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Exploring the role of Values-based Leadership in promoting ethical conduct in schools: A case study of two schools in Gauteng

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Exploring the role of Values-based Leadership in promoting ethical conduct in schools: A case study of two private schools in Gauteng

by

Khensani Esther Rafout

A research report submitted in partial fulfilment of the academic requirements for the Degree of Master of Education to the School of Education in the Faculty of Humanities at the University of Witwatersrand, Johannesburg

Supervisor: Dr. S. Mthiyane

Date submitted: July 2020

DECLARATION OF ORIGINALITY

I, **Khensani Rafout,** Student number: **1251500,** declare that I am a student registered for a **Master degree with Coursework.** Research title: **Exploring the role of value-based leadership in promoting ethical conduct in schools.** I further declare the following:

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Signature: _____ Date: _____

K.E Rafout

STATEMENT BY THE SUPERVISOR

This research report has been submitted with/ without my approval

_____

Dr S.E Mthiyane (Supervisor)

___ July 2020

ACKNOWLEDGEMENTS

I have a list of amazing people, without whom I could have never had the opportunity of learning greatly and completing this research. My work without their help, has no academic worthiness, emotional and spiritual base character. I am truly indebted and thankful to:

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My family, especially my baby sister, Hope Maluleke for making sure my husband eats and my aunt, Bantu Ngwenya for taking care of my daughter Rethabile Rafout, while I stayed on campus through the night to complete my work. My heart was at ease knowing that the two people I care for most are taken care of in my absentia. May God richly bless you;

My friends and classmates for their sympathy and passionate encouragement to complete my work successfully;

Last but not least, the research participants who brought incredible insight of their experiences throughout the years to influence the outcome of my study, without their contribution there would not be a research to report.

DEDICATION

This research report is dedicated to the following special people:

My daughter (Rethabile Rafout) from whom I found motivation and encouragement not to give up.

My husband (Kabelo Rafout) for his support, patience and understanding.

My parents (Lawrence and Constance Maluleke) who instil the character of perseverance in every aspect of my life and to myself, thank you for not giving up.

ABSTRACT

For many years literature reiterated the great impact values-based leadership has to curb ethical conduct, positive organisational culture and ill-behaved learners in schools. This study focuses on the role that value-based leadership plays in the ethical conduct of primary school management. Hence, the study seeks to understand and explain the relationship between value-based leadership and ethical conduct of educators and leadership as well as learner behaviour in schools. The central claim is to adopt the value-based leadership approach so that schools experience less cases of unethical conduct among teaching and management staff which in turn hope to reduce learner's ill behaviour. A qualitative research approach and case study design was utilised to investigate the phenomenon. Data was generated through interviews and document reviews. Thematic analysis was applied to provide a rich and dense description of the results. The results indicated that schools with values were more effective in teaching and learning and had fewer cases of unethical behaviour and ill-disciplined learners. These findings corroborated with the assumptions of the study which states that without common beliefs and values an organisation ceases to exist. In summary I articulate that principals need to establish and maintain shared values and be more diverse in their perceptions of values because the value-based leadership (VBL) approach because it provides ways of overcoming deficiencies in leadership and aims to recognise everyone's values in the school.

Keywords: Value-based leadership, ethical leadership

ETHICAL CLEARANCE

Wits School of Education

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01 August 2018

Student Number: 1251500

Protocol Number: 2018ECE026M

Dear Khensani Esther Rafout

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

The role of values-based leadership in promoting ethical conduct in school

The committee recently met and I am pleased to inform you that **clearance was granted**. However, there were a few small issues which the committee would appreciate you attending to before embarking on your research.

The following comments were made:

• There are grammatical errors in the form and the information sheets which need to be corrected.

• On the consent forms, remove everything that is NOT going to be used in your study e.g. review/collect documents; observation etc.

• You must have a consent form for the principals as well, because they are participants.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

Wits School of Education (011 717-3416)

Cc Supervisor: Dr Siphiwe Mthiyane

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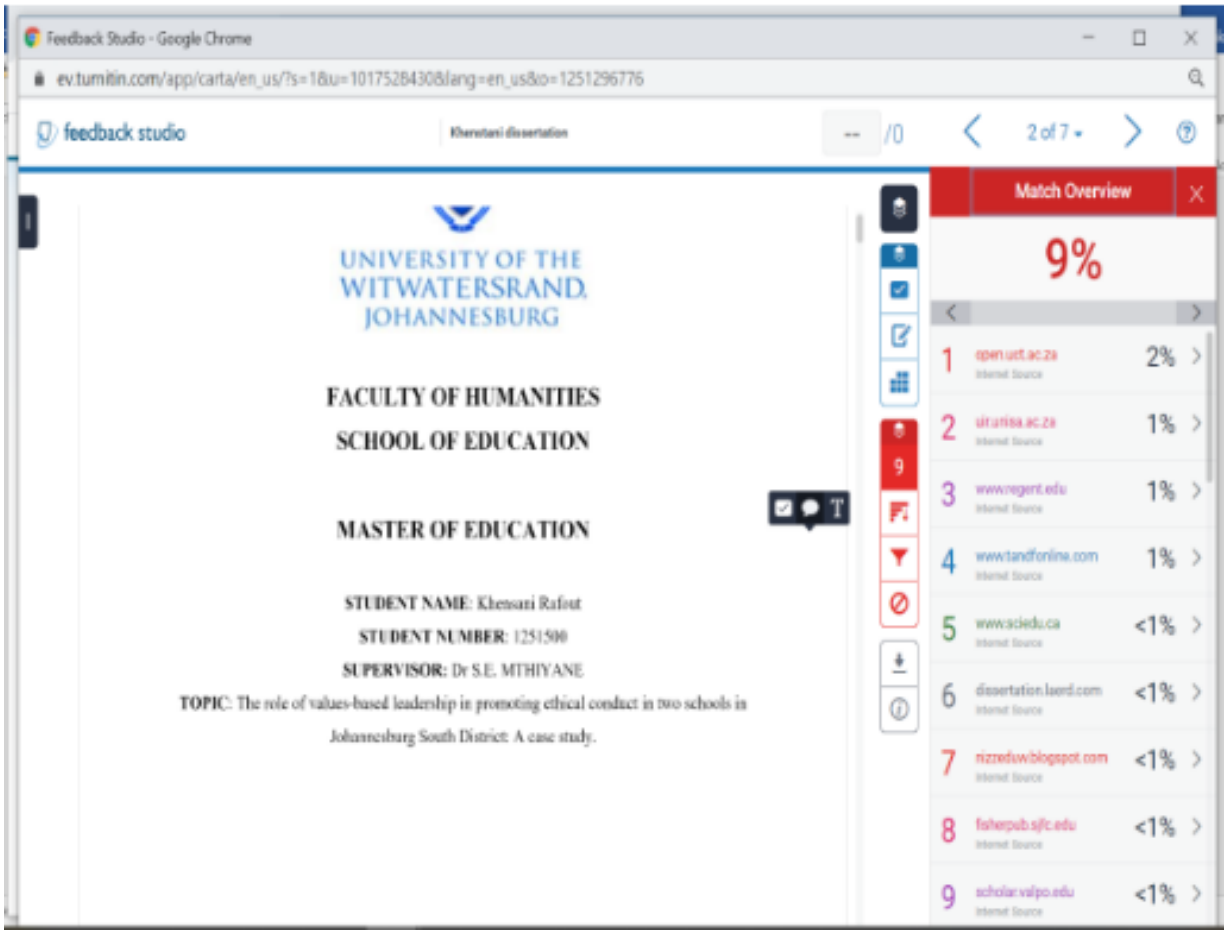

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

The debate pertaining to values has a great history and shall continue as long as those in the education fraternity wrestle with the subject of moral decay, human rights, lack of school discipline and the collapse of teaching and learning culture in schools (Nieuwenhuis, 2007). This researcher further expresses that "no human being is born a complete ready-made value system. We may be born with the genetic potential to attach greater importance to certain values than to others, but in the end, we learn and develop a value system based on our interaction with the natural world, with people, with thoughts, feelings and ideas" (Nieuwenhuis, 2007, p.27). The Bill of Rights in the South African Constitution reports on the rights of all South Africans, which consists of having the right to human dignity and the right to equality, it also declares when rights may be limited (Constitution of The Republic of South Africa, 1996). The chapter of the Constitution which stipulates these rights is relevant to this study as it forms-the foundation and the manner citizens should be treating one another and by the organs of State such as government departments and other public institutions when interacting. More particularly, how school leadership should be managing all stakeholders in a way that exercises the use of values and moralities in administration to promote ethical culture within the school.

Copeland (2014) suggested that values-based leadership should be the core of leadership in this era, considering the disheartening and overwhelming leadership failures in public and private sectors. Martin Luther King contends in Rao (2017) that leading is not about power for its own sake; instead, it is about the power that is moral, right and good. Rao (2017) further explains that it is the responsibility of the individual to ensure that their actions and behaviours are honest, ethical and correct. He argues that the absence of leadership values and morals among the business leaders accounts for what happens in businesses regarding scandalous behaviour (Rao, 2017). The statement implies that we are not to blame schools for principals, educators or learners who are not morally inclined and ignore their guts to do what is principled and just. The concept of Values-based leadership is what I grappled with in this study, and I discuss briefly below.

Values-based leadership focuses on what is conventional and what is not, not who. Further, the emphasis is on the methods applied in the process, not climax. For instance, Mahatma Gandhi led India's freedom struggle by way of non-violence. On the other hand, Martin Luther King, Jr. fought for racial equality by piloting the Civil Rights movement by way of non-violence, and he is still admired worldwide. Nelson Mandela challenged the apartheid regime in South Africa (Rao, 2017). This deliberates on the character of Values-based leaders as values and morally inclined individuals. These leaders stood by their values regardless of the challenges experienced along the way. It also includes instilling values in the organization and walking by them. Values-based leadership expresses how the journey of being a successful leader is more important than gaining title and power.

In the context of South Africa, the Manifesto on Values, Education and Democracy (Department of Education, 2002) identifies ten values which are described as the founding values of the South African Constitution (Nieuwenhuis, 2007, pp. 58-61). The manifesto explores these further as Democracy, Social Justice, Equality, Non-racism and Non-sexism, Ubuntu, an Open Society, Accountability, The Rule of Law, Respect, and Reconciliation. These founding values suggest the Constitution be taught in classrooms as part of the curriculum as well as apply it practically in programs and policy-making by educators, administrators, governing bodies and officials (Department of Education, 2001).

The Manifesto on Values, Human Rights and Democracy (Department of Education, 2002) also posit that all rights, freedoms, and obligations spelt out in the Constitution aim to promote and entrench the above ten fundamental values. In this study, a discussion of only those that apply to the context of the study takes stance. These are; Democracy, Equality, Ubuntu, and Respect. First of the ten rudimentary values highlighted in the Manifesto has eminent relevance in education. Freedom is followed by 'equality' which is the value that promotes equal treatment of all people and the exercise of non-discrimination that implies not only being cognizant of one's rights as an educator or a learner but that of others as well. Ubuntu follows democracy, which embodies the concept of reciprocal apprehension and the active appreciation of the significance of social differences. Lastly, the Manifesto highlights respect as a constitutional value, and this is an important requirement for communication, teamwork, and productivity in schools and other organizations.

The above-stated values should serve as a cohesive force to build a new democratic society that will uphold morality and high ethical conduct in schools. Nieuwenhuis (2007, p.72) further states that educating another person is a principled act based on values that will constitute the image that society would like education to reflect the upcoming generation. Similarly, West-Burnham (2009) suggests that schools are safe communities whereby no facet of school life is in absence of ethical antecedent and it is impractical to separate the educational process from ethical deliberation because the decision to educate is, in itself, a moral one. Furthermore, Jugwanth (2011, p.2) assert that people of diverse backgrounds and cultures perceive things differently, and a "lack of communication creates confusion, which results in a lack of teamwork and low morale."

Given this introduction, the study intends to investigate the conceptualisation and application of values-based leadership in promoting ethical conduct in two schools in Johannesburg West District and ultimately, what can be drawn from this leadership theory to improve school leadership, management and teaching in schools. The following section is the statement of the problem.

1.2 Problem Statement

I believe that ethical conduct in schools is rare to find due to the lack of a values-based leadership approach or similar. Failure to introduce and practice this would lead to unintended consequences like inappropriate use of values and illegitimate leadership practices in an organisations (Viinamaki, 2009). In this body of evidence what needs to be noted is the fact that values-based leadership is greatly utilised in businesses and it proves a great success. It is however, less evident in schools. It is not practiced to an extent that brings transformational change in schools.

Literature (Begley, 2006) shows that leadership and management that keeps up with the current times is "a form of leadership that acknowledges and accommodates, in an integrative way, the legitimate needs of individuals, groups, organisations, communities, and cultures" (Begley, 2006, p.570). The ground-breaking dimension proposed is the taking on and applying the values interpretation to educational leadership to construct objectives of management that are more understandable, captivating and achievable. It is in this circumstance that values-based guidance proposes an outcome of understanding oneself, responsiveness to the orientations of others, and technical experience that leads to a synergy of leadership action (Begley, 2006). As

a result, moral and ethical deficiencies become prevalent in many leaders (Copeland, 2014). One is beginning to challenge the characteristics needed for an ideal leader. It is clear that to re-establish hope, confidence, integrity, and honour among leaders and organisations, a new and different approach to leadership needs consideration.

Leadership theorists such as Burns (1978); Zhu, May, and Avolio (2004); Brown, Treviño and Harrison (2005); Begley (2006); Brown and Treviño (2006) in Copeland, (2014) posit that individuals need to look further than the influential attraction of a charismatic, apparently transformational leader and make certain that leaders also possess a robust set of values, morals, and ethics in order to lead and influence their institutions effectively. In addition, there is an absence of respect amongst many individuals in the workplace, thus the need to revisit one`s heritage (Metz, 2012). This concern has brought rise and alert to many schools that are facing learner behavioural problems, poor performance, violence and unethical conduct of educators and school heads. This study will enable the emergence of a framework that will allow an understanding of how values permeate everything schools do. A case study analysis will provide detailed explanations and descriptions of teachers and the school leadership experiences and practices regarding the promotion of values-based leadership approaches in schools. Examining their views and attitudes will assist in identifying what can be drawn from the leadership theory to improve school leadership, management and teaching in schools. Unfortunately, it has been my observation that individual schools are not operating by visible values.

The South African Council for Educators Act No. 31 of 2000 (Republic of South Africa, 2000) clearly stipulates that the conduct of educators should use suitable language and conduct in his or her relatedness with learners, and act in such a way as to evoke respect from learners (Republic of South Africa, 2000) . Albeit, educators are unrecognised for their position and authority at schools by learners and not with the amount of nobility they expect.
Unfortunately, educators are not trained adequately to handle all the pressure and insufficient support from the Department of Education which includes administration demands from the Department of Education, overbearing parents, overcrowded classrooms and learners with behavioural issues. As a result, educators burnout and neglect their profession (Gu, & Day, 2013). As a result, educators' concern is no longer about learners' holistic development; nonetheless, it is about reaching outcomes. It is a moral and ethical concern for the education system hence the urge and interest to conduct this research. Not only will it shed light on

school leaders and educators' practices in enhancing values within their learners to reflect good performances. More so, it will entice educators and school heads to reflect on their pedagogical practices and how they relate with learners.

Addressing these issues will help me understand how the consideration of values-based leadership in school can serve beneficial to school leadership, educators, policy makers and other individuals in developing better ethical standards.

1.3 Purpose and Rationale for the Study

Growing up in a Christian family. My parents always instilled in us good values. We were taught to do unto others as we would like it done to us. This influenced the high expectations I had when I became a teacher. Since my years a teacher, my experience at a school has been that some learners in schools have behavioural problems, performing poorly and are violent towards educators and their classmates. Learners make it difficult for educators to teach with passion and have pedagogical care for learners as well as a love of the profession as a whole. Subsequently, personnel of the school body do not treat people consistently and fairly; learners and educators included. For this reason, educators and the school management tend to retaliate in the wrong way, and the essence of values is lost. Parents also have their way of pushing educators and administrators astray as they gang up on educators, leaving them with feelings of helplessness.

This does not make matters any better. Even though I strongly believe this should be an instinctive act of a human being to be good and do well, it is not always the case. Bearing in mind that educators are also human beings with feelings and emotions and that when they are bulldozed, they may act immorally and immorality is what I am convinced is the eventuality that steers to the direction to act up, especially of novice educators. In support of such a notion, I have had colleagues from different schools lament the issue of values in schools or the lack thereof. Also, how this clouds their judgment about the overall performance of the school. Likely these educators are experiencing a similar problem in their schools, proving a widespread problem worth investigating. Educators' experiences have strengthened my belief that this is a real problem and has sparked me to want to do this research. My skills and those of other critical friends in the education field have motivated me to read more on the phenomenon of Values-based leadership and understand their founded perspectives.

According to Peregrym and Wollf (2013), it is impractical to be a transformational servant leader without exercising Values-based leadership. It is, therefore, essential that all who yearn to be transformational servant leaders become responsible to discern their values, and evaluate them against their purpose of life or value standards. Transformational leadership entails creating values that will advantage themselves greatly. As well as to be consistent with those values so that they produce values in the people and organisations they serve. Peregrym and Wollf (2013) convey that six key value-based leadership qualities promote character, the art of tolerance, self-discipline, self-confidence, forgiveness and a positive attitude (Krishna, 2013). These qualities, if applied, will lay good bedrock when leading, managing and teaching in schools.

In conclusion, the lack of integrity and morality in schools can help draw practices, perspectives, and attitudes of educators and school leadership that can instill belief of leading through values in schools. Further, the study will help educators and school leadership re-evaluate how they practice ethical conduct through values-based leadership. The study will help assess the current atmosphere in schools looking at Value-based leadership and explore this phenomenon may have an impact on schools.

1.4 Significance of the Study

The findings of this study will contribute greatly towards the benefit of school leadership considering that values-based leadership plays an important role in promoting ethical conduct among school stakeholders. The greater demand for integrity and morality in schools justifies the need for more effective, life-changing leadership approaches. Thus schools that apply the recommended approaches derived from the results of this study will be able to align the management team, educators and learners. Educators will be guided on what should be emphasised by leaders in the school to improve good practice. It is important to note that principles explored in previous studies (Rue, 2001; Prilleltensky, 2010; Baig, 2010 & Krishna, 2013) are crucial for value-based leadership discussed in the study which I will draw from to build on this study. Thus is a relevant leadership approach may be arrived at.

This study will shed some light on whether the researched the researched schools utilise an effective values-based leadership approach that is already in practice and understanding how effective it is in helping educators and learners.

1.5 Aim of the Study

The aim of this qualitative research is to understand the effectiveness, role and practices of participants through exploring systems that are currently working or not working and how they succeed in doing so.

The following research objectives underpin this study:

- To understand and investigate values in a school context that influence the role of values-based leadership in promoting ethical conduct in the two researched schools.
- To ascertain how participants exercise and experience values-based leadership in their schools.
- To explore the factors that stimulate or inhibit the implementation of the principles of values-based leadership in the schools researched so to understand the nature of values-based leadership in the school context.
- To investigate the challenges (if any) experienced by the school leaders
- How educators execute principles of values-based leadership in their schools.
- To find out how values-based leadership regulate the teaching and the attitudes of educators.

1.6 Critical Research Questions

Main question: What is the role of values-based leadership in schools?

This critical question will be underpinned by the following themes as sub questions.

1. How does values-based leadership promote ethical conduct of leaders and educators in their schools, taking into consideration particiapnts practices and nature of values-based leadership?
2. What are the factors that stimulate or inhibit the implementation of the principles of values-based leadership in the schools researched and whom it impacts?
3. How do research participants mitigate the challenges (if any) they experience as they implement values-based leadership and teaching in their schools

1.7 Clarification of Key Concepts

1.7.1 Values-based Leadership

Values-based leadership (VBL) demands knowing one's core values and an “ongoing process of critiquing and shaping existing values or integrating new ones based on one's sense of life

purpose, contextual factors, community affiliations, and/or the central texts that one embraces as moral compasses in life" (Peregrym & Wollf, 2013, p.1). Values are the basic building blocks of character that outline who we are inside, which is what makes us unique. For the most part, values involve our interaction with people. They're the "internal rules that tell us how to treat ourselves and others' ' (Peregrym & Wollf, 2013, p.8). Our values have an impact on each decision and move we make, even to the point of how we make those decisions (Rue, 2002).

According to a Mihelič, Lipičnik, and Tekavčič (2011) emphasise ethical values in an organisational environment are made stronger primarily through values-based leadership. Daft (2007) defines it as a connection between leaders and co-workers, based on split internalised values, that are acted upon by the leader. Values are a widespread proposition that guide conduct. These are not an action, rather codes which underlie the sanction for some choice of behaviour and rewards for others.

1.7.2 Ethical Leadership

Moral leadership is the process of having an effect on people through values, principles, and beliefs that embrace what we have defined as morally justified. Moral leadership is a construct that comes across as ambiguous and comprises various diverse parts (Yukl, 2006). Authors (Freeman & Stewart, 2006) recommend that we perceive ethical leadership as one to enable people to do the right thing instead of utilising it as a preventative tool to stop people from doing the wrong thing. An ethical leader is a person that lives up to the principles of conduct that are important for him and to be an ethical leader one needs to adhere to a universal standard of morality (Whetstone, 2001). Whetstone (2001) further believes leading morally is a process of finding out whether we ask questions about what is right and what is wrong. It is a mode of conduct and a setting of an example for a person supporting and others about the state of being morally good or wrongful of certain actions (Guy, 1990). Ethical leadership can be regarded in terms of restoring and energising powers of love and recognising that leadership is a mutual relationship with followers. A leader's mission is to serve and support his passion because leading comes from a place of compassion (Kouzes & Posner, 1992).

1.8 Delimitations of the Study

This study focuses on the educators and leadership practices as well as perspectives of values-based leadership in promoting ethical conduct in schools. This topic caught my attention

because of the absence of values being practised in schools by learners, educators, and leadership. Therefore, this study aims to influence the individuals involved to reflect on the self. Nonetheless, it does not cover the perceptions and attitudes of learners because of the ethical issues to consider. The study was conducted primarily through semi-structured interviews as an instrument because of the more in-depth discussions. Tools such as questionnaires and observations do not seem suitable for this study.

The delimitation anticipated that this study is limited to a school environment and does not involve educational stakeholders outside the school premises because of the nature of the research that requires opinions of participants within a school environment. It is limited to only two schools for the main reason that this is a mini-dissertation that is not funded.

Limitation for using a case study is that alternative explanations may not be ruled out because of causal inferences from case studies. Also, what case reviews found may suggest that research would be needed to verify whether findings from one study would generalise elsewhere (Simon, 2017). The sample is small and represents only two schools. Therefore the results cannot be generalized outside of the district because of the unique aspects of each school and different cultures of the areas surrounding the schools. Furthermore, as an exploratory study, this research measures only ethical leadership perceptions through the lens of values-based leadership and does not investigate any antecedents or consequences of moral leadership, such as the relationship between ethical leadership and values-based leadership or the relationship between ethical leadership and educators' motivation and ability to teach morally.

1.9 Structure of the Dissertation

Chapter One: Orientation to the Study

Chapter One introduces the research and includes the problem statement, purpose and rationale for the study, the significance of the study, the research objectives, critical research question, clarification of key concepts and proposed explanations. The chapter further tackles the delimitations of the study, how the dissertation is organised and concludes with a chapter summary.

Chapter Two: Literature Review and Theoretical Frameworks

This chapter reviews the literature conceptual frameworks of the study. It begins with a historical perspective on values-based leadership and followed by the management of values

in schools as well as the role of values in schools for management. Followed by the relationship between values-based leadership and discipline and benefits thereof.

Chapter Three: Research Design and Methodology

This chapter addresses the research design and methods of the study. It commences with the research paradigm chosen for the research and proceeds with the research design, the research methodology, and the description of the research population, data generation methods, data analysis, issues of trustworthiness, ethical issues and the limitations of the study.

Chapter Four - Data Presentation and Discussion

This chapter presents and explores the findings of the empirical study thematically utilising the literature and theoretical lens discussed at length in Chapter Two.

Chapter Five: Study Summary, Conclusion, and Recommendations

This chapter presents an overview of the entire study, conclusions. This will be drawn from the findings, and then recommendations and implications for further research conclude the chapter.

1.10 Chapter summary

The purpose of this chapter is to articulate through summary findings of how values-based leadership can contribute to improving practice, informing policy and enriching the knowledge base of research participants. As well as illustrate how schools have a significant part to play in providing quality education make school leaders and educators knowledgeable about the value systems of the society so that they could demonstrate value-based leadership in their professional life.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

Babbie and Mouton (2012) explains that there are many reasons that a literature review may be carried out mostly to find out what the most recent and authoritative theories about the subject is. Similarly, Maier (2013) posits that a useful literature review should identify knowledge gaps and research needed in the research area. She implies that the objectives of the research should become very clear, and the specification of the problem discussed.

Given the above submissions, this chapter presents a review of the literature on the role of values-based leadership in promoting ethical conduct in schools. The literature review discusses concepts of school leadership and ethical practices, as discussed in previous studies to identify gaps in knowledge that this study attempts to fill. The chapter focuses on international, continental and national literature that underpins the study. The first section presents and discusses values-based leadership and research findings on this phenomenon from different perspectives (international, continental and national) to locate this study. The second section includes a discussion of values-based leadership linked to the work of the school principal and educators. The discussion also covers some of the challenges experienced by the school leadership and educators regarding the implementation of values-based leadership in their schools. Fourthly, the review of literature considers readings about how values-based leadership influences teaching and attitudes of educators. Towards the end of the study is a discussion of the theoretical framework of the study. The chapter concludes with a summary.

The main argument in literature is that leadership is key to enabling the success of any organisation. However, to uphold the integrity of practices of values-based leadership is core, especially in schools, considering the great impact they have on shaping the minds of learners to have good values. The literature chosen in the study seeks to inform the researcher, school management, educators and policy makers about the benefits of incorporating the leadership approach in schools. I feel that the literature selected particularly for this study is relevant and enriches the research in terms of the role, benefit and challenges experienced. I gained better

understanding of the challenges that organisations experience when there is no evident practice of values in leadership.

2.2 Values in Leadership

According to Copeland (2014), the development of the 21st century was overwhelmed with substantial, inexact and dispiriting leadership failures. Moral and ethical deficit is found to be common in many dynamic, charismatic and seemingly transformational leaders that rose to fame in both the public and private institutions. In response, leadership and management theorists began to place a renewed attention on the importance of ethics and morality in ideal leaders, and an overabundance of values-based leadership (Values-based leadership) theories emerged. Values-based leadership behaviours are styles that have a "moral, authentic and ethical dimension" (p.105).

The literature has accepted as true the significance of values in any organisation as a means of helping to protect members against unprincipled individuals (Prilleltensky, 2000). Consequently, values that inform personal, cultural, social, political and professional behaviour should be well founded morally; otherwise, they take less liking (Prilleltensky, 2000). Begley (2010) highlights that values should be motivationally grounded and have a conscious and an unconscious effect on people's actions, attitudes, speech, and behaviour. In addition, De Klerk and Rens (2013) state that values orders a person's perception of the self and actions command whether universal values are accepted or rejected.

Values are naturally dynamic in that they have different levels of worth at a specific point in a person's life which surface strongly if the circumstance warrants it (Begley, 2001). Prilleltensky (2000) sets out values that guide organisational behaviour, namely; values for own wellness, group wellness and sensible wellness. Here, wellness alludes to the fulfilment of basic needs. Literature also alludes to differing types of values (Prilleltensky, 2000; Begley, 2001; Kaye & Neil, 2009; Mueller, 2014 ;). These values include personal values (values that determine our being and uniqueness). Relationship values (values that equips and guides others), organisational values (counsel the organisation). Societal values (values that command societal values), human rights values (establishing common values in a diverse environment). Cultural values (people sharing the same values), (Kaye & Neil, 2009; Schein, 2010; Little, 2011; Du Preez, 2013; Peregrym & Wollf, 2013; Mueller, 2014).

In addition, grounded values form the core on which the daily running order of the school operates. Values encompass the mission, vision, policies and systems that focus on values identified as right and proper for particular needs of a school (Johnson, 2012). The values further include the kind of leading that is "a process of influence based on clear values and beliefs and [leads] to a vision for the school" (Busch, 2007, p. 403). Besides, leadership should be about "influencing others' actions in achieving desirable ends" (Cuban, 1988, p. xx). Leadership includes shaping goals, motivating, and actions towards others. Effective leadership relies on a leader with firm personal beliefs, values and the ability to influence others in the inclusion of professional, school and social values that underscore the school's vision as well as values that are connected to each other (Prilleltensky, 2000; Begley, 2001).

Principals need to form and make clear values and make sure there is shared general harmony, wellbeing and optimal performance of the entire group. Prilleltensky (2000) believes that this can be achieved using values-based leadership which focuses on endorsing common values and being cognizant of the group of people who form part of a particular community and cultural group. Additionally, Du Preez and Roux (2010) highlight the fact that people from different cultures who are in the same school have to allocate a similar meaning to the shared values they determine together which could underpin a positive discipline in multicultural schools. They further posit that some educators believe discipline is maintained through the elevation of cultural values. Similarly, Prilleltensky (2000, p.140) comments that when values are applied, the process takes place "within intersubjective spaces". That leader should always take account of the needs, habits, desires, of their particular school context.

Value-based leadership, according to van Niekerk and Botha (2017 p.140), may be "formed as an idea leading to a practice aimed at encouraging compelling values in consideration of personal interests and degrees of power held by people within an organisation and in a group of people it serves" . A modern definition is provided by Peregrym and Wolf (2013) who view Values-based leadership as leading according to our personal values and those of the communities we serve.

Value-based leaders' core values and views shape conduct and actions of members of the organisation. Buchko (2007, p.38) refers to core values as "a specific set of publicly stated beliefs or concepts expected in an organisation". The core values of the school need to be shared and communicated because they are what the school upholds and values (Times, 2016).

These definitions stress that Values-based leadership requires sound values to be put into action, taking into account values of the leader and others in the organisation. Values-based leadership evolved as a "by-product of time and culture" by theorists in response to the lack of "ethics and morality in exemplary leaders" (Copeland, 2014, p.105). The above notion motivated the development of programmes to increase the effectiveness of leaders in varying organisations as it becomes apparent that moral and ethical deficiencies are prevalent in many charismatic, dynamic and seemingly transformational leaders that had risen to fame (Copeland, 2014).

In addition to moral and ethical shortcomings in leadership, the literature highlights a critical dimension which leaders need to be productive and victorious (Avolio & Gardner, 2005; Copeland, 2014). These views are the fundamental conduct of leaders (Copeland, 2014). According to Kraemer (2011) there is a list of four principles of Values-based leadership that are significant for leaders to enact. These are, namely, reflecting on the self, having a balance of varying aspects in life, genuine self-confidence in knowing yourself, accepting yourself, acknowledging your competencies and being conscious of what you do not know for enhancement. Then, genuine humility by acknowledging your roots, where you came from, and who you are now.

Values-based leadership needs arranging the leader's values with the values of the organisation to ensure that the way of thinking is shared in the educational school environment (Shahtalebi & Yarmohammadian, 2011). Johnson (2012) adds that Values-based leadership means being guided by a substantial purpose that focuses on strong positive values that guide leaders' actions and behaviour as their leadership styles have an intense impact on people. Copeland (2014, p. 106) adds that "some of the ensuing theories emerged as researchers, leaders and practitioners argued that leaders must be moral and possess inner ethical qualities and values".

2.3 Definition of Values-based Leadership

Leadership authors define values-based-leadership as that which has an underlying moral and ethical foundation. Values-based leadership describes conduct as are rooted in ethical and moral bedrock. Prominent Values-based leadership styles in leadership research include authentic, ethical, spiritual, servant and transformational leadership (Gardner & Avolio, 2005; Brown & Trevino, 2006). The research underscores the fact that Values-based leadership is a significant component for leaders to be truly successful and productive. The value-based

leadership focuses on tensions among values, interests, and power (VIP). Followed by tensions that take place within and among citizens, workers, and leaders (CWL) (Prilleltensky, 2010). Prilleltensky focuses on the potential to reduce these tensions. He further stipulates that leaders have four leading roles in elevating value-based practice: (a) clarify values, (b) promote personal harmony among VIP, (c) enhance congruence of values, interest, and power among CWL and (d) confront people and groups subverting values or abusing power to promote personal interest.

Additionally, Baig (2014) substantiates the use of deliberate aim to alter the basic inspirational level of educators and to purposefully expose them to available knowledge to alter their values, attitudes, and actions in their respective professions, organisations, and formal associations. Hence, such professional development programs, accompanied by support tools, can alter the present values, attitudes, and the subsequent actions of these educators to instill an absolute commitment, dedication, enthusiasm, and engagement in teaching. There are six important value-based leadership qualities, namely, character, self-confidence, self-discipline, the art of tolerance, forgiveness, and positive attitude. These six qualities, if followed, will lay a good foundation (Krishna, 2013) in the life of leading and teaching in schools. The next section highlights the role that values play in leadership.

2.4 Role of Values in Leadership

In this section, examples of previous literature are utilised to appreciate the part that values based leadership plays in organisation for their success. Lichtenstein (2012) centres the role of values in leadership and how this invisible force creates results by examining the effect that values have on leaders and also investigates the relationship between leaders' values and value creation. Using two cases of leaders from Hewlett-Packard and 3M (Minnesota, Mining and Manufacturing Company), the study illustrates how the dynamics between the values of a leader and organisational culture affects sustainable business and performance. Similarly, Garg, Garima, Krishna and Venkat (2003) consider that, in the modern day environment, leadership is taking new dimensions than ever before, leadership is no longer the privilege of the anointed few. In their study of a 100 employee's sample of a leading software-consulting firm in India. They concluded that in the digital world, everybody is a leader, entrusted to create an environment for collective gain and success, and the mark of a leader would be to create other leaders within the organisation. In the context of the fast-paced changes in

schools, the importance of values-based leadership has only increased.-Leadership cannot be considered authentic if it is not values-based and ethical (Waggoner, 2010). Thus, organisations should appreciate that the effectiveness of transformational leadership exists only when it is values based (Preziosi, 2004)

Gooden and Preziosi (2004) focus on what a leader should believe and do to enhance the high performance needed to succeed in the 21st century. They point out that leaders' values are guiding principles which determine how leaders behave and in turn, these motivate and guide how the followers conduct themselves. According to Gooden and Preziosi (2004), there are attitudes and values that leaders need to exhibit which becomes the result of high performance required for an organisation to achieve competitive advantage and future success over others. The attitudes and values include; power distance, individualism/collectivism, uncertainty avoidance, masculinity/feminism, transformational leadership and national culture (Gooden & Preziosi, pp 16-17). Dean (2008) argues that being conscious of one's values becomes key in sound decision making and being able to recognise how an employer's corporate values will assist in prompting an employee's job performance and commitment. The study demonstrates an inability to separate the connection between how we conduct business and the principles to which we ascribe to show familial upbringings, social environments, and academic influences. Dean (2008) defines values-based leadership as "leading by example, which is, doing the right thing for the right reasons and not compromising core principles" (Dean, 2008, para.10). Using personal illustrations, Dean (2008) demonstrates how, in a changing world, values are non-relative, non-negotiable and consistent. She concludes that values are the significant foundations which form our ability to lead.

On the other hand, Millick (2009) discusses how informed leaders regard the human constituent as an important part of the organisation's future success by appreciating the difficulties that employees face and how that can lead the organisation to become a flourishing organisation with a strong return on people. The focus of the research was on the key to success in a corporation, which include Values-based leadership, Employees as Stakeholders, Positive Psychology, Employee Motivation (Needs, Levers, and Actions) Balanced Scorecard and Leadership Centred Culture. The study ends with the notion that values-based leaders must realise that in order to grow and continue to flourish, they must enable employees to use their full potential, be engaged and devoted to achieve happiness.

The next phase denotes the acuteness of ethics in education, according to stakeholders involved in the school domain.

2.5 Nature of Ethics in Educational Values

According to the Code of Professional Ethics (2002), there is a manner by which an educator 'ought to' relate with people. The document implies the ideal future behaviour of an educator. There are fundamental values mentioned by the code in relation with other people, and they include promoting their well-being and human rights, acting with honesty, integrity, and others are self-disciplined and build harmonious relationships. The fundamental values that are promoted by the South African Council of Educators (SACE) are to do no harm and show goodness towards people.

The Values, Education and Democracy Report (2001), was an initiative of the former Minister of Education, Professor Kadar Asmal, who identifies six core values with strong relevance in South Africa: Equity, Tolerance, Multilingualism, Openness, Accountability, and Honour. Also, the Manifesto further identifies values directly affecting education. These are; Social Justice Democracy, Equality, Human Dignity, Accountability, Respect, Equity, Non-racism have come into play in education and Non-sexism, an Open Society, the rule of law and Reconciliation. Two other values that have come into play in education are the values of peace and unity. He concurs to the values of peace while the former president of South African Democratic Teachers' Union (SADTU) and the Congress of South African Trade Union (COSATU), Mr. Willie Madisha often emphasised the importance of unity as a core value.
The values promoted by SACE are the prominent guiding values of this research study and greatly how this research flows because the focus is on educators, the school management, learners and the community. For this mini-dissertation however, the focus will be on educators and management with undeniably some influence from external stakeholders creeping in because through an experience they can not necessarily be isolated from one another. Next is a breakdown of expected ethical conduct from the South African Council of Educators for school-based stakeholders.

2.5.1 Ethical Conduct of Educators

According to the South African Council for Educators (2000), the code of professional ethics of the educator; an educator should avoid undermining the position of his or her colleagues. One should respect the responsibilities of each colleague and the authority it comes with it to

make sure that the situation runs smoothly. An educator should not promote gender inequality and physical or other forms of harassment or abuse of his or her colleagues. One must behave and speak appropriately with colleagues.

In terms of the profession, the core is for an educator to behave in a way that does not undermine, question the dignity and status of the teaching profession or bring it into disrepute. Acknowledge their duties with the context to cooperate and support colleagues. An educator needs to promote ongoing developments of teaching as a profession. Educators need to refrain from indulging in illegal and unauthorised substances like alcohol and drugs within the school premises and illegal activities.

2.5.2 Ethical Conduct between an Educator and Learners

An educator needs to show respect towards a learner's dignity, beliefs and constitutional rights. One needs to realise that learners have their own identity and that they need encouragement and guidance to become fully aware of their potential. An educator should stop oneself from promoting inequality, any form of harassment or abuse, sexual relationships or courting with learners from any school, and avoid any form of humiliation or improper physical conduct with learners. An educator should not use his or her position for financial, personal or political benefit. Lastly, one must not be negligent; indolent but must exercise their authority with compassion (SACE, 2001)

2.5.3 Heads of Department Ethical Conduct with Colleagues

An educator is expected to acknowledge that specific duties and powers are bestowed in the employer through regulations and serves his or her employer to the best of their ability. One must be informed and raise his or her business interest prior to executing them. Abstain from discussing confidential and official matters with unauthorised persons. Recognizing that the employer is a partner in education.

2.5.4 Educators Promoting Ethical Conduct in the Classroom

According to personal experiences, the reality is that the educator/learner ratio in government schools has many issues encompassed in it. Teaching many children every day is not easy; as a result, an educator may strip learners off their individuality and identity by treating learners as a collective. These issues may include an overcrowded classroom, contextual factors and time constraints as well as highly demanding administrative work for educators. This makes it hard for educators to know learners; their background, personalities and beliefs at an

intimate level. It is imperative that an educator should try to mark learners' books at least once a week so that the educator may identify learner difficulties and challenges that learners may be experiencing.

In terms of enabling our learners to tolerate diversity, the educator should be conscious of one's prejudices. For instance, favouring boys for science experiments and asking girls to sweep the classroom. These are some of the issues one needs to be deliberately aware of. When teaching values, one can do classroom activities that help deal with such issues. For instance, an educator, and the learners, may design a "Classroom charter" exploring behaviours and values that are important in class. These may include giving a learner the opportunity to speak, acknowledging that we all have differences, learning from others, and not judging others.

Furthermore, delving onto my personal experiences I encountered that in order to promote harmonious relationships with parents, this means an educator needs to make an effort to know as much as possible about the learners in class, and relationship building may require regular meetings with parents to discuss the education of their children. All these factors require an atmosphere of open communication such as a diary that a parent may use to communicate with the educator and monitor whether the child is completing homework. As much as the educator has a responsibility to respect and work together with colleagues and other stakeholders in the education sector for the wellbeing of learners, achieved by avoiding to do each other harm. Individuals cause harm when (educator and learner) no longer respect each other and are not in solidarity. Such behaviour leads to discipline issues among learners that it compromises how educators react to different learner behavioural issues (Gu & Day, 2013). This notion speaks to how leadership values and sometimes personal values of learners meet with discipline challenges. This will be discussed further below.

2.6 The Relationship between Value-based Leadership and Discipline

According to de Klerk and Rens (2010), the Department of Education has made it clear that the intention to decimate ill behaviour among learners, educators and leadership is to establish values in schools through its Manifesto on Values, Education and Democracy. The values highlighted in this document fit together with the epitome of nation-building in the new democratic South Africa. Unfortunately, the lack of discipline and self-discipline among learners and educators militates against the achievement of this goal. The leading "cause of

discipline problems ascribes to the absence of a value system rooted in a specific life and worldview", for without such a perspective the "management of discipline problems can only be symptomatic" (De Klerk and Rens (2010, p.353). In a narrower sense, van Rensburg and Landman (1992, p.326) argue that pedagogic discipline indicates order, governance and the keeping of order so that the activity or work will not only continue in a smooth way but will also show how one makes progress in order to reach the desired end . In a broader sense, discipline connotes not only external discipline but also personal or inner discipline caused by the inner acceptance to abide by the rules and regulations.

When one looks at reports on the absence of discipline in South African schools, the lack of careful thought for one another in society, the high crime rate and prevalence of violence, one recognises that at present, the absence of values favourable for a healthy society and a well-disciplined school community is evident (De Wet, 2003). In a study done by De Wet (2003, pp.36-44) it was discovered that crime in schools was indeed an issue. The absence of discipline, as indicated by the conduct of both learners and educators, seems to be the primary cause of the destruction of a learning and educational culture in South African schools. Nonetheless, the deterioration of discipline is not unique to South Africa. It is a worldwide occurrence (Steyn and Polluter, 2003). The underlying issues of moral deterioration and lack of discipline are not only issues specific to South Africa but also occur in other countries such as the United States of America (Antes & Nardini, 1994, p. 215-216).
The next section is a discussion steeped in values on the benefits of leadership.

2.7 Advantages of Value-based Leadership

Research shows authentic, ethical and transformational leaders have an authentic, moral and ethical frame of reference to being successful as leaders than those who lack the qualities (Copeland, 2014). Advantages of values-based leadership need to be promoted in organisations such as schools so that leaders lacking these qualities can use them as a driving force to develop Values-based leadership behaviours. Values-based leadership is an approach intended to motivate leadership to inspire people to do their best for the common good (Drucker, n.d).

According to Drucker (n.d), developing a values-based leadership system enables the principal at school to achieve an overarching vision for the organisation. Binder (2016) contends that a vision that stands without values is aimless and that a vision that is supported

by eccentric values leads to dissatisfaction. However, vision that is supported by the collaborative values leads to an enthusiastic work environment where everyone places their best foot forward to the sacrifice that is required to achieve a common goal. Therefore, a school led by a values-based principal tends to build a working environment with healthy and positive rapport. With all the perks mentioned, there are some threats to values-based leadership, and they follow as discussed in the next section of this dissertation.

2.8 Challenges of Values-Based Leadership

According to Viinamäki (2009), there are prominent challenges in the leadership of large organisations based on values and ethics. The intra-organisational leadership challenges are namely, participation, communication, changes in organisational structures and authority, and the integration of values. Viinamäki (2009) further elaborates on the significance of analysing various challenges with regards to values-based leadership. According to him, challenges faced by Values-Based Leaders in large organisations include: Traditional power becoming powerless in organisations: The requirement for people to participate becoming intensive and extensive. Forms of control and feedback as a way to communicate values are simple and understandable. Leadership to represent the right image and perceptions and the merging of values and actions are necessary for organisations and its development.

Viinamäki (2012) suggests that value-based leadership competence in practice is based on how well leaders can apply values and ethics. In the context of the current debate of values and ethics in organisations, he elaborates on the benefits and challenges in the integration of values into leadership actions, most notably in regards to appraisals of Values-Based Leadership. Viinamäki (2012) contributes to a more specific understanding of the interrelation of stages in the Values-Based Leadership and the pitfalls in each step. He suggests that leadership actions for leaders should approach practical and sustainable values-based leadership practices. It is important to consider that the current working environment demands values-based leaders who, in doing what is right, deliver exceptional and long-term results. Values based leadership leads to building active groups, families, and organisations and provides a process to help discover one's life values and leadership values.

2.9 Theoretical Frameworks of the Study

The segments below discuss the four theoretical frameworks consisting of authentic transformational leadership, authentic leadership, ethical leadership and Ubuntu leadership.

2.9.1 Authentic Transformational Leadership

Bush and Glover (2014) maintain that theory is one of the four essential building blocks of school leadership, alongside policy, research and practice; it provides helpful insights into how schools are administered and managed. The theory of leadership is vital for two main reasons. First, it provides a way of understanding and interpreting the actions of leaders. The models outlined in this chapter provide a lens to view and comprehend enacted leadership in schools. Second, the understanding theory provides a guide to leadership practice for principals and other leaders. "It widens horizons and avoids drawing only on the inevitably limited individual or collective experience of any school's leaders" (Bush & Glover, 2014, p. 565). Furthermore, Vithal and Jansen (2010, p.19) contends "a theory is selected for its power and elegance in explaining an educational or social event." Since the focus of the current study is value-based leadership and given that the factors (values and ethics) affecting it are the central interests of the research, the plethora of related theories that have developed over the years need to be explored. Several theories are proposed in a bid to explore how principals lead through a value-based approach. Emerging constructs are in response to ethical and moral deficiencies in leaders. These include Self-sacrificial leadership (Choi and Mail-Dalton, 1999), Authentic transformational (Bass and Steidlmeier, 1999), Spiritual leadership (Fry, 2003), Authentic leadership (Avolio and Gardner, 2005) and Ethical leadership (Brown, Trevino and Harrison, 2006).

The emerging disciplines noted above are in the early stages of development. Among the developing perspectives, researchers suggest that authentic, (Avolio, Gardner, Walumbwa, Luthans and May, 2004) authentic transformational (Bass and Steidlmeier, 1999) and ethical leadership (Brown et al, 2005; Brown and Trevino, 2006) have captured the most significant momentum in leadership literature and are revealing improvement of merit and interest from scholars. Given the significance of the three constructs in values-based leadership, this review focuses on these three constructs as fundamental components. The study focuses on the applicability of these theories to the leadership practices at two schools in Gauteng. The theories are incorporated because of their connection to the ethical and moral deficiencies of

leaders. Although these theories used before, there is a need for them to be used in different contexts, refined and articulated further.

According to (Avolio et al., 1991; Bass 1985, 1990; Bass & Avolio, 1990; Bass & Steidlmeier, 1999; Burns, 1978) transformational leadership was one of the first leadership styles that integrated an ethical and moral component in a leader. Burns (1978) recognises that pioneering theories of transactional and transformational leadership encourages leaders to lead others to get something valuable in return. He compares transactional leadership with transformative in that leaders sought to influence the moral values of their subordinates and inspire them to change the organisation for the better. In addition to this, Bass (1985 & 1990) clarifies that authentic and transformational leadership are pivotal in the moral foundation of leaders.

In reiteration, Bass and Steidlmeier (1999) claims that a leader who is transformational upholds the quality of ethics, morality and authenticity. They stated that if a leader does not possess these qualities, then it is a mockery. According to Avolio et al. (1991), a transformational leader motivates, influences and stimulates followers intellectually.

Then Burns (1978) makes a claim that it is a leader who is ethical and authentic that uplifts the values of followers and is generally enthusiastic about success and is noble in practice to transfer ethical behaviour into action.

On the other hand, Avolio, Gardner, Walumba, Luthans, and May (2004) and Brown et al (2005) demonstrated that ethical leaders are more effective than non-ethical ones and the same applies to authentic leaders. Nonetheless, Copeland (2014) believes that this does not take away the fact that leaders who are merely authentic and ethical in practice but lack tangible empowering capacity are less impactful in terms of leadership effectiveness. This is to say that the ability to lead by example is an aspect of transformational leadership, and this helps produce competent, authentic and ethical leaders. In this instance, the follower is likely to follow the leader because he or she leads by example and portrays the qualities expected from the follower. As stated by Bass (1985) transformational leaders can develop and transfer their positive aspects of authentic and ethical leadership through mentoring, coaching and encouraging growth opportunities (Copeland, 2014). Copeland (2014, p.113) claims that when a transformational leader is ethical and authentic "the goals of the organisation will become ethical, moral, not self-serving, and focused on the well-being of followers and organisation

as a whole". Authentic, ethical and transformational leadership provides enthusiasm and support for that which is good and moral and fosters trust and enthusiasm (Copeland, 2014).

Transformational leadership links very closely with ethical and authentic leadership. Brown and Trevino (2006) identify the similarities and differences of each of these constructs, as outlined in the segments that follow.

2.9.2 Authentic Leadership

According to Avolio et al.,(2006) in (Copeland, 2014) the notion of authentic leadership has been chosen as the focus of this study, not only because it has become common as an emergent model of leadership but also because it assists individuals by way of appreciating and articulate who they are and what they believe. The model greatly assisted in determining which factors of leadership educators and the principals can utilise so that they can recognise a value-based approach in leadership and how it may apply to schools.

Scholars such as George (2003) and Avolio and Gardner (2005) have argued that to address the moral and ethical decline, there is a need to "concentrate on the root construct underlying all positive forms of leadership and its development" which they categorised as "authentic leadership development" (Copeland, 2014, p.114). As stated by Copeland (2014) authenticity is a construct that dates back to ancient Greece. It has, however, re-emerged as practitioners take an interest in the construct, looking at the characteristics and impact of authentic leadership. Avolio and Gardner (2005) observed deficiencies in the moral and ethical development of leaders, and they realised the need for the development of authentic leadership.

George (2003) emphasised that leaders with a deep sense of purpose had solid ethical values, they understood their purpose, were able to relate well with others and demonstrate self-discipline. On the other hand, Gardner et al (2005) reported about authentic leaders capable of acknowledging what they think, how they feel, what they need or want, what they believe. They act consistently with those inner feelings and beliefs because they are true to oneself (in Copeland, 2014). Similarly, George (2003) argues that our current leaders must be replaced by authentic leaders who exude the five dimensions which are; purpose, values, heart, relationships, and self-discipline.

In contrast, Shamir and Eilam (2005) disagree with Gardner et al (2005) in that being true to oneself is a differentiating characteristic of an authentic leader. They contend that high levels

of moral development or ethical conduct are not critical dimensions for a leader to be considered authentic. The next section discusses critical dimensions that make up an ethical leader.

2.9.3 Ethical Leadership

The ethical leadership construct has also gained momentum and some scholars have observed that a more significant intersection of leadership and ethics is essential in schools to recover the moral deficiency (Brown et al, 2005; Trevino, Brown, Hartman, 2003; Brown and Trevino, 2006). According to Brown and Trevino (2006), ethical leaders have a concern for people and are motivated individuals. They have high levels of integrity as they seek to set an excellent example for others. Due to the central importance of this theory to this study, it is appropriate to offer an extended discussion of it here.

According to Bandura (1977) and Bandura (1986), ethical leadership is a way to guide and influence people because of their status as role-models, which makes it easier for subordinates to mimic their behaviour. Trevino, Hartman, and Brown (2000; 2003) reveal that ethical leaders are trustworthy, honest, and fair and make decisions based on principals. As maintained by Freeman & Stewart (2006) ethical leaders speak to us about our identity, what we are, what we can be, how we live, and how we could live better. Then Yukl (2006) maintains that ethical leadership is a construct that appears to be ambiguous and includes various diverse elements. Nonetheless, Freeman & Stewart (2006) retain the notion that instead of perceiving ethical leadership as preventing people from doing the wrong thing, it should be viewed as enabling people to do the right thing.

An ethical leader is an individual that lives up to the principles of conduct which are important to him/her. Thomas (2001) believes that to be an ethical leader, a person must stick to the general standards of moral behaviour. Ethical leadership is perceived as a way of doing investigations about what is right and what is wrong, a way of conduct and the setting of an example for those following about the rightness or wrongness of particular actions (Guy, 1990). Also, ethical leadership can be seen as a way of mitigation and recognising that leadership is a mutual relationship with subordinates. The mission of a leader is to serve people and support them through compassion (Kouzes & Posner, 1992).

Based on the great amount of review of literature done, Brown et al. (2005) came up with a definition for ethical leadership. They defined ethical leadership 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). This definition suggests that;

1) Ethical leaders' conduct themselves as role-models for followers.

2) They must communicate and justify their actions to followers for example, by making ethics salient in their social environment (Bass & Steidlmeier, 1999).

3) Ethical leaders must behave ethically continually. Therefore, setting ethical standards in the organisation as they reward good ethical conduct (Minkes et al., 1999) and discipline those behaving unethically.

4) Ethical leaders must integrate the ethical dimension when making decisions and consider the ethical consequences of their decisions while trying to make fair choices. The above definition places ethical leadership among the pragmatic forms of leadership and focuses on the leaders' behaviour and thereby removes personalised attributes and perspectives from the actual behaviour.

Overall, accomplished leaders are more and more focusing on learning the central and unique purpose of educational organisations. They also face unusual accountability pressures to produce results. Bush and Glover (2014) believe that as these environmental pressures increase, leaders need to understand more, have more skills, greater resilience to sustain their schools. School principals and senior staff need to appreciate the theory and the practice of educational management.

Looking from an African viewpoint, one cannot have decent management outside ethical leadership. The former is strictly dependent on the latter on account that the ultimate obligation of leadership is to safeguard that the organisation penetrates by humanness. Management is a systems function which, in the final inquiry, makes it morally impartial in that it is not primarily concerned with rightness but with efficient performance. Management will be moral if the leadership holds it on the policy. Ubuntu is inherently transformative since it directs organisations towards an "ethics of care" (Khoza, 2012). The natural style of leadership generated by African humanism puts people first though the urge to add that it is not soft on performance is there. By encouraging people, empowering them, and requiring collective alignment, it promises to be more, not less, effective (Khoza, 2012).

2.9.4 Ubuntu Leadership

Ubuntu derives from the Nguni word "Muntu" (Singular) and "Bantu" (plural) meaning person or human. Ubuntu can be defined broadly as "humaneness" which encompasses values like brotherhood/sisterhood, treating people as human beings and respecting their dignity (Ogude, 2019, p.22). Ubuntu has an African philosophy of humanism, which attributes as a source from which attitudes and actions flow. Ubuntu represents statements most commonly used like "A person is a person because of others"; "I am because we are, and since we are, therefore I am" (Nussbaum, 2003 in Mamman & Zakaria, 2016, p. 247). Mamman and Zakaria (2016) further stipulate that Ubuntu is conveyed out of the doctrine that the community gains its strength through support and that its identity and dignity are accomplished through mutualism, generosity, empathy, and commitment of the community. This notion is strongly supported and derives from Swanson (2007).

As with most doctrines, Ubuntu has certain principles and behavioural expectations that are supposed to guide an individual to live his/her life. The principles that underpin the concept of Ubuntu: "solidarity, care, compassion, acceptance, harmony, respect, trust, fairness, interconnectedness, shared understanding and justice" (Nuussbaun, 2003, p. 249). Furthermore, Ubuntu is supposed to guide actions. Mets (2007) has identified six behavioural principles to define Ubuntu as a moral theory, consequently guiding behaviour:

First, an action is right as long, a person's dignity is respected, and becomes wrong when it degrades humanity. Second, an action is right when it promotes the wellbeing of others and wrong when it fails to improve the welfare of others. Third, an action is right as long as it does not violate the rights of others, and it is wrong when it does. Fourth, an action is right insofar as it relates to others positively, and it is wrong when values are construed. Fifth, an action is right as long as it is not threatening the survival of marginalised groups, and it is wrong when it fails to support marginalised communities. Sixth and last, an action is right as long as it is harmonious, and it is wrong when it encourages discord and fails to develop a community (Metz, 2007).

Khoza (2012) maintains the notion that connectedness, compassion, integrity, humility, reasonableness and the conviction to be productive is what he identifies as a sense of efficacy, of which are the keys to attuned leadership. Furthermore, attuned leadership is when a leader

forms deep and lasting reciprocal relationships within the community and steps bravely into a future with uncertainties that the followers will give their full support. He further contends that leadership is about sense and sensing, about thoughts and feelings, about insight into and harmony with the followership. The leader cannot stand alone but must stand with the followers, interpret for them, strive to fulfill their hopes and be their champion in the struggles of life. He says that leadership and accomplishment are not given — the leader's moral authority fashions in the encounter with the community. The power to lead is the result of support for a person whose actions indicate teamwork with the needs and aspirations of the many.

Each of the leadership models discussed in this chapter provides distinct but uni-dimensional perspectives on school leadership. There are also distinctions made by people in that most successful leaders are likely to represent the quality of these approaches in their work. For instance, leaders may aspire to practice other leadership styles, particularly transformational leadership, in order for them to understand where they stand (Bush & Glover, 2014).

2.10 Chapter Summary

The main issues identified in literature were based on the phenomenon of values-based leadership, where it stems and theoretical frameworks underpin it. For instance, values-based leadership serves beneficial when applied in organisations and proves the organisation shaky when other forms of leadership are implemented except it. This study intends to equip participants with the know-how to implement values-based leadership for moral and ethical practices that will deem advantageous to both educators and learners.

This chapter engaged literature encompassing a theoretical and conceptual framework that supports the construct of values-based leadership. It also analysed the relationship between ethics and leadership in a school context, delving more into the roles of the stakeholders that encompass a school context. Further to this, literature linked to the themes of principals as values-based leaders: their values, attitudes, roles, benefits of such leadership, and challenges as well as the implications or advantages of applying such leadership. The closing notion looked at Ubuntu leadership and how it influences attitudes and behaviours in guiding practices towards values-based. The following chapter focuses on discussing the research methodology and the design of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter aims to elaborate on the research design and methodology applied in the study. It commences with a discussion on the research paradigm chosen for this study and proceeds to describing and discussing the research design, the research methodology, and the selection of research participants, the methods used to generate data and how it was analysed. It further presents trustworthiness considerations, ethical issues and concludes by discussing the limitations of the study.

3.2 Research Paradigm

A research paradigm is a way of understanding the realities of the world and studying it (Lincoln & Guba, 2011). Likewise, Creswell (2014, p.6) uses the term 'worldview' because, for him, it serves as a means to explain beliefs that guide action. Crotty (1998) calls it epistemologies and ontologies while Neuman and Cunningham (2009) calls it research methodologies.

Creswell (2014) maintains the notion that worldviews are based on past experiences, advice that people receive, and discipline orientations. For the purpose of this research study, I choose to refer to worldviews as research paradigms. It is a structure by which scientists share common belief systems about a phenomenon (Scotland, 2012). Scotland further states that every research paradigm is based upon its own ontological and epistemological assumptions. Since all assumptions are speculation the philosophical underpinnings of each paradigm can never be empirically proven or disproven. Different paradigms inherently contain differing ontological and epistemological views; therefore, they have different assumptions about reality and knowledge which underpin their particular research approach. This is reflected in its methodology and methods (Scotland, 2012).

The research paradigm defines a researcher's philosophical orientation and, as shall be seen in this study. It has significant implications for every decision made in the research process, including choice of methodology and methods. In addition, the research paradigm guides the researcher how the meaning will be constructed from the data gathered, based on individual experiences (Kivunja & Kuyini, 2016).

Although there is an ongoing debate about worldviews that researchers bring to interrogation, I highlighted four worldviews that are widely discussed in the literature, namely the post-positivist paradigm (Phillips & Burbules, 2000), which takes the stance that knowledge is absolute truth and cannot be found, evidence shapes knowledge and it should be acquired in an objective way (Creswell, 2014). Then, the constructivism paradigm is also referred to as interpretivism which holds the notion that individuals seek understanding of the world they live in (Mertens, 2010; Creswell, 2014). The transformative paradigm links social and political action to address issues of oppression to help those marginalised. Then, the pragmatism paradigm believes that truth is what works at the time and it does not see the world as absolute unity (Creswell, 2014).

Each paradigm has its own ways of realising its aims. Therefore understanding the philosophical assumptions that underpin each paradigm and how these assumptions manifest themselves within the methodology and methods will enable Values-based leaders in schools to better comprehend, question, and apply their practice. This study used an interpretive paradigm because of its in-depth intention to seek to understand as the participants share their views (Shar & Al-Bargi, 2013). According to Crotty (2003, p.67), this approach "looks for culturally derived and historically situated interpretations of the social life-world". More so, the notion that knowledge is subjective, differing from person to person because of the different experiences brings variation in responses which leads to a rise in multiple factors influencing school principals. My goal in this study is to rely as much as possible on the participants' views and look for complexities rather than narrowing meaning into categories (Creswell, 2014). It is also important to know that I used open-ended questions so that I may listen carefully to the responses of the participants taking into consideration the social and historical norms that shape their interpretation of their experiences (Creswell, 2014). It is without a doubt that this approach poses a great possibility for biases due to it being more influenced by interpretation than science. Nonetheless, as mentioned earlier, to mitigate this flaw would be to rely mostly on participants' responses rather than personal interpretations of what I believe the participant may be insinuating. Therefore, deliberately asking the participant what he or she means is pivotal.

Having said this, a research paradigm consists of the following components: ontology, epistemology, methodology and methods (Lincoln, Lynham & Guba, 2013). Each component is explained, and then the relationships between them are explored along with those most pertinent to this study. Ontology refers to the kind of knowledge that exists (Rehman &

Alharthi, 2016). Ontological assumptions are concerned with what constitutes reality, in other words, what it is. Researchers need to take a position regarding their perceptions of how things really are and how things really work. Similarly, Creswell (2013) posits that different researchers embrace different realities just as the individuals being studied and the readers of a qualitative study. Epistemology is concerned with the disposition and modes of knowledge (Cohen, Manion & Morisson, 2007). Epistemological assumptions are concerned with how knowledge is created, acquired and communicated, in other words, what it means to know. Further, knowledge is known through the subjective experience of participants (Creswell, 2013). Researchers' differing ontological and epistemological positions often lead to different research approaches toward the same phenomenon (Grix, 2004).

Below is an explanation of the attributes of interpretivism, as applied in my study, categorised into the purpose of the research, the nature of reality (ontology), nature of knowledge and the relationship between the inquirer and the inquired-into (epistemology) and the methodology used (Creswell, 2009). To remind the reader, it is important to highlight the aim of this research. The aim of the research is to understand and make sense of the educators and school leadership practice of ethical conduct through Values-based leadership. This will help to assess the current atmosphere in schools looking at Value-based leadership as a focal point of direction and explore how this phenomenon may have an impact on schools.

Firstly, ontological knowledge can be understood in different realities through human interaction and something meaningful that may be done by all participants and the research should avoid manipulating that. This will also assist in uncovering how people make sense of the world around them by means of daily routines and conversations with others. This study explored the phenomenon of Values-based leadership from two principals and eight teachers whose perceptions of Values-based leadership could differ.

Secondly, epistemologically, speaks to how the research is mindful of the knowledge interpreted according to how it is processed in the participant's minds. This is influenced by the social structures in which participants come from and historical actions. Furthermore, knowledge is interpreted through experiences and how we relate to the natural setting or real life. The way in which we examine others and are examined stems from the daily process of listening and talking to others, reading and writing and as it stands, this greatly influences the mode of data generation (Cohen, Manion & Morrison, 2007). The study opted for an interactive approach to generating data whereby the researcher and the participant influence one another in the research process (Mertens, 2009).

Linked to the interactive approach to generating , is the methodology employed which speaks to the ways in which data is collected in research, be it through interviews, questionnaires document reviews or observations and that decision can be influenced by the values of the researcher (Creswell, 2009). In support of this Lincoln, Lynham and Guba (2011) mention how the findings could have the potential to be biased simply because they are humanly constructed. To minimise bias in research continuous participation validation to compare accounts like member checking is employed as a form of triangulation. This study will employ interviews and document reviews as qualitative methods of data generation.

3.3 Research Design

According to Creswell (2009), a research design is a plan that involves several decisions made to make sense of the research to maximise the viability of the study. These decisions are informed by my views of the world, methods that I used to gather data, analyse and interpret it and my experiences and overall research problem and questions. Similarly, Yin (2009) states that a research design gives directions from the underlying philosophical assumptions to generate data. Subtly concurring to Creswell (2009), Yin (2009) further adds that informally a research design is an action plan for getting from one place to the next whereby questions are asked and answered. Creswell (2009) contends that there are three advanced types of designs namely: quantitative, qualitative and mixed method research designs. For this study, a qualitative research design was deemed relevant and so is discussed for the purpose of illuminating the study. Qualitative study is a means of understanding what people ascribe to a social problem. Thus qualitative researchers apply certain approaches that quantitative researchers would not necessarily utilise. These are narrative research, ethnographic research and case studies (Creswell, 2014).

My study used a case study research design because this type of design helps me explore a case or cases over time through detailed, in-depth data collection processes involving multiple sources of information, for example, observations, interviews, audio-visual material, documents and reports of a case description or one or more individuals (Yin, 2009). Case study research builds an in-depth, contextual understanding of the case, relying on multiple data sources (Yin, 2009) rather than on individual stories as in narrative research. Yin (2009) further adds that one would use a case study method because there is a deliberate intent to discover contextual conditions with the assumption that they might be highly suitable to a phenomenon of a study.

Despite the advantages of using a case study; there are limitations to using such a design. Case studies are time-consuming and may be quite costly. Additionally, participant dropout may occur during this type of study. Whenever a study is carried out over an extended period, the loss of participants must be considered. A person may simply decide to discontinue participation in the study. To alleviate this problem, I informed the participants upfront how long the interview process will take and promised to respect that time allocation so that they can make informed decisions early in the interview process. More so, I ensured that I did not overstretch the gathering of data to several months from one person but I tried to keep to one day and the second meeting was just for the purpose of clarifying what has been said. According to Yin (2009), it is hard to generalise from a single case, because there may be possible biases in gathering data and interpretation as the researcher is the only person gathering and analysing the information. In alleviating this problem I used multiple cases to strengthen the generalisation of data. Also, the voluminous data is difficult to organise and data analysis and integration strategies need to be carefully thought through. That is why I used Creswell's' Model (2014) to guide my data analysis process. There is also sometimes a temptation to deviate from the research focus, hence I did a personal checklist, referring back to the research questions clearly outlined to remind myself of the questions that needed to be answered.

In light of the limitations, a case study research design is more convenient to use because the data gathered is normally a lot richer and in-depth. It is a great method to study rare phenomena. It also enables the challenging of theoretical assumptions and the best way to analyse behaviours. It further provides a systematic way to generate data, analyse the data, and report the results, thus understanding a particular problem or situation in great depth. This explains why research methodology would follow next.

3.4 Research Methodology

Research methodology refers to "the general logic and theoretical perspective" (Bogdan & Biklen, 2007, p. 35) of a study, whereas methods only refer to specific strategies, procedures, and techniques of analysing and interpreting data (Merriam, 2002). A research methodology is a strategy of inquiry, which moves from the underlying assumptions to research design, and gathering of data (Myers, 2009). It is generally agreed that there are three research methodologies: quantitative, qualitative, and mixed-methods (Cohen, Manion, & Morrison, 2011; Creswell, 2014) as mentioned in the previous section. Qualitative data sources include

observations and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Myers, 2009). Written details of people, events, opinions, attitudes, and environments, or combinations of these can also be sources of data. According to McMillan and Schumacher (2010), qualitative research allows participants to describe their social perspectives, thoughts, beliefs and actions. It involves highly detailed descriptions of human behaviours and opinions. It is for this reason that I chose a qualitative methodology.

Qualitative methodology is more flexible in that it allows greater spontaneity and adaptation of the interaction between me and the participants. For example, I used open-ended questions that are not necessarily worded in exactly the same way with each participant. Open-ended questions evoke responses that are meaningful and culturally salient to the participant, unanticipated by the researcher, rich and explanatory in nature. More so, with open-ended questions, participants are free to respond in their own words, and these responses tend to be more complex than a simple yes or no answer. In addition, the relationship between me and the participant is often less formal than in quantitative research because the opportunity to respond more elaborately and in greater detail than is typically is in a quantitative study. In turn, I had the opportunity to respond immediately to what participants have said by probing subsequent questions to inform what the participant has provided.
For the above-stated reasons, I considered the choice of this methodology as suitable for this study because it offered in-depth perspectives, experiences and practices of the participants in a way that informs it substantially (McMillan & Schumacher, 2010).

3.5 Research Population

According to Alvolio (2016), a research population refers to a group of people that meet a particular criterion that a researcher uses in his/her research study. One other definition by Bless and Higson-Smith (2013) define a population as a group of elements that will be focused on in a research in order to generalise the findings.

The population of this research includes two school principals, two heads of department educators and six educators divided equally in each school.

Cohen, Manion and Morrison (2011) point out that there are factors such as time constraints, difficulty in accessing all participants in a study and expenses that are related to conducting a

large study with an entire population (Cohen, Manion & Morrison, 2011). In this case the researcher may have to select and work with a small portion of the population which is referred to as a sample,

Sample and Sampling Techniques

Cohen, refers to sampling as a consequence of the whole population not being able to contribute to the gathering of data in research. A sample of a population is selected for generating data when it is not possible to engage the entire population in the process of obtaining data from the participants.

Cohen, Manion and Morrison (2011) state that there are three main types of qualitative sampling namely: purposeful sampling, quota sampling, and snowball sampling. For this study, purposeful sampling was utilised to generate data. According to Scott and Morrison (2005), purposive sampling applies when the researcher makes a theoretical informed decision about whom to include in the sample. The benefit to utilising a purposive sample is that each has different goals; they can provide me with reasons to make generalisations from the sample that is being studied.

The criterion utilised for purposeful sampling required me as the researcher to have prior knowledge about the purpose of the study so that I can properly choose eligible participants. Prior knowledge such as knowing which school deemed an underperforming school, with ill-behaved learners and laissez-fair leadership approach by educators and the management team used would be a suitable school that may enrich the research. Basically, schools that had previously been noted in the media whether nationally or locally in the news for anything other than good news. Participants were selected based on the position they held in the school and years of experience in the field.

Content analysis was done through first reading through the transcript while making brief notes and sectioning the transcription. Secondly, listing the different types of information found and making sense of it in description. Thirdly, categorising each piece of information into themes and codes. Fourth, identify whether the themes are linked to one another. Fifth, consider if each theme till fits into the first set of themes and is relevant to the research questions. Sixth, reviewing if all themes need sub categories or themes. Having considered

that content analysis is lengthy, it meant that I had to go over the same process a couple of times.

Transferability of findings may assist in generalisation because of its nature of being speculative (Scott & Morrison, 20006). Also, purposive sampling is useful because it provides a wide range of non-probability sampling methods that I may draw on like convenience sampling and snowball sampling (Cohen, et al., 2011; Scott & Morrison, 2006). Palinkas, et al (2015) add that in purposive sampling, participants are sought after based on preselected criteria in relation to the research questions. For example, I may generate data from educators in a particular school and the sample size may be decided in advance or based on theoretical capacity, which is the point at which the newly collected sample no longer provides additional insights (Rule & John, 2011). Further, Rule and John (2011) state that a purposeful sample which is a non-random method of sampling is where the researcher selects cases that are rich with information to be studied in depth. Purposeful sampling happens when the researcher selects a sample from which most can be learned (Merriam, 2008).

3.5.1 Case Study school Descriptions

Next are the descriptions of each case study school:

3.5.1.1 Hitech Junior Preparatory

Hitech Junior Preparatory, is the pseudonym given to one of the schools in this study. It is located west of Johannesburg. It is a private institution consisting of 475 learners. The school has 22 teachers, 6 of whom are interns at the school training under subject heads.

Description of the Participants

The principal of Hitech Junior Preparatory, Mapfono, is a 59-year-old female who has 17 years of experience as a principal and has been principal at the school for the same number of years. He has a Bachelor's degree in Education, B.Ed honours and a Masters in Education.

Ludy-Mavhiz is a female deputy and has 45 years of teaching experience with a teaching diploma.

Magesh is a female teacher who has over 18 years of teaching experience and qualifications such as a Bachelor's degree and a B.ED Honours degree.

Mawol is a male teacher with 14 years of teaching experience. He has a Bachelor's degree in Education and another in Finance and B.com Finance honours degree.

Ramati is a female teacher with 4 years of teaching experience and a Bachelor's degree.

3.5.1.1 Newtech Junior Preparatory

Newtech Junior Preparatory, a pseudonym given to one of the schools in this study. It is located west of Johannesburg. It is a private institution consisting of 510 learners. The school has 21 teachers, 3 are temporary teachers that occupied locum posts at the school.

Description of the Participants

The principal of Newtech Junior Preparatory, Patura, is a 45-year-old male who has 25 years of experience as a principal and has been a principal at the school for 18 years. He has a Bachelor's degree in Education

Eunice is a female deputy and has 22 years of teaching experience and a Bachelor's degree in Education.

Matilda is a female teacher who has 3 years of teaching experience. She has a Bachelor's degree,

Majay is a female teacher with 9 years of teaching experience. He has a Bachelor's degree in Education.

Rapasaad is a male teacher with 2 years of teaching experience and a Bachelor's degree.

3.6 Data Generation Methods

Data generation refers to an orderly way of collecting and measuring information from different sources to gain insights into a specific study (Axon, 2017). Data generation concerns the hypothesis and techniques used by researchers to develop data from sampled data sources in a qualitative study. Data sources include human participants, documents and organisations. The term data generation is used in preference to gather data by researchers within the qualitative approach (Cohen, Manion & Morrison, 2011). Qualitative researchers normally use focus groups, observations and interviews (Creswell, 2014). For this research, semi-structured interviews are the primary source while the document reviews are the secondary source. These are discussed in detail below:

3.6.1 Semi-structured Interviews

According to (Cohen, et al, 2011) interviews are ways for participants to get involved and talk about their views. Semi-structured interviews are methods of gathering information through

oral questioning using a set of pre-planned core questions (Cohen, et al, 2011). According to Shneiderman and Plaisant (2005), interviews are fruitful because the interviewer can pursue specific issues of concern that may lead to focussed and constructive suggestions. The main advantages of the interview method of data collection are that there is direct contact with the users which often leads to specific, constructive suggestions. Also, semi-structured interviews are good at assisting to gather detailed information. Lastly, a few participants are needed to gather rich and detailed data (Shneiderman & Plaisant, 2005).

This study was interested in principals' and educators' views on the enactment of Values-based leadership in schools which made interviewing them on their experiences appropriate. Questionnaires could have been used in place of interviews but they do not give me the opportunity to probe participants' responses further (Rule & John, 2011). Cohen, et al, (2011) concurs with this statement when he states semi-structured interviews are more flexible as questions and can be easily adapted and changed depending on the participants' answers. Therefore they are more suitable for this study because they allow the interviewee to deviate from the interview schedule, e.g. when probing. Additionally, the fact that semi-structured interviews generate qualitative data through the use of open questions. This allows the participant to talk in some depth and choose their own words. This further helps me develop a real sense of a person's understanding of a situation. Also semi-structured interviews have increased validity because they give me the opportunity to probe questions for a deeper understanding, ask for clarification and allow me to steer the direction of the interview (Cohen, et.al, 2011).

There is a limitation however to semi-structured interviews and one that takes precedence is that it can be time-consuming to conduct the interviews and the analysis of the data is very intensive. To mitigate this challenge, I have to ensure that my data is organised, appropriately themed, coded and develop clear propositions from data gathered (de Vos, 2005). This process will not necessarily reduce time spent on analysing the data but the organisation of it will help me be intimate with the data that it becomes easier to report. Needless to say, this method is the most suitable for this research study (Cohen, et al., 2011).

3.6.2 Documents Reviews

Documents are often particularly useful for tracking change over time (Creswell, 2013). Some documents may contain spontaneous data, such as feelings, and refer to actions that are recorded in a specific context, not with a view to answering a particular research question. In

order to further triangulate what the principal and teachers articulated in the semi-structured interviews, official documents such as the Constitutional Bill of Human Rights (1996), Manifesto of Values in Education (2002) and the South African Council of Educators Act of 2000 which encompasses the Code of Professional Ethics of Educators. At school level, documents that were being utilised are the schools' codes of conduct and school policy as they entail the school vision, mission and ethos. Cohen et al., (2011) strongly believe that the use of documents as a data collection technique is useful because it is cheap, readily available and contains facts. On the contrary, Cohen et al., (2011) explain that there are also claims that documents may be selective, lack objectivity and possibly be deceptive. In one of the schools researched, I was informed that some information cano be disclosed, that another has provided. After checking the schools website I noticed those documents not available, which made me wonder whether the documents existed in the first place. So caution is needed when using documents (de Vos, 2005) and perform member checks to clarify any inconsistencies (Birt, Scott, Cavers, Campbell & Walter, 2016).

3.8 Data Analysis

According to the de Vos (2005), qualitative data analysis is the process by which data is being transformed into findings by reducing the volume of raw data, sorting it into patterns and constructing a framework of what the data reveals. De Vos (2005) further maintains that it is a process that brings order, "structure and meaning to the mass of collected data" (p.333). Similarly, Yin (2003) discusses the need to search for models in the data which may explain causal links in the information gathered. In the process, the researcher focuses on the whole data first, then attempts to take it apart and reconstructs it again more meaningfully. The categorisation of the data helps make comparisons and contrasts between patterns, to reflect on certain patterns and complex threads of the data deeply and make sense of them. In analysing data, this study used a process sometimes referred to as "open coding" (Blair, 2015) which is commonly employed to a group phenomenon that has been observed. The goal is to form descriptive, multi-dimensional categories that provide a preliminary framework for analysis. Codes are assigned to textual sections, and further abstracted to categories, which are then linked together to form a theory. The notion of coding is strengthened by Cohen, et al., (2011) when they state that content analysis draws "theoretical conclusions from a text"(p. 476). This can reduce biases as ideas generated are continually compared against the actual

data. This approach can result in the discovery of many concepts and categories, which will encourage me to pursue multiple ideas, rather than limiting to a single perspective. Although this approach is normally used in a grounded theory approach, it will also be beneficial in this study due to the benefits it holds. Keeping in mind that it is time-consuming and findings may not be generalised (Blair, 2015). Also, content analysis was chosen as a method of analysing and interpreting data in this study because I wanted to gain a deeper understanding of the perspectives that school principals experience as Values-based leaders.

Cohen, et al (2011) clearly point out that there is no single way or proper way to analyse data. In this study, I utilise Creswell's Model (2014) of data analysis which is discussed below:

3.8.1 Creswell's Model of Data Analysis

Creswell's (2014) Model of data analysis was deemed appropriate for this study and consists of the following three steps:

Step 1. *Arrange systematically and prepare the data for analysis*. This involved transcribing interviews, thoroughly scrutinising the data, writing up field notes, placing in order and categorising the data into different types depending on the sources of information (Creswell, 2014).

Step 2. *Study or interpret at all the data*. This first step provides a general sense of the information and an opportunity to reflect on what the data actually means. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information? Here, I wrote notes in the margins of transcripts and at this stage, I started recording general thoughts.

Step 3. *Start coding all of the data*. Coding is the process of arranging the data by bracketing chunks and writing a word representing a category in the margins (Rossman & Rallis, 2012). It involves taking data gathered, segmenting sentences into categories, and labelling those categories with a term, often a term based on the actual language of the participant (Cresswell, 2014).

In addition to Creswell's model, below is an elaboration of how I performed my analysis of the data obtained. I applied the six steps to thematic analysis by Braun and Clarke (2012). In step 1, I familiarised myself with the data by reading it multiple times. Then in step 2, labelled my data which is also called coding by capturing important features in the data and identifying its relevance to the research questions. In step 3, I collated all codes and converted them into

themes to match its relevance to the research questions. Step 4 involved reflecting on the themes and checking whether they are compelling and convincing enough to the reader. This meant that some themes required restructuring while some collapsed because they lacked linkage from one to another. In step 5, I formulated suited names for the themes to see correlation between themes and how each fits in data generated. Lastly, step 6 entails the writing up of data whereby I weaved and narrated my findings as concisely and persuasively as possible while contextualising the data with existing literature.

3.9 Issues of Trustworthiness

Creswell (2009) states that issues of trustworthiness are a criterion used to ensure the quality of research. Furthermore, Yin (2003) and Thomas (2017) assert the quality of research design as measured in terms of its transferability, credibility, dependability and confirmability. According to Rule and John (2011), when trustworthiness is achieved, values like transparency and professional ethics are observed in communities. De Vos (2005) further states that when a researcher triangulates the data and uses transferability to enhance the data, it is important to provide descriptions that are rich in information. The research study findings should be applied to other contexts, circumstances, and situations and a further look at it from an educator perspective, if it is required. Since the participants would be seeing the experience from a "common sense understanding" (Kvale, 2007, p.125), it might be useful to seek validation from "scholars familiar with the interview themes and with the theories applied to the interview texts" (p. 125). In this case, this notion applies to educators at the school as they are used to validate matters that are raised by the school's principals or the deputies.

Credibility is how confident the qualitative researcher is in the truth of the research study's findings and correctness of data interpretation (Grima-Farell, 2017). This comes down to understanding how the researcher is going to find out whether what was said is true and accurate or not. I used triangulation to show that the study's findings are credible through the use of member-checking by allowing the study participants to review and verify the data generated from interviews to avoid the possibility of misinterpreting the data gathered (Maxwell, 2005; Yin, 2009). For this reason, educators' motives may differ from that of the principal. They may have an agenda or may want to create a more positive self-image when they refute or disagree with interpretations. Member-checking is important for establishing trustworthiness because the views from those in the field, participants, other educators and

researchers, allow for a fuller and rounder understanding of what is happening in the field. It thus helps to keep my biases in check when I interpret the data (Creswell, 2009).

Confirmability is the degree of being neutral in the research study's findings and clear of my bias as the researcher (Mohamed, 2017). This means that the findings are based on participants' responses and not any of my subjective opinions or personal motivations. This involves making sure that my bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, I did an audit trail, which highlighted every step of data analysis that was made in order to provide a rationale for the decisions made. This helped establish the research study's findings accurately portray the participants' responses.

Finally, dependability is the extent that the study could be repeated by other researchers and that the findings would be consistent with the consistency of the data in different contexts with similar conditions (Mohamed, 2017). In other words, if a person wants to replicate my study, they should have enough information from the research report to do so and obtain similar findings as my study did. For my study, I used an inquiry audit in order to establish dependability, which required an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

3.9.1 Triangulation

In order to triangulate what the school principals articulated in the interviews, educators were used to corroborate the principals' claims on their roles as Values-based leaders. Rule and John (2011) assert that is a process of using several sources to support findings in a study to reduce inaccuracies. De Vos (2005) supports this notion by saying that triangulation provides greater confidence that what has been captured is accurate. Triangulation "involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence" (Anney, 2014, p. 277). Additionally, he describes four different types of triangulation method namely, data triangulation; investigator triangulation, theory triangulation and methodological triangulation. In addition to educators corroborating the principals' views. This study used data triangulation because it denotes the use of more than one data source like interviews and document reviews (de Vos, 2005). In this study I employed

data triangulation by obtaining similar data through interviews and document reviews. I also generated data from principals and educators in the selected schools.

3.10 Ethical Considerations

Ethical issues in research refer to the process by which the necessary precautionary steps are taken to ensure that prior to conducting the research; at the beginning of the study while collecting data, analysing the data and reaching the point of concluding the study and storing of the data (Creswell, 2009). Ethical considerations need to be anticipated and actively addressed by the researcher. Furthermore, according to Creswell (2009), ethical considerations include the need for the researcher to protect her/his participants from harm; develop a sense of trust with them, promote the integrity of the research, guard against misconduct and improper behaviour that might reflect on their schools. Creswell further states that the researcher has an obligation to respect the rights, needs, values, and desires of the research participants. Therefore, appropriate steps should be taken to adhere to strict ethical guidelines in order to uphold participants' privacy, confidentiality, dignity, rights and anonymity (Thomas, 2010). In view of the foregoing discussion, the following section describes how ethical issues in the conduct my research have been addressed.

I sought an ethical clearance from the Ethics Committee of the University of the Witwatersrand and was granted to conduct my study. In addition, I applied for permission to conduct this research at the two primary schools after one rejection from the school head. Since the study was conducted in private schools, there was no requirement to apply for permission from the Gauteng Department of Education (GDE). This was then followed by an introductory appointment with each of the principals to discuss the nature and goals of the study (Kvale and Brinkman, 2009). Letters of information detailing the purpose of the study, the time and the research instrument to be used were given to each of the participants. The letters have guaranteed the anonymity of the respondents. Followed by, informed consent to ensure the permission of all participants in the study and clearly stipulate their roles.

Before proceeding with the interviews, participants were assured of the confidentiality of their responses and the fact that they are in no way obliged to answer a question if they are not comfortable (Creswell, 2007). They were also informed about withdrawal from the study at any time without any obligation to explain themselves.

3.11 Limitations of the study

According to Simon and Goes (2013), limitations are constraints that are largely beyond the researcher's control and could largely affect the outcome of the study and this is because qualitative studies occur in a natural setting and can be very difficult to replicate. Similarly, de Vos (2005) shares the notion by saying that however carefully one may plan the study, potential limitations should not be ruled out in terms of data instruments, generalisability and ethical issues. The limitations encountered was because the sample was relatively small and in only two schools. As a result, the results cannot be generalised outside of the district because of the unique aspects of each school and different cultures of the areas surrounding the schools (de Vos, 2005; Simon & Goes (2013)). Another great limitation was time constraints in conducting the study in the two schools which included the time allocated for each interview to avoid losing the attention of the participant and the actual presentation of the data for assessment purposes. Lastly, I would have wished to do an in-depth comparative study of at least two School Heads from private schools versus two School Heads from public schools, then report on them as single case studies but due to this being a mini-dissertation, there were restrictions and as a result, could not be conducted. Attempting to overcome these challenges will be through attending to the issues of trustworthiness as mentioned earlier like audit trials and member checking.

3.12 Chapter summary

At this stage, it is clear that the research study is a quantitative study that is influenced by the interpretive worldview also known as a paradigm. In the discussion of the research design, methodology and methods of the study this chapter presented how interviews, document reviews would be used for a case study approach. Not forgetting the population and selection of participants in the study. A vivid description of how data was generated and analysed was provided using Creswell's (2014) Model of data analysis. Towards the end of the chapter, integral to the research, was a discussion on issues of trustworthiness and ethics for the research to retain its integrity. The following chapter presents an analysis of the data gathered.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter discussed the research design and methodology used in this study. The focus of this chapter is on the presentation and the discussion of findings in terms of the research questions set out in the introductory chapter. The data analysed in this chapter was generated from the field through interviews with two school principals and eight teachers and the three documents that were reviewed from the school. Thereafter, a critique of the findings alongside the literature reviewed and theoretical frameworks that were presented in Chapter Two is provided. The chapter then concludes with a summary of the findings analysed.

I consider it imperative to re-present the research questions here in order to provide a guide to the reader. The fundamental questions that the study seeks to address are;

1. What is the role of values-based leadership in promoting ethical conduct in school?
2. How does values-based leadership influence teaching and attitude of educators?
3. What are the enabling/hindering factors to the implementation of the principles of values-based school leadership?

These documents that were reviewed are the Constitutional Bill of Rights (1996); the Manifesto on Values, Education and Democracy (2002); and the South African Code of Professional Ethics (2002), as they are the government policies which should govern South African schools. In Addition to this, the school policy, school code of conduct and how these documents are related to the values system at the school is utilised. Presentation of data takes the form of themes that emerged through a content analysis of the interview transcripts and document reviews. Further, in presenting the data, I wanted to ensure that the voices of the participants were not lost, similarly, the documents reviewed. To this end, verbatim quotations are used throughout the data presentation and discussion. Pertinent findings are then analysed and discussed as indicated in the research design and methodology chapter.

4.2 Data presentation

The following data was presented under themes that emerged from the analysis of the interview transcripts as well as documents that were reviewed. The themes were as follows: biographical details of schools and research participants; participants' understanding of the role of the

principal in promoting values-based leadership to encourage ethical conduct in school; participants' understanding of the nature of a values-based leader; factors hindering the implementation of values-based leadership and the strategies used to retain/promote values while leading to avoid unethical conduct.

4.2.1 Biographical details of the schools and research participants

The study had ten research participants and is shown below. This section also provides the participants' codes that were used to ensure anonymity and to make data analysis easier to record and categorise. Hitech Junior Preparatory is a junior preparatory consisting of Grade 00 - 3 and a junior preparatory consisting of Grade 4 – 7 while Newtech Junior Preparatory entails Grade R - 7. Hitech Junior Preparatory was led by a Headmistress and Newtech Junior Preparatory led by a Headmaster respectively. To remind the reader of the participants' pseudonyms, Table 4.1 below shows their coding.

Table 4.2.1a

NAME OF SCHOOL: Hitech Preparatory							
S/N	Participant	Pseudonym	Gender	Age	Qualification	Years of Teaching Experience	Years of Experience as Principal
1	Principal 1	Mapfono	Female	59	Bachelor in Education	25	5
2	Deputy Principal 1	Ludy-Mavhiz	Female	65	Teaching Diploma	25	20
3	Teacher Magesh	Magesh	Female	50	Teaching Diploma	18	Nil
4	Teacher Mawol	Mawol	Male	39	Bachelor's (B.Com) and Honours	14	Nil
5	Teacher (intern) Ramati	Ramati	Female	29	Bachelor's in Education -	4	Nil

Table 4.2.1b

NAME OF SCHOOL: Newtech Preparatory							
S/N	Participant	Pseudonym	Gender	Age	Qualification	Years of Teaching Experience	Years of Experience as Principal Or Deputy
1	Principal 2	Patura	Female	40	Bachelor's degree and Honours in Education -	18	
2	Deputy Principal 2	Eunice	Female	46	Bachelor's degree in Education - -	22	3
3	Teacher 2b	Matilda	Female	30	Bachelor's degree in Education	3	Nil
4	Teacher 2c	Majay	Female	32	Bachelor's degree and Honours in Education	9	Nil
5	Teacher 2d	Rapasaad	Male	25	Bachelors in Education -	2	Nil

The next phase deals with the manner in which values were defined in a school context.

4.2.2 Defining values in a school context

Most of the participants from Hitech Junior Preparatory had some understanding of what values-based leadership stood for. Three of the five participants believe perseverance, honesty alongside integrity and respect as values of the school. This is because, in staff meetings, the staff are reminded of these characteristics. So they associated them as values of the school. In addition to this, timeous, meticulous, tolerance and being task-oriented were other characteristics that were mentioned. Others struggled to articulate the values of the school because it was not indicated on paper. Most participants agreed that these values had been like

that for as long as they could remember but in the years some values came into play more than others which made it seem like these values change over time. For example, Magesh in ~~Hitech~~ reiterated the notion:

> *Values at the school have not always been this way. The school lacks consistency. I am not even sure that there are values at the school except those of individuals.*

Mawol and Ramati also concurred with what Magesh stated about inconsistent values.

Majay and other participants in Newtech Preparatory stated the values at the school are plugged on the wall at the Quad, they are identified as 'our school character' which are derived from Christian bible verse as 'Fruits of the Spirit'. She listed them below:

> *Love, patience, joy, kindness, goodness, peace, faithfulness, gentleness and self-control.*

Majay then added and said:

> *From what I have observed and experienced, these values have always been like this.*

Findings from Hitech seemed to indicate that there was a significant amount of negative sentiments around the lack of authentic behaviour that came from the School. Most participants from Hitech Junior Preparatory highlighted that, in the past recent years, certain actions taken by senior management that have come to light that seem misaligned to this core values of integrity and honesty and there has been no consequences for the unethical conduct because the team seems to be protecting one another not because they care, but because they can use each other's weaknesses as leverage when they need someone to cover their back. According to Magesh:

> *This has led to a breakdown in trust and a significant values conflict amongst the school management staff.*

Furthermore, Ramati from Hitech Preparatory stated that:

> *Conflict in school among staff members has become personal such that "racist" and "favouritism" have been words used to describe management staff towards each other and staff.*

Magesh shares similar sentiments as follows:

There are negative vibes and resentment in the school. As a result, the resentment greatly impacts the staff's inability to act as a unity and it reduces the diversity of opinions in meetings because people do not say much anymore. As a result, the school is weak and full of demoralised, pessimistic educators.

At Hitech Preparatory, the leadership does not seem to understand the negative impact on the staff and their morale when they do not align their personal values with that of the school and those of the state.

Mawol in Hitech Preparatory said:

The split in management staff is filtering right down to educators and non-teaching staff. The hidden conflict and competition among leadership members and pulling of leaders in different directions is greatly impacting their ability to act in the best interest of the school and has further created a sense of uncertainty among management about the future of most educators and some management staff in the school - because many teachers are considering to leave the school.

There was a serious breakdown of trust which was not only among the management itself but from the rest of the staff as well. Magesh made it clear that:

We are doubting the ability of management to act and lead the school in line with our values and ethics. We have given the principal multiple opportunities to do what is right in the right way but he has failed us many times.

From the above responses, I gathered that participants at Hitech Junior Preparatory could not clearly define the values that their school subscribed to and as a result, they did things according to their beliefs. This left the school in a situation where values are not consistent.

On the contrary, Ludy-Mavhiz from Hitech was more capable of articulating the values of the school compared to his colleagues. He said:

To guide staff behaviour, provide a solid foundation for educational policies, demonstrate accountability and integrity to all stakeholders, set the school apart from similar institutions and strengthen employment value propositions.

On the other hand, Newtech was also able to articulate the values of the school as they were documented in the school policy (refer to values in the previous theme). In addition to this, care, responsibility, transparency, integrity, respect and trustworthiness were other values they observed in the years working at the school. Eunice remarked:

I enjoy the cooperation seen amongst the colleagues.

Majay further stated:

I enjoy the staff, very welcoming. Leadership works well together. Although some need to be more flexible and less authoritarian.

Matilda concurred this notion and remarked:

The staff is always willing to lend a hand. We have constant meetings whereby we are reminded of our values and inspiring us to continue doing a good job.

According to Jugwanth (2011), different people with different backgrounds and cultures see things differently, and the absence of communicated values creates confusion, which results in a lack of teamwork and low morale. This was what transpired at Hitech Junior Preparatory. It would seem that the principal and educators' definition of values in the educational context suggest that values-based leadership can impact decisions based on values rather than beliefs. Dean and Ghemawat (2008) suggest that there are three points of reference that we base our decisions on what to do. Further to this, Barret (2005) states that people can use their beliefs, values or intuition to form a response. He then asserts that when people use values to make a decision, then those decisions would align with the future they want to experience. In addition, they can be used to make tough decisions because values transcend contexts and experiences whereas beliefs are steeped in the past and not adaptable to new situations. This concept is that Newtech has tried to emphasise and encourage in its design and application of the values of the school, which values will guide in tough decisions that have to be made.

The findings also gave the impression that there was a division among the staff at Hitech Junior Preparatory. There were those who were for management and those against. According to David and Teddlie (2000), this is not conducive for an effective school.

The next section is a discussion of the participants' understanding of the role values-based leader's play in promoting ethical conduct in schools.

4.2.3 Understanding the Role of Values-based Leadership in Promoting Ethical Conduct in School

The principals in this study understood and perceived their roles as those that guide and support educators. Leading staff in a way that was exemplary and aligned to personal values and those of the school. The participants also acknowledged and understood that they played a major role in promoting ethical conduct in the school and inspiring stakeholders to infuse values-based leadership in their everyday interactions with others, including school leadership itself. Below is what was said by the research participants:

Mapfono from Hitech Preparatory stated that her role as a school principal encompassed:

> *To lead and guide teachers and also for a smooth day-to-day running of the school. I promote ethical conduct by trying hard to uphold and put into practice the values and behave according to the schools' ethics.*

Seemingly, Patura from Newtech Preparatory identifies his role as his focus mostly based upon learners and their performance and influencing educators.

> *To encourage learners despite social challenges and influence educators positively.*

In addition to this, Majay remarked that as part of the curriculum, in Life orientation, Grades 4-7 were taught values-based education.

On the contrary, Magesh from Hitech claimed that the principal on paper was a values-based leader but in practice, she was not seeing it happening. She said:

> *The role is to be the kind of leader that speaks or does what is agreed and sticks to that decision even when it becomes uncomfortable. Very principled.*

In addition to this, Ramati from Hitech Preparatory clearly stated that a few members of the leadership team were fair and firm, thus effective. She said:

> *The role is leading in such a way that values and morals are promoted through the use of modelling said behaviuor. But some staff members are not treated equally.*

Also, Matilda from Newtech Preparatory and Rapasaad both were in the consensus that the role of values-based leadership in schools was to involve all stakeholders and confer on the occurrences at school on a regular basis. Additionally, Rapasaad stated:

> *To include every individual and have continuous meetups where grievances can be voiced or ideas for rules can be brought up.*

Seemingly, Eunice from Hitech Preparatory stated

> *Leading that is guided by inherent values. Bible-based values. The school, its staff and learners need guidance from a sort of higher power than ourselves. This school has no evident values that guide it, it is sad.*

Educators at Hitech Junior Preparatory claimed that they did not see the role that the principal as a values-based leadership was serving in the school. At least half of the participants answered the question by reflecting that the role, if there was any, was “not applied” in the school. The remaining participants could not answer the question because they felt it was not an occurrence at the school.

The above are the findings from interviews that were conducted.

To support the notion shared earlier by Majay from Newtech. One of the school policies demonstrated infusion of values-based education. The document clearly stated the importance of teaching such values for children's upbringing. Below is part of the document from the values-based education policy:

> *The purpose of Values-based education and incorporating the Fruits of the Spirit is: To help the preparatory community think about and reflect upon positive universal Values and the practical implications of expressing them in relation to themselves, others, the community and the world. To inspire our learners to embrace our Values and possibly develop their own positive personal, social, moral and spiritual Values and be aware of ways for developing and deepening themselves as proud South Africans and world citizens. We are convinced that Values-based education and our Fruits of the Spirit promotes an inclusive school ethos and raises achievement and helps our learners to raise their self-esteem and take greater responsibility for their own behaviour and learning. Overall, it enables our learners to examine the kind of life that is worth living and to consider what kind of life they want for themselves.*

Having noted how the Newtech Primary promotes values-based leadership through education next is an analysis from reviewing state documents. According to the Bill of Rights (1996) on human dignity No 10 stated:

> *Everyone has inherent dignity and the right to have their dignity respected and protected.*

Also, the South African Code of Professional Ethics (2002) stated that educators registered with the South African Council for Educators should:

> *Acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa; commit themselves therefore to do all within their power, in the exercise of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.*

In addition, the Manifesto on Values, Education and Democracy (2002) concurs with the Bill of Rights and stated as follows:

> *Ubuntu (Human Dignity), the Manifesto argues that while equality requires us to put up with people who are different, and non-sexism and non-racism require us to rectify*

the inequities of the past, Ubuntu embodies the concept of mutual understanding and the active appreciation of the value of human difference.

In relation to the school policy at Hitech Junior Preparatory, as mentioned previously the school only gave me access to the policy relating to learners. According to the principal, other policies and statements were not open to external individuals which made corroboration and refute of findings from interviews rather tricky. Furthermore, it made me question whether these policies did, in fact, exist at all. My findings confirmed my suspicions when Magesh and Mawol mentioned without being asked that they personally have not seen any documents from the school that indicate any kind of policies that the school which speak to the values of the school, except the learner code of conduct and the assumption that since 'persevere' is in the school motto then it made sense that it was a value strongly held at the school by the principal and staff. Furthermore, an understanding of mutual respect was another because the principal made sure to preach this at most meetings held at the school, said Ludy-Mavhiz. However, the lack of documentation that staff should be referring to every now and then to remind themselves of the expectations of the school opened up room for staff to do what they thought was right. Furthermore, this opened more room for unethical behaviours because the staff was left to assume what was right according to their values, not those of the school. This explains why Magesh, Mawol and Ramati also felt that the school usually calls them out when they have done something wrong, and only then would they learn that the action they enacted was wrong. Another factor that I have noted from the responses was that at the school, there were no plans to prevent or avoid certain actions, particularly of educators and management; however, matters were dealt with only when they occurred. Moreover, Ludy-Mavhiz said that part of the management weaknesses when dealing with the staff was:

Demonstrating egocentricity, being dictatorial and imperious.

This left educators feeling like they were attacked.

I think the presumption school management may have made was that in the education fraternity are professionals who are registered under SACE and therefore they should know what is expected from them in terms of conduct, forgetting that every institution does things differently to suit individuals who are part of that institution.

However, on a positive note, at Newtech Preparatory, a section on 'performance standards' found in the school policy asserted that:

Employees are required to uphold and further the mission, values and strategic intent of the school and at all times protect its interests and good reputation. These values are to honour God, honour others and honour self; know myself, be myself and make my contribution which is an affirmation of dignity, self-expression and worth.

This language is reinforced by the human rights clauses of the South African constitution. By this assertion, I have already noted the atmosphere of this school deems more organised, values-oriented, a caring group of people and valuable citizens of the country that want to make a difference by treating people with kindness (according to their Christian beliefs - verses from the bible have been quoted). In doing so, the document adds:

Doing so requires both articulation and 'walking the talk'. The importance of the last term's meeting of the Strategic Planning Group in the botanical gardens to refresh our articulation and expectations.

The view that a school be guided by Christian beliefs is seconded by Eunice from Hitech when she mentioned that the school needed 'bible-based values'. At Newtech, application of a Christian belief seems to be working for the school.

Furthermore, the school policy at Newtech embraces the Employees Equity Act as it asserted that:

The school fully embraces the concept and principles of employment equity. All employees must be treated fairly, equally and with dignity and respect at all times. Any unfair discrimination on arbitrary grounds such as race, gender, religion, ethnic and social origin, sexual orientation, political opinion, language, disability, HIV status etc. is strictly prohibited. Harassment will be viewed in a serious light and following an investigation, appropriate action will be taken against the perpetrator.

From the above findings, I can safely say there was a mutual agreement in both schools that people should be treated in a way that honours and respects them. More particularly, how school leadership should be managing all stakeholders in a way that exercised the use of values and moralities in administration to promote an ethical culture within the school. Findings from the above-mentioned documents seemed to corroborate the finding from the participants.

However, it is very important to note that articulation of values-based leadership at Hitech Junior Preparatory was not as precise as in Newtech Junior Preparatory because they produced a school policy that I was able to analyse. More than anything the documents highlight aligning

own values with that of the school (education system as a whole, i.e SACE code of ethics) and applying them. They emphasised the importance of practising what was seen on paper and in solidarity to ensure they allowed others to express their struggles. The school principals are aware that as a values-based leader, one first needed to be guided by what the expectations of a higher law were which then infiltrated down to the formation of school policy in the school that aligned with those values and implemented them, although at Hitech this still remains questionable.

The differing responses to the roles that these principals and educators perceived leadership in their school's favour with much of the literature reviewed. Some participants echoed the sentiments of perceptions of values within a school that emerged during data analysis in a study by van Niekerk and Botha (2017) where principals were encouraged to alter their behaviours by applying them in an appropriate manner for the culture of the school through effective communication, policies and laws. Van Niekerk and Botha (2017, p.137) further state that when principals apply their own values regardless of the different values of others in the school, it may result in disharmony at school. This is what I have noted was happening at Hitech Preparatory. In addition, Hitech Junior Preparatory's responses to the questions suggested that they were resistant to change and were no longer willing to be active participants in the school activities because they did not feel acknowledged and they perceived management to favour some over others. In essence, this broke the trust among educators and management (Prilleltensky, 2000). Next is a discussion about the nature of values-based leadership in a school context

4.2.3.1 Understanding of the Nature of Values-based Leadership in the School Context

Many of the participants have not heard of the concept of "value-based leadership" before. They were encouraged to try and articulate what they thought could mean and quite a few participants gave comprehensive and accurate definitions spontaneously.

For example, Mapfono from Hitech Junior Preparatory highlighted that:

> *Values can create a code of conduct and leaders are responsible for acting and showcasing these values at school.*

She further said:

> *Leaders uphold the values of a school and never depart from those values.*

Clarity on what she meant was requested and she suggested that this kind of leadership is a standard that leaders should conform to in terms of its values.

> *I'd imagine that it's something that is uniform within the management system or leadership system, these are the values and the standards we conform to, these are the ones we'll promote, and by us promoting it we'll engrain them amongst the staff.*

Ludy-Mavhiz from Hitech Preparatory explained a value-based leader as one leader with a purpose.

> *The personality traits you have as a leader should be built from something and I think is determined by the values one holds. The leader should serve the role of stewardship. Leaving things better than you have found them and leaving a legacy.*

Patura from Newtech Preparatory from Newtech Preparatory spoke about the role of leaders in instilling values and imparting them onto their teachers to create a cohesive culture for the school:

> *I think it's basically having a school ethos, keeping that ethos in mind all the time so that in practice they always keep in mind that these are the values and this is what the school stands for. It's a downward approach as well, so when you're training your staff and mentoring people, you instil those values in them as well, so that everybody's on the same page as to what the school culture and ethos is.*

Many participants were of the belief that values-based leadership was not one that only applies to pronounce leaders however it also applies to ordinary people with no leadership title because leading with values should be guided by the kind of person you are first before anything else influences your leadership style. Rapasaad from Newtech Preparatory contends that it was the kind of leadership that was based on the beliefs of the leaders. Eunice from Hitech Preparatory said:

> *Treating people the same way you want to be treated. This in turn trains people to treat you a certain way. Also through daily conversations with people about values encourages them to act.*

For those participants who had less complete articulations of the concept of leadership, they were provided with the following definition, based on Copeland (2014) from the literature review:

> *Value-based leaders operate by a strong moral and ethical code. They act in such a way that their values are most effective when their personal values and school values align. This enables leader's authenticity in the school. They are often considered to be transformational, in other words, they are able to transform or*

grow themselves and those around them through interaction. Values-based leaders as those with an underlying moral and ethical foundation. Values-based leaders describe behaviour rooted in ethical and moral foundations. For instance, values-based leadership styles in the leadership research include spiritual, servant, authentic, ethical and transformational leadership.

Following is a report of the findings from document reviews to either verify or discredit the findings from the interviews conducted. According to the values-education school policy at Newtech Primary the following was documented:

For us as educators, Values and Fruit of the Spirit education provide a clear reference point for talking about things that relate to all our learners: behaviour, relationships, self-worth and any other everyday issues. It is transformational and has relevance to all learners: it is not set within a specific time frame, is relevant to learners of all ages, ability, social class, culture and religion.

Besides, the Manifesto recognises that:

Values, which transcend language and culture, are the common currency that makes life meaningful, and the normative principles that ensure ease of life lived in common. Inculcating a sense of values at school is intended to help young people achieve higher levels of moral judgment. We also believe that education does not exist simply to serve the market but to serve society, and that means instilling in pupils and students a broad sense of values that can emerge only from a balanced exposure to the humanities as well as the sciences. Enriching the individual in this way is, by extension, enriching the society, too.

It might be that I believe such a culture of values demonstrated by the policy at Newtech Primary and the Manifesto on Values, Education and Democracy does not only apply to learners but equally also to educators and the management team as well.

The responses to the understanding of values-based leadership in a school context at Hitech primary seemed to be pretty distorted; it refuted some of the literature reviewed. This was mostly because they did not understand the concept of values-based leadership and secondly, they did not witness much of these traits from school management. The principals' values mostly do not align with those of the school. In addition to this, the school seems not to have

aspirations and ethical direction for the future. This is a major concern for an institution that is meant to groom and nurture the lives of learners. It is the sad truth unfortunately that what happens at top management is bound to trickle down to followers and subordinates and impact them as well as their lives and views of the world around them. To reinforce this belief the Manifesto on Values, Education and Democracy asserted the following:

> *The approach of the Manifesto was founded on the idea that the Constitution expressed South Africans' shared aspirations and the moral and ethical direction they have set for the future. As a vision of a society based on equity, justice and freedom for all it is less a description of South Africa as it exists than a document that compels transformation.*

Further findings in Dean and Ghemawat (2008) points out that the concept of values-based leadership is primarily defined as leading by example. This means the manager or leader should seek to do what is right for the right reasons without compromising core principles. This idea of doing what is right is supported by Barrett (n.d) who contends that to be a successful leader one needs to be able to build a long lasting team and not only focus on what you do but how you do it; which is about living your deeply held values. He further argues that an authentic leader pursues purpose with passion, practices stern values and leads with heart whilst establishing relationships and showing great discipline. According to Barrett, such a leader brings people together and empowers them to lead authentically to create value.

In Rao (2017), Martin Luther King says that leading is not about power for its own sake; instead, it is about the power that is moral, right and good. He explains that the responsibility of the individual is to make sure that their actions and behaviours are honest, ethical and correct. While the participants were in agreement about defining values and values-based leadership in the school context, they held differing opinions about its roles in the school. In a study by Tran (2016), it was found that values-based leadership can have a positive impact on many aspects like creativity, job satisfaction, affective commitment and overall performance. Although, there are still about 20% of those works of literature which presented pieces of evidence to disprove such an impact on the educators' extra effort and on leader job performance (Tran, 2016).

Values-based leadership takes from the notion that leaders should draw on their own values and followers' values for motivation and direction. Values-based leadership philosophy maintains that people are mostly driven by values and live in accordance with those beliefs (Viinamäki, 2012). In layman's terms, values are our most natural drivers. It is natural for

leaders to get directions from their own values and to create a vision that equally makes sense for leaders to align with their followers' values which makes them more likely to act. Barrett, (2006, Paragraph. 1), describes values-based leadership as "...a way of making authentic decisions that build the trust and commitment of teachers ".

Even though a majority of participants had not heard of the concept of values-based leadership, they have an understanding of what values are and their influence on the way individuals perceive and behave in the world. For many, the concept of personal values within a work environment was a new one, and the discussion around their own values tended to focus on home activities. In the future, being able to integrate the passion they showed when discussing their personal values with the values of the school will enable them to create a great sense of purpose and energy to the staff. What can be clearly identified from the leadership traits participants from Hitech Primary identified was the many commonalities with the traits that define a values-based leader. Integrity and honesty and leading by example were mentioned by most participants in the research, and while this was quite a universal value, it was also found to be highly pertinent given the values conflict occurring amongst the management team around integrity. Additionally, the principles were so integral to the values, culture and leadership of a school. What was compelling was how many defined the principal at Hitech as a values-based leader. He was described as:

Unethical, timeous and lack good communication and being meticulous.

Meanwhile, the principal at Newtech was defined as:

Leading by example is quiet but gets things done, shows stewardship, trustworthy and honest.

At Newtech a strong moral and ethical belief system was deemed fundamental of a values-based leader and this base was apparent amongst most of the leaders and educators within this school (Dean & Ghemawat, 2008; Viinamäki, 2009 & Copeland, 2014). This means there was a strong foundation for the improvement of these traits within the school. However, (Sergiovanni, 2017) highlighted that all leaders are individuals so will not always be able to act in accordance with the ideal. This has been shown in the way the principal has wavered to deal with the values conflict within the management team, educators and learners in some rare cases at Hitech Primary. On the other hand, at Newtech Primary, it is displayed through participants who do view that some values take precedence over others. Also, personal relationships, compassion and fear have made it difficult for management to step forward and take the hard line, but the negative ramifications of this inability to act have been far-reaching and driven a

clear cultural shift within the school. It was necessary for the principal to re-establish his own clarity on values and vision to the school, to ensure that he was better able to make decisions and take actions when others within the school do not act in accordance. However, when it is the principal that is not acting in accordance who shall remind him of his actions?

In the literature review, the idea of both positive and negative values was discussed. Barrett (2014) raised the idea that potential inhibiting values such as blame, status and control arise out of a sense of insecurity. In the research it was identified that destructive behaviours amongst the leadership at Hitech Primary were often driven by a sense of threat from others within the school, losing a sense of self-worth and place within the school. I can contend that I believe the same of educators too. However, it was clear that this behaviour, in fact, was not driven by inherent negative or inhibiting values, but rather was a response to personal values being threatened. Based on this research it seems that all leaders in this school had values that were fundamentally good. Negative behaviours were displayed when those values conflicted or seemed under threat often driven by change. Barrett (2014) identified these inhibiting values would be the core principles of a person that drove negative behaviour. In contrast, the research has shown that any value can drive positive or negative behaviour depending on the emotional maturity, self-awareness, ability to adapt and context within which the individual is placed. This has been shown so far that an educator with over 20 years at the school can change from being a positive, value-adding leader to a destructive, negative influence on the morale and culture in the school. Next is a discussion around the characteristics a values-based leader would most likely possess.

4.2.3.2 Characteristics of values based leader

Participants from Hitech Primary are of the view that leaders should think strategically, based on emotional intelligence and not be ineffective because of the staff members relying heavily on one person to get work done.

Mapfono from Hitech Preparatory stated characteristics of a leader as:

> *Gives a listening ear, leads from behind, open to criticism, transparent in his or her dealings and allows others to lead.*

Sharing a similar notion, Patura from Newtech Preparatory stated,

> *A person who understands and considers human behaviour.*

In addition, Ludy-Mavhiz from Hitech Preparatory remarked:

He or she must be successful in adopting a leadership style that is in alignment with the prevailing values. Nelson Mandela, for example, has charismatic traits, whatever he speaks becomes a trend.

On the contrary, Magesh shares a very interesting view. She remarked:

He or she should have the ability to apologise when wrong, appreciate when things go well, be willing to ask for advice, don't be autocratic and be neutral without showing any criticism. Be willing to work with people and realise you cannot make things happen by yourself, you need the expertise of others to lift you up.

Majay from Newtech Preparatory then sums up this notion as she corroborates this by saying that a leader must be willing to work in a team. She added:

A leader must possess good morals and communicate well.

At this stage, the discussion continues to the emphasis of leading by example which was brought up again by Ramati from Hitech Preparatory who said:

It is somebody with a natural ability to guide people in the right direction. Leading by example is important, inspire confidence and also be able to admit when they make mistakes and can understand when to ask for help. Leaders must be able to delegate.

Similarly, Mawol from Hitech Preparatory said:

A leader should inspire, equip dreams and be positive.

As mentioned earlier, the school policy at Newtech encourages the application of the 'Fruits of the Spirit' in addition to this; love and courage are important traits a values-based leader should hold. Most of the findings above are corroborated by the code of professional ethics which states that:

Teachers and administrators must recognise their responsibility in setting an example. Role modelling: promoting commitment and competence among educators and emphasises that competence is meaningless if there is no commitment and that it is vital for teachers to demonstrate the values they are meant to uphold.

According to Kreamer (2011), Values-based leadership is where leaders inspire and motivate others to pursue what matters most. Further, he emphasises the reflections and examples of the ways for a leader to behave and handle leadership tasks as a key component in understanding how to put a values-based approach in leadership into action. The subsequent section will present findings of the characteristics of a values-based leader from Kraemer's (2011) point of view. He believes that values-based leadership is an effective way for leaders to improve their

competence and it is a journey. He contends that there are four principles namely, self-reflection, balance and perspective, true-self-confidence and genuine humility. Furthermore, he strongly contests that when a leader upholds these four principles then one will lead in such a way that influences people to do what they are asked, not because of being the boss but because of an ability to motivate them. What was more interesting about these principles was that they do not only apply to management or people who have a stream of followers behind them but it was for anyone who wants to improve on personal leadership (Kreamer, 2011). Kreamer (2011) further inspires people by teaching them how they can build a values-based organisation. He said by; leading with values, communicating well, developing talent and building engagement, then setting clear direction and executing the plan. Over and above that, he said that to be successful at leading a school to significance because at the end of the day leading is about achieving a purpose; courage is required to live up to the values dearly held and a realisation that the opportunity to change the world is near (Kreamer, 2011).

Kreamer's literature has immensely supported the notions identified by most participants. Kreamer has not only spoken to the characteristics of values-based leadership but he has, on the surface, identified some advantages linked with values-based leadership. These will be looked at closely in the following section.

4.2.3.3 Enabling factors of values based leader in a school

Participants have acknowledged that there are benefits to leading that are based upon values and that it is important that people make conscious decisions to be values-based leaders.

Mapfono from Hitech Preparatory said:

> *It is important to spell out the values. Workshop both teachers and learners on the values of the school and educate them about the importance of values.*

In addition to this, Eunice stated:

> *Through the celebration of events, involvement of community reach out, communication, displaying care, commitment to learning and consistency towards educators and learners regarding the implementation of values stipulated and most importantly, unity.*

Moreover, Magesh remarked:

> *Management must first have values that guide lives that they might want to impose or incorporate any kind of values in the school. Involvement in decision making and supporting educators at all times is critical in leading people.*

Magesh was asked to elaborate on this and she indicated that she was a coordinator of the senior choir but she received no support from management whatsoever, instead she would be told when competitions take place without this information being run past her first. On top of that, awards received would never come to her to accept and acknowledge; rather, complete praise went to the school, the principal in particular.

To sum this up, Rapasaad from Newtech Preparatory said:

> *A major contributor to values-based leadership is working with willing participants. This is encouraged by an inspiring leader.*

Referring back to documents that have been reviewed. The school policy at Newtech has clearly described how values-based education becomes rewarding for learners to understand their role in society, this applies too to educators and management as it encourages motivation and passion.

On the other hand, the Bill of Right documents speaks to an environment that one might find himself in when at a school led by a values-based leader that acknowledges and appreciates the rights of people. It documented that:

> *The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.*

Furthermore, the Manifesto of Values, Education and Democracy highlight additional benefits being a values-based leader abiding by state regulation. It certifies that:

> *Building consensus and understanding difference through dialogue is at the heart of nurturing a culture of communication and participation in schools. It calls not only for dialogue but the space for safe expression. Nurturing a culture of communication and participation in schools means opening up channels of dialogue between parents, educators, learners and officials: such a culture will produce confident, inquiring and empowered citizens.*

According to Barrett (2006) values-based leadership assumes that when a school is based around common values, it is more likely to limber and be productive. Leaders who apply this

ideology are more likely to experience certain inner benefits as well. He or she is likely to make better choices and feel more comfortable to act upon those decisions. He or she is more likely to build better, trust more, have less stressful relationships with followers. Lastly, he or she is more likely to sense that they are in tune with their 'authentic self'. Barrett strongly believes and so I concur that a person's values are at the core of who they are. So by definition, leaders that are authentic will always act from their highest values (Barrett, 2006). The next phase speaks to the impact of values-based leadership on educators.

4.2.3.4 Impact of Values-based Leadership on Educators

The participants were asked whether they believe that value-based leadership was utilised in the school and if implemented, what was the effect it could have. Ludy-Mavhiz, the deputy principal from Hitech Preparatory believed that:

> *Values based leadership is applied in the school "as they abide by the rules that are aligned to the values and ethics of the school.*

This reasoning was based on the understanding of the concept of values-based leadership which was according to him:

> *Values-based leadership is based on the notion that personal and school values are aligned.*

Ramati from Hitech Preparatory said she believed that...

> *In principle, we are a value-based school but there is lots of room for improvement- it is not engrained but there is a strong foundation.*

In relation to what Ramati said, Ludy-Mavhiz went on to add. She said:

> *There are some values-based leaders at the school but they are being held back by those that aren't.*

In contrast, Eunice highlighted a negative impact. She remarked:

> *Discriminating people according to their race breeds resistance, disempowerment and a lack of commitment.*

The majority of participants felt the Hitech Junior Preparatory values were founded on encouraged leaders to be value-based. However, as the values have not been entrenched in recent years, there was not a clear line which marks limits for behaviour. Magesh from Hitech Junior Preparatory reiterated a similar notion. Patura from Newtech Preparatory identified the integral role the leaders play in creating codes of conduct and instilling values in the school. He said:

Management is usually at the top but the way I see it now, at the moment it's the core, the foundation, if that foundation is not laid properly and the values are not correct, it's like the trunk of the tree, and it filters up from the bottom.

Most participants believed that instilling a value-based leadership approach would allow the leadership to be more effective. Eunice from Hitech Preparatory also regurgitated that she was very optimistic about the effect of value-based leadership. She said:

What would be better than your leaders having the same values as your school- one direction and everyone pulling towards it?

This union of the leadership team towards a common vision will likely reduce conflict and strengthen communication, as everyone begins to work towards the same endpoint. According to Rapasaad from Hitech Preparatory,

Creating a purpose based on shared values will mean that people "come to work and feel like you are cared about and you will give that same passion to the school. If you are happy you are more productive.

Mawol from Hitech Preparatory believes that

Through values you really engrain a culture and that this could greatly increase morale and the lack of culture in the school.

Finally, Ramati from Hitech Preparatory contends. She said:

It could help us become better at performing school- it's not the only thing- but it will have an impact as educators will start doing school in a way that builds relationships and adds value rather than just teaching for curriculum coverage.

All of the participants identified that there may be some form of disruption with the implementation of value-based leadership. Nonetheless, it should not be a deterring factor. Ludy-Mavhiz from Hitech Preparatory indicated that and said:

It will separate the people that aren't supposed to be leaders from the people that are because if you are a leader, you should be able to adapt and adjust and to grow and learn those values.

Mawol from Hitech Preparatory identified further reasons for the disruption. She remarked:

Create conflict as we have mismatched people and we are trying to get them to agree on one thing.

However, Magesh from Hitech Preparatory believes in a different yet similar note. She said:

> *There will be an initial change in the atmosphere when we get rid of people that aren't values-based, but in the long run, if we have good leaders the positive influence will far outweigh the short term damage.*

She further stated that:

> *As people we shouldn't make decisions guided by fear- sometimes we just need to do what's right.*

The school policy shows overall appreciation and acknowledgement of educator's simple desires being met by encompassing the Employers Equity Act no 55 of 1998.

Overall, the participants believe value-based leadership could be highly effective in increasing effectiveness of the leaders, however, it was not the only solution and further measures will be required to rebuild the leadership team and regain its trust.

A significant amount of the literature on the topic of values-based leadership focused on the numerous positive aspects of values alignment and creation of purpose for a school (Branson, 2008). Interestingly, this study was an articulation of the impact of little focus on values within a school context. It became a case for learning and understanding the significant impact of values conflict at a school, with the context of a school culture amplifying the impact. The sentiments and discontent expressed by participants really highlighted how important and integral embedding a values-based culture was for the future of schools. Despite the current context of conflict at Hitech Preparatory, at least half of participants believed that the school was operating within the context of a values-based school. Most participants felt they could be authentically themselves in the school, and this created a powerful loyalty to the school. This base of values has helped to give leadership resilience in the recent challenging times. However, as the school seems to continue to move away from a clear sense of identity, we see the resilience and energy to whether the change that has begun to deteriorate. Through the interviews, it became apparent that a shift back towards strong values and culture was going to be critical to increase morale and passion within the school as this encouraged ethical conduct as well.

As highlighted in the findings, participants believed a values-based approach to leadership helped them to be more effective. Educators wanted a clear vision, structure, a moral code within which all would operate and a greater sense of surety in what's expected of them and

how they contributed to the overall school. They shared a passion for the profession and pride about what they have contributed towards the school, they needed to be given a common purpose which would allow them to continue to channel that passion in a constructive way to add value and really create a culture built on values that were going to require quite significant internal changes like a management reshuffle. What was clear was that while values-based leadership helped to create a strong foundation for leadership and development, it was only a part of the solution to creating a long term sustainable school, ethical conduct needed to play the other part. This meant that even though schools have a school policy that was supposed to guide behaviuor, enforcement of those guidelines in that document needs to be applied more than said. This is what was noted at Hitech Junior Preparatory which was contrary to Newtech Junior Preparatory. The following phases report on the factors hindering the implementation of values-based leadership, with the concept of ethical leadership as the 'elephant' in the room.

4.2.4 Factors hindering the Implementation of Values-based Leadership in schools

The following factors pose challenges to the implementation of values-based leadership which sometimes lead principals and educators to conduct themselves in an unethical manner in schools.

4.2.4.1 The context of the school

In this phase most of the findings are from Hitech Junior Preparatory, keeping in mind, a learner code of conduct was what was provided by the school.

Enforcing the school policy

Participants indicated that the school policy would be effective if it was properly enforced. Educators argue that enforcement was not just and fair and inconsistent. Sometimes you may find that the school policy was modified because it was more in favour of inappropriate actions done by a learner only because management was afraid to confront certain parents. Ramati from Hitech reiterates by relating an incident that happened at her school which shows unfair and unethical treatment. She said:

> *Before boys were allowed to plait their hair simply with no patterns because some parents prefer not to cut their children's hair. Nonetheless, there was one particular boy who plaited his hair only on the top of the head and trimmed the rest of the hair off. This was unacceptable according to the policy but the child incurred no consequence. Shortly after, other boys of a different*

race I should add noticed they could do the same and when they did they got into trouble. After receiving many complaints from educators about this discrimination, the policy was altered to accommodate such hairstyles because confronting the parent was the last resort. Till today, the policy seems to favour a different race more than the other.

Similarly, Mawol, an educator at the same school agreed to the notion that a school policy must not only exist but be implemented too.

We are told to do one thing and the other but when we look at those that have said it, they are not applying. How do you expect me to do something when I see you doing the other?

An analysis of documents like the school policy, in this case, a code of conduct, indicated its objectives not clear. For example, it was not clear what consequent actions would be taken for each offence, it was more of a one-size-fits-all approach used. This left both management and educators wondering how to deal with a matter that is not recorded. Also, the school did not have a school register of misconduct to record and count offences that a learner makes. This shows management's inability to design a school policy and enforce it. In addition to this, educators lose confidence in management.

The SACE code of professional ethics further emphasises the use of laws and regulations set to guide actions and behaviours. On the upside, Newtech Primary has created a very welcoming and concise approach that only unwilling participants or those of a different faith might be a hindrance.

Lack of discipline

Participants indicate that learners do not respect educators and management as a result, teaching and learning were affected. Ultimately, affecting management and educators morale which may subsequently affect how they treat learners and each other. This draws a very thin line to doing what is right and behaving unethically.

Magesh narrated one of her many personal stories that happened in class. She remarked:

*A child in my class called me a bi*ch. I called the parent and asked her how she would like me to handle the situation with the learners as witnesses on the other side of the line, the mother responded and said to give the boy hiding when he misbehaves. Weeks later, after reprimanding the same child about signing a test paper meant to be signed by a parent he said to me f*ck you,*

> *with great anger, I slapped him on the face. The next day the principal calls me to the office relating the parents' version of the story adding to it that she will be escalating the matter to law enforcement. What I found strange with this matter was that the parent had given me permission to do so and turned against her word. Also, I later learned that someone from the management team was trying to build a case for me to be dismissed, therefore convincing the parent to threaten my career. At this point was when I realised that I was on my own. Never was this matter discussed with me but I was told what would happen next as meetings between the parent and management continued. As I observed how my case was leading to my doom, I told management that If I was going down for such a minor issue of which I am not the only one guilty of at the school then I was going to expose every educator who has also laid a hand on a child, management included. To my dismay, the case was dismissed within a week and was a taboo matter.*

She concluded by saying that was how she lost trust in school management because values-based leadership was not displayed. Also, the management did not conduct themselves ethically.

In addition, Mawol asserted that:

> *Learners who have behaviour problems usually seek attention. Most of them are heading homes, live in violent homes or live with grandparents who struggle to discipline them.*

As a result, they come burdened with such a lifestyle that was not conducive for school (Mestry & Khumalo, 2012). This was a big problem for values-based leadership both for educators and management.

Further, Eunice mentioned that discipline not only lacked in learners but in staff members too. She did not want to describe the incident with an attempt to protect the identity of the individual. She did, however, mention that for one it was a scandal of co-workers being in an intimate relationship that ended sour, leading to one being dismissed. Secondly, it was a money scandal that involved the same person using the school funds for personal entertainment like trips and the intimate relationship. This person was shielded by management.

On the upside, at Newtech Primary, they acknowledged that children will always be children and that will try to irritate and test the patience of educators. With that in mind, the values of

the school are easily accessible and learners are constantly reminded of how they need to behave instead. Participants contend that this system is really helpful. They stay in the faith that not only learners apply the values but educators as well who in dealing with behavioural issues will apply the 'fruits of the spirit'. As a result, there is much more harmony in the school.

Another document reviewed speaks to the safety and mutual respect and discipline, the Manifesto on Values, Education and Democracy that asserted that:

> *Being safe and secure at school is essential to learning and teaching. For too many learners and educators, making schools safe in which to learn and teach, and ensuring the rule of law in schools, is a desperate challenge. The truth is, no matter how high the fences are or how sophisticated the security system, a school and its community are indivisible, and unless a school sees itself as part of its community and engages in the broader fight against crime, it will not be safe itself. Equally, reinstituting authoritarian structures does not restore the rule of law: this is achieved by building a system owned by all, where lines of accountability and authority are clear, where discipline is fair, just and proportionate, and where there is a sense of common purpose.*

At Hitech Junior Preparatory, educators seemed to have little confidence in the design and implementation of the school policy (learner code of conduct) in dealing with discipline issues. I believe that a school with a workable school policy such as one at Newtech Preparatory, opens room for a conducive environment for educators and learners, otherwise, unethical behaviour starts creeping in from management and educators because of the frustration lead by lack of knowledge and confusion (Mestry & Khumalo, 2012). Next is a discussion about the lack of clarity on the schools' values as a factor contributing to the challenges faced by values-based leadership?

4.2.4.2 Lack of clarity on the schools' values

From the previous discussion, there seems to be a relationship between the discipline of staff and learners versus a lack of understanding of the values of the school.

Mapfono from Hitech Preparatory said

> *The school code of conduct has clearly outlined the values of the school. (In terms of the motto of the school), perseverance, which also appears on the schools' notice board for educators, parents and learners to see. Letters with the school code of conduct are sent every beginning of the year with a clear*

> *indication of what is expected of learners by the school. Yes, there is no set of values that are aligned with an individual's belief and religion that we follow which speaks to how people should treat each other and behave except according to the South African Council of Educators Code of Professional Ethics. All educators have access to this document.*

Patura from Newtech Preparatory from emphasises the clarity the schools and its staff have on values at the school because we hold special meetings to enforce them. They appear very clear on the school quad and they are part of the curriculum that mostly Life orientation educators are familiar with because they teach values-based education.

As discussed in the findings, most participants from Hitech Primary struggled to articulate the values of the school, even though almost the entire staff worked in the school for over two years. The rapid growth of the school has begun to move the school away from values and become more about the task at hand. This shift in priorities and perspectives has left the leadership confused over the validity of the values they believed were so intrinsic to the school, and as a result, they have begun to question what kind of school this will be to work for them in the future. This was highlighted by Ludy-Mavhiz from Hitech Preparatory who said:

> *We don't have school values, we have an idea of what they are but they aren't real.*

At least more than half of the participants said that they believed the values have changed over time or have been inconsistent over the years. This is in contrast to the literature which highlights that in a school, values are much more likely to be embedded and enduring as they are fundamentally linked to the leader (Grojean, Resick, Dickson & Smith, 2004). However, Wren and Vallejo (2009) showed that over time as the school grew and new leaders were introduced into the school culture, values were diluted. This results in confusion and conflict around the values and vision for the school. What this means is that a school should have clear values and a vision to drive the school morally and ethically, no matter how long a school exists. This should not be diminished.

Additionally, the lack of vision means the role and meaning of the values in the school is not certain. Without a vision, there is no collective purpose and this leaves individuals acting in accordance with their own beliefs. This requires educators to become active in self-management and not rely on school principals to make all decisions (Sergiovanni, 2007).

Yeomans and Fitzpatrick (2017, p. 289) "state that working together requires an agreed-upon collective purpose and a common understanding of how the goals will be achieved". This requires individuals to not only align to the values but also to align to how the values are lived in order to reach the shared purpose of the school (Barrett, 2006). Vision is defined as a future ideal, reflecting the long term aspiration of the school (Ortegon-Sanchez & Tyler, 2016). Further, Ortegon-Sanchez and Tyler (2016) contest that having a clear vision moves the focus forward and provides direction and purpose in the organisation. Specifically, in times of turbulence or change, having a clear dream that individuals are able to revisit can ensure that decisions are aligned to the overall school purpose. In this way, values are the basis on which a meaningful purpose and vision are built. Ortegon-Sanchez and Tyler (2016) go on to say that focusing on the future forces the school and individuals to assess not only where they are now, but where they want to be, encouraging the practice of continuous improvement and personal development. The findings, aligned with the literature, clearly show that when there is a lack of clear vision, individuals act in accordance with their own beliefs of what is right. The new insight gained through research and further review was the negative and destructive nature of misaligned values and actions. Misaligned values often create significant conflict, as it is sometimes against the leadership of the school. Conflict can result in the breakdown and failure of relationships (Yeomans & Fitzpatrick, 2017). According to Kouzakova, Ellemers, Harinck and Scheepers (2012, p. 798) state that "values conflicts emerge when parties disagree about normative convictions and arguments about what is appropriate, reasonable, or just in a particular situation" As these value conflicts are built on beliefs that are central to who we are, they can escalate quickly creating significant tension that may be very difficult to repair (Kouzakova et al., 2012). In the findings, there was a clear values conflict identified in the school management. While the duration of the conflict seemed unreasonably long, this in fact made sense as a compromise, locating common ground and creating feasible solutions that could be near impossible in such a personal values-based conflict situation. Long-standing conflict of this nature has been shown to have negative effects on organisational performance (Yeomans & Fitzpatrick, 2017). This was very clear in the findings, where nearly every participant spoke about the division amongst the leaders of the school and the negative effect that it was having on morale and the ability to operate effectively. The challenge facing the school now was that they are dealing with a breakdown of trust and a complete inability to collaborate amongst the leadership.

In order to try to move forward a clear and defined understanding of values and strategic vision needs to be created with the entire management team. This moves the focus to a potentially aligned end vision for the success of the school. Once this has been articulated, it should allow for greater collaboration and increased proactivity in conflict management (Yeomans & Fitzpatrick, 2017). In the findings, it was uncertain whether this would be able to unify the management team, but having a clear vision and a unified understanding of values was going to be needed to prevent future value conflicts escalating to this level. For the management team, a more decisive approach such as replacing a management member directly involved in the conflict may be required to really make a difference. The next section is a discussion about the culture of the school as a contributing challenge to values-based leadership.

4.2.4.3 Culture of the school

As the findings and discussions show, the values conflict in the school has had a direct impact on the culture of the school. When this conflict was as visible amongst the leaders of this school, it casts a negative shadow across the entire school. This was reiterated by Magesh from Hitech Junior Preparatory who expressed her lack of motivation. She said the conflict is:

> *Showing favouritism, meaning that certain positions are reserved for a particular kind of person. There is a lack of support from the management team. Depending on who you are, there are no consequences for your wrong actions.*

It was important to note that the way things have been done at Hitech Preparatory in terms was showing favouritism, racism, undermining certain staff and excluding them in decision making has made most educators to conclude that the school was not upholding any stringent values. This was reiterated by Ramati who said:

> *Some people are treated more equal than others and I sometimes keep quiet about racial comments made.*

In Addition to this, the principal Mapfono also seems to be in support of what has been said by her staff without directly admitting to it. She said:

> *People are treated according to the efforts and contributions they bring to the school.*

In relation to the culture of the school Mapfono continued to say:

> *There is no prescription on how you should do your work, as long as it is in line with the mission of the school. Leadership works well together despite their personal differences and everyone aims to achieve results in their area of expertise.*

The principal from Newtech Preparatory Patura highlighted a factor in building a culture was by sympathising with people. She said:

Human behaviuor as the key driver of the culture of the school.

The school policy, through the 'school characters' encourages goodness and self-control which speak to how we treat people and behave around people which determine the culture that is normalised at the school. Without having to repeat what has been said before, the Bill of Rights and the Manifesto on Values, Education and Democracy continued to reinforce how important it is to act in accordance with the rights and values that may be applied into action.

According to Buchko (2007) a failing organisational culture was the outward expression of actions stemming from the underlying values and beliefs of the school. When those values are conflicted or become unclear, the culture of the school is impacted. The culture of a school was especially vulnerable as emotion, personal connections and familiarity were part of the founding nature of the school. Values conflicts have been found to be particularly detrimental to the culture of an organisation as identified by Yeomans and Fitzpatrick (2017). The following phase concludes the factors that pose challenges for a values-based leader in schools. It is the leadership itself.

The meaning of the findings seem to suggest that a school should have norms that everyone in the school is guided by. When a school has some form of guidance by means of values, which is a recipe for good implementation of values-based leadership.

4.2.4.4 Leadership in a School

In any school, the school management plays a particularly important leadership role as identified by Vallejo (2009), Dyer (1986) and Sorenson (2000). More than in any other school, the school management defines the values, culture and norms of the school as their personal passion and beliefs are embedded in the establishment of the school (Eddleston, 2008). This was corroborated by the findings of this research, where the majority of the participants indicated that they viewed principal as a leader that inspires, that they trust and who really defines the direction of the school at Newtech Junior Preparatory. On the contrary, the principal at Hitech was both autocratic and democratic, depending on the quality of the relationship, meticulous and somewhat unethical. The deputy principal was described as having a participative, engaging and transformative leadership style at Hitech Junior Preparatory. Traits

to leadership impact greatly on how subordinates respond to a leadership style. This finding suggests that without a leader in any organisation, there is no direction.

A values-based leadership style was found to be the most effective in a mature school, as it was conducive to positive work culture. Furthermore, it has been found to enhance the performance of the school by creating an environment built on trust, communication and understanding (Vallejo, 2009). However, as with any school, it is important that all leaders and those in the management teams within the school are leading in a manner aligned to the school values, in order to create this positive culture throughout the school (Copeland, 2014; Dean and Ghemawat, 2008; Viinamäki, 2012). Within the findings, it was clear that the educators did not believe there was alignment on values, leadership styles and actions at Hitech, particularly at the management team level. This has led to a breakdown of trust and communication. What the findings suggest here is that as much as a leader keeps the organisation in order, the type of leadership approach used also plays a pivotal role in schools success.

Within the case study analysed, the impact the school management has on the belief and authenticity of the values can be clearly seen. Numerous participants called out that the school management did hold some individuals accountable who took actions misaligned to the values of the school. Nevertheless, that process may be tricky noting the principal herself could be charged for unethical conduct. Christie, (2010) identified that when the core values are not entrenched or acted on by the school management, uncertainty is created. This has been the case at Hitech Junior Preparatory where there was no uncertainty over the values and vision of the school. It was imperative that the school management created and upheld the boundaries within which the leadership and educators would act, to give clarity and direction to what was acceptable. Furthermore, it was as important for the leadership at Newtech Preparatory to live, breathe and truly believe in the schools' values to make them an integral part of the way in which things are done at the school. Engaging with those in the school to create a stronger values base that can be an effective way to get alignment on these borders amongst the entire leadership team (Sergiovanni, 2007).

4.3 Chapter summary

In conclusion, this chapter presented the findings from interviews and document reviews. The findings reveal that most participants perceived values-based leadership in similar ways but noted differently when it came to the application of the concept by the school principal. The

findings also encouraged the introduction or infusion of a values-based leadership approach because it proved efficient, emphasising that a school without a vision and values has no purpose and direction for it. As a result, conflict may emerge. The next chapter provides a summary and discussion of the study as well as recommendations and implications for further research studies.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter focused on the presentation of the data and a thorough critique of the findings through the research questions posed in Chapter one, the literature review and the lens of the theoretical frameworks discussed in Chapter Two.

This chapter contains the study summary, conclusions and recommendations of the entire study. Drawing from the findings discussed in Chapter Four, conclusions and pertinent recommendations are derived at. Thereafter the implications of the study are presented. The chapter summary concludes the presentation.

5.2 Summary of findings

5.2.1 The Principals' Understanding of their Roles as Values-based Leaders

The first theme to emerge from the data was the principals' understanding of their role as values-based leaders. The principals saw their roles as encouraging teaching and learning, consistent leadership that does not deviate without reason and practice personal values in the hope that subordinates will follow. This may suggest that these principals take an active role in teaching and learning the lives of educators. Above all else, senior management realised that the ill-behaviour of learners, low educator morale and ambience at the school needed a leadership style that is values-based. Educators also became more knowledgeable and were thus able to add more value in the learning process and be active members of the school in the realisation that communication and commitment were essential to facilitating a values-based leadership style and minimise unethical conduct because of lack of transparency and solidarity.

5.2.2 Participants' Understanding of the Nature of a Values-based Leader

The second theme to emanate from the data was the participants' understanding of the nature of a values-based leader. Interesting to this was the realisation that many of the participants did not have a concrete and complete explanation for what a values-based leader is. Many used their imagination to break the concept apart and try to make sense of it. Their understanding broadened when they were provided with a definition to help them understand the concept better. Most of the participants felt that values-based leadership entailed leading

from behind, leading by example, appreciating the concept of Ubuntu and most importantly, aligning their own values with those of the school.

5.2.3 Factors hindering the Implementation of Values-based Leadership and Jeopardising Ethical Conduct

The third theme to emerge from the data was the challenges faced by the participants in supporting appropriate values-based leadership practices in their schools. These included the discipline committees, educators, learners and the community at large. Most participants cited the inefficiency of the discipline committees in handling ill-disciplined learners who pose a disruption to teaching and learning, educator morale, then a moral decay in the school. To escalate this even further, the one school studied has a deputy principal post that has not been filled, however, that deputy is still acting in that position to complete the year because she applied for an extension of her retirement which was due in the first quarter of the year. This left the other members in the management team frustrated because they were hoping to apply for the position. Meanwhile, other educators claimed they needed new blood in the school. Consequently, clashes among staff members were evident. Educators were left discouraged, demoralised and lost trust in the school management. More importantly, though, the situation at this school raised red flags in terms of the ethical conduct policy at the school.

In relation to learners and the community, it contributes to a summary that some of these learners came from broken families while others have a sense of entitlement resulting in a lack of values from home and therefore influence others in the school. In support of the notion, Mestry and Khumalo (2012) go on to say that the rise of lack of discipline, particularly lack of respect for educators in schools hampers teaching and learning. Sometimes learners seek attention from educators by behaving in an unacceptable manner. As a result, educators and management find it difficult to manage learner behaviour. This is to say that, while schools have a code of conduct, it is more important to enforce it than formulate it. Hitech Junior Preparatory strongly believes in that action plan as they also perceive much of what is written on the code of conduct not applied in practice.5.3 Conclusions

The purpose of this qualitative study was to explore the role of values=based leadership in promoting ethical conduct in schools. The participants involved included school principals, the deputy and educators. From the participants, perceptions the research sought to elicit the

participants' perceptions of currently experiences, practices and challenges. Also, looking into the probability of challenges in the implementation of values-based leadership in schools. Here, it was important to consider factors that may hinder values-based leadership from a school context point of view. Participants were selected according to their suitability and value they were perceived to be capable of adding onto the research. Schools were also selected according to the characteristics they possess that would enrich the research.

The analysis of data was derived from probing participants through interviews and document reviews for corroboration to gain insight into the above mentioned are or themes. Most participants expressed that the core of values based leadership was to set precedence as a leader in order to influence educators and school management good role modelling was needed. Honesty and being authentic was then a bonus. Participants indicated how much of an advantage it would serve the school if values-based leadership were enacted. They emphasised hoe it would encourage relations between school management and educators as well as building a positive rapport with learners.

Overall, the benefit of employing this approach of leadership outweigh factors that might hinder. Recommendations to the emergence of the leadership enactment will be discussed next.

5.4 Recommendations

The following recommendations are informed by the findings and conclusions that emerged from the data gathered through semi-structured interviews. Although the leadership team at the schools displayed some values-based leadership traits, there was a great need for improvement in the two schools. The recommendations set below are also influenced by the objectives of the research.

5.4.1 The Principals' Understanding of their Roles as Values-based Leaders

While all members part of the management team understood their roles as values-based leaders as one of leading by example, remaining consistent to values and supportive towards staff, only deputies from the schools were found to be more active and involved in the daily programmes at the school. They chaired staff meetings, addressed staff about matters concerning the teaching profession and monitored teaching and learning. It was found that at

Hitech Preparatory the principal was mostly running up and down to and from the district office and almost never seen at the school premises. Hence, responses gave the impression that values-based leadership at that school was associated with the deputy principal. A recommendation here is made to say the principal has to be more visible at school and be an active participant on school management rather than solely focussing on administration matters at the school. The advantage of this is that both learners and educators become familiar with the leader and she/he is able to relate better with them because she/he has attempted to build a relationship with them. Moreover, school management needs to clearly articulate the values that the school holds, keeping in mind that the school encompasses people of different religious groups with a unique background and each may employ their personal beliefs without realising they may clash with that of the school. This will help learners and educators to have a point of reference when there's potential to conduct themselves unethically.

5.4.2 Participants' Understanding of the Nature of a values-based Leader

In order to have a vivid understanding of values-based leadership, schools should first do a strengths, weaknesses, opportunities and threats (SWOT) analysis of the school and collate that information to form new structures that will enhance values in the school (Jackson, Joshi & Erhardt, 2003). The benefit of including all stakeholders points to them that they have a sense of ownership of the structures leading to shared responsibility in ensuring that these structures do not exist only on paper but are a well-oiled part of the organisation that adds value to the education process. In addition, the benefit of SWOT analysis allows a school to formally assess its structures and thereby tweak what is working and let go of what is not working (Jackson, Joshi, & Erhardt, 2003).

5.4.3 Strategies to retain values while leading to Minimise Unethical Conduct

According to Trevino, Hartman and Brown (2000), participants need to strive to do what is right. This means that decisions made and the behaviours executed should go hand-in-glove with what is known to be right. Leaders should not only seek to say what is right but also be seen as doing what is right because reputation speaks volumes. It is important that a leader realises that people are always watching for cues, and can quickly pick up when an action is unethical, therefore role modeling through visible action is pivotal. If it is not done, those following us assume the actions of an unethical leader as ethical because that's what they see being communicated across. The above author's further states that communication about ethics and values is very important. It is not fair as management to leave the staff to assume the

expectations of the organisation themselves. This is not to say that the principal must preach about values but it is to constantly remind the staff that there are in fact values that the school upholds and would be beneficial that these values are practiced at the school. This is because naturally, values are important. The more the staff hears this, the likelihood of them taking the values seriously and applying them is very high. Implementing the reward system is the most powerful way of showing people desirable and undesirable ways of behaving. This means that principals should not be afraid to call out any wrongdoing that is deemed unethical. Seemingly, they should be open to praising good conduct. This approach has the potential to inspire and encourage educators (Trevino, Hartman, & Brown, 2000).

5.5 The Implications of the Study

This is a small scale study of two primary schools consisting of eight teachers. Therefore the findings of this study do not in any way reflect the broader community of values-based leaders promoting ethical conduct in the Gauteng West school District. However, the findings do point to the differences in approach to values-based leadership by the two schools. One of the implications for principals would be that working in isolation, not knowing what is going on among the teaching staff, in particular, would be disastrous for the overall atmosphere at the school. Principals need to be consistently reading and learning which would sensitise them to emerging leadership styles thus allowing them to be innovative in their schools to benefit the ambience at school. In addition, principals need to workshop educators and teach learners about values that they may be familiar with and the values of the school that they may adopt them.

5.6 Chapter Summary

This chapter provided a synopsis of the study and conclusions were drawn from the findings linked to the key research questions. The conclusions elicited the corresponding recommendations of the study as well as the implications for further research.

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APPENDICES

Appendix A: Permission letter to school principal

Letter for permission to conduct research study in a school

UNIVERSITY OF THE WITSWATERSRAND, JOHANNESBURG
WITS SCHOOL OF EDUCATION

Division of Education Leadership and Policy studies
Wits School of Education
Parktown

15/08/2018

Dear: Principal

My name is Khensani Rafout and I am a Master's in Education student in the School of Education at the University of the Witwatersrand.

I am doing research on **the role of Values-based Leadership in promoting ethical conduct in private schools**.

My research involves interview sessions that are to be conducted at your respected school otherwise a preferred venue of your choice.

The reason why I have chosen your school is because of its ethos of teaching and learning and the values that guide how things are done at the school. These are imperial to inform my research and how the school aspires ethical conduct.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy and that of the school will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please accept my invite that your school participate to inform my research report and kindly let me know if you require any further information. I look forward to your response as soon as it is convenient.

Yours sincerely,

Khensani Maluleke
Khensani101@gmail.com
0814100937

Appendix B: Information sheet for participants

UNIVERSITY OF THE WITSWATERSRAND, JOHANNESBURG
WITS SCHOOL OF EDUCATION

Division of Education Leadership and Policy studies
Wits School of Education
Parktown
August 2018

Dear: Mr/ Miss/ Mrs

My name is Khensani Rafout. I am a Master's in Education student at the School of Education, University of the Witwatersrand, Johannesburg.

I am doing research on **the role of Values-based Leadership in promoting ethical conduct in private schools**.

My research involves interview sessions of about 1-2 hours that are to be conducted at your place of work or other preferred venue of your choice within the school circuit.

I invite you to be a participant in my research.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

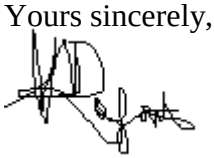
All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating because it is voluntary and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,



Khensani Maluleke
Khensani101@gmail.com
0814100937

Appendix C: Teacher's Consent Form

Project title: The role of Values-based Leadership in promoting ethical conduct in private schools.

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

The role of Values-based Leadership in promoting ethical conduct in private schools.

I, _____ give my consent for the following:

Permission to be interviewed

	Circle one
I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to	YES/NO
Answer all the questions asked.	YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

Appendix D: School Management Team Consent Form

Research title: T**he role of Values-based Leadership in promoting ethical conduct in private schools**.

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I, _____ give my consent for the following:

Permission to be interviewed

	Circle one
I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to	YES/NO
Answer all the questions asked.	YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign: _____ Date: _____

Appendix E: Interview Schedule for participants

For anonymity MJ has been used as a pseudonym

[A] Context

1. Years of service at MJ?
2. Years working?
3. How would you describe your role in the school?

[B] Understanding individual values and leadership style

1. What are your values?
2. How would others describe you?
3. Would you call yourself a leader?
4. How long have you been a leader?
5. What kind of leader would you say you are?
6. What do you think you do well as a leader? Why?
7. What do think you don't do well as a leader? Why?
8. How would you describe a great leader? Example? Traits?

[C] Understanding organisational values

1. What do you believe MJ values are? Rank them
2. Have these values always been MJ values? How or why have they changed?
3. What do you enjoy or not enjoy about working at MJ?
4. What is your perception of the leadership within the organisation? Performance? How do they work together?
5. What are the leadership strengths and weaknesses?
6. Where do you think they could improve on ethical conduct?
7. Are you able to be yourself at work? What aspects can you and what can't you?

[D] Values based leadership

1. What do you understand of the concept of values based leadership?
2. Do you think values based leadership is applied in MJ? If yes, how? By who?
3. If not, do you think value based leadership can be applied in MJ? How?

Appendix F: Document Schedule

Below is a list of the factors that will assist in conducting document reviews

a. Assess existing documents.
b. Decide on the types of documents that will answer that relevant to the research and will answer key questions
c. Make sure to follow procedure regarding certain documents that may require the permission of others before being released for review and analysis.
d. Ensure confidentiality of individuals.
e. Compile the documents relevant to your evaluation.
f. Understand how and why the documents were produced to develop a better understand of the context for which they were developed. This is critical to gathering usable information for your evaluation.
g. Determine the accuracy of the documents by comparing documents that contain similar information. This includes; checking the documents against other data collected, and speaking with people who were involved in the development of the documents if it is possible or gathering reliable information from the net.
h. Summarize the information from documents reviewed. This may include using coding and themes for each document reviewed.