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## **Engendering discipline.**

Perceptions and practices of students and teachers in a secondary school  
in South Africa

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award of the degree of Master of Philosophy in Educational Administration,  
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## COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signed by candidate

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**Date:** September 2010

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## **Abstract**

This thesis aimed to investigate whether there is a gender bias in the way teachers discipline boys and girls. Coupled with this, the research was conducted to answer three important questions about gender and discipline in schools. Firstly, what are teachers perspectives of their own disciplinary practices inside (and outside) the classroom? Secondly, does the sex of the teacher affect the disciplinary practice that is being utilized and lastly, how do students view the disciplinary practices of teachers? The paper makes reference to literature based on gender stereotypes"; gender, discipline and education; teacher gender and pupil discipline; students perceptions of classroom practices; and administrators perceptions of classroom practices. This study is important because it shows the perceptions that students have of teachers' disciplinary practices and it also sheds light on teachers' perceptions of their own disciplinary practices.

The data was conducted in an affluent school in Cape Town and consisted of 113 participants, 97 students (48 boys and 49 girls) and 16 teachers and staff (6 males and 10 females). The data for this quantitative study was collected using surveys as well as conducting interviews. The data that was received by the two demographics (i.e. students and teachers) were compared to unearth whether or not teachers and students have the same perceptions and understandings of behaviours and discipline. The rationale here was that if students and teachers have different interpretations of the policy and different perceptions of what constitutes bad behaviour, then one cannot expect the aims of the discipline policy to be realized or to decrease the number of students that are sanctioned for bad behaviour.

The data showed that although teachers assume they are being gender neutral in the way they respond to misdemeanours committed by boys and girls, in reality, this is not the case. However, even though the biases of the teachers are largely unconscious, the students were very much aware of the biased nature of the teachers. The data also revealed that male and female teachers react and respond differently when they discipline boys and girls and that male teachers focus more on serious offences whereas female teachers focused on the less serious offences. From this study one can conclude that despite the fact that the gender inequality in education in South Africa has been addressed, there is still much to be done because evidently, gender bias still forms part of education systems including pedagogical practices.

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 Statement of purpose**

Using a case study approach, this thesis aims to investigate discipline policy and practice, with relation to gender, at a secondary school. This study will be addressing key questions such as 1) What are teacher's perspectives of their own disciplinary practices in the classroom? 2) Does the sex of teacher affect the disciplinary practice that is being utilised? and 3) How do students view the disciplinary practices of teachers.

South Africa's constitution and more so, its educational policies, professes its commitment to equality, which means equal treatment of all its citizens irrespective of age, race, religion or sex. With the country now being in its second decade of democracy, evaluating how education systems have changed plays a crucial role in assessing the changes that democracy presupposed and whether or not the political intervention has been successful in this regard. This research uses discipline as a lens to analyse the gender dynamic at the school and specifically in the classroom. The reason for using discipline is that it provides concrete evidence of the gender debate in the classroom. Since the abolition of corporal punishment, government has clamped down on degrading disciplinary practices and have compelled schools to keep record of their disciplinary procedures. These records can provide rich evidence of the gender debate within classrooms and this can even be extended into the school environment.

There have been many studies that give first hand evidence of either implicit or explicit differential treatment of boys and girls in academics and classroom interactions. If this is the case, one would assume that this differential treatment would play out in the manner teachers administer punishment to boys and girls. Teachers are at times not aware of their own bias and react out of either a learned behaviour or a genuine belief that their practices reflect what society would term as fair. This conscious or unconscious bias has negative implications because it this means that the practices of teachers do not reflect the guidelines stipulated by national and provincial government. The policies are created so that they can be realized into society and if this is not happening, we have a huge problem on our hands. This study is important because it raises an important question, do our practices

reflect our policies? And if this is not the case then schools, particularly teachers and administrators, are in need of a large-scale re-education in gender-neutral (disciplinary and teaching) techniques.

The introduction of this paper lays the foundation as to what this research aims to address. Chapter two will discuss schools within a broad policy context, making reference to gender equality frameworks, and it will also give a detailed description of the school at which the study will be conducted. Chapter three will give an overview of the literature focusing specifically on gender and discipline in terms of how teachers view their own disciplinary practices; how students view the practices of teachers and the process of drafting discipline policy and procedure by school administrators and management. The methodology chapter (Chapter 4) focuses on the way the fieldwork was orchestrated and it also discusses some of the limitations of the research. Chapter five discusses the findings of the research using similar themes that was discussed in the literature review. By rigorous interaction with students, teachers and administrators, this study will give a contemporary insight to the situation at hand.

The research will show that despite the fact that the policy is gender neutral, people still implement the policy, think and act in gendered ways. There was a great difference in how male and female teachers disciplined boys and girls. The study also revealed that teachers still held the view that girls are better behaved than boys and therefore treated them as such.

## **1.2 Overview**

The issue of discipline within schools has received much attention since the abolition of corporal punishment. Most students and teachers are extremely concerned about the danger and disorder within school environments. In research findings published in the Harvard Education Letter (1987), “each month three percent of teachers and students in urban schools [in the USA] and one to two percent in rural schools are robbed or physically attacked. Also nearly 17,000 students per month experience physical injuries serious enough to require medical attention.” Teachers are left to deal with problems such as drug use, cheating, insubordination, truancy and intimidation, which have a huge impact on

amongst other things, teaching time. "Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time" (Cotton 1990).

Discipline in this paper essentially refers to a response of unacceptable behaviour on behalf of the student. Discipline can refer to "punishment intended to correct or train, training that is expected to produce a specified character or pattern of behaviour or controlled behaviour resulting from such training" (Rodriguez 2002, 3) Education researchers have agreed that discipline has both prevention and remediation properties. Whatever the exact definition "most researchers and writers seem to agree that nowhere is it more true that, *an ounce of prevention is worth a pound of cure*, than in disciplining young people in educational settings" (Cotton 1990).

Cotton (1990) states that "researchers have most often conducted comparative studies of well- disciplined and poor-disciplined schools to identify critical differences in discipline practice." The characteristics of well-disciplined schools have been noted in many research findings (see Duke (1989); Lasley and Wayson (1982); Short (1988); Smedley and Willower (1981); Stallings and Mohlman (1981); Wayson et al (1982) and Wayson and Lasley (1984)). Duke (1989, 47) says that

"...what is known about the organisation of orderly schools is that they are characterized by commitment to appropriate student behaviour and clear behaviour expectations for students. Rules, sanctions and procedures are discussed, debated and frequently formalised into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. The school manifest itself in a number of ways, including efforts to involve students in school decision making, school goals that recognize multiple forms of student achievement and de- emphasis on homogenous grouping..."

Short (1988, 3) comments further by saying that

"research on well-disciplined schools indicates that a student centred environment incorporating teacher-student problem solving activities, as well as activities to promote student self-esteem and belongingness is more effective in reducing behaviour problems than punishment."

Disciplinary practices become ineffective when teachers ignore any misconduct (Emmer 1982; Emmer and Evertson 1981; Emmer et al 1983; Evertson 1985; Evertson et al 1983;

Lovegrove et al 1983; O'Hagan & Edmunds 1982); where there is an ambiguous or inconsistent teacher response to any misconduct (Gottfredson 1989; Gottfredson & Gottfredson 1985) and/or when punishment is excessive or which is delivered without support or encouragement for improving behaviour (Cotton and Savard 1982; Lovegrove et al 1983).

As stated in the beginning discipline is the lens through which the gender dynamics in the school will be analysed. Gender is an important concept because it allocates roles and makes judgments based on the allocation a person chooses. It is a social category that prescribes human behaviours, attitudes and other characteristics as being male or female appropriate. Knowing an individual's gender allows the individual as well as others to place him/her in a category and then judge his/her behaviour based on the expectation of those categories. This categorization process presupposes differences between the two genders. In contemporary society, it seems impossible to avoid being categorized by others or even categorizing oneself. Aksu (2005) says, "in this age of mass media, we are surrounded with images that promote certain gender roles...these hidden forces shape us and our world view, often without us being aware that they are doing so." From an education point of view "it is important to use and/or refuse gender stereotypes in the classroom" (Aksu 2005). This is for two key reasons. Firstly, teachers biases, whether conscious or unconscious "also send clear and harmful messages that are very influential...children's perceptions of gender roles are affected, not only by overt forms of gender bias, such as being told they can or cannot do a task because their gender, but also by the 'hidden curriculum'- the subtle lessons that children encounter through teacher's behaviours, feedback, classroom segregation and instructional materials" (Frawley 2005). Secondly, it is important that teachers are aware of gender bias and try their utmost to eradicate this socially constructed categorization "because it can limit students' ambitions and accomplishments" (Sanders 2003).

The importance of this study is aptly summarized by Aksu (2005) who says, "since education is a significant social area, where gender segregation and the reproduction of gender stereotypes are generated.....much can be done in this area to prevent this phenomenon....teachers must help their students identify where it exists in the classroom and the school environment." In order for teachers and education administrators to

eradicate gender bias in the education system, it is important that students and teachers are made aware of its existence and the implications it has on later social development.

This overview has given some insight into the discussions on gender and discipline. The next chapter will discuss schools within a broad policy context and give a detailed description of the school at which the study will take place.

## **CHAPTER TWO - SCHOOL POLICY**

This chapter discusses the multiple ways in which gender equality can be understood, including the manner in which it is most commonly understood and enacted. South Africa, through its laws and policies has aggressively addressed the issue of inequality in all spheres. However, it seems that the way in which gender equality is understood, relates more to parity than a deep fundamental change. Equality, or more specifically gender equality, is not only about distribution of resources amongst individuals, it is also about justice. By discussing the concept of equality and also acknowledging the difficulty in defining gender equality in education, this chapter aims to contextualize gender equality in the South African education system. Chapter Two will also discuss the history and discipline policy of the school at which the research will be conducted.

### **2.1 Gender and equality in South African education**

South Africa's political transition has led to an influential human rights culture and this is evident in the change of policies within the legal system. The emancipation out of a tumultuous and discriminatory past and moving towards a human rights culture has become a societal aim.

South Africa's constitution is said to be amongst the most progressive in the world. In the first chapter of the Constitution, (Act 108 of 1996) emphasis is put on equality and human rights, "Human dignity, the achievement of equality and the advancement of human rights and freedoms." This Section (The South African Bill of Rights) also makes mention of equality, freedom of expression and association, political and property rights, housing, healthcare, education, access to information, and access to courts. The South African government is committed to creating policy that is non-discriminatory. It is determined to ensure the supremacy of the constitution and the rule of law and guarantee that it will at all times be accountable, responsive and open. The South African Schools Act of 1996 mirrors the visions and philosophies of the Constitution and Bill of Rights and aims to provide equal opportunities for all learners. However, the concept of what constitutes equality can also at times be elusive, and therefore warrants more discussion.

The measurability of equality was famously brought into the spotlight by Amartya Sen (1979, 1992), when he posed the question 'how do we measure equality?' Do we look at it in terms of distribution, in terms of justice or in terms of comparisons between individuals? With regards to the latter, Sen highlighted how personal heterogeneity meant that individuals differ in the way in which they utilize resources and the outcomes that follow from those different choices (1992: 27-28). He noted four ways that are crucial to our understanding of equality. Firstly, individuals differ in personal characteristics, i.e. personality, disposition etc. Secondly, people differ in external circumstances i.e. race, religion, socio economic class etc. Thirdly, people differ in the manner in which they convert resources into valued outcomes. The last aspect that affects the understanding of equality is the fact that every individual has their own idea of what constitutes *good*. It is in this difference of perceptions of the individual that makes achieving equality so difficult.

Another aspect of equality that needs scrutiny, is that more than often it is interchanged with equity, despite the two concepts having completely different meanings. The one does not necessitate the other. An example of where equity and equality have been used interchangeably is in the Report by the Gender Equity Task Team (1997) in which the authors admit that [t]he words equity and equality are often used interchangeably and have been in this report."

Wolpe et al (1997:38) says that "there is a lack of clarity and absence of consensus, about what the difference are between equality and equity. It is clear that they mean different things to different people..." It is also quite common for policy to focus on equality with equity becoming elusive. Secada (1989) defines equity as the justice element in a system whereas equality refers to how resources in that system are allocated amongst different groups. So even if equality was achieved in a system, the system can still be an unjust one. As Secada says, "The heart of equity lies in our ability to acknowledge that, even though our actions might be in accord with a set of rules, their results may be unjust" (Secada, 1989: 68).

Equality on the other hand is often defined in terms of inequality. "Commonly, groups are defined along some demographic characteristic: social class, race, gender, ethnicity, language background....Group differences are interpreted to demonstrate the existence of

inequality. Equality, therefore, is defined implicitly as the absence of those differences” (Secada, 1989: 69). In an ideal situation, governments will not only seek to attain equality in education but also educational equity.

As previously stated, gender equality in education was mostly addressed in terms of parity. “A wide goal of gender equality in political, economic, social and cultural relations is thus interpreted in a limited form as equal numbers of boys and girls in formal schooling” (Unterhalter, 2005: 111). Furthermore, Unterhalter (2005) says that it is crucial to “...consider gender equality in education in its widest social sense paying particular attention to the importance of dialogue between mainstream and margins.” The author goes further to discuss some of the ways in which gender equality needs to be considered:

- “...gender as not just a descriptive term of biological difference, hence gender equality is not primarily about counting equal numbers of boys and girls in school...”
- “...gender, like ethnicity, class and the notion of marginality shapes social structures and relations in education and many other spheres in ways that entail unequal access to resources and the undervaluing of the views of certain groups.”
- “...gender equality, which often intersects with equality in other areas of social division, thus entails reflecting critically on the causes and consequences of these gendered forms of power, value and distribution and transforming those that do not provide women and men with lives they have reason to value.”

(Unterhalter, 2005: 112)

Despite awareness of the multiple ways in which gender equality can be understood and considered, it is still difficult to define. According to Morrell et al (2009:9), “Gender equality in education is not easy to define, even though the term appears in many national and international policy declarations. The South African Constitution sets equality as a key dimension of the Bill of Rights, noting that ‘equality includes the full and equal enjoyment of all rights and freedoms’ and committing the state to take legislative and other measures to ‘protect persons, or categories of persons, disadvantaged by unfair discrimination.’”

Unterhalter (2005) distinguishes between four different frameworks to understanding gender equality in education. The table below<sup>1</sup> depicts these frameworks.

**Table 2.1.1: Frameworks of gender equality**

<b>Gender means</b>	<b>Gender equality means</b>	<b>Policy emphasis</b>
Girls or boys	Equal amounts (parity)	Interventions to ensure parity
Constructed social relation of power	Transformed structures to redress power inequalities	Building institutions to transform power inequalities
Discourses of appropriate or resistant femininities or masculinities.	Equality of esteem or recognition for the diverse identities	Interactions: Encouraging cultures of participation, critique and affirmation of diverse identities
Plural concept, entailing both an intersecting structured positioning and a shifting form of agency and identity.	Plural notion of equalities includes freedom to achieve valuable objectives and varied combinations of real alternatives.	Empowerment: interventions + institutions + interactions

Table replicated from Morrell et al (2009:13)

The first framework discusses gender in terms of biology, boys and girls. Unterhalter refers to this approach to equality as interventions, which refers to a “bounded form of action ... to prevent extreme suffering or want” (Unterhalter, 2007:35). Examples of such programmes include scholarship programs for girls to ensure the same amount of boys and girls graduate from school or university. The second framework discusses gender in terms of a socially constructed phenomenon. This phenomenon is between men and women are shaped by social structures that influence the way people think about who should be the breadwinner and who should take care of the children etc. Gender equality in this framework is understood in terms of an institutional transformation. This ‘institutionalisation’ approach to gender inequality ‘addresses elements of want and inadequate provision’ and attempt to gender inequalities that retract from the quality of education (Unterhalter, 2007:36).

The third framework deals with interactions and the discourses of masculinity and femininity. It shows how these discourses are constructed and how identities based on these discourses are formed. Females will for the most part take on feminine traits, such as being quiet or subordinate and if they do not portray these qualities, their femininity would be questioned and it could lead to stigmatisation. Regarding this framework, Morrell et al (2009:15) says that “gender equality here demands the overturning of these hierarchies and

<sup>1</sup> Table replicated from Morrell et al (2009:13)

boundaries of esteem, opening up a wide range of identities as social relationships, as valuable for women and men, subjecting all identities, to discussion, critique and change.” Unterhalter (2007:140-153) clarifies this framework as identifying multiple sites for enactment, it takes the diversity of humans as the central issue in implementing equality and requires interactions of all the relevant discourses. The final framework, and arguably the more favoured approach, incorporates all of the previous three approaches to gender equality. This approach is a multidimensional one. Morrell et al (2009: 15 -16) comment on this approach by saying:

“This multidimensional formation of gender shapes the articulation of capabilities or what each has reason to value. Equality is plural, but entails the establishment of conditions of justice in which constraints on capabilities can be removed and valued actions can be realized. The policy approach entailed sees gender linked with a strong rights agenda, involving practices that develop strategies, arguments and actions for women and girls claiming rights within education and in all the social and cultural sectors that bear on education. It is also concerned to establish gender equitable conditions that are not formal statements of equal inputs, but go considerably beyond this to develop a wide commitment to equality among women and men.”

The latter approach seems the most appropriate approach as it incorporates interventions, institutions and interactions and is referred to as the empowerment approach. This approach acknowledges and tries to address the multifaceted nature of gender equality. The South African law has at least tried to put huge emphasis on addressing the inequalities (in terms of parity) of the past by ensuring previously disadvantaged individuals are given opportunities in areas that were previously off limits due to variables such as race and gender. However, despite the change in policy and law, real change cannot happen until there is a change in the attitudes of society. What we require is a re – socialization and a re – education in people’s attitudes if deeper and more permanent change is to happen. The education system is a key component in maintaining the status quo and for this reason should be transformed so that these newly required attitudes can be transferred and implemented. The magnitude of the effects an education system can have was made evident during the Apartheid era that South Africa endured.

Gender inequalities were a prominent feature in education during Apartheid. “The number of girls attending and completing secondary school did not equal that of boys until the 1980’s (Unterhalter, 1991 cited in Morrell et al 2009:29). Male teachers received higher salaries than their female counterparts and females were seldom promoted to management

positions and did not receive maternity leave. Also, “unmarried teachers who fell pregnant were forced to resign their posts” (Kotecha 1994 cited in Morrell et al 2009:29). Since Apartheid has been abolished, “gender equality has been one of the goals of education policy. However, in practice, the tendency has been to use quite limited meanings of gender equality, which has stunted the reach of gender transformation” (Morrell et al, 2009:27).

Research conducted recently about gender and education in South Africa, showed that, “in 2004, 65 per cent of more than 370 000 teachers were women” (Morosi 2006b) a percentage that has altered little since the 1980’s (Truscott 1994). Morosi’s research also showed that within the teaching profession, female teachers are still significantly underrepresented in senior positions (2006b:15). With regards to the attrition rate of boys and girls, it seems there is a reversal of the norm in which more boys leave school than girls. According to Morrell et al (2009:31) “...there has been a reversal of a continent-wide gender pattern in which girls have tended to leave school in large numbers and substantially before boys. The number of boys now dropping out exceed girls,...”

As previously mentioned, the South African government has addressed the issue of gender inequality through various legislation. Amongst these was the commissioning of the Gender Equity Task Team. The Task Team make a very significant point when they say that “the demand for gender equity should be located in a historical context” (Wolpe et al, 1997:21). This is important because if we are to address gender inequalities in society and specifically in education, we have to have a deep understanding of where all the imbalances commenced or rather what propelled the imbalance in the first place. The aim of the Task Team is evident in their definition of gender equity (and here no distinction is made between equity and equality) when they say that “gender equity is concerned with the promotion of equal opportunity and fair treatment of men and women in the personal, social, cultural, political and economic arenas. Gender equity means meeting women’s and men’s , girl’s and boy’s needs in order for them to: compete in the formal and informal labour markets, participate fully in civil society, fulfil their familial roles adequately without being discriminated against because of their gender” (Wolpe et al, 1997:40).

Evidence of the South African government's commitment to address the issue of (gender) inequality can be found in the various legislative pieces as well as in the ratification of certain international conventions:

The South African government has passed a number of laws<sup>2</sup> that addresses the issue of gender equality in all schools. South Africa joined the African Charter on the Rights and Welfare of the Child and South Africa has made its commitment to human rights more overt by become a signatory to the UN Convention on the Rights of the Child. This charter compels it members to pass laws and take social, educational and administrative measures to "protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation..." Article 19 of the UNCRC states that "State parties shall take all the appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse...while in the care of parent(s), legal guardian(s), or any other person who has the care of the child." The preamble to this convention also states that "...the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding....The child should be fully prepared to live an individual life in society and brought up in the spirit proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, **equality** (own emphasis) and solidarity....".

This aim towards democratization and gender equality is part of the broad South African policy context. As stated by Ingelhart, Norris and Welzel 2004:

"The trend towards gender equality is intimately linked with the broader process of change and democratization. Democratic institutions existed long before gender equality....but today...growing emphasis on gender equality is an important factor in the process of democratization...support for gender equality is not just a consequence of democratization. It is part of a broader cultural change that is transforming many aspects of industrialised societies and supporting the spread of democratic institutions"

Despite the admirable policy change that has occurred, the challenge is no longer to try and find new conventions to ratify, but rather to work on internalizing the laws and policies that we already have. Equality, more specifically gender equality is a multi-dimensional and difficult concept to define and even more difficult to address. It requires a shift at structural

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<sup>2</sup> The Bill of Rights in the Constitution (Act 108 of 1996), The South African Schools Act (84 of 1996) and The National Education Policy Act (1996)

and cognitive level. It requires society to challenge their understanding and their perceptions of what constitutes masculine and feminine and to try to realize a society in which both sexes can flourish irrespective of their orientation. The South African government has made the much needed changes at policy level; however, these policies need to be realized through a re-education of all the necessary players in the education system. The next part of this section will discuss the institution at which the research was conducted. It offers a brief history of the school and also analyses the discipline records. It will hopefully reveal how through practices of discipline, to what extent students and staff have internalized the discipline policy at the school.

## **2.2 Edinburgh High<sup>3</sup>**

Edinburgh High is a co- educational private school that was established in 1998 and had its first premises in Rondebosch, Cape Town. It was started by the former Secretary for Biological Sciences from Cambridge University as a response to parents request for a more internationally recognised basic education and to supply a service to the growing number of foreigners (people mainly from England who come to South Africa to pursue careers or business opportunities) entering the country for short periods of time. According to the school's website, the school was established "... in response to request from parents who had a common dream for a school that would offer their children a high-quality international education within an affirming, caring Christian environment" (School website).

The original Edinburgh High emerged from the International School Foundation, which consisted of a number of separate schools. The schools follow the United Kingdom curriculum, but is a member of Independent Schools Association of South Africa (ISASA), which means they comply with the philosophies of the South African Education Department. By January 1999, the student numbers had increased so much so that satellite campuses in Rosebank, Durbanville, Somerset West and HoutBay were established. It seemed a good idea at the time to make each campus autonomous as in this way the schools would function better. "During the course of the year plans were put in place to make each of the campuses autonomous. The separate campuses had grown steadily but each had their individual needs that would be better handled with local Governance. "The decision to

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<sup>3</sup> Name of School changed

separate the schools was not well received by all parents and caused the numbers in the school to decline significantly” (School website).

In October 2003, the current headmaster, Mr Smith<sup>4</sup> joined the school and reunited the campuses as one unified organisation and took the school to new heights and maintained the initial aim of the school to provide an excellent internationally recognised education to all its students. In 2004, CfBT Education Trust (The Centre for British Teachers) came on board as owner of the school and all the satellite campuses relocated to its current location.

Edinburgh High currently has about 360 students in the high school and primary school combined and boasts students from about 40 different nationalities. They offer pre-reception to Year 12 and students write the IGCSE and Cambridge A-level and AS level external examinations. The school is co-educational, multicultural with a strong Christian foundation. The classes are relatively small (between 15 to 25 students per class) and a huge emphasis is placed on the individual needs of the students. The high school has a combined 23 (8 male and 15 female staff) teaching staff members, in both a full-time and part-time position and approximately 110 students. Breaking this figure into gender, there are 57 boys and 49 girls in the high school.

Given these characteristics, this school is not representative of a typical school in South Africa. Nonetheless, the gender relationships observed there, it could be argued, are typical of gender relationships in South Africa, albeit at the ‘soft’ end of the spectrum of the divisiveness described earlier.

### **2.3 Discipline policy**

The school has recently (March 2009) revised its discipline policy. The discipline policy was revamped due to the need to deter students from misbehaving rather than punishing the students for bad behaviour already committed. Also, it was aimed at reducing the amount of students that received Friday detentions. The policy is structured in such a way that students are given fair warning before being punished and they also have the opportunity to redeem themselves from any act considered inappropriate. The policy (see Appendix A) is focused specifically on behaviour rehabilitation resulting from students misbehaving and

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<sup>4</sup> Name has been changed

academic defaults (e.g. students not completing assigned homework tasks etc.). This policy does not refer to bullying, as this is dealt with as a separate and more grievous offence.

The policy is divided into three sections. The first section discusses the expectations of students; the second section discusses the due process for students who do not conform to the behaviours expected of students. The third section deals with academic defaults. In the first section, the expectations of students are clearly stipulated. Some of these expectations include 'complying with instructions', 'behave responsibly and not endanger the safety and welfare of others', 'be punctual...' and 'behave honestly and conduct themselves with integrity.' The policy also has a disclaimer which states,

*"It is impossible for this procedure to list every possible rule of infringement and this guideline and attached Code therefore set out the broad principles of fair discipline at the School. The Teachers and School Head are entitled to apply action that they believe is appropriate in the circumstances, within the guidelines provided by this procedure."*

This disclaimer ensures that in the event of students performing an action that is not on the list but is deemed as inappropriate by teachers or management, the School may take the necessary actions.

The second section deals with the different behaviours. These behaviours are divided into three categories. Level-1 offences include behaviours such as poor punctuality, rude language, chewing gum etc. It also refers to 'disruptive behaviour', which is not closely defined and has to be applied by teachers as they see suitable and appropriate. In the event of students doing any of the offences stipulated, they would receive one default. Up to three defaults will be given and then a student receives a detention. Detention is held on a Friday afternoon for a period of one hour and students are given tasks, usually writing tasks but the detention can include physical activities such as covering textbooks, to occupy themselves during the hour. If a teacher awards a student who has a default with a character award, (i.e. an award for honesty, citizenship or helpfulness etc.) the default will be erased from the students record.

Level-2 offences are offences that require teachers to inform management immediately and parents and other teachers are also informed of the offence. Some of these offences include damage to property, graffiti, telling lies, insolence and inappropriate physical contact. These

offences will go on the student's record and will at no time be erased irrespective if a character award is received. Level-3 offences call for an immediate disciplinary hearing. These hearings include the students who perpetrated the action, the victim (if the situation warrants one), members of management and parents of both the perpetrator and the victim. Some of these offences include plagiarism, truancy, cheating in a test or exam and theft. These tribunals assess the reasons for the student's action and feasible punishments are decided upon by parents and the headmaster.

Academic defaults (section 3) refer to problems relating specifically to learning and the requirements needed to ensure learning takes place. Academic defaults refer to acts such as being ill equipped for class (e.g. not having the relevant textbooks or writing materials), and incomplete homework. In the case of students not being equipped for lessons, one default will be issued. In the case of incomplete homework, students are to receive extra work, over and above the homework. This extra work should be able to occupy a student for an average of 25-minutes and the task can be anything that the teacher in charge deems suitable.

The table below demonstrates how the issue of discipline and gender is played out in the school. The only feasible records that was available at the time the research was conducted, was that of the second term of the current academic year and the analysis will focus on the results gathered from the second half of the second term (a period of about two months).Table 2.3.1 gives an account of the offences according to level, grade and gender. It shows how many times a default was given to boys and girls respectively.

**Table 2.3.1: Default distribution by Student gender (%)**

Year (No. of students per class)	Level 1		Level 2		Level 3	
	B	G	B	G	B	G
7 (n=13)	74.5	25.5	100.0	0.0	0.0	0.0
8 (n=14)	85.7	14.2	85.7	14.2	0.0	0.0
9 (n=24)	66.6	33.3	33.3	66.6	0.0	0.0
<b>Total: (n=51)</b>	<b>73.0</b>	<b>26.9</b>	<b>72.7</b>	<b>27.2</b>	<b>0.0</b>	<b>0.0</b>
10 (n=23)	68.2	31.7	60.0	40.0	0.0	0.0
11 (n=18)	0.0	0.0	0.0	0.0	0.0	0.0
12 (n=14)	62.5	37.5	87.5	12.5	0.0	100.0
<b>Total: (n=55)</b>	<b>66.1</b>	<b>33.8</b>	<b>76.9</b>	<b>23.0</b>	<b>0.0</b>	<b>100.0</b>

This table shows that boys substantially outnumbered girls in the Level- 1 and Level- 2 offences. There was only one Level- offence handed to a student and it was a Year 12 female student. The table also demonstrates that there was no significant difference between the junior and senior phase.

Table 2.3.2 shows the distribution of the defaults according to the gender of the teacher. It also demonstrates how many male and female teachers handed out defaults according to the different levels.

**Table 2.3.2: Default distribution by Teacher gender (%)**

Year (No. of students per class)	Level 1		Level 2		Level 3	
	MT	FT	MT	FT	MT	FT
7 (n=13)	11.8	88.1	100.0	0.0	0.0	0.0
8 (n=14)	52.3	47.6	100.0	0.0	0.0	0.0
9 (n=24)	45.2	54.7	100.0	0.0	0.0	0.0
<b>Total: (n=51)</b>	<b>30.3</b>	<b>69.6</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
10 (n=23)	46.3	53.6	100.0	0.0	0.0	0.0
11 (n=18)	0.0	0.0	100.0	0.0	0.0	0.0
12 (n=14)	58.3	41.6	100.0	0.0	0.0	n/a
<b>Total: (n=55)</b>	<b>50.7</b>	<b>49.2</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Table 2.3.2 shows that most of the Level 1 offences in the junior phase were handed out by female teachers and male teachers gave more offences in the senior phase. All of the Level 2 offences were handed out by male teachers and no name or signature was put against the Level 3 offence. The Year 11 students were away writing external examinations and for this reason do not show up on the disciplinary records of the school.

This data shows firstly, that boys overall receive more defaults than girls. Secondly, it shows that female teachers are more concerned with Level- 1 type offences and male teachers

focus on the more serious offences and tend to focus their attention on the senior students more so than the junior students. It is interesting to note that already in the records; a stronger gender bias is revealed. Lastly, by the number of defaults that are being given, it shows that there may be a lack of fundamental understanding of the policy and it is due to this lack of internalization of the policy that students default in their behaviour.

Although this research refers specifically to students and teachers in the secondary school, at Edinburgh High, this discipline policy applies to students in the junior school as well. The discipline policy of the School is very consistent apart from the fact that teachers still have autonomy to decide what is regarded as 'disruptive behaviour'. There is no disclaimer that refers to the judgement of the teacher, leaving teachers to deal with the issue as they see fit. Discipline policy is extremely important and it is even more important that there is consistency in the way that punishment is handed down. The consistency should not only mean that teachers should have a common sense of what is deemed as *disruptive behaviour* and that they should be equally rigorous in the implementation, but that the rules that apply to girls should apply to boys as well and vice versa. Inconsistent practices can lead to the policy being undermined and inevitably lose its legitimacy. The next chapter contextualizes the study by making reference to the gender literature in terms of education, stereotypes and perceptions of disciplinary practices by students, teachers and administrators.

### **CHAPTER THREE - GENDER, DISCIPLINE AND THE SCHOOL ENVIRONMENT**

This chapter deals with gender literature with regards to stereotypes, discipline, education and perceptions of disciplinary practices by teachers, students and administrators. We posit the idea that the root of all gender imbalance, lie in the way teachers perceive boys and girls. However, the perception of students and administrators mutually reinforce this idea by the way they themselves act and react. Students, before entering the schooling system are socialized into gender roles and deal with gender bias in their home environment, which suggests that schools do not create this bias, it merely reinforces it.

According to Sadker (1994) despite “sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations.” When students enter school, “...girls perform equal to or better than boys on nearly every level of achievement, but by the time they graduate high school or college, they have fallen behind.” (Sadker 2004) This suggests that during the school years, boys and girls are conditioned according to the stimuli they receive in the schooling environment. Chapman (2009) says that “the socialization of gender within our schools assures girls are made aware that they are unequal to boys...every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently.”

Teachers socialize girls according to a feminine ideal (girls are told to do needlework, home economics etc.) and boys towards a masculine ideal (boys are streamed to handwork and sports etc.). Girls are praised for being neat and clean whereas boys are encouraged to be assertive, to think independently and to be active or sporty. Chapman (2009) argues that “girls are socialized in schools to recognize popularity as being important.” Research has shown that girls in grade 6 and 7 “rate being popular and well-liked as more important than being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and competence as more important” (Bailey 1992).

Much research has been done, (see Reay 2001) that suggests socialization is reinforced at school. This is because “classrooms are microcosms of society, mirroring its strengths and ills alike, it follows that the normal socialization patterns of young children often lead to distorted perceptions of gender roles and are reflected in the classrooms” (Marshall 1997).

The issue of gender bias within classrooms and schools in general is not limited to the socialization aspect, “bias is embedded in textbooks, lessons and teachers interactions with students...This type of gender bias is part of the hidden curriculum of lessons taught implicitly to students through the everyday functioning of their classroom” (Chapman 2009).

According to research conducted by Myra and David Sadker (1994) they noted four types of teachers’ response to students: teacher’s praises teachers’ criticisms, teachers’ acceptance and the manner in which the teacher remediate. The study found that boys were far more likely to receive praise and remediation than girls and girls were more likely to receive some sort of acknowledgement from the teacher than boys. These findings were confirmed in a study conducted by Good and Brophy ( 1990 cited in Marshall 1997) when they noted that “ ...teachers give boys greater opportunity to expand ideas and be animated than they do girls and they reinforce boys more for general responses than they do for girls.”

Apart from attitudes towards students, special education services are also applied more liberally to boys than girls. Research has shown that boys are referred to services such as testing more readily than girls and this is because “...giftedness is seen as aberrant, and girls strive to conform” (Orenstein 1994). Chapman (2009) says that “boys represent more than two-thirds of all students in special education programs and there is a higher proportion of male students receiving diagnoses that are considered to be subjective.” Although medical reports show that there is an equal amount of boys and girls that have learning disabilities and who need special education intervention, the case may be that “rather than identifying learning problems, school personnel may be mislabelling behavioural problems. Girls who sit quietly are ignored; boys who act out are placed in special programs that may not meet their needs” (Bailey 1992).

### **3.1 Gender stereotypes**

Gender stereotyping can be defined as a cultural phenomenon and societal categorizing that ascribes roles, attitudes and behaviours to men and women. These roles are based on the ideas society holds and believes to be true of either sex. This dichotomous social category prescribes behaviours, attitudes and feelings as being *appropriate* for a male or female. This means that once a person knows his or her gender, they can place themselves in a distinct

category, i.e. male or female, and then act according to the expectations of that category. Human differentiation based on gender differences is a phenomenon that affects almost every aspect of people's lives. In a similar vein, the distinction between male and female serves as a basic principle for many human cultures. Although the practices may differ from culture to culture, "all societies allocate adult roles on the basis of sex and anticipate this allocation in the socialization of their children" (Bem 1981, 354).

Gender development is a crucial issue because "some of the most important aspects of people's lives, such as the talents they cultivate, the conceptions they hold of themselves and others, the socio-structural opportunities and constraints they encounter, and the social life and occupational paths they pursue are heavily prescribed by societal gender-typing" (Bussey & Bandura 1999, 676). Although some of these stereotypes depend on the biological sex of the person "most of the stereotypic attributes and roles linked to gender arise more from cultural design than from biological endowment" (Bandura 1986, Beall & Sternberg 1993, Epstein 1997).

The next part of this literature review takes the gender issue into the education system by discussing how the situation plays out within the classroom. It also shows how schools, through teachers, play an active role in constructing student's perceptions of gender.

### **3.2 Gender, discipline and education**

According to Morrell (2001, 292) "corporal punishment was an integral part of schooling for most teachers and students in twentieth century South African schools". This type of punishment was used extensively "in white single-sex boys schools and liberally in all other schools except in single-sex girls schools where its use was limited" (Morrell 1994). The view of women as the weaker sex is attributed to this. Also, "in terms of a crude but nevertheless illuminating race and gender hierarchy, it has been African women and girls who have found themselves at the bottom of this hierarchy. All post-Apartheid policies have sought primarily to address racial inequality, while at the same time paying attention to gender imbalances and injustices" (Morrell et al, 2009, 27)

Despite the abolition of corporal punishment in South Africa, "many teachers do not agree that all beatings constitute corporal punishment and most do not believe that corporal punishment is undesirable" (Deacon, Morrell & Prinsloo, 1999; Mkhize 2000). Instead, for

these teachers, corporal punishment can be seen to reinforce respect for the self and society.

Enforcing discipline or sanctions is to inculcate respect for school rules and in a broader sense, to respect the rules of society. "Sanctions can be considered as regulator of school-life rules and classroom management to help children learn the human values of respect, obedience and cooperation. The decision to punish, or sanction, a pupil is a cognitive process based on a moral judgement" (Salvano-Pardieu, Fontaine, Bouazzaoui & Florer 2009, 1). This moral judgement is based on some sort of logical reasoning, more specifically deontic reasoning. "In deontic reasoning, people understand and reason about what is permitted, obligated, prohibited, cautioned or advised in our social life" (Salvano-Pardieu, Fontaine, Bouazzaoui & Florer 2009, 1). People, including teachers need to be aware of the social rules before they can apply violation detection rules and sanctions. Although there are factors that affect the logic of the action such as age, moral orientation, moral level and life experience, before sanctions can be imposed by teachers, they need to consider the following questions: "(1) whether the action was permitted by social rules, (2) whether it was deliberately perpetrated, and (3) whether the consequence or the possible consequence of this action was serious" (Salvano-Pardieu, Fontaine, Bouazzaoui & Florer 2009, 1). These questions are further discussed in the interviews with school management. Context can also affect the type of sanction that is being applied, such as whether the student has committed the action for the first time or whether there were other extenuating circumstances that may have affected the judgement of the student. Apart from the fact that all sanctions that teachers impose should be justifiable, (i.e. the punishment should fit the crime), teachers should ensure that the rules that apply to male students should apply to female students as well. After all, this is exactly what gender-neutrality professes. Here, the Universalist would argue that everyone be treated the same. However, the Particularist would be the ones to take all the extenuating factors into consideration. So it seems that although our system is inherently Universalist, in some instances the Particularist approach is more useful and perhaps more just.

This may seem the commonsensical approach, but "there is abundant evidence that inequality between women and men is a very general feature of Western education systems" (Kessler et al 1985, 34). Evidence of this differential treatment and outcomes have

been extensively researched (Australian Schools Commission of 1975, Harvard Educational Review 1978-80) and there is just as much evidence to show that much has been done to try and address this inequality, but sadly, the injustice still exists and persists.

Many discussions on the gender and education debate deduce that schools either produces or reinforces sex roles in one way or another. In the Australian Schools Commission report (1975, 78) it states that “throughout its curriculum and organisation, the school differentiates between male and female students in ways that reinforce sex-stereotypes expectations.” For the most part this statement is true and this is seen in the daily functioning of schools, from the way to the students’ line up by gender, to the uniforms and even the limitation of choices in sports. For example, Kessler et al (1985, 42) says that in schools “timetables forces choices between metalwork and cookery, because it is assumed that girls will become secretaries and boys will become draughtsmen, it is difficult for either to be reversed.”

However, according to Constantinou (2008, 28) “little [attention] has been paid to gender bias in the last few years” and this is because “...many educators feel that gender barriers and inequities are things of the past” (Sadker & Zittleman 2005, Zittleman 2006). Coupled with this “some educators consider that gender bias exists only for females” and for this reason amongst others, when literature dealt with gender bias, they were essentially referring to how women are prejudiced in various situations (Sadker & Zittleman 2005).

Thus, there is a general assumption that teachers try to remain neutral and equitable in their interactions with boys and girls, “it is not uncommon for them to slip into their own stereotyped attitudes and treat males and females differently” Constantinou (2008, 28). Research conducted on gender bias in the classroom (Sadker & Sadker 2005, Warrington & Younger 2000) showed that males are called on more frequently than females and males are given more time to answer questions than females. Males are given detailed feedback more so than girls and males are also punished more for their behaviour than girls.

Similar research (Lirgg 1993, Treanor, Graber, Housner & Wiegand 1998) found that (physical education) teachers interact differently and provide more feedback and practice opportunities for higher skilled males than lower skilled females. For most teachers it was

an unconscious bias and even when they became aware of the problem “they found it difficult to change” (Brown, Brown & Hussey 1996).

If there is enough evidence to support the fact that teachers are biased in the way they teach, and the ways in which they interact and communicate it would not be farfetched to assume that they would then be equally biased in the way they administer punishment or apply sanctions. Due to the fact that disciplining students is a fundamental part of the schooling socialization process and that all students have experience of a disciplinary procedure, whether it is being adhered to or broken; ensuring that this procedure is conducted in an equitable and neutral manner is crucial.

From this, we can deduce that schools are in some way actively engaged in constructing students’ perceptions of gender and the process of sanctioning or administering discipline is not separate from the schooling experience.

The next section of this review will focus on teacher’s perceptions on how they administer discipline and whether gender is a mitigating factor in their administering process.

### **3.3 Teacher’s perceptions of discipline and gender in the classroom**

Apart from academic and social instruction, teachers play a vital role in the success or failure of a school. “While attention to assessing school environment from the teacher’s perspective is a rather recent phenomenon, various instruments for assessing school environment were developed as early as during the 1950’s” (Huang 2000, 160). Some of these instruments include Pace and Stern’s College Characteristic Index (1958), Halpin and Croft’s Organisational Climate Description Questionnaire (1963), Coughlan’s School Survey (1966), Hoyles’s Learning Climate Inventory (1976), Moos’s Work Environment Scale (1979 & 1981) and Fraser et al School-Level Environment Questionnaire (SLEQ) (1991b, 1982, 1983). These models measure various aspects of the school environment and one important synonymous finding is that “classroom management and discipline are primary concerns of many high school teachers, especially beginners” (Gregg, 1995 & Templeton and Johnson, 1998). Furthermore, teacher’s perceived orderliness of student behaviour as an important factor in teacher’s sense of community (Royal & Rossi, 1999).

In a study conducted in Australia by Robinson (1992) on teacher's perspectives on classroom discipline, with relation to power, resistance and gender, it was found that for most teachers "discipline was synonymous with professionalism" and also "how good a teacher you are" (Robinson 1992). The research also showed that "A quiet class-room was the sign of a 'good teacher' in the eyes of their peers, superiors and students" (Robinson 1992). According to Delamont & Gallon (1986) "it is often believed that a quiet classroom provided the best learning environment." Conversely, it was also believed that when there were discipline problems in a particular class, it boiled down to an ineffective teacher. Denscombe (1980) echoes this point in his research when he says that "a noisy classroom can result in teacher shame." An extract from Robinson's research reinforces (1992,278) this:

I couldn't send students outside the class-room or to the Vice-principal because you'd be regarded as a failure, especially if you did it constantly.  
(Male mathematics high school teacher)

This concern of being seen as a failure was mostly visible in male teachers. Failing is something that male teachers will not admit to. "They [male teachers] tended to have difficulties in admitting they were having problems with students and seemed less inclined than female teachers to seek the support and advice of others" (Robinson 1992). One of the teachers Robinson interviewed said (p278):

"Males who don't cope don't do anything about it. That is one of the problems with teaching. Females seek help but males don't. They're too afraid to say they've got a weakness.  
(Male English high school teacher)

This shows that teachers' disciplinary style and abilities impacts directly on the teacher's competence. A good teacher also means a good disciplinarian and vice versa.

With regards to the discipline strategies "in all the participating schools and colleges ... teachers' approaches to class-room discipline depended largely on the gender of the students" Robinson (1992). Although this research is based more closely on the teachers' concept of femininity and how it influences their discipline approach to girls, it sheds light on the views teachers have of disciplining both male and female students.

The research showed that teachers think girls are more 'passive', 'submissive' and 'controllable'. "The 'good girl' image was strongly linked with stereotyped behaviours regarded as appropriate for young women — polite, respectful, conscientious, helpful, eager to please, obeying without question" (Robinson 1992). A female teacher in Robinson's research stated that (p281):

Girls are easier to discipline. It relates to their  
submissive nature at this age.  
(Female English high school teacher)

The research also showed that teachers thought girls are more fragile than boys and therefore the manner in which teachers addressed girls were softer (p281):

I treat girls more lightly. My task is to clear the areas  
around the year 10 girls' lockers. They often sneak back.  
If they were boys I would handle it differently, I'd do my  
block, yell, and put them on detention.  
(Male mathematics/science high school teacher)

Girls were also given roles of responsibility more often than boys and it seems the girls take to these roles well. "They were widely perceived to be an asset in keeping order in the class-room during room activities and were deliberately placed with groups of boys 'to keep the peace' and to keep them on the task at hand" (Abraham, 1989). In research conducted by Delamont and Galton (1986) they highlighted the fact that teachers unfavourably compare boys with girls either as a motivator or as a disciplinary measure. Robinson's research stated (282):

Some girls themselves would try to keep order in the class-room, intervening out of frustration to try to appeal to other students to be quiet while the teacher was talking. These students were concerned that they were being held back in their work by disruptive students and resented the amount of teacher time that was spent on disciplining them. They also feared that their reputations would be tainted by these students, as the whole class was often put on detention because of the behaviour of a few, most often boys.

In general, girls are not seen as problematic to teach or discipline. "Unlike boys, girls could often 'get away' with not doing the work teachers had set by remaining silent, demure and 'busy-looking'. In many classes some girls would be reading teenage or 'girls' magazines, writing letters, or writing names on their pencil cases, rather than doing the work" (Robinson 1992). Measor & Woods (1984, 116) point out that when a girl is asked a question by a teacher, a shy and embarrassed look is enough to get teachers to move quickly on to

the next student. This is regarded as acceptable quality in girls, which successfully works to obscure their deviance, especially with male teachers.

The research showed that girls are not always the cream of the crop and have been seen to produce high levels of insubordination when they do rebel. When girls act out in this way, they are seen a serious concern to teachers and the rest of the school staff. This insubordination of girls leads their reputation to be tarnished by teachers and labelled as 'bad girls' and "they also risked being judged harshly by other students" (Spender & Sarah, 1980; Llewellyn, 1980).

Robinson says in her findings that "Those girls, who were considered to be 'bad girls' or 'difficult girls', were generally more assertive, confronting, loud, aggressive and 'uncontrollable' in comparison to other girls in the group. Overall their behaviour was similar to that associated with male students, but boys were 'naturally boisterous' and therefore disruptive. Unlike the judgements placed on boy's behaviour, these girls were viewed as holding grudges, or being sulky, sullen and unpredictable in their responses to teachers' requests." These 'bad girls' also reacted more hostilely towards teachers (p283):

There are a particularly nasty group of year 9 girls who are different in their behaviour from other girls, they tend to be more verbal and stinging in their attacks.  
(Male science high school teacher)

Some of the behaviours that these 'bad girls' portrayed included back-chatting, defending themselves verbally and physically against the harassment of male students and they were not particularly concerned with doing what was 'right'. "They felt teachers did not want to know students' opinions, especially if they differed from that of the teachers. The girls talked about feeling frustrated about the lack of discussions on issues being brought up during lessons" (Robinson 1992). Interestingly enough, the same attributes that label these girls as being 'bad' are what is seen as positive attributes in boys. These girls are very assertive which cause them to become involved in huge power battles with teachers, particularly male teachers.

For male teachers to get into arguments with male students is almost normal male behaviour, but when male teachers are confronted by undisciplined female students, they find this hard to handle (p284):

Males find it difficult to deal with girls who stand up to them. They feel as though they've got to win. They can't lose in front of a group.  
(Male social worker)

These confrontations are seen as personal attacks by male teachers not only because they are teachers but also because they are male. Robinson's research showed that male teachers don't always know how to discipline girl students (p288):

Most male teachers find it easier to handle boys. Previously you could give boys a cuff over the ear or a push against the board. You can't do this to girls. They just don't know how to handle difficult girls.  
(Male high school principal)

Some male teachers also admitted to having flirting or 'chatting up' troublesome girls so that they do not become problematic in class (p289):

My individual response to difficult girls is to chat them up to get them to do what I want. If I walk into a room and I know 'Suzie Blogg' is going to be bothersome I might smile at her and ask her if she thinks it is going to be a nice day and tell her that she looks nice, or she smells nice, or whatever, as a way around her.  
(Male social science teacher)

This issue of male teachers flirting with students is not a new finding and has been documented in research conducted by Jones (1988) and Wolpe (1988). These reactions from male teachers are sending a dangerous message to girls, especially with regards to their self-perception. "This reinforces the belief in young women that their appearance — how attractive they are — is important in gaining positive attention from male teachers" (Robinson 1992). This behaviour can lead to similar actions by female students and although male teachers may see this behaviour as 'normal', female teachers see this behaviour as 'tarty' (p289):

Girls will tend to be a little coquettish if they're trying to get their way; because I'm a man, they try and use feminine whiles on me.

(Male maths teacher)

Robinson's research has shown that because of the types of attitudes discussed above, male and female teachers administer discipline differently to boys and girls and the reasons are due to the stereotypical views the teachers themselves have of men and women. Robinson (1992, 290) concludes her research by saying that:

Teachers' stereotyped attitudes towards masculinity and femininity are reflected in their teaching methods and their class-room practices. As this research indicates, class-room discipline is one important area where such attitudes flourish and double standards and traditional values about males and females are reinforced in students. For girls and boys who deviate from what teachers, parents and society generally regard as appropriate gender behaviour, harsh consequences are incurred. This paper shows this with particular reference to the educational experiences of girls. Girls who display behaviour and have attitudes that are generally upheld as inappropriate for females risk conflict with teachers and the school generally, and risk being labelled with derogative terms about their moral characters. This has a serious effect on the quality of their schooling, their ability to reach their educational potentials and ultimately their future career choices.

Robinson's research reveals some interesting findings, particularly with regards to perceptions teachers have on disciplining boys and girls and also with regards to their success as teachers.

A similar study conducted by Tsouroufli (2002) in a secondary school in Greece showed that the respondents of the study (i.e. teachers and the headmaster) believe that "education is a more egalitarian place for women than other occupations..." and this is despite the fact that the data of the research showed that "three of the five teachers and the principal ascribed different characteristics to female and male students and to men and women" (Tsouroufli 2002, 136-137). The study further showed that "although gender discrimination in education was not an issue for the majority of the respondents...observations showed that all the teachers had different attitudes towards female and male students in the classroom..." (Tsouroufli 2002, 139). Some of the comments that teachers made were:

"Boys are noisier than girls. This has to do with the way they are brought up. Boys learn to do whatever they like in their families whereas girls learn to try. Girls have a fear and they try to work with the system. Boys learn to be rebels." (Greek teacher)

"When a boy has a strong intelligent mind, he is really intelligent. I've come across girls who are intelligent, but it's not the same. Girls try harder, they study hard and they try to improve...The reasons for these differences are the genes and how they are brought up at home."  
(English teacher)

With regards to discipline, the research revealed that boys are reprimanded more than girls, whether it is for behaviour or poor academic results. "All of the five teachers reprimanded boys more than girls for misbehaving, but the mathematics teacher and the English teacher reprimanded boys much more than all other teachers. The mathematics teacher reprimanded boys 50 times and girls 19 times for things such as chatting, not paying attention, daydreaming, laughing or being rude. ...The English teacher reprimanded boys 69 times and girls 7 times for their misbehaviour...yet although she reprimanded boys more than girls, she was, in a sense, lenient with male students because their misbehaviour warranted even more reprimands. On the other hand, on a few occasions the English teacher seemed to be more lenient and helpful with girls because she believed that girls, being quieter than boys, should in a way be rewarded for their obedience" (Tsouroufli 2002, 141- 142). The English teacher was quoted as saying:

"Margerita and Katerina do not participate in the lessons at all. But they are so quiet girls that I feel sorry for them. What am I going to do? I'm going to help them, give them better marks so they can continue in the next year."  
(English teacher)

Tsouroufli's research showed that although the observations reveal that teachers are biased in the way they teach and discipline boys and girls, they assume they are being fair and that schools are either gender neutral or at least more neutral than most situations or occupations. The first part of changing people's practices is to address the way that they think; it seems a major restructuring of the way teachers think is required. This is a very important aspect in addressing gender equality in schools and many more studies and strategies need to be instituted because it is an "area that needs further exploration" (Altani 1992).

### **3.4 Teacher's gender and pupil discipline**

According to Rodriguez (2002, 4) "when discussing discipline in relation to young children's behaviour, educators responses vary a great deal. Some individuals believe strongly in a structured form of discipline. Others lean towards a more open approach to discipline....." These different views of how punishment should be administered do not only differ amongst all teachers but more distinctly between male and female teachers. However one

thing teachers have in common is the belief that “children should be cared for and disciplined in order to develop successfully into adulthood”(Rodriguez 2002, 5).

The way that teachers discipline cannot always be predetermined and likewise it cannot be guaranteed that teachers will carry out discipline processes according to the schools policy. What usually happens is “a teacher assesses and decides on the manner in which the situation should be handled and finally implements the appropriate form of discipline” (Rodriguez 2002, 5). Also, “these steps teachers undergo are not predetermined nor can they be researched and studied. The ways in which female and male educators handle distinct discipline are relative to personal experiences, beliefs and personality traits” (Rodriguez 2002, 6).

There have been many studies that document teacher’s opinions and beliefs with regards to the benefits of male teachers teaching boys. Although these opinions can be seen to be quite stereotypical, a study conducted by Gold & Reis (1978, 3) said that “female teachers cannot teach boys as well as male teachers....[male teachers] are thought to be better able to deal with boys’ presumably more active behaviour in the classroom and also to aid boys in achieving masculine sex identity.” The literature also shows that female teachers on the other hand tend to favour girls. In a study conducted by Goebe & Shore (1975) found that teachers considered girls to be closer to the ideal than boys on a sloppy-neat continuum, as well as closer to the ideal in other preferred qualities. These claims and opinions voiced by teachers throughout the literature “have implicated that teachers have preferences and biases based on gender and have the capability to exude those preferences in their daily interactions” (Rodriguez 2002, 7). These interactions include the manner in which discipline is administered.

A recent study by Rodriguez (2002) that looked at the connection between teacher’s gender and the way they administer discipline to boys and girls in an elementary school showed some interesting results. Although these results may not be reflective of what the situation in secondary schools might be, it depicts a clear distinction in teacher gender and the reaction to certain offences. The research was based on the way teachers would respond to girls and boys in various situations using the following responses. The responses are also labelled from most assertive to least assertive:

**Table 3.4.1: Rodriguez's (2002) disciplinary actions and level of assertiveness**

Option	Disciplinary Action	Level
A	Yell at the student	2
B	Do not acknowledge the behaviour and continue	5
C	Physically restrain the student	1
D	Talk with the student (1 on 1)	3
E	Separate the student from others	4
F	Other: please explain	

The results show that 25% of the male teachers and 30% of the female teachers responded to option B for girls. 50% of male teachers and 60 % of female teachers selected option D in dealing with girls and no teachers chose option A or C in dealing with girls. (2002.9)

In comparison to the boys, no male or female teachers selected option A to discipline girls but 5% of male teachers chose this option when disciplining boys. Whilst 25% of male teachers and 30% of female teachers chose option B when dealing with girls, 50% of male and 50% of female teachers chose this option when disciplining boys. No male or female teacher chose option C for girls, but 10% of male teachers chose this option for boys. For option D 25% of male teachers and 65% of female teachers chose this option for boys and for option E 20% of male teachers and 25% of female teachers chose this option for boys.

Option F involved various responses from both male and female teachers. “ Some teachers combined other choices and explained why they felt that way, while others explained their rules and regulations regarding situations such as bathroom breaks in class “Rodriguez 2002, 12). For females, 95% of male teachers and 55% female teachers chose option F. For boys, 90% of males and 60% of females chose option F.

This study shows that there *is* a difference in the way female and male teachers choose to discipline boys and girls even when given the same options. This information shows us that “these particular educators choose to ignore boys’ behaviour more so than girls....”and that the “... male students are more often not acknowledged until the behaviour becomes aggressive” (Rodriguez 2002, 14). Furthermore, the study shows that even though there are similarities in the way male and female teachers sanction students “...male teachers were more likely to select a more aggressive disciplinary approach toward boys. More of both the female and male teachers opted to not acknowledge boys’ behaviour than that of girls’

behaviour when the child's behaviour was not aggressive. Female teachers were slightly more consistent in their disciplinary responses for both boys and girls" (Rodriguez 2002, 14).

The way any teacher would discipline a child depends on that person's experience and beliefs and the sanction is justified in terms of this. However, it is important that teachers are consistent in the way they administer discipline because irrespective how subtle the action may be, students become aware of these biases and start to internalize these biases as being the norm. This study conducted by Rodriguez (2002) did not mention whether the respondents were aware of their biases, if their bias was an unconscious one then as Lasonen (1991, 7) suggests "teachers and administrators might need retraining in more gender-equitable teaching."

### **3.5 Students perceptions of discipline practices in classrooms**

Teachers together with school management have for the most part, clear ideas of what constitutes a transgression and what is considered unacceptable behaviour- being it petty or severe. But do students have the same perceptions? Although studies have been conducted to understand what students perceive as being petty or severely troublesome behaviour, there has been very little done on how students perceive teacher's gender bias in administering discipline to boys and girls. "Rarely have researchers explored how the children perceive these relations" (Yariv 2009, 92). A good justification for further investigation into this area is the fact that "the number of school children attending mental health clinics has risen, with more than one-third of all referrals related to behaviour problems." Also more specifically, "secondary school teachers are found to complain frequently about disruptive behaviour in the classroom and cite it as one of the major concerns and greatest sources of stress (see Houghton, Wheldall & Merret 1998; Miller et al 2000; McGee, Silva & Williams 1983)" (Infantino & Little, 2005, 493).

In a study conducted by Houghton et al (1988) that examined which of the behaviours of students are considered by teachers as most problematic in secondary schools. While 55% of the teachers agreed that too much time is spent on managing disruptive behaviour, talking out of turn, hindering others and idleness or slowness was on the top end of the most to least troublesome behaviour continuum. In a study conducted by Infantino & Little

(2005) on student's perceptions of what constitutes troublesome behaviour in the classroom they found that "...talking out of turn, talking back, being out of seat and eating are perceived by students to be most troublesome" (Infantino & Little 2005, 497). The following table, replicated from the study, gives further insight into what students perceive as being most troublesome behaviour:

**Table 3.5.1: Behaviours perceived by students to be most troublesome [Infantino & Little 2005](%)**

Behaviour	% of students reporting behavior as most troublesome
Talking out of turn	27.0
Talking back/ inappropriate language	13.7
Out of seat	12.2
Eating	12.2
Hindering other children	8.4
Making unnecessary noise	7.3
Disobedience	6.1
Physical aggression	4.2
Unpunctuality	3.6
Idleness/slowness	2.9
Untidiness	1.6
Other	0.7

These results are very interesting because they show that behaviours teachers consider being problematic in everyday interactions such as lateness, being untidy and even physical aggression is seen by students to be least problematic. Further analysis of the research “revealed that a significant relationship existed between gender and perceptions of whether teachers spend too much time managing troublesome behaviour” (Infantino & Little 2005, 498). The results show that boys reported ‘yes’ less often than girls.

Infantino & Little’s study also investigated student’s perceptions of deterrents and incentives for their behaviours. They found that “being sent to the principal’s office, given a good talking to, and getting an unfavourable report sent home are deterrents perceived by students to be most effective.” (2005, 499) and with regards to gender “No significant differences were found to exist between gender and the most effective deterrents, or between year level currently studying and the most effective deterrents” (2005, 9). The following table, replicated from the study, show the incentives and deterrents and their mean ranks with ten being the most effective.

**Table 3.5.2: Mean ranks of deterrents and incentives according to students perception of effectiveness [Infantino and Little, 2005] (%)**

<b>DETERRENTS</b>	<b>MEAN RANK</b>
Given a detention after school	6.89
Sent to the principal for misbehaving	6.55
Given a good talking to in private	6.39
Get an unfavorable report sent home	6.17
Sent from the room for misbehavior	5.89
Threatened with punishment	5.87
Not permitted to participate in games or other favored lessons	5.84
Other teachers told to watch disruptive student closely	5.49
Urged to make an effort	4.93
<b>INCENTIVES</b>	<b>MEAN RANK</b>
Receiving a good mark for written work	7.55
Get a favorable report sent home	6.51
Get a favorable letter sent home	6.31
Given free time	6.19
Allowed to go with your class on an outing as a reward	6.18
Given a prize	6.15
Given a position of authority by your teacher	5.63
Praise from your teacher	5.61
Score a house point	4.25

If teachers are to sanction students, they need to ensure that the punishment or deterrent is effective. According to these results sending home a favourable report or letter, getting good grades and free time are effective incentives and detention after school, being sent to the principal’s office and given a good talking to in private work as good deterrents.

In relation to gender, a Mann-Whitney test was conducted and a significant differences were found between gender and these options: receiving a good mark, getting a favourable academic report sent home, praise from the teacher, been given a prize and being allowed to go on a class outing. "Female students were found to rank a good mark, a letter home, and teacher praise higher than male students" (Infantino & Little 2005, 500).

Infantino & Little's study also investigated what students perceived better with regards to how teacher praise and reprimand. The results show that "students prefer being praised quietly for both good work and good behaviour. No significant differences were found to exist between gender and representation of praise, or between year level and presentation of praise" (Infantino & Little 2005, 500). With regards to being reprimanded "the results demonstrate that students prefer being reprimanded quietly when their behaviour is inappropriate" (2005, 501). The study revealed a significant difference in the way boys and girls prefer to be reprimanded. It revealed that "more females than males preferred being reprimanded quietly, while more males than females preferred to be reprimanded loudly" (2005, 501).

This research shows that although there are significant similarities in what teachers and students consider to be troublesome behaviour, there are some behaviours (such as idleness or slowness) that students regard as being less grievous. The important thing to note here is that it is fundamental when drafting discipline policies or when sanctions are applied that students are part of the process. This is crucial because it will ensure that both teachers and students have a common understanding and are working towards the same ideal. With regards to gender, although there are no recent studies that focus on how students perceive the way teachers administer punishment and whether or not the practices can be considered to be biased, the study of Infantino & Little (2005) show that there are differences in what boys and girls consider to be ideal behaviour and ideal disciplinary practices and there are also differences in the way that discipline is administered, by teachers, to boys and girls.

### 3.6 Administrators perceptions of gender and classroom practices

There are numerous studies which address the differences between the attitudes of men and women school administrators (see Grace 1995; Shakeshaft 1995; Mertz & McNeely 1998; Strachan 1999 and Oplatka 2002). The main question this body of literature aims to answer is 'do male and female school administrators differ in their behaviours and actions in the school environment?' The answers thus far have been "inconclusive and unclear" (Oplatka & Atias 2007, 41). Some researchers argue that "men and women differ in the ways they manage people and assume leadership roles due to different socialization patterns and life experiences (see Shakeshaft 1989; Young 1992; Evetts 1994; Grace 1995; Marshall 1995; Regan & Brooks 1995; Hall 1996; Fennel 1999 and Eckman 2004) and others claim the opposite (see Mertz & McNeely 1998 and Reay & Ball 2000)" (Oplatka & Atias 2007, 41).

Despite the huge body of literature that addresses the manner in which male and female administrators lead, "there is a limited knowledge base about potential gender differences with respect to discipline policy in schools and classroom management, all particularly fundamental elements of school life" (Oplatka & Atias 2007, 42).

Once again, using Tsouroufli's (2002) research on *Gender and Teacher's Classroom Practice*. In her interviews with the administrator of the school, some interesting insights were given into how administrators perceive the gender issue in schools. Firstly when asked about what gender differences entailed, some teachers made reference to biology and others (including the administrator) made reference to traditional roles men and women play in (Greek) society. The principal of the school said:

"Gender equality has not been achieved, not only at work, but also even in the way people think."

Secondly, when asked about the nature of boys and girls, most teachers (including the administrator) had stereotypical views of boys and girls. The principal commented that:

"Girls have always been more intelligent and better students than boys in my classes. They worked in a more organised way than boys did and they tried harder. They also had more interesting personalities. The boys were always softer. Girls were more disobedient and ruder, they would usually answer back.....women are harder than men, we are the ones who are conscious of what we are doing, we are tougher, more straight, honest and cunning, and so we

are more peculiar....I believe men are more pure. My experience has taught me that women are more opportunistic, that they look after their interests and that hate more than men. Women are competitive, even among themselves. Men are more honest.”

These stereotypical views of the administrator, although she may not verbalize it to the students, were played out in her expectations and reaction to boys and girls. It is these subtle expressions of gender bias that causes the issue to exist and persist. Coupled with the idea that some administrators still have a stereotypical view of boys and girls is the fact that the gender of the administrator themselves may have an impact in the manner they address issues relating to school management. This shows us that the issue of gender bias is not a straightforward situation and that it is embedded deeply not only in interactions between teachers, students and administrators but also within the actors themselves.

### **3.7 Conclusion**

This chapter has provided evidence to support the mutually reinforced perceptions of boys and girls by teachers, students and administrators. These perceptions perpetuate the existing gender stereotypes and biases which makes it exceptionally hard to enable change. All these actors raise important questions about the gender debate in classrooms and schools and these questions will become the basis for this specific research experiment.

## CHAPTER 4- METHODOLOGY

This section discusses the logic of how the fieldwork in this quantitative study was conducted. It discusses the rationale for using a case study method, the students and teachers that were interviewed and the limitations that were encountered during the fieldwork.

### 4.1 Why use a case-study approach?

Case study research “excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research.” emphasize a “detailed contextual analysis of a limited number of events or conditions and their relationships” (Soy 1997). Yin (1984, 23) describes the case study research method as an empirical inquiry that investigates a contemporary phenomenon with-in its real life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

The use of “case studies for research purposes remains one of the most challenging of all social science endeavours”. Despite this , “ the case study is used in many situations , to contribute to our knowledge of individual, group, organizational, social, political and related phenomena” (Yin 2009, 4). It is an important and useful tool because “the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events- such as individual life cycles, small group behaviour, organizational and managerial processes, neighbourhood change, school performance, international relations and the maturation of industries” (Yin 2009, 4). Some of the strengths of the case study approach include:

“They can help us understand complex inter-relationships, case studies are grounded in ‘lived reality’, case studies facilitate the exploration of the unexpected and unusual, multiple case studies can enable research to focus on the significance of the idiosyncratic, case studies can show the processes involved in causal relationships and case studies can facilitate rich conceptual/theoretical development”  
(Hodkinson 2001, 2-8).

Despite this, “critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings” (Soy 1997). Some of the criticisms of the case study approach include:

**They can be quite lengthy-** “...because they provide detailed information about the case in narrative form, it may be difficult to hold a reader’s interest if too lengthy.” (Neale, Thapa & Boyce 2006) and;

**The concern that case studies lack rigour-** “...case studies have been viewed in the evaluation and research fields as less rigorous than surveys or other methods.” (Neale, Thapa & Boyce 2006)

In a response to these criticisms, it would then be crucial to ensure that when the case study is written up, that it is written in a manner that is easy to read and easy for the reader to digest. Secondly, one should always ensure the work is written and recorded in a systematic manner to ensure reliability and validity and lastly, with regards to the generalisation claim, case studies are representative of a population in a specific time and place and cannot always be guaranteed to represent the whole. It is not intended to provide generalisations based on this case study, but rather to shed light on the situation in a specific environment where the overarching framework is that of equality and non-discrimination. Yin (2003) advises case study analysts to generalize findings to theories, as scientists generalize from experimental results to theories.

## **4.2 Methods**

This small case- study wishes to shed light on the current situation in schools with regards to disciplinary practices and gender, it also aims to add to the literature of students perceptions in education which is a very much under researched area. The research will be discussed and analysed with reference to the attached appendices.

The research consisted of surveys (questionnaires), structured interviews and reviewing documents. According to Kane & O’Reilly-De Brun (2001, 153) “...surveys can take two forms: a questionnaire, something that the respondents fill in or a structured interview, whether face-to-face or over the telephone, in which the researcher fills in the answer.” The place of a questionnaire in social research is to “measure some characteristics or opinion of its respondents” (May. 1993, 65). When drawing up questionnaires, care should be taken

because, "...the quality of the data depends on their design" (May. 1993, 65). In this case study, the students completed a survey that aimed to unearth whether or not they see teacher's administration of discipline as being gender bias. By survey, I refer to a "standardized set of questions put to a number of respondents" (Kane & O' Reilly- De Brun. 2001, 153).

As with any research method, questionnaires and interviews, whether structured or unstructured have their strengths and weakness. Some of the strengths of questionnaires are that many people can be tested quickly and it is easy to generate quantitative data and analyse it.<sup>5</sup> Questionnaires can be used to collect large amounts of data about what people think as well as what they do.<sup>6</sup> It is also very convenient<sup>7</sup>, which means that researchers do not have to be present and answers can be mailed so the respondents have time to complete the answers.<sup>8</sup>

Some of the weaknesses of questionnaires are that sometimes, people say what they think looks good rather than the truth. They write what they think is socially desirable. People also may not tell the truth when it comes to sensitive issues, for example, sexual behaviour. The answers that respondents give can be affected if the researcher is present. Also, if the concept being surveyed is difficult, one may obtain different interpretations of questions.<sup>9</sup> The latter was very apparent in the piloting stage of the fieldwork, when students could not answer questions because of not understanding certain concepts, words or phrases. For this reason, the student questionnaires were revised so that students could completely understand the questions and statements.

As mentioned earlier, the fieldwork also consisted of structured interviews. Interviews are useful because it allows researchers to clarify any ambiguous questions and it allows the researcher to further analyze the data later on. During the interviews with the teachers, many of them gave different answers from what they wrote on the questionnaires. The

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<sup>5</sup> Taken from <http://www.s-cool.co.uk/alevel/psychology/research-methods/questionnaires-and-interviews.html> Accessed 31 October 2009

<sup>6</sup> Op cit

<sup>7</sup> Op cit

<sup>8</sup> Op cit

<sup>9</sup> Op cit

interviews helped to clear up misunderstandings, contradictions and gain clarification on matters. Further strengths of interviews are that one can obtain detailed information which would avoid oversimplification of matters and that unstructured interviews can encourage openness in answers.<sup>10</sup>

Interviews, as with all research methods, have their weaknesses. Some of the weaknesses of interviews are that they are difficult to analyse if they are unstructured and qualitative in nature. Interviews can be time – consuming and expensive and interviewer characteristics (i.e. whether or not the interviewer is attractive or not, or whether the interviewer has a friendly disposition) can also have an effect on the respondent’s response.<sup>11</sup>

#### **4.2.1 Structure of questionnaires and interviews**

The case study followed some of the main themes that were discussed in the literature review. Some of the questions that were put to the respondents included student’s perceptions of discipline at the school in relation to boys and girls, teacher’s views on disciplining boys and girls and administrators view on gender and discipline. Although most questions differed depending on the respondent group (i.e. either students, teachers or management), some questions were posed to all the respondents in order to analyse how each respondent sees the situation.

Both questionnaires (Appendix B and C) were divided into four sections. The first section consisted of questions and statements relating to discipline and the school environment, the second section consists of questions and statements relating to discipline in the classroom, the third section consisted of questions and statements relating to discipline and extracurricular activities, specifically sport. The final section was postulated in tabular form whereby students and teachers had to choose certain options relating to what they considered to be the most and least disruptive behaviours, the most effective deterrent to bad behaviour and the most effective incentive for good behaviour. Teachers had an extra table to complete in which they had to rank from 1-6 what they considered which disciplinary measure is easier or more difficult to administer. Both students and teachers

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<sup>10</sup> Op cit

<sup>11</sup> Op cit

also had the space in which they could have added further comments relating to discipline at the school.

Only teachers and the administrators were interviewed. The questions that were posed to teachers were both open ended and leading (see Appendix F) and the reason for this was to ensure that there would be no misinterpretation in the decoding of their responses. The questions were divided into the following categories: personal teaching statistics (i.e. age, gender, years of teaching etc.), discipline policy and teacher involvement, discipline strategies and the school environment; and discipline and gender (discussed in relation to the discipline records). The management including the headmaster was asked additional questions, which is under the heading of *management additions* and is also on the teacher interview schedule (Appendix F). The next section gives an indication of how all the data was analysed. The analysis will show that the data was sectioned into themes and discussed accordingly.

### **4.3 Analysing the data**

Due to the fact that this study is quantitative in nature, all the responses were narrowed down to a numerical value. This type of research was suitable because its rigid style and structure makes it possible to describe the characteristics of a population. According to Yin (2009, 127), "The analysis of case study evidence is one of the least developed and most difficult aspects of doing case studies. Too many times, investigators start case studies without having the foggiest notion about how the evidence is to be analysed."

The questionnaire data was analysed using Excel and the findings mirrored the literature review in the way that they are discussed. For each heading, the responses will be contrasted with each other thus creating a dialogue between the two groups (i.e. students and teachers). Although the main focus is gender and discipline in the school environment and the dialogue and understanding between the students and teachers, other areas of interest that the research unearthed was the perceptions of the junior high school students and senior high school students and for this reason, the findings chapter makes reference to this. The interview data was integrated with the questionnaire data and was discussed and integrated according to the relative themes.

#### 4.4 Selecting the school and respondents

The school was chosen primarily for ease of access. Although it is a relatively small school (approximately 106 students), the advantage of this is the fact that it enabled a full sample of the school.

All the students completed the surveys (Appendix B) as part of their Personal, Social and Health Education (PSHE) class and teachers had an option whether or not they wanted to complete the teacher's survey (Appendix C). A total of 97 out of 106 students (48 boys and 49 girls), and 16 teachers out of 23 (10 female and 6 male) participated in the study. The rest of the students were absent from school on the days the survey was conducted and not all the teachers and students opted to participate in the study.

Apart from interviewing the administrator, I also interviewed the heads of Key Stage 3 and Key Stage 4 as well as four teachers who have substantial contact time with the students. These interviewees form part of the management staff, the teaching staff or both. The following table shows the number of participants broken down by gender and phase.

**Table 4.4.1 Total number of respondents that participated in the study (%)**

Students		Teachers	
Boys (n=48)	49.4	Male Teachers (n=6)	37.5
Girls (n=49)	50.5	Female Teachers (n=10)	68.7
Total (n=97)	100.0	Total (n=16)	100.0
Junior Phase (n=47)	48.4		
Senior Phase (n=50)	51.5		
Total % of students	91.5	Total % of teachers	69.5

##### 4.4.1 Ethical issues

According to Mouton (2001.242) "...scientists have to be extremely watchful in respecting subject's right to privacy." The author also mentions some rules that need to be abided when conducting research, such as; people have the right to refuse to be interviewed, have the right to refuse to answer telephonic or email questionnaires and they have the right to refuse to answer any question. Permission to interview the teachers and allowing students

to complete the questionnaires was obtained by the headmaster who acts in loco parentis whilst the students are at school. Teachers were given the option to complete the questionnaires and interviewees were approached and asked if their responses could be used in the study. Students were also given the option not to participate in the study. The name of the school and the respondents were changed to protect the integrity and privacy of both the institution and the participants.

#### **4.5 Piloting**

Piloting is useful and important because it can help you “refine your data collection plans with respect to both the content of the data and the procedures to be followed” (Yin 2009, 92). It is crucial to note that a pilot test is not the start of the formal research; it is a separate but necessary process that is “more formative, assisting you to develop the relevant lines of questions- possibly even providing some conceptual clarification for the research design as well (Yin 2009, 92).

To ensure the students had enough time to complete the questionnaire and to ensure that all the students understood clearly what is expected of them, the questionnaire was piloted with five Year 7 students. The logic behind this was that if the Year 7 students could understand the language used and the instructions, then the higher grades too would be able to understand what was required of them. Also, from this, it was possible to determine the time the students needed to effectively complete the survey. The average time students took to complete the questionnaire was 40 minutes and students were given sixty minutes to complete the questionnaire. The main problems encountered were semantically orientated and the questions were adjusted accordingly.

#### **4.6 Limitations of the study**

All case studies have limitations, not only because of intrinsic reasons such as the manner in which the questionnaires are set or the way the questions for the interviews are posed (see 4.2 above) but because of limitations of the fieldwork itself. Respondents may be resistant and may not feel comfortable answering certain questions or may opt not to complete the questionnaire.

Being a teacher at the school could lead to possible biases in the way the study was conducted. When a researcher is already acquainted with the subjects of the study, it is not easy to distance one self from previous perceptions of those subjects. If a situation such as this arises, the only way the limitation could be reduced is if the researcher is always aware of the constant presence of this bias. I dealt with my possible bias by ensuring that a separate time was allocated for the research that did not infringe on my pedagogical responsibilities. This ensured that I was fully focused on the task without interference by my duties. When the research was conducted, I ensured that I entered the school as a research and not as a teacher.

#### **4.7 Conclusion**

This chapter highlighted the manner in which the study was conducted, the design and justification of the questionnaires and interviews, the way the data was analysed and the rationale for using this specific approach. The next chapter will discuss the findings that the fieldwork brought forth.

## **CHAPTER 5- GENDER AND DISCIPLINE IN CONTEXT**

### **5.1 Introduction**

The interviews and the surveys (both the student and the teacher survey) posed various questions relating directly to the level of input students and teachers had in designing the policy; whose responsibility it is to maintain discipline at the school; their levels of understanding of the policy and how they rate discipline at the school. The results (the full set of data is shown in the appendices D and E) show that not only are there differences between the genders, but also between the students and teachers.

The aim of this chapter then is not only to show and discuss the findings of the research, but also to shed light on two main issues. Firstly, it aims to show the way in which gender affects the understanding and implementation of the discipline. Secondly, it reveals how gender bias, whether it is conscious or unconscious, has an effect on how policy is implemented. The findings of the research will mirror the concepts raised in the literature review and for this reason be discussed with relation to the following themes:

5.2) Understandings of discipline policy at Edinburgh High;

5.3) Perceptions of discipline by students and teachers;

5.4) Gender and the school environment;

5.5) Discipline and teacher gender, and

5.6) Policy implementation.

### **5.2 Understandings of discipline policy at Edinburgh High**

The following section deals with staff and student understandings of the policy, their ratings of the fairness of the policy and the level of participation of all the respondents in the development of the discipline policy.

According to the headmaster, the vision for the discipline policy at Edinburgh High was “...consistency...”, and the hope that “everyone applies it as much as they can in the same way, and people understand clearly on both sides...” what is expected of them. The following tables gives an indication of how the students and teachers responded when asked about how the policy works.

**Table 5.2.1 Students’ and Teachers’ understanding of how the policy works (%)**

	<b>All Students (n= 97)</b>	<b>Boys n= 48)</b>	<b>Girls (n= 49)</b>	<b>All Teachers (n=16)</b>	<b>Male Teachers (n=6)</b>	<b>Female teachers (n=10)</b>
All of the time	27.8	22.9	32.7	43.8	33.3	50.0
Most of the time	63.9	66.7	61.2	50.0	66.7	40.0
Some of the time	5.2	8.3	2.0	6.3	0.0	10.0
Never	3.1	2.1	4.1	0.0	0.0	0.0

The first thing that stands out from this table is that there is a substantial difference between the students’ and teachers’ responses in how they understand the way the policy works. Forty three percent of teachers understand the policy completely as opposed to only 27.8% of students. Also, male teachers claim to understand the policy more than all the other respondents. None of the teachers claimed not to understand how the policy works compared to 3.1% of students. Significantly, 63.9% of students and 61.7% of staff said that they understood the policy only ‘most of the time.’ If understanding the policy, as the headmasters mentioned, is an important component to guarantee the policy’s success then one cannot expect the policy to be realized if students and teachers do not have a good understanding of how the policy works.

The rationale for investigating the differences of opinion between junior phase students and senior phase students was that one would assume that because of the age difference there would be a substantial difference in the opinions between the two phases. Strangely enough, this was not the case. There was no substantial difference between the opinions of the junior phase students and the senior phase students.

The next table shows the opinions of male and female students and male and female teachers on how they rate the fairness of the schools discipline policy.

**Table 5.2.2: Students' and Teachers' rating of the fairness of the policy (%)**

	All Students (n= 95)	Boys (n= 48)	Girls (n= 47)	All Teachers (n=16)	Male Teachers (n=6)	Female teachers (n=10)
Strongly Agree	3.1	2.1	4.3	62.5	83.3	50.0
Agree	66.3	70.8	61.7	37.5	16.7	50.0
Disagree	25.2	21.0	29.7	0.0	0.0	0.0
Strongly Disagree	5.3	6.3	4.3	0.0	0.0	0.0

The difference between students and teachers is alarming. 62.5% of teachers strongly agree that the policy is fair as opposed to only 3.1% of students. This means that not only do teachers have a better understanding of how the policy works but they also think the policy is fair than do the students, 30, 5% of whom thought the policy was unfair. This has direct implications on why, as the discipline records show, students persist to commit misdemeanours and get defaulted for their behaviour. If students do not understand how a substantial part of how the policy is intended to work and coupled with this, do not think the policy is fair, then one cannot expect the policy to fulfil its purpose of deterring bad behaviour.

Another point of interest that the table reveals is that 83.3% of male teachers 'strongly agree' that the policy is fair. They were also the group that understood the policy better than the rest of the respondents. Only 50% of the female teachers agreed that this was the case, which again suggests that there might be differences in interpretation and implementation of the policy. None of the teachers said that the policy isn't fair at all as opposed to 30.5% of students, which represents a substantial part of the student body. With regards to the phases, once again there were no substantial differences in opinion between the junior and senior phase.

Having dealt with the understanding and fairness aspect of the policy, students and teachers were also asked to assess their level of participation in designing the discipline policy at the

school. The responses that students could choose were either 'yes, I participated' or 'no, I wasn't interested'. The responses that teachers could choose from were either 'yes', 'some aspects' or 'not at all'. An overwhelming 90% of students said that they did not participate because they weren't interested whereas 40% of teachers said that they were totally involved and 60% of teachers said they were involved in some aspects of the process. This response from students seems logical because if they did not participate in the process, it is reasonable to assume that they would not understand how the policy works or think that it is fair.

Of all the respondents, the male teachers (50%) said that they fully participated in the process the most. This is also consistent with the previous data that showed that male teachers not only understood the policy better than all the other respondents, but that a higher percentage of male teachers also thought that the policy was fair. With regards to the junior and senior phase, there was no substantial difference between the two phases.

Teachers and students also had the opportunity to rate the discipline policy on an excellent to poor continuum. Rating in this case meant how students and teachers thought the policy fulfilled its initial objective of deterring students from bad behaviour and limiting the number of students who were given detentions.

Overall, only 6.3% of students stated that they thought discipline was excellent with 51% claiming that the policy is satisfactory with some problems (See appendix D, Section A, Question 4). There was also no substantial difference between the opinions of junior and senior phase students. None of the teachers thought that discipline at the school was excellent but 56.3% said that discipline at the school was good. This shows that both students and teachers agree that although there are some good aspects in the discipline at the school, that there is room for improvement when it comes to discipline at the school.

The data also showed that 83.3% of male teachers thought that discipline at the school is good, which is the highest percentage for the option amongst all the respondents. This is consistent with the data previously discussed concerning this theme. One of the reasons for this is that all the male teachers at the school are part of management who were mainly responsible for drafting the policy and because they had the task of drafting the policy,

translates into them understanding the policy better than the other participants. It also makes sense that male teachers thought the policy was fair more than the other respondents because they would not intentionally draw up a policy that they would not consider to be fair.

Thus far, the data has shown that there is big difference between the opinions of students and teachers and that male teachers understand the policy better than the rest of the respondents. It is this difference in opinion that causes the policy not to be understood and implemented more successfully.

As stated earlier in this chapter, the data collection also consisted of interviews that were conducted with teachers at the school. During the interview with the headmaster, I asked him whose responsibility it is to maintain discipline at the school. Without hesitation he answered "...the head..." When the same question was posed to the teachers, 68.8% said that it is everyone's responsibility to maintain discipline. Seventy- one percent of students also agree that they have a joint responsibility to maintain discipline at the school.

These results show that there are different views about the fairness, level of input and general understanding of the policy and it seems that a lot of these differences stems from the fact that everyone envisions the end-product of the policy differently. When asked what they think the vision is for the discipline policy at the school, this is what some of the teachers and management had to say:

"...the bases on which the school operates is one of mutual respect, so we operate on a relational bases first, so we... not really talk with the students but negotiate with the students, you get them to understand the reason why there are certain rules..."  
(Male, Deputy Headmaster, Teacher, Senior Phase)

"...I think it is important that students have a clear understanding of what the perimeters are, and that they at some point be engaged in the process of determining the rules and regulations and we try and enforcing it consistently."  
(Male, Management, History Teacher, Senior and Junior Phase)

"...[I hope that from the policy] that learning can take place" and "...[there will be] phasing out of disruptive behaviour...."  
(Female, Music Teacher, Junior & Senior Phase)

It seems from these and other comments as if the male staff are more concerned with the overall outlook of the policy whereas the female staff are more concerned with the situation in the classroom. It is also interesting to note that all of the male teachers at the school are in management positions and this translated into them understanding the policy better, thinking the policy is fair and that discipline at the school is good.

With regards to the vision, design and structure of the policy, there is a clear difference in the way male and female students and male and female teachers perceive the situation. The reason could be twofold; firstly, it could be that because there is no unified vision of what the policy intends to do that it creates confusion. Secondly, there could be variation because people respond to the policy in a gendered way so that even if there were a common ideal, the responses would be different. This section also showed that contrary to what was initially assumed, there was no substantial difference in the opinions between junior and senior phase students.

The next section will shed more light on the perceptions of students and teachers by gender (and phase) by analysing the data according to what students and teachers perceive as most and least disruptive behaviours. Also, it will show what constitutes incentives for good behaviour as well as a deterrent to bad behaviour. The rationale for doing this is to gain an understanding of the type of behaviours students and teachers see as being disruptive or encouraging. If the results are different, then that would account for why certain student behaviours still persist despite them being punished for their behaviour.

### **5.3 Perceptions of discipline by students and teachers**

Perception and understanding of the policy by all the implementing agents is a crucial part to successfully realizing a policy. If there is not a common understanding between all the agents involved, the policy cannot fulfil its aims and also it can create frustration for all involved. This section aims to demonstrate how students and teachers perceive different behaviours on a most to least disruptive continuum. It will also show what students and teachers deem as being an incentive for good behaviour or a deterrent from bad behaviour. The logic here is that if students and teachers perceive of discipline practices or gravity of misdemeanours differently, then one cannot expect the policy to fulfil its aims. Also, if

students and teachers are not clear about each other's perceptions, seemingly disruptive behaviours can persist.

Students and teachers were asked to choose three behaviours they considered most disruptive. The following table shows what students and teachers deem as the most disruptive behaviours.

**Table 5.3.1: Students' and Teachers' perceptions of most disruptive behaviour (%)**

Item.	Behavior	Students (n=276)	Teachers (n=45)
8	Physical aggression	22.5	13.3
2	Talking back/inappropriate language	19.2	13.3
5	Hindering other children	16.3	15.6
6	Making unnecessary noise	13.0	20.0
7	Disobedience	11.6	11.1
1	Talking out of turn	5.4	13.3
3	Out of seat	2.5	6.7
12	Other...	2.5	0.0
9	Lack of punctuality	2.2	0.0
11	Untidiness	2.2	0.0
4	Eating in class	1.4	2.2
10	Idleness/Slowness	1.1	4.4

The three most disruptive behaviours for students are *physical aggression, talking back or using inappropriate language and hindering other children*. For teachers, the three most disruptive behaviours are *making unnecessary noise, hindering other children and physical aggression, talking back or talking out of turn* jointly. Apart from these initial differences it was also interesting to note that none of the teachers considered lack of punctuality and untidiness as being disruptive whereas in both cases 2.2% of students thought that it was disruptive.

Students chose physical aggression as being their most disruptive behaviour (22.5%) where only 13.3% of teachers found this to be problematic. Behaviours such as eating in class, idleness or slowness and being out of seat were not as disruptive for students as it was for

teachers. Although 2.5 % of students ticked ‘other’ as a disruptive behaviour, they did not mention what this ‘other’ behaviour represented.

This table clearly shows that there is a difference in what students and teachers consider to be disruptive behaviour. However, although many of the behaviours overlap, it is the degree to which students and teachers think behaviour is disruptive that causes the persistence of seemingly disruptive behaviours. If there is not a common understanding on what constitutes disruptive behaviour, there will be no or very little transformation in behaviour by both teachers and students.

Looking at the same data using gender lenses, it is interesting to see that the behaviours do not only differ between students and teachers, but also between genders.

**Table 5.3.2: Students’ and Teachers’ perceptions of most disruptive behaviour by gender (%)**

Item	Behaviour	Male Students (n=135)	Female Students (n=141)	Male Teachers (n=18)	Female Teachers (n=27)
8	Physical aggression	24.4	20.6	11.1	14.8
2	Talking back/inappropriate language	17.8	20.6	5.6	18.5
5	Hindering other children	16.3	16.3	16.7	14.8
6	Making unnecessary noise	11.1	14.9	22.2	18.5
7	Disobedience	8.9	14.2	11.1	11.1
1	Talking out of turn	5.2	5.7	16.7	11.1
3	Out of seat	4.4	0.7	11.1	3.7
11	Untidiness	3	1.4	0	0
12	Other...	3	2.1	0	0
4	Eating in class	2.2	0	5.6	0
9	Lack of punctuality	2.2	2.1	0	0
10	Idleness/Slowness	1.5	0.7	0	7.4

24.4% of male students stated that physical aggression was the most disruptive behaviours. Less than 50% of the other respondents agreed with this. Female students and female teachers both considered talking back or using inappropriate language as a very disruptive

behaviour, whereas for male students and teachers, this was important but secondary on their list. Male teachers also did not consider lack of punctuality, idleness/slowness and untidiness to be a problem. Similarly for female teachers lack of punctuality and untidiness was not a problem at all, whereas a small percentage of students thought it was. This table is important because it shows how important it is to communicate what is considered priority to ensure that teachers can teach and students and can learn.

There were similar responses between the junior and senior phases. The table below demonstrates that for the junior students physical aggression, hindering other children and talking out of turn was the most disruptive, whereas for the seniors, physical aggression, talking out of turn, hindering other children and disobedience were the most disruptive behaviours.

**Table 5.3.3: Students’ perceptions of the most disruptive behaviours by phase (%)**

Item	Behaviors	Junior students (n=129)	Senior students (n=147)
1	Talking out of turn	7.0	4.1
2	Talking back/inappropriate language	20.2	18.4
3	Out of seat	1.6	3.4
4	Eating in class	1.6	1.4
5	Hindering other children	17.8	15.0
6	Making unnecessary noise	14.0	12.2
7	Disobedience	7.8	15.0
8	Physical aggression	20.9	23.8
9	Lack of punctuality	2.3	2.0
10	Idleness/Slowness	0.8	1.4
11	Untidiness	3.1	1.4
12	Other...	3.1	2.0

Although there was no substantial difference between the junior and senior phases, there was a difference between what students and teachers perceive as being the most disruptive behaviours and there was also a difference in what each gender demographic considered to most disruptive behaviours.

Using the same indicators as in the previous question, students and teachers were also asked which behaviours they thought were the least disruptive. Once again, they had to choose 3 behaviours out of a possible 12. The following table shows the differences between students and teachers.

**Table 5.3.4: Students' and Teachers' perceptions of the least disruptive behaviour (%)**

Item	Behaviour	Students (n=276)	Teachers (n=45)
4	Eating in class	21.7	22.2
11	Untidiness	20.7	13.3
10	Idleness/Slowness	17.0	28.9
3	Out of seat	11.6	6.7
9	Lack of punctuality	8.7	20.0
1	Talking out of turn	5.1	2.2
2	Talking back/inappropriate language	4.0	0.0
12	Other...	3.3	0.0
6	Making unnecessary noise	2.5	0.0
8	Physical aggression	2.2	0.0
7	Disobedience	1.8	2.2
5	Hindering other children	1.4	4.4

As with the previous tables, table 5.3.4 shows similar results in that there is a difference between the perceptions of students and teachers. Although both teachers and students chose similar behaviours, the emphasis placed on that behaviour differs.

From the results of this table, the differences of perceptions of discipline between students and teachers become more evident. This means that although similar behaviours are recognized as being most or least disruptive, it maybe more or less of a concern to the other group. This is important because it seems that both teachers and students are aware of what is considered unsuitable behaviour in a social context, the difference is that these two groups, students and teachers, place a different value on each of these behaviours. Only once students (or teachers) change these values will the levels of misdemeanours in the school be lowered.

This data was also broken down into gender groups and phase groups. The following table shows the differences between what male and female students and teachers constitute as being the least disruptive behaviour.

**Table 5.3.5: Students' and Teachers' perceptions of least disruptive behaviour by gender (%)**

Item	Behaviour	Male Students (n=138)	Female Students (n=138)	Male Teachers (n=18)	Female Teachers (n=27)
11	Untidiness	20.3	21	5.6	18.5
4	Eating in class	19.6	23.9	11.1	29.6
10	Idleness/Slowness	15.9	18.1	33.3	25.9
3	Out of seat	11.6	11.6	5.6	7.4
9	Lack of punctuality	7.2	10.1	33.3	11.1
1	Talking out of turn	7.2	2.9	0	3.7
2	Talking back/inappropriate language	4.3	3.6	0	0
12	Other...	3.6	2.9	0	0
6	Making unnecessary noise	3.6	1.4	0	0
8	Physical aggression	2.9	1.4	0	0
7	Disobedience	2.2	1.4	0	3.7
5	Hindering other children	1.4	1.4	11.1	0

For both the female students and the female teachers, eating in class is considered the least disruptive behaviour. All of the male teachers chose lack of punctuality and idleness/slowness as the least disruptive behaviour. Interestingly enough, the male students chose untidiness as their least disruptive behaviour which is consistent with the disciplinary records as they receive the most defaults for uniform infringements and general untidiness. The fact that women and girls have similar value systems could be due to the level of maturity of the girls as opposed to the boys. To maintain the structure that was set out when discussing the most disruptive behaviours, the data was also broken down into junior and senior phase.

**Table 5.3.6: Students' perceptions of the least disruptive behaviours by phase (%)**

Item	Behaviors	Junior students (n=135)	Senior students (n=141)
1	Talking out of turn	5.2	5.0
2	Talking back/inappropriate language	5.2	2.8
3	Out of seat	14.8	8.5
4	Eating in class	19.3	24.1
5	Hindering other children	0.0	2.8
6	Making unnecessary noise	3.7	1.4
7	Disobedience	1.5	2.1
8	Physical aggression	2.2	2.1
9	Lack of punctuality	11.1	6.4
10	Idleness/Slowness	15.6	18.4
11	Untidiness	17.8	23.4
12	Other...	3.7	2.8

For the junior phase students, eating in class, untidiness and being out of seat are the least disruptive behaviours. The seniors on the other hand, chose eating in class, untidiness and idleness or slowness as their least disruptive behaviours. There is a huge difference in the

percentages with regards to choosing the least disruptive behaviours between the phases; i.e. hindering other children was 0% for juniors but 2.8% for seniors and untidiness has approximately a 5.6% difference.

The survey that was conducted on students and teachers also prompted the respondents to give their views on what they thought was the most effective deterrent and incentive to bad behaviour. Respondents were given nine different options to choose from for each category. Below is a table that gives an idea of students and teachers perceptions of what they consider to be the most effective deterrent to bad behaviour.

**Table 5.3.7: Students' and Teachers' perceptions of most effective deterrent to bad behaviour (%)**

Item	Behaviours	Students (n=276)	Teachers (n=45)
1	Given a detention after school	19.1	26.7
2	Sent to the principal for misbehaving	18	24.4
4	Get an unfavourable report sent home	12.4	24.4
3	Given a good talking to in private	12.4	8.9
9	Urged to make an effort	8.6	4.4
7	Not permitted to participate in games or other favoured lessons	8.6	2.2
8	Other teachers told to watch disruptive student closely	6.7	2.2
6	Threatened with punishment	6.7	2.2
5	Sent from the room for misbehaviour	6.7	4.4

Students and teachers were given the opportunity to choose three behaviours that they think would deter students from bad behaviour. For the students 19.1%% chose 'given a detention after school', 18.0% chose 'sent to the principal for misbehaving' and an equal percentage (12.4%) chose 'given a good talking to in private' and get an unfavourable report sent home'. The top behaviours for the teachers were: 'given a detention after school' (26.7%), 'sent to the principal's office' (24.4%) and 'get an unfavourable report sent home'

(24.4%). Although the students and teachers chose the same behaviours, there was a remarkable difference in the percentages of the choices, i.e. 26.7 % for teachers as opposed to 19.1% for students for option 1. The data showed that students also did not like to not be able to participate in school activities, whereas teachers did not think this was a suitable deterrent. Once again, the deterrents chosen by students and teachers were the same which means that the deterrents used at the school are effective choices.

Looking at this data from a gender perspective, although the deterrents chosen by students and teachers were the same, the most notable difference was that 100% of male teachers found detention to be the most effective deterrent to bad behaviour and male students chose this as being their most effective deterrent as well. The females on the other hand, chose completely different options.

**Table 5.3.8: Student’s and Teacher’s perceptions of most effective deterrents to bad behaviour by gender (%)**

Item	Behaviour	Male Students (n=129)	Female Students (n=138)	Male Teachers (n=18)	Female Teachers (n=27)
1	Given a detention after school	18.6	19.6	33.3	22.2
2	Sent to the principal for misbehaving	16.3	19.6	27.8	22.2
3	Given a good talking to in private	14	10.9	5.6	11.1
4	Get an unfavourable report sent home	12.4	12.3	22.2	25.9
7	Not permitted to participate in games or other favoured lessons	10.1	9.4	0	3.7
6	Threatened with punishment	9.3	4.3	5.6	0
9	Urged to make an effort	9.3	8	5.6	3.7
8	Other teachers to watch disruptive student closely	7.8	5.8	0	3.7
5	Sent from the room for misbehaviour	4.7	8.7	0	7.4

With both male and female students and teachers, there variation was evident in they considered to be the most effective deterrent. For male students it was ‘given a detention after school’, for female students it was both ‘given a detention after school and sent to the principal for misbehaving’, for male teachers it was ‘given a detention after school’, and for female teachers it was ‘get an unfavourable report sent home’.

When drafting a discipline policy, one needs to ensure that the deterrents are effective enough to actually prevent the students from committing misdemeanours. From this data, it seems as if the deterrents are effective and that students and teachers have similar perceptions of what constitutes an effective deterrent. With regards to both students and teachers it seems as if there is a clear understanding between the two groups about effective deterrents.

The data between the two phases (table 5.3.9 below) didn't reveal a substantial difference.

**Table 5.3.9: Students' perceptions of the most effective deterrent to bad behaviour by phase (%)**

Item	Behaviours	Junior Students (n=126)	Senior Students (n=141)
1	Given a detention after school	20.6	17.7
2	Sent to the principal for misbehaving	17.5	18.4
3	Given a good talking to in private	11.9	12.8
4	Get an unfavourable report sent home	11.1	13.5
5	Sent from the room for misbehaviour	7.1	6.4
6	Threatened with punishment	7.1	6.4
7	Not permitted to participate in games or other favoured lessons	8.7	8.5
8	Other teachers to watch disruptive student closely	6.3	7.1
9	Urged to make an effort	7.9	9.2

The juniors chose 'given a detention after school' followed by 'sent to the principal for misbehaving' and 'given a good talking to in private'. The seniors chose 'given a detention after school', followed by 'sent to the principal for misbehaving' and get an unfavourable report sent home'. One of the reasons why the seniors might have chosen this option is because they are in the final stages of their high school education and getting a negative report from school at this stage could affect their ability to get into a good university or job.

Coupled with setting boundaries and enforcing discipline in a school is the need to reward students for good behaviour and to provide incentives. Students need to be aware that both good and bad behaviour have consequences. However, rewarding students who display good behaviour in classrooms is often neglected because teachers spend so much time on trying to deter or punish students for bad behaviour. Well behaved students can often feel neglected and feel that teachers do not acknowledge their good behaviour.

Thus, the survey that was given to students and teachers also included a list of possible incentives. Respondents were asked to rate what they thought were the three best incentives for good behaviour.

**Table 5.3.10: Students’ and Teachers’ perceptions of the most effective incentive for good behaviour (%)**

Item	Behaviours	Students (n=285)	Teachers (n=45)
2	Get a favourable report sent home	15.1	15.6
4	Given free time	14.4	11.1
5	Allowed to go with your class on an outing ...	13.3	4.4
1	Receiving a good mark for written work	13.0	17.8
3	Get a favourable letter sent home	11.9	17.8
6	Given a prize	10.9	2.2
8	Praise from your teacher	10.2	24.4
7	Given a position of authority by your teacher	4.9	6.7
9	Score a house point	3.2	0.0

Students and teachers clearly have different ideas about what constitutes an effective incentive. For teachers, the three main incentives are (in order of highest percentage) ‘praise from your teacher’, receiving a good mark for written work’ and ‘get a favourable letter sent home’. For students, the three most effective incentives are, ‘ given free time’, ‘allowed to go with your class on an outing as a reward’ and ‘receiving a good mark for written work’. Teachers also do not think that scoring house points make for good incentives at all whereas at least 3.2% of students think that it is. A similar percentage was reached for students and teachers when it came to option 2 (getting a favourable report sent home). This is probably because if the point of going to school is getting a good

education and ensuring that students learn, a good report represents is a good reflection on both the students and the teachers.

The point of the incentive is to reward the student for their good behaviour, but also for teachers to show students their appreciation for being co operative and well-behaved. If students are getting incentives that they do not consider to be effective or a good enough incentive for their behaviour, they cannot appreciate the rewarding process. Furthermore, if students and teachers have different perceptions of effective incentives for good behaviour, the question to ask is whether this difference is also evident between the genders.

**Table 5.3.11 Students’ and Teachers’ perceptions of most effective incentive for good behaviour by gender (%)**

Item	Behaviour	Male Students (n=138)	Female Students (n=141)	Male Teachers (n=18)	Female Teachers (n=27)
2	Get a favourable report sent home	18.1	12.8	16.7	14.8
1	Receiving a good mark for written work	13.8	12.8	16.7	18.5
4	Given free time	13	16.3	5.6	14.8
5	Allowed to go with your class on an outing ...	13	14.2	5.6	3.7
3	Get a favourable letter sent home	12.3	12.1	16.7	18.5
6	Given a prize	12.3	9.9	0	3.7
8	Praise from your teacher	8.7	12.1	27.8	22.2
7	Given a position of authority by your teacher	4.3	5.7	11.1	3.7
9	Score a house point	3.6	2.8	0	0

The difference in the choices made by the different genders is very apparent. For male students, the most effective incentive is ‘getting a favourable report sent home’ and for female students, it is ‘given free time’. On the other hand both male and female teachers think ‘praise from your teacher’ is an effective incentive. Although the teachers agreed on the most effective incentive, 27.8% of male teachers chose this option as opposed to only 22.2% of female teachers. Female teachers also stated that ‘receiving a good mark for written work’ and ‘getting a favourable letter sent home’ are good incentives.

Although there is agreement between the teachers, girls and boys have different views on what constitutes an effective incentive. In order for both girls and boys to feel valued, a good suggestion would be for the teachers to hand out incentives that cater to boys and girls so that they can feel valued and appreciated and inevitably for good behaviour to become a better option than committing misdemeanours.

We have seen that there is a difference between teachers and students and also between the genders. One would assume that if there such clear genders between each demographic that there would also be a difference between the phases. However, there was no substantial difference between the phases.

**Table 5.3.12 Students’ perceptions of most effective incentive for good behaviour by phase (%)**

Item	Behaviours	Junior Students (n=135)	Senior Students (n=144)
1	Receiving a good mark for written work	17.0	9.7
2	Get a favourable report sent home	14.1	16.7
3	Get a favourable letter sent home	12.6	11.8
4	Given free time	11.9	17.4
5	Allowed to go with your class on an outing ...	13.3	13.9
6	Given a prize	11.1	11.1
7	Given a position of authority by your teacher	5.9	4.2
8	Praise from your teacher	11.1	9.7
9	Score a house point	0.7	5.6

There was no substantial difference between the phases. The only notable difference is that as the most effective incentive, the juniors chose ‘receiving a good mark for written work’, whereas the seniors opted for ‘getting a favourable report sent home’.

Looking at the results that these tables produced, it is clear that there is a clear difference between each demographic in question. There is a difference in how male students and female students perceive of discipline with regards to incentives and deterrents, there is also a difference between how male teachers and female teachers perceive these behaviours.

If one compares this study to that of Infantino and Little (2005) (See Chapter 3), the students in their study stated that 'talking out of turn', 'talking back/inappropriate behaviour' and 'out of seat' as the most disruptive behaviours. Students at Edinburgh High stated that 'physical aggression', 'hindering other children' and 'talking back /inappropriate language' as the most disruptive behaviour. The same study by Infantino and Little (2005) showed what students regarded as being good incentives and deterrents. The results there showed that for incentives students opted for 'receiving a good mark for written work', 'getting a favourable report sent home' and 'getting a favourable letter sent home'. For the deterrents, the students chose, 'given a detention after school', 'sent to the principal for misbehaving', and 'given a good talking to in private'. At Edinburgh High, for incentives the students chose, 'getting a favourable report sent home', 'given free time', and 'allowed to go with your class on an outing'. For deterrents, they chose 'given a detention after school', 'sent to the principal for misbehaving', and 'given a good talking to in private'. Comparing the two studies, the schools differ in what they perceive as troublesome behaviour. Some similarities exist with regards to the incentives for good behaviour and the deterrents were exactly the same. Therefore, a way forward for these schools is to reach a common understanding between the students and the teachers with regards to what constitutes a good incentive for displaying good behaviour so that misdemeanours can be minimised.

The Headmaster commented that "detention is actually a walk in the park..." and that students should do things that they don't like. This part of the study reveals crucial information, of what students perceive as being incentives and deterrents, and if this is taken into consideration, the policy might be implemented more effectively and realized more successfully.

## 5.4 Gender and the school environment

As mentioned in Chapter 3, there have been few studies conducted on gender within the school environment in the last few years and this is mainly attributed to the fact that teachers think the issue of gender inequality has been addressed and no longer exists. Furthermore, studies on student's perceptions of teacher's practices have also diminished for two reasons. Firstly, as mentioned before, teachers truly believe that inequality is a thing of the past and secondly, because getting students involved in serious research can at times be messy, with regards to creating frameworks for analysis, and extremely time consuming.

The survey that the students and teachers completed at Edinburgh High School had multiple questions relating to gender and the school environment. These ranged from teachers reactions towards students to how students perceive the practices of teachers. Such a contrast is crucial if one is trying to create a common understanding between the teacher and the students. This section will also shows that despite teachers (and managements) attempts to remain gender neutral, staff interviews revealed that they still have very gendered views on students achievements and behaviours. This section includes student's and teacher's perceptions of how defaults are handed out, teacher's reactions to boys and girls and how teachers discipline boys and girls. The first table shows students and teachers perceptions on whether or not female teachers give more defaults than male teachers.

**Table 5.4.1: Students' and Teachers' perceptions on whether female teachers give more defaults than male teachers (%)**

	Students (n= 93)	Boys (n=46)	Girls (n=47)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Strongly Agree	19.3	23.9	14.9	25.0	16.7	30.0
Agree	33.3	32.6	34.0	43.8	66.7	30.0
Disagree	38.7	39.1	38.3	31.3	16.7	40.0
Strongly Agree	8.60	4.34	12.8	0.0	0.0	0.0

The data shows that the boys and girls responses differ. More than 80% of the male teachers agreed that female teachers give more defaults than male teachers. More than half of female teachers agreed that this is the case. This shows that from a teacher perspective, teachers are in agreement that female teachers give more defaults than male teachers but

students do not seem to notice much of a difference. Looking back at the default records of the school, female teachers gave more Level 1 offences, which are given more readily than Level 2 and 3 which was mainly given by male teachers. Due to the fact that students and teachers often witness female teachers giving Level 1 offences, could account for why they are of the opinion that female teachers give more defaults than male teachers.

The way teachers treat boys and girls outside of the classroom is a good indicator to see if gendered behaviour persists outside of an academic environment. Teachers and students spend many hours interacting during extramural and non academic activities after school and how students and teachers rate their behaviour during this time is a point of interest. This data is useful because it points out the persistence of gendered behaviour.

**Table 5.4.2: Students’ and Teachers’ perception of how teachers discipline boys and girls outside the classroom (%)**

	Students (n=95)	Boys (n=47)	Girls (n=48)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
All of the time	20.0	23.4	16.7	0	0	0
Most of the time	21.0	27.6	14.6	56.3	66.7	50.0
Some of the time	47.3	38.2	56.3	31.3	16.7	4.0
None of the time	11.5	10.6	12.5	12.5	16.7	10.0

Forty- one percent of all the students agree that teachers discipline boys and girls differently outside the classroom. More of the boys (23.4%) tend to agree with this than girls (16.7%). None of the teachers think this happens all the time, but they do agree (66.7% of male teachers and 50% of female teachers) that it happens most of the time. A higher percentage of male teachers (16.7%) and female students (12.5%) think that this doesn’t happen at all. This data shows that both students and teachers are aware that they treat and are treated differently outside the classroom. This shows that gendered behaviour is not only prevalent in the classroom but also in other social aspects related to the school.

The previous two tables in this section showed that teachers and students were aware of some difference between how teachers react towards boys and girls. The next table asks students and teachers whether they think boys gets more defaults than girls.

**Table 5.4.3: Students' and Teachers' perceptions of whether boys get more defaults than girls (%)**

	Students (n=96)	Boys (n=47)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
All of the time	31.2	38.3	24.5	0.0	0.0	0.0
Most of the time	40.6	42.6	38.8	75.0	66.7	80.0
Some of the time	18.7	12.8	24.5	18.3	16.7	20.0
None of the time	9.3	6.4	12.2	6.3	16.7	0.0

In every case, more of the respondents believed that boys received more defaults than girls either all the time or most of the time. All the participants except for the female teachers stated that it doesn't happen at all. This data shows that for the most part, students and teachers agree that boys get more defaults than girls, and indeed the records confirm this (see Chapter 2).

During the interviews, teachers were shown the disciplinary records of the school and they saw that boys consistently outnumbered girls with regards to the amount of misdemeanours committed or defaults received. They were then asked to comment on what they thought the problem was and whether it was just a coincidence or whether it was indeed gender related. Some of the comments were as follows:

"...very seldom do you have girls whose behaviour is quite as bad as boys, maybe boys are looked to be discipline harder..."

(Headmaster, Management)

"No, I don't do stereotyping I always answer evasively to questions like that...", *Then later on in the interview* "... Now I'm gunna contradict myself...yes probably, boys outnumber girls with defaults..."

(Female, English Teacher, Senior and Junior Phase)

"...The schooling system is more geared toward a girl and to how a girl operates rather than how a boy operates.... It's a consequence of how boys are probably wired differently than girls..."

(Deputy Headmaster, Management, Teacher, Senior Phase)

“I think it’s a normal phenomenon but its not necessarily a good phenomenon...girls prefer to comply... prefer on the whole to stay out of trouble...they have an inner...push , something that encourages them to be more compliant ...and to be in teachers good books. I think boys get lot of affirmation out of peer acceptance so there is a lot of fun involved, it’s partly a maturity thing...but as you go up you see that it balances...its also an outlook thing, school tends to suit them (girls) more in a classroom dynamic”

(Female, Management, Teacher, Senior and Junior Phase)

The responses that teachers gave shows that even if they think that they act in a neutral manner, that they still have gendered views about how boys and girls act and react and because they have this view, they tend to act accordingly. It seems that even when one has an unconscious bias, that one’s actions can reveal subliminal thought processes. In this case, teachers agree that there is a difference in the behaviours of boys and girls. These opinions become more evident in the rest of this section.

If teachers are of the opinion that boys and girls act differently, the question is if this will have an effect on how teachers view their behaviour? The following table gives the perceptions of students and teachers of whether they think girls are better behaved than boys.

**Table 5.4.4 Students’ and Teachers’ perceptions of whether girls are better behaved than boys (%)**

	Students (n=97)	Boys (n=48)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
All of the time	12.4	8.3	16.3	18.8	33.3	10.0
Most of the time	41.2	41.7	40.8	43.8	50.0	40.0
Some of the time	38.1	39.6	36.7	37.5	16.7	50.0
None of the time	8.2	10.4	6.1	0.0	0.0	0.0

More than 50% of all the respondents think that girls behave better than boys either all of the time or most of the time, (53.6% of students and 62.6% of teachers). This perception of how teachers perceive of boys and girls when it comes to behaviour (and achievement) was also evident in the interviews:

Girls are more conscientious and achieve at a higher level than boys and that's a brain development thing really...

(Female, English Teacher, Junior and Senior Phase)

There is a perception that boys stand out more and are erratic in behaviour and destructive ...there are variations on that though...there are some girls who are disruptive too, but on the whole I think the school system on the whole cater better to girls...

(Female, Management, English Teacher, Junior and Senior phase)

I think boys and girls are different, boys sometimes do push the boundaries more than girls...Girls are easier to discipline; girls are generally more compliant than boys. Not in all cases. I think girls are more compliant because the way in which we teach often addresses their needs more than what it addresses the needs of boys, and often boys become frustrated...and sometimes bored...

(Male, Management, History Teacher, Junior and Senior phase)

They (boys) are harder to discipline, no actually they just the same ...but boys tend to resist, they always try to find their way around the discipline policy..."

(Male, Science Teacher, Senior Phase)

"...boys tend to be naughtier than girls...girls mature faster. If you look at the type of misdemeanours then you will see that its due to the level of maturity..., boys are just boys...you know, they tend to land in trouble more often..."

(Male, Management, Business Teacher, Senior *phase*)

There seems to be consensus that boys and girls behave differently and there is also evidence (from the interviews) to suggest that teachers therefore at times discipline and treat boys and girls differently. This means that if teachers think that boys and girls are inherently different and if they act different that they should perhaps be treated differently as well. Looking at what the data has shown thus far suggests that this is indeed the case. In following this up, one of the questions raised in the survey was whether or not students and teachers thought that there should be different punishments for boys and girls. The results show that despite the fact that teachers agree boys and girls are different, and despite the fact that teachers at times treat and discipline boys and girls differently, neither would want different sanctions for boys and girls.

**Table 5.4.5: Students' and Teachers' perceptions of whether or not there should be different punishments for boys and girls(%)**

	Students (n=96)	Boys (n=48)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Yes, definitely	5.1	6.3	4.1	0.0	0.0	0.0
Maybe, it depends...	36.1	29.2	42.9	25.0	33.3	20.0
No, definitely not	58.7	64.6	53.1	75.0	66.7	80.0

Although the majority of male and female students and male and female teachers agree that there should not be different punishment for boys and girls, a substantial number of respondents said maybe, it depends on the situation. Female students in particular, of those who chose this option, 42.9% of them. The interesting thing here is that not 100% of the teachers or students said 'No'. This means that perhaps teachers are torn between what they should think is appropriate behaviour and what they really think. However, what they really think is becomes evident in the way they act. If one is to change the way people act, it is evident that the first thing to change is the way that they think. Coupled with this differential treatment between boys and girls, the survey asked the respondents whether they think teachers are more lenient with girls when they do not complete their homework.

**Table 5.4.6: Students' and Teachers' perceptions on whether teachers are more lenient on girls when they do not complete their homework (%)**

	Students (n=96)	Boys (n=48)	Girls (n=48)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Strongly Agree	24.0	43.8	4.2	0.0	0.0	0.0
Agree	20.8	22.9	18.8	43.8	50.0	40.0
Disagree	39.6	27.1	52.1	43.8	50.0	40.0
Strongly Disagree	15.6	6.3	25.0	12.5	0.0	20.0

44.8% of all students agree or strongly agree that teachers are more lenient on girls when they do not complete their homework. A higher percentage of male students either agree or strongly agree with this whereas more than 77.1% of female students disagree or strongly disagree with this option. Fifty percent of the male teachers agree and 50% disagree, whereas only 40% of female teachers agree and 60% of female teachers disagree or strongly disagree. Both male students and male teachers outnumbered their female counterparts by

agreeing that teachers are more lenient towards female students when they do not complete their homework. The results for this table are consistent with the previous tables about how students view teacher's practices and how teachers act. During the interviews, although there was an initial tendency to profess neutrality, both male and female teachers agree with this view:

"I think there is a tendency for that, but it's a very subtle one. Sometimes I think male staff are more lenient towards girls.

(Male, Management, Business Teacher, Senior phase)

"...not treated differently, but I know boys do transgress more than girls..."

(Male, Management, History Teacher, Senior phase)

"...I do think so... not purposefully..."

(Female, Management, English Teacher, Junior and Senior phase)

"...I have no awareness that girls are treated differently..."

(Male, Deputy Headmaster, Teacher, Senior phase)

If teachers react in one manner towards girls that necessitates that boys are being treated differently as well. The following two tables give an account of teacher's reactions towards boys. Firstly, it shows student's and teacher's perceptions of whether boys get shouted at more than girls and secondly, whether boys misbehave more frequently during lessons than girls.

**Table 5.4.7: Students' and Teachers' perceptions of whether boys get shouted at more than girls (%)**

	Students (n=96)	Boys (n=48)	Girls (n=48)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
All of the time	15.6	12.5	18.8	25.0	50.0	10.0
Most of the time	45.8	43.8	47.9	37.5	16.7	50.0
Some of the time	31.3	35.4	27.1	37.5	33.3	40.0
Never	7.3	8.3	6.3	0.0	0.0	0.0

Over seventy percent of students agree that this is true, especially male students (about 77%) and female teachers (60%). Only 40 % of male teachers agree with this opposed to 60% of female teachers. More than 60% of female students also either agree or strongly agree with this.

**Table 5.4.8: Students' and Teachers' perceptions of whether boys misbehave more frequently during lessons (%)**

	Students (n=96)	Boys (n=47)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Strongly Agree	4.2	6.4	2.0	0.0	0.0	0.0
Agree	12.5	19.1	6.1	25.5	50.0	40.0
Disagree	70.8	61.7	79.6	56.2	50.0	30.0
Strongly disagree	12.5	12.8	12.2	18.7	0.0	30.0

Overwhelmingly, all the respondents agree that boys misbehave more than girls either all of the time or most of the time. All the teachers agree that there is never a time when boys do not misbehave more than girls. Male students agree the least that this is true. Thus far the data has shown that teachers think boys and girls are different and teachers treat them differently as well. The next set of data appeals to the behaviour of teachers. Students and teachers were asked whether or not they thought male teachers were stricter than female teachers.

**Table 5.4.9: Students' and Teachers' perceptions whether males teachers are stricter than female teachers (%)**

	Students (n=95)	Boys (n=48)	Girls (n=47)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Strongly Agree	30.8	43.8	17.0	6.3	16.7	0.0
Agree	38.9	33.3	44.7	43.8	16.7	60.0
Disagree	22.1	18.8	25.5	50.0	66.7	40.0
Strongly Agree	8.4	4.2	12.8	0.0	0.0	20.0

More than 82% of students believe that male teachers are not stricter than female teachers. More female students state that male teachers are not stricter than female teachers. A low 25% of teachers agree that male teachers are stricter than female teachers. Half of the male teachers disagree with this statement as opposed to 60% of female teachers. Overall, students and teachers do not think that male teachers are stricter than female teachers.

During the interviews, most of the teachers, including management said that male and female teachers have different approaches to discipline, but that that's not always necessarily the case:

"No I don't think it's a gender thing... I have seen of both genders instil total fear in their students. I have also seen teachers of both genders have an organized riot in their classroom..." (Male, Headmaster, Management)

"I think that's just a generalization."

(Female, English Teacher, Junior and Senior phase)

"...Sometimes feel that they need to be, need to pull in rules, because perhaps there may not have that natural respect from the whole group, especially males, though not always...sometimes the girls...I think it's a personality thing actually, it's not a gender thing..." (Female, Management, English Teacher, Junior and Senior phase)

"...rubbish...I don't think so, I don't think it can be determined by gender...I don't think it's gender based..."

(Male, Management, History Teacher, Senior phase)

"...I've seen situations where female teachers handle situations better, but I wouldn't say as a rule that female teachers are more strict...they bring about a different style..." (Male, Management, Business Teacher, Senior phase)

The quotes clearly suggest that most teachers do not think male teachers are stricter than female teachers and claims that it is an issue of personality. The results of the survey compliment this view. Although there was no question that asked the respondents view on whether they thought female teachers are stricter than male teachers, it would have been interesting to contrast this view of teachers.

The following two tables examine the relationship between male students and male teachers and female students and female teachers.

**Table 5.4.10: Students' and Teachers' perceptions on whether male teachers favour boys (%)**

	Students (n=97)	Boys (n=48)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Strongly Agree	11.3	20.8	2.0	0.0	0.0	0.0
Agree	26.8	33.3	20.4	37.5	66.7	20.0
Disagree	45.4	37.5	53.1	31.2	16.7	40.0
Strongly disagree	16.5	8.3	24.5	31.2	16.7	40.0

**Table 5.4.11: Students' and Teachers' perceptions on whether female teachers favour girls (%)**

	Students (n=97)	Boys (n=48)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
Strongly Agree	2.1	2.1	2.0	0.0	0.0	0.0
Agree	5.2	2.1	8.2	6.2	16.7	0.0
Disagree	68.0	79.2	57.1	43.7	83.3	20.0
Strongly disagree	24.7	16.7	32.7	50.0	0.0	80.0

54.1% of boys either 'agree' or 'strongly agree' that male teachers favour male students, whereas only 10.2% of girls think female teachers favour female students. Similarly to the responses of the male students, 66.7% of male teachers say that they favour male students. Also, 100% of female teachers either 'disagree' or 'strongly disagree' that female teachers favour female students and 89.8% of female students agree with this response. From this data, we can deduce that female teachers do not see themselves as favouring female students and female students do not feel favoured by female teachers. Conversely, male teachers agree to have been favouring male students and the male students seem to be aware of this. One of the reasons for this special treatment of male students by male teachers could be because teaching is a female dominated profession and male students may not have sufficient role models at school. Male teachers can offer better emotional and perhaps developmental support to male students, hence the special relationship.

Although the survey did have more questions with regards to the behaviours of both teachers and students within the school environment, the questions that were dealt with already creates a picture of how gender bias affects the implementation of the discipline policy. With regards to the junior and senior phase results, there were no substantial differences between the two phases.

Looking back at the research conducted by Robinson (2002) (See Chapter 3), the teachers at both schools have similar views about boys and girls. The research shows that teachers think girls are more 'submissive' than boys and also that girls 'mature' quicker than boys, which accounts for why boys are more likely to commit misdemeanours. This section has shed light on the issue of gender bias in the school environment because, through the data, it highlighted the ambivalence that exists. On the one hand teachers would like to assume that their practices are gender neutral and that they are reflecting what the policy expects of them. On the other hand, there seems to be a conflict between what teachers do and how teachers think. In order for the actions and thought to be aligned, there needs to be a large scale shift in human consciousness and whether this is a possibility is highly questionable, especially if research shows that despite efforts to gender neutralize society, people still act in gendered ways.

The next part of this chapter deals with whether or not the gender of the teacher has an effect on how discipline is implemented.

### 5.5 Discipline and teacher gender

Some of the factors that play a role in adequate and successful implementation of a policy is understanding of the policy and respect for the policy. The aim, therefore, of this section is to assess whether the gender of the teacher may have an effect on how discipline is administered. If male and female teachers react or understand the policy differently, that could account for why they administer discipline differently. The next series of questions and give the views of students and teachers on how they think teachers react to different scenarios.

**Table 5.5.1: Students’ perceptions of whether teachers treat all students the same (%)**

	Students (n= 97)	Boys (n=48)	Girls (n=49)
All of the time	12.4	10.4	14.3
Most of the time	47.4	41.7	53.1
Some of the time	29.9	33.3	26.5
Never	10.3	14.6	6.1

59.8% of all students stated that teachers treat all the students the same either all or most of the time. Fewer female students (6.1%) thought that teachers didn’t treat all students the same as opposed to 14.6% of male students. Only 10.3% of all students stated that teachers didn’t treat students the same. Irrespective of the percentages between the different responses, the table does show that teachers do not treat students the same all the time and that there is inconsistency in teachers’ practices.

The above data has shown that teachers do not treat all students the same, so the next question to ask is, who are the ones that teachers focus more of their attention on? The next table shows students’ perceptions on whether teachers focus more on loud boys than quiet girls.

**Table 5.5.2: Students' perceptions of whether teachers focus more on loud boys than quiet girls (%)**

	<b>Students (n= 96)</b>	<b>Boys (n=48)</b>	<b>Girls (n=48)</b>
Strongly Agree	25.0	35.4	14.6
Agree	49.0	43.8	54.2
Disagree	18.8	14.6	22.9
Strongly Disagree	7.3	6.3	8.3

Seventy-four percent of all students either agree or strongly agree that teachers focus more on loud boys than quiet girls. Interestingly enough, more than 78% of male students agree with this as opposed to 68.8% of female students. This is consistent with the previous section whereby teachers focus more on students that misbehave than those who behave. The next table shows students perceptions on whether the student's behaviour can have an effect on how teachers interact with students.

**Table 5.5.3: Students' perceptions of whether teachers focus more on well-behaved students, irrespective of academic ability (%)**

	<b>Students (n= 96)</b>	<b>Boys (n=47)</b>	<b>Girls (n=49)</b>
Strongly Agree	11.5	14.9	8.2
Agree	43.8	46.8	40.8
Disagree	36.5	34.0	38.8
Strongly Disagree	8.3	4.3	12.2

Most students (55.3%) agreed that teachers focused more on well- behaved students, irrespective of academic ability. More male students (4.8%) than female students (38.3%) either agree or strongly agree with this. Overall, 44.8% of all students either disagree or strongly disagree with this statement. The fact that more male students agree with this could be due to the fact that they are usually the ones that teachers direct their attention to as opposed to girls, who are usually the best-behaved. The next set of tables show how students and teachers react to students outside the school environment. Once again, the

intention for including these tables in the research is to see whether teachers' biased behaviour exists outside the classroom.

**Table 5.5.4: Students' perceptions of whether teachers respond the same to boys and girls when they miss a practice (%)**

	Students (n= 96)	Boys (n=47)	Girls (n=49)
All of the time	30.2	19.1	40.8
Most of the time	29.2	23.4	34.7
Some of the time	28.1	36.2	20.4
Never	12.5	21.3	4.1

**Table 5.5.5: Teachers' perceptions of whether they respond the same to boys and girls when they miss a practice (%)**

	Teachers (n=15)	Male teachers (n=6)	Female Teachers (n=9)
All of the time	26.7	16.7	33.3
Most of the time	60.0	83.3	44.4
Some of the time	6.7	0.0	11.1
Never	6.7	0.0	11.1

A total of 59.4 % of all students say teachers respond the same to girls and boys either all of the time or most of the time. More female students (75.5%) than male students (42.5%) agree with this. By contrast, over 86% of teachers say that they respond the same to boys and girls. None of the male teachers say they only respond the same some of the time or never, whereas female teacher admit that they respond the same to boys and girls some of the time or never. The results show that although teachers may think they act the same towards boys and girls, the students say that they don't. This shows that teacher's biases are mostly unconscious. The data once again suggests that there are definitely differences in the way teachers act and the way teachers think they act. Due to the fact that students are at

the receiving end of teachers' actions, they are more aware of and can perhaps give a more realistic opinion on the behaviours of teachers.

**Table 5.5.6: Students' perceptions of whether teachers 'break the rules' for girls during sport sessions (%)**

	<b>Students (n= 93)</b>	<b>Boys (n=46)</b>	<b>Girls (n=47)</b>
Strongly Agree	8.6	15.2	2.1
Agree	32.3	47.8	17.0
Disagree	44.1	26.1	61.7
Strongly Disagree	15.1	10.9	19.1

**Table 5.5.7: Teachers' perceptions of whether they have ever bent the rules or been more lenient to female students during sports practices (%)**

	<b>Teachers (n=15)</b>	<b>Male teachers (n=6)</b>	<b>Female Teachers (n=9)</b>
Yes, for boys and girls	0.0	0.0	0.0
Yes, only for girls	33.3	33.3	33.3
Yes, only for boys	0.0	0.0	0.0
Neither	66.7	66.7	66.7

Overall, 40.9% of all students agree or strongly agree that teachers 'break the rules' for girls during sports sessions. 63% of male students either agree or strongly agree with this as compared with 30% of female students. Naturally, this means that more female students either disagree or strongly disagree that teacher act differently towards them. The teachers on the other hand admitted to being more lenient towards girls. A third of male and female teachers agree that they are more lenient towards girls only.

**Table 5.5.8: Teacher’s perception of whether male teachers are more lenient with girls (%)**

	<b>Teachers (n=16)</b>	<b>Male teachers (n=6)</b>	<b>Female Teachers (n=10)</b>
Yes, definitely	25.0	0.0	40.0
It depends on...	31.3	16.7	40.0
Sometimes	31.3	66.7	10.0
Never	12.5	16.7	10.0

A total of 25% of all teachers agree that male teachers are more lenient with girls. None of the male teachers agreed fully as opposed to 40% of all the female teachers. A majority of the male teachers, 66.7% said that they are more lenient but only sometimes. The female teachers were divided between ‘yes, definitely’ and ‘it depends on the situation’. Overall, most of the male teachers say that they are more lenient sometimes whereas 40% of female teachers said yes. It seems, according to the female results, that male teachers are unaware of their bias. Robinson’s research (1992) (See Chapter 3) produced similar findings where male teachers found it difficult to discipline female students and because of this, male teachers came across as being more lenient. With regards to this data, male teachers do not agree that they are generally more lenient with female students, but 40% of female teachers tend to think that this is the case. Once again, teachers, in this case male teachers, differ in the way they act and in the way they think they act.

It is not just dealing with gender that is problematic for many teachers, but it is the concept of discipline as a whole. If a teacher does not have good classroom management techniques then it can be detrimental, both for students because they will not be in an environment conducive to learning, as well as teachers because it is difficult to teach in a disruptive environment. The next table examines teachers’ perceptions on whether they think being a good disciplinarian is synonymous with being a good teacher.

**Table 5.5.9: Teachers’ perceptions of whether being a good disciplinarian is synonymous with being a good teacher (%)**

	Teachers (n=16)	Male teachers (n=6)	Female Teachers (n=10)
Strongly Agree	25.0	0.0	40.0
Agree	50.0	66.7	40.0
Disagree	25.0	33.3	20.0
Strongly Disagree	0.0	0.0	0.0

75% of the teachers agree or strongly agree that being a good disciplinarian is synonymous with being a good teacher. Interestingly, more female teachers (80%) agree with this than male teachers (66.7%). During the interviews with the teachers and management, many of the results reflected in the above table were evident in their responses:

...sometimes you get classroom issues sometimes you get teacher issues, sometimes you get both. ...you need to create an environment through the disciplinary system that is conducive to teaching.... I know some teachers who have been poor teachers but very strong disciplinarians, and there have also been really good teachers with very weak discipline, its striking the balance that’s crucial...

(Male, Headmaster, Management)

... I think you have excellent teachers that struggle sometimes with discipline. It’s their personality...on the other side you can have a strict disciplinarian and not be a good teacher

(Male, Management, History Teacher, Senior phase)

I’d consider that a teacher that is needing assistance...

(Male, Management, Business Teacher, Senior phase)

Yes, yes, being a good teacher includes good classroom management

(Female, English teacher, Junior and Senior phase)

Many teachers felt that being a good disciplinarian is synonymous with being a good teacher and if you cannot discipline your class, you are seen as a failure. This echoed Robinson’s

(1992) research which showed that it is mostly female teachers that will look for assistance with class discipline than male teachers. This study seems to concur with what Robinson (1992) has found in that most teachers, especially female teachers, think that being a good disciplinarian is synonymous with being a good teacher.

The data thus far has shown that male teachers and female teachers discipline differently and that being a good disciplinarian is synonymous with being a good teacher. Another point of interest with regards to this differential treatment is which gender teachers find easier to discipline. The next table shows teachers' perceptions of whether girls are easier to discipline than boys.

**Table 5.5.10: Teachers' perceptions of whether girls are easier to discipline than boys(%)**

	Teachers (n=16)	Male teachers (n=6)	Female Teachers (n=10)
Strongly Agree	0.0	0.0	0.0
Agree	43.8	66.7	30.0
Disagree	56.3	33.3	70.0
Strongly Disagree	0.0	0.0	0.0

It seems that more male teachers (66.7%) agree that girls are easier to discipline as opposed to only 30% of female teachers. An overwhelming 70% of female teachers disagree that girls are easier to discipline as opposed to 33.3% of male teachers. Overall, less than half of all teachers agree that girls are easier to discipline than boys. In the interviews, teachers said that:

“...There is a perception that boys stand out more and erratic in behaviour and destructive ...there are variations on that...there are some girls who are disruptive too but on the while I think the school system on the whole cater better to girls... “

(Female, Management, English Teacher, Junior and Senior phase)

“...Boys will try it on a lot more than girls will ...Girls tend to be more compliant than girls... “

(Male, Deputy Headmaster, Science Teacher, Senior phase)

“...very seldom do you have girls whose behaviour is quite as bad as boys, maybe boys are looked to be discipline harder...”

(Male, Headmaster, Management)

It seems that male teachers find it easier to discipline girls than boys and female teachers, according to the data, find it easier to discipline boys. Whether this is how things play out in reality is not always the case, but female teachers see themselves as being better at disciplining male students. The reason for this could be twofold, either that because boys present a challenge to female teachers, female teachers see themselves to be able to handle the problems that teaching boys may present. Secondly, it could be because they are trying to change people’s mindsets that female teachers find it hard or less easy to discipline boys. The headmaster made an interesting comment about this scenario:

“... I think in a co –ed school or in a boys school, female teachers need to apply discipline more rigidly because, particularly with senior boys, they tend to take advantage of particularly younger women...its sort of a male right to test the female boundary and for some reason they don’t do the same with male teachers and you find senior female students are more co operative than senior males...”

(Male, Headmaster, Management)

It seems as if the reason for the behaviour of male students being described here is seen as natural rather than simply dismissing it as delinquent behaviour, which again suggests that there is gender bias despite teachers’ denials of such behaviour.

The next table shows teacher’s perceptions of the discipline relation between male teachers and female students.

**Table 5.5.11: Teachers’ perceptions of whether male teachers find it hard to discipline girls(%)**

	Teachers (n=15)	Male teachers (n=6)	Female Teachers (n=9)
All of the time	0.0	0.0	0.0
Most of the time	20.0	0.0	33.3
Some of the time	60.0	83.3	44.4
Never	20.0	16.7	22.2

Most of the teachers agree that male teachers find it hard to discipline girls only some of the time. More than 80% of male teachers agree that they find it difficult some of the time. However, from the female teacher perspective, 33% of them thought that male teachers struggled ‘most of the time’. This suggests that although male teachers think they have the situation under control ‘all of the time’ or ‘most of the time’, in reality this is not the case. Once again the data reveals that teachers, in this case male teachers, are not always aware of their own actions and their contradiction between their thought and action.

During the interviews, all the males said that they did not have a problem when it came to disciplining girls. If male teachers find it hard to discipline girls some of the time, it necessitates that there would be a difference between how male and female teachers perceive how the other disciplines. The next table gives the data on this.

**Table 5.5.12: Teachers’ perceptions of whether male and female teachers discipline students differently (%)**

	Teachers (n=15)	Male teachers (n=6)	Female Teachers (n=9)
All of the time	0.0	0.0	0.0
Most of the time	66.7	66.7	66.7
Some of the time	20.0	16.7	22.2
Never	13.3	16.7	11.1

Two –thirds of all the teachers, male and female, say that male and female teachers discipline differently. Very few teachers said that this happened only some of the time or never. This table reveals that teachers have shed light on how their own practices and by doing this they revealed that male and female teachers discipline differently most of the time. If male and female teacher discipline differently, the factor that makes these teachers different is their gender. So it would be logical to assume that this is the reason for the difference in discipline strategy, the following table asked teachers whether they thought the gender of the teacher has an effect on how discipline is administered.

**Table 5.5.13: Teachers’ perceptions on whether the gender of the teacher affects how discipline is administered (%)**

	Teachers (n=16)	Male teachers (n=6)	Female Teachers (n=10)
Yes, definitely	12.5	16.7	10.0
Sometimes	62.5	66.7	60.0
Never	25.0	16.7	30.0

The results of this table concurs with what teachers said in Table 5.5.12 , which stated that male and female teachers discipline students differently. This table shows that 26.7% of both male and female teachers agree that the gender of the teacher effects how discipline is administered to students. Most of the teachers, more than 60%, say that the gender only affects how discipline is administered sometimes. A quarter of all the teachers, both male and female, say the gender has no effect on how discipline is administered to students at all. During the interviews, many of the teachers said that it depended on the teacher’s personality rather than the gender but that gender did have some impact on how teachers discipline:

“...Its more to do with the teacher’s personality...males might have a fearsome outward appearance that makes discipline a bit easier...that could assist in discipline...”

(Male, Deputy Headmaster, Science Teacher, Senior phase)

“...it depends again on the personality...”

(Female, Management, English Teacher, Junior and Senior phase)

“No, it shouldn’t.”

(Male, Management, History Teacher, Senior phase)

“Not sure....but I’ve seen women being softer and mothering and the male teachers tend to be stricter...”

(Male, Management, Business Teacher, Senior phase)

Thus far, the data has shown that there is a difference in how male and female teachers discipline. If the aspect of gender is so prominent in the way that teachers discipline and perceive each other’s behaviours, the next thing to consider is whether the gender of the

headmaster, who is at the top of the discipline structure, will have an effect on how discipline is run at the school. The following table shows that 56.3% of teachers think the head’s gender makes a difference.

**Table 5.5.14: Teachers’ perceptions on whether the gender of the headmaster determines how discipline is managed at the school (%)**

	Teachers (n=16)	Male teachers (n=6)	Female Teachers (n=10)
Yes	37.5	66.7	20.0
Sometimes	18.8	16.7	20.0
Doesn’t matter	25.0	0.0	40.0
Never	18.8	16.7	20.0

During discussions with the interview respondents at Edinburgh High, many of them said that everyone has an equal responsibility to maintain discipline at the school. They also added that it starts with the headmaster. When the headmaster of Edinburgh High was asked about this, he agreed that the gender does have an effect by saying:

“Yes, because female heads are more attentive to detail, if it was a female head she would probably have several disciplinary workshops with her staff and made sure they knew if off by heart ...also generally women are more attentive to detail than men are so they will pick upon things like uniform, hair ,nails and bots and pieces. Whereas male teachers will just say, tuck your shirt in ...’

When asked why he hadn’t had the workshops with his staff, he answered:

“I don’t see discipline as being a problem....if I look at it from a male perspective generally the kids are well behaved...”

Some of the other teachers also commented on this by saying:

“Every head brings their own imprint onto a school...I have worked with female heads that have been very strict and have administered discipline in a strict and fair way...I think it has to do with the philosophy of that head.”

(Male, Deputy Headmaster, Science Teacher, Senior phase)

“No, it’s the personality type and the leadership style.”

(Female, Management, English Teacher, Junior and Senior phase)

“It can, I’ve seen it happen, where the female principal will adopt a more mothering approach and students will not appreciate that whereas a male staff will come down more harsh...so I think it does.”

(Male, Management, Business Teacher, Senior phase)

The intention for this section was to assess student’s perceptions of teacher’s practices as well as teacher’s perceptions of their own practices in the classroom and the effect that gender has on their action and interaction. The data clearly shows that there is, albeit small at times, a difference between not only how teachers act but also on their opinions and the way they think. Some teachers are very conscious about their biases whereas others are not so conscious. In the case where teachers were unconscious about their bias, it reflected in the contradictory opinions that they gave. Teachers, especially female teachers, gave the opinion of being much unbiased in their surveys, however, during the interviews, many of these teachers had completely different opinions.

The headmaster was very forthcoming about his view on gender and the effect it has on teacher’s actions. His opinions show that he agrees that all teachers and students act in gendered ways even though they are not aware of their bias at times. He was aware of the fact that regular workshops needed to be held with teachers so that more awareness on the issue of gender bias (and discipline) can be instilled and the reason for not having the workshops are because this is not priority on his list of duties. However, it is an issue that would be addressed.

The next section deals with policy implementation. This section aims to assess the way in which teachers implement the policy by rating the fairness and consistency of teachers. The interview data also shows that teachers are not as consistent as they may think and that students are on the forefront of seeing the inconsistency of teachers.

## **5.6 Policy implementation**

As indicated, the way that a policy is implemented can either realize the aims of the policy or cause its failure. The most important part of a policy being realized is based on the fact

that all the implementing agents are aware of what is expected of them and that they are consistent in what they do. This section will give the opinions of students and teachers on whether they think all teachers are fair and consistent in applying the policy.

**Table 5.6.1: Students' and Teachers' perceptions of whether teachers apply the discipline policy fairly (%)**

	Students (n=96)	Boys (n=48)	Girls (n=48)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
All of the time	8.3	10.4	6.3	12.5	16.7	10.0
Most of the time	55.2	47.9	62.5	62.5	83.3	50.0
Some of the time	30.2	35.4	25.0	25.0	0.0	40.0
Never	6.3	6.3	6.3	0.0	0.0	0.0

Very few students (8.3%) and teachers (10.4%) think that teachers apply the discipline policy fairly all the time. A majority of the respondents say that teachers apply the policy fairly most of the time. Although a very small percentage of students say that teachers do not apply the policy fairly at all, none of the teachers agree with this. Coupled with fairness is the aspect of consistency, the following table shows the responses students and teachers gave when asked about whether or not teachers are consistent in how punishment is administered.

**Table 5.6.2: Students' and Teachers' perceptions of whether teachers are consistent in the way they administer punishment (%)**

	Students (n=96)	Boys (n=47)	Girls (n=49)	Teachers (n=16)	Male Teachers (n=6)	Female Teachers (n=10)
All of the time	7.3	8.5	6.1	6.3	16.7	0.0
Most of the time	48.9	46.8	51.0	62.5	66.7	60.0
Some of the time	36.4	38.2	34.7	25.0	16.7	30.0
Never	7.3	6.3	8.2	6.3	0.0	10.0

A very small percentage of the respondents, except for the female teachers (with zero percent) said that teachers are always consistent in the way they administer punishment. Most of the respondents (48.9% of students and 62.5% of teachers) stated that teachers are consistent most of the time. None of the male teachers thought that teachers are never consistent as opposed to 6.3% of male students, 8.2% of female students and 10% of female

teachers. During the interviews with the respondents, all the teachers agreed that teachers are not consistent when it comes to applying the policy and that the main reason for that is that our responses are supposedly based on our moods and temperament that we as humans find ourselves in and also the situation at hand. When staff were asked whether teachers administer the policy consistently, they responded by saying that:

“No, I think we would like to be but reality our personalities comes into play.”

(Male, Management, Business Teacher, Senior phase)

“That’s the ideal. We don’t live in the ideal world...its human nature that comes into play....its something that we all need to pay attention to.”

(Male, Management, History Teacher, Senior phase)

“No, definitely not...”

(Female, Management, English Teacher, Junior and Senior phase)

“Unfortunately not, we all humans.... Certain teachers are more consistent”

(Male, Deputy Headmaster, Science Teacher, Senior phase)

From this we can deduce that most teachers are aware that they are inconsistent in the way that they administer punishment and see it as a consequence of the human condition. If interpretation and understanding of the policy also differs from person to person, then one cannot expect the policy to be implemented uniformly. However, apart from individual personality differences, this research has also shown that these variations on how teachers think, act and react has a great deal too to do with gender biases.

## **5.7 Conclusion**

The aim of this chapter was to analyse the data that was collected during the fieldwork and to analyse it in such a way that unearths the biases, more specifically the gender biases, that exists in students and teachers. The chapter also aimed to shed light on student’s

perceptions of teacher's practices as well as to make teachers aware of their own practices in the school environment.

In the section on *Understandings of discipline policy at Edinburgh High*, the data showed that there is a clear difference in the way male and female students and male and female teachers interpret and understand the discipline policy. These multiple interpretations are what cause the policy not to realize its full potential. In the section on *Perceptions of discipline by students and teachers*, there was also a difference in what each demographic (i.e. male and female students and male and female teachers) perceived to be an effective deterrent to bad behaviour and an incentive for good behaviour. All the agents that the policy intends to affect needs to have consensus on the reward and punishment aspects if the policy is to be effective.

In the section on *Gender and the school environment*, the data showed whether it is in the classroom or during extra mural activities, teachers react toward students in gendered ways. The data revealed that teachers are not always aware of their own biases and that students are very much aware of the biases of teachers. From the manner in which teachers responded in the survey and in the interview, the consensus is that girls are generally better behaved than boys because girls mature faster than boys and also that schooling institutions are geared more towards girls than boys, hence the constant misdemeanours by the latter.

The section on *Discipline and teacher gender* revealed that firstly, the gender of the teacher has an effect on how discipline is administered, secondly, the manner in which discipline is administered differs between boys and girls and lastly, teachers are not aware of their differential treatment of boys and girls when it comes to discipline. The data in this section also showed that female teachers perceive of male discipline strategies differently to what male teachers perceive themselves. This section revealed how tightly woven gender bias is in pedagogical practices and perceptions.

The last section in this chapter entitled: *Policy implementation*, revealed that teachers are mostly aware of their inconsistency, with regards to the way they administer punishment and also in the application of the policy. The reason for this inconsistent behaviour lies with the concept of the human condition. All the teachers agree that the mood and temperament of a person and also the circumstance plays a crucial role in way a person acts

or reacts. In this case, it plays a role in the way teachers administer discipline to boys and girls. This psychological issue is not necessarily something that can be overcome and as it is a consequence of human nature.

The data clearly shows that there is a difference, albeit subtle at times, in teacher's reactions towards boys and girls as well as male and female teacher's reactions to different situations. This raises important questions relating to pedagogy and the schooling system in general. As previously mentioned, studies in gender bias has dwindled in recent years because teachers and other role players in education has assumed that gender bias is a thing of the past and therefore does not warrant as much attention. However, this study suggests that the issue is still very much prevalent in education systems. Also, if this study that was conducted at a forward thinking and progressive school (when it comes to policies, visions and finance) then one can only imagine what the situation must be like at impoverished schools. The latter warrants investigation and further study if the situation is to be addressed.

## CHAPTER 6 - CONCLUSION

This study aimed to unearth whether or not gender bias still forms part of pedagogical practices in schools. Discipline was used to assess this bias. The reason for using discipline is that it is a situation in which people have to take action and the actions of people cannot easily be refuted. The study revealed that the perceptions held by male and female students and male and female teachers are still very stereotypical. The study also showed that teachers are not always aware of their bias (i.e. their bias is unconscious) but students are very much aware of the biases of teachers and to a certain extent, their own biases.

The first part of this conclusion will address the initial research questions, which are: what are teacher's perceptions of their own disciplinary practices in the classroom, does the sex of the teacher affect the disciplinary practice that is being utilized and how do students view the disciplinary actions of teachers. The second part of this conclusion will give some recommendations on how the issue of gender bias in schools can be addressed. Firstly, the data proved that in this situation, although teachers assumed they were being gender neutral, their actions towards and perceptions of boys and girls proved otherwise. This contradiction was also evident in the answers teachers chose in the questionnaires as opposed to what they said in the interviews. Secondly, male and female teachers often differed on what they thought constituted disruptive behaviours and they also differed in what they thought the school envisioned for the discipline policy. The discipline record itself revealed a strong gender bias by showing that male teachers are more geared to react towards the serious offences (Level 2 and 3) whereas female teachers focus most of their attention on the Level 1 offences. The interviewees, including the headmaster, agreed that men and women have different discipline strategies but that the number of years of teaching experience also has an effect on how teachers enforce discipline. Lastly, students are aware of the fact that teachers react and treat boys and girls in stereotypical ways and although students would like a more neutral environment, they accept this differential treatment almost as a natural response.

According to Olivares and Rosenthal (1992), “an important amount of research in teacher-student interaction reveals that teachers continue to have gender bias in their professional performance. Research demonstrates that gender equity values in teachers are an unfulfilled goal.” So if the goal of gender equity includes minimizing the gender bias perpetuated by schooling systems, after creating awareness on the issue what is the next step?

Firstly, as this study revealed, students play an important role in revealing the behaviours of teachers, therefore, more studies that include perceptions of students should be conducted. Secondly, curricula should be carefully scrutinized so that evidence of gender inequality can be eradicated. The justification for this lies in the fact that, “...there is evidence that, despite the influences of the social environment and the mass media, a non sexist curricula can make a difference in children’s gender equity values” (Olivares & Rosenthal. 1992, 14). Lastly, extensive activities that address the issue of gender inequity and gender bias should be incorporated in teacher training programs and it should not be dealt with as a less serious matter. Koblinsky & Sugwara (1978) and Guttentag & Bray (1976) cited in Olivares & Rosenthal (1992, 14) have shown that “...appropriate activities and teachers trained a) in the use of non-sexist language, b) how to edit sexist books, c) in the modification of play areas, and d) in the use of non-sexist curricular materials can reduce preschool and kindergarten children’s ideas of toys/objects and adult activities that are commonly linked to one specific gender.” Because this study revealed that many teachers are not aware of their bias and at times think they are acting in a neutral way, when in fact they are not means that there is a discrepancy between thought and action. Therefore, if more concrete protocols were put in place that addresses any situation in which a teacher could respond in a gender bias manner, this shift and repetition of these new protocols may well have an effect on how teachers think.

Although there has been studies done on gender, sexuality and education in South Africa (See Morrell et al 2009), it is the internalization of policy that is required if the much needed large -scale transformation is to take place. This study has showed that even in affluent schools, gender bias is still very much a part of educational systems including pedagogical practices. However, it is important to note that the issue of gender bias and differential

treatment is part of a bigger problem. Schools operate in the public domain and can be seen to reflect the values of the society in which they operate. Therefore, transformation is required not only in schools but also in the wider community. Even though biologically men and women differ, this should not be a valid reason for differential treatment or assuming one gender superior to the other. As Sadker (1994) says “until educational sexism is eradicated, more than half our children will be short-changed and their gifts lost to society”.

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## APPENDICES:

### Appendix A: Edinburgh High Disciplinary Procedures

**EXPECTATIONS ON STUDENTS: In general terms, Students should observe the following:**

- Comply with instructions and the general rules of the School;
- Behave responsibly and not endanger the safety and welfare of others
- Respect and care for the property of the School and others
- Maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others and their property
- Be punctual and observe the timekeeping practices of the School
- Demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Accept legitimate punishment and disciplinary action taken against them as being both consequential and corrective.
- The School has a number of specific rules, which define the kinds of behaviour expected of its students; students are advised of these rules and expected to conduct themselves within the rules provided.
- It is impossible for this procedure to list every possible rule infringement and this guideline and the attached Code therefore set out the broad principles of fair discipline at the School. The Teachers and School Head are entitled to apply action that they believe is appropriate in the circumstances, within the guidelines provided by this procedure

<b>LEVEL 1: One demerit only</b>	<b>3 demerits in one term will constitute an after school detention</b>
Uniform infringement (Not wearing the uniform correctly –( includes PE uniform) Poor punctuality Being in the building during break Eating in class Wearing headphones in building Ball games in the car park when cars are parked there Chewing gum Playing games on computers Wearing make up Jewellery offence Not returning reply slip on time Being at the Tuck-shop at the wrong time Disruption of the library Littering Disruptive behaviour Ignoring a reasonable instruction from a member of staff Rude language: Includes the following words: Cr#p, sh#t, p#ss, arse, ass, bugger, any form of blasphemy	Each of these can be cancelled out with a character merit. (Green slip in KS2)

<b>LEVEL 2: Refer to management who must notify parents and ensure record is placed on students file.</b>	<b>Automatic detention. Repeated offenders face disciplinary hearing</b>
Willful damage to property Graffiti Internet abuse as in looking for inappropriate sites Telling a lie Missing a sports practise / match without permission Taking books out of the library without signing them out Insolence Offensive or abusive language: Excluding the category 1 words Inappropriate physical contact	

<b>LEVEL 3: Automatic disciplinary hearing;</b>
Bringing a dangerous weapon to school (without prior consent from the school) Violent behaviour Substance abuse (includes smoking) on property or arriving at school under the influence of an unlawful substance Threatening a member of staff Theft Cheating in a test / exam Repeated plagiarism Truancy / Bunking class Promiscuous behaviour Any offence deemed criminal under the law

#### Exceptions from the above

- Bullying: as per Bullying policy  
 Academic misdemeanours: to be managed separately

## Procedure for Academic defaults

Ill equipped for class (eg. no textbook, exercise book or relevant equipment): One demerit.

Plagiarism: scores zero the first time. Then becomes a Level 3 offence

### Homework not done or incomplete

Student is instructed to complete the homework as well as an additional, subject related task\* by the start of the next school day. The teacher needs to note the homework default on the relevant spreadsheet on the server. Students must be informed that Head of Key Stage will invite parents in for consultation if

there are more than 3 homework defaults in one calendar month.

Purposes of this consequence:

- Ensure that the homework task is completed (to the teacher's satisfaction)
- Have some form of deterrent to prevent defaulting happening regularly

The completed work, additional work and any task material handed to the student must be given to the teacher concerned or placed in their tray in the workroom. Failure to do so will result in a demerit and the homework (and additional work) will still need to be completed.

*\* It would be a good idea for a subject related task to be prepared by each subject teacher for each year group. The task does not need to be relevant to the topic under discussion. A few different tasks can be prepared if the teacher so desires. Task pages can be laminated. The task should occupy the average student for about 25 minutes. Examples of tasks:*

- *An abstract piece of writing of 250 words. Eg. Pressure changes inside a ping pong ball during a table tennis match.*
- *A comprehension exercise related to your subject.*
- *A set of revision questions from the previous year's / term's work.*
- *Page(s) from a text book or a glossary of terms to copy out.*
- *A skill that is relevant to your subject. Eg. A graph that requires interpretation.*

## Appendix B: Student Survey

### STUDENT SURVEY 2009

Please read all questions carefully before answering

1) Which year are you in?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	8	9	10	11	12

2) Select your gender.

<input type="text"/>	<input type="text"/>
1 Male	2 Female

#### Section A: DISCIPLINE AND THE SCHOOL ENVIRONMENT

Please read the statements carefully and **circle** your most suitable response:

1) I understand how the discipline policy of the school works.	
<b>1. Yes , completely      2.Yes, some of it      3.Not really, only some aspects      4. Not at all</b>	
2) The discipline policy of my school is a fair one.	
<b>1.Strongly agree      2.Agree      3.Disagree      4.Strongly disagree</b>	
3) The students were actively involved in developing the school rules.	
<b>1.Yes I got involved      2.No, I was not interested</b>	
4) Discipline at the school is...	
<b>1.Excellent      2. Good      3.Satisfactory, with some problems      4. Poor</b>	
5) Students have a responsibility to maintain discipline at the school?	
<b>1.Strongly agree      2.Agree      3.Disagree      4.Strongly disagree</b>	
6) The teachers apply the discipline policy fairly.	
<b>1.All of the time      2.Most of the time      3.Some of the time      4.Never</b>	
7) The teachers are consistent in the way discipline is administered.	
<b>1.All of the time      2.Most of the time      3.Some of the time      4.Never</b>	
8) Female teachers give more defaults than male teachers.	
<b>1. Strongly agree      2. Agree      3.Disagree      4.Strongly disagree</b>	
9) Outside the classroom, teachers discipline boys and girls differently.	
<b>1. All of the time      2. Most of the time      3. Some of the time      4. Never</b>	
10) Boys get more defaults than girls.	
<b>1. All of the time      2. Most of the time      3.Some of the time      4.Never</b>	
11) Girls are better behaved than boys.	
<b>1. All of the time      2. Most of the time      3. Some of the time      4.Never</b>	
12) There should be different punishments for boys and girls	
<b>1. Yes, definitely      2. Maybe, it depends on the situation      3. No, definitely not</b>	
13) I prefer being taught by a male teacher.	
<b>1. Agree      2. Sometimes      3.Disagree      4. Doesn't matter</b>	

### Section B: DISCIPLINE IN THE CLASSROOM

Read the following statements carefully and **circle** the most appropriate response:

1) Teachers are more lenient on girls when they do not complete their homework. <b>1.Strongly agree                      2.Agree                      3.Disagree                      4.Strongly disagree</b>	
2) Boys get shouted at more than girls. <b>1. Strongly agree                      2.Agree                      3. Disagree                      4. Strongly disagree</b>	
3) In classes, all students are treated the same. <b>1.All of the time                      2.Most of the time                      3.Some of the time                      4.Never</b>	
4) Boys misbehave more frequently than girls during lessons. <b>1.All of the time                      2.Most of the time                      3.Some of the time                      4.Never</b>	
5) Male teachers are stricter than female teachers. <b>1.Strongly agree                      2.Agree                      3.Disagree                      4.Strongly disagree</b>	
6) Teachers focus more on the loud boys than the quiet girls. <b>1.Strongly agree                      2.Agree                      3.Disagree                      4.Strongly disagree</b>	
7) Girls get more questions answered in class than boys. <b>1. All of the time                      2.Most of the time                      3.Some of the time                      4.Never</b>	
8) Teachers focus more on well-behaved students, irrespective of academic ability. <b>1. Strongly agree                      2.Agree                      3.Disagree                      4. Strongly disagree</b>	
9) Male teachers favour boys. <b>1. Strongly agree                      2. Agree                      3.Disagree                      4.Strongly disagree</b>	
10) Female teachers favour girls. <b>1. Strongly agree                      2. Agree                      3.Disagree                      4.Strongly disagree</b>	
11) Being shouted at affects your learning. <b>1.Yes, it does                      2.Sometimes                      3.No, it doesn't bother me</b>	
12) Do you consider yourself a well- behaved student? <b>1. All of the time                      2.Most of the time                      3. Some of the time                      4. Never</b>	

### Section C: DISCIPLINE AND SPORT

Read the following statements carefully and **circle** the most appropriate response.

1) Teachers respond the same to boys and girls when they miss a practice. <b>1.All of the time                      2.Most of the time                      3.Some of the time                      4. Never</b>	
2) Teachers 'break the rules' for girls during sport sessions. <b>1. Strongly agree                      2. Agree                      3. Disagree                      4.Strongly disagree</b>	



b) The 3 **LEAST** disruptive behaviours (rank them from 1-3):

	<b>Behaviour</b>	
1	Talking out of turn	
2	Talking back/ inappropriate language	
3	Out of seat	
4	Eating	
5	Hindering other children	
6	Making unnecessary noise	
7	Disobedience	
8	Physical aggression	
9	Lack of punctuality	
10	Idleness/slowness	
11	Untidiness	
12	Other	

c) The 3 most important **DETERRENTS** to bad behaviour (rank them from 1-3):

<b>DETERRENTS</b>		
1	Given a detention after school	
2	Sent to the principal for misbehaving	
3	Given a good talking to in private	
4	Get an unfavourable report sent home	
5	Sent from the room for misbehaviour	
6	Threatened with punishment	
7	Not permitted to participate in games or other favoured lessons.	
8	Other teachers told to watch disruptive student closely.	
9	Urged to make an effort	

d) The 3 most important **INCENTIVES** to prevent bad behaviour(rank them from 1-3):

	<b>INCENTIVES</b>	
1	Receiving a good mark for written work.	
2	Get a favourable report sent home	
3	Get a favourable letter sent home	
4	Given free time	
5	Allowed to go with your class on an outing as a reward	
6	Given a prize	
7	Given a position of authority by your teacher	
8	Praise from your teacher	
9	Score a house point	

e) Are there any comments you would like to make about discipline in the school?

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**Thank you for taking the time to complete this survey**

Please read all the questions carefully before answering.

1) How long have you been teaching?

1-5      6-15      16-35      35+

2) Select your age group.

20-29      30-39      40-49      50+

3) Select your gender.

1. Male                      2. Female

**Section A: DISCIPLINE AND THE SCHOOL ENVIRONMENT**

Please read the statements carefully and circle the most suitable response:

1) I understand how the discipline policy of the school works. 1. Yes, I understand      2. Yes, most of it      3. Not really, only some aspects      4. Not at all	
2) The discipline policy at the school is a fair one. 1. Yes, I agree      2. Most of it      3. Very few aspects      4. Not at all	
3) Both students and teachers were given a chance and were actively involved in drafting the policy. 1. Yes, completely      2. Yes, in some aspects      3. Not at all	
4) Discipline at the school is... 1. Excellent      2. Good      3. Satisfactory, with some problems      4. Poor	
5) Maintaining discipline at the school is the responsibility of... 1. School management      2. Students      3. Teachers      4. School management, students and teachers      5. Everyone	
6) The teachers apply the discipline policy fairly. 1. All of the time      2. Most of the time      3. Some of the time      4. Never	
7) All teachers are consistent in the way they administers punishment. 1. All of the time      2. Most of the time      3. Some of the time      4. Never	

8) Female teachers give more defaults than male teachers. 1. Strongly agree                      2. Agree                      Disagree                      4. Strongly disagree	
9) Outside the class, teachers discipline boys and girls differently. 1. Strongly agree                      2. Agree                      Disagree                      4. Strongly disagree	
10) Boys get more defaults than girls. 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
11) Girls are better behaved than boys. 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
12) There should be different punishment for boys and girls. 1. Yes, definitely                      2. Maybe, it depends on the situation                      3. No, definitely not	
13) Male teachers are more lenient with girls. 1. Yes, definitely                      2. It depends on the individual's personality                      3. Sometimes                      4. Never	
14) The school environment is a gender neutral space and gender inequality is a thing of the past. 1. Yes, definitely                      2. Some traces are still evident                      3. Inequality is very much part of the system	
15) Being a good disciplinarian is synonymous with being a good teacher. 1. Strongly agree                      2. Agree                      3. Disagree                      4. Strongly disagree	
16) Girls are easier to discipline than boys. 1. Strongly agree                      2. Agree                      3. Disagree                      4. Strongly disagree	
17) Male teachers find it hard to discipline girls. 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
18) Male and female teachers discipline students differently. 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
19) The gender of the teacher affects how discipline is administered. 1. Yes, definitely                      2. Sometimes                      3. Never	
20) The gender of the principal determines how discipline is managed at the school. 1. Yes                      2. Sometimes                      3. Doesn't matter                      4. Never	

### Section B: DISCIPLINE IN THE CLASSROOM

Read the following statements carefully and circle the most appropriate response:

1) Teachers are more lenient on girls when they do not complete their homework. 1. Strongly agree                      2. Agree                      3. Disagree                      4. Strongly disagree	
2) Boys get shouted at more than girls. 1. Strongly agree                      2. Agree                      3. Disagree                      4. Strongly disagree	
3) In classes, all students are treated the same. 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	

4) Boys misbehave more frequently than girls during lessons. 1. All of the time                      2. Most of the time                      3. Some of the time    4. Never	
5) Male teachers are stricter than female teachers. 1. Strongly agree                      2. Agree                      3. Disagree                      4. Strongly disagree	
6) Teachers tend to focus more on the loud boys than the quiet girls. 1. Strongly agree                      2. Agree                      3. Disagree    4. Strongly disagree	
7) Boys get more questions answered in class than girls. 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
8) Teachers favour well behaved students, irrespective of academic ability. 1. Strongly agree                      2. Agree                      3. Strongly disagree    4. Disagree	
9) Male teachers favour boys. 1. Strongly agree                      2. Agree                      3. Strongly disagree                      4. Disagree	
10) Female teachers favour girls. 1. Strongly agree                      2. Agree                      3. Disagree                      4. Strongly disagree	

### **Section C: DISCIPLINE AND SPORT**

Read the following questions carefully and circle the most suitable response:

1) Do you respond the same to boys and girls when they miss a practice? 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
2) Have you ever bent the rules or been more lenient towards female students during practice? 1. Yes, for boys and girls                      2 Yes, only for girls                      3. Yes, only for boys                      4. No, neither for boys or girls	
3) Are you consistent with disciplining boys and girls with regards to missing sport practices? 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
4) Do you think sports that are predominantly for boys are taken more seriously than girl's sports? 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	
5) Do you let students who do not wear the proper attire 'sit out' during sessions? 1. All of the time                      2. Most of the time                      3. Some of the time                      4. Never	

**Section D: Look at the following tables and list what in your view are:**

a) The 3 **MOST** disruptive behaviours (list them from 1-3):

	Behaviour	
1	Talking out of turn	
2	Talking back/inappropriate language	
3	Out of seat	
4	Eating	
5	Hindering other children	
6	Making unnecessary noise	
7	Disobedience	
8	Physical aggression	
9	Lack of punctuality	
10	Idleness/ slowness	
11	Untidiness	
12	Other...	

b) The 3 **LEAST** disruptive behaviours (list them from 1-3)

	Behaviour	
1	Talking out of turn	
2	Talking back/inappropriate language	
3	Out of seat	
4	Eating	
5	Hindering other children	
6	Making unnecessary noise	
7	Disobedience	
8	Physical aggression	
9	Lack of punctuality	
10	Idleness/ slowness	
11	Untidiness	
12	Other...	

c) The 3 most important **DETERRENTS** to bad behaviour (rank them from 1-3)

	<b>Deterrents</b>	
1	Given a detention after school	
2	Sent to the principal for misbehaving	
3	Given a good talking to in private	
4	Get an unfavourable report sent home	
5	Sent from the room for misbehaviour	
6	Threatened with punishment	
7	Not permitted to participate in games or other favoured lessons	
8	Other teachers told to watch disruptive student closely	
9	Urged to make an effort	

d) The 3 most important **INCENTIVES** to prevent bad behaviour (rank them from 1-3)

	<b>Incentives</b>	
1	Receiving a good mark for written work	
2	Get a favourable report sent home	
3	Get a favourable letter sent home	
4	Given free time	
5	Allowed to go with your class on an outing as a reward	
6	Given a prize	
7	Given a position of authority by your teacher	
8	Praise from your teacher	
9	Score a house point	

e) From your experience, rank the following disciplinary measures from easiest to most difficult (1-6) to administer.

	<b>Disciplinary action</b>	
1	Yell at the student	
2	Do not acknowledge the behaviour and continue	
3	Physically restrain the student	
4	Talk with the student (1 on 1)	
5	Separate the student from others	
6	Other: please explain :	

f) Do you have any other comments to make with regards to discipline at the school?

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**Thank you for completing this survey.**

## Appendix D: Student Survey Data

### Section A : Question 1-13 (All Students)

- 1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, completely	27	27.8
Yes, some of it	62	63.9
Not really ...	5	5.2
Not at all	3	3.1
Total	97	100

- 2) The discipline policy of my school is a fair one.

Possible responses	No. of responses	%
Strongly Agree	3	3.1
Agree	63	66.3
Disagree	24	25.2
Strongly Disagree	5	5.2
Total	95	100

- 3) The students were actively involved in developing the school rules.

Possible responses	No. of responses	%
Yes, I got involved	7	9.0
No, I wasn't interested	70	90.9
Total	77	100

- 4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	6	6.2
Good	33	34.3
Satisfactory...	49	51.0
Poor	8	8.3
Total	96	100

5) Students have a responsibility to maintain discipline at the school?

Possible responses	No. of responses	%
Strongly Agree	18	18.6
Agree	69	71.1
Disagree	8	8.2
Strongly Disagree	2	2.1
Total	97	100

6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	8	8.33
Most of the time	53	55.2
Some of the time	29	30.2
Never	6	6.25
Total	96	100

7) The teachers are consistent in the way discipline is administered.

Possible responses	No. of responses	%
All of the time	7	7.29
Most of the time	47	48.9
Some of the time	35	36.4
Never	7	7.29
Total	96	100

8) Female teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	18	19.35
Agree	31	33.3
Disagree	36	38.7
Strongly Disagree	8	8.60
Total	93	100

9) Outside the classroom, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
All of the time	19	20.0
Most of the time	20	21.0
Some of the time	45	47.35
Never	11	11.5
Total	95	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	30	31.25
Most of the time	39	40.62
Some of the time	18	18.75
Never	9	9.3
Total	96	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	12	12.4
Most of the time	40	41.2
Some of the time	37	38.1
Never	8	8.2
Total	97	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	5	5.15
Maybe, it depends..	35	36.08
No, definitely not	57	58.76
Total	97	100

13) I prefer being taught by a male teacher.

Possible responses	No. of responses	%
Agree	15	15.5
Sometimes	28	28.9
Disagree	4	4.1
Doesn't matter	50	51.5
Total	97	100

**Section A: Question 1-13 (Male Students)**

- 1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, completely	11	22.9
Yes, some of it	32	66.7
Not really ...	4	8.3
Not at all	1	2.1
Total	48	100

- 2) The discipline policy of my school is a fair one.

Possible responses	No. of responses	%
Strongly Agree	1	2.1
Agree	34	70.8
Disagree	10	2.1
Strongly Disagree	3	6.3
Total	48	100

- 3) The students were actively involved in developing the school rules.

Possible responses	No. of responses	%
Yes, I got involved	4	10
No, I wasn't interested	35	90
Total	40	100

- 4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	1	4.7
Good	19	40.42
Satisfactory...	24	51.06
Poor	3	6.38
Total	47	100

- 5) Students have a responsibility to maintain discipline at the school?

Possible responses	No. of responses	%
Strongly Agree	6	12.5
Agree	37	77.1
Disagree	4	8.3
Strongly Disagree	1	2.1
Total	48	100

6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	5	10.4
Most of the time	23	47.9
Some of the time	17	35.4
Never	3	6.3
Total	48	100

7) The teachers are consistent in the way discipline is administered.

Possible responses	No. of responses	%
All of the time	4	8.51
Most of the time	22	46.80
Some of the time	18	38.29
Never	3	6.38
Total	47	100

8) Female teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	11	23.9
Agree	15	32.6
Disagree	18	39.1
Strongly Disagree	2	4.34
Total	46	100

9) Outside the classroom, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
All of the time	11	23.4
Most of the time	13	27.6
Some of the time	18	38.2
Never	5	10.6
Total	47	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	18	38.3
Most of the time	20	42.6
Some of the time	6	12.8
Never	3	6.4
Total	47	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	4	8.3
Most of the time	20	41.7
Some of the time	19	39.5
Never	5	10.4
Total	48	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	3	6.3
Maybe, it depends..	14	29.2
No, definitely not	31	64.6
Total	48	100

13) I prefer being taught by a male teacher.

Possible responses	No. of responses	%
Agree	9	18.8
Sometimes	17	35.4
Disagree	4	8.3
Doesn't matter	18	37.5
Total	48	100

**Section A: Question 1-13 (Female Students)**

- 1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, completely	16	32.7
Yes, some of it	30	61.2
Not really ...	1	2.0
Not at all	2	4.1
Total	49	100

- 2) The discipline policy of my school is a fair one.

Possible responses	No. of responses	%
Strongly Agree	2	4.25
Agree	29	61.7
Disagree	14	29.7
Strongly Disagree	2	4.25
Total	47	100

- 3) The students were actively involved in developing the school rules.

Possible responses	No. of responses	%
Yes, I got involved	3	8.1
No, I wasn't interested	34	91.8
Total	37	100

- 4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	5	10.2
Good	14	28.5
Satisfactory...	25	51.0
Poor	5	10.2
Total	49	100

5) Students have a responsibility to maintain discipline at the school?

Possible responses	No. of responses	%
Strongly Agree	12	24.5
Agree	32	65.3
Disagree	4	8.2
Strongly Disagree	1	2.0
Total	49	100

6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	3	6.3
Most of the time	30	62.5
Some of the time	12	25.0
Never	3	6.3
Total	48	100

7) The teachers are consistent in the way discipline is administered.

Possible responses	No. of responses	%
All of the time	3	6.1
Most of the time	25	51.0
Some of the time	17	34.7
Never	4	8.2
Total	49	100

8) Female teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	7	14.9
Agree	16	34.0
Disagree	18	38.3
Strongly Disagree	6	12.8
Total	47	100

9) Outside the classroom, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
All of the time	8	16.7
Most of the time	7	14.6
Some of the time	27	56.3
Never	6	12.5
Total	48	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	12	24.5
Most of the time	19	38.8
Some of the time	12	24.5
Never	6	12.2
Total	49	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	8	16.3
Most of the time	20	40.8
Some of the time	18	36.7
Never	3	6.1
Total	49	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	2	8.41
Maybe, it depends..	21	42.9
No, definitely not	26	53.1
Total	49	100

13) I prefer being taught by a male teacher.

Possible responses	No. of responses	%
Agree	6	12.2
Sometimes	11	22.4
Disagree	0	0.0
Doesn't matter	32	65.3
Total	49	100

**Section A: Question 1-13 (Junior phase students)**

- 1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, completely	14	29.8
Yes, some of it	29	61.7
Not really ...	3	6.4
Not at all	1	2.1
<b>Total</b>	<b>47</b>	<b>100</b>

- 2) The discipline policy of my school is a fair one.

Possible responses	No. of responses	%
Strongly Agree	2	4.3
Agree	32	68.1
Disagree	11	23.4
Strongly Disagree	2	4.3
<b>Total</b>	<b>47</b>	<b>100</b>

- 3) The students were actively involved in developing the school rules

Possible responses	No. of responses	%
Yes, I got involved	6	17.1
No, I wasn't interested	29	82.8
<b>Total</b>	<b>35</b>	<b>100</b>

- 4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	4	8.5
Good	13	27.6
Satisfactory...	26	55.3
Poor	4	8.5
<b>Total</b>	<b>47</b>	<b>100</b>

- 5) Students have a responsibility to maintain discipline at the school?

Possible responses	No. of responses	%
Strongly Agree	12	25.5
Agree	32	58.1
Disagree	3	6.4
Strongly Disagree	2	0
Total	47	100

- 6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	6	12.8
Most of the time	25	53.2
Some of the time	14	29.8
Never	2	4.3
Total	47	100

- 7) The teachers are consistent in the way discipline is administered.

Possible responses	No. of responses	%
All of the time	4	8.5
Most of the time	28	59.6
Some of the time	12	25.5
Never	2	4.3
Total	46	100

- 8) Female teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	13	28.9
Agree	19	42.2
Disagree	8	17.8
Strongly Disagree	5	11.1
Total	45	100

- 9) Outside the classroom, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
All of the time	8	17.0
Most of the time	11	23.4
Some of the time	23	48.9
Never	5	10.6
Total	47	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	15	34.0
Most of the time	20	42.6
Some of the time	8	17.0
Never	3	6.4
Total	47	100

11) Girls are better behaved than boys.

Possible options	No. of responses	%
All of the time	10	21.3
Most of the time	14	29.8
Some of the time	21	44.7
Never	2	4.3
Total	47	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	0	0.0
Maybe, it depends..	17	36.2
No, definitely not	30	53.8
Total	47	100

13) I prefer being taught by a male teacher.

Possible responses	No. of responses	%
Agree	9	19.1
Sometimes	18	38.3
Disagree	0	0
Doesn't matter	20	42.6
Total	47	100

**Section A: Question 1-13 (Senior phase students)**

- 1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, completely	13	26.0
Yes, some of it	33	66.0
Not really ...	2	4.0
Not at all	2	4.0
Total	50	100

- 2) The discipline policy of my school is a fair one.

Possible responses	No. of responses	%
Strongly Agree	1	2.1
Agree	31	64.6
Disagree	13	27.1
Strongly Disagree	3	6.3
Total	48	100

- 3) The students were actively involved in developing the school rules.

Possible responses	No. of responses	%
Yes, I got involved	1	2.38
No, I wasn't interested	41	97.61
Total	42	100

- 4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	2	4.0
Good	20	40.8
Satisfactory...	23	46.9
Poor	4	8.1
Total	49	100

5) Students have a responsibility to maintain discipline at the school?

Possible responses	No. of responses	%
Strongly Agree	6	12.0
Agree	37	74.0
Disagree	5	10.0
Strongly Disagree	2	4.0
Total	50	100

6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	2	4.1
Most of the time	28	57.1
Some of the time	15	30.6
Never	4	8.2
Total	49	100

7) The teachers are consistent in the way discipline is administered.

Possible responses	No. of responses	%
All of the time	3	6.0
Most of the time	19	38.0
Some of the time	23	46.0
Never	5	10.0
Total	50	100

8) Female teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	5	10.4
Agree	12	25.0
Disagree	28	58.3
Strongly Disagree	3	6.3
Total	48	100

9) Outside the classroom, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
All of the time	11	22.9
Most of the time	9	18.8
Some of the time	22	45.8
Never	6	12.5
Total	48	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	14	28.6
Most of the time	19	38.8
Some of the time	10	20.4
Never	6	12.2
Total	49	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	2	4.0
Most of the time	26	52.0
Some of the time	16	32.0
Never	6	12.0
Total	50	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	5	10.0
Maybe, it depends..	18	36.0
No, definitely not	27	54.0
Total	50	100

13) I prefer being taught by a male teacher.

Possible responses	No. of responses	%
Agree	6	12.0
Sometimes	10	20.0
Disagree	4	8.0
Doesn't matter	30	60.0
Total	50	100

**Section B: Question 1-12 (All Students)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	23	24.0
Agree	20	20.8
Disagree	38	39.5
Strongly Disagree	15	15.5
Total	95	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	29	30.5
Agree	37	38.9
Disagree	21	22.1
Strongly Disagree	8	8.4
Total	95	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	12	12.4
Most of the time	46	47.4
Some of the time	29	29.9
Never	10	10.3
Total	97	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	15	15.6
Most of the time	44	45.8
Some of the time	30	31.3
Never	7	7.3
Total	96	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	4	4.2
Agree	12	12.5
Disagree	68	70.8
Strongly Disagree	12	12.5
Total	96	100

- 6) Teachers focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	24	25.0
Agree	47	49.0
Disagree	18	18.8
Strongly Disagree	7	7.3
Total	96	100

- 7) Girls get more questions answered in class than boys.

Possible responses	No. of responses	%
All of the time	6	6.3
Most of the time	23	24.2
Some of the time	43	45.3
Never	23	24.2
Total	95	100

- 8) Teachers focus more on well-behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	11	11.5
Agree	42	43.8
Disagree	35	35.5
Strongly Disagree	8	8.3
Total	96	100

- 9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	2	2.1
Agree	5	5.2
Disagree	55	68.0
Strongly Disagree	24	24.7
Total	97	100

- 10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	11	11.3
Agree	26	26.8
Disagree	44	45.4
Strongly Disagree	16	16.5
Total	97	100

11) Being shouted at affects your learning.

Possible responses	No. of responses	%
Yes, it does	49	51.0
Sometimes	36	37.5
No, it doesn't	10	10.4
Other	1	1.0
Total	96	100

12) Do you consider yourself a well- behaved student?

Possible responses	No. of responses	%
All of the time	15	15.5
Most of the time	61	62.9
Some of the time	19	19.6
Never	2	2.1
Total	97	100

**Section B: Question 1-12 (Male students)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	21	43.8
Agree	11	22.9
Disagree	13	27.1
Strongly Disagree	3	6.3
Total	48	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	21	43.8
Agree	16	33.3
Disagree	9	18.8
Strongly Disagree	2	4.2
Total	48	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	5	10.4
Most of the time	20	41.7
Some of the time	15	33.3
Never	7	14.6
Total	48	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	6	12.5
Most of the time	21	43.8
Some of the time	17	35.4
Never	4	8.3
Total	48	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	3	6.4
Agree	9	19.1
Disagree	29	61.7
Strongly Disagree	6	12.8
Total	47	100

6) Teachers focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	17	35.4
Agree	21	43.8
Disagree	7	14.6
Strongly Disagree	3	6.3
Total	48	100

7) Girls get more questions answered in class than boys.

Possible responses	No. of responses	%
All of the time	4	8.5
Most of the time	14	29.8
Some of the time	22	46.8
Never	7	14.9
Total	47	100

8) Teachers focus more on well-behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	7	14.9
Agree	22	46.8
Disagree	16	34.0
Strongly Disagree	16	4.3
Total	47	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	1	2.1
Agree	1	2.1
Disagree	38	79.2
Strongly Disagree	8	16.7
Total	48	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	10	20.8
Agree	16	33.3
Disagree	18	37.5
Strongly Disagree	4	8.3
Total	48	100

11) Being shouted at affects your learning.

Possible responses	No. of responses	%
Yes, it does	25	53.2
Sometimes	15	31.9
No, it doesn't	7	14.9
Other	0	0.0
Total	47	100

12) Do you consider yourself a well- behaved student?

Possible responses	No. of responses	%
All of the time	8	16.7
Most of the time	28	58.3
Some of the time	11	22.9
Never	1	2.1
Total	48	100

**Section B: Question 1-12 (Female students)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	2	4.2
Agree	9	18.8
Disagree	25	52.1
Strongly Disagree	12	25.0
Total	48	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	8	17.0
Agree	21	44.7
Disagree	12	25.5
Strongly Disagree	6	12.8
Total	47	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	7	14.3
Most of the time	26	53.1
Some of the time	13	26.5
Never	3	6.1
Total	49	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	9	18.8
Most of the time	23	47.9
Some of the time	13	27.1
Never	3	6.3
Total	48	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	1	2.0
Agree	3	6.1
Disagree	39	79.5
Strongly Disagree	6	12.2
Total	49	100

6) Teachers focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	7	14.6
Agree	26	54.2
Disagree	11	22.9
Strongly Disagree	4	8.3
Total	48	100

7) Girls get more questions answered in class than boys.

Possible responses	No. of responses	%
All of the time	2	4.2
Most of the time	9	18.8
Some of the time	21	43.8
Never	16	33.3
Total	48	100

8) Teachers focus more on well behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	4	8.2
Agree	20	40.8
Disagree	19	38.8
Strongly Disagree	6	12.2
Total	48	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	1	2.0
Agree	4	8.2
Disagree	28	57.1
Strongly Disagree	16	32.7
Total	49	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	1	2.0
Agree	10	20.4
Disagree	26	53.1
Strongly Disagree	12	24.5
Total	49	100

11) Being shouted at affects your learning.

Possible responses	No. of responses	%
Yes, it does	24	49.0
Sometimes	21	42.9
No, it doesn't	3	6.1
Other	1	2.0
Total	49	100

12) Do you consider yourself a well- behaved student?

Possible responses	No. of responses	%
All of the time	7	14.3
Most of the time	33	67.3
Some of the time	8	16.3
Never	1	2.0
Total	49	100

**Section B: Question 1-12 (Junior phase students)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	15	31.9
Agree	14	29.8
Disagree	13	27.7
Strongly Disagree	5	10.6
Total	47	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	17	37.0
Agree	20	43.5
Disagree	5	13.0
Strongly Disagree	3	6.5
Total	46	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	6	12.8
Most of the time	17	36.2
Some of the time	20	42.6
Never	4	8.5
Total	47	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	5	10.6
Most of the time	24	51.1
Some of the time	15	31.9
Never	3	6.4
Total	47	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	2	4.3
Agree	5	10.6
Disagree	34	72.3
Strongly Disagree	5	12.8
Total	47	100

6) Teachers focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	15	32.5
Agree	21	45.7
Disagree	7	15.2
Strongly Disagree	3	6.5
Total	46	100

7) Girls get more questions answered in class than boys.

Possible responses	No. of responses	%
All of the time	2	4.3
Most of the time	12	25.5
Some of the time	22	46.8
Never	11	23.1
Total	47	100

8) Teachers focus more on well-behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	8	17.4
Agree	16	34.8
Disagree	18	39.1
Strongly Disagree	4	8.7
Total	46	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	1	2.1
Disagree	35	74.5
Strongly Disagree	11	23.4
Total	47	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	10	21.3
Agree	15	31.9
Disagree	19	40.4
Strongly Disagree	3	6.4
Total	47	100

11) Being shouted at affects your learning.

Possible responses	No. of responses	%
Yes, it does	24	51.1
Sometimes	19	40.4
No, it doesn't	4	8.5
Other	0	0
Total	47	100

12) Do you consider yourself a well- behaved student?

Possible responses	No. of responses	%
All of the time	4	8.5
Most of the time	31	66.0
Some of the time	12	25.5
Never	0	0.0
Total	47	100



**Section B- Question 1-12 (Senior phase students)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	8	16.3
Agree	6	12.2
Disagree	25	51.0
Strongly Disagree	10	20.4
Total	49	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	12	24.5
Agree	17	34.7
Disagree	15	30.6
Strongly Disagree	5	10.2
Total	49	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	6	12.0
Most of the time	29	58.0
Some of the time	9	18.0
Never	6	12.0
Total	50	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	10	20.4
Most of the time	20	40.8
Some of the time	15	30.6
Never	4	8.2
Total	49	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	2	4.2
Agree	7	14.6
Disagree	34	70.8
Strongly Disagree	6	12.5
Total	48	100

6) Teachers focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	9	18.0
Agree	26	52.0
Disagree	11	22.0
Strongly Disagree	4	8.0
Total	50	100

7) Girls get more questions answered in class than boys.

Possible responses	No. of responses	%
All of the time	4	8.3
Most of the time	11	22.9
Some of the time	21	43.8
Never	12	25
Total	48	100

8) Teachers focus more on well-behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	3	6.0
Agree	26	52.0
Disagree	17	34.0
Strongly Disagree	4	8.0
Total	50	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	2	4.0
Agree	4	8.0
Disagree	31	62.0
Strongly Disagree	13	26.0
Total	50	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	1	2.0
Agree	11	22.0
Disagree	25	50.0
Strongly Disagree	13	26.0
Total	50	100

11) Being shouted at affects your learning.

Possible responses	No. of responses	%
Yes, it does	25	51.0
Sometimes	17	34.7
No, it doesn't	6	12.2
Other	1	2.0
Total	49	100

12) Do you consider yourself a well- behaved student?

Possible responses	No of responses	%
All of the time	11	22.0
Most of the time	30	60.0
Some of the time	7	14.0
Never	2	4.0
Total	50	100

**Section C- Question 1-5 (All students)**

- 1) Teachers respond the same to boys and girls when they miss a practice.

Possible responses	No. of responses	%
All of the time	29	30.2
Most of the time	28	29.2
Some of the Time	27	28.1
Never	12	12.5
Total	96	100

- 2) Teachers 'break the rules' for girls during sport sessions.

Possible responses	No. of responses	%
Strongly Agree	8	8.6
Agree	30	32.3
Disagree	41	44.1
Strongly Disagree	14	15.1
Total	93	100

- 3) Are you clear on what the repercussions are if you miss a practice?

Possible responses	No. of responses	%
Yes	64	66.0
No	11	11.3
Not Sure	22	22.7
Total	97	100

- 4) Boys' sports are taken more seriously than girls' sports.

Possible responses	No. of responses	%
Yes, always	30	30.9
Sometimes, ...	58	59.8
Never	9	9.3
Total	97	100

- 5) Not being dressed in PE should not cause students to 'sit out' or not participate in sport sessions.

Possible responses	No. of responses	%
Strongly Agree	25	25.8
Agree	36	37.1
Disagree	28	28.9
Strongly Disagree	8	8.2
Total	97	100

**Section C- Question 1-5 (Male students)**

- 1) Teachers respond the same to boys and girls when they miss a practice.

Possible responses	No. of responses	%
All of the time	9	19.1
Most of the time	11	23.4
Some of the time	17	36.2
Never	10	21.3
Total	47	100

- 2) Teachers 'break the rules' for girls during sport sessions.

Possible responses	No. of responses	%
Strongly Agree	7	15.2
Agree	22	47.8
Disagree	12	26.1
Strongly Disagree	5	10.9
Total	46	100

- 3) Are you clear on what the repercussions are if you miss a practice?

Possible responses	No. of responses	%
Yes	31	64.6
No	6	12.5
Not Sure	11	22.9
Total	48	100

- 4) Boys' sports are taken more seriously than girls' sports.

Possible responses	No. of responses	%
Yes, always	12	25.0
Sometimes, ...	31	64.6
Never	5	10.4
Total	48	100

- 5) Not being dressed in PE should not cause students to 'sit out' or not participate in sport sessions.

Possible responses	No. of responses	%
Strongly Agree	13	27.1
Agree	16	33.3
Disagree	15	31.3
Strongly Disagree	4	8.3
Total	48	100

**Section C- Question 1-5 (Female students)**

- 1) Teachers respond the same to boys and girls when they miss a practice.

Possible responses	No. of responses	%
All of the time	20	40.8
Most of the time	17	34.7
Some of the time	10	20.4
Never	2	4.1
Total	49	100

- 2) Teachers 'break the rules' for girls during sport sessions

Possible responses	No. of responses	%
Strongly Agree	1	2.1
Agree	8	17.0
Disagree	29	51.7
Strongly Disagree	9	19.1
Total	47	100

- 3) Are you clear on what the repercussions are if you miss a practice?

Possible responses	No. of responses	%
Yes	33	67.3
No	5	10.2
Not Sure	11	22.4
Total	49	100

- 4) Boys' sports are taken more seriously than girls' sports.

Possible responses	No. of responses	%
Yes, always	18	36.7
Sometimes, ...	27	55.1
Never	4	8.2
Total	49	100

- 5) Not being dressed in PE should not cause students to 'sit out' or not participate in sport sessions.

Possible responses	No. of responses	%
Strongly Agree	12	24.5
Agree	20	40.0
Disagree	13	26.5
Strongly Disagree	4	8.2
Total	49	100

**Section C- Question 1-5 (Junior phase students)**

- 1) Teachers respond the same to boys and girls when they miss a practice.

Possible responses	No. of responses	%
All of the time	16	34.8
Most of the time	11	23.9
Some of the time	13	28.3
Never	6	13.0
Total	46	100

- 2) Teachers 'break the rules' for girls during sport sessions

Possible responses	No. of responses	%
Strongly Agree	5	11.1
Agree	10	22.2
Disagree	22	48.9
Strongly Disagree	8	17.8
Total	45	100

- 3) Are you dear on what the repercussions are if you miss a practice?

Possible responses	No. of responses	%
Yes	34	72.3
No	5	10.6
Not Sure	8	17.0
Total	47	100

- 4) Boys' sports are taken more seriously than girls' sports.

Possible responses	No. of responses	%
Yes, always	13	27.7
Sometimes, ...	31	66.0
Never	3	6.4
Total	47	100

- 5) Not being dressed in PE should not cause students to 'sit out' or not participate in sport sessions.

Possible responses	No. of responses	%
Strongly Agree	13	27.7
Agree	15	31.9
Disagree	15	31.9
Strongly Disagree	4	8.5
Total	47	100

### Section C- Question 1-5 (Senior phase students)

- 1) Teachers respond the same to boys and girls when they miss a practice.

Possible responses	No. of responses	%
All of the time	13	26.0
Most of the time	17	34.0
Some of the time	14	28.0
Never	6	12.0
Total	50	100

- 2) Teachers 'break the rules' for girls during sport sessions

Possible responses	No. of responses	%
Strongly Agree	3	6.3
Agree	20	41.7
Disagree	19	39.6
Strongly Disagree	6	12.5
Total	48	100

- 3) Are you clear on what the repercussions are if you miss a practice?

Possible responses	No. of responses	%
Yes	30	60.0
No	6	12.0
Not Sure	14	28.0
Total	50	100

- 4) Boys' sports are taken more seriously than girls' sports.

Possible responses	No. of responses	%
Yes, always	17	34.0
Sometimes, ...	27	54.0
Never	6	12.0
Total	0	0.0
Total	50	100

- 5) Not being dressed in PE should not cause students to 'sit out' or not participate in sport sessions.

Possible responses	No. of responses	%
Strongly Agree	12	24.0
Agree	21	42.0
Disagree	13	26.0
Strongly Disagree	4	8.0
Total	50	100

**Section D- All students**

The three most disruptive behaviours

No.	Behaviour	N (276)	%
1	Talking out of turn	15	5.4
2	Talking back/inappropriate language	53	19.2
3	Out of seat	7	2.5
4	Eating in class	4	1.4
5	Hindering other children	45	16.3
6	Making unnecessary noise	36	13.0
7	Disobedience	32	11.6
8	Physical aggression	62	22.5
9	Lack of punctuality	6	2.2
10	Idleness/slowness	3	1.1
11	Untidiness	6	2.2
12	Other...	7	2.5

**Section D- Male students**

The three most disruptive behaviours

No.	Behaviour	N (135)	%
1	Talking out of turn	7	5.2
2	Talking back/inappropriate language	24	17.8
3	Out of seat	6	4.4
4	Eating in class	3	2.2
5	Hindering other children	22	16.3
6	Making unnecessary noise	15	11.1
7	Disobedience	12	8.9
8	Physical aggression	33	24.4
9	Lack of punctuality	3	2.2
10	Idleness/Slowness	2	1.5
11	Untidiness	4	3.0
12	Other...	4	3.0

**Section D- Female students**

The three most disruptive behaviours

No.	Behaviour	N (141)	%
1	Talking out of turn	8	5.7
2	Talking back/inappropriate language	29	20.6
3	Out of seat	1	0.7
4	Eating in class	0	0.0
5	Hindering other children	23	16.3
6	Making unnecessary noise	21	14.9
7	Disobedience	20	14.2
8	Physical aggression	29	20.6
9	Lack of punctuality	3	2.1
10	Idleness/Slowness	1	0.7
11	Untidiness	2	1.4
12	Other...	3	2.1

**Section D- Junior Phase students**

The three most disruptive behaviours

No.	Behaviour	N (129)	%
1	Talking out of turn	9	7.0
2	Talking back/inappropriate language	26	20.2
3	Out of seat	2	1.6
4	Eating in class	2	1.6
5	Hindering other children	23	17.8
6	Making unnecessary noise	18	14.0
7	Disobedience	10	7.8
8	Physical aggression	27	20.9
9	Lack of punctuality	3	2.3
10	Idleness/Slowness	1	0.8
11	Untidiness	4	3.1
12	Other...	4	3.1

**Section D- Senior Phase students**

The three most disruptive behaviours

No.	Behaviour	N (147)	%
1	Talking out of turn	6	4.1
2	Talking back/inappropriate language	27	18.4
3	Out of seat	5	3.4
4	Eating in class	2	1.4
5	Hindering other children	22	15.0
6	Making unnecessary noise	18	12.2
7	Disobedience	22	15.0
8	Physical aggression	35	23.8
9	Lack of punctuality	3	2.0
10	Idleness/Slowness	2	1.4
11	Untidiness	2	1.4
12	Other...	3	2.0

**Section D- All students**

The three least disruptive behaviours

No.	Behaviour	N (276)	%
1	Talking out of turn	14	21.7
2	Talking back/inappropriate language	11	20.7
3	Out of seat	32	17.0
4	Eating in class	60	11.6
5	Hindering other children	4	8.7
6	Making unnecessary noise	7	5.1
7	Disobedience	5	4.0
8	Physical aggression	6	3.3
9	Lack of punctuality	24	2.5
10	Idleness/Slowness	47	2.2
11	Untidiness	57	1.8
12	Other...	9	1.4

**Section D- Male students**

The three least disruptive behaviours

No.	Behaviour	N (138)	%
1	Talking out of turn	10.0	7.2
2	Talking back/Inappropriate language	6.0	4.3
3	Out of seat	16.0	11.6
4	Eating in class	27.0	19.6
5	Hindering other children	2.0	1.4
6	Making unnecessary noise	5.0	3.6
7	Disobedience	3.0	2.2
8	Physical aggression	4.0	2.9
9	Lack of punctuality	10.0	7.2
10	Idleness/Slowness	22.0	15.9
11	Untidiness	28.0	20.3
12	Other...	5.0	3.6

**Section D- Female students**

The three least disruptive behaviours

No.	Behaviour	N (138)	%
1	Talking out of turn	4	2.9
2	Talking back/inappropriate language	5	3.6
3	Out of seat	16	11.6
4	Eating in class	33	23.9
5	Hindering other children	2	1.4
6	Making unnecessary noise	2	1.4
7	Disobedience	2	1.4
8	Physical aggression	2	1.4
9	Lack of punctua ity	14	10.1
10	Idleness/Slowness	25	18.1
11	Untidiness	29	21.0
12	Cther...	4	2.9

**Section D- Junior Phase students**

The three least disruptive behaviours

No.	Behaviour	N (135)	%
1	Talking out of turn	7	5.2
2	Talking back/inappropriate language	7	5.2
3	Out of seat	20	14.8
4	Eating in class	26	19.3
5	Hindering other children	0	0.0
6	Making unnecessary noise	5	3.7
7	Disobedience	2	1.5
8	Physical aggression	3	2.2
9	Lack of punctuality	15	11.1
10	Idleness/Slowness	21	15.6
11	Untidiness	24	17.8
12	Other...	5	3.7

**Section D- Senior Phase students**

The three least disruptive behaviours

No.	Behaviour	N (141)	%
1	Talking out of turn	7	5.0
2	Talking back/inappropriate language	4	2.8
3	Out of seat	12	8.5
4	Eating in class	34	24.1
5	Hindering other children	4	2.8
6	Making unnecessary noise	2	1.4
7	Disobedience	3	2.1
8	Physical aggression	3	2.1
9	Lack of punctuality	9	6.4
10	Idleness/Slowness	26	18.4
11	Untidiness	33	23.4
12	Other...	4	2.8

**Section D- All students**

Three most effective deterrents to bad behaviour

	DETERRENTS	N	%
1	Given a detention after school	51	19.1
2	Sent to the principal for misbehaving	48	18.0
3	Given a good talking to in private	33	12.4
4	Get an unfavourable report sent home	33	12.4
5	Sent from the room for misbehaviour	18	6.7
6	Threatened with punishment	18	6.7
7	Not permitted to participate in games or other favoured lessons.	23	8.6
8	Other teachers told to watch disruptive student closely.	18	6.7
9	Urged to make an effort	23	8.6

**Section D- Male students**

	DETERRENTS	N	%
1	Given a detention after school	24	18.6
2	Sent to the principal for misbehaving	21	16.3
3	Given a good talking to in private	18	14.0
4	Get an unfavourable report sent home	16	12.4
5	Sent from the room for misbehaviour	6	4.7
6	Threatened with punishment	12	9.3
7	Not permitted to participate in games or other favoured lessons.	13	10.1
8	Other teachers told to watch disruptive student closely.	10	7.8
9	Urged to make an effort	12	9.3

**Section D- Female students**

	DETERRENTS	N	%
1	Given a detention after school	27	19.6
2	Sent to the principal for misbehaving	27	19.6
3	Given a good talking to in private	15	10.9
4	Get an unfavourable report sent home	17	12.3
5	Sent from the room for misbehaviour	12	8.7
6	Threatened with punishment	6	4.3
7	Not permitted to participate in games or other favoured lessons.	13	9.4
8	Other teachers told to watch disruptive student closely.	8	5.8
9	Urged to make an effort	11	8.0

**Section D- Junior Phase students**

	DETERRENTS	N	%
1	Given a detention after school	26	20.6
2	Sent to the principal for misbehaving	22	17.5
3	Given a good talking to in private	15	11.9
4	Get an unfavourable report sent home	14	11.1
5	Sent from the room for misbehaviour	9	7.1
6	Threatened with punishment	9	7.1
7	Not permitted to participate in games or other favoured lessons.	11	8.7
8	Other teachers told to watch disruptive student closely.	8	6.3
9	Urged to make an effort	10	7.9

**Section D- Senior Phase students**

	DETERRENTS	N	%
1	Given a detention after school	25	17.7
2	Sent to the principal for misbehaving	26	18.4
3	Given a good talking to in private	18	12.8
4	Get an unfavourable report sent home	19	13.5
5	Sent from the room for misbehaviour	9	6.4
6	Threatened with punishment	9	6.4
7	Not permitted to participate in games or other favoured lessons.	12	8.5
8	Other teachers told to watch disruptive student closely.	10	7.1
9	Urged to make an effort	13	9.2

**Section D- All students**

Three most effective incentives for good behaviour

	<b>INCENTIVES</b>	<b>N</b>	<b>%</b>
1	Receiving a good mark for written work.	37	13.0
2	Get a favourable report sent home	13	15.1
3	Get a favourable letter sent home	34	11.9
4	Given free time	41	14.4
5	Allowed to go with your class on an outing as a reward	38	13.3
6	Given a prize	31	10.9
7	Given a position of authority by your teacher	14	4.9
8	Praise from your teacher	29	10.2
9	Score a house point	9	3.2

**Section D- Male students**

	<b>INCENTIVES</b>	<b>N</b>	<b>%</b>
1	Receiving a good mark for written work.	19	13.8
2	Get a favourable report sent home	25	18.1
3	Get a favourable letter sent home	17	12.3
4	Given free time	18	13.0
5	Allowed to go with your class on an outing as a reward	18	13.0
6	Given a prize	17	12.3
7	Given a position of authority by your teacher	6	4.3
8	Praise from your teacher	12	8.7
9	Score a house point	5	3.6

**Section D- Female students**

	<b>INCENTIVES</b>	<b>N</b>	<b>%</b>
1	Receiving a good mark for written work.	18	12.8
2	Get a favourable report sent home	18	12.8
3	Get a favourable letter sent home	17	12.1
4	Given free time	23	16.3
5	Allowed to go with your class on an outing as a reward	20	14.2
6	Given a prize	14	9.9
7	Given a position of authority by your teacher	8	5.7
8	Praise from your teacher	17	12.1
9	Score a house point	4	2.8

**Section D- Junior Phase students**

<b>INCENTIVES</b>		<b>N</b>	<b>%</b>
1	Receiving a good mark for written work.	23	17.0
2	Get a favourable report sent home	19	14.1
3	Get a favourable letter sent home	17	12.6
4	Given free time	16	11.9
5	Allowed to go with your class on an outing as a reward	18	13.3
6	Given a prize	15	11.1
7	Given a position of authority by your teacher	8	5.9
8	Praise from your teacher	15	11.1
9	Score a house point	1	0.7

**Section D- Senior Phase students**

<b>INCENTIVES</b>		<b>N</b>	<b>%</b>
1	Receiving a good mark for written work.	14	9.7
2	Get a favourable report sent home	24	16.7
3	Get a favourable letter sent home	17	11.8
4	Given free time	25	17.4
5	Allowed to go with your class on an outing as a reward	20	13.9
6	Given a prize	16	11.1
7	Given a position of authority by your teacher	6	4.2
8	Praise from your teacher	14	9.7
9	Score a house point	8	5.6

## Appendix E: Teacher Survey Data

### Section A- Question 1-20 (All teachers)

1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, I understand	7	43.8
Yes, most of it	8	5.0
Not really...	1	6.3
Not at all	0	0.0
Total	16	100

2) The discipline policy at the school is a fair one.

Possible responses	No. of responses	%
Yes, I agree	10	62.5
Most of it	6	37.5
Very few aspects	0	0
Not at all	0	0
Total	16	100

3) Both students and teachers were given a chance and were actively involved in drafting the policy.

Possible responses	No. of responses	%
Yes, completely	6	40.0
Yes, in some aspects	9	60.0
Not at all	0	0.0
Total	15	100

4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	0	0.0
Good	9	56.3
Satisfactory...	5	37.5
Poor	1	6.3
Total	16	100

5) Maintaining discipline at the school is the responsibility of ...

Possible responses	No. of responses	%
School management	2	12.5
Students	0	0.0
Teachers	1	6.3
Management, students....	2	12.5
Everyone	11	68.8
Total	16	100

6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	2	12.5
Most of the time	10	62.5
Some of the time	4	25.0
Never	0	0.0
Total	16	100

7) All teachers are consistent in the way they administer punishment.

Possible responses	No. of responses	%
All of the time	1	6.25
Most of the time	10	62.5
Some of the time	4	25.0
Never	1	6.25
Total	16	100

8) Male teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	4	25.0
Agree	7	43.8
Disagree	5	31.3
Strongly Disagree	0	0.0
Total	16	100

9) Outside the class, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	9	43.8
Disagree	5	31.3
Strongly Disagree	2	0.0
Total	16	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	12	75.0
Some of the time	3	18.8
Never	1	6.3
Total	16	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	3	18.8
Most of the time	7	43.8
Some of the time	6	37.5
Never	0	0.0
Total	16	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	0	0.0
Maybe, it depends	4	25.0
No, definitely not	12	75.0
Total	16	100

13) Male teachers are more lenient with girls.

Possible responses	No. of responses	%
Yes, definitely	4	25.0
Depends...	5	31.3
Sometimes	5	31.3
Never	2	12.5
Total	16	100

14) The school environment is a gender neutral space and gender equality is a thing of the past.

Possible responses	No. of responses	%
Yes, definitely	4	25.0
Some traces...	11	68.8
Inequality is still...	1	6.3
Total	16	100

15) Being a good disciplinarian is synonymous with being a good teacher.

Possible responses	No. of responses	%
Strongly Agree	4	25.0
Agree	8	50.0
Disagree	4	25.0
Strongly Disagree	0	0.0
Total	16	100

16) Girls are easier to discipline than boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	7	43.8
Disagree	9	56.3
Strongly Disagree	0	0.0
Total	16	100

17) Male teachers find it hard to discipline girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	3	20.0
Some of the time	9	60.0
Never	3	20.0
Total	15	100

18) Male and female teachers discipline students differently.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	10	66.7
Some of the time	3	20.0
Never	2	13.3
Total	15	100

19) The gender of the teacher affects how discipline is administered.

Possible responses	No. of responses	%
Yes, definitely	2	12.5
Sometimes	10	62.5
Never	4	25.0
Total	16	100

20) The gender of the principal determines how discipline is managed at the school.

Possible responses	No. of responses	%
Yes	6	37.5
Sometimes	3	18.8
Doesn't matter	4	25.0
Never	3	18.8
Total	16	100

**Section A- Question 1-20 (Male teachers)**

- 1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, I understand	2	33.3
Yes, most of it	4	66.7
Not really...	0	0.0
Not at all	0	0.0
Total	6	100

- 2) The discipline policy at the school is a fair one.

Possible responses	No. of responses	%
Yes, I agree	5	83.3
Most of it	1	16.7
Very few aspects	0	0.0
Not at all	0	0.0
Total	6	100

- 3) Both students and teachers were given a chance and were actively involved in drafting the policy.

Possible responses	No. of responses	%
Yes, completely	3	50.0
Yes, in some aspects	3	50.0
Not at all	0	0.0
Total	6	100

- 4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	0	0.0
Good	5	83.3
Satisfactory...	1	16.17
Poor	0	0.0
Total	6	100

5) Maintaining discipline at the school is the responsibility of ...

Possible responses	Nc. of responses	%
School management	0	0.0
Students	0	0.0
Teachers	0	0.0
Management, students....	2	33.3
Everyone	4	66.7
Total	6	100

6) The teachers apply the discipline policy fairly.

Possible responses	Nc. of responses	%
All of the time	1	16.7
Most of the time	5	83.3
Some of the time	0	0.0
Never	0	0.0
Total	6	100

7) All teachers are consistent in the way they administer punishment.

Possible responses	No. of responses	%
All of the time	1	16.7
Most of the time	4	66.7
Some of the time	1	16.7
Never	0	0.0
Total	6	100

8) Male teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	1	16.7
Agree	4	66.7
Disagree	1	16.7
Strongly Disagree	0	0.0
Total	6	100

9) Outside the class, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	4	66.7
Disagree	1	16.7
Strongly Disagree	1	16.7
Total	6	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	4	66.7
Some of the time	1	16.7
Never	1	16.7
Total	6	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	2	33.3
Most of the time	3	50.0
Some of the time	1	16.7
Never	0	0.0
Total	6	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	0	0.0
Maybe, it depends	2	33.3
No, definitely not	4	66.7
Total	6	100

13) Male teachers are more lenient with girls.

Possible responses	No. of responses	%
Yes, definitely	0	0.0
Depends...	1	16.7
Sometimes	4	66.7
Never	1	16.7
Total	6	100

14) The school environment is a gender neutral space and gender equality is a thing of the past.

Possible responses	No. of responses	%
Yes, definitely	1	15.7
Some traces...	5	83.3
Inequality is still...	0	0.0
Total	6	100

15) Being a good disciplinarian is synonymous with being a good teacher.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	4	66.7
Disagree	2	33.3
Strongly Disagree	0	0.0
Total	6	100

16) Girls are easier to discipline than boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	4	66.7
Disagree	2	33.3
Strongly Disagree	0	0.0
Total	6	100

17) Male teachers find it hard to discipline girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	0	0.0
Some of the time	5	83.3
Never	1	16.7
Total	6	100

18) Male and female teachers discipline students differently.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	4	66.7
Some of the time	1	16.7
Never	1	16.7
Total	6	100

19) The gender of the teacher affects how discipline is administered.

Possible responses	No. of responses	%
Yes, definitely	1	16.7
Sometimes	4	66.7
Never	1	16.7
Total	6	100

20) The gender of the principal determines how discipline is managed at the school.

Possible responses	No. of responses	%
Yes	4	66.7
Sometimes	1	16.7
Doesn't matter	0	0.0
Never	1	16.7
Total	6	100

**Section A- Question 1-20 (Female teachers)**

1) I understand how the discipline policy of the school works.

Possible responses	No. of responses	%
Yes, I understand	5	50.0
Yes, most of it	4	40.0
Not really...	1	10.0
Not at all	0	0.0
Total	10	100

2) The discipline policy at the school is a fair one.

Possible responses	No. of responses	%
Yes, I agree	5	50.0
Most of it	5	50.0
Very few aspects	0	0.0
Not at all	0	0.0
Total	10	100

3) Both students and teachers were given a chance and were actively involved in drafting the policy.

Possible responses	No. of responses	%
Yes, completely	3	33.3
Yes, in some aspects	6	66.6
Not at all	0	0.0
Total	9	100

4) Discipline at the school is...

Possible responses	No. of responses	%
Excellent	0	0.0
Good	4	40.0
Satisfactory...	5	50.0
Poor	1	10.0
Total	10	100

5) Maintaining discipline at the school is the responsibility of ...

Possible responses	No. of responses	%
School management	2	20.0
Students	1	10.0
Teachers	1	10.0
Management, students...	0	0.0
Everyone	6	50.0
Total	10	100

6) The teachers apply the discipline policy fairly.

Possible responses	No. of responses	%
All of the time	1	10.0
Most of the time	5	50.0
Some of the time	4	40.0
Never	0	0.0
Total	10	100

7) All teachers are consistent in the way they administer punishment.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	6	60.0
Some of the time	3	30.0
Never	1	10.0
Total	10	100

8) Male teachers give more defaults than male teachers.

Possible responses	No. of responses	%
Strongly Agree	3	30.0
Agree	3	30.0
Disagree	4	40.0
Strongly Disagree	0	0.0
Total	10	100

9) Outside the class, teachers discipline boys and girls differently.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	5	50.0
Disagree	4	40.0
Strongly Disagree	1	10.0
Total	10	100

10) Boys get more defaults than girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	8	80.0
Some of the time	2	20.0
Never	0	0.0
Total	10	100

11) Girls are better behaved than boys.

Possible responses	No. of responses	%
All of the time	1	10.0
Most of the time	4	40.0
Some of the time	5	50.0
Never	0	0.0
Total	10	100

12) There should be different punishments for boys and girls.

Possible responses	No. of responses	%
Yes, definitely	0	0.0
Maybe, it depends	2	20.0
No, definitely not	8	80.0
Total	10	100

13) Male teachers are more lenient with girls.

Possible responses	No. of responses	%
Yes, definitely	4	40.0
Depends...	4	40.0
Sometimes	1	10.0
Never	1	10.0
Total	10	100

14) The school environment is a gender neutral space and gender equality is a thing of the past.

Possible responses	No. of responses	%
Yes, definitely	3	30.0
Some traces...	6	60.0
Inequality is still...	1	10
Total	10	100

15) Being a good disciplinarian is synonymous with being a good teacher.

Possible responses	No. of responses	%
Strongly Agree	4	40.0
Agree	4	40.0
Disagree	2	20.0
Strongly Disagree	0	0.0
Total	10	100

16) Girls are easier to discipline than boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	3	30.0
Disagree	7	70.0
Strongly Disagree	0	0.0
Total	10	100

17) Male teachers find it hard to discipline girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	3	33.3
Some of the time	4	44.4
Never	2	22.2
Total	9	100

18) Male and female teachers discipline students differently.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	6	66.7
Some of the time	2	22.2
Never	1	11.1
Total	9	100

19) The gender of the teacher affects how discipline is administered.

Possible responses	No. of responses	%
Yes, definitely	1	10.0
Sometimes	6	60.0
Never	3	30.0
Total	10	100

20) The gender of the principal determines how discipline is managed at the school.

Possible responses	No. of responses	%
Yes	2	20.0
Sometimes	2	20.0
Doesn't matter	4	40.0
Never	2	20.0
Total	10	100

**Section B- Question 1-10 ( All teachers)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	7	43.8
Disagree	7	43.8
Strongly Disagree	2	12.5
Total	16	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	1	6.3
Agree	7	43.8
Disagree	8	50.0
Strongly Disagree	0	0.0
Total	16	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	2	12.5
Most of the time	12	75.0
Some of the time	1	6.3
Never	1	6.3
Total	16	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	4	25.0
Most of the time	6	37.5
Some of the time	6	37.5
Never	0	0.0
Total	16	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	4	25.0
Disagree	9	56.2
Strongly Disagree	3	18.7
Total	16	100

6) Teachers tend to focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	2	12.5
Agree	13	81.2
Disagree	1	6.25
Strongly Disagree	0	0.0
Total	16	100

7) Boys get more questions answered in class than girls.

Possible responses	No. of responses	%
All of the time	1	6.2
Most of the time	7	43.7
Some of the time	5	31.2
Never	3	18.7
Total	16	100

8) Teachers favour well behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	14	93.3
Strongly Disagree	0	0.0
Disagree	1	6.7
Total	15	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	1	6.25
Strongly Disagree	7	43.7
Disagree	8	50.0
Total	16	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	6	37.5
Disagree	5	31.2
Strongly Disagree	5	31.2
Total	16	100

### Section B- Question 1-10 (Male teachers)

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	3	50.0
Disagree	3	50.0
Strongly Disagree	0	0.0
Total	6	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	1	16.7
Agree	1	16.7
Disagree	4	66.7
Strongly Disagree	0	0.0
Total	6	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	6	100
Some of the time	0	0.0
Never	0	0.0
Total	6	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	3	50.0
Most of the time	1	16.7
Some of the time	2	33.3
Never	0	0.0
Total	6	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	3	50.0
Disagree	3	50.0
Strongly Disagree	0	0.0
Total	6	100

6) Teachers tend to focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	6	100
Disagree	0	0.0
Strongly Disagree	0	0.0
Total	6	100

7) Boys get more questions answered in class than girls.

Possible responses	No. of responses	%
All of the time	1	16.7
Most of the time	3	50.0
Some of the time	2	33.3
Never	0	0.0
Total	6	100

8) Teachers favour well behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	6	100
Strongly Disagree	0	0.0
Disagree	0	0.0
Total	6	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	1	16.7
Strongly Disagree	5	83.3
Disagree	0	0.0
Total	6	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	4	66.7
Disagree	1	16.7
Strongly Disagree	1	16.7
Total	6	100

**Section B- Question 1-10 (Female teachers)**

- 1) Teachers are more lenient on girls when they do not complete their homework.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	4	40.0
Disagree	4	40.0
Strongly Disagree	2	20.0
Total	10	100

- 2) Boys get shouted at more than girls.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	5	60.0
Disagree	4	40.0
Strongly Disagree	0	0.0
Total	10	100

- 3) In classes, all students are treated the same.

Possible responses	No. of responses	%
All of the time	2	20.0
Most of the time	6	60.0
Some of the time	1	10.0
Never	1	10.0
Total	10	100

- 4) Boys misbehave more frequently than girls during lessons.

Possible responses	No. of responses	%
All of the time	1	10.0
Most of the time	5	50.0
Some of the time	4	40.0
Never	0	0.0
Total	10	100

- 5) Male teachers are stricter than female teachers.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	1	10.0
Disagree	6	60.0
Strongly Disagree	3	30.0
Total	10	100

6) Teachers tend to focus more on the loud boys than the quiet girls.

Possible responses	No. of responses	%
Strongly Agree	2	20.0
Agree	7	70.0
Disagree	1	10.0
Strongly Disagree	0	0.0
Total	10	100

7) Boys get more questions answered in class than girls.

Possible responses	No. of responses	%
All of the time	0	0.0
Most of the time	4	40.0
Some of the time	3	30.0
Never	3	30.0
Total	10	100

8) Teachers favour well behaved students, irrespective of academic ability.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	8	88.9
Disagree	0	0.0
Strongly Disagree	1	11.1
Total	9	100

9) Male teachers favour boys.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	0	0.0
Strongly Disagree	2	20.0
Disagree	8	80.0
Total	10	100

10) Female teachers favour girls.

Possible responses	No. of responses	%
Strongly Agree	0	0.0
Agree	2	20.0
Strongly Disagree	4	20.0
Disagree	4	40.0
Total	10	100

**Section C- Question 1-5 (All teachers)**

- 1) Do you respond the same to boys and girls when they miss a practice?

Possible responses	No. of responses	%
All of the time	4	26.7
Most of the time	9	60.0
Some of the time	1	6.7
Never	1	6.7
Total	15	100

- 2) Have you ever bent the rules or been more lenient towards female students during practice?

Possible responses	No. of responses	%
Yes, for boys& girls	0	0.0
Yes, only girls	5	33.3
Yes, only boys	0	0.0
Neither	10	66.7
Total	15	100

- 3) Are you consistent with disciplining boys and girls with regards to missing sports practice?

Possible responses	No. of responses	%
All of the time	7	50.0
Most of the time	6	42.9
Some of the time	1	7.1
Never	0	0.0
Total	14	100

- 4) Do you think sports that are predominantly for boys are taken more seriously than girl's sports?

Possible responses	No. of responses	%
All of the time	6	40.0
Most of the time	5	33.3
Some of the time	3	20.0
Never	1	6.7
Total	15	100

- 5) Do you let students who do not wear the proper attire 'sit out' during lessons?

Possible responses	No. of responses	%
All of the time	4	28.6
Most of the time	2	14.3
Some of the time	5	35.7
Never	3	21.4
Total	14	100

**Section C- Question 1-5 (Male teachers)**

1) Do you respond the same to boys and girls when they miss a practice?

Possible responses	No. of responses	%
All of the time	1	16.7
Most of the time	5	83.3
Some of the time	0	0.0
Never	0	0.0
Total	6	100

2) Have you ever bent the rules or been more lenient towards female students during practice?

Possible responses	No. of responses	%
Yes, for boys& girls	0	0.0
Yes, only girls	2	33.3
Yes, only boys	0	0.0
Neither	4	66.7
Total	6	100

3) Are you consistent with disciplining boys and girls with regards to missing sports practice?

Possible responses	No. of responses	%
All of the time	3	50.0
Most of the time	3	50.0
Some of the time	0	0.0
Never	0	0.0
Total	6	100

4) Do you think sports that are predominantly for boys are taken more seriously than girl's sports?

Possible responses	No. of responses	%
All of the time	2	33.3
Most of the time	3	50.0
Some of the time	1	16.7
Never	0	0.0
Total	6	100

5) Do you let students who do not wear the proper attire 'sit out' during lessons?

Possible responses	No. of responses	%
All of the time	2	33.3
Most of the time	1	16.7
Some of the time	3	50.0
Never	0	0.0
Total	6	100

**Section C- Question 1-5 (Female teachers)**

1) Do you respond the same to boys and girls when they miss a practice?

Possible responses	No. of responses	%
All of the time	3	33.3
Most of the time	4	44.4
Some of the time	1	11.1
Never	1	11.1
Total	9	100

2) Have you ever bent the rules or been more lenient towards female students during practice?

Possible responses	No. of responses	%
Yes, for boys& girls	0	0.0
Yes, only girls	3	33.3
Yes, only boys	0	0.0
Neither	6	66.7
Total	9	100

3) Are you consistent with disciplining boys and girls with regards to missing sports practice?

Possible responses	No. of responses	%
All of the time	4	50.0
Most of the time	3	37.5
Some of the time	1	12.5
Never	0	0.0
Total	8	100

4) Do you think sports that are predominantly for boys are taken more seriously than girl's sports?

Possible responses	No. of responses	%
All of the time	4	44.4
Most of the time	2	22.2
Some of the time	2	22.2
Never	1	11.1
Total	9	100

5) Do you let students who do not wear the proper attire 'sit out' during lessons?

Possible responses	No. of responses	%
All of the time	2	25.0
Most of the time	1	12.5
Some of the time	2	25.0
Never	3	37.5
Total	8	100

**Section D: All teachers**

Three most disruptive behaviours

No.	Behaviour	N (45)	%
1	Talking out of turn	6	13.3
2	Talking back/inappropriate language	6	13.3
3	Out of seat	3	6.7
4	Eating in class	1	2.2
5	Hindering other children	7	15.6
6	Making unnecessary noise	9	20.0
7	Disobedience	5	11.1
8	Physical aggression	6	13.3
9	Lack of punctuality	0	0.0
10	Idleness/Slowness	2	4.4
11	Untidiness	0	0.0
12	Other...	0	0.0

**Section D: Male teachers**

## Three most disruptive behaviours

No.	Behaviour	N (18)	%
1	Talking out of turn	3	16.7
2	Talking back/inappropriate language	1	5.6
3	Out of seat	2	11.1
4	Eating in class	1	5.6
5	Hindering other children	3	16.7
6	Making unnecessary noise	4	22.2
7	Disobedience	2	11.1
8	Physical aggression	2	11.1
9	Lack of punctuality	0	0.0
10	Idleness/Slowness	0	0.0
11	Untidiness	0	0.0
12	Other..	0	0.0

**Section D: Female teachers**

Three most disruptive behaviours

No.	Behaviour	N (27)	%
1	Talking out of turn	3	11.1
2	Talking back/inappropriate language	5	18.5
3	Out of seat	1	3.7
4	Eating in class	0	0.0
5	Hindering other children	4	14.8
6	Making unnecessary noise	5	18.5
7	Disobedience	3	11.1
8	Physical aggression	4	14.8
9	Lack of punctuality	0	0.0
10	Idleness/Slowness	2	7.4
11	Untidiness	0	0.0
12	Other...	0	0.0

**Section D- All teachers**

Three least disruptive behaviours

No.	Behaviour	N (45)	%
1	Talking out of turn	1	2.2
2	Talking back/inappropriate language	0	0.0
3	Out of seat	3	6.7
4	Eating in class	10	22.2
5	Hindering other children	2	4.4
6	Making unnecessary noise	0	0.0
7	Disobedience	1	2.2
8	Physical aggression	0	0.0
9	Lack of punctuality	9	20.0
10	Idleness/Slowness	13	28.9
11	Untidiness	6	13.3
12	Other...	0	0.0

**Section D- Male teachers**

## Three least disruptive behaviours

No.	Behaviour	N (18)	%
1	Talking out of turn	0	0.0
2	Talking back/inappropriate language	0	0.0
3	Out of seat	1	5.6
4	Eating in class	2	11.1
5	Hindering other children	2	11.1
6	Making unnecessary noise	0	0.0
7	Disobedience	0	0.0
8	Physical aggression	0	0.0
9	Lack of punctuality	6	33.3
10	Idleness/Slowness	6	33.3
11	Untidiness	1	5.6
12	Other...	0	0.0

**Section D- Female teachers**

## Three least disruptive behaviours

No.	Behaviour	N (27)	%
1	Talking out of turn	1	3.7
2	Talking back/inappropriate language	0	0.0
3	Cut of seat	2	7.4
4	Eating in class	8	29.6
5	Hincering other children	0	0.0
6	Making unnecessary noise	0	0.0
7	Disobedience	1	3.7
8	Physical aggression	0	0.0
9	Lack of punctuality	3	11.1
10	Idleness/Slowness	7	25.9
11	Untidiness	5	18.5
12	Other...	0	0.0

**Section D- All teachers**

Three most effective deterrent to bad behaviour

	Deterrents	N	%
1	Given a detention after school	12	26.7
2	Sent to the principal for misbehaving	11	24.4
3	Given a good talking to in private	4	8.9
4	Get an unfavourable report sent home	11	24.4
5	Sent from the room for misbehaviour	2	4.4
6	Threatened with punishment	1	2.2
7	Not permitted to participate in games or other favoured lessons	1	2.2
8	Other teachers told to watch disruptive student closely	1	2.2
9	Urged to make an effort	2	4.4

**Section D- Male teachers**

Three most effective deterrent to bad behaviour

	Deterrents	N	%
1	Given a detention after school	6	33.3
2	Sent to the principal for misbehaving	5	27.8
3	Given a good talking to in private	1	5.6
4	Get an unfavourable report sent home	4	22.2
5	Sent from the room for misbehaviour	0	0.0
6	Threatened with punishment	1	5.6
7	Not permitted to participate in games or other favoured lessons	0	0.0
8	Other teachers told to watch disruptive student closely	0	0.0
9	Urged to make an effort	1	5.6

**Section D- All teachers**

Three most effective deterrent to bad behaviour

	Deterrents	N	%
1	Given a detention after school	6	22.2
2	Sent to the principal for misbehaving	6	22.2
3	Given a good talking to in private	3	11.1
4	Get an unfavourable report sent home	7	25.9
5	Sent from the room for misbehaviour	2	7.4
6	Threatened with punishment	0	0.0
7	Not permitted to participate in games or other favoured lessons	1	3.7
8	Other teachers told to watch disruptive student closely	1	3.7
9	Urged to make an effort	1	3.7

**Section D- All teachers**

Three most effective incentives to prevent bad behaviour

	Incentives	N	%
1	Receiving a good mark for written work	8	17.8
2	Get a favourable report sent home	7	15.6
3	Get a favourable letter sent home	8	17.8
4	Given free time	5	11.1
5	Allowed to go with your class on an outing as a reward	2	4.4
6	Given a prize	1	2.2
7	Given a position of authority by your teacher	3	6.7
8	Praise from your teacher	11	24.4
9	Score a house point	0	0.0

**Section D- Male teachers**

Three most effective incentives to prevent bad behaviour

	Incentives	N	%
1	Receiving a good mark for written work	3	16.7
2	Get a favourable report sent home	3	16.7
3	Get a favourable letter sent home	3	16.7
4	Given free time	1	5.6
5	Allowed to go with your class on an outing as a reward	1	5.6
6	Given a prize	0	0.0
7	Given a position of authority by your teacher	2	11.1
8	Praise from your teacher	5	27.8
9	Score a house point	0	0.0

**Section D- Female teachers**

Three most effective incentives to prevent bad behaviour

	Incentives	N	%
1	Receiving a good mark for written work	5	18.5
2	Get a favourable report sent home	4	14.8
3	Get a favourable letter sent home	5	18.5
4	Given free time	4	14.8
5	Allowed to go with your class on an outing as a reward	1	3.7
6	Given a prize	1	3.7
7	Given a position of authority by your teacher	1	3.7
8	Praise from your teacher	6	22.2
9	Score a house point	0	0.0

**Section D- All teachers**

Disciplinary measures ranked from the easiest to the most difficult to administer

	<b>Disciplinary Action</b>	<b>N</b>	<b>%</b>
A	Yell at the student	15	93.7
B	Do not acknowledge the behaviour and continue	16	100
C	Physically restrain the student	1	6.2
D	Talk with the student (1 on 1)	16	100
E	Separate the student from others	16	100
F	Other: please explain		

**Section D- Male teachers**

Disciplinary measures ranked from the easiest to the most difficult to administer

	<b>Disciplinary Action</b>	<b>N</b>	<b>%</b>
A	Yell at the student	5	83.3
B	Do not acknowledge the behaviour and continue	6	100.0
C	Physically restrain the student	1	16.7
D	Talk with the student (1 on 1)	6	100
E	Separate the student from others	6	100
F	Other: please explain		

**Section D- Female teachers**

Disciplinary measures ranked from the easiest to the most difficult to administer

	<b>Disciplinary Action</b>	<b>N</b>	<b>%</b>
A	Yell at the student	10	100
B	Do not acknowledge the behaviour and continue	10	100
C	Physically restrain the student	0	0
D	Talk with the student (1 on 1)	10	100
E	Separate the student from others	10	100
F	Other: please explain		

## Appendix F: Staff Interview Schedule

Questions	Indicators Statistics
<p>Age Gender Years of teaching</p>	<p>1) How would you define student discipline at <i>Edinburgh High</i>?            2) What do you think about the state of discipline at this school?            3) What do you think management envisions when it comes to student discipline at the school?            4) What is your idea of a well disciplined school?            5) Do you think that this school has a discipline problem?            6) What is the purpose of having a discipline policy in schools?            7) Whose responsibility is it to maintain discipline at the school?</p>
<p>1) As a teacher, were you involved in development of the school rules?            2) If a teacher is unable to discipline a student, do you think that teacher would be considered inadequate at his/her job?            3) Do you think female teachers are stricter than male teachers?            4) Have you ever as a teacher felt the urge to promote or have promoted a student for the mere fact that they are well disciplined?            5) Do you think all teachers are consistent in disciplining students?            6) Do you think the way teachers interpret the policy is subjective or is there consensus on how things should be implemented?            7) Do you think all teachers take the policy seriously?            8) Do you think all teachers apply the discipline policy fairly?            9) What is the heaviest punishment that you have metered out?            10) Have you ever ignored punishing someone when you have seen someone committing an offence?            11) As a teacher, what problems do you face when you try to enforce the discipline policy (i.e. flack from teacher/students) .</p>	<p>School identity and purpose</p> <p>Discipline policy and teacher involvement</p>

<p><b>Discipline strategies and the school environment</b></p>	<ol style="list-style-type: none"> <li>1) What are the major and minor disciplinary problems you face at this school?</li> <li>2) Do you fully understand the discipline policy and how to go about implementing it? Briefly explain how it works.</li> <li>3) Do you think students are fully aware of the policy and how it is intended to be implemented?</li> <li>4) Do you think that the policy at this school is effective?</li> <li>5) What is the main cause of discipline problems at the school?</li> <li>6) If you are unsure about how to go about dealing with an issue regarding discipline, what do you do?</li> </ol>
<p><b>Discipline and gender (discussion with records as evidence)</b></p>	<ol style="list-style-type: none"> <li>1) Looking at the records, every week boys outnumber girls in offending, is this normal do you think?</li> <li>2) Do you think girls and boys are treated differently?</li> <li>3) Do you think boys and girls are disciplined differently?</li> <li>4) Do you think girls are generally better behaved than boys?</li> <li>5) As a male teacher, do you find it hard to discipline female students?</li> <li>6) Do you think the gender of the teacher has an effect on how discipline is administered?</li> <li>7) Do you think the age or the years of experience has an impact on how discipline is administered?</li> <li>8) Do you think the gender of the headmaster has an effect on how discipline is run in a school?</li> <li>9) Are boys easier to discipline?</li> <li>10) Dividing the school up into Junior and Senior, which Keystage do you think is more prone to having discipline problems? Why do you think so? Elaborate.</li> <li>11) Do you think that students become less problematic the older they get or do you think the type of discipline problem changes from Junior to Senior?</li> </ol>
<p><b>Management additions</b></p>	<ol style="list-style-type: none"> <li>1) Who makes disciplinary decisions for the school?</li> <li>2) How are these decisions guided?</li> <li>3) What is the vision of the school?</li> <li>4) How often does the school evaluate its discipline policy?</li> <li>5) What is your role as KS head /management in maintaining discipline at the school?</li> </ol>