the Public Finance Management Act (1999), the South African Council of Educators (SACE) Code of Professional Ethics, the respective school's Code of Conduct for teachers and learners, financial policy and procurement policy.

Although ethical training is considered to be a critical component in the strategy of ethical development there are a number of constraints to its implementation in government departments. Manyaka and Sebola (2013) describe five of these potential limiting factors. The first constraint is reduced public funding. South Africa and other governments around the world have had to decrease public spending due to the global economic crisis. In an attempt to streamline expenditure, governments have placed limitations on public offices in terms of budgets, resources and staffing (PUMA Policy Brief (1998), as cited in Manyaka & Sebola, 2013). The challenge for South Africa and other countries is to continually provide effective and proficient public services to a growing population whilst still keeping expenditure to a minimum to reduce the national deficit. Therefore, priority is given to the actual delivery of public services and training including ethical training is abandoned or greatly downgraded (Manyaka & Sebola, 2013). This approach in my opinion is short term based because if ethics and ethical leadership is effectively taught to employees initially then this would pre-empt unethical conduct which deprives the government of billions of rand. The South African government should therefore set aside a budget for each government department including the Department of Education to spend on ethical training. The Education Department should be included especially in light of the unethical scandals that have been exposed through the media (Corruption Watch, 2013). The insufficient or incorrect

identification of the needs of employees within an organisation that require training and development are another constraint to training (Manyaka & Sebola, 2103). These authors argue that in terms of ethics and ethical leadership training the ethical needs of the employees and the ethical requirements of the work situation must be clearly identified because they should be used as a basis for development programmes. The effectiveness of these programmes is dependent on this factor. Manyaka and Sebola (2013) explain that the identification of ethical requirements should be a detailed process which incorporates consultation with employees, a study of work situations, identification of potential ethical problems, collection of information, analysis and the subsequent interpretation of all data. An appropriate ethical training programme should then be designed according to the needs analysis and identification. This guarantees that the training programme directly addresses the relevant ethical issues within an organisation. Very often institutions implement generic ethics training programmes which are not aligned with the specific ethical needs of the organisations and this drastically limits the effectiveness of the programme (Meyer (1999) as cited in Manyaka & Sebola, 2013). This results in irrelevant content sometimes being taught to employees, key ethical issues being not addressed and a decrease in employment interest and participation. The Education Department as mentioned earlier should modify the ethical development programmes for each different type or category of employee according to their job description and likely ethical dilemmas that would encounter. The third constraint to effective ethics and ethical leadership training described by Manyaka and Sebola (2013) is the lack of training for all public officials in the public sector. The Public Administration Leadership and Management Academy (PALAMA) was established in 2008 to facilitate and increase management training of public officials. One of the five major aims of PALAMA is to combat unethical behaviour by educating public officials on how to reduce corrupt practices and encouraging ethical conduct. PALAMA, however, only offers training and development to senior, junior and middle management officials. Manyaka and Sebola (2013) agree that it is very important for these segments of management to be trained in ethics and ethical leadership because they need to conduct themselves ethically and also act as suitable role models for the subordinates. These authors suggest though that this alone is not enough to reduce unethical conduct. They argue that the majority of government employees are in lower management or public servant positions. These individuals act as the last point of delivery of public services. They are also responsible for public resources and also in constant contact with different members of the public and service providers.

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Manyaka and Sebola (2013) argue that in order for training in ethics and ethical leadership to attain the full extent of its impact, it should be extended to all public servants. Principals and teachers and administrators are the individuals who act as the last point of delivery in the sphere of education. Consequently they form the bulk of the employees in the Department of Education. In order for ethical change to be effective and unethical behaviour to reduce, I believe ethical training must be directed to this majority of the personnel. The fourth constraint to ethical training asserted by Manyaka and Sebola (2013) is that long term multi-dimensional ethical training and ethical leadership programmes are non- existent. Ethical development and leadership should be a continuous, dynamic process where content and approaches are revisited, modified and improved according to the changing ethical climate of an organisation. Manyaka and Sebola (2013) explain that very often whistleblowers of unethical behaviour are victimised by members of the public who are involved in unethical conduct with government officials. They therefore argue that in addition to ethical training being long term it should also be multi-dimensional and target different sectors, institutions and the wider public. The ethical standard of society as a whole can be then raised on all fronts which would potentially drastically reduce unethical conduct. This needs to be a serious consideration of the Education Department because in my view the success of the ethical training is heavily reliant on the programmes being multi-dimensional and long lasting. To my knowledge and in my experience as I have mentioned earlier, ethical training by the Department of Education is almost non-existent and therefore intensive planning and structuring of these programmes should take place prior to their implementation. The fifth constraint to ethics and ethical leadership training is the lack of evaluation. Phalane (2008) as cited in Manyaka and Sebola (2013) claims that although the South African government has invested funds in the training of public officials the training and development programmes are insufficiently evaluated. The evaluation of all training programmes including ethics and ethical leadership courses should be a compulsory final component. It should entail assessing the extent to which employees have learned the ethical principles and the degree to which they would potentially apply them in their respective work situations. It is only through a process of evaluation that the effectiveness of the training initiatives can be assessed by analysing if the various objectives of the programmes have been achieved (Manyaka & Sebola, 2013). When the Department of Education is discussing and planning ethical training and development programmes, the process of evaluation should form part of the final steps of the programme because it provides an avenue to assess the extent of success

or failure. In terms of education this could take the form of questionnaires, interviews with teachers and principals and ongoing statistical analysis of cases of unethical behaviour at schools, circuits and districts.

2.3 Theoretical frameworks

A theoretical framework is a well-developed or coherent explanation for an event or phenomenon (McMillan & Schumacher, 2010). It is a perspective on events and exists in the context of other rival theories. It provides a scholarly perspective in which the research problem is found and the research findings are interpreted using the theoretical framework as a foundation (McMillan & Schumacher, 2010). It provides a lens to assist the researcher to help understand and explain the phenomenon under investigation. The two ethical frameworks that underpin this study are that of ethical development by Salawu (2012) and ethical leadership theory by Brown, Trevino and Harrison (2005). These two theoretical frameworks offer a potential basis for combating rising levels of unethical behaviour in government and in the private sector. One of the major causes of unethical behaviour is that individuals have developed unethical moral frameworks and subsequently base their decisions on unsuitable moral principles and values (Salawu, 2012). This author explains that the framework of ethical development might be able to restructure the ethical foundations of individuals thereby promoting more ethical conduct. Brown, *et al*. (2005) suggest that the construct of ethical leadership can also enhance the assimilation of more socially acceptable ethics and morals thus curbing unethical behaviour.

2.3.1 The theoretical framework of ethical development

The first theory to be discussed is that of ethical development. The context, definition and implementation of this theory are discussed and analysed below.

2.3.1.1 The context of ethical development

Salawu (2012) places his paradigm of ethical development in the context of an African continent which is struggling to overcome problems of underdevelopment primarily because of poor leadership in government. Ethical development involves the modification of the ethical frameworks of individuals by replacing unethical principles in their frameworks with more socially acceptable ethical standards and norms through the use of seven basic tenets (Salawu, 2012).

Sebudubudu and Botlhomilwe (2011) and Rotberg (2003) agree with Salawu (2012) in that the political, social and economic progress of some African countries has been severely retarded by unethical and corrupt leadership. Salawu (2012) aligns his theory to that of the western approach of Utilitarianism which calls for the optimum functioning of society in all areas for the development for the greatest good and for the greatest number of people. The paradigms of Utilitarianism and ethical development both promote the values of peace, harmony and advancement (Salawu, 2012). Ethical development does, however, further expand on the definition of the greater good by relating it to the concept of civilisation (Salawu, 2012). In my opinion whereas Utilitarianism generally views the greater good in society as peace, pleasure, abundance and progress, ethical development equates the greater good with specifically the concept of civilisation. Society could therefore be bestowed with the greater good if civilisation of the society is achieved. Salawu (2012) also aligns his theory of ethical development with that of Ubuntuism which also propagates ideals coherent with good and acceptable ethics. This author advances the idea that although socially acceptable ethics, values and morals are entrenched in the African tradition through paradigms such as Ubuntuism, these ethical frameworks have become contaminated by modernisation and westernisation. Egocentrism, materialism and greed are some of the values that Salawu (2012) considers to have replaced the original African value system. I concur with Salawu (2012) in this regard because Africa and South Africa have in my opinion demonstrated increased levels of unethical behaviour which are underpinned by improper ethical principles. This increase in levels of unethical behaviour is evident in the numerous reports of misconduct in the media (Corruption Watch, 2013). Sebudubudu and Botlhomilwe (2012) report that Africa has produced many unethical leaders who have been egocentric and materialistic. South Africa as a country has dropped thirty four places on the corruption perception index of Transparency International (TI) since 2001 and has exhibited unethical conduct on a massive scale throughout the various government departments including the Department of Education (Institute For Security Studies, 2014). Salawu (2012) bases the paradigm of ethical development on the concept of "Civilisation = Civilisation" (Salawu, 2012, p.8). His interpretation of this concept is that if the ethical foundations of individuals within a society can be developed to become more virtuous and good then this would lead to a society which has an overall high ethical standard. I think that the theory of ethical development could be useful and effective in transforming the ethical frameworks of individuals within the school community and the wider society. The theory

of ethical development could potentially change and improve the ethical standards of learners, teachers, principals and governing body members through the implementation of the seven basic tenets postulated by the model. This improvement in ethical principles would then possibly filter into society because schools by virtue of their structure and purpose are linked to almost all societal domains. The instrument that Salawu (2012) advocates to implement ethical development is that of oramedia which includes art, drama, music, prose and all artistic forms of folklore.

2.3.1.2 The tenets of ethical development

The ethical development theoretical framework consists of seven tenets (Salawu, 2012). The first tenet involves the cultivation and regeneration of the mind (Salawu, 2012). This tenet emphasises that the initial step in the model of ethical development is to take cognisance of the fact that the mind of the individual will have to be systematically rejuvenated and undergo a renaissance in terms of thought processes. I view this as a vital step because in order for the ethical frameworks of individuals to be changed, there has to be a realisation and understanding that there needs to be a restoration and growth of the mind. I therefore think that the nurturing and renewal of the mind provides a suitable cognitive environment in which to implant and embed new ethical principles. The second tenet according to Salawu (2012) advocates the assimilation and adoption of the African traditional value system. The African traditional value system is considered to contain the necessary ethical foundations to correctly restructure the ethical frameworks of individuals in society and therefore should be utilised. Paradigms within the African culture such as Ubuntuism promote values such as compassion, dignity, peace and humanity and justice (Salawu, 2012). As a result I agree that the values, morals and ethics needed to rejuvenate the minds of individuals are already present within the African culture but need to be emphasised through the family structure, school, government and the media. The third tenet of ethical development fosters the ideals of good citizenship and nationalism (Salawu, 2012). This tenet stresses that individuals within society also have to be actively educated on how to be good citizens that add value to a country. In addition, individuals should be taught why and how to develop patriotism which encourages working together for the common good. In my experience relatively few people in South Africa have the

ideals of good citizenship and nationalism. Most of the individuals that I encounter are not willing to take the initiative and perform tasks and responsibilities which would benefit the country unless there is some sort of reward or personal gain. People in addition seem to lack pride and admiration for our country. This may not include everybody but I believe it nevertheless includes too many individuals. I therefore affirm that if good citizenship and nationalism is promoted this will motivate individuals throughout the world to behave in an ethical manner. The fourth tenet of ethical leadership endorses the values of honesty, discipline, responsibility, integrity and hard work (Salawu, 2012). These values are considered key elements to eliminate values such as materialism and eradicate unethical conduct. I also believe that these five particular values are essential because if they become part of an individual's ethical framework then they should instinctively and automatically guide most behaviour to be ethically correct. The fifth tenet encourages merit and competence above being average and mediocre (Salawu, 2012). This is viewed as important to re-inculcate a high standard of work ethics within organisations. It is my view through experience that many people in South Africa and possibly globally, fulfil the minimum requirements with regard to their responsibilities and obligations at work. People need in my view to be re-taught the worth of proficiency and justified worth so that they are motivated to strive for excellence and consequently deservedly rewarded. This could increase the productivity of organisations and stimulate the economy. The sixth tenet of this paradigm fosters learning and intellectualism (Salawu, 2012). These traits are regarded as crucial in raising the intellectual capacity of individuals and subsequently society. The productivity of society then also increases. I share this view because I believe that if a society that does not learn and increase their intellectual capacity then it cannot meaningfully develop socially, politically or economically. I postulate that learning stimulates thinking which in turn inspires personal, academic and professional growth. The direct result of this would potentially be increased levels of performance in many spheres of society. The last tenet of ethical leadership is the cultivation of creativity and innovation (Salawu, 2012). These characteristics are perceived to be vital if society is to be positively stimulated and continually replenish itself and advance. I affirm that ingenuity, imagination, inventiveness and originality are traits that have the potential to both radically and positively transform society. The rapid and revolutionary developments in the field of computers and technology that have drastically changed societies worldwide bear testament to this idea. After reviewing the seven tenets of ethical development proposed by Salawu (2012), I consider each one to be applicable to the school

environment and the sphere of education because each tenet could possibly foster the positive development of different components of the ethical frameworks of members within the school community. The different tenets encourage the rejuvenation of the mind, the adoption of proper values from the African culture, feelings of patriotism and national pride and the utilisation of values such as honesty, integrity, discipline, competence, intellectualism and creativity. The seven tenets in my view can thus form a powerful tool in developing moral and ethical standards in schools and subsequently in the wider society. Salawu (2012) argues further that oramedia in Africa has traditionally always been used to develop values, morals and ethics in society and can also be employed in the implementation of the model of ethical development. These are further discussed below.

2.3.1.3 The use of oramedia

In his study of African folklore Salawu (2012) describes a number of examples where oramedia is used to develop good ethical frameworks amongst individuals in society. He cites two poems in the Yoruba language which encourage young adults to be dedicated and diligent in their employments and careers not only for their own self gain but also for the provision of future generations (Salawu, 2012). In another Yoruba poem children and adults are taught to obey the law and are educated about the consequences of crime. In two Yoruba songs individuals are educated about respecting one's parents and the importance of integrity over self-gain and corruptness. In addition, Salawu (2012) describes African theatre and stories as teaching values of trust, humbleness, unselfishness, fairness, collaboration, harmony and humanity. In the same manner he describes oramedia as educating individuals of the consequences of unethical conduct which could potentially include banishment, chastisement and humiliation. Salawu (2012) advocates that oramedia be used through all forms of media to implement the ethical development theoretical framework. This could include radio, television, social networks, printed media and the internet. He also emphasises that the school and the family environment are two key elements which can be actively used to disseminate different forms of oramedia containing principles outlined in the seven tenets. Families could take time to learn songs, recite poems or even enact skits which contain moral values. Schools and tertiary institutions could also engage learners by constructing entire programmes dedicated to learning and participating in different forms of oramedia which again contain good ethics. Salawu (2012) also emphasises that the leaders of

tomorrow will be developed from the followers of today. Countries therefore need to develop the correct ethical foundations in especially children today so that when they occupy leadership position in the future they would probably have a good ethical foundation as a source of reference. Even followers of tomorrow need to be educated through oramedia about good ethics so that both leaders and followers think and act according to similar principles so that harmony and productivity prevails.

2.3.2 The theoretical framework of ethical leadership

The second theoretical framework used to supplement the above theory and to analyse my data is ethical leadership theory and is discussed at length below.

2.3.2.1 The context of ethical leadership

Effective leadership has been instrumental in the development of humankind from the time of humans being hunter-gatherers (Hogan & Kaiser (2005), as cited in Stouten, *et al*., 2012). Even then leaders had to demonstrate good ethics such as unselfishness, competency and integrity in order for the groups to survive. The correlation between good leadership and good ethics has been recognised for a very long time. Countries around the world have nevertheless exhibited increasing levels of unethical conduct both in the private and public sector (Corruption Watch, 2013). This escalation in unethical behaviour especially amongst high ranking officials has ignited a renewed interest in ethical leadership (Brown, *et al*., 2005; Brown & Trevino, 2006; Eisenbeiss, 2012; Eisenbeiss & Giessner, 2012; Stouten, *et al*., 2012; Lawton & Paez, 2014). The public are increasingly expecting organisations to take responsibility of governing ethically and actively promoting ethical leadership. Ethical leadership could also be effective in curbing unethical behaviour within the South African government including education (Naidoo, 2012; Manyaka & Sebola, 2013). I am also of the opinion that this theory could be particularly significant in combating unethical conduct within the school environment because of the relationship between the social dynamics of ethical leadership and the social dynamics of the school situation. Although the link between ethics and leadership has been investigated over a long period of time, the research has focused on the broad obligation of leaders within an organisation to create a working environment with a generally good ethical climate (Lawton & Paez, 2014). Research has therefore

been normative or philosophical in nature and has addressed issues such as how leaders supposed to conduct themselves (Brown & Trevino, 2006). The specific area of ethical leadership is still relatively new and social scientific research into the topic is fairly limited (Brown,*et al*., 2005; Brown & Trevino, 2006; Eisenbeiss, 2012; Eisienbeiss & Giessner, 2012; Stouten, *et al*., 2012; Lawton & Paez, 2014).

2.3.2.2 Definition of ethical leadership

Ethical leadership is defined as, "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two way communication, reinforcement, and decision-making" (Brown, *et al*., 2005, p. 120). These authors base their definition on the theory of social learning which suggests that people model their behaviours and thought processes on those held by individuals who they hold in high regard (Bandura (1986), as cited in Brown, *et al*., 2005). Leaders within an organisation are held in high regard by followers due to their position and their ability to exercise power (Bandura (1986), as cited in Brown, *et al*., 2005). These authors therefore also propose that leaders can increase their credibility and attractiveness to followers by exhibiting behaviours which are deemed to be acceptable and ethically correct by other individuals in the working environment. These behaviours could possibly include fairness, justice, integrity, honesty and mutual respect. I perceive a school as being a social environment in which many different categories of individuals interact on a daily basis. I therefore believe that because ethical leadership is grounded in the social learning theory it could be effectively implemented in the social context of a school and prove instrumental in reducing unethical behaviour. Schools could thus provide a social platform to enable principals, teachers and learners to demonstrate and promote appropriate ethical standards through their actions and relationships using two-way communication, reinforcement and decision-making. Schools could also provide a social climate where learners emulate the ethical behaviour of teachers who in turn emulate the ethical behaviour of principals. Eisenbeiss (2012) expands on the definition of appropriate conduct. He describes acceptable conduct according to four main ethical orientations. He describes the humane orientation as behaving towards all other individuals with dignity and respect and the justice orientation as making consistent decisions

which are fair and non-discriminatory. Eisenbeiss (2012) then explains that the responsibility and sustainability orientation encompasses leadership ideas of long-term success and attitudes towards social and environmental responsibilities. He lastly depicts the moderation orientation as practising a leadership style which portrays humility and temperance whilst establishing a balance between ethical principles and stakeholder concerns. It is my opinion that the four main ethical orientations described by Eisenbeiss (2012) could be effectively taught to members of the school community through ethical leadership and subsequently adopted by them to improve their ethical standards. According to social learning, leaders are emulated by followers and can thus influence the ethical behaviour of their subordinates by exhibiting acceptable ethical behaviour. Followers can also learn the acceptable forms of ethical behaviour by re-enforcement through the processes of reward and punishment which are implemented by the leader (Brown, *et al*., 2005; Stouten, et *al*., 2012). Social learning in terms of good ethical principles can also be enhanced if there is a deliberate exclusive and ongoing communication between leaders and subordinates regarding appropriate ethical conduct (Brown, *et al*., 2005; Stouten, *et al*., 2012). Ethical leadership also requires leaders to make decisions which are based on good ethical principles which others can use to guide their own actions. The definition of ethical leadership is therefore closely aligned to the theory of social learning and includes all measures to increase its effectiveness. Brown and Trevino (2006) reiterate that the definition of ethical leadership implies that leaders are required to demonstrate good ethics and also to manage ethical conduct within an organisation. It is my opinion that the processes of reinforcement, two way communication and decision-making which are utilised in ethical leadership can be especially effective in a school because of its hierarchal nature and social culture and climate. Ethical leadership could consequently play an important role in curbing unethical behaviour in schools.

Although ethical leadership shares common characteristics with other leadership paradigms and leadership concepts it is a separate entity with its own unique features (Brown, *et al*., 2005). Ethical leadership has been equated with leader integrity and honesty but Brown, *et al*. (2005) point out that these traits are only two of the ethical traits which characterise ethical leadership and that ethical leadership extends further than demonstrating ethical traits but also involves the management of ethics in the working environment. In the same manner ethical leadership has also been equated with the administration of fair treatment with dignity and respect, but again fair treatment does not include all the dimensions of ethical leadership (Brown, *et al*., 2005). In

addition although ethical leadership overlaps with the paradigms of transformational leadership and charismatic leadership it can be argued that these paradigms can be ethical or unethical depending on the leader's motivation and moral values (Brown & Trevino, 2006). Brown, *et al*., (2005) explain that ethical leadership has been correlated only with the idealised influence dimension of transformational leadership because of the similarities in ethical content. These authors go on to mention that ethical leadership utilises transactional leadership which distinguishes it further from transformational leadership. In addition they explain that the ethical leadership paradigm does not emphasise vision, values and intellectual stimulation unlike transformational leadership which does stress these concepts. Brown and Trevino (2006) further suggest that authentic leadership and ethical leadership also overlap and share common characteristics in terms of leadership traits and ethical principles but unlike authentic leadership, ethical leadership does not advocate authenticity and self-awareness. Likewise although the paradigm of spiritual leadership does overlap with ethical leadership, it promotes content such as vision, faith and leadership work as a vocation while ethical leadership does not (Brown & Trevino, 2006).

2.3.2.3 Antecedents of ethical leadership

One of the major research fields of the paradigm of ethical leadership investigates the antecedents, existing factors and environments which facilitate its implementation within organisations (Eisenbeiss & Giessner, 2012). Brown, *et al*. (2005) and Stouten, *et al*. (2012) correlate ethical leadership to honesty, fairness and affective trust of the leaders. I also believe that these personality traits facilitate the adoption and use of ethical leadership because these characteristics are themselves ethical in nature. Lawton and Paez (2013) agree that if leaders do exhibit these characteristics in both their thought processes and actions then these leaders will potentially find it easier to implement ethical leadership successfully. Eisenbeiss (2012) further explains that leaders who have a character with a high moral standard composed of these behaviours tend to implement ethical leadership more effectively. I have in my own experience encountered many principals, teachers and learners who display good ethical behaviour and possess the traits of honesty, fairness and trust. These individuals in my view may potentially enhance and facilitate the implementation of ethical leadership in schools and reduce unethical conduct. Brown and Trevino (2006) suggest that another antecedent to ethical leadership is having a close ethical role

model during the development of a leader's career. Eisenbeiss and Giessner (2012) affirm that ethical role modelling regularly precedes the ethical leadership paradigm. Leaders learn through social learning by observing others (Brown, *et al.*, 2005; Brown & Trevino, 2006; Lawton & Paez, 2013). Ethical role models could potentially provide future leaders with a rich basis of knowledge regarding high ethical standards. Due to the close proximity of ethical role models to future leaders, such leaders are more susceptible to identifying with the role models and imitating acceptable ethical attitudes and conduct from the individuals that they emulate. Eisenbeiss and Giessner (2012) explain that ethical role modelling need not be hierarchal in nature and may not always take place from a higher to a lower level of leadership. They suggest it can also take place in peer groups where individuals emulate the ethical conduct of fellow colleagues. In my experience as a teacher members of a school community, are continually guided and advised by their peers and superiors. Learners sometimes view other learners and teachers as role models and in turn teachers view other teachers and principals as role models. In my view the structure of the school population and school environment allows individuals to easily identify with other individuals and to frequently adopt ethical individuals as role models. For that reason I believe that role modelling may also be another antecedent present in school which may facilitate the implementation of ethical leadership. If organisations have an ethical climate and ethical culture then the development and execution of ethical leadership will be easily managed (Brown & Trevino, 2006; Eisenbeiss & Giessner, 2012; Stouten, *et al.*, 2012). This is because an ethical context potentially provides more ethical role models, regulations and procedures that promote ethical conduct, formal and informal ethical norms and support and reinforcement of ethical standards. Eisenbeiss and Giessner (2012) affirm that an organisation that has a strong ethical directive will create a working environment in which employees are more conscious and knowledgeable about ethical dilemmas and also responsive to ethical practices including leadership. These authors are also of the opinion that any ethical directive will be heavily influenced by all stakeholders within the organisation and therefore all stakeholders must share in the responsibility, development and implementation of an ethical framework for leadership. Not all schools in South Africa are unethical and display corrupt behaviours (Corruption Watch, 2013). I know through my teaching and interactions with other teachers and principals of many schools which have an ethical climate and ethical culture and this should assist in the effective use of ethical leadership in those schools. I would recommend that key leadership positions in those schools that lack an ethical culture and climate be filled with

highly ethical individuals who are experienced and knowledgeable about ethical leadership. These could in my opinion foster a more ethical context and subsequently serve as an antecedent to the effective implementation of ethical leadership in those respective schools. Brown and Trevino (2006) also assert that there is a relationship between the increasing moral intensity of a situation and ethical leadership. Situations with moral intensity are characterised as having many severe consequences and involving powerful ethical norms (Brown & Trevino, 2006). If morally intense situations do arise, they compel the leader to demonstrate ethical thinking and actions which are closely observed by followers due to the magnitude of the issue. This results in moral and ethical development of the leader and the followers which facilitates the implementation of ethical leadership. I have over the years as a teacher experienced and witnessed many morally intense situations in the school environment involving learners, teachers and principals. I thus perceive schools as having the ability of providing another antecedent of ethical leadership in the form of intense moral dilemmas. Brown and Trevino (2006) also identify the personal characteristics of agreeableness and conscientiousness as precursor factors which facilitate the practice of ethical leadership. This is supported by Eisenbeiss and Giessner (2012) who also suggest a link between these personality traits and ethical leadership. Lawton and Paez (2013) argue that the virtues of integrity and authenticity are personal characteristics which are also prerequisites for ethical leadership. These authors define integrity as honesty, trustworthiness, the consistency between actions and words, justice, correct use of power and the active use of moral frameworks. Stouten,*et al*. (2012) talk of the virtues of prudence, courage, temperance and justice being directly linked with effective ethical leadership. Brown and Trevino (2006) concur that the utilisation of ethical leadership is supported when these virtues are used to develop an intricate and high level of moral reasoning which is used continuously in decision making. This affirmation is also supported by Eisenbeiss and Giessner (2012) who suggest a positive relationship between ethical leadership and the societal values of responsibility, justice, humanity and transparency. Over the years I have come across many principals and teachers who exhibit many of these values, morals and personal characteristics in their actions and decisions. The presence of individuals who demonstrate these characteristics in schools forms a further antecedent for the effective use of ethical leadership in the fight to curb unethical conduct. Eisenbeiss and Giessner (2012) also affirm that ethical leadership incorporates the correct use of power by the leader for the benefit of others. Authenticity involves a leader being self-aware and transparent in his or her actions (Lawton & Paez, 2013).

This concurs with Brown and Trevino (2006) who emphasise the transparent and accountable nature of ethical leadership. In my opinion the present schooling system in South Africa needs greater accountability and transparency in order to reduce unethical practices and ethical leadership could provide a viable method of achieving this outcome. Eisenbeiss and Giessner (2012) explain that the development of ethical leadership is facilitated when countries actively incorporate human rights principles in their constitutions through legislation and actively implement these principles through regulations and government appointed organisations. The principles of ethical leadership and human rights are very closely aligned (Eisenbeiss & Giessner, 2012). These authors therefore advocate through social learning that the entrenchment of human right principles within a country's governance can therefore form a suitable platform for the establishment of ethical leadership. South Africa's constitution is strongly aligned with the principles of human rights and the government has formed a number of institutions to assist in their assimilation and implementation. Hence I view this as another antecedent which may facilitate the effective employment of ethical leadership in the educational sphere to reduce unethical behaviour.

2.3.2.4 Consequences of ethical leadership

Brown, *et al*. (2005), Lawton and Paez (2014) and Eisenbeiss and Giessner (2012) suggest that there is a positive correlation between ethical leadership and affective trust in the leader. These authors explain that if ethical leadership is correctly implemented by a leader within an organisation then one of the consequences could be a greater measure of emotional trust of followers towards that leader. In my opinion this possible consequence of practicing ethical leadership is especially pertinent to the school situation. This arises because if members of the school community have more trust in the principal, and learners likewise more trust in their teachers then the overall result could potentially be the more effective management and leadership of the school. Research has also established that ethical leadership is linked to other consequences which are related to behaviours and attitudes of followers. These include followers feeling more content with the leader, followers regarding the leader as being more effective, followers showing tangible signs of increased job dedication and followers showing a greater tendency to report problems in the work situation to management (Brown, *et al*., 2005; Brown & Trevino, 2006; Eisenbeiss, 2012; Eisenbeiss & Giessner, 2012; Stouten, *et al*., 2012; Lawton & Paez, 2014). These

further consequences of the effective use of ethical leadership could cause teachers to have more confidence in their respective principals and learners more faith in their teachers. In addition the practice of ethical leadership in schools might lead to the reporting of a greater number of unethical practices within the school. All of which has the potential of contributing to the reduction of unethical behaviour in schools. Ethical leadership has been negatively correlated with abusive management (Brown, *et al*., 2005). This additional consequence of ethical leadership should serve to increase the efficiency of schools. Brown and Trevino (2006) predict ethical leadership could result in subordinates increasing the use of ethics in their own decisions. The theory of social learning supports this prediction because employees relate to their leaders and consequently should also emulate their behaviour including ethical reasoning in decision-making. Thus it is my view that if principals in schools demonstrate ethical reasoning in their actions and decisions, then this could filter down to teachers and then learners causing them to be more ethically inclined. Brown and Trevino (2006) explain further that the increased use of ethical principles by followers is not only due to social learning but through social interaction between the leader and employees as well. Another consequence of ethical leadership is a decrease in unethical behaviour (Brown, *et al*., 2005; Brown & Trevino, 2006; Eisenbeiss, 2012; Eisenbeiss & Giessner, 2012; Stouten, *et al*., 2012; Lawton & Paez, 2014). These authors point out that negative and counterproductive behaviour is reduced because leaders act as ethical role models, clearly communicate the acceptable ethical standards together with penalties for violations and also engage in the reinforcement of ethical content. This consequence of decreasing unethical conduct is the principle reason why I recognise this theory as forming one of the critical strategies in reducing unethical conduct. In my opinion principals, teachers and learners can all act as ethical role models to others in the school community and promote ethical development through communication, reinforcement and decision-making. This should increase the ethical standard of schools and this positive change could permeate into the wider society. Employees including members of the school community should then also start to exhibit positive ethical behaviours and traits such as integrity, justice, consistency, mutual respect, fairness, efficiency and loyalty (Stouten, *et al*., 2012; Lawton & Paez, 2014). Ethical leadership has been found to positively influence staff members' performance, the effectiveness of top management teams and employee confidence (Eisenbeiss & Giessner, 2012; Stouten, *et al*., 2012). There has been widespread exposure of the shortfalls of the South African educational system recently through the media (Corruption Watch, 2013). Ethical leadership could

in my opinion possibly also have the effect of increasing the work ethic of teachers, principals and government officials. Ethical leadership has also produced consequences on a large organisational scale (Stouten, *et al*., 2012). These authors explain that organisations have benefited from ethical leadership because it has circumvented significant losses through unethical conduct and developed extensive networks with other large scale conglomerates who have also initiated ethical leadership practices. I think that ethical leadership could thus permeate all structures of the Department of Education and may produce a more ethical culture which might possibly infiltrate other government departments. Eisenbeiss (2012) in addition also positively relate ethical leadership to customer trust and organisational long-term performance.

2.4 Chapter summary

The focus of this chapter is to provide an analysis of some important aspects in literature related to the concepts of ethical development and ethical leadership. The chapter began with a discussion of the crucial terms of unethical behaviour, ethics, leadership and governance and then established an important link between them. The growing need for ethical leadership was then explained by emphasising the rapid global increase in levels of unethical behaviour. Attention was then drawn to ethical matters and dilemmas specifically related to the practice of leadership and teaching. The chapter also reviewed South African legislation and government organisations designed to curb unethical conduct and foster ethical development and ethical leadership. Some of the challenges to reducing unethical behaviour within South Africa were also investigated. The content, methods and constraints of ethical training and development were subsequently researched. In addition, potential measures to reduce unethical behaviour in the South African public sector were then analysed. The chapter concludes with a detailed literature review of the theoretical frameworks of ethical development and ethical leadership and how they are related to reducing unethical behaviour in schools. The next chapter presents the research design and methodology of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed various topics of interest related to unethical conduct, ethics, leadership and governance. It also analysed the theoretical frameworks of ethical development and ethical leadership. The purpose of this chapter is to elucidate all pertinent information regarding the research process of this study. This chapter examines the research paradigm of interpretivism which will be utilised. It also explores the case study research design that will be employed. In addition it describes the methods of sampling, data generation and data analysis that will be used. Relevant issues of trustworthiness together with the significant ethical issues are also discussed. The chapter further analyses the limitations of this study and concludes with a summary of the important aspects that were investigated.

3.2 Research paradigm

A paradigm can be considered as a broad view or worldview of investigating, interpreting and understanding research (Kuhn, as cited in Cohen, Manion & Morrison, 2011). It can be thought of as approved and agreed scientific knowledge or a set of beliefs that guides all facets of the research process (Wellington, 2000; Bunniss & Kelly, 2010). Bogdan and Biklen (as cited in Mackenzie & Knipe, 2006) concur that a paradigm is the foundation or framework on which all aspects of the research is based. Creswell (2007) also concurs that the choice of a research paradigm is the initial and crucial step in formulating a research proposal because it directs all subsequent procedures. Wahyuni (2012) is of the opinion that research paradigms deal with and tackle the philosophical elements of the social sciences. She views a paradigm as a set of fundamental suppositions and ideas addressing how the world is viewed which serves as a guide for the researcher. Bunnis and Kelly (2010) reiterate the point that paradigms direct and lead the research process. In addition,

according to Creswell (2007), there are four research paradigms, namely: positivism/post-positivism; interpretivism/social constructivism; emancipatory/critical and pragmatism/postmodernism. This research study is underpinned by the interpretive paradigm. The principal purpose of the interpretive paradigm is to emphatically understand the subjective world of the participant's lived experience (Cohen, *et al*., 2011). Wellington (2000) concurs that human conduct and actions can only be fully elucidated by examining the subjective realities of the individuals involved in the behaviour. The intention of interpretive theory is to thus understand events and phenomenon from the perspective of the participants. Krauss (2005) therefore explains that because of the subjectivity of the interpretive paradigm, there will be the existence of many realities and many truths. Sale, Lohfeld and Brazil (2002) further explain that because the realities are socially constructed they are constantly changing. Creswell (2007) also postulates that the interpretative paradigm also concedes that the researcher's own experiences will also impact on the research. The interpretive paradigm is therefore characterised by subjectivity, multiplicity and a social context (Bunnis & Kelly, 2010; Tuli, 2010; Lee, 2012; Wahyuni, 2012). Interpretivism is therefore well suited to this study because the research explored different forms of unethical behaviours in schools and strived to understand why they occurred as well as what potential measures were adopted to reduce this type of conduct. All of this information was researched directly and primarily from the subjective perspectives and experiences of different principals and teachers from the three secondary schools in Durban.

Every paradigm has its own characteristics with respect to ontology, epistemology, axiology and methodology. According to Wellington (2000), ontology is concerned with the nature of reality. This is supported by Kruass (2005) and Lee (2012) who both explain that ontology entails the beliefs, attitudes, thoughts and ideas of reality. The ontology of the interpretive paradigm accepts that social reality is the product of an individual's mind as he or she interprets the world and is therefore subjective (McMillan & Schumacher, 2010). This is substantiated by Cohen, *et al*. (2011) who describes ontology in the interpretive paradigm as being subjective and heavily reliant on human experience and interpretation. Wahyuni (2012) agrees that the creation and development of reality is influenced by the experiences, ideas and beliefs of individuals. As a consequence multiple socially constructed realities exist (Krauss, 2005; Bunniss & Kelly, 2010; Lee, 2012). The concept of multiple realities is echoed by McMillan and Schumacher (2010) and by Cohen, *et al*. (2011) who emphasise that due to the subjectivity of ontology in the interpretative paradigm

multiple realities will definitely be established. The interpretive interpretation of ontology is suitably aligned to this study because the experiences and realities of different principals and teachers were researched in order to establish knowledge of ethics within the South African government particularly in the Department of Education. This study therefore acknowledges that the interpretations of unethical conduct, ethics and leadership from the different participants in the research were dissimilar. The socially constructed realities of each participant regarding unethical conduct, ethics and leadership was unique but each one was used to increase the information about ethical conduct in South African schools. In addition this study also concedes that the generated data from these different realities are influenced by the participant's individual value systems and varied contexts. The ontology of this study is also aligned with the interpretative paradigm because I also admit that as the researcher, the study was affected by my own socially constructed reality. The term epistemology originated from the Greek word episteme which means knowledge (Krauss, 2005). Epistemology is concerned with nature and philosophy of knowledge (Wellington, 2000; Makenzie & Knipe, 2006). According to Tuli (2010), epistemology addresses the questions of how have individuals come to know their reality, what is considered to be knowledge and what is the relationship between knowledge and the possessor of that knowledge. Cohen, *et al*. (2011) affirm that epistemology involves the acquirement and transmission of knowledge. The interpretive paradigm considers epistemology to be subjective and distinctive (Wahyuni, 2012). Knowledge is viewed as being dependant on the context of the situation and the interaction of the researcher and the participants of the study (Sale, *et al*., 2002; Lee, 2012). Krauss (2005) agrees that under the interpretive paradigm knowledge is subjective because it is created by making sense or giving meaning to events, occurrences and experiences. The epistemology of this study is interpretive in nature because it is subjective and context dependent. Each participant provided knowledge about unethical conduct, ethics and leadership which was different because this knowledge was based on the individual's unique experiences of these phenomena. The context of the study itself which is three schools in the Durban Central Circuit of the Umlazi district also affected the knowledge which was produced. This study also acknowledges that the time and duration of the study also affected the findings. During the course of the research, I as the researcher interacted with the participants through interviews which allowed the knowledge produced to be jointly created. This added to the interpretive character of the epistemology of this study. This interpretive character was enhanced by interpretations being open to re-interpretations

and arbitration through dialogue and discussion. The epistemology of this study was also interpretive in nature in that it conceded to the fact that knowledge is influenced by populations who identify and delineate suitable methods of knowing (Cohen, *et al*., 2011). Axiology is concerned with the nature of truth (Cohen, *et al*., 2011; Wahyuni, 2012). Axiology within the interpretive paradigm accepts the idea that there are many subjective truths (Bunnis & Kelly, 2010; Wahyuni, 2012). This study, as in the case of ontology and epistemology, concedes that each participant subjectively provided his or her version of the truth when providing information about unethical behaviour, ethics and leadership. This distinctive truth was again highly dependent on the individual's experiences and the context of these experiences.

Makenzie & Knipe (2006) describe the term methodology as a set of ideals, dogmas, theories, philosophies and principles on which a specific research approach is based. McMillan & Schumacher (2010) concur that the methodology of a study, guides and underpins the entire design of a study. The three common research methodologies are the quantitative, qualitative and the mixed method approaches (Williams, 2007; Tuli, 2010; Lee, 2012). This study adopts the qualitative methodology to research. Qualitative research attempts to facilitate a greater understanding of social structures by examining the motivating factors that guide people's behaviour (Tuli, 2010). Qualitative research involves the investigation of a social occurrence in a natural setting using the perspectives of the participants (Williams, 2007). It therefore serves as an effective approach for this research because this study endeavoured to explore ethical leadership practices in schools from the perspectives of teachers and principals. The interpretive paradigm can form the basis for qualitative research (Sale, *et al*., 2002; Creswell, 2007; Williams, 2007; Tuli, 2010; Cohen, *et al*., 2011; Lee, 2012). Qualitative research consequently assumes that there are multiple realities, knowledge is subjective and that many truths exist (Wellington, 2000; Sale, *et al*., 2002; Krauss, 2005; Creswell; 2007; Williams, 2007; McMillan & Schumacher, 2010; Tuli, 2010; Cohen, *et al*., 2011; Lee, 2012). The foundation of this research is structured on the different personal experiences of school principals and teachers regarding various aspects of ethical leadership practices in schools. Thus this research explored multiple realities and truths of ethical leadership using the subjective knowledge of the participants. It is therefore strongly aligned with the interpretive paradigm and accordingly with the qualitative approach to research. The qualitative methodology subsequently underpins the specific research methods utilised in a study (Petty, *et al*., 2012).

The interpretative paradigm was chosen for this study because the ontology, epistemology, axiology and methodology of this study are all found within this paradigm. Consequently, the interpretive paradigm formed the basis of all aspects within this research study.

3.3 Research design

Research design is defined as the methodical process of accumulating and rationally evaluating empirical data (McMillan & Schumacher, 2010). It involves the accumulation, examination and interpretation of data in order to comprehend a phenomenon (Williams, 2007). McMillan and Schumacher (2010) explain that a research design is a broad, general plan that outlines all the details, steps and methods on how empirical data will be generated in order to answer the research questions of the study. The research design therefore includes information of where and when the study took place. It also includes details of the participants of the study and why those participants were chosen. In addition, it also contains all the methods of data collection and analysis that was utilised in the study.

The research design for this study was a case study. A case study extensively investigates a singular enclosed, confined or restricted entity (Wellington, 2000; McMillan & Schumacher, 2010; Petty, Thomson & Stew, 2012). Creswell (2007) agrees that a case study is a detailed examination of a single system within a specific context. Wahyuni (2012) further emphasises that a case study design involves the exploration of a solitary issue which is usually current. Cohen, *et al*. (2011) affirms that case studies are very useful research designs to investigate real, true and modern systems. He also suggests that case studies can investigate phenomenon which cannot be probed by numerical analysis. The terms case, system or entity may refer to a curriculum, course, incident, process, task, theme, action, exercise, undertaking, or a group of individuals linked together within a particular context (Williams, 2007; McMillan & Schumacher, 2010; Petty, *et al*., 2012). The context of the single case to be investigated may be characterised by time, setting or attributes of the participants (Stake, 1995; Cohen, *et al*., 2011). Thus a case study is heavily influenced by the context in which it is being undertaken and therefore the context of the case must be clearly described (Creswell, 2007; Cohen, *et al*., 2011). A case study is also characterised by the use of many different sources of data and extensive data collection and analysis (Hakim, 2000; McMillan & Schumacher, 2010; Cohen, *et al*., 2011; Wahyuni, 2012). Data can be generated by document analysis, interviews and observation (Creswell, 2007; Petty, *et al*., 2012). Another integral part of

a case study is that the researcher must interact with the participants of the research on site for a certain period of time (Williams, 2007; Petty, *et al*., 2012). One of the main goals of case studies is to improve practice (Cohen, *et al*., 2011; Wahyuni, 2012).The case study research design was chosen for this study because I wanted to investigate the single enclosed case or theme of ethical leadership practices in schools. The singular theme of ethical leadership is restricted by the context of time, place and participants. The research was also from the perspective of senior school teachers and principals. The case study design in terms of examining a solitary phenomenon within a unique context therefore facilitates the study of this relevant, modern day and real-life entity (Wahyuni, 2012). The theme of ethical leadership is also not easily susceptible to numerical analysis and a case study provides a feasible strategy to explore the theme. It provided detailed and focused data about the participant's lived experiences of ethical leadership. In addition, one of the objectives of this study is to unravel contextual factors that affect ethical leadership in schools and the nature of the case study design allowed for this objective to be achieved. The design of case study was also chosen because it allows for varied and extensive data analysis and collection. The data for this study of ethical leadership was collected by means of document analysis and interviews from nine participants. A case study design is also suitable to this study because it prescribes on-site interaction between the researcher and participants. During the course of the research I interviewed the nine participants for about an hour each at their respective schools. This process is aligned to the case study research design. There are different types of case study designs (Stake, 1995; Wellington, 2000; McMillan & Schumacher, 2010; Cohen, *et al*., 2011; Petty, *et al*., 2012). The multiple case study design involves a number of cases within a single study (McMillan & Schumacher, 2010: Wahyuni, 2012). Cohen, *et al*. (2011) affirm that a multiple case study design involves more than one setting or site and subsequently allows for greater comparison of data. This study employed the multiple case research design because teachers and principals from three different schools were interviewed regarding the singular theme of ethical leadership. Therefore the case study research design was well suited for this study because it allowed for the improvement of leadership practices in schools which is the fundamental objective of the study.

3.4 Research Methods

Research methods refer to the systematic procedures used for data generation and analysis (Mackenzie & Knipe, 2006). A description of the different research methods utilised in this study follows. This includes the methods of sampling that were employed together with explanations of the data generation methods and data analysis strategies that were utilised. Relevant issues of ethics and trustworthiness are also described and in addition an account of the limitations of the study is also provided.

3.5 Sampling

There are many different methods of sampling that can be used depending on the methodology chosen for the research (Cohen, *et al*., 2011; Petty, *et al*., 2012). Some of the methods of sampling used in qualitative research include purposive, theoretical, convenience, comprehensive, maximum variation, case type and theoretical sampling (McMillan & Schumacher, 2010; Petty, *et al*., 2012). There were two methods of sampling that were utilised in this study. These are purposive sampling and convenience sampling. Purposive sampling involves the deliberate and intentional selection of participants who will serve as rich sources of information (Wellington, 2000; McMillan & Schumacher, 2010; Petty, *et al*., 2012). Wahyuni (2012) explains that purposive sampling involves the premeditated selection of participants based on their ability to provide data in order to answer the critical research questions of the study. Cohen, *et al*. (2011) agrees that purposive sampling is undertaken in order to involve participants who are knowledgeable about the topic. The participants of this study were three school principals and six teachers who had been teaching at their respective schools for more than ten years. There was one principal and two teachers from three different secondary schools. Secondary schools were purposively selected because being a secondary school teacher myself, I would be more aware of the ethical and unethical practices present at the secondary school level. The principals of the three schools were purposively selected because as principals they would most likely have been in the teaching profession for an extended period of time. They would also, because of their position, be involved in numerous activities, committees and departments at their schools. In view of these reasons the principals would therefore probably be very aware and knowledgeable about many ethical and unethical leadership practices within the school environment. They could also potentially provide information about the reasons why these types of behaviours occur. Principals could also offer solutions to unethical conduct and strategies to promote ethical behaviour and ethical leadership.

As the head of the school, principals are in addition familiar with the theory and practice of leadership which could probably facilitate the generation of relevant data. Teachers who have been teaching at their particular schools for more than ten years will also possibly be very knowledgeable about ethical leadership practices at their schools because they have been teaching in that position for a long period of time. Two teachers were selected to provide a greater amount of data from each school and to correlate the information from each site. Teachers are also leaders within the school and would therefore probably be more conversant with leadership theory and practice which like principals would assist in the generation of pertinent data. The specific teachers with the relevant experience from the different schools that were involved in the study were chosen because of their availability for the interviews. Thus the principals together with the teachers who have more than ten years experience at their individual schools should probably serve as rich sources of information which could lead to the answering of the critical research questions of this study. The principals and teachers were purposively selected to also provide a managerial perspective and a teacher or subordinate perspective of ethical leadership practices in schools. In addition to purposive sampling, convenience sampling was also utilised in this study. Convenience sampling involves participants being chosen because of convenience and ease (Cohen, *et al*., (2011); Petty, *et al*., 2012). The secondary schools involved in the study were selected because they are easily accessible from my place of residence and they therefore served as convenient sites to conduct my research. Secondary schools in particular were selected because they would probably share the same ethical dilemmas and concerns. The reason for the three schools being selected was to compare data from three different sites to investigate if there were recurring themes in different schools. The schools, principals and teachers involved in this study were therefore purposively and conveniently sampled.

3.6 Data generation methods

Generated data can be in the form of primary and secondary data (Wahyuni, 2012). In qualitative research, primary data is typically generated through semi-structured interviews which are also referred to as standard open-ended interviews. Secondary data is usually generated by researching relevant documents and literature. This study utilised both semi-structured interviews and documents reviews to generate both primary and secondary data. I chose semi-structured interviews because I considered them to be the most suitable data generation method to elicit

information about ethical leadership practices from the participants involved in the research study. This is because the nature of interviews, in particular semi-structured interviews, allows the participants to share the ideas, concerns, experiences, views, opinions and attitudes about a specific subject (Cohen, *et al*., 2011; Wahyuni, 2012). Documents reviews assisted me as the researcher to gain further insight into ethical leadership practices and also served to corroborate the findings of the research. These two types of data generation methods were also chosen in order to triangulate the data produced. Triangulation involves cross-checking and cross-validation of data generated from various methods (McMillan & Schumacher, 2010; Wahyuni, 2012). Data generation can also occur in phases or stages (McMillan & Schumacher, 2010). These stages include selecting the sites for the research and gaining permission to use them, developing a relationship and trust with the participants and finally engaging in the actual data generation methods.

3.6.1 Semi-structured interviews

Semi-structured interviews comprise of a few selected central issues, key questions and potential prompts to direct and channel the conversation (Wellington, 2000; Petty, *et al*., 2012). Wahyuni (2012) concurs and states that semi-structured interviews consist of a set of themes and pre-arranged open-ended questions which allow for flexibility in how the participant answers the questions. He also advocates the use of prompts to steer the conversation if necessary. Cohen, *et al*. (2011) further explains that the prearranged questions are asked in the same wording and same order to each participant. The semi-structured interviews in this study utilised interview schedules which outlines the pertinent issues and important questions (Appendix F & Appendix G). The interview process still adopted a very flexible approach in order to prompt in-depth knowledge from the participants. The participants in this study comprised of the school principal and two of the most senior teachers from three secondary schools. The interview process began with a pre-interview meeting with each participant in order to establish a rapport and trusting relationship and to set the scene for the actual interview (McMillan & Schumacher, 2010). Participants were also provided with an information package regarding the interview. The interpretive paradigm, case study research design and qualitative approach to this study promote maximum interaction between the researcher and the participants (Wellington, 2000; Sale, *et al*., 2002; Krauss, 2005; Creswell; 2007; Williams, 2007; Tuli, 2010; Lee, 2012). The interviews in this study therefore took place at the respective schools of the participants and took the form of face-to-face interviews.

All interviews with the permission of the participants were taped using a tape recorder. Each interview commenced with a brief synopsis of the central goals of the interview together with highlighting confidentiality and anonymity (Cohen, *et al*., 2011). The participants were thereafter given a consent form to sign (Wahyuni, 2012). Each interview was no longer than two hours in order to sustain the maximum attention and interest of the participants (Wahuni, 2012; Petty, *et al*., 2012). The interviews concluded with a time allocated to the participant to ask any questions or to make any comments. An elementary analysis of the empirical evidence was undertaken while the different participants were being interviewed in order to establish if the interview questions were adequately extracting relevant information about the topic (Wahyuni, 2012).

3.6.2 Documents Reviews

Documents reviews are undertaken to establish more knowledge or increase the understanding about the topic of study (Petty, *et al*., 2012). In addition Creswell (2007) proposes the use of documents reviews to facilitate the triangulation of data generated from interviews with the participants of the study. Documents reviews involve the examination, study and analysis of usually written documents relevant to the research (Petty, *et al*., 2012). The documents that were reviewed in this study are listed in the documents review schedule (Appendix H). These documents included the South African Schools Act (Act no 84 of 1996), the Employment of Educators Act (Act No 76 of 1998), the South African Council of Educators (SACE) Code of Professional Ethics for teachers and the Public Finance Management Act (Act No 1 of 1999). The financial policies and the code of conduct for teachers and learners of the three schools participating in the research were also reviewed. It was also planned to review the minutes of staff meetings from the three different schools regarding incidents of unethical conduct or workshops related to ethical issues but the three participating schools were unable to provide me with such documentation. The SACE Code of Professional Ethics for teachers was reviewed because this document specifically addresses the acceptable ethical practices of teachers in South African schools. This document was also reviewed to determine the degree to which teachers know and practice the content of the document. The Public Finance Management Act (Act no 1 of 1999) was reviewed because this document outlines financially ethical procedures which schools must also follow. The reviews of the financial policies of the respective schools provided greater insight into the ethical considerations regarding the financial management of the individual schools and provided greater

understanding of the ethical guidelines used by the respective schools in acquiring assets. The review of each school's code of conduct for teachers and learners will assist in establishing the acceptable ethical practices of each school. The minutes of the staff meetings from the three schools regarding ethical issues were going to be reviewed because they could provide further information about different unethical behaviours present at each school together with any staff development related to ethical development and ethical leadership. The documents reviews were thus undertaken to gain more information about the types, causes, legislation and possible solutions to unethical conduct in schools. The documents reviews also assisted in understanding, explaining and interpreting the theoretical frameworks of ethical leadership and development. They in addition served as instruments to triangulate the data generated from the interviews of the participants which increased the rigour and accuracy of the research process.

3.7 Data Analysis

Qualitative data analysis involves establishing and constructing meaning from the generated data by inductive processes (Krauss, 2005; Mackenzie & Knipe, 2006). Wahyuni (2012) and Cohen, *et al*. (2011) refer to qualitative data analysis as making deductions and suppositions from raw data that has been taken apart and reconstructed.

The model for data analysis described by Wahyuni (2012) was utilised in this research study. This model is suitable to this multiple case study because it provides a logical and sequential series of steps in which raw generated data, from interviews and documents reviews, can be effectively analysed and interpreted.

The first step of data analysis involves the organisation of data (Wellington, 2000; Wahyuni, 2012). The data was organised into three categories based on the research sites of the study which were the three different participating secondary schools. All the generated data from each school was organised into one category with subsections to indicate the different types of data.

The second step in the model for data analysis by Wahyuni (2012) involves the storage of data. All hard copies of document reviews and transcribed interviews were stored in a locked cupboard at my home and all electronic copies of the generated data were stored on my personal computer which is protected with a password.

The transcription of the interviews with the nine participants in the study forms the third step in process of data analysis (Wahyuni, 2012). The interviews were transcribed by me. After transcription was completed I checked the accuracy of the transcriptions against the voice recordings of the interviews.

The transcription of the interviews was followed by the next step of data analysis which is the cleaning of the data (Wahyuni, 2012). The data from the interviews were cleaned by removing all information referring to the names of the participants and schools involved in the study. The data was then represented by a specific coding which uses the symbols P1 to P9 to represent the nine participants and the letters A, B and C to represent the three schools.

Wahyuni (2012) prescribes an elementary analysis of all the data as the fifth step of data analysis. This should be undertaken after the data has been cleaned with the aim of acquiring a general idea of the information that has been generated (Creswell, 2009: Wahyuni, 2012). During this elementary analysis I reflected on what the different participants mentioned and tried to identify general and recurring ideas whilst making brief notes.

The sixth step of data analysis according to Wahyuni (2012) involves describing and interpreting the data from the transcriptions of the interviews. There are many methods to analyse and interpret this data including thematic analysis, content analysis, discourse analysis and conversation analysis (Petty, *et al*., 2012; Wahyuni, 2012). Thematic analysis involves the systematic identification of themes and patterns that develop and arise from the data as it is disassembled and reorganised (McMillan & Schumacher, 2010; Cohen, *et al*., 2011; Petty, *et al*., 2012; Wahyuni, 2012). Thematic analysis was chosen for this study because it provided a suitable set of methodical procedures for extracting important and relevant issues from the generated data. Thematic analysis was implemented practically using a coding method (Wahyuni, 2012). Coding involves the allocation of a code or a label to segments of data which provide meaning to the segments and allow them to be further analysed (McMillan & Schumacher, 2010; Wahyuni, 2012). Core topics arising from the generated data and the interview schedules were formulated. Each core topic was allocated a specific code. Segments of data related to the different core topics were assigned with these identifiable codes. The coding process was then further implemented using the three hierarchal levels of open coding, axial coding and selective coding (de Vos, Strydom, Fouche & Delport, 2005); Wahyuni, 2012). Open coding entailed the disassembling of the data and the

reorganisation of this data by grouping segments of data with the same allocated codes together (de Vos, *et al*., 2005); Wahyuni, 2012). Axial coding was then used to further group segments of data with codes related to a single theme into one category (de Vos, *et al*., 2005; Wahyuni, 2012). Thereafter selective coding was undertaken to make logical links between the different categories to establish if there are any emerging patterns (de Vos, *et al*., 2005; Wahyuni, 2012). An attempt was then be made to synthesise these patterns to gain insight into the entire entity of ethical leadership in schools. Finally, the categories and patterns were utilised to attempt to answer the critical questions posed by the study.

3.8 Issues of Trustworthiness

In qualitative research the faith, assurance and trust one can have in a study including its findings is referred to as trustworthiness (Petty, *et al*., 2012). Trustworthiness comprises of credibility, transferability, dependability and confirmability (Wellington, 2000). Validity in qualitative research refers to the truthfulness, intensity, extent and relevancy of achieved data, suitability of participants and the impartiality of the researcher (Winter (2000), as cited in Cohen, *et al*., 2011). Validity is assessed through the criteria of credibility and transferability in qualitative research (Wahyuni, 2012). Credibility is considered as the extent to which the participants of the study themselves believe the findings of the study and also as to whether the study investigates the intended phenomenon (Petty, *et al*., 2012). Credibility in this study was ensured in the planning stages by selecting an appropriate methodology, instrumentation and sample. Credibility was also ensured in this research study by triangulation of data generated by document reviews and interviews. Triangulation as mentioned earlier involves the use of two or more data generation methods in the research (Cohen, *et al*., 2011). In addition, data was collected from principals and teachers in order to provide information from varying perspectives. Furthermore, credibility was achieved by the participants being given the transcripts of the interviews to assess if the transcripts effectively conveyed their thoughts and statements. Transferability refers to the degree to which the findings of the study can be utilised in other settings or contexts (Wahyuni, 2012). Transferability in this study was enhanced by extensive and detailed explanations of the phenomenon studied together with the research sites. Other researchers can then use this rich source of information to determine the study's relevance to the context of their own studies. Transferability was also strengthened by generating data from different individuals who offer

different perspectives of the research topic. Reliability refers to the level of consistency that exists in the measures utilised in the study (McMillan & Schumacher, 2010). Reliability in qualitative research refers to the criteria of dependability and confirmability (Wahyuni, 2012). Dependability refers to the measures to which a study can be replicated or repeated (Petty, *et al*., 2012). Dependability in this study was reinforced by triangulation and by an in-depth, comprehensive and step by step audit of the entire research design and process. The interview schedule containing all the interview questions will also be provided. Confirmability deals with the degree to which the findings of the study can be proved as being the product of the participants contribution to the study rather than the researchers own preferences (Wahyuni, 2012). Confirmability was achieved by again using triangulation and in addition providing a complete and all-encompassing examination of the processes of data analysis. Confirmability was also developed by the participants being given their transcripts. In addition many direct, verbatim quotations of the participants were included in the study. The trustworthiness issues of credibility, transferability, dependability and confirmability was thus effectively managed within this study.

3.9 Ethical Issues

Ethics involves being sensitive to the rights of research participants and prioritising respect for individuals above the need for research (Cohen, *et al*., 2011). McMillan and Schumacher (2010) concur and further argue that the researcher is ethically and legally responsible for protecting the interests and well-being of the participants of a study. In this study ethical clearance was obtained from the University of KwaZulu-Natal (Appendix A) to ensure that the research adheres to all ethical guidelines. Permission to conduct research at a particular site must be obtained from the relevant authorities before the research process commences (Cohen, *et al*., 2011). In this regard, permission to conduct the study at the three public schools was also acquired from the KwaZulu-Natal Department of Basic Education (Appendix B & Appendix C). In addition the entire study was explained to each of the three school principals. Thereafter each principal was provided with an informed consent letter requesting permission for their respective schools to form part of the study (Appendix D). Ethical standards also require permission to be obtained from each participant (McMillan & Schumacher, 2010). Each participant in this study was comprehensively briefed about the study and then provided with individual informed consent letters requesting their participation (Appendix E). During this briefing all processes involved in the study regarding

confidentiality and anonymity was explained to the participants. These measures included the use of pseudonyms for participants and coding of locations and school names (Cohen, *et al*., 2011). The consent letters also appealed for permission for the interviews to be recorded and explained all relevant ethical information. The above measures were thus undertaken to uphold the ethical standards of the research study.

3.10 Limitations of the Study

Limitations include the restraining and restrictive factors that delineate a study (McMillan & Schumacher, 2010). The limitations of the research allow the researcher to plan the study within such constraints as access, time, participants and finances (Cohen, *et al*., 2011). They can include any features of the research design and methodology that affect the interpretation of the data (Simon & Goes, 2013). This study was limited to the Durban Central Circuit of the Umlazi District. The schools were chosen in this demarcated location because of their close proximity to my place of residence which facilitated easy access to them. The sources of data were constrained to the principal and two teachers from three secondary schools who had been teaching for more than ten years as they would probably be most knowledgeable about ethical leadership practices in their respective schools and would possibly provide sufficient data about these aspects. The number of participants was also restricted to nine because of time and financial constraints. The research at the sites was limited to the time frame of May to June in 2015 to facilitate the completion of the entire study within one year. Finance was another constraint as this research is not financed by any other individual or organisation. The number of researchers was restricted to a single researcher which was me. Additional finance would have allowed for a greater number of researchers to generate data in the field. Finally, this research was in the form of a small scale interpretative study which is subjective and contextual and therefore cannot be generalised to other schools. It could potentially unravel important issues which can be further investigated in different environments on a more extensive scale.

3.11 Chapter Summary

The main purpose of this chapter was to explain the research design and methodology utilised in this study and justify why these aspects were specifically chosen. The interpretative paradigm, qualitative approach and case study design were described in detail together with their relevancy

to the study. The methods of purposive sampling and convenience sampling were then discussed whilst emphasising their important function of providing information rich sources of data. The chapter continued with examining the data generation methods of semi-structured interviews and document analysis and justified how these methods could facilitate the generation of pertinent data. The value of thematic data analysis within the context of the research was subsequently investigated. This was then followed by an elucidation of relevant issues of trustworthiness and significant ethical issues whilst concurrently evaluating how the study appropriately managed them. Finally, the concept of limitations within research was clarified and specific limitations within the study were outlined. In the next chapter I present, discuss and analyse the findings that have emerged from the data of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter explained and described the research design and methodology of this study. This chapter focuses on the presentation of data and the discussion of findings from the field. The presentation and discussion of findings is organised according to themes that emerged from the data that was generated through semi-structured interviews with the participants and documents reviews. Verbatim quotes are utilised throughout the presentation to reinforce and corroborate the research findings. In addition, the findings are probed, analysed and evaluated within the context of the literature reviewed and the theoretical frameworks discussed in Chapter Two. In order to remind the reader, the three critical questions of the study are restated below:

- What are the perspectives and experiences of school principals and teachers about ethics in schools?
- What are the opinions/perceptions of school principals and teachers about the causes of unethical conduct in the selected schools?
- What are the views of principals and teachers about what they think should be done to reduce unethical behaviour in schools?

The data generated from the semi-structured interviews involved two teachers and one principal from each of the three secondary schools respectively. The documents reviews included official school documents such as the participating schools' code of conduct for learners and financial policies. Pertinent legislation addressing ethical concerns in schools was also reviewed. The findings of the research are further analysed according to the research design and methodology outlined in the previous chapter.

4.2 Data presentation and discussion

The following data is presented under themes that developed from the examination and study of the interview transcripts as well as the documents that were reviewed.

4.2.1 Teachers' and principals' understanding of the terms "ethics" and "ethical leadership"

The data generated from the semi-structured interviews and documents reviews indicate that the majority of the principals and teachers involved in the study possessed a comprehensive understanding of the terms "ethics" and "ethical leadership". The participants described ethics as a set of morals, values and principles that govern an individual's thoughts and actions. They subsequently elucidated that ethical leadership is a form of leadership that is underpinned by the same foundation of ethical standards and ideals. Mr Sun, the principal of Lion Secondary School aptly mentioned that:

> *Ethics is what is morally accepted or just a set of general principles that we set ourselves... When I look now at ethical leadership, to me it looks like a type of leadership that is transparent, participative and visionary.*
>
> (Mr Sun, Principal of Lion Secondary School)

Both Mrs Earth and Mr Mars from Lion Secondary School shared similar sentiments of Mr Sun. They both mentioned that ethics refers to a set of criteria involving moral accountability which is used to determine right from wrong. Mr Mars said that:

> *Ethics points at and in telling which is right and wrong in terms of set criteria which is generally accepted amongst the different religions... Ethical leadership is going to be based on that so we looking at a leadership that is following ethics as well.*
>
> (Mr Mars, Post level 1 teacher at Lion Secondary School)

Likewise, Mr Mercury, the principal of Leopard Secondary School echoed Mr Sun's view of ethics and ethical leadership as well when he stated that:

> *My understanding of the terms ethics is a code of conduct that will determine your behaviour... Ethical leadership will entail that you carry these same value systems into how you lead your school and treat your members of staff... So it's important to treat people with honesty, integrity and professionalism.*

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Similarly, Mrs Saturn from Leopard Secondary School believed that ethical leadership incorporates principles such as transparency, honesty, accountability and accordingly, ethical leadership is a form of leadership that is governed by such ethical beliefs. Mrs Saturn said that:

> *For me, ethical leadership is about honest leadership and (ethical leadership is) you being responsible and being an example and also being accountable for your actions especially in a school situation. So for me it is very important to set a very high standard of example to these learners of honesty, ethics, morals and values.*
>
> (Mrs Saturn, Post level 1 teacher at Leopard Secondary School)

The principal and teachers from Tiger Secondary School also shared similar opinions of ethics and ethical leadership as the other participants. They too believed that "ethics" involves morals and values which steer ethical leadership along the same moral standards. Mrs Uranus from Tiger Secondary School articulated that:

> *Well, ethics, I suppose is how one would run the school in terms of value orientation and with morals... Ethical leadership is basically understanding everybody's point of view. Informing everybody of what's going on... Taking everyone into consideration.*
>
> (Mrs Uranus, Post level teacher at Tiger Secondary School)

In analysing the views from all the nine participants, it seems to appear that all the participants had a good understanding of the terms "ethics" and "ethical leadership". The participants were able to liken good ethics to good morals, values and principles that individuals possess. They also seemed to understand that these beliefs govern the conduct of individuals and enable them to determine right from wrong. The participants also seemed to have an in-depth understanding of ethical leadership. They interpreted ethical leadership as a type of leadership that is based on the socially acceptable ideals possessed by individuals. They also appeared to acknowledge that ethical

leadership involved not only the demonstration of ethical behaviour by leaders but the promotion of this behaviour by leaders as well in their schools.

All the schools mentioned above have comprehensive school policies including the Codes of Conduct for Learners which promote good ethics, morals and values. The Code of Conduct for Learners of Lion Secondary School stipulates that: The aim of Lion Secondary School... "is to provide holistic education in a disciplined environment where integrity and high moral principles are upheld... All learners must: respect the moral attitudes of the school and wider community and of society in general..." (p. 3). The Codes of Conduct for Learners of the other two participating schools also had an ethical requirement which was emphasised in their mission statement. The findings from the interviews seemed to suggest that the participants from the three schools had varying degrees of exposure in the form of workshops or staff meetings on the Codes of Conduct for Learners. However, this could not be confirmed through the minutes of such staff meetings or workshops because all three schools were unable to provide the minutes of any of the relevant meetings. Although the presence of ethical criteria within the different Codes of Conduct for Learners potentially confirms that principals and teachers at the three schools were aware of ethical principles that are pertinent to the school environment. In addition, each participant mentioned during the interview sessions that they also had exposure to the South African Council for Educators (SACE) Code of Professional Ethics. All three participating schools used the SACE Code of Professional Ethics as their code of conduct for teachers. Each participant was either given a copy of the Code of Professional Ethics, told where to locate one at school or work-shopped on the document. The three schools were however, unable to provide minutes of the relevant workshops. The SACE Code of Professional Ethics is explicit in how teachers should ethically conduct themselves when interacting with various members of the school community. In addition, it mentions that teachers should: acknowledge, uphold and promote basic human rights as embodied in the Constitution of South Africa. Although this document and the learner's code of conduct were present in the three schools, it was difficult to establish their influence on the participant's understanding of the terms of "ethics" and "ethical leadership" because the participating schools were unable to provide the minutes of the relevant meetings.

Furthermore, literature supports the views of the participants with regards to the terms of ethics and ethical leadership. The basic definition of ethics involves a framework of socially acceptable norms, morals and values which control an individual's actions (Manyaka & Sebola, 2013). These authors extend this definition to public servants and leaders having an ethical framework made up of a moral code which serves to direct their professional and personal conduct. The participants also described the term ethics as a set of moral principles and values that determine an individual's behaviour. The definitions of ethics provided by literature are therefore strongly aligned with the responses about ethics from the participants. Ethical leadership is defined as, "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown, Trevino & Harrison, 2005, p. 120). The participants were also able to describe ethical leadership as a type of leadership that is based on socially accepted value systems. They were also able to describe ethical leadership as involving both the demonstration and active promotion of ethical conduct by leaders.   Normatively appropriate behaviours could include behaviours that are underpinned by transparency, fairness, justice, integrity, honesty, authenticity, compassion, courage and mutual respect (Stouten, Dijke & Cremer, 2012; Lawton & Paez, 2014). The descriptions of the participants regarding normatively appropriate behaviours included all of these behaviours outlined by the above authors. The theoretical framework of ethical leadership by Brown, *et al*. (2005) therefore strongly correlates with the participants' interpretation of the concept of ethical leadership together with their perceptions of ethical traits.

To conclude this theme, the principals and teachers provided very similar responses relating to their views of ethics and ethical leadership. These responses were congruent with the ethical principles present in the documents reviews, related literature and relevant theoretical frameworks. The responses of the participants seemed to suggest a comprehensive and in-depth understanding of the two terms. I will now discuss the next theme of the different forms of unethical behaviour experienced by principals and teachers.

4.2.2 Unethical behaviours among learners, teachers and principals in schools

The findings seem to suggest that the different types of unethical behaviours of learners, teachers and principals that have occurred in the three participating schools are now presented and discussed as separate sub-themes. Aspects of the reviewed literature together with sections of the theoretical frameworks that are relevant to the different forms of unethical behaviours occurring in schools are discussed after the findings in each sub-theme are analysed.

4.2.2.1 Unethical behaviours among learners in schools

All of the participants were unanimous and agreed that the number of learners that were behaving unethically in schools was increasing together with the different forms of unethical behaviours exhibited by learners. Some of the different types of unethical behaviours of learners experienced by the participants include dishonesty in school work, absenteeism, lying, back-chatting, disrespect for peers and teachers, arrogance, forgery, plagiarism, copying, cheating, vandalism, theft, assault and violence, bullying, sexual harassment, alcohol and drug abuse, fighting and gangsterism. The participants from Leopard Secondary and Tiger Secondary Schools reported that the violence amongst learners had actually resulted in the death of a learner in each of the respective schools. The findings from the interviews were strikingly similar which seems to indicate that most of the unethical behaviours of learners in schools mentioned above were common place in the said schools. In my opinion, this could potentially be a huge obstacle to the process of teaching and learning in the future and it should therefore be addressed as soon as possible. Mr Sun from Lion Secondary School said that:

> *We sometimes write letters to parents asking for money for excursions and you*
> *will find that some girls will get the money (from their parents) but some of those*
> *monies are not paid to the school. They arrange to go to parties or they go and*
> *buy some drugs...*
>
> (Mr Sun, Principal of Lion Secondary School)

Mr Sun mentioned that stealing and theft in his school was increasing whilst copying was more manageable because teachers can more readily identify this unethical conduct. Mr Mars and Mrs Earth from Lion Secondary School concurred with Mr Sun and further mentioned that the common

forms of unethical behaviour of learners at their school included bunking of classes, copying, disrespect, lying, stealing, forgery, truancy, teenage pregnancy and drugs and alcohol abuse. Mrs Earth added that:

> *You get confronted by lying on quite a large scale and they are not ashamed to*
> *lie in your face... I think all (unethical behaviours) are on an increase.*
> (Mrs Earth, Post level 1 teacher at Lion Secondary School)

The findings from the participants of Leopard Secondary School also indicated almost identical forms of unethical behaviours demonstrated by learners from the other schools. Mr Mercury from Leopard Secondary further stated that:

> *And drug abuse is a big problem. Gangsterism in my area is a big problem.*
> (Mr Mercury, Principal of Leopard Secondary School)

He also mentioned that cyber bullying and the passing of pornographic materials through social media on cell-phones were also increasing. Mrs Jupiter and Mrs Saturn agreed that the different forms of unethical behaviours were increasing at an alarming rate. Mrs Saturn mentioned that:

> *Its (unethical behaviours) increasing in such a drastic rate, all of them. The*
> *situation is only getting worse. It's spiralling deeper and deeper into an endless*
> *pit of unethical evil.*
> (Mrs Saturn, Post level 1 teacher at Leopard Secondary School)

Mr Venus from Tiger Secondary School reiterated the views of the previous participants when he said that:

> *We have a problem with dagga, alcohol, vandalism, theft, copying, cheating,*
> *cell phones and modern technology.*
> (Mr Venus, Post level one teacher at Tiger Secondary School)

He also mentioned that although the unethical behaviours of learners were increasing some of them were not doing so as quickly as they used to in his school as they have utilised certain restrictive measures which will be discussed later in the chapter. Likewise, Mr Neptune stated that:

> *As I say, under the present regime arrival on time is improving... Yes definitely late coming is decreasing.*
>
> (Mr Neptune, Post level 1 teacher at Tiger Secondary School)

Mrs Uranus from Tiger Secondary School in contrast mentioned that the school was struggling with drug abuse, sexual abuse, bullying, fighting and late-coming from the learners.

Whilst studying the Code of Conduct for Learners of each school I noticed that each document was comprehensive and precise. The Codes of Conduct for learners of the three schools contained both general and specific rules and regulations. In addition, they outlined a range of unethical and unacceptable behaviours together with the corresponding disciplinary procedures to be followed. For example the Code of Conduct for Learners of Tiger Secondary advocates a suspension from school for a period of five school days and a compulsory referral to the South African National Council on Alcoholism and Drug Dependence (SANCA) if learners are found to be in the possession of alcohol or drugs. Students, teachers and principals within the three participating schools should therefore be aware of acceptable and unacceptable ethical conduct within the respective schools. This however, would probably depend on the extent to which they were exposed to the different schools' Code of Conduct for Learners.

4.2.2.2 Unethical behaviours among teachers in schools

The findings from the interviews with the participants appear to indicate that some of the unethical behaviours demonstrated by teachers include absenteeism, the use of corporal punishment, verbal abuse of learners, teachers demanding learners to exit the classroom, abuse of school equipment and resources for private tuition, a poor work ethic, unfair marking of learner's assessments, teachers going to class late, teachers leaving the class unnecessarily, teachers not going to class, teachers using their cell phones during class, alcohol abuse, gossiping, extra marital affairs

between staff members and also intimate relationships between teachers and learners. Most of the participants seem to agree that whilst absenteeism appeared to be widespread the work ethic of different teachers in their respective schools varied. Mr Sun said that:

Yes, the absence of teachers. The famous leave that they normally take is sick leave and as I maybe pass the mall here I find the teacher is not sick but shopping in the mall.

(Mr Sun. Principal at Lion Secondary School)

Mrs Earth disclosed that:

Lots of them take "French" leave and they abuse the system...They don't have a work ethic so they don't teach the syllabus but they will teach the exam paper or they will fathom what you are setting and they teach that specific script. Some teachers do also use the school equipment to do their copying for their extra classes and private tuition.

(Mrs Earth, Post level 1 teacher at Lion Secondary School)

Mr Sun and Mr Mars from Lion Secondary School supported Mrs Earth's views and also mentioned corporal punishment, unfair marking and teacher fraternisation with learners as some of the other unethical conduct of teachers.

Mr Mars added that:

But years ago we had an incident where a young teacher got involved with a pupil.

(Mr Mars, Post level 1 teacher at Lion Secondary School)

Mr Mercury from Leopard Secondary School also shared a similar incident. He verbalised that:

There was a rumour before I got here where one gentleman was supposed to have befriended or liked boys but there's nothing concrete.

(Mr Mercury, Principal of Leopard Secondary School)

The findings from the data appear to indicate that the participants from Leopard Secondary School including Mr Mercury have also experienced absenteeism, late-coming, unprofessionalism towards colleagues such as being disrespectful to them, poor work ethics and the use of corporal punishment on the part of some of the teachers within their school. Mrs Jupiter mentioned that:

There is a lack of commitment... Late-coming also... Absenteeism is a major problem... Sometimes when I am walking past the educator is on his cell- phone during lesson time...Coming late to class... You do find educators having extra marital affairs with learners, but not at this school.

(Mrs Jupiter, Post level 1 teacher at Leopard Secondary School)

The responses of the participants from Tiger Secondary School were strongly aligned with those mentioned in the other schools. Mr Venus articulated that:

Late-coming, punctuality, leave taking... Other examples of problems are non-compliance with regulation and policies... We had one teacher that was involved with sexual behaviour (with a learner) in school. Not in this school...

(Mr Venus, Principal of Tiger Secondary School)

Mr Mars from Tiger Secondary School corroborated the views of Mr Venus when he stated that:

In my school as well, I see many teachers more on their cell-phones than in the classroom... There is also a problem of late coming... I think there are far too many people staying away for far too many trivial reasons... And with teacher-teacher relationships I will not comment on that... Let's put it this way, it's something that can happen at school.

(Mr Mars, Post level 1 teacher at Tiger Secondary School)

As mentioned earlier, all three participating schools do not possess their own Code of Conduct for Teachers. Instead the three schools use the SACE Code of Professional Ethics as their Code of Conduct for Teachers. The SACE Code of Professional Ethics explains in detail the desired ethical conduct required of teachers when dealing with any stakeholder within the school community. In respect to the Department of Education the SACE Code of Professional Ethics states that: An educator acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability (p. 4). In addition, the code states that: The educators who are registered or provisionally registered with the South African Council for Educators act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute (p. 2). The code also very importantly contains the disciplinary procedures and measures to be followed if these ethical standards are not adhered to. This document was readily available at the three schools and both the principals and teachers seemed to be aware of it being present. However, it was difficult to determine the degree of exposure that the participants had to the SACE Code of Professional Ethics because the schools were not able to provide the minutes of the germane workshops. Since the SACE Code of Professional Ethics is present at the participating schools and because there probably were workshops or meetings on the document, the teachers in the said schools should be practicing the contents of it. The findings from the participating schools as outlined above seem to suggest that many of the teachers at the said schools do not always prescribe to the contents of the SACE Code of Professional Ethics. The Employment of Educators Act (Act No 76 of 1998) also addresses the ethical behaviour of educators. Section 17 of the Employment of Educators Act (Act No 76 of 1998) describes in detail examples of serious misconduct. Section 18 of the same act comprehensively describes examples of misconduct which is followed by a list of the relevant disciplinary procedures whilst section 25 describes the due process measures that could be undertaken. The findings from the data seem to suggest that many teachers continue to also contravene the regulations prescribed by the Employment of Educators Act (Act No 76 of 1998).

4.2.2.3 Unethical behaviours among principals in schools

Some of the unethical behaviours that principals seemed to exhibit were not adequately involving all stakeholders within the school, inconsistency and unfairness, being dictatorial and abusing their

position of power by ill-treating colleagues, absenteeism, leaving school early, alcohol abuse, iniquitous appointments and dismissals, mismanagement of school funds and resources, theft, bribery and also inappropriate relationships with learners and teachers. Most of the participant's responses suggested that the unethical behaviours of principals occurred regularly or were increasing. Mr Sun from Lion Secondary School said that:

And again, the poor management of funds, that is where most of us are failing...
The misuse of funds, diverting funds from the budget, seeking bribery are all
sorts of unethical behaviours that can be attributed to us as principals and also
manipulating of feeding schemes to get something as well.

(Mr Sun, Principal of Lion Secondary School)

Mr Mars and Mrs Earth from Lion Secondary School also concurred with the views of Mr Sun. Both of them were oddly of the opinion that Mr Sun himself was unfairly appointed due to the influence a specific teacher union and that he in addition was also involved in the mismanagement of school funds and the inequitable appointment of other individuals at the school. Mrs Earth explicitly mentioned that:

In terms of unethical behaviour there was an allegation of school funds being
stolen and there was a police docket but nothing was proven and only one person
had the keys to the safe (the principal) ... also the buying of equipment that was
useless. At the end mismanagement of resources and mismanagement of funds.
Double standards and favouritism... Some of the appointments were favours for
the principal.

(Mrs Earth, Post level 1 teacher at Lion Secondary School)

These allegations substantiate the idea that theft and unjust appointments were prevalent in the participating schools. Likewise, Mr Mercury's responses also referred to similar forms of unethical conduct. He articulated that:

One of the main things is abuse of power on the part of some principals. They are dictatorial and they go beyond and hurt teacher's feelings... You hear rumours of relationships sometimes between a principal and a staff member... So finance sometimes becomes a bit of a problem because you deal with large sums of money.

(Mr Mercury, Principal of Leopard Secondary School)

Mrs Jupiter from Leopard Secondary School was aware of some principals leaving school early and some who were incompetent whilst Mrs Saturn mentioned she was only aware of unethical behaviours of principals through the media. She mentioned that these included:

Incidents where principals have been accused of having relationships with learners. Where principals were allowing teachers to leak papers to the learners, examination papers. Corporal punishment.

(Mrs Saturn, Post level 1 teacher at Leopard Secondary School)

Mr Venus from Tiger Secondary School confirmed this suggestion when he articulated that:

Well, there are some principals that are consuming alcohol... in other schools there are teachers and principals that are involved in, for example sexual, favours for exam papers or for increasing marks.

(Mr Venus, Principal of Tiger Secondary School)

Similarly, Mrs Uranus and Mr Neptune from Tiger Secondary School had responses which corroborated the responses of the other participants. Mrs Uranus stated that:

I have heard a lot of things by the way side like thefts... Not so much finances but like furniture and things... If no one is watching there is temptation to stick your hand into the honey jar.

(Mrs Uranus, Post level 1 teacher at Tiger Secondary School)

Mr Neptune also mentioned a specific incident in which a previous principal was suspended for a term because of the misappropriation of funds.

Principals like teachers are also bound by the SACE Code of Professional Ethics, The South African Schools Act (Act No 84 of 1996), the Employment of Educators Act (Act No 76 of 1998), the schools' financial policies and other official documents. The findings of the interviews seem to indicate that principals should be more knowledgeable about the code of ethics because they are the individuals that have usually work-shopped and reminded their staff of its contents. Therefore, in my opinion principals should be more accountable in terms of conducting themselves ethically. Although the two level one teachers from Leopard Secondary School were not aware of many different forms of unethical behaviours of principals the responses of the other participants appear to indicate that unethical conduct by principals have still occurred regularly despite their added exposure and apparent in-depth knowledge of the SACE Code of Professional Ethics. In terms of ethical behaviour specifically in the management of school funds, all three school principals admitted to having a school financial policy but only Leopard Secondary School was able to provide me with a copy of the policy. In perusing through the document it addressed key issues which deal with the correct management of school funds such as contribution to the school fund, financial administration and bookkeeping, appropriation of school funds and control of school fund records. All three participating principals also stated that their schools did have a copy of the Public Finance Management Act (PFMA), (Act 1 of 1999) yet none of the schools were able to produce a copy of the document. The financial policy of Leopard Secondary School does state that: The principal or, when the post is vacant, the acting principal of the school shall be the Executing officer of the school fund according to a budget delegated by the school governing body. This is in line with the PFMA which advocates the appointment of an accounting officer to effectively manage the institution's finances. The South African Schools Act (Act No 84 of 1996) states in section 43 (1) that: The governing Body of a public School must appoint a person registered as an auditor in terms of the Auditing Profession Act (Act No 26 of 2005) to audit the records and financial statements referred to in section 42. Many of the participants have referred to the mismanagement of school funds and this seems to suggest that some principals have not always adhered to the guidelines present in the schools' financial policies, the PFMA and the South African School Act (Act No 84 of 1996).

The findings of the study regarding this theme seem to indicate that most of the different forms of unethical behaviours of learners, teachers and principals in the participating schools were widespread or increasing. This is supported by literature which indicates that the increase in unethical behaviour in the government and private sectors is a worldwide phenomenon (Eisenbeiss & Giessner, 2012; Salawu, 2012). This is affirmed by Lawton and Paez (2014) who agree that there have been several scandals involving ethics in government, business, religious and educational organisations around the globe. South Africa in particular has dropped thirty four places on the corruption perception index (CPI) of Transparency International (TI) since 2001. Unethical behaviour in South African public offices continues to increase despite the passing of legislation and the formation of organisations which are designed to curb unethical conduct (Bruce, 2014; Majila, Taylor & Raga, 2014). The education sector has not been isolated from this increase in unethical conduct with various unethical behaviours of different stakeholders in the school community being recently exposed through the media (Corruption watch, 2013). The 2014 report by SA Breaking News in which 2089 learners in the Eastern Cape and 778 learners in KwaZulu-Natal were implicated in a mass cheating scandal in the 2014 Grade 12 examinations highlighted the degree of copying prevalent in some schools. The 2013 report by Corruption Watch on corrupt and unethical leadership within South African schools included allegations of unethical conduct such as fraud, theft, maladministration, non-compliance with procurement procedures, corruption in employment practices, improper control of financial records and the selling of tests and examination papers to learners either for money or sexual favours. The report further claimed that school principals were the most unethical members within the school community (Mestry & Naidoo, 2009). Serfontein and de Waal (2015) affirm that some of the unethical behaviours that have become widespread in education are those of fraud and bribery, mismanagement of government funds, abuse of government resources, procurement irregularities and appointment irregularities. Therefore research corroborates the findings of the study.

The theory of ethical development prescribed by Salawu (2012) involves the modification of the ethical frameworks of individuals by replacing unethical principles in their frameworks with more socially acceptable ethical standards and norms through the use of even tenets. Some of the principles promoted by ethical development include honesty, discipline, responsibility, integrity,

hard work, competence, learning, intellectualism, innovation and creativity. Salawu (2012) proposes the use of oramedia to implement ethical development. This theory could prove to be effective in reducing the different forms and extent of unethical behaviours of learners, teachers and principals because the school as an organisation does utilise different forms of oramedia such as opera, music, dance, drama, poetry and folklores in the content and teaching of the curriculum. Ethical leadership involves the demonstration and promotion of socially acceptable ethical behaviour (Brown, *et al*., 2005). The social context of a school as an organisation is also closely aligned with the social dynamics of ethical leadership. The school environment allows for the social interaction of learners, parents, support staff, teachers and principals. Ethical leadership is underpinned by social learning where individuals can observe and emulate the ethical conduct of leaders (Brown, *et al*., 2005). The school environment provides an ideal climate for ethical leadership. Ethical leadership could therefore effectively modify the ethical frameworks of members of the school community and thus reduce unethical conduct. Naidoo (2012) suggests that the solution to reducing unethical conduct lies in good governance and that good governance can be achieved through ethical leadership. Stouten, *et al*. (2012) further mentions that ethical leadership could be instrumental in developing the ethical frameworks of learners, teachers and principals which would thereafter filter into the wider communities and possibly develop the ethical character of society. Ethical leadership is also linked to many positive consequences which could be very beneficial in reducing unethical conduct in schools. Some of the positive consequences associated with ethical leadership include reduced absenteeism, improved employee well-being and performance and increased accountability and student learning at schools (Ehrich, Harris, Klenowski, Smeed & Spina, 2014; Hassan & Wright, 2014).

The responses of the different participants indicated that unethical behaviours of learners, teachers and principals were prevalent in schools. This was congruent with literature which confirms that unethical behaviour within South African Education is increasing. The uniqueness of the school structure does however, facilitate the implementation of the theoretical frameworks of ethical development and ethical leadership. I will now address the next theme of the causes of unethical behaviours of learners, teachers and principals.

4.2.3 The causes of unethical behaviours among various stakeholders at schools

The causes of unethical among learners, teachers and principals in the participating schools are now analysed and discussed as separate sub-themes. The relevant reviewed literature and pertinent aspects of the theoretical frameworks outlined in Chapter Two will be infused into the discussion after all three subthemes under this main theme have been presented.

4.2.3.1 The causes of unethical behaviours among learners in schools

The responses of the participants seemed to indicate many different causes of unethical behaviour of learners with poverty and negative social environments emerging as the most common contributing factors. Some of the other causes of unethical conduct of learners included behavioural problems of the learners, breakdown of the family unit, increase in single parent households, increase in households run solely by grandparents, dysfunctional families, absent parents, working parents, a lack of emotional stability, a lack of moral guidance and parental supervision, a lack of parental involvement, high unemployment rates, substance abuse of learners and parents, schools being a market for the drug trade, a lack of suitable role models, widespread exposure of unethical conduct of politicians through the media, no moral accountability, a lack of good values or ethics, a sense of entitlement, learners being given too many rights without the appropriate accountability, a need for affection and a sense of belonging, peer pressure, the removal of religion from schools, the removal of corporal punishment, teachers not being on duty when required, insufficient focus of the curriculum on ethics and inadequate and ineffective disciplinary procedures. The majority of the participants were of the view that the above causes were interlinked and jointly contributed to the unethical conduct of learners at the participating schools. Mr Lion was of the opinion that the negative elements in society filtered through into the school environment.

He expressed his experiences of the causes of learners' unethical behaviour by stating that:

> *I would look at the social backgrounds of learners, that also influences their behaviour at school, the social ills that are in our communities permeates into our school system.*

(Mr Sun, Principal of Lion Secondary School)

Similarly, Mr Mars and Mrs Earth were of the opinion that the disintegration of the family unit was a primary cause of unethical behaviour of learners. They also believed that poverty, peer pressure and negative environmental influences through the media were also leading causes. Mrs Earth said that:

> *They just don't have moral accountability... For me it is poverty. Most of them come from hard backgrounds. Most of them are with just a single parent household and sometimes not even a single parent only a granny... They don't have that emotional stability and support... I think a lot of it is peer pressure.*
>
> (Mrs Earth, Post level 1teacher at Lion Secondary School)

The principal and teachers from Leopard Secondary School echoed the above sentiments of the participants from Lion Secondary School especially regarding grannies being increasingly left to manage many households. Mr Mercury further added to the list of causes when he mentioned that:

> *Some of them come from dysfunctional families and they don't get the love and the attention and the comradery, then they get it from the gangs... We do have older boys who are also involved in a drug trade who are using some of our learners to traffic drugs... If we put a child for expulsion for drugs the department says no, drugs are all over. We will have to expel every child.*
>
> (Mr Mercury, Principal of Leopard Secondary School)

Mrs Jupiter and Mrs Saturn emphasised the learner's lack of morals and values. Mrs Saturn went on to say:

> *They have no values, no morals and I think for as long as learners are given so many rights without responsibilities, nothing will be enforced... Taking them to the office is of no use because what kind of punishment do you deal out to the*

learner. Our hands are tied... And also to look at the fact that religion is no
longer in the system.

(Mrs Saturn, Post level 1 teacher at Leopard Secondary School)

Likewise, the principal and teachers of Tiger Secondary School concurred with the views of the participants from the other two schools particularly with the inability of learners to differentiate between ethical and unethical behaviour due to a lack of a correct ethical framework. With regards to corporal punishment Mr Venus added that:

You can't say there is nothing to replace it (corporal punishment).There are but
is it workable. It's unworkable. I don't see anything wrong with corporal
punishment. It worked in my time and I think it can still work.

(Mr Venus, Principal of Tiger Secondary School)

Mr Neptune agreed with Mr Venus in that there was no viable alternative to corporal punishment and that it should be reintroduced but carefully monitored.

Mrs Uranus shared her views by mentioning that:

One of the reasons is that some of the teachers are not in their classes... I think
religion is very important... Taking away prayer from school has been the worst
thing.

(Mrs Uranus, Post level 1 teacher at Tiger Secondary School)

The causes of unethical behaviour by learners mentioned by the participants included causes within the school environment and causes outside the school environment present in the wider society. I believe that the causes from outside the school environment such as poverty and the deterioration of the family unit are difficult to address because these causes are mostly beyond the control of

the school. Some the causes within the school such as the removal of corporal punishment and the replacement of it with ineffective disciplinary procedures, in my view, can be addressed by the participating school's comprehensive Codes of Conduct for learners. For example, in examining the Code of Conduct for Learners of the different schools, Lion Secondary School and Leopard Secondary School advocate the expulsion of learners for assault whilst Tiger Secondary School recommends the suspension of learners for assault. The Codes of Conduct for Learners of the three schools in addition outline the precise procedures to be followed in such cases of assault. Similarly, the Codes of Conduct for Learners of the participating schools are detailed and precise for all offences. The Code of Conduct for Learners of Lion Secondary School states that expulsion will be the penalty recommended for: Any act, which in the opinion of the disciplinary tribunal, endangers the life and safety of others (p. 16). It is therefore my opinion that the escalation of some of the unethical behaviours on the part of the learners could possibly be partially because the rules, regulations and disciplinary procedures of the schools are not consistently and rigidly enforced. This is because the disciplinary measures do exist in the participating schools' Code of Conduct for Learners but yet the responses of the participants seem to suggest that many of the types of unethical conduct by learners have still occurred in their respective schools. In my own experience as an educator time constraint, lack of record keeping including evidence and unavailability of staff and governing body members for disciplinary meetings can impede the enforcement of the Code of Conduct for Learners in schools. I also think that the learners might not view the school rules and disciplinary procedures with regard to the relatively lesser offences as being severe enough to be an adequate deterrent to behaving unethically. An example of this in my view would be that the sanction for disrespect towards teachers or any school leaders in the Codes of Conduct for Learners of the participating schools is detention at school but this in my opinion might not be considered by learners as a severe enough deterrent. The Code of Conduct for Learners of Leopard Secondary School states that suspension from school is recommended as the harshest penalty for: Arrogance, lack of respect towards prefects, teachers, and members of staff or visitors to the school (p. 7). The information from the transcripts of the interviews seems to indicate that this penalty is not regularly enforced at the school. Finally, the participants of Lion Secondary School mentioned that they start the school year by educating the learners about the school's Code of Conduct for Learners whereas the other two schools mentioned that the code of conduct is given to the learners but the participants did not mention whether the learners are

formally taught about its contents. Another possible cause of unethical behaviour of learners in my view could therefore be that learners are not continually reminded of the rules, regulations and disciplinary procedures within the school's Code of Conduct for Learners. As mentioned earlier the causes of unethical conduct of learners included causes from within the school environment and from outside the wider society, with the causes that are outside the school environment being in my view more difficult to address. However, the underlying factor of most of these causes provided by the participants seems to be that learners lack a good and proper ethical foundation on which to base their behaviours. However, the creation of a suitable ethical climate rests with the parents and the school. Chapter 10 of the Constitution (1996) promotes the creation of an ethical climate within government, society and schools (Naidoo, 2012). The Manifesto on Values, Education and Democracy (2002) emphasises that education has an important role in developing the moral and ethical frameworks of learners by actively promoting such values as equality, equity, accountability, social justice, social honour, respect and Ubuntu. Another possible cause of unethical behaviour could therefore be that the home and school environment are not adequately creating ethical climates where students can develop their own socially acceptable ethical framework. The SACE Code of Professional Ethics further states that: An educator strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa (p. 2). It goes on to mention that: An educator recognises the parents as partners in education, and promotes a harmonious relationship with them (p. 3). The South African Schools Act (Act No 84 of 1996) addresses the ethical climate at schools by requiring all schools not only to formulate a Code of Conduct for Learners but also to enforce this code at school. The inability of schools and parents to create environments where proper ethics flourish could also be a primary cause of the unethical conduct demonstrated by learners.

4.2.3.2 The causes of unethical behaviours of teachers in schools

The causes of unethical conduct among teachers that emerged from the interviews were also varied but the most common emerging concept centred on teachers discontent with their work situation. Some of the causes included frustration and pressure at work, stress, relatively low salaries, a lack of passion, a lack of accountability, a lack of morals and ethics, incorrect choice of employment, personal problems, unfair biasness when marking of learner assessments, ineffective disciplinary

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procedures to replace corporal punishment, undue provocation from learners, rampant misbehaviour of learners, insufficient intervention on the part of principals, a lack of leadership from school management, ineffective monitoring and control procedures from the Department of Education especially regarding leave-taking and unjust teacher union participation. Mr Sun summarised his experiences of the causes of unethical behaviour of teachers as:

> *Well I would say generally the teachers are frustrated with the work. Some teachers are frustrated because they did not find the job they wanted in life... So going to class is just a formality for them... They don't have the passion... We also pressurise teachers for results and demand this and that and it becomes too much for them.*
>
> (Mr Sun, Principal of Lion Secondary School)

Mrs Earth and Mr Mars also shared Mr Sun's views and added that there is sometimes a lack of moral accountability on the part of teachers and in addition that there is no effective alternative to corporal punishment in maintaining learner discipline and this adds to teacher stress. They also mentioned that relatively low salaries add to teacher demotivation.

Mr Mars said that:

> *I think teachers are faced with a lot of pressure. There is a lot of absenteeism because the workload has become quite more... You stressed and obviously leeway will have to give somewhere... There is an increase... but even teachers themselves are in positions where they cannot make ends meet... What measures do you really have in terms of how are you going to maintain discipline?*
>
> (Mr Mars, Post level 1 teacher at Lion Secondary School)

The dissatisfaction of teachers with working conditions and salaries as a major cause of unethical conduct of teachers was similarly highlighted by the responses of the principal and teachers at Leopard Secondary School. The lack of the passion for teaching and also ineffective disciplinary procedures as further causes was again evident from their responses. Mr Mercury articulated that:

Stress has a large role to play. It is a highly stressful job and that leads to corporal punishment... Today a teacher's salary is laughable considering the qualifications demanded of a teacher.

(Mr Mercury, Principal of Leopard Secondary School)

Mrs Jupiter also explained that teachers are increasingly being protected by their teacher unions even if their behaviour is sometimes found to be unethical. Mrs Saturn summed up her views by saying that:

I think teachers are overworked and underpaid. The volume of work has increased over the years... and yes teachers are feeling the strain. We are expected to complete the syllabus but the time frame does not allow it... Yes, learners know our hands are tied. We can't abuse them physically or verbally, they know that. At the end of the day what sort of punishment do you enforce? We are not allowed to send the child out of the class or even home.

(Mrs Saturn, Post level 1 teacher at Leopard Secondary School)

The discontent, frustration and despondency of teachers as major causes of some of their unethical conduct again featured prominently in the responses of the participants from Tiger Secondary School. Weak control procedures by the Department of Education and teacher union activity within the school also emerged as possible causes. Mr Venus stated that:

Yes, it's (teacher salaries) pathetic and frustrating. I mean if you can't save money at the end of the month then what are you working for? That is frustrating as well because we are sitting in the class and you got accounts to pay... And then the increase they give us is pathetic and not justified.

(Mr Venus, Principal of Tiger Secondary School)

Mr Neptune added some other causes of unethical conduct when he mentioned that:

I suppose their childhood; the way they were brought up in a dictatorial home. It could be their personal marriages where there are financial stresses. Maybe

ill health of people in their home... We do suffer from extreme amounts of
administrative work.

<div align="center">(Mr Neptune, Post level 1 teacher at Tiger Secondary School)</div>

Mr Neptune and Mr Mercury did mention that although teacher salaries are relatively low this should not be a contributing factor to unethical behaviour of teachers as all individuals are aware of the salary structure of teachers prior to them entering the educational field.

It is important to note that some of the causes of unethical behaviour of teachers mentioned by teachers are more influenced by the school structure than others. Some of the causes such as teacher workloads and salaries can therefore only be fully addressed by the Department of Education or government. Other causes relate more directly to the school environment. Many teachers have mentioned that the removal of corporal punishment without an effective replacement causes some teachers to revert to the use of physical abuse or even to resort to absenteeism because of increased stress levels. However, as mentioned earlier when referring to the causes of unethical behaviour of learners, the Codes of Conduct for Learners of the participating schools do offer alternatives to corporal punishment. These alternative disciplinary measures are not always followed and enforced because in my experience they require a lot more time and participation of members of the school community. In addition, some of the disciplinary measures in my view are not as severe enough to act as a deterrent to learners behaving unethically. Owing to these reasons, teachers could feel that they are left without any suitable recourse in terms of effectively maintaining discipline and this could result in subsequent unethical conduct due to increased feelings of stress and despair. Furthermore, all the participating schools as mentioned earlier also use the SACE Code of Professional Ethics as their Code of conduct for Teachers. The responses of the participants did indicate that they were exposed to the SACE document in varying degrees but again as mentioned in the preceding themes this could not be further investigated because the schools were unable to provide the minutes of such meetings. Likewise, there were some conflicting responses from participants. In terms of the SACE Code of Professional Ethics Mrs Uranus said that:

I would say yes at least once a year we generally do go through them.

Whereas Mr Neptune responded that:

>*On the SACE document years ago, we were given a thick folder which I perused but no workshops on it and stuff. It wasn't unpacked. But I have a general idea of the context especially the SACE code of conduct.*
>(Mr Neptune, Post level 1 teacher at Tiger Secondary School)

The responses of the other participants seem to indicate that the SACE Code of Professional ethics was present at the respective schools and the participants were aware of its presence but many teachers at the respective schools were not practicing the contents of the code. The SACE Code of Professional Ethics for example unequivocally states that: An educator avoids any form of humiliation, and refrains from any form of abuse, physical or psychological (p. 2). As noted earlier besides the required ethical behaviour of teachers the SACE Code of Professional Ethics outlines the disciplinary procedures that are to be followed if the code is contravened. The Employment of Educators Act (Act No 76 of 1998) also clearly explains the different forms of teacher misconduct, disciplinary procedures and due processes to be followed. Section 17 (1d) of this Act states that: An educator must be dismissed if he or she is found guilty of seriously assaulting, with the intention to cause grievous bodily harm to, a learner, student or other employee. It is thus my opinion that the continuation of the various forms of unethical behaviours of teachers in schools could potentially be partially a result of the SACE Code of Professional Ethics and the Employment of Educators Act (Act No 76 of 1998) not being continually revisited with staff and subsequently strictly enforced.

4.2.3.3 The causes of unethical behaviours among principals in schools

The findings from the data seem to indicate that some of the causes of unethical behaviour of principals were due to a lack of vision, a lack of commitment, a lack of morals and values, temptation, greed, a lack of social interest, a lack of proper training, a lack of leadership skills, abuse of power, individuals who are only autocratic and dictatorial, inconsistency, favouritism and

also the unfair appointment of unqualified, inexperienced or incompetent individuals. Mr Sun explained that:

> *For me I would say it's a lack of vision from a leader. It is a lack of vision really. If you have got the interest of the nation at heart and the interest of learners at heart and respect other people, how can you draw the money, the little that is supposed to assist these poor souls and use it for your personal gain? In other words, that's greed.*
>
> (Mr Sun, Principal of Lion Secondary School)

Mr Mars and Mrs Earth also believed that greed and temptation were crucial factors that produced unethical conduct by principals.

Mrs Earth went on to mention that:

> *There were a lot of speculations that appointments were bought by The South African Teacher's Union (SADTU) because of the lack of experience, clueless, totally clueless (the principal) ... Maybe they (principals) think that they are above accountability and one can't question their decisions which to a large degree you can't.*
>
> (Mrs Earth, Post level 1 teacher at Lion Secondary School)

The participants of Leopard Secondary School shared similar opinions regarding the causes of unethical behaviours of principals. Mr Mercury added that:

> *Most of the time sir it's power and your position and the abuse of the position... when it goes to your head that's when you start ill-treating people because you think you better than anyone else... And sometimes you are insecure and you show your insecurities by being dictatorial and over exerting your authority.*
>
> (Mr Mercury, Principal of Leopard Secondary School)

Mrs Jupiter shared her thoughts and mentioned that:

Maybe some principals are not committed enough. Most principals are close to retirement. They may just be seeing their time out and then we have some principals who are not strong enough to take on the educator because the educators have become a bit cheekier and are always referring to teacher unions.

(Mrs Jupiter, Post level 1 teacher at Leopard Secondary School)

Mr Venus also agreed with earlier views of participants from the other schools that a lack of experience is a cause of unethical behaviour of principals. He articulated that:

Recently you get a person jumping from level one to level four or level one to level three. They haven't been through the mill... You don't have the skills or the experience...

(Mr Venus, Principal of Tiger Secondary School)

In comparison to the views of the other participants Mrs. Uranus and Mr. Neptune similarly described incompetency, temptation and frustration as contributing factors to the unethical behaviour of principals. Mr Neptune said that:

Maybe a lack of proper training. You see a principal plays a role of a CEO and the principal in a teaching environment is essentially a teacher that has moved up. The roles are vastly different. You want a manager who was a teacher.

(Mr Neptune, Post level 1 teacher at Tiger Secondary School)

The data seem to suggest some of the causes why principals behave unethically such as the unethical appointment of principals can only be fully addressed by the Department of Education. Some of the other causes are addressed by the South African Schools Act (Act No 84 of 1996), the Employment of Educators Act (Act No 76 of 1998), the SACE Code of Professional Ethics, the school's financial policies and the PFMA. In addressing the abuse of power, the SACE Code of Professional Ethics states that: An educator: uses proper procedures to address issues of professional incompetence or misbehaviour; uses appropriate language and behaviour in his or her

interactions with colleagues (p. 3). The code also addresses commitment and states that: The educators who are registered or provisionally registered with the South African Council for Educators: commit themselves therefore to do all within their power, in the exercising of their professional duties (p. 1). In addition to principals adhering to the SACE Code of Professional Ethics they are obliged to report to their circuit managers as well with regards to the effective management of their respective schools. The Employment of Educators Act (Act No 76 of 1998) in section 17 (1a) states that: An educator must be dismissed if he or she is found guilty of theft, bribery, fraud or an act of corruption in regard to examinations or promotional reports. The possible underlying cause of many of the unethical behaviours of principals could possibly be because they are also not adhering to the regulations stipulated in these and other official school documents. The PFMA and the school's financial policies address the causes of unethical behaviour of principals such as greed and temptation. Section 215 of the PFMA states that budgets and the budgetary process: must promote transparency, accountability and the effective financial management of the economy, debt and the public sector. Section 42 (a) of the South African Schools Act (Act No 84 of 1996) states that: The governing body of a public school must keep records of funds received and spent by the public school and of its assets, liabilities and financial transactions. The financial policy of Leopard Secondary School states that: Receipts shall immediately be issued for all money received, from whatever the source (p. 3); Cheques shall only be valid if signed by at least two of the three signatories chosen by the school governing body (p. 4). As indicated earlier all three participating schools indicated that they did possess a school financial policy but only Leopard Secondary School provided me with a copy. In addition, all three schools mentioned that they did possess a copy of the PFMA but all three schools were unable to present me with a copy. In my opinion therefore the underlying cause of many of the unethical behaviour of principals could be as a result of not completely studying and complying with the relevant legislation, school documentation and policies.

The findings regarding the causes of the unethical behaviour of learners, teachers and principals within the school community are aligned with much of the literature reviewed. One of the frequent responses from the participants was that the unethical behaviour of learners, teachers and principals could be caused by a lack of good morals, values and ethics. Literature corroborates this suggestion by suggesting that the ethical frameworks of government leaders and government

officials around the world seem to have been contaminated and have subsequently changed from having the underlying principles of justice, humanity, dignity, altruism, hard work, productivity, fairness and honesty to now being underpinned by the values of greed, materialism and egocentrism (Eisenbeiss & Giessner, 2012; Manyaka & Sebola, 2013). In addition, Salawu (2012) suggests that this increase in unethical practices is because government officials do not have the correct ethical foundation and framework. He further affirms that although modernisation and westernisation have benefitted Africa they have also eroded the ethical foundations of the African culture and replaced it with a distorted value system of self-gain and materialism. This is, however, contrary to the expectations of the South African Constitution which clearly stipulates that all government departments and officials should execute their duties to the best of their ability in a fair, moral and ethical manner (Manyaka & Sebola, 2013). The constitution further infers that there should be strict measures to ensure accountability, accessibility and transparency within government (Naidoo, 2012). Participants also responded that unethical behaviours of members of the school community are caused by a lack of effectiveness of legislation and established government organisations in disciplining offenders who behave unethically. Bruce (2014) affirms this suggestion by proposing that the lack of effectiveness of legislation and established organisations could possibly be due to the gaps in legislation which still allow for unethical practices and the incapacity of investigative and regulatory bodies to effectively prosecute offenders using more stringent rules and more severe punishments. In addition, this author mentions that the Department of Education and other public departments have previously taken more than sixty days to conclude investigations and this has proven to be too costly to government.

The theory of ethical development and the theory of ethical leadership could be viable options in eliminating the causes of unethical behaviours of learners, teachers and principals. I think that the theory of ethical development suggested by Salawu (2012) could be useful and effective in transforming the ethical frameworks of individuals within the school community and the wider society. The theory of ethical development could potentially change and improve the ethical standards of learners, teachers, principals and governing body members through the implementation of the seven basic tenets postulated by the model. The seven tenets involve the cultivation and regeneration of the mind, the adoption of the African traditional value system, developing good citizenship and nationalism, promoting the values of honesty, discipline,

responsibility, integrity and hard work, encouraging merit and competence, fostering learning and intellectualism and finally, cultivating creativity and innovation. Ethical development therefore has the capacity to substantially modify and rectify the ethical foundations of learners, teachers and principals. This improvement in ethical principles would then possibly filter into society because schools by virtue of their structure and purpose are linked to almost all societal domains. The theory of ethical leadership could also provide a viable option in changing and reforming the ethical frameworks of employees and leaders within the private and government sectors to include more socially acceptable norms, values and morals and consequently reduce unethical conduct (Brown & Trevino, 2006; Lawton & Paez, 2012; Stouten, Dijke & Cremer, 2012). Naidoo (2012) affirms that ethical leadership could also be effective in curbing unethical behaviour within the South African government including education. Ethical leadership involves the practice of acceptable ethical behaviour and the endorsement of this behaviour through communication, re-enforcement and decision-making (Brown & Trevino, 2005). Exposure to more appropriate ethics through ethical leadership could thus cause learners, teachers and principals to align their personality, plans and actions with more correct morals, values and ethics. In addition, ethical leadership is linked with positive ethical behaviours such as integrity, justice, consistency, mutual respect, fairness, efficiency and loyalty (Stouten, *et al*., 2012; Lawton & Paez, 2014). Therefore, the theory of ethical development and the theory of ethical leadership could probably modify and change the existing ethical frameworks of members of the school community and replace them with more correct ethical foundations thereby eliminating the possible cause of the majority of types of unethical behaviours of individuals within the school environment. A reduction of unethical behaviour within the public sector including education could consequently be a potential result (Naidoo, 2012).

The findings presented in the above theme suggested that some of the causes of unethical behaviour of learners, teachers and principals could be addressed within the school environment whereas others need to be addressed by higher authorities such as the Department of Education and government. Those suggestions of the causes of unethical conduct by members of the school community that could be addressed within the school primarily stemmed from the ineffective reviewing and enforcing of existing documentation and legislation available at the school. The

next theme will look at the possible strategies to reduce the unethical conduct of members of the school community.

4.2.4 Suggestions to reduce the unethical behaviours among various stakeholders at schools

The findings from the data regarding the reduction of unethical conduct of learners, teachers and principals in their respective schools will now be presented as subthemes. The pertinent aspects of the reviewed literature and the theoretical frameworks from Chapter Two will be interlinked after all three subthemes under this main theme have been discussed.

4.2.4.1 Reduction of unethical behaviours among learners

The suggestions from the participants to reduce the unethical behaviour of the learners included the re-introduction of religion into schools, re-inculcating the ethic of hard work in learners, raising the passing requirements for all subjects and grades, providing winter school classes for learners having difficulty academically, reduced class sizes, continuous reinforcement of the schools' Code of Conduct for Learners with the learners themselves as well as their parents, more effective enforcement of existing disciplinary measures for learners, developing better strategies of enforcement of these disciplinary procedures, introducing more severe forms of discipline for learners by the Department of Education through policies, re-introduction of corporal punishment together with comprehensive guidelines and monitoring procedures, re-introduction of school counsellors, reducing the notion of entitlement by learners, teaching learners to be responsible and accountable for their actions, educating learners on the proper use of technology, restricting access to certain areas of the school property, educating parents about school matters, reviewing the rights of learners, greater parent involvement, greater involvement by social welfare organisations, greater involvement by religious organisations, greater involvement by the South African Police Service (SAPS), adapting the school curriculum in all subject areas but especially in Life

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Orientation to include effective parenting skills as well as good morals, values and ethics,, the use of motivational speakers, providing more extra-curricular activities for learners, teachers being more committed when completing their duties, encouraging learners to emulate more suitable role models and the school attempting to address socio-economic problems in the community and political leaders displaying more ethical conduct for the rest of the country to follow.

Mr Sun offered two very important suggestions to reduce unethical conduct of learners when he said that:

> *Regarding social issues what we normally do at school is calling in motivational speakers just to speak about the social behaviour... If you open up perhaps sports for learners, learners can express themselves... they start talking about what is their challenge in the classes.*
>
> (Mr Sun, Principal of Lion Secondary School)

Mr Mars and Mrs Earth both confirmed the use of motivational speakers at Lion Secondary School and further agreed that religion at home and at school has a strong influence on the development of good morals and ethics by learners. Mrs Earth eloquently summed it up when she mentioned that:

> *I have a basis of moral behaviour. It comes from religion... It is the learning of what's acceptable and what is not acceptable.*
>
> (Mrs Earth, Post level 1 teacher at Lion Secondary School)

Similarly, the participants of Leopard Secondary School shared the same sentiments as their counterparts from Lion Secondary School regarding possible methods of reducing the unethical conduct of learners especially with the re-introduction of religion into schools because of its ability to serve as a moral compass for learners. Mr Mercury added to these suggestions and stated that:

> *I think we need a holistic approach of parenting skills, the ethics of hard work, the non-government organisations need to come into this and the school, and I think we must tell our kids who our role models are.*
>
> (Mr Mercury, Principal of Leopard Secondary School)

Mrs Jupiter also recommended that the major unethical behaviours in the community should be actively addressed and rooted out in order to stop these behaviours permeating into the school. Mrs Saturn suggested that learners should in addition be taught how to properly use technology in an ethical manner and this should be coupled with efficient monitoring mechanisms. She further stated that:

> *They (learners) must know their rights. Let them also be responsible and accountable, enforce accountability. Let learners know if you do this, it's wrong, then this is what's going to happen to you. This is the form of punishment that will be dealt out.*
> (Mrs Saturn, Post level teacher at Leopard Secondary School)

Likewise, the suggestions of the participants of Tiger Secondary School to reduce the unethical behaviours of learners were aligned with the responses of the participants from the other two schools. They also offered their own suggestions as well. Mr Venus articulated that:

> *You need to have a code of conduct for learners. You have to have a policy and enforce it. You got to remind them from time to time. You got to get the parent involved. Send a letter to the parent and ask them to sign for these documents.*
> (Mr Venus, Principal of Tiger Secondary School)

Mr Venus also advocated winter school classes, restricting access to specific areas of the school and the formulation of school policies to reduce the unethical conduct of learners. Mr Venus and Mr Neptune were adamant that corporal punishment should be re-instated because it was possibly in their own experience the only effective disciplinary measure when dealing with the modern day teenager in the school environment. Mrs Uranus's suggestions included adapting the curriculum especially in Life Orientation to include more ethics and morals which the learner could use to guide his or her actions in everyday situations. She also added that:

I think we need to have school counsellors, guidance counsellors. They need to come back into schools and not only for learners but for teachers. We all need them.

(Mrs Uranus, Post level 1 teacher at Tiger Secondary School)

Some of the suggestions made by the participants to reduce the unethical behaviour of learners extend beyond the control of the school and are thus more difficult to address. However, this does not make those suggestions invalid but rather these suggestions should be passed on to the respective powers that govern such matters. An example of these suggestions would be further more viable policies or strategies addressing discipline of learners by the Department of Education. Some of the suggestions can, in my opinion, be more readily investigated by the school authorities. In reviewing the Code of Conduct for Learners of the three participating schools each document is comprehensive and detailed. All three Codes of Conduct address the work ethic of learners, learners' rights and responsibilities, rules and regulations, restricted access to school property, offences and disciplinary actions and also guidance as to how to behave in an ethical and moral manner. The Code of Conduct for Learners of Lion Secondary School states that: All homework must be completed and handed in at the time stipulated (p. 6). The Code of Conduct for Learners of Leopard Secondary School states that learners must undertake to refrain from disruptive, undisciplined or uncooperative behaviour both inside and outside the classroom (p. 2). The Code of Conduct for Learners of Tiger Secondary School outlines the rights and responsibilities of parents relating to the education of their children. This code of conduct also has to be signed by both the learner and the parent. In my opinion the Codes of Conduct for Learners of the three participating schools address the majority of concerns relating to learner behaviour within the school. It is therefore my opinion that the suggestions of Mr. Venus to firstly continually remind learners of all aspects of the Code of Conduct for Learners and secondly to actively enforce the code of conduct are the key strategies to reducing unethical behaviour of learners. I believe that if these two processes are adhered to, learners will have no recourse but to conform and behave ethically by following the school rules. In my own experience as a teacher the enforcement of the code of conduct for learners will be facilitated by the formulation of a separate disciplinary committee which only manages discipline issues. The South African Schools Act (Act No 84 of 1996) states in section 9 (1c) that: A governing body may, if a learner is found guilty of serious

misconduct during the disciplinary proceedings contemplated in section 8 impose the suspension of such learner for a period not longer than seven school days or any other sanction contemplated in the code of conduct of the public school; or make a recommendation to the Head of Department to expel such learner from the public school. Therefore, in my opinion legislation does not only require schools to formulate a code of conduct for learners but also provides effective procedures to discipline learners as well. Schools thus have an obligation to enforce the Code of Conduct for Learners through the provisions provided in legislation. A further suggestion to reduce the unethical behaviour of learners could be in the participating schools revising their Code of Conduct for Learners. The schools can utilise stricter, harsher and more innovative forms of discipline in their Code of Conduct for Learners as long as they do not contravene the constitution. Whilst also perusing through the Codes of Conduct for Learners of the different schools I did notice that none of these documents addressed the right of learners to meet in religious groups at school for prayer, teachings or for fellowship. As long as this does not contravene the constitution and does not hinder the process of teaching and learning this right of learners could be added to the Codes of Conduct for Learners of the respective schools. One of the repeated suggestions of the participants was the re-introduction of religion into schools. The Constitution of South Africa does allow for religious freedom of the individual including learners. The South African Schools Act (Act No. 84 of 1996) states in section 7 that: Subject to the Constitution and any applicable provincial law, religious observances may be conducted at a public school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance at them by learners and members of staff is free and voluntary. The government cannot stipulate the practice of religion in schools as some individuals such as atheists also have the right not to practice religion. This does not however, in my view prevent the school from allowing and even supporting the gathering of students belonging to different faiths. The Code of Conduct for Learners of the three participating schools could thus stipulate this right of learners to meet in religious groups during permitted times in their Code of Conduct so that the learners are aware of this opportunity. The South African public is becoming increasing aware that the unethical conduct by members of society including learners is because they do not have a correct ethical framework (Manyaka & Sebola, 2013). Some of the suggestions of the participants involve creating a suitable ethical climate at schools. This fostering of good ethical standards at schools is prescribed in the Constitution (Naidoo, 2012). The Manifesto on Values, Education and Democracy (2002) also emphasises the moral responsibility

of schools to create ethical climates which are conducive to learners developing their own socially acceptable ethical frameworks. Therefore, the suggestions involving schools actively engaging with the creation of this appropriate ethical climate through curriculum change, specific time allocation and teacher re-enforcement could prove effective in reducing unethical conduct of learners in schools.

4.2.4.2 Reduction of unethical behaviours among teachers

The findings from the data to reduce the unethical behaviour of teachers included educating teachers on how to effectively manage both personal and professional stress, continuous review and re-enforcement of the SACE Code of Professional Ethics and other official school documents, regular moderation of teachers work which focuses on professional development of the individual by peers, Heads of Department and senior management, networking of teachers from schools in different communities, teacher mentoring, team building, constant professional development through practical and well-designed workshops which are worthwhile, the possible rotation of teachers from schools after a time interval of five years, reducing the size of classes, reducing the workload of teachers, greater support from the Department of Education in the form of more effective policies regarding discipline of learners, greater support from the Department of Education in following through with disciplinary actions of teachers, harsher penalties for learner misconduct in the code of conduct for learners, providing teachers with supportive, consistent and meaningful leadership, the introduction of counsellors for teachers at school, reviewing the curriculum of teacher degrees and training, improving the remuneration of teachers, preventing the unfair and unjust involvement of teacher unions in school affairs and teachers adopting a non-discriminatory stance when marking learners assessments

Mr Sun believed that proficient school leadership could be instrumental in addressing unethical conduct of teachers because the school leadership not only has the authority to immediately stop unethical conduct by teachers but also to provide guidance to teachers on how to rectify their misbehaviour. Mr Sun said that:

Teachers need motivation. They need leaders with a vision. I think it's mostly about the employer and the management respecting the teacher. So in all I can say regarding unethical behaviour on the part of educators, it's about leadership in the school.

(Mr Sun, Principal of Lion Secondary School)

The principals from the other two participating schools did mention that their leadership is sometimes hindered by the interference of teacher unions. Mr Mars also recommended that the government improve the salaries of teachers as this would alleviate feelings of demotivation and stress from being financially insecure.

Whilst Mrs Earth summed up her recommendations as:

I think you have to have more strict control, treat everyone fairly, keep everyone safe regardless whether you part of management whether you level 1. Same rules should apply to everyone. There should be no double standards.

(Mrs Earth, Post level 1 teacher at Lion Secondary School)

The participants of Leopard Secondary School affirmed the responses of the participants from Lion Secondary School especially with the importance of fair, consistent and capable leadership in reducing the unethical conduct of teachers. Mr Mercury added to the suggestions to reduce the unethical conduct of teachers when he stated that:

You know as much as they talk about alternative ways of corporal punishment I've never seen them give us any concrete alternative methods to be honest with you that are viable and successful... So they need to workshop these teachers or provide alternative strategies.

(Mr Mercury, Principal of Leopard Secondary School)

Mr Mercury also recommended the use of continuous professional development workshops, networking of teachers and the compulsory rotation of teachers after the expiration of a five year contract at a school. Mrs Saturn and Mrs Jupiter added to the suggestions to reduce the unethical conduct of teachers by mentioning that class sizes and teacher workloads should be decreased. Mrs Jupiter further stated that:

> *New teachers that come into the school need staff development... So they need to be taught, developed and supported... They need to be helped and motivated most of all... Here are some teachers to mentor you. If you have a problem ask them, go to them and they will help you... We need team building.*
>
> (Mrs Jupiter, Post level 1 teacher at Leopard Secondary School)

Likewise the responses of the participants of Tiger Secondary School reiterated the suggestions of capable leadership, teacher networking, ongoing professional development and viable disciplinary procedures to curb unethical conduct of teachers. Mr Venus added that:

> *The Department needs to come to the party. For example, I have comprehensive records of teachers being absent or coming late. I can show you but I will not get the support of the Department to take this one step further. If I take it up to the Department the teacher unions get involved then nothing happens and I become a laughing stock... No support.*
>
> (Mr Venus, principal of Tiger Secondary School)

Mr Neptune proposed a further suggestion to reduce the unethical behaviour of teachers. He said that:

> *Maybe in the teacher training colleges/Universities as part of the syllabus, you could introduce a course on ethical behaviour on what is expected of teachers. Also tell them as a teacher, these are the financial implications.*
>
> (Mr Neptune, Post level 1 teacher at Tiger Secondary)

Some of the suggestions provided by the participants can only be addressed by the Department of Education and government. These suggestions are informative, valid and deserve to be investigated by the Department of Education while others can be addressed by the school management. I think the suggestions of continually revisiting and enforcing the SACE Code of Professional Ethics, pertinent legislation and other relevant official school documents could be instrumental in reducing the unethical behaviour of teachers. In my own experience as a teacher, I and many of my colleagues have only encountered the SACE organisation when we qualified to become teachers and were required to apply for SACE membership in order to be appointed into a permanent position. I was aware of some sort of rules prescribed by SACE but only became acquainted with the Code of Professional Ethics through the course of my studies. Many other colleagues of mine share the same minimum experience of the SACE Code of Professional Ethics. As mentioned earlier other teachers including the participants seem to be aware that the code does exist but are not necessarily well versed with the contents of the document. In addition, many teachers do not seem to be well acquainted with other official school documents and legislation regarding ethical conduct within the teaching profession such as the South African Schools Act (Act No 84 of 1996) and the Employment of Educators Act (Act No 76 of 1998). I think that the SACE Code of Professional Ethics and the above acts contain imperative information which could promote ethical conduct of teachers and also serve as a deterrent to unethical behaviour through their disciplinary procedures. The SACE Code of Professional Ethics for example states that: An educator behaves in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute (p. 2). The SACE Code of Professional Ethics in terms of disciplinary action states that: The Council may impose the following sanctions on an educator who is found guilty of a breach of the code; the removal of the educator's name from the register for a specified period or indefinitely, or subject to specific conditions (p. 11). A teacher in South Africa by law must be in possession of a SACE certificate to be employed in the profession. Section 10 (1 and 2) of the South African Schools Act states that: no person may administer corporal punishment at school to a learner. Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault. The Employment of Educators Act (Act No 76 of 1998) in section 18 (5f) states that: An educator may be dismissed if he or she is found guilty of contravening section 10 of the South African Schools

Act (Act No 84 of 1996) as contemplated in subsection (1). The Employment of Educators Act (Act No 76 of 1998) further states in section 17 (1c) that: An educator must be dismissed if he or she is found guilty of having a sexual relationship with a learner of the school where he or she is employed. These official Department of Education documents comprehensively address ethical conduct of teachers within a school. In my opinion many teachers conduct themselves unethically because they are not totally aware of the contents of these documents. This is corroborated by the findings of this study. The suggestions of constantly revisiting and rigid enforcement of the SACE Code of Professional Ethics as well as other official school documents are vitally important in curbing the unethical conduct of teachers. The theoretical frameworks of ethical development and ethical leadership could also be instrumental in reducing the unethical behaviour of teachers by exposing them to more acceptable ethical standards which they can in turn emulate. Ethical development using its seven tenets has the potential to modify the apparent unethical foundations of teachers and replace them with more socially acceptable ethical principles (Salawu, 2012). Ethical development like Ubuntuism promotes such values as compassion, dignity, peace and humanity and justice (Salawu, 2012). Ethical leadership through social learning could also change the ethical principles of teachers (Brown, *et al*., 2005). The implementation of ethical leadership could cause teachers to exhibit positive ethical behaviours like integrity, mutual respect and efficiency (Stouten, *et al*., 2012; Lawton & Paez, 2014). These two ethical frameworks could subsequently also lead teachers to become more acquainted with the official DoE documents that address ethical conduct in schools.

4.2.4.3 Reduction of unethical behaviour of principals

The responses of the participants regarding suggestions on how to reduce unethical behaviour of principals were thought provoking and informative. Some of the suggestions included the fair and just appointment of experienced and knowledgeable principals, principals being more democratic in their approach to leadership, principals being more accountable for their actions, the networking of principals, the removal of political and union interference in the appointment process of principals, the Department of Education organising workshops and refresher courses on financial literacy, management and leadership, the appointment of a school bursar or financial officer to manage the school finances, the full compliance with all accounting requirements by the principal

and the school and the fair appointment of capable and honest governing body members to assist in the management of the school.

Mr Sun strongly recommended continuous in-service training for principals in order to reduce unethical conduct as this would constantly remind principals of existing educational policies and procedures whilst also exposing them to new relevant educational developments and research. He said that:

> *On our part as principals I would say we need more and more refresher courses... We need courses on leadership and on management systems of the school and ourselves as a person like financial management.*
>
> (Mr Sun, Principal of Lion Secondary School)

Mrs Earth suggested that there should be greater accountability of principals to staff and parents in terms of decisions that directly affect the school. Both Mrs Earth and Mr Mars both also suggested that the appointment of principals should be done fairly and justly. In order to further reduce the unethical behaviour of principals Mr Mars mentioned that:

> *I think they should be work-shopped on morals and values. I think it must come from the top as well that it is a requirement. From whoever is employing them.*
>
> (Mr Mars, Post level 1 teacher at Lion Secondary School)

Mr Mercury also shared the opinion that additional educational management courses and workshops are crucial to reducing the unethical conduct of principals because in his experience there was no formal training offered by the department to become a principal. He also stressed that the selection process and criteria were additional crucial factors when he stated that:

> *By selecting a principal in a better way than is done currently... We not doing our selections well and we do these selections on political affiliation rather than that on the content of that person's knowledge or his ability.*
>
> (Mr Mercury, Principal of Leopard Secondary School)

Mrs Saturn and Mrs Jupiter reiterated the previous suggestions of the other participants in terms of a need for greater accountability, commitment and competency of principals. Mr Venus agreed with the other participants in that the appointment of principals needs to be done on the criteria of merit, skills, knowledge and experience. Mr Venus also suggested that in order for principals not to be autocratic or dictatorial they should be more approachable and show love, respect, compassion and pastoral care towards their staff.

To reduce theft and mismanagement of funds he stated that:

> *The principal does not have complete control of the finances. There is a financial officer. Everything has to be accounted for... I cannot make a payment without her and she cannot do it without me. Any large amounts, not petty cash like over one thousand then both of us have to be aware of it.*
>
> (Mr Venus, Principal of Tiger Secondary School)

Mrs Uranus and Mr Neptune affirmed the suggestions of the other participants in the study to reduce unethical conduct by principals regarding the usefulness of workshops and in-service training of principals and the appointment of a school financial officer to manage and monitor the schools finances. Mrs Uranus mentioned that:

> *I think there are attempts being made with the training and workshops that are going on with principals. That's a help. And the secretaries that have undertaken the responsibilities of doing the accountancy of the school. And that removes the temptation and it's no longer the principal's job to handle the finances and that's a good idea.*
>
> (Mrs Uranus, Post level 1 teacher at Tiger Secondary School)

Some of the findings from the data to reduce unethical behaviour of principals relate, like some of the causes, directly to the government and the Department of Education. Other suggestions can be accommodated within the school. It was noted earlier that if documentation such the SACE Code of Professional Ethics, the South African Schools Act (Act No 84 0f 1996), the Employment of Educators Act (Act No 76 of 1998) and the schools' financial policies are strictly adhered to, then this could potentially alleviate some of the unethical behaviours of principals. Besides addressing the correct use of power and principal's commitment, the SACE Code of Professional Ethics addresses continuous professional development as well as possible unethical behaviour. The code states that: An educator; promotes the ongoing development of teaching as a profession (p. 4); does not abuse the position he or she holds for financial, political or personal gain (p. 2). The Employment of Educators Act (Act No 76 of 1998) states in section 18 (5a) that; An educator may be dismissed if he or she is found guilty of dishonesty as contemplated in subsection (1ee). The financial policy of Leopard Secondary states that: All accounts and invoices must be carefully scrutinised by the principal/treasurer before payment is made (p. 4); In terms of the Public Accountants and Auditors Act 1991 (Act no 80 of 1991) and the Auditing Profession Act 2005 (Act no 26 of 2005) the Governing body shall appoint a registered accountant and auditor to audit the records and financial statements of the school (p. 5). In addition, the PFMA besides advocating the appointment of a financial officer who is responsible for the school finances in Section 217 that procurement must be: in accordance with a system which is fair, equitable, transparent, competitive and cost-effective. The South African Schools Act (Act No 84 of 1996) also requires school governing bodies to adhere to strict financial regulations in terms of the management of school assets and funds. It is my opinion therefore that the principals themselves should study and be re-taught about the contents of SACE Code of Professional Ethics, the South African Schools Act (Act no 84 of 1996), the Employment of educators Act (Act No 76 of 1998), their schools' financial policy and the PFMA. If the principals then actively follow this documentation this could probably reduce many of the unethical behaviours exhibited by them. If the schools do not have a financial policy one should be devised in accordance with the constitution. Every school if not in possession of the PFMA should ensure that they acquire one and study the contents therein.

The findings from the data regarding methods to reduce unethical behaviour of members of the school community find favour with much of the literature that has been reviewed. The view that the ethical frameworks of individuals within the school have to be firstly changed in order for unethical behaviour within the school to be significantly reduced is reflected in literature (Salawu, 2012). The view of the participants that there needs to be investigations into gaps in legislation related to issues of unethical conduct together with how government departments enforce policies in order to reduce unethical conduct is also found in literature (Bruce, 2014). The perspective of the participants that the time allocated for disciplinary hearings of teacher and principals are too long is also corroborated by literature. Naidoo (2012) suggests that a reduction in the time allocated to hold disciplinary hearings could assist the Department of Education in expediting the removal of unethical teachers, principals and education officials. The responses of the participants also seem to suggest that there needs to be more effective exposure and enforcement of existing legislation and documentation at school. The fundamental aims of the PFMA are to develop financial management in government offices so that they can meet the present day requirements, increase accountability especially of accounting officers, promote accessibility of the public to correct information and to decrease unethical conduct (Majila, Taylor & Raga, 2014; Manyaka & Nkuna, 2014). All officials within the Department of Education from the level of a minister to the level of a teacher have a legal, social and ethical obligation to adhere to these acts. Yet none of the participating schools were able to produce a copy of the PFMA and only Leopard Secondary School was able to produce a copy of their own school financial policy which is a legal requirement. Furthermore, the SACE Code of Professional Ethics was present at schools but the exposure of this document to the majority of the participants was limited. The South African Schools Act (Act No 84 of 1996) and the Employment of Educators Act (Act No 76 of 1998) could also offer useful guidelines to facilitate the ethical behaviour of members of the school community.

It is my opinion that there needs to be a strong foundation for the strategies that are employed to reduce unethical conduct by learners, teachers and principals to be successful. I also agree with the participants and literature in that there needs to be a shift in ethical frameworks for change to be meaningful. The theories of ethical development and ethical leadership both have the ability to provide viable platforms within the school environment to facilitate this change in ethical standards and thereby serve as a solid foundation to implement the strategies to reduce unethical conduct of

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members of the school community. After reviewing the seven tenets of ethical development proposed by Salawu (2012), I consider each one to be very applicable to the school environment and the sphere of education because each tenet could possibly foster the positive development of different components of the ethical frameworks of members within the school community. The different tenets are designed to develop ethical traits such as honesty, integrity, discipline, competence, compassion, mutual-respect, dignity, peace and humanity and justice (Salawu, 2012). The seven tenets in my view can thus form a powerful tool in developing moral and ethical standards in schools and subsequently in the wider society. Likewise the theory of ethical leadership through the process of social learning has the ability to change the ethical mindset of individuals including learners, teachers and principals (Stouten, *et al*., 2012; Lawton & Paez, 2014). Eisenbeiss (2012) also affirms that ethical leadership has the capacity to substantially improve the ethical standards of individuals. Schools have the ability to provide a social platform to enable principals, teachers and learners to demonstrate and promote appropriate ethical standards through their actions and relationships using two-way communication, reinforcement and decision-making. Schools could also provide a social climate where learners emulate the ethical behaviour of teachers who in turn emulate the ethical behaviour of principals. The school environment can therefore allow for the effective implementation of ethical leadership as defined by Brown, *et al*. (2005). In addition ethical leadership has also associated with increased accountability, performance, and student learning (Ehrich, Harris, Klenowski, Smeed and Spina, 2012). Ethical leadership is further associated with the demonstration of more ethical behaviours by employees such as integrity and efficiency (Lawton & Paez, 2014)

The finding presented in the theme above again related to different educational authorities. Those suggestions that can only be reviewed by the Department of Education or government are also valid and should be addressed by the respective authorities. Those responses of participants regarding the reduction of unethical conduct within the school that could be addressed within the school community largely involved the more effective use of legislation and documentation present at school and the radical change in ethical frameworks of stakeholders within the school. The next theme that will be discussed is the use of ethical leadership in the fight to reduce unethical behaviour within the school.

4.2.5 Utilisation of ethical leadership to reduce unethical behaviours

The responses of all nine participants from the three different schools seemed to suggest that none of them had been exposed to or trained specifically in ethical leadership either during their studies to become teachers or whilst they were already teaching from either the Department of Education or the teacher unions. In addition, all nine participants were not aware of any formal training of learners, teachers or principals in ethical leadership at their respective schools. All nine participants were strongly in favour of formal training in ethical leadership for learners, teachers and principals. They viewed the exposure to ethical leadership as an effective tool in the struggle to combat unethical conduct in schools. The participants had varying views as to how the training and workshops on ethical leadership should be organised and designed. Some of the suggestions made include workshops being run over school holidays, during afternoon seminars and during staff meetings. It was recommended that these sessions have a duration of one to two hours. Another suggestion was that ethical leadership should form part of the curriculum for learners especially in the subject of Life Orientation and a specified time should be allocated to teach the theory behind it. An additional suggestion was that ethical leadership constitutes a formal component of the training when studying to become a teacher. It was also recommended that principals have continuous workshops on ethical leadership in order to increase their knowledge base and practice of it. Mr Sun said that:

> *Yes, I would recommend such courses... It does not matter as long as it's going to address ethical behaviour and leadership. If it's blended together it will produce something very sweet in the future... It would mean a lot if the teachers got this (ethical leadership) from the universities or colleges. It should be included as part of the subjects... and maybe for us who already exist the Department of Education should organise some workshops on ethical leadership at all levels.*

(Mr Sun, Principal of Lion Secondary School)

Similarly Mr Mars also agreed with the positive outcomes of the use and training in ethical leadership. He stated that:

If leadership are showing they are ethical then that's going to be a demand down the hierarchy itself. It's going to go from principals to governing body members to the Heads of Department to teachers themselves and eventually to the kids.

(Mr Mars, Post level 1 teacher at Lion Secondary School)

Likewise, Mr Mercury shared the same sentiments of ethical leadership being effective in increasing the ethical behaviour of members of the school community.

He mentioned that:

Ethical leadership will always reduce unethical behaviour. It's transparent... it's fair, democratic leadership and it's leadership based on core values. And you as an individual ethical leader will become a role model. And by your correct behaviour people will watch you and respect you and follow you.

(Mr Mercury, Principal of Leopard Secondary School)

Mrs Saturn and Mrs Jupiter echoed the views of the other participants in that ethical leadership would be extremely beneficial to all stakeholders within the school and that it would be effective in decreasing unethical behaviours. Mrs Jupiter further added that:

In my opinion they need to include it in the curriculum. You are faced with all these issues when you become a teacher and it can disillusion you... Maybe training them in ethics and ethical leadership will equip them. I think even as an old educator we need to be trained as well.

(Mrs Jupiter, Post level 1 teacher at Leopard Secondary School)

Likewise the participants from Tiger Secondary School also believed that the training and use of ethical leadership could substantially reduce unethical conduct in schools. Mr Venus articulated that:

There should be workshops all the time, from the union side, from the department side. They might not give you all the information but just some ideas, new ideas that we have not actually come up with.

(Mr Venus, Principal of Tiger Secondary School)

Mr Neptune concurred with the opinions of Mr Venus when he stated that:

For teachers I think a course in university and for principals, ongoing refresher courses. If it's going to be involved in say the Life Orientation lessons... If it's going to be taught it needs to be something substantial, meaningful where it is monitored and evaluated and changed. A sufficient amount of time needs to be allocated as well.

(Mr Neptune, Post level 1 teacher at Tiger Secondary School)

The support of the participants to use ethical leadership in schools to reduce unethical conduct of learners, teachers and principals is mirrored in the literature reviewed. Shapira-Lishchsky (2011) concurs that ethics and ethical leadership training should provide a moral code or ethical framework to guide the actions and views of teachers and subsequently other members of the school community. Naidoo (2012) explains that chapter 10 of the Constitution (1996) encourages the use of ethical leadership to reduce unethical behaviour and foster good governance. Naidoo (2012) also advocates ethical leadership as one of the solutions to reducing unethical conduct and developing good governance. He further affirms that ethical training and development programmes allow institutions to develop a climate which promotes ethical development by providing rules and regulations and maintain a culture of high ethical standards. Manyaka & Sebola (2013) add that ethical training is perceived as a significant and critical element of an intricate strategy to reduce unethical conduct. These authors go on to mention that ethical training can form a strong basis on which legislation and regulations can be effectively implemented in order to curb unethical behaviour. Bruce (2014) affirms the necessity of ethical development programmes in South Africa. Bullough Jr. (2011) and Shapira-Lishchinsky (2011) both argue that teaching by its very nature has an ethical component and teachers decisively influence the ethical development of learners because of their daily interaction. In light of this, it is my opinion that

training in ethical leadership could assist in the development of the ethical standards of both teachers and learners. Johnson and Reiman (2007) mention that ethical decisions made by teachers are based on three schemas which are congruent with principles, values and beliefs from society. I believe training in ethical leadership could also assist in the correct development of the three schemas used by teachers to make ethical decisions. Elbaz (1992) as cited in Bullough Jr. (2011) argues that teachers need to know the content of the curriculum but they also need to have knowledge of morals and ethics in order to be good role models for learners. This also supports the idea that training in ethical leadership could increase the knowledge of teachers regarding socially acceptable morals, ethics, values and beliefs. Bullough Jr. (2011) further mentions that teachers are faced with ethical dilemmas on a daily basis in schools. I believe training in ethical leadership will better equip teachers to correctly manage these ethical dilemmas. Mahony (2009) affirms this view by explaining that teacher education should have a component of ethical training which develops a form of ethical literacy amongst teachers which should filter down to learners assisting in their ethical development as well. Ethical leadership has the potential to modify ethical behaviour of individuals including learners, teachers and principals through social learning (Brown, *et al*., 2005; Eisenbeiss & Giessner, 2012). Ethical leadership involves individuals practicing behaviours which have a high ethical standard and also actively promoting these behaviours to their followers (Brown, *et al*., 2005; Lawton & Paez, 2014). Ethical leadership can thus expose learners, teachers and principals to high ethical norms and educate them to effectively practice these ethical norms in their professional and personal capacity. Consequently, it is my opinion that training in ethical leadership could serve as an effective mechanism to effectively reduce unethical conduct by members of the school community.

The findings presented in the above theme indicate that all the participants in the study were in favour of the use of ethical leadership to reduce unethical behaviours of learners, teachers and principals within the school.

4.3 Chapter summary

In this chapter I presented and analysed the findings of this study. The findings suggest that unethical behaviours of learners, teachers and principals in schools are increasing. The findings further suggest that the causes of the unethical conduct are wide-ranging and are a result of factors

from within and outside the school. The findings of the study also propose innovative and informative methods to reduce the unethical conduct of members of the school community. These propositions relate to factions within the school environment and the wider educational sphere. Finally, the findings of the study do seem to indicate an overwhelming support of the use of ethical leadership in school in order to curb unethical conduct. The next chapter presents the conclusions and recommendations of the study.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter the data from the study was presented, analysed and discussed. The focus of this chapter is to present the summary of the study and thereafter the conclusions and possible recommendations. The summary of the study provides an outline of the main focus areas in each chapter from Chapters One to Four. The conclusions of the study that are discussed emerge after interpreting, analysing and evaluating the data. These conclusions are linked to the critical questions of the study as stated in Chapter One. After reviewing the findings from Chapter Four and the subsequent conclusions that have been formulated, relevant and significant recommendations are then made.

5.2 Study summary

The focus of this study was to explore the understandings, experiences and practices of ethical leadership in South African schools and its implications for school leadership from the perspectives of school principals and teachers.

Chapter One introduced the study by outlining the background and purpose of the study. I mentioned that the reason for undertaking this study was to increase the information about the different forms of unethical conduct prevalent in schools, possible conceptualisations of

ethical/unethical practices in schools, reasons for this unethical conduct and potential solutions to reduce the problem of unethical behaviour. Chapter One also explained the significance, objectives, critical questions, delimitations and the organisation of the entire study.

Chapter Two reviewed the literature relevant to the study. The literature reviewed included information regarding the legislative framework supporting ethical conduct in South Africa, the growing need for ethical leadership, ethical matters and dilemmas in the practice of school leadership and teaching, challenges to reducing unethical behaviour in South Africa and potential measures to reducing unethical behaviour in the South African public sector. Chapter Two also described in detail the two theoretical frameworks of ethical development and ethical leadership.

Chapter Three described the research design and methodology of the study. This study was underpinned by the interpretative paradigm and adopted a qualitative research approach. The research design employed was a case study. The two methods of sampling utilised were purposive sampling and convenience sampling. The data generation methods included semi-structured interviews and documents reviews and the model for data analysis described by Wahyuni (2012) was used. Chapter Three also discussed the ethical issues, issues of trustworthiness and the limitations of the study. This research was a case study of three secondary schools in the Umlazi District.

Chapter Four presented, analysed and discussed the research findings. This was structured according to themes and sub-themes that emerged from the data. The findings indicated that most participants had a fairly good understanding of the terms ethics and ethical leadership, most of the unethical behaviours of learners, teachers and principals were increasing, there were varied causes of unethical conduct, there were various ways to reduce unethical conduct and that all the participants supported the use of ethical leadership as one of the viable strategies to curb unethical conduct.

5.3 Conclusions

The conclusions that emerged were informed by the key research questions and the findings of the study.

5.3.1 Teachers' and principals' understanding of the terms "ethics" and "ethical leadership"

The findings suggest that all the participants possessed a very good and clear understanding of the terms "ethics" and "ethical leadership". Each participant shared the sentiments that the term "ethics" involves an underlying set of beliefs, morals, ideals and principles that govern an individual's behaviour in different situations. The findings also seemed to show that the different participants' concept of "good" ethics were also similar. Personal traits such as honesty, integrity, accountability and fairness were recurring themes to describe the concept of "good" ethics. The findings also seemed to show that the participants shared a good understanding of the term ethical leadership. All the participants appeared to be able to conceptualise that ethical leadership involved the demonstration of good ethical conduct through personal actions and interpersonal relationships.

5.3.2 Unethical behaviours among learners, teachers and principals in schools

The findings of the study do seem to indicate that the unethical conduct of learners, teachers and principals occurred regularly in the majority of the participating schools or in the surrounding schools and some of these unethical behaviours appeared to be increasing.

5.3.2.1 Unethical behaviours among learners in schools

Most of the different types of unethical conduct of learners appeared to be rapidly increasing in the participating schools. The findings of the study give the impression that the respective schools were having great difficulty managing this problem effectively. This is despite the three schools having comprehensive Codes of Conduct for Learners. The striking similarity in the research findings was that all the participants seemed to experience an increase in almost all of the learners unethical conducts. Some of the common unethical behaviours included dishonesty in school work, absenteeism, disrespect for peers and teachers, vandalism, theft, violence, bullying, sexual harassment of other peers, alcohol and drug abuse. This overwhelming agreement of the increasing levels of all these unethical behaviours of learners seem to suggest that this could pose a major obstacle to the effective process of teaching and learning in schools.

5.3.2.2 Unethical behaviours among teachers in schools

The findings seem to indicate that whilst not all the teachers in the participating schools demonstrated unethical behaviours regularly, many of them have continued to do so, on an ongoing

basis. Some of the more common unethical behaviours that were mentioned include absenteeism, the use of corporal punishment, verbal/emotional abuse of learners, abuse of school equipment and resources for private tuition, a poor work ethic, gossiping, extra marital affairs between staff members and also intimate relationships between teachers and learners. From these unethical behaviours, absenteeism and the use of corporal punishment seemed to be the types of unethical behaviours that were increasing the most amongst teachers in the three schools. The ongoing unethical behaviour of teachers appeared to persist in the three respective schools despite the schools using the SACE Code of Professional Ethics as their code of conduct for teachers.

5.3.2.3 Unethical behaviours among principals in schools

The research findings also seem to suggest that principals also regularly exhibited different forms of unethical conduct in the participating or surrounding schools. Most of the post level one teachers who participated in the study were either aware of unethical conduct of principals within their own school or of neighbouring schools whilst the participating principals provided information about principals in the surrounding schools. Some of the more common unethical behaviours that principals appeared to exhibit were not adequately involving all stakeholders in decision-making within the school, inconsistency and unfairness, being dictatorial and abusing their positions of power by ill-treating colleagues, unjust appointments and dismissals and mismanagement of school funds and resources. The most common of these seemed to be the abuse of power and mismanagement of funds.

5.3.3 The causes of unethical behaviours among stakeholders at schools

Some of the causes of unethical behaviours of learners, teachers and principals seemed to originate from both inside the school environment and outside in society.

5.3.3.1 The causes of unethical behaviours among learners in schools

The research findings suggest that a large number of the causes of unethical conduct of learners were linked to the socio-economic problems prevalent in society. These included factors such as social degradation, the high cost of living, high unemployment rates and the breakdown of family units. The findings then seemed to indicate that these factors appear to directly affect parental supervision negatively which resulted in the unethical conduct of learners. Other major causes of

unethical behaviours of learners that seemed to arise from the findings were the removal of religion and corporal punishment from schools. Participants consistently mentioned that the removal of religion and corporal punishment have directly caused an increase in the unethical behaviours of learners. The removal of religion from schools in their view discarded a crucial source of moral and ethical guidance for the learners. In their opinion the removal of corporal punishment as a disciplinary measure without an effective replacement has left the educational institution without a proper deterrent to learners for behaving unethically. In perusing the Codes of Conduct for Learners of the three schools, I noticed that each school had comprehensive protocols, procedures and sanctions for different forms of unethical conduct of learners. It is my opinion that another underlying cause of the continued unethical conduct of learners could also be that the Codes of Conduct for Learners of the three schools were not comprehensively and consistently taught and enforced by the respective schools. This was corroborated by the findings of the study.

5.3.3.2 The causes of unethical behaviours among teachers in schools

The findings suggest that the central cause underlying the unethical behaviour of teachers was that they were not content with their work situation. Participants indicated that some of the factors that contributed to the poor work situation were low teacher salaries, high work demands, increasingly poor behaviour from learners, ineffective disciplinary measures and a lack of support from the Department of Education with regard to enforcing disciplinary measures. The findings seemed to indicate that the discontent felt by the participants built up and vented in teachers behaving unethically. As mentioned in the paragraph above it appeared to me that all three schools do not consistently and rigidly adhere to the Code of Conduct of Learners. I believe that if the Codes of Conduct of Learners were strictly adhered to by the schools, it could possibly alleviate the stress felt by teachers regarding learner misconduct. In addition, the findings of the study seem to indicate that all the participants were aware of the SACE Code of Professional Ethics being present at schools yet they continued to behave unethically. The SACE Code of Conduct of Professional Ethics, The South African Schools Act (Act No 84 of 1996) and the Employment of Educators Act (Act No 76 of 1998) directly address most types of unethical conduct of teachers together with disciplinary measures and appropriate sanctions. It is my opinion that although teachers were aware of these official Departmental/school documents, they did not appear to be really knowledgeable about their contents. I therefore believe that another potential cause of unethical

conduct of teachers could be that they are not consistently and comprehensively work-shopped on the above and other official documents relevant to education.

5.3.3.3 The causes of unethical behaviours among principals in schools

The research findings seem to indicate the major causes of unethical conduct by principals were the appointment of unqualified, inexperienced, unethical or incompetent individuals. Some of the teacher unions appeared to be involved with some of the dubious appointments of principals. The research suggests that the appointment of incorrect individuals to the positions of principals directly caused them to act unethically because they lacked the expertise and or ethics to effectively manage their schools. Other causes arising from the findings suggest that principals also did not follow the ethical guidelines of the SACE Code of Professional Ethics, the South African Schools Act (Act No 84 of 1996), the Employment of Educators Act (Act No 76 of 1998) as well as other financial documents such as the Public finance Management Act (Act No 1 of 1999) or the schools' financial policies. Since only one school was able to provide me with a copy of the school's financial policy another cause of the unethical behaviour of principals could be that some schools have not formulated their own school financial policies to guide the financial management of the respective schools. None of the schools were also able to provide me with a copy of the PFMA which could indicate that the principals were not aware of the financial guidelines contained within this document which could also have also lead to their unethical conduct. Principals could also have perhaps known of the contents of this document but chosen to ignore it.

5.3.4 Suggestions to reduce the unethical behaviours among various stakeholders at schools

The research findings suggest varied solutions to reduce the unethical conduct of learners, teachers and principals in schools.

5.3.4.1 Reduction of unethical behaviours among learners

The research findings seemed to show a wide array of different strategies in order to reduce the unethical behaviours of learners. The focus areas of these strategies involved the re-introduction of religion into schools, more effective disciplinary measures for learner misconduct, review of current educational practices and greater involvement by both parents and the wider community.

Participants further stressed that learners need to be taught to be more accountable for their actions. In addition, the findings suggested that a holistic approach be adopted as this approach would bring about meaningful and lasting change in the ethical behaviour of learners. In my opinion, one of the most meaningful solutions to reduce the unethical conduct of learners that was suggested was to consistently and comprehensively teach the learners the actual content of the schools' Code of Conduct for Learners. This included the ethics, offences, sanctions and disciplinary procedures contained within these documents. The findings further seem to indicate the Code of Conduct for Learners of the respective schools should be rigidly enforced to ensure complete compliance by all learners. In my view, this process of enforcement of the code of conduct for learners in the respective schools would be facilitated by the formation of a separate disciplinary committee charged with only the management of school discipline.

5.3.4.2 Reduction of unethical behaviours among teachers

The research findings seemed to also indicate a wide variety of approaches to reduce the unethical conduct among teachers. The central ideas underpinning these strategies involved the continuous re-enforcement of the SACE Code of Professional Ethics and other official school documents, revision of the curriculum for teacher training/development to include formal ethical development, reviewing of work conditions, continuous professional development, effective school leadership and the equipping of teachers with stress management mechanisms. In my view teachers were not fully aware of the contents of the SACE Code of Professional Ethics, the South African Schools Act (Act No 84 of 1996) or the Employment of Educators Act (Act No 76 of 1998). I believe that teachers are not only adults but professionals as well. Therefore, if teachers were fully aware of the acceptable ethics, types of misconduct, applicable sanctions and disciplinary procedures within these documents then they would most likely comply with the requirements.

5.3.4.3 Reduction of unethical behaviours among principals

The research findings seemed to indicate that unethical behaviour of principals could be reduced by principals firstly, being justly and fairly appointed. Appointments should be based on experience and qualifications and professional development. The appointment process should also be transparent. Although there are subsidised developmental programmes for principals, the findings also suggest that the unethical conduct of principals could be reduced by principals

continually attending further refresher courses, in-service training and professional development workshops. In addition, it was proposed by the participants that principals together with their governing bodies should appoint a school bursar. Principals should then subsequently strictly adhere to the financial regulations outlined in both the school and government financial documentation. Another idea that seemed to emerge from the findings was that principals should be more accountable and transparent regarding their decisions within the school. In my opinion the South African Schools Act (Act No 84 of 1996), the Employment of Educators Act (Act No 76 of 1998) and the SACE Code of Professional Ethics are very applicable to the duties that are carried out by principals. Therefore, principals as well need to be work-shopped on their contents to facilitate their ethical behaviour so that they can direct other teachers and principals to behave ethically as well.

5.3.5 Utilisation of ethical leadership to reduce unethical behaviours

The findings of the study indicate that none of the participants had undergone formal training in ethical leadership or knew about any formal training in ethical leadership prescribed by the Department of Education or by the teachers' unions. The findings seem to indicate that all of the participants were in complete agreement that ethical leadership could potentially be an effective approach in reducing unethical behaviour among learners, teachers and principals in schools. There were different and varied suggestions of how the training in ethical leadership should be designed with regard to time and dates. There appeared to be agreement that ethics and ethical leadership training for learners should be incorporated as a formal component of the school curriculum particularly in the subject of Life Orientation. Similarly, there seemed to be consensus that ethical leadership training should also form a formal component of the curriculum for teacher education and training. Finally, there was also affirmation from the findings that principals should regularly attend workshops on ethical leadership to also better their ethical conduct.

5.4 Recommendations

The recommendations below are informed by the conclusions discussed in the preceding paragraphs above. There were many suggestions made by participants to reduce the unethical conduct of learners, teachers and principals in schools. Many of these recommendations can only be addressed by the Department of Education or by the national sphere of government. Some of

them included the Department of Education reducing class sizes, re-introducing religion into schools, raising the pass requirements for learners, legislating more effective disciplinary measures for learners, re-introducing school counsellors, improving the remuneration and working conditions of teachers, appointing more capable principals and organising more professional development workshops for both teachers and principals. These recommendations in my opinion reflect crucial issues which could be extremely useful in curbing the unethical conduct of members of the school community. They deserve to be further investigated and analysed by government. I therefore propose that all recommendations within the study that can only be addressed by the Department of Education be submitted to them for further investigation. I will limit my recommendations below to those that can be achieved within the school environment or within the surrounding community.

5.4.1 Recommendation One

It is recommended that schools form separate discipline committees at school. These committees should be comprised of representatives of learners, teachers, management and the parent component of the school community. The role of the learner component should be limited to specific functions. The foremost function of the school discipline committee should be the management of learner discipline within the school. If discipline committees are already in place then perhaps their effectiveness could be increased by the committees addressing the following recommendations. As part of their core function the discipline committee should review/revise the code of conduct for learners to include more effective discipline measures whilst still being compliant with Departmental legislation and the Constitution of South Africa. The discipline committee should attempt to then consistently and comprehensively teach all learners about the contents of the code of conduct. This could be achieved by setting aside time during each term to re-enforce the contents of the code of conduct for learners. Specific school assemblies could also focus on the code of conduct for learners. This should be accompanied by the rigid, fair and consistent enforcement of the code of conduct for learners. The discipline committee should timeously process each learner offence or misdemeanour and allocate the necessary disciplinary measure if necessary. It is my opinion that if learners are presented with this complete and thorough approach to discipline they could be deterred from behaving unethically and be more readily compliant to the ethical requirements and other regulations of the school.

5.4.2 Recommendation Two

It is also recommended that the senior management teams of schools adopt a proactive approach and consistently workshop teachers and themselves on the SACE Code of Professional Ethics, the South African Schools Act (Act No 84 of 1996) and the Employment of Educators Act (Act No 76 of 1998). The content of these workshops should include the required ethical standards, different types of offences, and disciplinary procedures outlined in these official school documents. Any other documentation or legislation could also form part of the content of the workshops. In my opinion one staff meeting/workshop a term could be allocated for the ethical development of teachers, stress management seminars, motivational speakers or team building. One staff meeting at the beginning of the year and one towards the middle of the year should however, be set aside solely to educate teachers more on the acceptable ethical standards of teachers and the consequences of not complying with them. I think that the more teachers are aware of the ethical requirements needed from them, the more they will be disinclined to contravene them.

5.4.3 Recommendation Three

A third recommendation is that secondary school principals need to organise more networking sessions and workshops between themselves in order to facilitate the sharing of useful information. The focus is on secondary school principals because this study involved only secondary schools. Secondary school principals from different circuits in one district should meet regularly to discuss the application of relevant legislation and school policies such as the different schools' financial policies, the Public Finance Management Act (Act No 1 of 1999), the South African Council for Educators (SACE) Act (Act No 31 of 2000), the Manifesto on Values, Education and Democracy (2002), the South African Schools Act (Act No 84 of 1996), the Employment of Educators Act (Act No 76 of 1998) and other pertinent legislation regarding education. The sessions should also allow for the discussion of the latest developments in education and schools by possibly asking university lecturers or professors in education to present short seminars. These networking sessions should also give principals the platform to share their experiences of both difficulties and effective strategies within their respective schools. Finally, these organised sessions should include content

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on ethics and ethical leadership. In my opinion, these networking sessions and workshops should take place once a month. The responsibility of organising these sessions could be shared between the principals in the district. The sessions could last for two to three hours so as to not drastically affect the principal's duties or busy schedules. I think that this sharing of information during these meetings of principals could potentially decrease their unethical behaviours.

5.4.4 Recommendation Four

It is also recommended that content on ethics and ethical leadership among learners be formally taught during Life Orientation lessons. In the same manner it is also recommended that ethics and ethical leadership form part of the curriculum for teacher education and training at tertiary level. In addition, there should also be workshops on ethics and ethical leadership organised by the schools themselves for teachers and principals as part of their in-service training and professional development. Governing body members could also attend these workshops or alternatively have separate workshops on how to govern schools ethically. I think that if all the members of the school community are consistently and thoroughly immersed in the correct ethical principles and ethical frameworks then they would probably work together in raising the ethical standards within schools.

5.5 Implications for further research

5.5.1 A larger study of ethical leadership within secondary schools is recommended to elicit the views of more teachers and principals in order to provide more information and greater insight into ethical practices and ethical leadership within schools.

5.5.2 Research could also be conducted into how to effectively introduce ethics and ethical leadership into schools for learners, parents, governing body members, teachers and principals. This research could focus on the different aspects of antecedents, implementation, content, application, reinforcement, evaluation and consequences which are particularly relevant to the different members of the school community.

5.6 Chapter summary

This chapter provided a brief synopsis of all the previous chapters of the study. Thereafter conclusions which were informed by the critical questions were constructed based on the findings

of the research study. Recommendations were then proposed and these were followed by suggestions for possible further studies.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

15 May 2015

Mr Dean Edmund Michael Naidoo 9402281
School of Education
Edgewood Campus

Dear Mr Naidoo

Protocol reference number: HSS/0051/015M
Project title: Ethical leadership in schools: Voices of school principals and teachers from three secondary schools in Durban.

Expedited Approval

In response to your application dated 03 February 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr Simphiwe Mthiyane
cc Academic Leader Research: Professor P Morojele
cc School Administrator: Ms B Bhengu, Ms T Khumalo & Mr S Mthembu

APPENDIX B: PERMISSION LETTER TO THE KZN DEPARTMENT OF EDUCATION

(PERMISSION LETTER TO THE KZN DEPARTMENT OF EDUCATION)

215 Epsom Downs

44 Ronald Road

Montclair

26 January 2015

Attention: The Superintendent-General (Dr N. S. P. Sishi)

Department of Basic Education

Province of KwaZulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Dean Edmund Michael Naidoo, a master student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I therefore kindly seek permission to conduct research in three secondary schools under your jurisdiction in and around Durban. The schools are: XXXXXX Secondary School, XXXXXX Secondary School and XXXXXX Park High School. The title of my study is: **Ethical leadership in schools: Voices of school principals and teachers from three secondary schools in Durban.**

This study aims to explore the experiences and perceptions of school principals and teachers about ethics in education. In addition the causes of unethical behavior and possible methods to reduce it will also be investigated. The planned study will focus on school principals and teachers. Semi-structured interviews will be conducted with the school principal and two senior teachers from each school.

Participants will be interviewed for approximately one hour and each interview will be voice-recorded. Document reviews will also be used.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research project, please feel free to contact my supervisor, Dr Siphiwe E. Mthiyane; Tel: 031 260 1870; Cell: 073 377 4672

E-mail: Mthiyanes@ukzn.ac.za.

You may also contact the Research Office through: P. Mohun, HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

In addition, should you have any queries please feel free to contact me directly using the following contact details: Cell: 0823167680 E-mail: dnaidoo@crawfordschools.co.za.

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

Mr D.E.M Naidoo

APPENDIX C: PERMISSION LETTER FROM THE KZN DEPARTMENT OF EDUCATION

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane   Tel: 033 392 1004   Ref.:2/4/8/363

Mr DEM Naidoo
215 Epsom Downs
44 Ronald Road
Montclair
DURBAN
4004
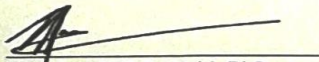
Dear Mr Naidoo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"ETHICAL LEADERSHIP IN SCHOOLS: VOICES OF SCHOOL PRINCIPALS AND TEACHERS FROM THREE SECONDARY SCHOOLS IN DURBAN"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 March 2015 to 31 March 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District
Umlazi District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 25 February 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa   ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX D: PERMISSION LETTER TO SCHOOL PRINCIPAL

Informed Consent Letter to the School Principal

215 Epsom Downs

44 Ronald Road

Montclair

4004

Date: _____

Principal: _____

School: _____

Address: _____

                       _____

                       _____

                       _____

Dear Principal

INFORMED CONSENT LETTER

My name is Dean Edmund Michael Naidoo. I am a Master of Education student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified your school as one of my potential research sites. I therefore kindly seek your permission for your school to be part of my research project. My study title is: **Ethical leadership in schools:**

Voices of school principals and teachers from three secondary schools in Durban. My research will involve my interviewing you and two other senior teachers from your school.

Please note that:

- All confidentiality is guaranteed as all inputs will not be attributed to individual persons, but reported only as population member opinions.
- The interview may last for about 1 to 2 hours and may be split depending on individual preferences.
- Any information given by individual participants cannot be used against them, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- Individuals have a choice to participate, not participate or stop participating in the research. They will not be penalised for taking such an action.
- The research aims at better understanding the experiences and perspectives of school principals and teachers about ethics in schools, causes of unethical conduct in schools and possible methods to reduce unethical behaviour.
- Involvement is purely for academic purposes only, and there are no financial benefits involved.
- All participants willing to be interviewed, will be asked to please indicate (by marking as applicable with an X) whether or not they are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I Dean Edmund Michael Naidoo can be contacted at:

Email: dnaidoo@ crawfordschools.co.za

Cell: 0823167680

My supervisor is Dr. S.E. Mthiyane who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: e-mail: Mthiyanes@ukzn.ac.za; Phone number: 031 260 1870.

For additional information, you may also contact the UKZN Research Office through:

Mr P. Mohun (HSSREC Research Office)

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I……………………………………………………………………… (Name and surname of principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to my school participating in the research project.

SIGNATURE OF PRINCIPAL   **DATE**

………………………………..   **…………………………………**

APPENDIX E: PERMISSION LETTER TO THE PARTICIPANTS

Informed Consent Letter to the Participant

215 Epsom Downs

44 Ronald Road

Montclair

4004

Date: _____

Participant: _____

School: _____

Address: _____

_____

_____

_____

Dear Participant

INFORMED CONSENT LETTER

My name is Dean Edmund Michael Naidoo. I am a Master of Education student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to

conduct research. I have identified you as one of my potential research participants. I therefore kindly seek your permission to be part of my research project. My study title is: **Ethical leadership in schools: Voices of school principals and teachers from three secondary schools in Durban.**

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at better understanding the experiences and perspectives of school principals and teachers about ethics in schools, causes of unethical conduct in schools and possible methods to reduce unethical behaviour.
- Involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by marking as applicable with an X) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I Dean Edmund Michael Naidoo can be contacted at:

Email: dnaidoo@ crawfordschools.co.za

Cell: 0823167680

My supervisor is Dr. S.E. Mthiyane who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: e-mail: Mthiyanes@ukzn.ac.za; Phone number: 031 260 1870.

For additional information, you may also contact the UKZN Research Office through:

Mr P. Mohun (HSSREC Research Office)

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I…………………………………………………………………………… (Name and surname of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.
In addition, I consent /do not consent to the interview being voice-recorded.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   **DATE**

……………………………….......   ………………………………

APPENDIX F: INTERVIEW SHEDULE FOR THE PRINCIPALS

Ethical leadership in schools: Voices of school principals and teachers from three secondary schools in Durban

Standard Open-Ended Interview for principals

This Interview schedule is designed to explore ethical leadership in schools and how secondary school principals and teachers conceptualise and apply it in their daily practices.

1. Biographical Information of the Participant

1.1 Age (Optional):

1.2 Gender:

1.3 Present position:

1.4 Years of experience in the teaching profession including various positions held:

2. First Critical Question: What are the perspectives and experiences of school principals and teachers about ethics in schools?

2.1 What is your personal understanding of the terms "ethics" and "ethical leadership"? Please elaborate.

2.2 Learners sometimes behave unethically in schools. What are some of the different types of unethical behaviours of learners that you have experienced or know about in schools? Please elaborate.

2.3 Are there any types of unethical behaviours from the list in question 2.2 above that you think are increasing? Why do you think so? Please elaborate.

2.4 Are there any types of unethical behaviours from the list in question 2.2 that you think are decreasing? Why do you think so? Please elaborate.

2.5 Teachers sometimes behave unethically in schools. What are some of the different types of unethical behaviours of teachers that you have experienced or know about in schools? Please elaborate.

2.6 Are there any types of unethical behaviours from the list in question 2.5 that you think are increasing? Why do think so? Please elaborate.

2.7 Are there any types of unethical behaviours from the list in question 2.5 that you think are decreasing? Why do think so? Please elaborate.

2.8 Principals sometimes behave unethically in schools. What are some of the different types of unethical behaviours of principals that you have experienced or know about in schools? Please elaborate.

2.9 Are there any types of unethical behaviours from the list in question 2.8 that you think are increasing? Why do you think so? Please elaborate

2.10 Are there any types of unethical behaviours from the list in question 2.8 that you think are decreasing? Why do you think so? Please elaborate.

3. Second Critical Question: What are the opinions/perceptions of school principals and teachers about the causes of unethical conduct in the selected schools?

3.1 What do you think are some of the causes of the different unethical behaviours of learners at school? Please include possible causes within the school environment and outside the school environment (if any).

3.2 What do you think are some of the causes of the different unethical behaviours of teachers at school? Please include possible causes within the school environment and outside the school environment (if any).

3.3 What do you think are some of the causes of the different unethical behaviours of principals at school? Please include possible causes within the school environment and outside the school environment (if any).

3.4 In your opinion is there any other possible underlying or integrated issues which cause unethical behaviour within the school?

4. Third Critical Question: What are the views of principals and teachers about what they think should be done to reduce unethical behaviour in schools?

4.1 In what ways do you think the different unethical behaviours of learners can be reduced?

4.2 In what ways do you think the different unethical behaviours of teachers can be reduced?

4.3 In what ways do you think the different unethical behaviours of principals can be reduced?

4.5 What is your opinion of the use of ethical leadership to reduce unethical behaviour within the school?

4.6 Have you been previously been exposed to or trained in ethical leadership?

4.7 To your knowledge has there been any exposure or training of learners, teachers or principals in ethical leadership within your school?

4.7.1 Did you undergo training in ethics or ethical leadership either while you were studying to become a teacher or when you were already a teacher?

4.7.2 If so how regular were these sessions and did you find them beneficial? Please elaborate.

4.8 Do think learners, teachers or principals will benefit from exposure/further exposure to ethical leadership training? If so, how do think they will benefit? If not please elaborate.

4.9 What are your views of how the training or exposure to ethical leadership for learners, teachers and principals should be designed?

4.10 Do you have any other suggestions, views or opinions regarding ethical leadership within the school? Please elaborate.

5. Do you think that your teaching staff conduct themselves ethically all the time when addressing school matters? Please elaborate.

APPENDIX G: INTERVIEW SHEDULE FOR TEACHERS

Ethical leadership in schools: Voices of school principals and teachers from three secondary schools in Durban

Standard Open-Ended Interview for teachers

This Interview schedule is designed to explore ethical leadership in schools and how secondary school principals and teachers conceptualise and apply it in their daily practices.

1. Biographical Information of the Participant

1.1 Age (Optional):

1.2 Gender:

1.3 Present position:

1.4 Years of experience in the teaching profession including various positions held:

2. First Critical Question: What are the perspectives and experiences of school principals and teachers about ethics in schools?

2.1 What is your personal understanding of the terms "ethics" and "ethical leadership"? Please elaborate.

2.2 Learners sometimes behave unethically in schools. What are some of the different types of unethical behaviours of learners that you have experienced or know about in schools? Please elaborate.

2.3 Are there any types of unethical behaviours from the list in question 2.2 above that you think are increasing? Why do you think so? Please elaborate.

2.4 Are there any types of unethical behaviours from the list in question 2.2 that you think are decreasing? Why do you think so? Please elaborate.

2.5 Teachers sometimes behave unethically in schools. What are some of the different types of unethical behaviours of teachers that you have experienced or know about in schools? Please elaborate.

2.6 Are there any types of unethical behaviours from the list in question 2.5 that you think are increasing? Why do think so? Please elaborate.

2.7 Are there any types of unethical behaviours from the list in question 2.5 that you think are decreasing? Why do think so? Please elaborate.

2.8 Principals sometimes behave unethically in schools. What are some of the different types of unethical behaviours of principals that you have experienced or know about in schools? Please elaborate.

2.9 Are there any types of unethical behaviours from the list in question 2.8 that you think are increasing? Why do you think so? Please elaborate

2.10 Are there any types of unethical behaviours from the list in question 2.8 that you think are decreasing? Why do you think so? Please elaborate.

3. Second Critical Question: What are the opinions/perceptions of school principals and teachers about the causes of unethical conduct in the selected schools?

3.1 What do you think are some of the causes of the different unethical behaviours of learners at school? Please include possible causes within the school environment and outside the school environment (if any).

3.2 What do you think are some of the causes of the different unethical behaviours of teachers at school? Please include possible causes within the school environment and outside the school environment (if any).

3.3 What do you think are some of the causes of the different unethical behaviours of principals at school? Please include possible causes within the school environment and outside the school environment (if any).

3.4 In your opinion is there any other possible underlying or integrated issues which cause unethical behaviour within the school?

4. Third Critical Question: What are the views of principals and teachers about what they think should be done to reduce unethical behaviour in schools?

4.1 In what ways do you think the different unethical behaviours of learners can be reduced?

4.2 In what ways do you think the different unethical behaviours of teachers can be reduced?

4.3 In what ways do you think the different unethical behaviours of principals can be reduced?

4.5 What is your opinion of the use of ethical leadership to reduce unethical behaviour within the school?

4.6 Have you been previously been exposed to or trained in ethical leadership?

4.7 To your knowledge has there been any exposure or training of learners, teachers or principals in ethical leadership within your school?

4.7.1 Did you undergo training in ethics or ethical leadership either while you were studying to become a teacher or when you were already a teacher?

4.7.2 If so how regular were these sessions and did you find them beneficial? Please elaborate.

4.8 Do think learners, teachers or principals will benefit from exposure/further exposure to ethical leadership training? If so, how do think they will benefit? If not please elaborate.

4.9 What are your views of how the training or exposure to ethical leadership for learners, teachers and principals should be designed?

4.10 Do you have any other suggestions, views or opinions regarding ethical leadership within the school? Please elaborate.

5. Do you think that your school principal conducts himself ethically all the time when addressing school matters? Please elaborate.

APPENDIX H: DOCUMENT REVIEW SHEDULE

Documents Review schedule

The documents that will be reviewed will not be older than five years and will relate to aspects of corruption, morals, ethics, ethical leadership and ethical development in education. The documents will include:

1. Public Finance Management Act.

2. SACE Code of Professional Ethics.

3. The school's Code of Conduct for teachers and learners.

4. The school's financial policy.

5. The school's procurement policy.

6. Minutes of SGB and school management meetings regarding incidents of unethical conduct.

7. Minutes of staff meetings regarding discussions or workshops related to ethical issues.

The documents will be used to corroborate the observations and interviews thus improving the trustworthiness of the findings. The documents may reveal aspects that were not found through the observations and interviews. They may even "shape new directions for observation and interviews" (Glesne & Peshkin, 1992, p.52). Fitzgerald (2007) also states that documents can provide valuable information about the context and culture of institutions and frequently provide another window for the researcher to read between the lines of official discourse and then triangulate through interviews, observations and questionnaires.

Extensive notes will be taken on matters relating to ethical and unethical practices.

APPENDIX I: LANGUAGE CLEARANCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
wyebanksec@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

25 NOVEMBER 2015

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

ETHICAL LEADERSHIP IN SCHOOLS: VOICES OF SCHOOL PRINCIPALS AND TEACHERS FROM THREE SECONDARY SCHOOLS IN DURBAN by D.E.M. Naidoo.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.

APPENDIX J: TURN IT IN CERTIFICATE