

**MANAGEMENT OF GENDER CONFLICT  
AMONG HIGH SCHOOL LEARNERS**

by

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                             DURBAN**

## **DECLARATION**

I declare that: 'MANAGEMENT OF GENDER CONFLICT AMONG HIGH SCHOOL LEARNERS' is my own work and that all the sources I have used and quoted have been indicated and acknowledged by means of references

**C.S. MAGAGULA**  
**2000**

## **DEDICATION**

**This work is dedicated to my late father, Titus Makhosikhosi Magagula who desired to see me highly educated, and who sent me to better schools in order that I should obtain a good education.**

## ACKNOWLEDGEMENTS

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## **ABSTRACT**

This study investigated the management of gender conflict among high school learners.

The researcher has identified the types of gender conflict that are perceived to be more serious and the frequencies of different types of gender conflict.

The researcher has also determined the ways of managing gender conflict in the high school and established alternative approaches of managing it. Finally, the research recommends possible initiatives on the part of the management staff, educators, learners, governing body and parents, as well as the community at large to promote gender equity and peaceful coexistence in schools.

## **OPSOMMING**

Hierdie studie het die bestuur van geslagskonflik onder hoërskool leerlinge ondersoek.

Die navorser het verskillende tipes geslagskonflik geïdentifiseer sowel as die soorte konflik wat beskou word as ernstig en die frekwensies van die verskillende tipes geslagskonflik.

Die navorser het ook vasgestel hoe geslagskonflik tans in die hoërskool bestuur word en alternatiewe benaderinge van konflikbestuur. Ten slotte is aanbevelings gemaak oor moontlike initiatiewe vir die skoolbestuur, leerkragte, leerlinge, skoolraad en ouers, sowel as die algemene gemeenskap met die doel om geslaggelykheid en 'n vreedsame bestaan in skole te bevorder.

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## **CHAPTER 1**

### **ORIENTATION**

#### **INTRODUCTION**

---

The Constitution forbids discrimination against women, but unfortunately discrimination against girls at schools is still very much in evidence, which means that research is needed to bring education into line with the Constitution. The reason for sexism in schools persisting is that there is a clash between traditional beliefs and democracy. It has now become clear, however, that the traditional oppression of women has led to girls seriously underachieving both at school and in later life. Ultimately, therefore, discrimination against women results in poverty amongst women, whose employment possibilities have diminished, and the children they are supposed to support.

This oppression becomes evident at schools mainly in frequent situations of conflict between boys and girls, and therefore research is needed to show how this conflict can be managed effectively.

#### **1.1 STATEMENT OF THE PROBLEM**

---

Gender conflict among learners leads to strained relationships between boys and girls and between educators and learners. Conflict puts boys and girls in opposite camps, which later in life causes tension in interpersonal relationships and marriage. As a result of

gender conflict, girls often suffer from inferiority complexes and other psychological disorders because boys at school have humiliated them.

Conflicts are often physical, and since boys are physically stronger than girls, the conflict often takes the form of physical abuse. Boys therefore learn from a very young age how to abuse women. Girls' academic potentials are not reached because they spend a lot of time being abused, or being the targets of humiliation, threats or harassment instead of concentrating on their work. Boys, too, become the victims of gender conflict, and their achievement is also affected. In some schools, gender conflict has caused certain learners to drop out of school altogether and resulted in the deaths of others.

In the school where the researcher is employed, for instance, boys and girls can be seen fighting physically or verbally while the teacher is busy trying to teach. The educator has to stop teaching and try to come between them in order to separate them. Other pupils, who yell at the combatants in such a way that other classes in the school are also disturbed, make the situation worse. Children from other classes then come out of their classrooms to watch the fight, and a lot of valuable teaching time is wasted while educators attempt to restore peace. Furthermore, if it is difficult for an educator to solve the problem, he or she is forced to call the principal. This further aggravates the situation, however, since children hate teachers who report them to the principal. Conflict of this kind is clearly fraught with emotion and is not limited to the learners and the personnel at the school: the girls sometimes ask their brothers to come to the school during teaching time to intervene on their behalf.

Sometimes girls approach educators with complaints about boys who have, for example, slapped them. The teacher's lesson is disturbed because he or she has to attend to the problem. Frequently, boys call girls by insulting names, tease them and threaten those who want to report them to the teacher after they have forced kisses and embraces on them. It is clear, then, that the boys abuse the girls in many ways, giving rise to frequent clashes between them.

A child can learn effectively only where there is freedom, safety, co-operation and teamwork. If conflict exists among learners, the goals of education are hardly realised. It is clear, therefore, that *gender* conflict, if not managed properly, can seriously disrupt the teaching process in schools. For these reasons, ways of managing gender conflict among learners needs to be investigated.

Arising from the above arguments, this investigation was undertaken in order to investigate the *types* of gender conflict that are most common among learners and to determine the *methods* that are used to manage it. It is hoped that the evidence that emanates from this research will lead to the establishment of effective approaches to understanding and managing gender conflict and help to reduce such conflict among high school learners.

## **1.2 AIMS OF THE STUDY**

---

The aims of this study are the following:

- to determine the types of gender conflict that are most common among learners

- to establish how this conflict is managed and to establish the approaches used to manage this
- to find out whether there are alternative creative approaches of managing gender conflict.

### **1.3 RESEARCH PROBLEMS**

---

The research revolved around four research problems: These are the following:

- *Problem 1.* What types of gender conflict are perceived by particular samples of school participants to be more serious than others, and in what rank order?
- *Problem 2.* What are the perceived frequencies of different types of gender conflict that occur in a particular target school?
- *Problem 3.* How satisfied are participants in the sample with current procedures of managing gender conflict?
- *Problem 4.* How can gender conflict in schools be managed more effectively?

### **1.4 HYPOTHESIS-GENERATING**

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These are the hypotheses that the researcher proposed:

- Gender conflict escalates among learners because educators lack resolution skills.
- Educators also treat boys and girls differently when dealing with their conflict.

### **1.5 DEFINITION OF CONCEPTS**

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It is necessary to define the terms that are used in this study.

### **1.5.1 Conflict**

*Conflict* refers to the perceived or experienced incompatible differences within the individual or between two or more individuals, which may lead to some or other form of opposition (Hellriegel & Slocum, 1982:637; Robbins, 1984:394). In this study, conflict refers mostly to clashes that occur in relationships between boys and girls in high school.

### **1.5.2 Gender**

In this study, *gender* refers to the socially-determined personal and psychological characteristics associated with being male or female, namely 'masculinity' and 'femininity' (Garrett, 1987).

### **1.5.3 Gender conflict management**

*Gender conflict management* refers to the manager's effort to find an harmonious balance between conflict and co-operation with regard to males and females. In this study, gender conflict management refers to both strategies and approaches of managing conflict between boys and girls, as well as strategies and approaches for resolving it.

### **1.5.4 Learners**

Learners are children who are currently being educated in schools. They are also referred to as *educands* who are non-adults who are becoming adults. In his study the focus is mainly on learners in Grade 11.

## **1.6 METHODOLOGY: JUSTIFICATION OF METHODS**

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The researcher did a survey in the form of a questionnaire given to various groups. It was partly *quantitative* and partly *qualitative*.



### 1.6.1 Quantitative research

According to Strydom *et al* (1998:15), quantitative research methodologies deal with data that is principally *numerical*. It is, therefore, of the following nature:

- ❑ It involves the testing and revising of existing research findings and conclusions that may lead to a new study.
- ❑ A claim to knowledge is more credible if it is based on a plausible rationale than if it is unfounded or intuitive.
- ❑ The claim to knowledge must be formulated so as to be testable and linked to the preceding steps.
- ❑ The research topic must be acceptable if the results of the investigation are to have any claims to validity and reliability.
- ❑ The collection of facts comprises the execution of an empirical test.
- ❑ The data must be expressed in figures and analysed statistically. This is usually preceded by a description in summary form of the situation studied, and followed by an inferential statistical study in order to determine the extent to which the findings are generalisable.
- ❑ A decision is taken about whether or not the claim to scientific knowledge can be supported. Consideration is also given to alternative explanations of the results, and to conclusions affecting whether or not the findings are generalisable.
- ❑ The next investigation takes shape when another researcher observes something such as the omission of important facts in the research topic or the use of ambiguous terms or logical fallacies; this researcher then launches a new study in an attempt to improve up the first one.

Quantitative research is not, as some researchers believe, a mechanical process in which impersonal collections of data are fed into a computer which produces accurate, indisputable findings.

### **1.6.2 Qualitative research**

According to Silverman (1985:17) the potential value of simple counting procedures lies mainly in qualitative research. Such counting helps to avoid the temptation to use mere supportive packages of information to support the researcher's interpretation. It gives a picture of the whole sample in summary form, highlighting deviant cases and encouraging further qualitative analysis of regularities. Because of the above advantages, the researcher saw the qualitative approach to be a useful tool.

### **1.6.3 Questionnaires**

Mkhwanazi (1997:15) makes reference to Sibaya (1992:70) and Vockell (1983:78), who define the questionnaire as any scientific data collecting instrument for measurement and collection of particular kinds of data which has been obtained from a set of specific questions to which the respondent directly supplies answers. Ary *et al* (1972:169) states that the written questionnaire is typically more efficient and practical. They further emphasise that standard instructions are given to all subjects and the personal appearance, mood or conduct of the investigator will not colour the results. Turney and Robb (1971:130) add to what Ary *et al* say, by arguing that the questionnaire is widely used by researchers because it requires little time to administer when compared with the interview. Furthermore, it permits respondents to remain anonymous when they answer

the questions (which is sometimes essential because more truthful responses can be obtained).

Although the questionnaire can be used to advantage, it does have disadvantages. One limitation is that respondents may not answer all the questions asked or, if they do, they may not answer them completely (Turney & Robb, 1971:130).

Carelessness, faulty memory, faulty perception and lack of interest may adversely affect the quality of responses. Another limitation is that there can be little assurance that all of the responses will be truthful.

#### **1.6.4 Suggestions regarding the format of the questionnaire**

The questionnaire serves as a basis for interviewing the respondents. When drawing up a questionnaire, the researcher should bear in mind the following:

- *Layout.* The questionnaire should be designed in such a way that it is simple and attractive. Cohen and Manion (1989:111), who argue that the appearance of the questionnaire is vitally important, also stress this. They further stress that a compressed layout is uninviting; a large questionnaire with plenty of spaces for questions and answers is more encouraging to respondents.
- *Questionnaire items.* The questionnaire consists of a number of questions or items on paper that a respondent reads and answers. The two most commonly used types of questionnaire item are the *unstructured* item and the *structured* item. Each type has its advantages and disadvantages, so the researcher must decide which is more likely to yield the data needed in a particular research project.

### **1.6.5 The use of unstructured questions in questionnaires**

In an unstructured question, the respondent is encouraged to formulate and express his or her response freely, since this form of question does not contain any fixed response.

#### ***Advantages of unstructured questions***

The advantages of unstructured questions, according to Bailey (1987:120), are:

- They can be used when all of the possible answer categories are not known, or when the researcher wishes to see what the respondent views as appropriate.
- They allow the respondent to answer adequately, in all the detail he or she likes, and to clarify and qualify his or her answer.
- They can be used when there are too many potential answer categories to list on the questionnaire.
- They are preferable for complex issues that cannot be condensed into a few small categories.
- They allow more opportunity for creativity or self-expression on the part of the respondent.

#### ***Disadvantages of unstructured questions***

Bailey (1987:120) points out that disadvantages of unstructured questions include:

- They may lead to a collection of worthless and irrelevant information.
- Data is often not standardised from person to person, making comparison or statistical analysis such as computation of percentages difficult.

- ❑ Coding is often very difficult and subjective, leading to low intercoder reliability.
- ❑ Unstructured questions require superior writing skills, better ability to express one's feelings verbally, and generally a higher educational level than do structured questions.
- ❑ Unstructured questions can require much more of the respondent's time and effort, and may engender a high refusal rate.
- ❑ Unstructured questions require more paper and make the questionnaire look longer, possibly discouraging some respondents who do not wish to answer a lengthy questionnaire.

#### **1.6.6 The use of structured questions in questionnaires**

By a *structured question* is meant a question in which the respondent is given a number of possible answers and he or she has to choose the one that is most appropriate.

##### ***Advantages of structured questions***

Bailey (1987:11) asserts that structured questions have the following advantages:

- ❑ The answers are standard, and can be compared from person to person.
- ❑ The answers are much easier to code and analyse and can often be coded directly from the questionnaire, thus saving time and money.
- ❑ The respondent is often clearer about the meaning of the question. This helps the return rate.
- ❑ The answers are relatively complete.

- ❑ When the variables involve sensitive issues, such as income and age, they have the advantage in that the responses are numbers.

#### ***Disadvantages of structured questions***

Bailey (1987:118-119) has the following to say regarding the weaknesses of structured questions:

- ❑ It is very easy for a respondent who does not know the answer or has no opinion to try to guess the appropriate answer or even to answer randomly.
- ❑ The respondent may feel frustrated because the response options do not accommodate his or her personal opinion. He or she is thus forced to make artificial choices that he or she would not make in reality.

#### **1.6.7 Size of the sample**

Usually, one simply does not have the time or resources to observe every possible person one is interested in knowing about. A solution is to measure only a portion, or sample, of the population of interest and *hope* that what presents itself from the sample can be generalised to the whole population (Saslow, 1982:262). He further stresses that in interpreting research results one often finds oneself in the position of having to imagine or infer characteristics of an entire population from measures of only *part* of that population. The accuracy of this inference depends on how representative the sample *is* of that whole population. According to Saslow, a representative sample is one that reflects the overall characteristics of the population and is of a sufficient size to include a variety of population members. The larger the sample size, the more closely the sample statistics approximate population parameters (Saslow 1982:262).

### **1.6.8 The Likert Scale**

The Likert Scale is an attitudinal scale in which respondents can indicate their views regarding particular matters. The advantages of the Likert Scale are:

- ❑ the flexibility of the scale and the ease with which it is compiled, administered and checked
- ❑ the wide range of constructs that the scale can measure, varying from the highly abstract to the most specific
- ❑ the fact that factor analysis can be linked to it, giving rise to multidimensional scales.

## **1.7 METHODS AS USED IN THIS STUDY**

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Systematic procedures are imperative for yielding valid and reliable data. In the discussion that follows, an attempt will be made to outline the procedures that were followed when the data was collected.

### **1.7.1 Size of the sample**

Questionnaires were administered to 155 Grade 11 learners, 9 educators and 3 members of the management staff. The school targeted was a high school situated in the Amanzimtoti Circuit in KwaZulu-Natal. The 155 learners represented *all* the Grade 11 learners in the school. The researcher chose the Grade 11 learners because their academic programme was not as full as that of the Grade 12 learners, and yet they were old enough to respond meaningfully to questions on gender conflict. The 9 educators made up 25% of the educators in the school and they were selected because they indicated that they were particularly interested in gender issues. The three members from management made up the entire management of the school: the principal, deputy principal and the only head

of department at the school. Unfortunately, the governing body of the school did not return any of the questionnaires, even though repeated reminders to do so were sent to them.

### **1.7.2 Modus operandi**

A questionnaire was designed and the researcher was able to make a verbal request for permission from the principal, as the school targeted was that in which she herself teaches. The principal then informed the educators of the study. The researcher then explained the purpose of the study to the targeted learners and she introduced them to the questionnaire. The following day the researcher presented the questionnaires to those involved.

The researcher personally administered the questionnaire to the learners. Because she felt it was necessary to explain in *Zulu* any questions that the learners could not understand, she spent a day moving from one class to another doing so, having made the necessary arrangements with the subject educators. The researcher also distributed the questionnaires to the selected educators and specified the day on which the completed questionnaires were to be collected.

After the questionnaires had been administered and returned, the researcher categorised and analysed the data from the questionnaires.

### **1.7.3 Format of the questionnaire**

Copies of the questionnaire appear in Appendices A and B. The questionnaire consisted of six questions, which can be subdivided as follows below.



### ***Factual questions***

Two questions (No 1 and No 2) were asked in order to obtain the participants' background information, that is, their *sex* and their *age*.

### ***Structured questions***

Two questions (No 3 and No 4) required the respondents to rank various actions related to gender according to how serious they felt these actions were. They had also to indicate how often they themselves experience these actions. The objective of these questions was to establish which types of gender conflict occur most frequently among learners.

### ***Unstructured questions***

The last two questions (No 5 and No 6) were exploratory questions aimed at discovering the respondents' deeper perceptions regarding the current handling of gender conflict at their school and their suggestions on combating the abuse of women.

## **1.7.4 Description of participants**

The results obtained are summarised overleaf:

**Table 1: Sex**

| <b>RESPONDENTS</b> | <b>Males</b> | <b>Females</b> | <b>TOTAL</b> |
|--------------------|--------------|----------------|--------------|
| <b>Learners</b>    | 62           | 93             | <b>155</b>   |
| <b>%</b>           | 40%          | 60%            | <b>100%</b>  |
| <b>Educators</b>   | 4            | 5              | <b>9</b>     |
| <b>%</b>           | 44%          | 56%            | <b>100%</b>  |
| <b>Management</b>  | 3            | 0              | <b>3</b>     |
| <b>%</b>           | 100%         | 0%             | <b>100%</b>  |
| <b>TOTAL</b>       | 69           | 98             | <b>167</b>   |
| <b>%</b>           | 41%          | 59%            | <b>100%</b>  |

**Table 2: Age**

| <b>RESPONDENTS</b> | <b>AVERAGE AGE</b> |
|--------------------|--------------------|
| <b>Girls</b>       | 17,12              |
| <b>Boys</b>        | 17,66              |
| <b>Educators</b>   | 33,33              |
| <b>Management</b>  | 48,33              |

### 1.7.5 Statistical analysis of responses

In question No 3 the researcher calculated only the first six items on each respondent's rank order list in order to reduce the complexity of the calculations. Each offence was given a score that was linked to the rank order. The most serious offence was given 1 point, the second most serious offence 2 points and the third most serious offence 3 points. Likewise, the fourth, fifth and sixth most serious offences were given 4, 5 and 6 points respectively. The offences that were not among the first six in rank order (the seventh, eighth, ninth and tenth most serious offences) were given 10 points each to save

time and to reduce lengthy calculations. The points from the *individual* items were added together and the *total score* was divided by the *number of respondents*, thus producing the *average score*.

The researcher used the Likert technique in question No 4 in the questionnaire when she asked the respondents the perceived frequencies of different types of gender conflict. (See question No 4 on the questionnaire in Appendices A and B.) There were ten sub-questions in question No 4. The following key was used in the statistical analysis of these responses:

| KEY          |   |   |
|--------------|---|---|
| Never        | = | 1 |
| Seldom       | = | 2 |
| Often        | = | 3 |
| Very often   | = | 4 |
| Continuously | = | 5 |

The scores of *individual* items were added together and the *total* score divided by the *number of respondents* from individual items to arrive at the *average* score. This reflected the respondents' attitudes regarding the perceived frequencies of different types of gender conflict.

For questions No 5 and No 6, ideas were classified into categories and, as far as possible, the percentages of similar responses were calculated. Individual responses were studied in greater detail and those considered to be most significant were included in the report. General trends were identified and apparent patterns pinpointed.

## **1.8 LIMITATIONS OF RESEARCH METHODS USED**

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The researcher targeted only *one* high school from the greater number of high schools in the Amanzimtoti Circuit. It is, therefore, not possible to *generalise* the results because the size of the sample is *too small*. Mthembu (1997:19) makes reference to Mulder (1989), who argues that the smaller the sample, the more features of the population are not taken into account, and the greater are the chances that it will not be representative of the population. Despite this drawback, it is believed that the investigation's findings may be of considerable use to educators, school administrators and policymakers, since they may identify *similarities* between the target school and other comparable schools. This study may provide teachers and researchers with various ideas related to the problems being researched and ways in which further research on gender conflict in schools is done.

## **CONCLUSION**

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This chapter introduced the theme of the project, namely *Gender conflict management among high school learners*. It presented the background, problems, aims and proposed research procedure of the study. The research methodology used in this study was described. In the next chapter, the principles of gender conflict, which will later be used to analyse the empirical research evidence, are formulated and explained.

## **CHAPTER 2**

### **LITERATURE REVIEW ON GENDER CONFLICT MANAGEMENT**

#### **INTRODUCTION**

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In this chapter, literature on gender conflict management is reviewed to indicate what has already been done in relation to the management of such conflict. This knowledge not only obviates unnecessary and unintentional duplication, but also provides the understanding and insights necessary for the development of a logical framework in terms of which the problem can be assessed. It is underpinned by an agreement with Mkhwanazi (1997:14) when he states that a literature review is not conducted for the sake of being read, but is a major and necessary step towards the effective research of any problem.

In this chapter, some of the principles of managing gender conflict at schools are discussed. The study of literature will, therefore, provide the researcher with the necessary background knowledge to construct a theoretical framework regarding gender conflict management principles. This will then serve as a basis for analysing the empirical data emanating from the study. It is necessary to be aware of the principles of conflict management in order to achieve clarity with regard to the ways in which, ideally, conflicts should be resolved. These principles can be used as criteria to judge current

practices, as a principle is defined as a fundamental truth that provides the basis for reasoning. The principles to be discussed are:

- the principle of gender equity
- the principle of teacher preparedness and prevention of conflict
- the principle of learner co-operation
- the principle of conflict management
- the principle of policy.

## 2.1 THE PRINCIPLE OF GENDER EQUITY

According to this principle, the management of gender conflict in schools should be based on equity between men and women, as well as between boys and girls.

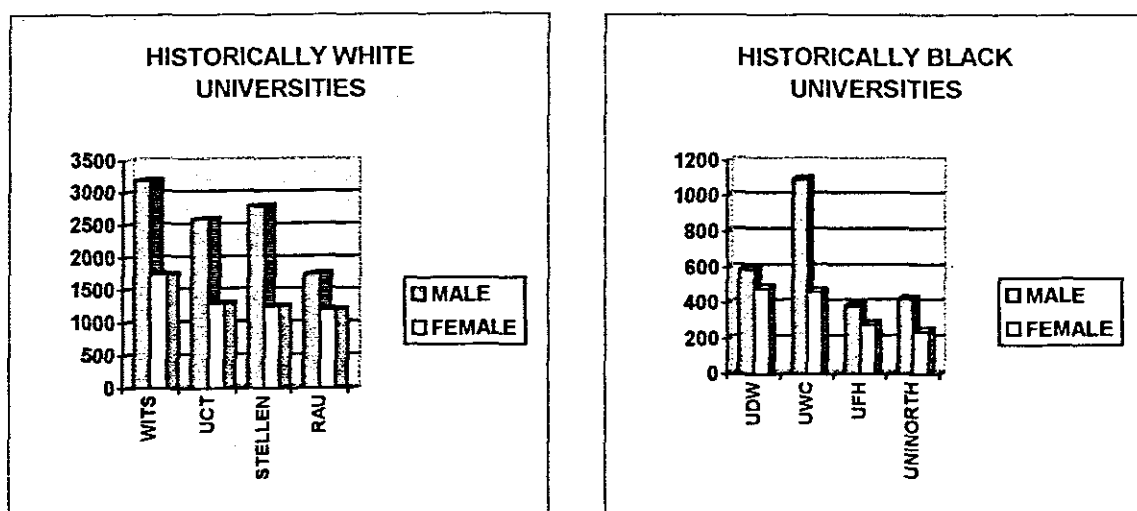
From the beginning of time, women have been regarded as subordinate to men. Wolpe (1994:10) argues that discrimination against women is a worldwide phenomenon, which takes different forms and applies differently to women according to their class and ethnic position. Gourley (1994:19) also stresses this idea, when she says that society has been 'skewed'. According to Pillay (1994:107) inequalities of gender are caused by numerous economic, social, cultural and political processes. This is unfair because, despite obvious differences, men and women are, in many ways, similar and equal.

When we trace the history of the human being, it is clear that women have always been regarded and treated as subordinate to men. Wives were economic assets only (Nhlapo, 1995:160). In patriarchal societies, group interests were framed in favour of men. Nhlapo further gives the example of the *sororate* and *livirate*. The former required a younger sister to take the place of a wife who was unable to produce children. It was

possible for *livirate* to be invoked when a man died before he had fully exploited the procreative capacities of his wife. These are just two examples to show the oppression of women. Men acquired rights over women and children but women enjoyed no reciprocal rights. The man was enthroned as the only true person in the house. Women could not own property; they were forced to stay poor. Women were minors in the eyes of the law. According to Pillay (1994:111), there was, and still is, a clash between women's rights and traditional practices.

Even when it comes to education, women are oppressed. Few girls are encouraged to pursue subjects like Mathematics and Science, which tend to direct learners towards more lucrative careers (Wolpe, 1994:13). More families are prepared to make sacrifices to send their sons to universities full-time, while women who want to study further have to do so by correspondence, while earning money or raising families (Badsha & Kotecha, 1994:48). This is represented in the graph below, which indicates that in 1990 there were more male than female postgraduate students in South African universities.

**Diagram 1: Postgraduate enrolment 1990 – a summary of eight universities**



SOURCE: DEPARTMENT OF NATIONAL EDUCATION 1990 (in Badsha & Kotecha, 1994:48)

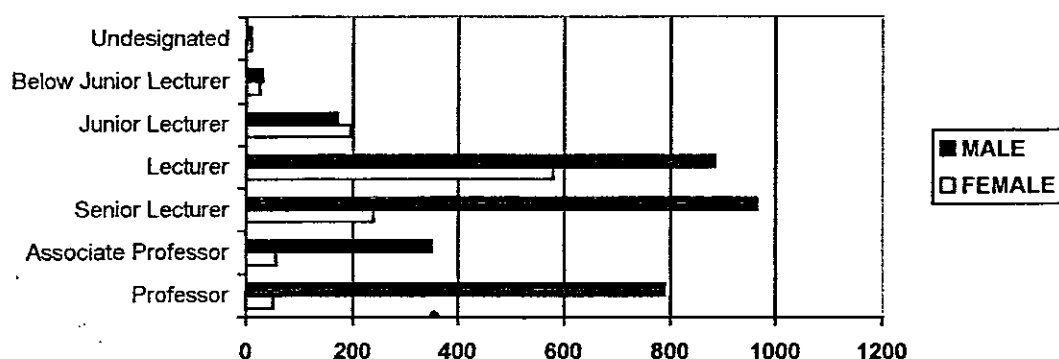
In the workplace there is also an unacceptable degree of discrimination against women. Women still work where the upgrading of skills is impossible, such as in domestic service. This may be either in private homes or in offices (Wolpe, 1994:11). Wolpe further argues that the structure of the labour market is such that there is little chance of women benefiting from education programmes. Women are so used to the structure that places men in the more highly paid jobs while women occupy the less well-paid jobs, that they simply do not question the inequalities at play. Women are poor and have been kept poor by the society in which they live and work. They tend to be clustered in the lowest levels of skill, pay and status (Wolpe, 1994:11).

Measor and Sikes (1992:76) support Wolpe, saying that the reality is that when women venture into paid work, they occupy a subordinate position in the labour market. Measor and Sikes also make reference to Barron and Norris (1976) and Webb (1989), who state that there is a 'primary' sector in which available jobs are secure and well-paid, have promotion opportunities and are based on training and credentials. There is a 'secondary' sector where there is insecurity, few prospects of promotion, and low pay. According to Measor and Sikes, women are employed primarily in the secondary sector. There are few women who get promotion posts. Measor and Sikes (1992:111) state that today, theoretically, teaching is a career in which women and men enjoy equal opportunities. In practice this is not so: even though the basic salary is the same for men and for women, male teachers on average continue to earn more than their female counterparts because a higher proportion of them occupy the senior positions which carry more money. This is emphasised by Badsha and Kotecha (1994:51) and is represented in



the figure below, which shows that in 1990 there were more men than women in top academic positions in the South African universities.

**Diagram 2: Academic staff, 1990 – a summary of eight universities**



SOURCE: DEPARTMENT OF NATIONAL EDUCATION 1990 (in Badsha & Kotecha, 1994:51)

Because of the positions women occupy, it would seem that women are regarded as unfit for positions of power. This is, however, because gender-insensitive education is disempowering (Newton, 1994:3), and when women are disempowered they often become targets for sexual abuse and assault. Rape is usually experienced as life-threatening and as an extreme violation of the self (Hansson, 1993:14), so it is alarming to note that the Project for the Study of Violence at the Wits University Psychology Department produced a report in 1991 stating that during that year 22 765 rapes were reported (Irish, 1993:7). Furthermore, rape is not the only violence committed against women: South African women are all too frequently the victims of atrocious domestic violence. Irish (1993:7) makes reference to Angles (1992), who states that in this country one in four women are regularly beaten by their male partners.

Women who experience all or any of the above tend to lose faith in themselves and develop inferiority complexes. It is often these women who turn to prostitution, generally in order to earn more money. It is, therefore, very important that women change their self-concepts. This is supported by Gourley (1994:20) when she argues that women have to change their vision of themselves. If they do not see themselves as capable of doing certain jobs, and therefore don't apply for them, they alone must take responsibility for this.

These are some of the most important reasons why school management should be underpinned by equal rights for men and women.

## **2.2 THE PRINCIPLE OF TEACHER PREPAREDNESS AND PREVENTION OF CONFLICT**

Management of gender conflict in schools requires that teachers be trained thoroughly to avoid discrimination against girls.

Measor and Sikes (1992:79) state that when we turn to the issue of teachers' actions, there are three main factors:

- ☐ teachers give more attention to boys
- ☐ teachers give greater priority to boys' interests
- ☐ teachers encourage boys more in the classroom.

Teachers should, therefore, be trained to promote gender equity. They should be trained that tasks around the schools should be done by everybody, not as it is usually shared out – on the basis of expected aptitudes. Typical sexual division of labour involves boys moving the furniture, while girls get the tea ready for staff at break and do the washing up

afterwards (Whyld, 1983:29). The teachers should, therefore, be taught not to emphasise the difference.

Teachers should also be trained to control boys and girls in the same way. Davies (1977) argues that currently boys and girls are disciplined in different ways, and for different offences. This is unacceptable. Furthermore, the same sex member of staff should not be used for disciplining and counselling. This, according to Whyld (1983:35), reinforces the idea that difference of sex is an insurmountable barrier to both understanding and control.

Teachers must learn to work with both boys and girls and to treat them equally. Stanworth (1983:22) argues that a number of surveys have indicated that the majority of teachers in secondary schools, both male and female, prefer to work with boys. Boys are far more often reprimanded for misconduct – and, in some classrooms, these criticisms account for a large share of the extra attention directed at boys. Teachers are most often attached to, and concerned for, pupils who are expected to pass (Stanworth, 1983:27). Within this group, however, boys are twice as likely as girls to receive expressions of concern from their teachers and three times as likely to receive attachment choices. Furthermore, teachers underestimate the ambitions of their female pupils. They are, therefore, reluctant to make girls prime candidates for attention in the classroom. No matter how conscientious and capable female pupils are, they are perceived by their teachers to lack the authoritative manner and the assertiveness that many teachers seem to believe to be prerequisites of 'masculine' occupations.

Teachers must be taught to provide equal access to the curriculum and to offer all pupils the opportunity to take all subjects because, according Measor and Sikes

(1992:77), the subjects pupils choose at secondary school have traditionally been sex-segregated with profound consequences for both the pupil and the wider society.

Teachers must also learn to give assessment that is free of a sex bias because, according to Murphy (1989), external examinations are sex biased and discriminate against girls. In all of the papers studied, boys' interests seemed to predominate. In Mathematics, for example, questions were quite unnecessarily placed in contexts such as games of football or car engines (Fawcett Society, 1987:7). This is a problem because we know that the context in which Mathematics is set affects how well girls tackle it (Graf & Riddell, 1972). According to Bradberry (1989), there is a question of bias in the selection of topics in examination papers. He makes a telling point: Mathematics papers test the topics on which boys do better than girls more often than the topics on which girls do well. This bias extends, furthermore, to the *assessment* of examinations. In one instance, teachers were asked to grade a piece of science writing. When told that a boy had done the writing, they awarded it a higher grade than when they were told that it had been done by a girl (Goddard-Spear, 1989).

More female teachers must be trained in subjects which were previously dominated by male teachers, so that they can provide a role model and thereby encourage girls to choose these subjects. Measor and Sikes argue that the subjects that girls do badly in are those dominated by male teachers. These would include the sciences. According to Measor and Sikes, this indicates that girls have few models of successful women in these curriculum areas.

Teachers must also learn to share their time and attention equally for both boys and girls. Study after study shows boys receiving a greater share of teacher time and

attention (Galton, 1981; Stanworthy, 1981; Spender, 1982; Wood, 1984; Mahony, 1985). Teachers must also be trained in such a way that they are able to make lesson content appeal to both boys' and girls' interests. There is evidence of secondary school teachers developing lesson content to appeal to boys' interests only. Shaw (1980) states that the fact that in a mixed school more emphasis is placed on *boys'* interests makes these schools more like boys' schools. Any benefit of being in a mixed school is therefore lost to the girls. She suggests that such processes have the effect of lowering the girls' self-esteem at school. They feel that they do not 'count' as much as the boys do (Draper, 1992).

Teachers should also learn to allow girls the same quality of 'talking time' as boys. According to Measor and Sikes (1992:80), research findings on secondary school classrooms reveal that teachers permit boys to talk more and encourage them to challenge and question more than girls, and that their talk is evaluated differently. Girls are discouraged from talking a lot through a number of non-verbal and verbal means. Girls are interrupted more than boys (Zimmerman & West, 1975). Alder (1988:66) supports Measor and Sikes (1992:80) in this when he makes reference to Spender (1980), who states that boys who ask questions, protest or verbally challenge the teacher are often commended for their verbal facility and praised for demonstrating leadership. On the other hand, girls who take verbal initiative are more likely to be seen as obstreperous and to find themselves severely reprimanded for being 'loud' or 'bossy'. Measor and Sikes (1992:81) make reference to Sadker and Sadker (1982), who showed the teachers a film of a classroom, asking them to say who was talking more. The teachers overwhelmingly said the girls were. In reality, the boys in the film were out-talking the girls at a ratio of

3:1! Teachers must, therefore, let girls take part in classroom discussions. Many studies indicate that teachers put greater pressure on girls to be quiet, neat, careful and demure (Ingelby & Cooper, 1974; Beem, 1978; Delamont, 1990).

Research results of this nature should be part of teacher training so that teachers are properly trained.

## 2.3 THE PRINCIPLE OF LEARNER CO-OPERATION

Learners should be taught skills of *managing conflict collaboratively* so that they can contribute to the management of gender conflict in schools.

Measor and Sikes (1992:143) make reference to Short and Carrington (1989:37), who state that direct teaching about *occupational stereotypes* may be optimally effective for the average child if he or she is first exposed to it at about the age of eight. The age of ten to eleven is when the majority of children are most receptive to explicit teaching about the role of the *family* in perpetuating this form of inequality. Measor and Sikes (1992:144) further emphasise that liberal thinking is that educating boys and girls into a realisation that males and females have the same potential prepares them for life together and facilitates good relationships in adult life.

To be able to handle their conflict, children must be taught to be peacemakers, to be co-operative, tolerant and able to handle anger, frustration and aggression. Kreidler (1984:51) argues that with or without encouragement, learners often bring their conflicts to the teacher for resolution. According to Kreidler, when children are left on their own, they are usually trapped in the aggression-passivity dilemma. Appealing to adult authority seems to them to be the only way out. Kreidler emphasises that it need not be

the only solution. He states that one of the goals of creative conflict resolution is to help children learn how to resolve their own conflicts in a non-violent manner. According to Kreidler, children need to take a fresh look at the nature of conflict, and they need to be trained in conflict resolution techniques.

Once the skills and concepts are introduced, children must be given opportunities to practise the skills and to integrate them into actual conflict resolution. Kreidler (1984:68) stresses that, like adults, children are capable of better creative conflict resolution if they have some techniques at their disposal. He further argues that learners need to learn how to choose a possible solution to a conflict and to act on that choice.

Kreidler (1984:106) also emphasises that children are just as capable of learning *peaceable* behaviour as they are of learning *aggressive* behaviour. According to Kreidler, by teaching children *positive* ways of expressing their emotions, one is equipping them to handle conflicts better. Tolerant attitudes, good communication habits and appropriate sharing of feelings are far more likely when children know how to work together (Kreidler, 1984:126). It is essential that learners develop a sense of *competiveness* in order to achieve in what we call 'real life'. For conflict to lead to growth, however, it must be responded to creatively, in a 'win-win' fashion. Learning to tolerate and appreciate diversity is an essential part of a child's education (Kreidler, 1984:151). Differences do not, in and of themselves, cause classroom conflicts. It is the lack of tolerance for differences that can either cause conflicts or be used as fuel to exacerbate conflicts (Kreidler, 1984:152).

From the above points, training learners to be able to handle conflict is vital in the effective management of schools.

## 2.4 THE PRINCIPLE OF CONFLICT MANAGEMENT

It is important in the management of gender conflict that teachers should be able to resolve conflict.

Effective school management is the ability to establish and maintain the school as an effective environment for teaching and learning, and (when necessary) to restore it to this status (Brophy, 1986:182). It is more a matter of group management and problem prevention than disciplinary responses to misbehaviour (Brophy, 1986). Bauer and Sapona (1991:5) make reference to Doyle (1986), who indicates that orderliness is necessary for instruction to occur and lessons must be so constructed as to capture and maintain attention. Doyle (1986) also suggests that school structures are successfully established when rules and procedures are announced, demonstrated, enforced, and routinised.

Axelrod (1983:134) states that although it is common practice for teachers to call upon outside help when they encounter problems, they should rely, as much as possible, on their own resources. If a teacher feels that the principal or counsellor's help is necessary, it is better to bring such individuals to the classroom to make recommendations than to send problem children to the principal or counsellor's office. O'Keefe and Smaby (1973) suggest that teachers consider the following questions:

- ☐ Does the problem prevent learners from learning or the teacher from teaching?
- ☐ Does the behaviour harm the learners or others?
- ☐ Does the behaviour prevent social acceptance?
- ☐ Has the problem been occurring for a long period of time or very frequently?



If at least some of these questions can be answered in the affirmative, it is appropriate to set up a behaviour modification program.

The technique a teacher implements in order to bring about behavioural improvement depends on such factors as the severity of the problem, the types of procedures that have been effective with the student or class in the past, and the number of resources available to him or her (Axelrod, 1983:136). Whether a teacher decides to use a reinforcement, extinction or punishment procedure, he or she should apply it consistently and for a long enough period of time to determine its effectiveness. If the procedure proves ineffective under these conditions, he or she should seek alternative methods. He or she should also make use of published studies in order to obtain ideas on effective methods. Axelrod (1983:137) stresses that there are no guarantees that a procedure that works in one situation will work in another, but procedures with some history of success provide a good starting point.

Good and Brophy (1978:204) state that questions should be genuine attempts to obtain information. When questioning learners to establish the facts of a dispute, the best policy is usually to talk to each one privately and to confine the discussion to the learners directly involved. If more than one learner is in on the discussion, the teacher should question each one individually and insist that the other be quiet. Good and Brophy further emphasise that the teacher should remind learners that he or she tried to treat them fairly and honestly and expects them to reciprocate. Often, instead of taking sides, the teacher should state that he or she just doesn't know what to think, in view of the discrepancies and contradictions. This is a means of identifying and diagnosing conflict. According to

Ngcongco (1993:55) the *definition and identification* of conflict is an essential step in the exercise of conflict management.

Brown (1984:230) and Feldberg (1975:158) support the view that *diagnosis* is a crucially important phase of conflict management. A manager needs to identify a few facts before a conflict is dealt with. He or she needs to determine the nature of conflict (Ngcongco, 1993:55). Ngcongco further stresses that in diagnosing a conflict situation, principals or teachers need to be objective. It is usually best to conduct investigations away from the rest of the class so that the parties in a conflict are open to sharing their feelings and views.

Once the teacher has finished the investigation, he or she should resolve the issue. The methods of conflict resolution labelled 'problem solving' are those that find ways to meet goals or overcome obstacles in a manner that provides high-quality decisions that are acceptable to the parties involved in or affected by these decisions (Filley, 1975:21).

Ngcongco (1993:56) also makes reference to Thomas (1976:145), who states that the resolution of conflict is influenced by:

- the degree to which an attempt is made to satisfy the other party's concerns (co-operativeness)
- the degree to which effort is exercised to satisfy one's interests (assertiveness).

According to Ngcongco these dimensions, namely *co-operativeness* and *assertiveness*, give rise to distinct conflict management behaviours such as *competition*, *avoidance*, *accommodation*, *compromise* and *problem solving* or *collaboration*. Donohue (1992:29) supports this idea when he says that another important factor determining how parties

might deal with conflict relates to their conflict styles. He refers to the five different styles people might use when approaching conflict based on concern for their own and other people's interests, as identified by Kilmann and Thomas (1975). Hocker and Wilmot (1982:119) also refer to the above conflict styles when they state that avoidance, competition and collaboration can be

- appropriate and useful
- inappropriate and harmful

depending on the circumstances. Hocker and Wilmot further stress that conflict styles are the patterned responses to a conflict.

The following is a brief outline and discussion of effective conflict styles and strategies identified by Ngcongo.

- *Competition or coercion.* Coercing is an attempt on the part of the individual to satisfy his or her own concerns at the expense of the other person (Ngcongo, 1993:56). Ngcongo further makes reference to Alkire (1988:19), who states that this style emphasises the accomplishment of an individual's position, goals or interests.
- *Accommodation.* Individuals pursue an accommodating style if they remain unconcerned about their own needs, but become very concerned about the needs of the other person (Donohue, 1992:29). Conflicts are therefore managed through surrender or acquiescence (Ngcongo, 1993:57).
- *Avoiding conflict.* When individuals show low concern for both their own and the other person's interests they are demonstrating the avoidance style. Under these conditions, individuals feel little motivation to proceed because confronting the

conflict offers little hope of satisfying anyone's needs. Arnold and Feldman (1986:224) aptly qualify this as a 'no behaviour' style.

- *Compromise*. This is demonstrated when the individual aims at meeting his or her own interests and partially meeting the other person's.
- *Collaboration*. This style reflects high concern for both parties on the part of the individual concerned. He or she feels, 'I want my needs satisfied, but I want the other person's needs to be satisfied as well'.

Hocker and Wilmot (1982:128) make reference to Putnam and Wilson (1982), who argue that one's decision to use a particular style is largely governed by situational, rather than personality, constraints. Some of these situational variables might be:

- the nature of the conflict
- one's success with the style in similar situations
- situational constraints such as the nature of one's own family or organisation.

There are three strategies for dealing with conflict suggested by Filley (1975:21):

- the win-lose strategy
- the lose-lose strategy
- the win-win strategy.

Both the win-lose and the lose-lose strategies involve the failure of at least one party to achieve his or her objective (Filley, 1975:24). They are based on disagreement about means. Competition, accommodation, compromise and avoidance are popular styles here (Ngcongco, 1993:61). Win-win problem-solving strategies, on the other hand, focus initially on ends or goals rather than on obvious and sometimes unnecessary alternatives

(Filley, 1975:25). These strategies take two basic forms: *consensus* and *integrative decision-making* (IDM) methods. Collaboration is associated with the win-win approach.

In general, the evidence strongly supports the greater effectiveness of win-win methods compared with win-lose methods (Filley, 1975:32). Ngcongco (1993:62) makes reference to Bisno (1988), who suggests a series of behaviours, verbal and non-verbal, which are examples of win-lose and lose-lose methods. He refers to what he calls the 'covert' (silent) means of managing conflict (Bisno, 1988:80-81) and cites strategies such as *passive resistance*, *verbal or unexpressed negativism*, *non-compliance* and *stonewalling* (Bisno, 1988:80-81). Managing conflict by covert means may, according to Bisno, also extend to manipulation, which is symbolised by such techniques as *divide and rule*, *deceit* and *seduction*. All of these are, according to Ngcongco (1993:62) are applications of win-lose, or lose-lose models.

Considering arguments of this nature, it is obvious that effective conflict resolution is a crucial principle when one investigates the management of gender conflict in schools.

## 2.5 THE PRINCIPLE OF POLICY

For effective gender conflict management in schools, schools should develop a policy for managing gender based on gender considerations.

Gill *et al* (1988:246) points out that a school's policy has broad implications for school organisation, curriculum development and classroom teaching methods. They stress that the policy should function within the framework of a democratic school and

the aim should be to prepare students for active and responsible participation in society. It is, therefore, important that rules be spelt out.

A Discipline Policy Sub-Committee could be established consisting of parents and teachers. The committee should involve the school community (parents, teachers, learners and the governing body) in the process of formulating a policy. This idea of involving the school community is supported by Gill *et al* (1988:246), when they state that when learners are involved at all levels in drawing up the policy, they are more likely to have a commitment to it and to feel responsibility towards the school as a whole. The policy statement should clearly state that all learners have the right to be treated with dignity and that sexual harassment will not be tolerated. The policy should be well publicised within the school (Jagwanth *et al*, 1994:51). Violations of the policy should be treated as disciplinary offences.

Biklen and Pollard (1993:201) also argue that, first and foremost, policymakers should disentangle the jurisdictional confusion about which state agencies have authority over complaints about sexual harassment and child sexual abuse in schools, and then publicise those lines of authority to the public. They further stress that, in addition, policymakers should design models for public policy, procedures, regulations and delivery of services to ensure that children who experience sexual abuse and sexual harassment in school settings are heard and protected.

When the rules relating to gender are clearly spelt out, it should be easy for any member of the school to deal with any gender conflict encountered. The structure of the completed policy must, according to Gill *et al* (1988:249), be such that there is room for each class to interpret how it will be applied within the classroom each year.

From the above discussion it is evident that good managers should develop a school policy to enable them to handle gender of conflict.

## **CONCLUSION**

In this chapter, various principles of managing gender conflict were discussed. We now have clarity regarding the way in which these principles can be used as criteria to judge current practices.

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## CHAPTER 3

### RESULTS OF THE EMPIRICAL STUDY

#### INTRODUCTION

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In this chapter, both *quantitative* and *qualitative* results of the empirical study are presented. It will be recalled that data was collected through questionnaires, which were administered to learners, educators and management staff. There were 167 respondents.

This group comprised

- 93 girls
- 62 boys
- 9 educators
- 3 members of the management staff.

The results will, therefore, be presented in four sections: one section per question. There were six questions in the questionnaire. The first two questions were aimed at obtaining background information, as reported in Chapter 1. Information obtained from the other four questions is dealt with in this chapter. Two of these questions were *closed-ended* questions, aimed at collecting *quantitative* data. The other two questions were *open-ended* questions, aimed at collecting *qualitative* data. (See Appendices A and B.)



### **3.1 PERCEPTIONS OF THE SERIOUSNESS OF OFFENCES**

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The third question in the questionnaire required that the respondents consider the seriousness of each of a series of given actions and rank them accordingly. The reason for asking this question was to clarify the meaning of 'gender conflict' and to determine which types of gender conflict the respondents perceived to be most serious. The researcher wanted to be certain that the respondents understood what gender conflict was. The researcher has taken into account only those actions which respondents marked as the six with highest priority, in order to reduce the complexity of the data. The average of each action was calculated by dividing the total number of points by the number of respondents. Ten points were given for each action where there was no response. (See Appendices C, D, E and F.)

#### **3.1.1 Perceptions of girls regarding the seriousness of offences**

For the perceptions of girls, see Appendix C, which is summarised in Table 3 overleaf. Table 3 shows the rank order of the seriousness of the offences. It starts with the most serious and ends with the action the girls consider least serious.

**Table 3: Girls' perceptions of the seriousness of offences**

| N = 93   |   |               |
|--|---|---------------|
| RANK ORDER ACCORDING TO GIRLS  |   | AVERAGE SCORE |
| 6  | Forcing sex on an unwilling person.                                   | 1,30          |
| 2  | Making advances (kissing, squeezing, hugging) to an unwilling person. | 4,96          |
| 3  | Slapping, pushing and kicking someone.                                | 5,16          |
| 1  | Quarrelling with someone of the opposite sex.                         | 6,40          |
| 5  | Threatening someone.  | 6,41          |
| 4  | Touching someone without permission.                                  | 7,04          |
| 10   | Calling someone by an insulting name.                                 | 7,20          |
| 8  | Obstructing someone who wants to work.                                | 7,41          |
| 9  | Fighting with someone physically or verbally.                         | 8,32          |
| 7  | Complaining to an educator about someone.                             | 9,57          |
| <b>KEY:</b><br>Most serious offence = 1                      Sixth most serious offence = 6<br>Second most serious offence = 2                      Seventh most serious offence = 10<br>Third most serious offence = 3                      Eighth most serious offence = 10<br>Fourth most serious offence = 4                      Ninth most serious offence = 10<br>Fifth most serious offence = 5                      Tenth most serious offence = 10 |   |               |

The first observation was that 98% of the girls regarded action No 6 (forcing sex on an unwilling person) as the most serious offence. It is surprising that 2% of the girls did not consider this to be the most serious offence. It is interesting to note this response, since sexual abuse is a serious crime, yet 2% of the girls in the sample do not seem to realise this. (Perhaps they do not *mind* having sex forced on them and therefore do not regard it as serious.) The table shows a big difference between the average of action No 6 and the other actions. Action No 2 (making advances to an unwilling person) seems to be the second most serious offence according to the girls. It is surprising that girls consider action No 4 (touching someone without permission) to be the sixth most serious offence. It would appear that girls are so used to being touched by boys that they no longer take it

seriously. (This may also be a matter of interpretation. Being touched could mean anything from a pat on the shoulder to a sexual offence.) It was amazing that girls do not consider fighting to be a more serious offence; they regard it as only ninth in terms of its seriousness. It could be that most girls in the sample are at the stage where they fight, and they therefore do not regard fighting as an offence. Alternatively, it could be that the girls considered the item to be referring mainly to *verbal* fighting. The least serious offence, according to the girls, is action No 7 (complaining to an educator about someone). Girls so often complain to educators about boys that it may have become a habit. That may well be why they no longer take it seriously.

### **3.1.2 Perceptions of boys regarding the seriousness of offences**

With regard to the perceptions of boys see Appendix D, which summarised in Table 4 overleaf.

**Table 4: Boys' perceptions of the seriousness of offences**

| N = 62                       |   |                                   |
|------------------------------|---|-----------------------------------|
| RANK ORDER ACCORDING TO BOYS |   | AVERAGE SCORE                     |
| 6                            | Forcing sex on an unwilling person.                                   | 1,98                              |
| 3                            | Slapping, pushing and kicking someone.                                | 4,95                              |
| 4                            | Touching someone without permission.                                  | 5,73                              |
| 5                            | Threatening someone.  | 5,89                              |
| 2                            | Making advances (kissing, squeezing, hugging) to an unwilling person. | 6,44                              |
| 1                            | Quarrelling with someone of the opposite sex.                         | 6,52                              |
| 8                            | Obstructing someone who wants to work.                                | 6,79                              |
| 10                           | Calling someone by an insulting name.                                 | 6,98                              |
| 7                            | Complaining to an educator about someone.                             | 7,58                              |
| 9                            | Fighting with someone physically or verbally.                         | 7,82                              |
| <b>KEY:</b>                  |   |                                   |
| Most serious offence         | = 1   | Sixth most serious offence = 6    |
| Second most serious offence  | = 2   | Seventh most serious offence = 10 |
| Third most serious offence   | = 3   | Eighth most serious offence = 10  |
| Fourth most serious offence  | = 4   | Ninth most serious offence = 10   |
| Fifth most serious offence   | = 5   | Tenth most serious offence = 10   |

In Table 4, it can be noted that 97% of boys responded to action No 6 and ranked it among the first six in their rank order. Like the girls, boys consider action No 6 (forcing sex on an unwilling person) to be the most serious offence. This shows that boys are also frightened of rape, although they themselves are the ones who commit rape and take advantage of girls! The table indicates that boys consider action No 9 (fighting with someone physically or verbally) to be the least serious offence. Is this because boys are prone to fighting? They fight now and again as they are still in adolescence. For this reason, they may not regard fighting as a serious offence. The example set by our violent society may also have something to do with their attitude. Young people see people

fighting on television, in their community and elsewhere, and they regard it as *acceptable* behaviour.

### 3.1.3 Perceptions of educators regarding the seriousness of offences

See Appendix E, which is summarised in Table 5 below, for the perceptions of educators.

**Table 5: Educators' perceptions regarding the seriousness of offences**

| N = 9                             |   |                                   |
|-----------------------------------|---|-----------------------------------|
| RANK ORDER ACCORDING TO EDUCATORS |   | AVERAGE SCORE                     |
| 6                                 | Forcing sex on an unwilling person.                                   | 1,11                              |
| 3                                 | Slapping, pushing and kicking someone.                                | 4,22                              |
| 4                                 | Touching someone without permission.                                  | 4,22                              |
| 2                                 | Making advances (kissing, squeezing, hugging) to an unwilling person. | 5,22                              |
| 9                                 | Fighting with someone physically or verbally.                         | 5,78                              |
| 5                                 | Threatening someone.  | 6,44                              |
| 1                                 | Quarrelling with someone of the opposite sex.                         | 7,56                              |
| 10                                | Calling someone by an insulting name.                                 | 7,67                              |
| 8                                 | Obstructing someone who wants to work.                                | 8,78                              |
| 7                                 | Complaining to an educator about someone.                             | 10,00                             |
| KEY:                              |   |                                   |
| Most serious offence              | = 1   | Sixth most serious offence = 6    |
| Second most serious offence       | = 2   | Seventh most serious offence = 10 |
| Third most serious offence        | = 3   | Eighth most serious offence = 10  |
| Fourth most serious offence       | = 4   | Ninth most serious offence = 10   |
| Fifth most serious offence        | = 5   | Tenth most serious offence = 10   |

All educators (100%) responded to action No 6 and ranked it among the six most serious offences. Like the boys and girls, these educators also considered action No 6 (forcing sex on an unwilling person) to be the most serious offence. It is evident from their responses that rape is cause for concern among educators. Educators consider action No 7 (complaining to a teacher about someone) to be the least serious offence. It is

surprising that the educators gave equal ranking to actions No 3 (slapping, pushing and kicking someone) and No 4 (touching someone without permission). Touching someone seems to be much less harmful than slapping, pushing and kicking someone. One would have expected that the educators would rank actions No 9 (fighting with someone physically or verbally) or No 3 (slapping, pushing and kicking someone) second to action No 6, since fighting is what disrupts teaching and learning the most, but for some reason educators regarded 'touching someone without permission' to be just as serious as physical abuse.

#### **3.1.4 Perceptions of management staff regarding the seriousness of offences**

See Appendix F, which is summarised in Table 6 overleaf, for the perceptions of the management staff.

**Table 6: Management's perceptions of the seriousness of offences**

| N = 3  |   |                                   |
|--|---|-----------------------------------|
| RANK ORDER ACCORDING TO THE MANAGEMENT STAFF |   | AVERAGE SCORE                     |
| 6  | Forcing sex on an unwilling person.                                   | 1,33                              |
| 4  | Touching someone without permission.                                  | 3,67                              |
| 2  | Making advances (kissing, squeezing, hugging) to an unwilling person. | 4,00                              |
| 9  | Fighting with someone physically or verbally.                         | 4,67                              |
| 3  | Slapping, pushing and kicking someone.                                | 5,67                              |
| 5  | Threatening someone.  | 5,67                              |
| 10   | Calling someone by an insulting name.                                 | 6,00                              |
| 1  | Quarrelling with someone of the opposite sex.                         | 10,00                             |
| 7  | Complaining to an educator about someone.                             | 10,00                             |
| 8  | Obstructing someone who wants to work.                                | 10,00                             |
| <b>KEY:</b>                                  |   |                                   |
| Most serious offence                         | = 1   | Sixth most serious offence = 6    |
| Second most serious offence                  | = 2   | Seventh most serious offence = 10 |
| Third most serious offence                   | = 3   | Eighth most serious offence = 10  |
| Fourth most serious offence                  | = 4   | Ninth most serious offence = 10   |
| Fifth most serious offence                   | = 5   | Tenth most serious offence = 10   |

The management staff consider action No 6 (forcing sex on an unwilling person) to be the most serious offence. It is evident that the people in charge of the institution are aware that rape is a serious crime. The management staff consider the following actions to be the least serious offences:

- ☐ No 1 (quarrelling with someone)
- ☐ No 7 (complaining to an educator about someone)
- ☐ No 8 (obstructing someone who wants to work).

It might be that these actions are continuously brought to their attention, so that they no longer take them seriously. It is also surprising that action No 9 (fighting physically or

verbally with someone) has been ranked lower than action No 4 (touching someone without permission) and action No 2 (making advances to an unwilling person), which seems less harmful and disturbing.

To summarise all the above perceptions, a composite table has been drawn up (Table 7 below), where the perceptions of the four groups of participants are compared.

**Table 7: The seriousness of offences: A comparison of the perceptions of different groups**

| N = 3  |   |                |      |           |            |
|--|---|----------------|------|-----------|------------|
| ACTIONS  |   | AVERAGE SCORES |      |           |            |
|  |   | GIRLS          | BOYS | EDUCATORS | MANAGEMENT |
| 1  | Quarrelling with someone of the opposite sex.                         | 6,40           | 6,52 | 7,56      | 10,00      |
| 2  | Making advances (kissing, squeezing, hugging) to an unwilling person. | 4,96           | 6,44 | 5,22      | 4,00       |
| 3  | Slapping, pushing and kicking someone.                                | 5,16           | 4,95 | 4,22      | 5,67       |
| 4  | Touching someone without permission.                                  | 7,04           | 5,73 | 4,22      | 3,67       |
| 5  | Threatening someone.  | 6,41           | 5,89 | 6,44      | 5,67       |
| 6  | Forcing sex on an unwilling person.                                   | 1,30           | 1,98 | 1,11      | 1,33       |
| 7  | Complaining to an educator about someone.                             | 9,57           | 7,58 | 10,00     | 10,00      |
| 8  | Obstructing someone who wants to work.                                | 7,41           | 6,79 | 8,78      | 10,00      |
| 9  | Fighting with someone physically or verbally.                         | 8,32           | 7,82 | 5,78      | 4,67       |
| 10   | Calling someone by an insulting name.                                 | 7,20           | 6,98 | 7,67      | 6,00       |
| <b>KEY:</b><br>Most serious offence = 1                      Sixth most serious offence = 6<br>Second most serious offence = 2              Seventh most serious offence = 10<br>Third most serious offence = 3              Eighth most serious offence = 10<br>Fourth most serious offence = 4              Ninth most serious offence = 10<br>Fifth most serious offence = 5              Tenth most serious offence = 10 |   |                |      |           |            |



It is commendable that all groups produced the lowest average for action No 6 (forcing sex on an unwilling person), which they consider to be the most serious offence. The educators' average for that action is the lowest, which indicates that respondents in this group reject rape more strongly than any other groups does. This finding is inexplicable because one would have expected the strongest rejection of rape to have come from the *girls*, who are usually the victims of rape. Table 7 suggests that although girls are most vulnerable to rape, their level of consciousness regarding the statistics and the real threat are *perhaps* not quite so well developed due possibly to a lack of exposure or to immaturity. All the groups do agree, however, that action No 6 is the most serious offence.

Educators and the management staff produced lower averages for action No 9 (fighting with someone physically or verbally). It would appear that they regard that offence as very serious, probably because it severely disrupts the culture of learning. (Both groups are educators). On the other hand, action No 7 (complaining to an educator about someone), scored the same higher average for educators and management. It is worth noting this response, which reflects the fact that both the educators and the management staff are not the *victims*—they are the ones to whom the offence is *reported*. In view of that they do not regard this behaviour as an offence, but as an appropriate action to reduce gender conflict.

### **3.2 FREQUENCY OF OFFENCES**

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This question was included to find out from the respondents what types of conflict they think occur *most often* and *least often* in the school. The Likert Scale was used to measure

the opinions expressed. The participants' perceptions are summarised in the composite table, Table 8, below.

**Table 8: Perceived frequency of offences**

| N = 167      |   |                |      |                |                 |
|--------------|---|----------------|------|----------------|-----------------|
| ACTIONS      |   | AVERAGE SCORES |      |                |                 |
|              |   | GIRLS          | BOYS | EDUCA-<br>TORS | MANAGE-<br>MENT |
| 1            | Quarrelling with someone of the opposite sex.                         | 2,11           | 2,42 | 2,67           | 3,33            |
| 2            | Making advances (kissing, squeezing, hugging) to an unwilling person. | 1,84           | 2,40 | 1,78           | 1,66            |
| 3            | Slapping, pushing and kicking someone.                                | 1,76           | 2,16 | 2,00           | 3,00            |
| 4            | Touching someone without permission.                                  | 2,13           | 2,65 | 1,44           | 2,00            |
| 5            | Threatening someone.  | 1,70           | 2,23 | 1,78           | 2,66            |
| 6            | Forcing sex on an unwilling person.                                   | 1,18           | 1,65 | 1,00           | 1,66            |
| 7            | Complaining to an educator about someone.                             | 2,00           | 2,22 | 2,78           | 4,00            |
| 8            | Obstructing someone who wants to work.                                | 2,02           | 2,36 | 2,56           | 2,00            |
| 9            | Fighting with someone physically or verbally.                         | 1,74           | 2,26 | 2,22           | 3,00            |
| 10           | Calling someone by an insulting name.                                 | 2,55           | 3,27 | 2,78           | 2,66            |
| <b>KEY:</b>  |   |                |      |                |                 |
| Never        |   | =              | 1    |                |                 |
| Seldom       |   | =              | 2    |                |                 |
| Often        |   | =              | 3    |                |                 |
| Very often   |   | =              | 4    |                |                 |
| Continuously |   | =              | 5    |                |                 |

Implicit in this table is that girls apparently experience action No 10 (calling someone by an insulting name) more often than any other type of gender conflict, since the average of the girls in the sample was 2,55. In rank order, the other actions these girls reported that they experience from time to time are:

- ❑ No 4 (touching someone without permission – average score: 2,13)
- ❑ No 1 (quarrelling with someone of the opposite sex – average score: 2,11)
- ❑ No 8 (obstructing someone who wants to work– average score: 2,02).

The girls reported that they seldom experience action No 7 (complaining to an educator about someone), since the average is 2,00. All girls have experienced some of the other actions, to varying degrees, but none of the actions were, in the final analysis, experienced 'often'.

The table indicates quite clearly that boys 'often' experience action No 10 (calling someone by an insulting name): it is the action with the highest average, that is, 3,27. Some of the other actions experienced by the boys are, in rank order:

- ❑ No 4 (touching someone without permission – average score: 2,65)
- ❑ No 1 (quarrelling with someone of the opposite sex– average score: 2,42)
- ❑ No 2 (making physical advances to an unwilling person – average score: 2,4)

The boys seldom experience action No 6 (forcing sex on an unwilling person) since the average is 1,65. There is no action which the boys *never* experience.

Action No 7 (complaining to an educator about someone) and action No 10 (calling someone by an insulting name) are the actions which are most often reported to the educators, since the average score of the educators who responded to the question is 2,78. Two other actions that are most often reported to teachers are these:

- ❑ No 1 (quarrelling with someone of the opposite sex – average score: 2,67)
- ❑ No 8 (obstructing someone who wants to work – average score: 2,56)

- ❑ The following actions are seldom reported to educators:
- ❑ No 9 (fighting with someone physically or verbally – average score: 2,0).
- ❑ No 3 (slapping, pushing and kicking someone – average score: 1,78)
- ❑ No 2 (making advances (kissing, squeezing, hugging) to an unwilling person – average score: 1.78)
- ❑ No 5 (threatening someone)

Action No 6 (forcing sex on an unwilling person) has never been reported to the educators in this sample.

The action which is most often reported to the management staff is action No 7 (complaining to an educator about someone). This is clearly because they are the people who are in charge, and most of the offences are reported to them. Where management is concerned, the second most frequently reported action is Action No 1 (quarrelling with someone of the opposite sex – average score 3.33). Action No 3 (slapping, pushing and kicking someone) and action No 9 (Fighting with someone physically or verbally) have the same average, that is 3,00, which indicates that they are often reported to the management staff. Action No 5 (threatening someone) and action No 10 (calling someone by an insulting name) also produced the same average, that is, 2,66, which shows that they are often reported to the management staff. Action No 2 (making advances (kissing, squeezing, hugging) to an unwilling person) and action No 6 (forcing sex on an unwilling person) are seldom reported to the management staff. There is no action among those given which is *never* reported to the management staff.

When the researcher compares the four groups of participants, it seems that it is the management staff who have actions with the highest averages. These results seem feasible because the management staff are the people to whom offences are reported, since they run the school. The only group who have not had action No 6 (forcing sex on an unwilling person) brought to their notice are the educators, since their average for that question is 1,00. The frequency of this action with regard to the other groups is higher, more than 1,00, which indicates that it is more prevalent in their lives.

### **3.3 CURRENT HANDLING OF GENDER CONFLICT**

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Question 5 was asked because the researcher suspected that gender conflict is perpetuated among high school learners because it is not handled correctly. The researcher wanted to find out how gender conflict was managed in the targeted school. The responses of the participants are summarised in the composite table, Table 9 overleaf.

**Table 9: Current handling of gender conflict**

| <b>N = 167</b>     |                  |           |               |                       |              |
|--------------------|------------------|-----------|---------------|-----------------------|--------------|
| <b>RESPONDENTS</b> | <b>RESPONSES</b> |           |               |                       |              |
|                    | <b>YES</b>       | <b>NO</b> | <b>UNSURE</b> | <b>DIDN'T RESPOND</b> | <b>TOTAL</b> |
| <b>GIRLS</b>       | 43               | 48        | 0             | 2                     | <b>93</b>    |
| <b>%</b>           | 46%              | 52%       | 0             | 2%                    | <b>100%</b>  |
| <b>BOYS</b>        | 18               | 37        | 1             | 6                     | <b>62</b>    |
| <b>%</b>           | 29%              | 60%       | 1%            | 10%                   | <b>100%</b>  |
| <b>EDUCATORS</b>   | 3                | 6         | 0             | 0                     | <b>9</b>     |
| <b>%</b>           | 33%              | 67%       | 0%            | 0%                    | <b>100%</b>  |
| <b>MANAGEMENT</b>  | 3                | 0         | 0             | 0                     | <b>3</b>     |
| <b>%</b>           | 100%             | 0%        | 0             | 0                     | <b>100%</b>  |

Table 9 indicates that 46% of girls feel that conflict is being handled correctly at their school. The reasons they give are:

- ☐ Those involved in conflict receive equal treatment.
- ☐ Parents and teachers deal with it very well.
- ☐ The culprit is suspended from school.
- ☐ Fair punishment is given to those involved.
- ☐ Educators deal with it very well.
- ☐ After the punishment, the parents of the culprit are informed.
- ☐ The culprits are charged.
- ☐ The principal deals with it very well.

The table also reflects that 52% of girls feel that gender conflict is not handled correctly at their school. The reasons they give are:

- Educators do not follow up.

*'Because when the teachers have already solved the problem, the girl can after school go home and tell her brothers to beat that boy, so they hit him and that boy go and call his brothers. Now there could be fighting between the families. There could be a problem which can cause people to die.'* (Respondent 19)

*'Because the teachers don't know what's happening outside the school, especially girls are the victims of these. Boys do whatever they want, they don't care about the feelings of the others. This is getting serious because some of the girls leave school before the end of their course.'* (Respondent 58)

- Learners take justice into their own hands.

*'There were 4 boys who were usually abusing a girl and that girl thinks it's right for her to carry a gun so that she can protect herself.'* (Respondent 2)

- No punishment is given to the culprits and no actions are taken against them.
- Unfair punishment is given to the culprits.

*'They don't treat girls like girls. They treat girls like boys if there (they?) are abused. They don't give a girl a chance to explain what happened. They just hit both of them without asking what was the problem that led both of them to fight. They treat a boy like a king because they are afraid of him. They think that the boy is going to shoot them.'* (Respondent 66)

- ❑ Those involved in gender conflict receive unequal treatment.

*'If there is corruption between a boy and a girl, they make as if the girl is wrong.*

*They always take a side of the boy because they are afraid of boys.'* (Respondent 16)

- ❑ The culprits are severely punished.

The majority of boys (60%) represented in Table 9 do not think that gender conflict is handled correctly at their school. The reasons given by these boys were the following:

- ❑ The learners involved in gender conflict are treated unequally. (84% of the boys give this reason.)
- ❑ Teachers do not follow up.
- ❑ Unfair punishment is given to the culprits.
- ❑ The Student's Representative Council (SRC) does not listen to students.
- ❑ Learners take justice into their own hands.

The boys (29%) who responded positively gave the following reasons:

- ❑ The culprits are given fair punishment.
- ❑ The culprit is suspended from school.
- ❑ Educators deal with it very well. (Most of the boys who responded positively gave this reason.)

When comparing girls' and boys' responses, it is noteworthy that they have the same reasons for most of both their positive and negative responses. There are, however, more 'No' responses from the boys than the girls. It would seem that, according to the boys, gender conflict is perpetuated in their school because it is not handled correctly.



According to Table 9, the teachers who answered positively (33%) gave the following reasons for their answer:

- ☐ Fair punishment is given to the culprits.
- ☐ The culprit is expelled from school.
- ☐ In the school there is detention of culprits.
- ☐ Educators in the disciplinary committee deal with it very well.
- ☐ The learners involved in conflict receive equal treatment.

Many (67%) of the educators reflected in the table think, however, that gender conflict is *not* handled correctly in their school. They give the following reasons:

- ☐ Unfair punishment is given to the learners involved in gender conflict.
- ☐ Wrong people are selected to deal with the conflict.
- ☐ Authorities do not deal with it very well.
- ☐ Learners involved in gender conflict receive unequal treatment. (50% of the educators gave this reason.) This is emphasised in the following case:

*'In my school males are treated with respect as compared to females. Whatever wrong is done by males is not taken seriously as when it is done by a female, be it they are absent from school, come late at work etc.'* (Respondent 162)

All the management staff (100%) feel that gender conflict is handled correctly. They substantiate their agreement as follows:

- ☐ The learners involved in gender conflict receive equal treatment.
- ☐ All learners regardless of gender are equally involved in all school activities.
- ☐ Parents are involved in dealing with gender conflict.

- ☐ In serious cases the police are involved.
- ☐ People involved in gender conflict are allowed to speak openly.

### **3.4 SUGGESTIONS TO COMBAT GENDER CONFLICT**

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This question was included in the questionnaire to find alternative ways or approaches of managing gender conflict.

#### **3.4.1 Girls' opinions on how to combat the abuse of women**

A large group of girls maintained that the abuser must be arrested and punished. Some say that the death penalty must be given to the abuser. Others say that the educators must punish the abuser severely. A minority of girls say that girls must fight for their rights. There are those who think that the abuser should be suspended and expelled from school, whereas a few girls feel that the abused should inform the educators of the abuse. A small percentage of girls responded differently, suggesting that the following things should be done when a woman is sexually abused:

- ☐ The abused must be taken to a hospital, or to a doctor.
- ☐ The parents of the abuser must be called to the school.
- ☐ The abuser must be given a chance to speak for himself.
- ☐ The abuser should be warned.
- ☐ Love and friendliness should be shown for the abused woman.
- ☐ The case should be reported to the social workers.
- ☐ The private parts of the abuser should be cut off.
- ☐ The abuser must be charged.
- ☐ The abused must be taken to women who have been abused themselves.

### **3.4.2 Boys' opinions on how to combat the abuse of women**

Most of the boys agree with the girls, saying that the abuser must be arrested. There are also boys who think that abusers must be severely punished by the educators. Some feel that the death penalty must be applied to abusers. Others (8%) say that an abuser must be suspended from school. A number of boys suggested that the abuser must be expelled from school and that the abused must be taken to hospital. A small percentage of boys gave the following opinions:

- ☐ Peace, love, respect and joy between males and females must be brought back.
- ☐ The abused person's feelings must be known before a punishment is decided on.
- ☐ The school must arrange a meeting. They should then invite the families of both the abused and the abuser and talk about the abuse in order to find a solution.
- ☐ Before he is punished, the educators must ask the abuser why he committed the abuse.
- ☐ The abuser should be warned in the presence of his parents.
- ☐ Moral lessons should be given to women.
- ☐ The abused must be transferred to another school.
- ☐ The parents of the abuser must be called to school.
- ☐ The problem should be referred to the Students' Representative Council.

*'The SRC must be involved in the problem.'* (Respondent 153)

### **3.4.3 Educators' opinions on how to combat the abuse of women**

More than 50% of the educators suggest that offenders must be called to account for their deeds and be punished for them, that is, severe action should be taken against abusers and

they should even be reported to the police. A small percentage of teachers feel that the death penalty should be awarded to the abuser. A few educators suggested the following:

Learners should be informed about the seriousness of the offence and be taught about the consequences of the abuse of women (that is, the legal implications of this behaviour).

*'Offenders should be reported.'* (Respondent 156)

- ☐ Disciplinary action should follow with a view to taking corrective action.
- ☐ The abused woman should get help from a group of people who have had the same experience. Support should be given under the supervision of a social worker or psychologist.
- ☐ Individual and group therapy is needed.
- ☐ The abused should get support from others, especially other women.

#### **3.4.4 The management's opinions on how to combat the abuse of women**

100% of the management staff suggested that cases should be reported to the police. 33% of the management staff suggested that culprits should be dealt with severely and that parents must be informed. A small percentage suggested the following:

- ☐ Governing bodies must be involved.
- ☐ Learners must be taught to respect women.
- ☐ Women should get medical treatment.
- ☐ The abused should be counselled.
- ☐ The woman must report to a senior person.
- ☐ The abused should be treated with compassion and sympathy.

## **CONCLUSION**

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Having obtained the necessary data through *closed-ended* questions (aimed at collecting *quantitative* data) and *open-ended* questions (aimed at collecting *qualitative* data) and established the percentages of responses relating to the issue of gender conflict (type of frequency) as perceived by the four groups of learners, educators and management staff, it is now necessary to turn to an analysis of these results in an attempt to identify the overall dynamic of the conflict and conflict management in this school.

## CHAPTER 4

### ANALYSIS OF RESULTS OF THE EMPIRICAL STUDY

#### INTRODUCTION

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This chapter analyses the results of the empirical study and relates the research findings to the theoretical study as presented in Chapter 2. The five principles of gender conflict management to be discussed are:

- ❑ the principle of gender equity
- ❑ the principle of educator preparedness and prevention of conflict
- ❑ the principle of learner co-operation
- ❑ the principle of conflict management
- ❑ the principle of policy.

The principles will be correlated with the results of the empirical research in Chapter 3.

#### 4.1 THE PRINCIPLE OF GENDER EQUITY

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In this particular instance, *gender equity* refers to the way in which males and females coexist in the school environment, and the way they are perceived to exist by the educators and the management staff.

#### **4.1.1 Gender equity and management's perceptions**

The most important findings in terms of management's views regarding the seriousness of the offences in Table 4 (Chapter 3, paragraph 3.1.4) were as follows:

- Management is aware of the seriousness of rape, since they name it as the first most serious offence, as did all other respondents in the school. In this instance, Management is in touch with the rest of the school. This is perhaps because in South Africa, the incidence of rape is high. The level of fear of this happening is also extremely high. Moreover, it is not only the women who are the most likely victims who are fearful of rape: the parents of (sometimes even very young) children who are raped are indirectly the victims of this dreadful crime. Even in families there is no trust because fathers rape their own children. This fear inevitably affects education. The general fear and its effect on education has probably heightened Management's awareness of the seriousness of this offence.
- Management is much more worried about learners being touched without permission than the girls are. Management ranked this offence second; the girls placed it sixth in rank order. (See Chapter 3, paragraph 3.1.1.)
- Management is in tune with the feelings of the girls regarding the undesirability of boys making advances (kisses, squeezes, hugs) to an unwilling girl. They sympathise with the girls, since they place it third on the rank order.
- Management is fully aware of the dangers of fighting, but the learners don't perceive it in the same way. Either they don't regard fighting as dangerous, or they are not aware of the potential for serious violence latent in fighting at school. The management put fighting fourth in the rank order, the girls put it ninth and the boys

tenth in the rank order.(See Chapter 3, paragraph 3.1.1 Table 1 and paragraph 3.1.2 Table 2.)

- Management is not aware of how seriously the rest of the school feels about being slapped, pushed and kicked, as the management gives it a lower rating than the other respondents. Boys and educators place it second in the rank order, while the girls put it third. (See Chapter 3, paragraph 3.1.1 Table 1; paragraph 3.1.2 Table 2 and paragraph 3.1.3 Table 3.)

#### **4.1.2 Gender equity from a literature perspective**

Previously (Chapter 2) we saw that a gender insensitive education is disempowering and that when women are disempowered they often become the target of sexual abuse and assault. Rape is usually experienced as life threatening and as an extreme violation of the self. (See Chapter 2, paragraph 2.1.) It has also been noted that in 1991, 22 765 rapes were *reported* in South Africa. In addition, South African women are frequently the victims of domestic violence since it was found that one in four women are regularly beaten by their male partners.

#### **4.1.3 Discussion of findings on gender equity**

One gets a fair idea of the position of conflict management between the sexes if one looks at the offences that Management considers to be the most serious. Management is clearly aware of the violent and criminal nature of rape as stated in the literature, since they identify it as the most serious offence. This fact is most comforting, since it suggests that school authorities may address this problem. It was also interesting to find that Management is aware that making advances (kisses, squeezes, hugs) to an unwilling



person is related to rape because such advances often precede rape. These findings, however, are contradicted by the fact that the management of this particular school has not embarked on any programme or action to raise awareness regarding the life-threatening nature of rape. It therefore appears that management's concern about rape is limited to mere lip-service.

The management is also aware that fighting (in which both boys and girls engage) can lead to serious violence, as stated in the literature. But the boys and girls, who are the ones *doing* the fighting, don't rank fighting among the first five most serious offences! On the other hand, both the boys and the girls gave a high rating to action slapping, pushing and kicking someone. The researcher's interpretation of this is that the learners may have misunderstood: these offences are confusing because they are similar. The research should have involved only *one* of these offences or combined the two. After all, fighting can range from minor arguments to serious physical fighting. It is a serious offence and it needs to be eliminated because it *can* develop from a minor dispute into full-scale violence.

It is not clear why the management has regarded touching someone without permission to be the second most serious offence, yet fighting has been given a lower rating. It seems that the management is out of touch with the views of learners in the sample since in the ranking reflecting the girls' views, 'touching someone without permission' does not feature as one of the five most serious offences. According to the boys in the sample, 'touching someone without permission' is the third most serious offence. Why then does Management give 'touching someone without permission' such

high ranking? Surely it is more serious if a boy kisses or squeezes an unwilling girl than when he merely touches her. It may, of course, be that Management ascribed a different meaning to 'touching' that the learners, but without obtaining more information, it would seem that Management is not aware of the girls' feelings with regard to other people touching them. The fact that the girls considered 'touch' to be the sixth most serious offence, while Management placed it as the second most serious offence, creates the impression that Management do not fully understand which actions girls find offensive and which ones not.

## **4.2 THE PRINCIPLE OF EDUCATOR PREPAREDNESS AND PREVENTION OF CONFLICT**

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Most educators are not equipped with the skills for managing gender conflict. They see females as subservient to males.

### **4.2.1 Educator preparedness and educators' perceptions**

In this survey, educators' perceptions about gender conflict centred around three trends. When we analyse the frequencies as shown in Chapter 3, paragraph 3.2 Table 6, the educators' perceptions seem to be dominated by the following views:

- Educators consider 'complaining to a teacher about someone' to occur most frequently in terms of gender conflict, in contrast with the learners, who felt that 'complaining to a teacher about someone' was an action with a low frequency.
- Another action that, according to educators, occurs just as often as 'complaining to an educator about someone' is 'calling someone by an insulting name'. It is noteworthy that all four groups of respondents agreed that this is an action that happens 'often'.

- Educators feel that the action that occurs most often, apart from the abovementioned actions, is 'quarrelling with someone of the opposite sex'. In this regard there is a remarkable agreement between educators and management because Management's frequency index for this item was also high (33,3).

#### **4.2.2 Educator preparedness from a literature perspective**

According to the literature, on the whole, educators give more time and attention to boys than to girls. Study after study indicates that this is so. A number of surveys indicate that the majority of educators in secondary schools, both males and females, actually prefer to work with boys. It was also discovered that girls were discouraged, through a number of non-verbal and verbal means, from talking a lot, a fact that would seriously affect their need to ask questions and ensure that they understand the work. (See Chapter 2, paragraph 2.2).

This research suggests that teachers give preference to boys. It is therefore probable, in the school used for the current survey, that teachers also give more attention and time to boys, as the literature suggests. In this survey, boys also report higher frequencies of gender conflict than girls. It must, therefore, be highlighted that educators in this school may also be biased towards boys. Thus, in preparing educators to avoid or minimise gender conflict, we should start by teaching them to be less biased towards boys.

#### **4.2.3 Discussion of findings on educator preparedness**

It would appear that the educators saw 'complaining about someone to an educator' to be the most frequent offence because they are the ones to whom complaints are brought. In

other words, this offence is often reported to them. They are, therefore, talking from an adult's point of view, as children always report their cases to adults. The researcher doubts the truth of 'complaining to an educator about someone' to be the most frequent gender conflict offence in the school. Learners are the ones who can say which offences occur most frequently to them. Learners are the victims of all these offences mentioned in the questionnaire. The researcher, therefore, thinks that 'complaining to an educator about someone' occurs less often than the educators seem to think, since the learners believe that there are many other actions that occur more frequently. It could also be that the learners complain about someone because they have a reasonable expectation that something will and can be done about it, and because there is no reason why they shouldn't lodge a complaint about a simple thing. On the other hand, they are less likely, for many reasons (fear of retribution on the part of the perpetrator or his friends/family, fear of unfair condemnation, shame etc), to report a more *serious*, and perhaps personal and embarrassing, offence to a teacher.

The research did suggest, however, that 'complaining to an educator about someone' *does* occur in the school. It was also evident that both *boys* and *girls* complain to the educators about members of the opposite sex. There is doubt that educators handle this type of gender conflict fairly, however, as it has been found that they give preference to boys. The same thing applies to 'calling someone by an insulting name' and the other actions that occur more frequently; boys seem to be given preference when such offences are dealt with. Educators should, therefore be trained to treat boys and girls in the same way.

### 4.3 THE PRINCIPLE OF LEARNER CO-OPERATION

Here the researcher explores the nature of the learners' co-operation with one another and the way in which they perceive the interaction that takes place between them.

#### 4.3.1 Learner co-operation and learners' perceptions

The learners' perceptions with regard to the frequencies of offences is reflected in the following tables:

**Table 10: Rank order of gender conflict according to girls**

| ACTION          |   | AVERAGE SCORES |
|-----------------|---|----------------|
| 10              | Calling someone by an insulting name.                                 | 2,55           |
| 4               | Touching someone without permission.                                  | 2,13           |
| 1 <sup>st</sup> | Quarrelling with someone of the opposite sex.                         | 2,11           |
| 8               | Obstructing someone who wants to work.                                | 2,02           |
| 7               | Complaining to an educator about someone.                             | 2,00           |
| 2               | Making advances (kissing, squeezing, hugging) to an unwilling person. | 1,84           |
| 3               | Slapping, pushing and kicking someone.                                | 1,76           |
| 9               | Fighting with someone physically or verbally.                         | 1,74           |
| 5               | Threatening someone.  | 1,70           |
| 6               | Forcing sex on an unwilling person.                                   | 1,18           |
| GRAND AVERAGE   |   | 1.90           |

**Table 11: Rank order of gender conflict according to boys**

| <b>ACTIONS</b>       |   | <b>BOYS</b> |
|----------------------|---|-------------|
| <b>10</b>            | Calling someone by an insulting name.                                 | 3,27        |
| <b>4</b>             | Touching someone without permission.                                  | 2,65        |
| <b>1</b>             | Quarrelling with someone of the opposite sex.                         | 2,42        |
| <b>2</b>             | Making advances (kissing, squeezing, hugging) to an unwilling person. | 2,40        |
| <b>8</b>             | Obstructing someone who wants to work.                                | 2,36        |
| <b>9</b>             | Fighting with someone physically or verbally.                         | 2,26        |
| <b>5</b>             | Threatening someone.  | 2,23        |
| <b>7</b>             | Complaining to an educator about someone.                             | 2,22        |
| <b>3</b>             | Slapping, pushing and kicking someone.                                | 2,16        |
| <b>6</b>             | Forcing sex on an unwilling person.                                   | 1,65        |
| <b>GRAND AVERAGE</b> |   | <b>2,23</b> |

The following findings are reflected in Table 10 and Table 11 above:

- ❑ The first three actions coincide (the boys and girls agree, although the scores are different).
- ❑ The boys' average scores are higher than girls' average scores, showing that boys are more open and forceful in their opinions.
- ❑ The girls report a higher frequency of 'slapping, pushing and kicking someone' than boys, but the boys report a higher frequency of fighting.

#### **4.3.2 Learner co-operation from literature perspective**

Literature in Chapter 2 (paragraph 2.3) gives evidence that differences do not cause conflict: it is the lack of *tolerance* for differences that can either *cause* conflict or be used as fuel to *exacerbate* conflicts. The evidence shows that children must learn to be

peacemakers, to be co-operative, tolerant and able to handle anger, frustration and aggression. It was also argued that when children are left on their own, they are usually trapped in the aggression-passivity dilemma. This is what seems to be the case in this school.

#### **4.3.3 Discussion of findings on learner co-operation**

The data indicates that the learners often experience three actions, namely 'calling someone by an insulting name', 'touching someone without permission and 'quarrelling with someone of the opposite sex' in this school. This seems to be the true picture of what is happening in the school as all the learners in the sample agree on this. It shows that learners are intolerant of each other in this school. The researcher, however, is surprised that, according to the scores given by the learners, there is seldom a fight in the school. It means that there is no serious violence caused by gender conflict in the school. Yet those offences which often occur in the school need to be reduced because if they are left unattended, they can lead to serious physical fighting. The fighting which does occur in the school, while serious enough to be cause for concern, is not what the researcher means here by 'serious physical fighting' (ie violent conflict).

### **4.4 THE PRINCIPLE OF CONFLICT MANAGEMENT**

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Here the researcher set about exploring the degree and nature of the management of conflict within the school.

#### **4.4.1 Perceptions on current conflict management**

The results of the perceptions on current conflict management indicated the following:

- ❑ Most of the respondents from the groups of boys, girls and educators are of the opinion that gender conflict is not handled correctly. (The same is not true of the management staff).
- ❑ The majority of those who answered *negatively* in all groups gave the reason that those involved in gender conflict receive unequal and unfair treatment.
- ❑ The reasons given by most of those who answered *positively* are that educators deal well with gender conflict: those involved in conflict receive fair treatment and the culprits are suspended from school.

#### **4.4.2 Conflict management from a literature perspective**

In Chapter 2 (paragraph 2.4), it was pointed out that educators should not take sides when dealing with gender conflict. Various other conflict management styles reflect poor ways of dealing with gender conflict. These are:

- ❑ the use of competition
- ❑ accommodation
- ❑ avoiding conflict

When these styles are used, the individuals concerned (the culprit and the victim) are satisfied at the expense of another person. The individuals also remain unconcerned about their own needs, but become very concerned about the needs of the other person. In addition to that, they also show little concern for both their own and the other person's interests. Under these conditions, individuals feel little motivation to proceed towards a resolution of the conflict because confronting it offers little hope of satisfying *anyone's* needs. It was suggested that instead of taking sides, the teacher should state that the



situation is fraught with discrepancies and contradictions and he or she just doesn't know what means to employ in order to identify and diagnose the conflict. It was emphasised that the definition and identification of conflict is an essential step in the exercise of conflict management before a conflict can be dealt with. It was further stressed that in diagnosing a conflict situation principals or educators need to be objective.

Other styles that were suggested in literature to handle conflict effectively were:

- the *collaboration style* where high concern for both parties on the part of the individual concern are reflected
- the *win-win problem-solving strategy* which focuses initially on ends or goals rather than on obvious and sometimes unnecessary alternatives.

#### **4.4.3 Discussion of findings on conflict management**

According to the researcher the members of Management are themselves ignorant. They don't know how to manage their own mistakes or how to manage gender conflict. It appears as though they generally apply unequal treatment in favour of boys. Perhaps they use a *power approach* or *win-lose approach* where there is the failure of at least one party to achieve his or her objective. Apart from using these approaches, it is quite possible that they show favouritism. Boys think that the girls are being treated better and the girls feel that the boys are being treated better. The research showed, however, that the boys were wrong and girls were right in this respect. It seems that the 33% of respondents who say that management is managing the conflict well are those whose conflict situation was handled by educators who were doing the right thing. They perhaps got contact with teachers who managed conflict well. (This requires qualification. The teachers don't

appear to know how to deal with conflict *generally*; they seem to manage it in favour of the *boys*, which in turn seems to indicate that the boys would *think* that the conflict was being dealt with well because the outcome was in their *favour*! In other words, this is merely a matter of *perception*, not that the teachers were *actually* managing it well!)

#### **4.5 THE PRINCIPLE OF POLICY**

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It is essential that a policy be formulated and published for the control of gender conflict within a school.

##### **4.5.1 Policy and suggestions on how to combat gender conflict**

Different groups of respondents gave different views regarding the way in which the abuse of women can be combated. The following important findings were extracted from these views:

- ☐ The majority of the girls suggested that the abuser must be arrested and punished.
- ☐ The boys also wanted the culprit to be arrested and severely punished.
- ☐ More than 50% of the educators felt that the culprits must be called to account for their deeds and be punished for them.
- ☐ 100% of the management staff suggested that cases should be reported to the police.

##### **4.5.2 Policy from a literature perspective**

It was revealed in Chapter 2 (paragraph 2.5) that the policy should function within the framework of a democratic school and the aim should be to prepare learners for active and responsible participation in society. Furthermore, it was stated that when learners are involved at all levels in drawing up the policy, they are more likely to be committed to it

and to feel responsibility towards the school as a whole. It was further stressed that policymakers should design models for public policy, procedures, regulations and delivery of services to ensure that children who experience sexual abuse and sexual harassment in school settings are heard and protected.

#### **4.5.3 Discussion of the findings on policy**

It is surprising to find that all of the respondents thought that the *abuse* of women means *rape* only. Is it not abuse when you insult and make advances to an unwilling person or fight with a woman or slap her? If you *swear* at a woman is abuse? It is unrealistic to consider punishment such as arrest for actions such as 'touching someone without permission'. Clearly, then, the punishment suggested by the respondents indicates that they consider 'abuse of women' to be *rape*. (It is *possible* that they also considered beating a woman to be abuse.)

The policy, however, means more than going to the police. It is, therefore, very important that in this school there should be a policy. It should provide ways in which various forms of abuse of women and other violence in the school should be dealt with. Moreover, it should state very clearly the channels through which learners should go to report such offences and what they should expect in terms of the way in which the conflict is dealt with. *All* learners have a right to an education and without a peaceful environment in which to learn, they are being deprived of that constitution right. The onus is on the school and *all the participants of the learning process* (that is, *all of the groups* who took part in this research) to ensure that this environment can be provided.

The only way in which this can happen is through *education itself*. Management and the educators have to be educated in terms of their own attitudes to managing conflict and, in turn, the learners have to be taught the importance of peace and their role in maintaining it. In this way, our learners will become productive citizens of our country.

## **CONCLUSION**

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Having analysed the results of the empirical study, it is clear that many inconsistencies exist with regard to the perceptions of the nature and frequency of gender equality and the tensions that exist as a result of this. There would be no point in carrying out research such as this without carrying this through into some constructive suggestions for the way in which the findings could be used in the school. This will be dealt with in Chapter 5.

## CHAPTER 5

### RECOMMENDATIONS AND CONCLUSION

#### INTRODUCTION

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It will be remembered that this research sought to address four specific problems related to the management of gender conflict at schools. In Chapter 1, the four research problems were formulated as follows:

- ❑ *Problem 1.* What types of gender conflict are perceived by particular samples of school participants to be more serious than others, and in what rank order?
- ❑ *Problem 2.* What are the perceived frequencies of different types of gender conflict that occur in a particular target school?
- ❑ *Problem 3.* How satisfied are participants in the sample with current procedures of managing gender conflict?
- ❑ *Problem 4.* How can gender conflict in schools be managed more effectively?

This chapter contains the summary of the findings, as well as recommendations as to how gender conflict should be managed at schools.

## 5.1 FINDINGS REGARDING PROBLEM 1

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Four groups of participants had slightly different views about which type of gender conflict is more serious than others.

□ The *girls* in the sample believed that the three most serious types of gender conflict are:

1. Forcing sex on an unwilling person (Offence No 6).
2. Making advances (kissing, squeezing, hugging) to an unwilling person (Offence No 2).
3. Slapping, pushing and kicking someone (Offence No 3).

□ The *boys* and the *educators* in the sample had similar views regarding the first three types of gender conflict. The rank order in these groups was:

1. Forcing sex on an unwilling person (Offence No 6).
2. Making advances (kissing squeezing, hugging) to an unwilling person (Offence No 2).
3. Touching someone without permission (Offence No 4).

□ The management staff regarded the following three types of gender conflict to be most serious:

1. Forcing sex on an unwilling person (Offence No 6).
2. Touching someone without permission (Offence No 4).
3. Making advances (kissing squeezing, hugging) to an unwilling person (Offence No 2).

If we calculate the overall score for the four groups, we find that the following total scores emerge about types of gender conflict considered to be most serious:

1. Forcing sex on an unwilling person (total score 5,72).
2. Slapping, pushing and kicking someone (total score 20,00).
3. Making advances (kissing squeezing, hugging) to an unwilling person (total score 20.62).

This information indicates that the most important findings of *Problem 1*.

## **5.2 FINDINGS REGARDING PROBLEM 2**

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The total scores of perceived frequencies of offences are as follows (in rank order from most frequent to least frequent).

1. Calling someone by an insulting name.(Total score: 11,26)
2. Complaining to an educator about someone.(Total score: 11,00)
3. Quarrelling with someone of the opposite sex. .(Total score: 10,53)
4. Fighting with someone physically or verbally.(Total score: 9,22)
5. Obstructing someone who wants to work.(Total score: 8.94)
6. Slapping, pushing and kicking someone.(Total score: 8,92)
7. Threatening someone.(Total score: 8,37)
8. Touching someone without permission.(Total score: 8,22)
9. Making advances (kissing, squeezing, hugging) to an unwilling person.(Total score: 7,68)
10. Forcing sex on an unwilling person.(Total score: 5,49)

The data shows which findings of *Problem 2* are most significant.

### 5.3 FINDINGS REGARDING PROBLEM 3

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It was found that there were various opinions of the current handling of gender conflict in the target school. According to the data the following percentages of respondents in the various groups felt that gender conflict is currently *not* properly managed.

|            |   |     |
|------------|---|-----|
| Girls      | — | 52% |
| Boys       | — | 60% |
| Educators  | — | 67% |
| Management | — | 0%  |

Further calculations show that the average percentage according to group score is 45% and the average percentage according to individual score is 55%. The individual score is probably more authentic. It is clear that more than half of the respondents felt that gender conflict is not managed correctly at present.

The most important reasons for saying that gender conflict is not properly managed are that unfair punishment was given to the culprits and that the learners involved in gender conflict are treated unequally. Some respondents also remark that learners take justice into their own hands.

### 5.4 FINDINGS REGARDING PROBLEM 4

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In some of the respondents' suggestions it was discovered that different groups of respondents differ while in others their views were the same. Some of those important



suggestions were that the abuser must be given a chance to speak for himself and that the families of both the abused and the abuser should be invited to the school to talk about the abuse in order to find a solution. Others suggested that disciplinary action should follow with a view to taking corrective action, and that the abused woman should get help from a group of people who have had the same experience. Furthermore, there are those respondents who pointed out that the problem should be referred to the Students' Representative Council and that the governing body should be involved. Apart from involving the Students' Representative Council and the Governing Body, it was recommended that learners must be taught to respect women.

## **5.5 RECOMMENDATIONS FOR INITIATIVES BY MANAGEMENT**

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The researcher suggests that the Management staff's chief responsibility is to guide and drive the *initiative to establish a peaceful school environment* in which learning can take place without interruption, without fear and without intimidation. This initiative would involve drawing up a *program of activities* whose aim would ultimately be to arrive at a *policy statement* regarding the management of gender conflict in the school. These activities should involve all the role-players involved in the education of learners, both within the school and beyond its boundaries. (These will be dealt with under the relevant headings.)

To this end, it is the responsibility of the management staff to *familiarise themselves with the true situation* regarding gender conflict in the school, as it is clear that in some areas at least they are not in tune with what is happening in their school. Moreover, there is a strong onus on Management *to consider the role they themselves*

*play* in the maintenance of order in the school. They need to look objectively at the situation and accept that they have a *practical role to play* in the management of the school. They are not mere figureheads; they have a responsibility to get back to grassroots level and acquaint themselves fully with the needs of the individuals involved in the learning process (that is, both *learners* and *educators*) and make themselves available, accessible and approachable with regard to managing and controlling gender conflict. In other words, the Management staff needs to interact on a day-to-day basis with the learners, educators and parents who are *directly* linked to the school, and also with the individuals who form the wider community and who *indirectly* influence the school in so many ways.

Furthermore, the Management staff should have a close look at their own *personal attitude to the boys and the girls* in their school. It is unacceptable that while this country is attempting to achieve a healthy, peaceful, economically stable democratic society, some individuals in the *schools* are perpetuating a discriminatory attitude towards the girls who will be the next generation of women. What chance do they have of becoming successful mothers, employees and employers when their academic progress and sound psychological development is being hampered by outdated attitudes in the schools? No educator should feel intimidated by a male learner enough to treat him differently from a girl and certainly should not feel that a boy deserves to be given more attention than his female co-learner, points which are suggested by both this research and the research discussed in the literature. The responsibility of the most senior staff in the school is *come to terms with their own attitudes* and to *ensure that they pass them on* to the educators whom they have been appointed to manage.

## **5.6 RECOMMENDATIONS FOR INITIATIVES BY EDUCATORS**

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The points above regarding the Management's *attitude* apply also to educators, since no attempt can be made to reduce the incidence of conflict within a school as long as the educators themselves continue to perceive boys and girls differently. Furthermore, the researcher recommends that all educators read as much literature as they can on the subject of conflict management in order to familiarise themselves with the theories that exist.

On a practical level, however, the researcher proposes that educators provide the *innovation for the programme of activities* that should precede the drawing up of a policy statement by management regarding gender conflict.

The basis for this programme of activities is *education*. Education involves *making people aware of the situation* as it exists in the schools and the surrounding community, and how one affects the other very critically. This programme of activities should involve all role-players, as mentioned above (paragraph 5.5): the school community, parents, the Governing Body and the community at large.

### **5.6.1 Awareness Campaign**

In consultation with the Management, the educators should, therefore, commence with an *Awareness Campaign*. This might involve inviting guest speakers or authorities to speak or run workshops aimed at creating an awareness of the existence, the nature and the severity of the problem of gender conflict in the schools and the dangerous potential of such conflict. It is essential that these be made accessible (both physically and in terms of

content) to learners, other educators, parents and as many other people from outside the school as possible. (It is highly important that everyone be made aware of the fact that at school the children are developing the attitudes and values that are going to carry them through life. The establishment of healthy values is intrinsic to the recently introduced model, *Outcomes Based Education*, the aim of which is for schools to produce economically productive, happy citizens of our newly democratised country. The formation of these healthy attitudes is the responsibility of the whole community and it is only with the support of everyone that these aims of OBE and the hopes of all South Africans can be realised. By teaching our learners how to live and work peacefully together we stand a far better chance of achieving a violence-free society in this country.)

#### **5.6.2 Drive to bring any problems out into the open**

Once people are aware of the problem, it is necessary to come to terms with the *real nature* of the problem and to try to provide a means by which any victim of gender conflict can confidently report any incident and expect to be dealt with fairly and with sensitivity. Part of these activities would also involve creating an awareness of the difference between minor and serious incidents, and also to point out that it is not always necessary to report minor incidents to a higher authority. Part of dealing with conflict is being able to do so *yourself*. By standing up for yourself you are less likely to become a victim of harassment.

Here again, the educators should *guide the activities*, and activities such as were engaged in the *Awareness Campaign* could be employed. There is an opportunity here,

however, to engage in a facilitation function *involving the learners*. Educators may consider activities such as the following:

- The learners could be asked to write an account of someone who has been involved in some form of gender conflict.
- The learners could be divided into groups and then they could select one of the stories to dramatise. This could be developed into a longer play and presented to the rest of the class, to the school or to a larger group, where outsiders are invited.
- A debate might be held around the question of reporting a rape. The topic might be something such as: *Does the victim become a victim of the system if she reports a rape?* Alternatively, a debate could be held around the issue of whether or not males and females have the same opportunities for promotion in the workplace or whether or not male should give females special consideration, such as allowing them to walk out of the classroom first.

Further learner involvement will be discussed below.

### 5.6.3 Dealing with problems

When organising any activities in this regard, the educator should stress that the intention when dealing with problems of conflict is not solely to hunt for the *perpetrator* and bring him or her to justice for whatever he or she has done. A very important element in dealing with problems involving conflict are to deal appropriately with the *victim*. Educators are the people most likely to be told of incidents in the school, and they should be aware of the enormous responsibility they have in this regard. They should ensure that they have informed themselves of the way in which individuals should be treated,

particularly in cases of severe abuse. If a victim feels confident that he or she is going to be treated with the sympathy and sensitivity he or she seeks, instances of abuse are more likely to be brought to the attention of the right people and the victims properly handled.

Here again, the learners can play a vital role in helping to initiate and organise activities under the facilitating guidance of an educator. These are discussed below.

### **5.7 RECOMMENDATIONS FOR INITIATIVES BY LEARNERS**

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It must be remembered that *the learners are both the victims and the perpetrators*. They are the ones most affected by conflict on an emotional level. For this reason they should be encouraged to provide input aimed at drawing up a policy statement; the sense of *empowerment* gained from being involved in the development of such a policy is far more likely to encourage both victims and perpetrators (if handled correctly) to co-operate in a drive to stamp out or reduce gender conflict.

Group discussions based on the findings from this research might be a good starting point. Based on what the learners have gained from the Awareness Campaign and the realisation that it is a community-based problem, the learners themselves might suggest other ways in which conflict might be brought to the attention of the appropriate members of staff/the learners' parents/professionals. They might also be encouraged to discuss the possible reasons for learners' reluctance to report instances of conflict. (Clearly the results of the research and the researchers own observations in the school indicate that much of the conflict experienced in the school is not dealt with *at all*.)

Apart from becoming involved in discussion, dramatisation, debates etc (which are invaluable in terms of addressing outcomes), learners should be encouraged to work together in other activities, such as the following:

- The learners should be encouraged to present any points that have arisen from their discussions to a larger group. Based on these, they themselves could draw up a simple questionnaire that could be presented to another school in the area. A committee might then be appointed to analyse the findings and draw up a report.
- Whether or not the learners do any research themselves, they should be encouraged to consider all the options available to them in terms of dealing with the problem of conflict in the school. *They themselves should devise other activities* involving themselves and the community in order to arrive at a solution to gender conflict (and worse) problem in the school.
- With the approval of the school management team and under the careful supervision of an appointed educator and perhaps a counsellor, a real case of conflict might be reviewed by a group of learners and some attempt made to resolve the dispute. This activity would have to be undertaken with a great deal of circumspection and under strictly controlled circumstances, but could prove most rewarding.
- Learners could embark on a publicity campaign to stamp out the problem. This could involve pamphlets and posters to be displayed in the school hall, passages, classrooms and elsewhere to reinforce the general desire for peace and co-operation in the school. Posters could reflect slogans such as 'Stop the abuse of women!' 'Stop fighting and start learning!' Each class could have a representative voted by the opposite sex. This might be the girl who is seen to treat them well and the boy who is regarded by the

girls not to insult them. These representatives should wear special insignia and be given recognition for their status in the form of acknowledgement at assembly and an appropriate certificate.

Armed with the skills and knowledge they can acquire by becoming involved in these activities, learners will become more assertive and more aware of gender ideology in their environment. They will be equipped with the skills of respect and understanding for each other even in an environment in which gender conflict prevails.

#### **5.8 RECOMMENDATIONS FOR INITIATIVES BY THE GOVERNING BODY**

In our democratic schools the Governing Body plays an important role. They are the people who form the school governance and can, therefore, contribute considerably to the management of gender conflict among high school learners. The Governing Body is the link between the school and the parent body, and is therefore the ideal vehicle for encouraging parents to become involved in campaigns to promote gender empowerment and gender equity.

Another important facet of their existence is that the learners may feel more comfortable discussing an incident with a member of the Governing Body rather than a member of staff. This could be true of both victim and culprit.

Lastly, in consultation with the educators, the management staff and the learners, this body of people can also assist in the development of the policy statement regarding the procedures for reporting conflict and the punishment to be meted out.



## 5.9 RECOMMENDATIONS FOR INITIATIVES BY PARENTS AND THE COMMUNITY AT LARGE

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Conflict as it presents itself is a symptom of a far more serious disease. Children/learners are exposed to violence of varying degrees and types through the media and the behaviour of the people around them. They learn through what they see, hear and feel. For this reason, it is the very serious responsibility of families and the community at large to accept responsibility for the values that they play a part in shaping. There is no easy solution to this, and significant initiatives have to, and are being undertaken on a national level. The most important suggestion that the researcher can make is that all of us look at ourselves and realise that our behaviour and the values we impart are being perpetuated in the young people of our country. If each of us were to behave *responsibly* to prevent another generation of violent citizens it would benefit us all.

Responsible behaviour involves striving to be tolerant of our husbands and wives, brothers and sisters, neighbours, cousins, the person down the road or the stranger on the bus. We need to become actively involved in the welfare of the community, to contribute towards the wellbeing of our society. Only when they perceive adults to be avoiding conflict will learners believe that they too have a responsibility to avoid conflict at school.

## CONCLUSION

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This research was carried out in order to establish the nature and frequency of gender conflict in the school. The findings would be meaningless were they not applied to the end of attempting to curb the degree of conflict that the researcher believes exists generally in our schools. To this end, she hopes that they will be of use. It is her dream that one day considerations of punishment will no longer be an issue: that our learners and all those involved in their education will have developed a sense of need strong enough to desire a peaceful learning environment. Prevention, after all, is better than cure. It is to this end that educators at all levels must work.

RESPONDENT NUMBER ,

## QUESTIONNAIRE ON GENDER CONFLICT: LEARNERS

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Please answer the questions below as honestly as you can. Your opinion about gender conflict is very important and we appreciate your willingness to help us to establish how gender conflict is managed in our school.

The information you give us will be totally safe because your name or identity is unknown to the researcher and there is no way in which we can find out who filled in which questionnaire.

1. How old are you?

 years

2. Are you male or female? (Please tick the correct box.)

|        |                          |
|--------|--------------------------|
| Male   | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

3. Read the following list of actions that may cause gender conflict if the person doing the action belongs to the opposite sex.\* Please rank each action according to the seriousness of the offence in YOUR opinion.

Write the number  next to the most serious offence, number  next to the second most serious offence, and so on, until you write the number  next to the offence that you believe to be the least serious.

| ACTION  | NUMBER |
|---|--------|
| 1. Quarrelling with someone from the opposite sex.                  |        |
| 2. Making advances (kisses, squeezes, hugs) to an unwilling person. |        |
| 3. Slapping, pushing and kicking someone.                           |        |
| 4. Touching someone without permission.                             |        |
| 5. Threatening someone.   |        |
| 6. Forcing sex on an unwilling person.                              |        |
| 7. Complaining to a teacher about someone.                          |        |
| 8. Obstructing someone who wants to work.                           |        |
| 9. Fighting physically or verbally with someone.                    |        |
| 10. Calling someone by an insulting name.                           |        |

\* This does not include brothers and sisters.

## 4. How often does someone from the opposite sex do these actions to you?

Please tick the correct box after each action.

1. Quarrelling with someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

2. Making physical advances to an unwilling person.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

3. Slapping, pushing and kicking someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

4. Touching someone without permission.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

5. Threatening someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

6. Forcing sex on an unwilling person.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

7. Complaining to a teacher about someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

8. Obstructing someone who wants to work.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

9. Fighting physically or verbally with someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

10. Calling someone by an insulting name.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

5. Do you think gender conflict is being handled correctly at your school? Please, give reasons for your answer.

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6. What do you think should happen in cases where women are abused?

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Thank you for doing this questionnaire. It has been most helpful.

RESPONDENT NUMBER

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|  |
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## **QUESTIONNAIRE ON GENDER CONFLICT: EDUCATORS**

Please answer the questions below as honestly as you can. Your opinion about gender conflict is very important and we appreciate your willingness to help us to establish how gender conflict is managed in our school.

The information you give us will be totally safe because your name or identity is unknown to the researcher and there is no way in which we can find out who filled in which questionnaire.

1. How old are you?

|             |
|-------------|
| _____ years |
|-------------|

2. Are you male or female? (Please tick the correct box.)

|        |                          |
|--------|--------------------------|
| Male   | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

3. Read the following list of actions that may cause gender conflict if the person doing the action belongs to the opposite sex.\* Please rank each action according to the seriousness of the offence in YOUR opinion.

Write the number  next to the most serious offence, number  next to the second most serious offence, and so on, until you write the number  next to the offence that you believe to be the least serious.

| ACTION  | NUMBER |
|---|--------|
| 1. Quarrelling with someone from the opposite sex.                  |        |
| 2. Making advances (kisses, squeezes, hugs) to an unwilling person. |        |
| 3. Slapping, pushing and kicking someone.                           |        |
| 4. Touching someone without permission.                             |        |
| 5. Threatening someone.   |        |
| 6. Forcing sex on an unwilling person.                              |        |
| 7. Complaining to a teacher about someone.                          |        |
| 8. Obstructing someone who wants to work.                           |        |
| 9. Fighting physically or verbally with someone.                    |        |
| 10. Calling someone by an insulting name.                           |        |

\* This does not include brothers and sisters.

4. How often do learners at the school report these actions to you? Please tick the correct box after each action.

1. Quarrelling with someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

2. Making physical advances to an unwilling person.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

3. Slapping, pushing and kicking someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

4. Touching someone without permission.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

5. Threatening someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

6. Forcing sex on an unwilling person.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

7. Complaining to a teacher about someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

8. Obstructing someone who wants to work.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

9. Fighting physically or verbally with someone.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|

10. Calling someone by an insulting name.

|       |        |       |            |              |
|-------|--------|-------|------------|--------------|
| NEVER | SELDOM | OFTEN | VERY OFTEN | CONTINUOUSLY |
|-------|--------|-------|------------|--------------|



5. Do you think gender conflict is being handled correctly at your school? Please, give reasons for your answer.

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6. What do you think should happen in cases where women are abused?

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Thank you for doing this questionnaire. It has been most helpful.

## GIRLS' PERCEPTIONS OF THE SERIOUSNESS OF OFFENCES

| GIRLS       | N = 93               |    |    |    |    |    |    |    |    |    |
|-------------|----------------------|----|----|----|----|----|----|----|----|----|
|             | ACTIONS (RANK ORDER) |    |    |    |    |    |    |    |    |    |
| RESPONDENTS | 1                    | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 1           | 10                   | 2  | 4  | 3  | 6  | 1  | 10 | 10 | 10 | 5  |
| 2           | 6                    | 5  | 3  | 2  | 4  | 1  | 10 | 10 | 10 | 10 |
| 3           | 3                    | 3  | 2  | 4  | 5  | 1  | 10 | 10 | 10 | 6  |
| 4           | 6                    | 4  | 10 | 10 | 3  | 1  | 5  | 10 | 10 | 2  |
| 5           | 5                    | 2  | 6  | 3  | 10 | 1  | 10 | 10 | 10 | 4  |
| 6           | 6                    | 2  | 5  | 3  | 1  | 10 | 10 | 10 | 10 | 10 |
| 7           | 10                   | 2  | 10 | 10 | 4  | 1  | 10 | 6  | 3  | 5  |
| 8           | 2                    | 3  | 4  | 5  | 10 | 1  | 10 | 10 | 6  | 10 |
| 9           | 10                   | 10 | 2  | 4  | 6  | 1  | 10 | 10 | 3  | 5  |
| 10          | 10                   | 6  | 10 | 4  | 10 | 2  | 3  | 5  | 10 | 1  |
| 11          | 2                    | 10 | 3  | 4  | 6  | 1  | 10 | 10 | 5  | 10 |
| 12          | 4                    | 10 | 3  | 5  | 2  | 1  | 10 | 10 | 10 | 6  |
| 13          | 6                    | 4  | 3  | 10 | 10 | 1  | 10 | 5  | 10 | 2  |
| 14          | 10                   | 2  | 6  | 4  | 5  | 1  | 10 | 3  | 10 | 10 |
| 15          | 10                   | 10 | 6  | 2  | 4  | 1  | 10 | 10 | 3  | 5  |
| 16          | 4                    | 5  | 10 | 6  | 10 | 1  | 3  | 10 | 10 | 2  |
| 17          | 3                    | 2  | 10 | 6  | 4  | 1  | 10 | 10 | 5  | 10 |
| 18          | 6                    | 10 | 10 | 10 | 5  | 1  | 10 | 2  | 4  | 3  |
| 19          | 6                    | 4  | 10 | 10 | 10 | 1  | 10 | 5  | 10 | 2  |
| 20          | 10                   | 4  | 6  | 2  | 3  | 1  | 10 | 10 | 5  | 10 |
| 21          | 5                    | 10 | 4  | 3  | 2  | 1  | 10 | 10 | 10 | 6  |
| 22          | 3                    | 2  | 5  | 4  | 6  | 1  | 10 | 10 | 10 | 10 |
| 23          | 10                   | 2  | 5  | 2  | 3  | 1  | 10 | 10 | 4  | 10 |
| 24          | 10                   | 3  | 10 | 6  | 2  | 1  | 10 | 4  | 10 | 5  |
| 25          | 3                    | 2  | 4  | 10 | 10 | 1  | 10 | 10 | 6  | 5  |
| 26          | 2                    | 3  | 4  | 5  | 6  | 1  | 10 | 10 | 10 | 10 |
| 27          | 10                   | 5  | 1  | 6  | 10 | 2  | 10 | 4  | 10 | 3  |
| 28          | 2                    | 1  | 3  | 10 | 4  | 5  | 10 | 6  | 10 | 10 |

## APPENDIX C

|    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|
| 29 | 5  | 3  | 2  | 6  | 10 | 1  | 10 | 4  | 10 | 10 |
| 30 | 5  | 2  |    | 3  | 6  | 1  | 10 | 4  | 10 | 10 |
| 31 | 5  | 2  | 4  | 3  | 10 | 1  | 10 | 10 | 10 | 6  |
| 32 | 6  | 5  | 10 | 4  | 10 | 1  | 10 | 3  | 10 | 2  |
| 33 | 6  | 2  | 4  | 5  | 10 | 1  | 10 | 10 | 10 | 3  |
| 34 | 3  | 5  | 4  | 2  | 10 | 1  | 10 | 10 | 6  | 10 |
| 35 | 3  | 10 | 2  | 10 | 5  | 1  | 10 | 4  | 6  | 2  |
| 36 | 2  | 10 | 3  | 4  | 5  | 1  | 10 | 6  | 10 | 10 |
| 37 | 4  | 10 | 5  | 10 | 1  | 2  | 6  | 10 | 3  | 10 |
| 38 | 6  | 3  | 10 | 2  | 10 | 1  | 10 | 10 | 4  | 5  |
| 39 | 10 | 10 | 10 | 2  | 3  | 1  | 4  | 6  | 10 | 5  |
| 40 | 3  | 5  | 4  | 2  | 10 | 1  | 10 | 6  | 10 | 10 |
| 41 | 6  | 2  | 10 | 4  | 3  | 1  | 10 | 5  | 10 | 10 |
| 42 | 1  | 10 | 5  | 4  | 10 | 3  | 10 | 6  | 10 | 2  |
| 43 | 6  | 2  | 3  | 5  | 4  | 1  | 10 | 10 | 10 | 10 |
| 44 | 10 | 3  | 5  | 4  | 10 | 1  | 10 | 6  | 10 | 2  |
| 45 | 5  | 10 | 2  | 3  | 10 | 1  | 10 | 6  | 4  | 10 |
| 46 | 10 | 2  | 6  | 10 | 5  | 1  | 10 | 3  | 10 | 4  |
| 47 | 4  | 5  | 10 | 3  | 2  | 1  | 10 | 6  | 10 | 10 |
| 48 | 10 | 2  | 5  | 10 | 10 | 1  | 10 | 4  | 3  | 6  |
| 49 | 10 | 3  | 1  | 10 | 10 | 2  | 5  | 4  | 6  | 10 |
| 50 | 10 | 3  | 4  | 5  | 10 | 1  | 10 | 2  | 6  | 10 |
| 51 | 10 | 2  | 5  | 10 | 6  | 1  | 4  | 3  | 10 | 10 |
| 52 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 53 | 10 | 10 | 10 | 5  | 3  | 1  | 10 | 2  | 6  | 4  |
| 54 | 10 | 2  | 4  | 10 | 6  | 1  | 10 | 3  | 5  | 10 |
| 55 | 10 | 4  | 3  | 10 | 6  | 1  | 10 | 4  | 10 | 2  |
| 56 | 10 | 4  | 2  | 6  | 3  | 1  | 10 | 10 | 5  | 10 |
| 57 | 10 | 3  | 2  | 5  | 4  | 1  | 10 | 10 | 10 | 10 |
| 58 | 10 | 2  | 5  | 4  | 3  | 1  | 10 | 10 | 10 | 6  |
| 59 | 6  | 4  | 5  | 2  | 10 | 1  | 10 | 3  | 3  | 10 |
| 60 | 4  | 6  | 2  | 5  | 4  | 1  | 10 | 10 | 10 | 10 |
| 61 | 3  | 10 | 4  | 5  | 10 | 1  | 10 | 6  | 6  | 2  |
| 62 | 5  | 10 | 2  | 4  | 3  | 1  | 10 | 10 | 10 | 6  |
| 63 | 10 | 2  | 4  | 3  | 5  | 1  | 10 | 10 | 10 | 10 |

# APPENDIX C

|         |      |      |      |      |      |      |      |      |      |      |
|---------|------|------|------|------|------|------|------|------|------|------|
| 64      | 10   | 3    | 6    | 2    | 5    | 1    | 10   | 4    | 4    | 10   |
| 65      | 6    | 2    | 4    | 3    | 5    | 1    | 10   | 10   | 10   | 10   |
| 66      | 4    | 3    | 5    | 2    | 5    | 1    | 10   | 10   | 10   | 10   |
| 67      | 4    | 10   | 2    | 10   | 3    | 1    | 10   | 10   | 10   | 5    |
| 68      | 10   | 10   | 3    | 2    | 5    | 1    | 10   | 4    | 4    | 10   |
| 69      | 5    | 6    | 10   | 3    | 2    | 1    | 10   | 10   | 10   | 10   |
| 70      | 10   | 5    | 2    | 3    | 10   | 1    | 10   | 10   | 10   | 6    |
| 71      | 6    | 10   | 5    | 2    | 3    | 1    | 10   | 10   | 10   | 4    |
| 72      | 4    | 3    | 2    | 6    | 10   | 1    | 10   | 10   | 10   | 10   |
| 73      | 6    | 5    | 4    | 3    | 2    | 1    | 10   | 10   | 10   | 10   |
| 74      | 10   | 6    | 3    | 2    | 10   | 1    | 10   | 5    | 5    | 4    |
| 75      | 6    | 5    | 4    | 3    | 2    | 1    | 10   | 10   | 10   | 10   |
| 76      | 5    | 3    | 6    | 10   | 4    | 1    | 10   | 10   | 10   | 2    |
| 77      | 4    | 3    | 2    | 6    | 10   | 1    | 10   | 10   | 10   | 10   |
| 78      | 3    | 10   | 4    | 5    | 6    | 1    | 10   | 10   | 10   | 2    |
| 79      | 2    | 5    | 6    | 4    | 10   | 1    | 10   | 10   | 10   | 3    |
| 80      | 10   | 3    | 5    | 2    | 4    | 1    | 10   | 6    | 6    | 10   |
| 81      | 4    | 10   | 3    | 2    | 5    | 1    | 10   | 10   | 10   | 10   |
| 82      | 10   | 4    | 5    | 2    | 10   | 1    | 10   | 10   | 10   | 3    |
| 83      | 3    | 10   | 4    | 2    | 5    | 1    | 10   | 10   | 10   | 10   |
| 84      | 10   | 2    | 4    | 3    | 65   | 1    | 10   | 6    | 6    | 10   |
| 85      | 6    | 4    | 2    | 5    | 3    | 1    | 10   | 10   | 10   | 10   |
| 86      | 5    | 2    | 6    | 3    | 10   | 1    | 10   | 10   | 10   | 4    |
| 87      | 5    | 3    | 6    | 2    | 10   | 1    | 10   | 10   | 10   | 4    |
| 88      | 4    | 2    | 6    | 3    | 10   | 1    | 10   | 5    | 10   | 10   |
| 89      | 5    | 2    | 6    | 3    | 4    | 1    | 10   | 10   | 10   | 10   |
| 90      | 3    | 4    |      | 2    | 10   | 1    | 10   | 5    | 10   | 6    |
| 91      | 3    | 4    |      | 2    | 10   | 1    | 10   | 5    | 6    | 10   |
| 92      |      |      | 4    | 3    | 10   | 1    | 10   | 2    | 6    | 5    |
| 93      | 3    | 6    | 5    | 2    | 10   | 1    | 10   | 4    | 10   | 10   |
| TOTAL   | 595  | 461  | 480  | 655  | 596  | 121  | 890  | 689  | 774  | 670  |
| AVERAGE | 6,40 | 4,96 | 5,16 | 7,04 | 6,41 | 1,30 | 9,57 | 7,41 | 8,32 | 7,20 |

## BOYS' PERCEPTIONS OF THE SERIOUSNESS OF OFFENCES

| BOYS        | N = 62               |    |    |    |    |    |    |    |    |    |
|-------------|----------------------|----|----|----|----|----|----|----|----|----|
|             | ACTIONS (RANK ORDER) |    |    |    |    |    |    |    |    |    |
|             | 1                    | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| RESPONDENTS |                      |    |    |    |    |    |    |    |    |    |
| 94          | 6                    | 10 | 4  | 2  | 3  | 1  | 10 | 10 | 5  | 10 |
| 95          | 10                   | 10 | 4  | 3  | 5  | 1  | 10 | 2  | 6  | 6  |
| 96          | 10                   | 10 | 2  | 3  | 10 | 1  | 4  | 10 | 5  | 5  |
| 97          | 3                    | 1  | 10 | 6  | 10 | 4  | 10 | 2  | 10 | 10 |
| 98          | 1                    | 6  | 4  | 10 | 5  | 2  | 10 | 3  | 10 | 10 |
| 99          | 3                    | 2  | 10 | 10 | 4  | 1  | 5  | 10 | 6  | 6  |
| 10          | 2                    | 3  | 10 | 10 | 4  | 1  | 5  | 10 | 10 | 6  |
| 101         | 1                    | 2  | 4  | 3  | 5  | 10 | 10 | 10 | 10 | 10 |
| 102         | 2                    | 3  | 4  | 5  | 10 | 1  | 10 | 6  | 10 | 10 |
| 103         | 10                   | 6  | 2  | 3  | 4  | 1  | 5  | 10 | 10 | 10 |
| 104         | 3                    | 10 | 5  | 2  | 4  | 1  | 10 | 6  | 10 | 5  |
| 105         | 10                   | 1  | 2  | 6  | 3  | 4  | 10 | 10 | 10 | 2  |
| 106         | 10                   | 10 | 10 | 10 | 5  | 6  | 4  | 1  | 3  | 10 |
| 107         | 4                    | 10 | 2  | 6  | 10 | 1  | 5  | 3  | 10 | 10 |
| 108         | 3                    | 6  | 2  | 4  | 10 | 1  | 10 | 5  | 10 | 4  |
| 109         | 10                   | 10 | 1  | 10 | 2  | 3  | 5  | 10 | 6  | 4  |
| 110         | 10                   | 10 | 1  | 3  | 10 | 5  | 2  | 6  | 10 | 1  |
| 111         | 2                    | 10 | 3  | 10 | 6  | 4  | 10 | 10 | 5  | 10 |
| 112         | 10                   | 3  | 10 | 6  | 4  | 1  | 5  | 10 | 2  | 5  |
| 113         | 6                    | 4  | 10 | 3  | 2  | 1  | 10 | 10 | 10 | 1  |
| 114         | 10                   | 6  | 3  | 10 | 10 | 2  | 10 | 4  | 5  | 6  |
| 115         | 5                    | 3  | 10 | 10 | 4  | 1  | 2  | 10 | 10 | 10 |
| 116         | 4                    | 3  | 1  | 5  | 10 | 2  | 10 | 6  | 10 | 5  |
| 117         | 2                    | 3  | 10 | 4  | 10 | 1  | 10 | 10 | 6  | 10 |
| 118         | 2                    | 1  | 3  | 5  | 10 | 4  | 6  | 10 | 10 | 10 |
| 119         | 10                   | 1  | 5  | 6  | 2  | 1  | 4  | 3  | 10 | 2  |
| 120         | y                    | 3  | 5  | .  | 4  | 1  | .  | .  | 6  |    |
| 121         | 6                    | 10 | 10 | 3  | 4  | 2  | 10 | 1  | 5  | 10 |
| 122         | 10                   | 10 | 5  | 3  | 4  | 1  | 10 | 6  |    | 2  |

# APPENDIX D

|                |      |      |      |      |      |      |      |      |      |      |
|----------------|------|------|------|------|------|------|------|------|------|------|
| 123            | 10   | 10   | 3    | 10   | 6    | 1    | 10   | 2    | 4    | 5    |
| 124            | 3    | 10   | 4    | 6    | 1    | 2    | 10   | 5    | 10   | 10   |
| 125            | 10   | 10   | 5    | 3    | 4    | 1    | 6    | 10   | 10   | 2    |
| 126            | 5    | 3    | 2    | 4    | 10   | 1    | 6    | 10   | 10   | 10   |
| 127            | 10   | 10   | 4    | 3    | 1    | 2    | 6    | 10   | 5    | 10   |
| 128            | 6    | 2    | 3    | 4    | 5    | 1    | 10   | 10   | 10   | 10   |
| 129            | 10   | 6    | 4    | 10   | 5    | 3    | 10   | 10   | 2    | 1    |
| 130            | 4    | 2    | 5    | 3    | 6    | 1    | 10   | 10   | 10   | 10   |
| 131            | 10   | 10   | 3    | 10   | 4    | 1    | 2    | 6    | 5    | 10   |
| 132            | 10   | 10   | 4    | 2    | 5    | 3    | 6    | 10   | 10   | 1    |
| 133            | 10   | 2    | 5    | 3    | 10   | 1    | 10   | 10   | 6    | 4    |
| 134            | 10   | 3    | 4    | 6    | 10   | 1    | 10   | 10   | 5    | 2    |
| 135            | 10   | 2    | 5    | 4    | 10   | 3    | 1    | 6    | 10   | 10   |
| 136            | 4    | 2    | 5    | 10   | 3    | 1    | 10   | 6    | 10   | 10   |
| 137            | 4    | 2    | 3    | 10   | 5    | 1    | 10   | 6    | 10   | 10   |
| 138            | 6    | 10   | 3    | 10   | 2    | 1    | 10   | 10   | 5    | 4    |
| 139            | 10   | 10   | 4    | 6    | 5    | 1    | 10   | 10   | 3    | 2    |
| 140            | 10   | 10   | 6    | 5    | 3    | 1    | 4    | 2    | 10   | 10   |
| 141            | 6    | 5    | 3    | 2    | 10   | 1    | 10   | 4    | 10   | 10   |
| 142            | 4    | 10   | 1    | 10   | 10   | 2    | 5    | 6    | 3    | 10   |
| 143            | 3    | 10   | 10   | 2    | 10   | 1    | 4    | 5    | 10   | 6    |
| 144            | 10   | 10   | 3    | 5    | 6    | 2    | 1    | 4    | 10   | 10   |
| 145            | 5    | 10   | 10   | 3    | 6    | 1    | 4    | 2    | 10   | 10   |
| 146            | 10   | 5    | 4    | 6    | 2    | 1    | 10   | 3    | 10   | 10   |
| 147            | 6    | 10   | 10   | 10   | 10   | 3    | 5    | 1    | 4    | 2    |
| 148            | 6    | 10   | 2    | 3    | 10   | 10   | 5    | 1    | 10   | 4    |
| 149            | 6    | 2    | 3    | 4    | 5    | 1    | 10   | 10   | 10   | 10   |
| 150            | 4    | 10   | 10   | 6    | 3    | 1    | 10   | 10   | 5    | 2    |
| 151            | 6    | 10   | 10   | 5    | 2    | 1    | 3    | 4    | 10   | 10   |
| 152            | 5    | 4    | 3    | 2    |      | 1    | 10   | 10   | 10   | 6    |
| 153            | 10   | 3    | 2    | 4    | 5    | 1    | 10   | 10   | 6    | 10   |
| 154            | 5    | 10   | 2    | 3    | 4    | 1    | 10   | 10   | 10   | 6    |
| 155            | 1    | 10   | 10   | 10   | 3    | 5    | 10   | 4    | 2    | 6    |
| <b>TOTAL</b>   | 404  | 399  | 307  | 355  | 365  | 123  | 470  | 421  | 485  | 433  |
| <b>AVERAGE</b> | 6,52 | 6,44 | 4,95 | 5,73 | 5,89 | 1,98 | 7,58 | 6,79 | 7,82 | 6,98 |

## EDUCATORS' PERCEPTIONS OF THE SERIOUSNESS OF OFFENCES

|             |     | N = 9                |      |      |      |      |      |    |      |      |      |
|-------------|-----|----------------------|------|------|------|------|------|----|------|------|------|
|             |     | ACTIONS (RANK ORDER) |      |      |      |      |      |    |      |      |      |
| RESPONDENTS |     | 1                    | 2    | 3    | 4    | 5    | 6    | 7  | 8    | 9    | 10   |
| MALE        | 156 | 5                    | 4    | 3    | 2    | 6    | 1    | 10 | 10   | 10   | 10   |
| MALE        | 157 | 10                   | 10   | 10   | 4    | 5    | 1    |    | 6    | 2    | 3    |
| MALE        | 158 | 5                    | 3    | 4    | 2    | 10   | 1    | 10 | 10   | 6    | 10   |
| MALE        | 159 | 10                   | 4    | 3    | 2    | 5    | 1    | 10 | 10   | 6    | 10   |
| FEMALE      | 160 | 10                   | 1    | 4    | 3    | 5    | 2    | 10 | 10   | 6    | 10   |
| FEMALE      | 161 | 2                    | 6    | 3    | 10   | 10   | 1    | 10 | 10   | 4    | 5    |
| FEMALE      | 162 | 6                    | 10   | 4    | 10   | 2    | 1    | 10 | 3    | 10   | 5    |
| FEMALE      | 163 | 10                   | 5    | 4    | 3    | 10   | 1    | 10 | 10   | 2    | 6    |
| FEMALE      | 164 | 10                   | 4    | 3    | 2    | 5    | 1    | 10 | 10   | 6    | 10   |
| TOTAL       |     | 68                   | 47   | 38   | 38   | 58   | 10   | 90 | 79   | 52   | 69   |
| AVERAGE     |     | 7,56                 | 5,22 | 4,22 | 4,22 | 6,44 | 1,11 | 10 | 8,78 | 5,78 | 7,67 |

MANAGEMENT'S PERCEPTIONS OF THE SERIOUSNESS OF OFFENCES

|             |     | N = 3                |     |      |      |      |      |      |      |      |     |
|-------------|-----|----------------------|-----|------|------|------|------|------|------|------|-----|
|             |     | ACTIONS (RANK ORDER) |     |      |      |      |      |      |      |      |     |
| RESPONDENTS |     | 1                    | 2   | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10  |
| MALE        | 165 | 10                   | 3   | .    | 5    | 6    | 1    | .    | .    | 4    | 2   |
| MALE        | 166 | .                    | 3   | 4    | 2    | .    | 1    | .    | .    | 5    | 6   |
| MALE        | 167 | .                    | 6   | 3    | 4    | 1    | 2    | .    | .    | 5    | .   |
| TOTAL       |     | 30                   | 12  | 17   | 11   | 17   | 4    | 30   | 30   | 14   | 18  |
| AVERAGE     |     | 10,0                 | 4,0 | 5,67 | 3,67 | 5,67 | 1,33 | 10,0 | 10,0 | 4,67 | 6,0 |



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