UNIVERSITY OF KWAZULU-NATAL

Traversing the realm of school governance: Storied narratives of female parent governors serving township schools

By

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Supervisor: Dr S.B. Blose

November 2019

DECLARATION

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Dr S.B. Blose

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

BISMILLAHIR-RAHMANIR-RAHIM

IN THE NAME OF ALLAH, THE COMPASSIONATE, THE MERCIFUL

I would like to acknowledge and express my appreciation to:

- My Creator, ALL PRAISE BE TO ALLAH SUBHANAHU WA TA'ALA (SWT) for guiding and helping me through this journey. *We plan and Allah plans and surely Allah is the best of planners- Surat Al-Anfal [verse 30]*.
- My dad, Ebrahim Chohan whose perfection has made me who I am today and the two incredible women in my life, my mom, Shireen Chohan and my aunt, Rasheeda Motala who have been my pillars of strength. I have been blessed to have received unwavering love and support from these three significant people during my life's trials and tribulations. The good values and principles that they have instilled in me are the life-force that has sustained me through my journey.

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- To my high school teachers: the late Mr M.S. Mia, Miss J.M. Pillay and Mr Y. Gounden for giving me a solid foundation in education.

- The principals of both participating schools and to the three amazing women who have contributed to this study. Thank you for trusting me and sharing your personal life stories with me.
- My four children: Naazneen; Wajiha; Taariq; Taahir and the apple of my eye, my eight year old grandson, Anas. A heartfelt thank you for your unconditional love; patience and support during this long journey. Thank you for putting up with my irrational moods when I had deadlines to meet. Thank you to Wajiha for clearing my slate by taking over the cooking and Taariq for running my errands. Thank you to Anas for understanding when I couldn't play with him or take him out. I promise that I will make it up to you all.

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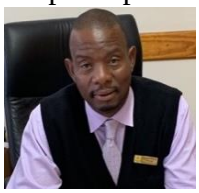
- The principal of Yellowwood Park Primary School, Mr Bongani Khanyi for his trust, understanding, support and motivation, as well as my colleagues: Navi Parumaul, Elma Winter, Zoe Ndwalane; Melissa Scott and Navesh Kasiram for their care and support.



- Special acknowledgement goes to the rest of my family and friends, especially Judy Gokool and Ridhwaan Rangraje for their technical support and not forgetting aunty Irene Mkhize, my helper, who makes certain that my home is taken care of.

May God Bless you all!

**consent for using the above pictures was solicited and signed letters of consent are attached as appendixes.*

DEDICATION

I dedicate this study to:

My four children, Naazneen; Wajiha; Taariq and Taahir. The four angels in my life who made me see light during my darkest days. Your unconditional love shielded me from losing faith in my ability and surrendering to circumstances. Each one of you hold a special place in my heart. I love you all!

"Sometimes the people with the worst past, create the best future."

Umar bin al Khattab

LIST OF ABREVIATIONS

DPS	Daffodil Primary School
HOD	Head of Department
MPS	Marigold Primary School
SASA	South African Schools Act 84 of 1996
SGB	School Governing Body
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

There seems to be a wealth of studies conducted from the perspectives of different stakeholders, namely: principals; teachers and parents, about their experiences in school governance, however, there seems to be a gap in literature pertaining to the day-to-day lived experiences of female parents serving in school governance. In light of this, the purpose of this study was to explore through narrative inquiry, the lived experiences of female parents serving in school governance. The social identity theory and power-control theory formed a theoretical framework to understand the lived experiences of female parent governors. The study used two primary schools as its research foci. These schools are located in a township area called Chatsworth which is situated south of Durban, KwaZulu-Natal, South Africa. Three female parent governors were purposively selected as research participants as this study focused specifically on female parents serving in school governing bodies. Data was generated through narrative interviews and collage inquiry. The generated data was analysed at two levels. In the first level of analysis (narrative analysis) participants in collaboration with the researcher, re-storied the data using the emplotment technique to develop individual narrative accounts for each participant. At the second level of analysis (analysis of narratives), I deconstructed the re-storied narratives through paradigmatic processes, to determine common and unique threads that emerged from each narrative account. The findings revealed a conspicuous presence of female parents within the realm of school governance. It emerged very clearly that female parent governors possess multiple similar and unique identities in terms of their family background; religion and socio-economic status. It is also clear that these identities influence the way these female parents execute their roles. Also revealed in this study are the attitudes and perceptions of fellow parent members towards the female parent governors in this study. Evidently, the females in this study have experienced both empowerment and growth whilst challenges in the form of attitudes from fellow members, educators and parents posed to create hurdles for these female governors. However, their passion, determination and love for the children spur them on to go the extra mile in serving competently to ensure positive transformation in the school and to bolster effective teaching and learning which will ultimately benefit the children.

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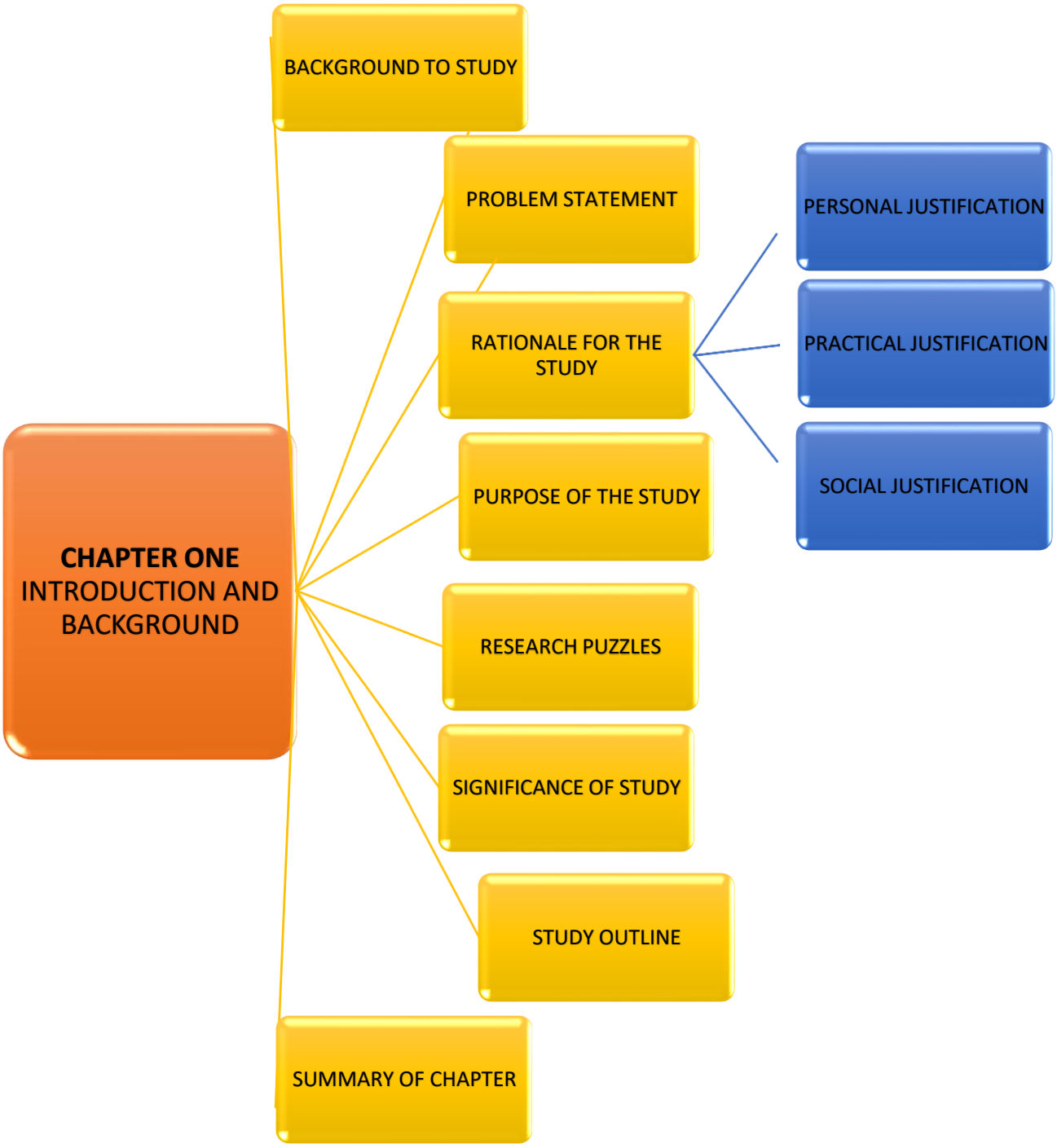
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INTRODUCTION AND BACKGROUND
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CHAPTER ONE
INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

We often hear that school governing bodies (SGBs) are dominated by male parent governors. Management often complain that recruiting female parent governors is quite a daunting and challenging task and at times, even impossible. This study explored the lived experiences of female parent governors serving in school governing bodies. The study hones in on the experiences of female parent governors through the actual spoken voice of female parent governors serving in township schools. This chapter highlights the background; the rationale and motivation; the purpose of the study; research puzzles and significance of the study. Finally, the chapter will conclude with a study outline illustrating the structure of the dissertation.

1.2 BACKGROUND TO THE STUDY

In the past, females found themselves in patriarchal societies. They were positioned in subordinate positions compared to their male counterparts (Dlamini, 2014). Although in present day, patriarchy is still alive in some societies, it is evident that females have evolved beyond patriarchy and are now active participants in male dominant work arenas, culminating in females assuming roles previously played by their male counterparts, including management and leadership roles (De Nmark, 1993). Not only have some females become heads of schools, but there is also a presence of female parents serving in school governing bodies (SGBs). Through informal discussions with heads of schools; educators and SGB members, I have learnt that males still dominate SGBs. Social factors such as work or family commitment; time constraints; safety factors; lack of knowledge and fear of male dominance hamper female involvement in governance.

1.3 PROBLEM STATEMENT

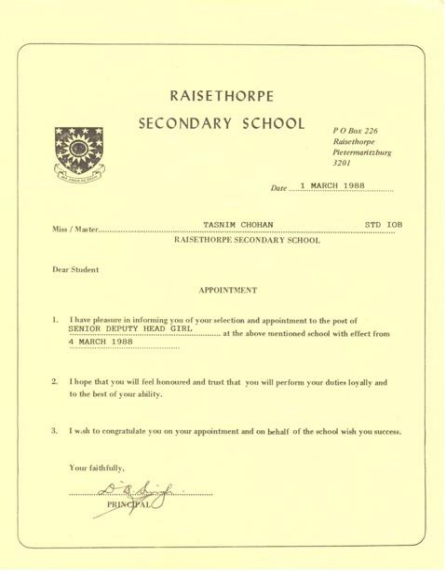
We are coming from a history where females have led subservient domesticised roles whilst their male counterparts have dominated the leadership arena. Global transformation in leadership has seen females breaking through the glass ceiling and taking on leadership positions in the work force and the education fraternity is no exception (Barreto, Ryan, & Schmitt, 2009; Moorosi, 2010). In spite of several studies pertaining to experiences of females

in leadership roles within their professions, there is an oversight in research honing in on female parents serving in school governance. In this study, the experiences of female parent governors are important as these experiences are influenced by the different identities that these females possess. Identities may include that of being a: daughter; wife; mother and a professional in her field of expertise, among a variety of other identities. Given that females were previously marginalised in respect of leadership, I saw it imperative to explore their experiences of traversing the realm of school governance alongside different male and female stakeholders seeing that females have now shattered the glass ceiling in terms of holding positions in governance (Moorosi, 2010).

1.4 RATIONALE AND MOTIVATION FOR THE STUDY

This study is justified at three stages, namely, personal, practical and social.

Personal justification



RAISETHORPE
SECONDARY SCHOOL

P O Box 226
Raisethorpe
Pietermaritzburg
3201

Date 1 MARCH 1988

Miss / Master TASNIM CHOHAN STD IOB
RAISETHORPE SECONDARY SCHOOL

Dear Student

APPOINTMENT

1. I have pleasure in informing you of your selection and appointment to the post of SENIOR DEPUTY HEAD GIRL at the above mentioned school with effect from 4 MARCH 1988

2. I hope that you will feel honoured and trust that you will perform your duties loyally and to the best of your ability.

3. I wish to congratulate you on your appointment and on behalf of the school wish you success.

Your faithfully,

PRINCIPAL

Figure 1.1: My appointment letter to Senior Deputy Head Girl

Figure 1.2: My Senior Deputy Head Girl Badge

Looking at this appointment letter *(figure 1.1)* and badge *(figure 1.2)* which I once wore with pride, honour and dignity, allows me the opportunity to reflect on my childhood and growing up during the 1970s and 80s. The bitterness of being denied the freedom of socialising with friends over weekends or the right to voice a difference of opinion, evokes feelings of nostalgia. Freedom of speech was foreign for a teenaged girl growing up in a conservative home, governed by patriarchy and cultural dogma. However, I was not the only teenage girl living

this sheltered, isolated life. There were many like me who had similar experiences, living the same mundane life, oblivious to opportunities that may have defined us as being streetwise and extroverted. These social attributes developed much later in my life. Socialising was restricted to family functions and get-togethers. I could not understand the irony of my introversion as I represented my school in public speaking and community events and yet I had to just accept as ordained by my parents, family and the community in which I was raised, that I had no voice. Additionally, the laws mandated by the apartheid government placed further restrictions regarding the school I was allowed to attend or who I could befriend. For a young girl, this meant that I was restricted not only by the social system but also by the political system of the land.

I was awarded the above badge in 1988 and that was the turning point to the way I viewed my life. Being appointed senior deputy head girl meant that there were people who believed in my potential as a leader and as an individual who had a right to a voice. It was from that point on that I became determined to empower myself through a sound education and not give in to patriarchy or any cultural dogma. I believe that every female has a voice and a right for that voice to be heard.

Practical justification

1994 marked significant changes in South African politics. South Africa as well as the education system shifted from the infamous culture of segregation and inequality to a true democracy that promised new hope for the South African nation. This was cast in stone in section 29 of the Constitution of the Republic of South Africa Act 108 (p. 1257, 1996) which mandated, "Everyone has the right to basic education, including adult basic education." For the marginalised majority, this meant that the proposal as stated in the Freedom Charter (1955) "Doors of learning and culture shall be opened" had finally come to fruition.

The South African Schools Act 84 (1996) mandated a policy of decentralisation of school governance. This was intended for education to thrive in a community thereby benefiting the community in which the school is situated. According to Van Wyk (2007, p.132) "the concept of decentralisation originates from the belief that the state alone cannot control schools but should share its power with other stakeholders particularly those closer to the schools, on a partnership basis." Hence the idea of decentralisation refers to the governance of schools that aims at promoting a sense of social responsibility by encouraging collaboration of schools and communities in important decision making regarding education. In a typical school environment, Mncube (2009, p.85) states that the "powers and responsibilities should be

distributed among all stakeholders in the school in accordance with the law and that policies should be the responsibility of the SGBs.

The 21st century has seen an increase in females entering male- dominated work environments (Barreto, Ryan & Schmitt, 2009). Clearly this is perceived as females transcending the system of patriarchy. Females assumed leadership roles and have contributed significantly in their specific fields. However, since joining the education fraternity more than 25 years later, through experience I have noted that not much has changed in terms of the female voice. In male dominated schools, the female voice either seems to be lost, ignored or seen as a threat. School governing bodies (SGBs), as mandated by the South African Schools Act 84 (1996), give all parents equal opportunity to represent the parent body. This is echoed by the sentiments of democracy which formed the basis of the South African Schools Act 84 (1996) which according to Mncube (2009, p.83) mandated that, "all public schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprising parents, learners, educators, non-teaching staff and the school principal." Note no specific reference was made to demographics of gender represented on the SGBs. However, in the few schools that I have observed, females are still under-represented.

Social justification

There is an array of research available pertaining to school governance. Mncube (2009, p.83) delved into "the perceptions of parents of their role in the democratic governance of schools in South Africa". Hartell, Dippenaar, Moen and Dladla (2016, p.121) focused on "the perceptions and experiences of principals regarding the role of parents in the governing bodies of rural schools and also how to get parents involved in school governance activities". Msila and Netshitangani (2015, p.27) conducted a study "to determine how parents saw their role in governance and management". Duma, Kapueja and Khanyile (2011) focused their study on the experiences of educators on the role of parents in the school governing bodies of rural schools. Based on the literature that I reviewed, I have not yet come across a study that focuses on females as parent governors; hence there is a silence in the literature pertaining specifically to female parent governors. Therefore, I feel that it is important and necessary to conduct research exploring the female component of the school governing bodies to gain more insight as well as an understanding of female parent governor perceptions regarding their experiences in school governance. As the South African society changes to align with global trends, such a study will prove to be significant in demystifying perceptions relating to females in school governance structures.

1.5 PURPOSE OF THE STUDY

This study focuses on female parent representatives serving in SGBs in two primary schools located in a township area. The purpose of the study is to explore through narrative inquiry, the lived experiences of female parents serving in school governance.

1.6 RESEARCH PUZZLES

- Who are the female parent school governors serving in school governing bodies in township schools?
- What are the experiences of female parent governors serving in school governing bodies in township schools?
- How does the identity of female governors influence their roles and responsibilities in school governance?

1.7 SIGNIFICANCE OF THE STUDY

The research is rooted in the premise that the findings from the study will broaden the existing pool of knowledge relating to female parent experiences in governance, thereby improving their efficacy and representation in school governing bodies.

1.8 STUDY OUTLINE

This dissertation is structured in six chapters, outlined as follows:

Chapter 1 is the introductory chapter presenting an overview of the dissertation. This includes the background; rationale and motivation; purpose; aims and objectives; research questions and also the significance of the study.

Chapter 2 reviews national and international literature relevant to the studied phenomenon, that is, school governance, as well as literature pertaining to females in leadership roles. Additionally, the chapter presents the theoretical framework that comprised two theories, namely: Social Identity Theory and Power-Control Theory.

Chapter 3 presents a discussion on the worldview or research paradigm adopted by the researcher in guiding the process of this study. The chapter also gives special attention to the research design and methodology employed to understand the lived experiences of participants.

In addition, the chapter outlines methods of selecting participants; my reflections on sampling; data generation methods; my field experience; data analysis methods. Finally, I conclude the chapter with a brief discussion on trustworthiness, ethical considerations and limitations to the study.

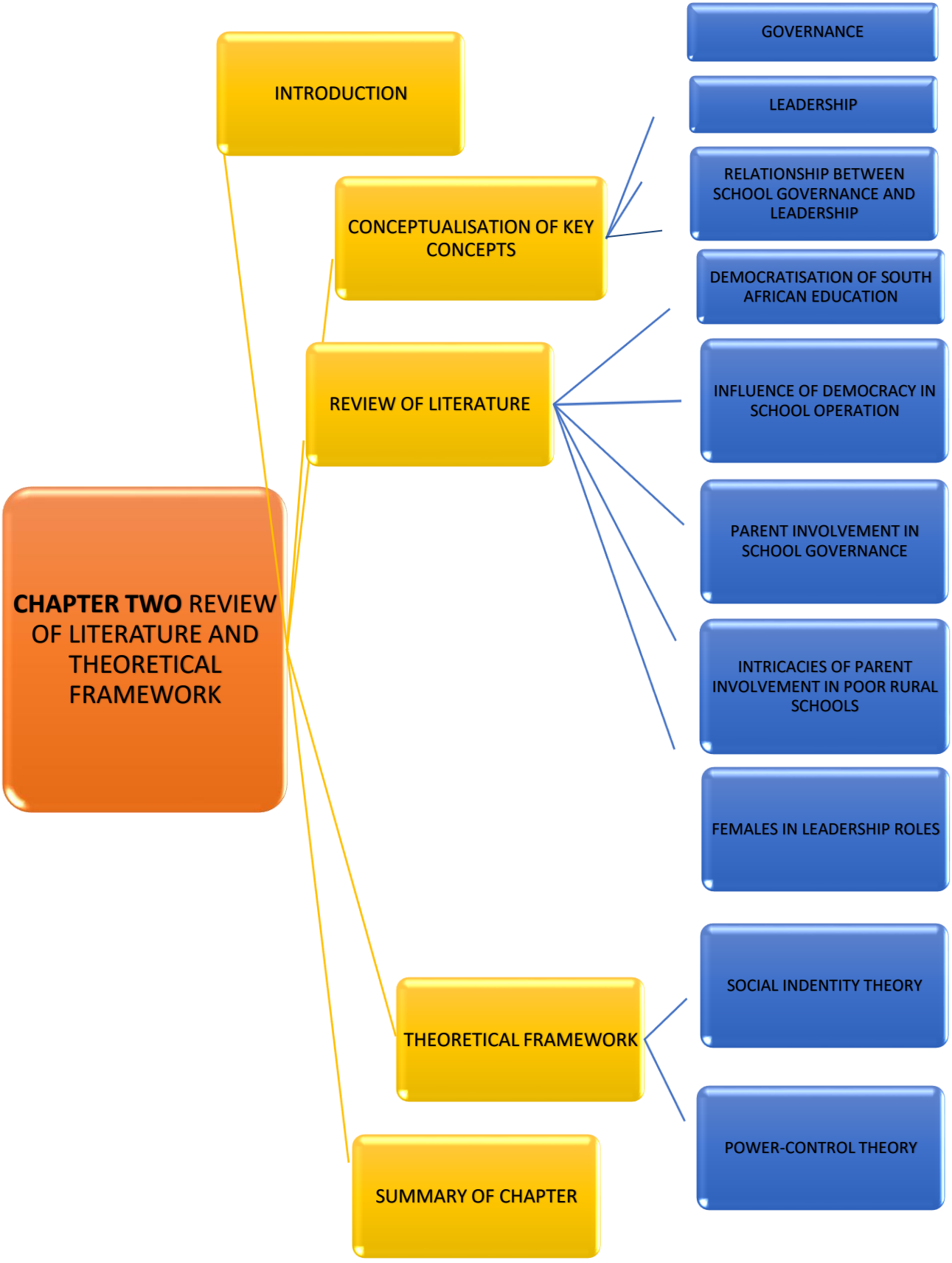
Chapter 4 presents the gripping stories of the three research participants. In this chapter, the co-constructed narratives of the participants' lived experiences are told using the emplotment system. These narratives are presented separately for each participant.

Chapter 5 focuses on the second stage of data analysis, namely, analysis of narratives. Here, each participant's story presented in chapter four, is examined and deconstructed to identify unique and common themes and also conceptual manifestations located within the stories (Polkinghorne, 1995). These themes are then presented in relation to the research puzzles.

Chapter 6 is the finale of this research study. This chapter consolidates the study by presenting a summarised account of each chapter that makes up this study; conclusions drawn from the findings; recommendations; my reflections and finally implications of the study for further research purposes.

1.9 SUMMARY OF THE CHAPTER

This chapter delineated the background of the study and the rationale and motivation for pursuing such a study. Also highlighted in this chapter are: the purpose; research puzzles and the significance of the study. Finally, the chapter concludes with a study outline illustrating the development of this dissertation. The next chapter presents a review of national and international literature, as well as, the theoretical frameworks underpinning this study.


CHAPTER TWO REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK
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CONCEPTUALISATION OF KEY CONCEPTS
REVIEW OF LITERATURE
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GOVERNANCE
LEADERSHIP
RELATIONSHIP BETWEEN SCHOOL GOVERNANCE AND LEADERSHIP
DEMOCRATISATION OF SOUTH AFRICAN EDUCATION
INFLUENCE OF DEMOCRACY IN SCHOOL OPERATION
PARENT INVOLVEMENT IN SCHOOL GOVERNANCE
INTRICACIES OF PARENT INVOLVEMENT IN POOR RURAL SCHOOLS
FEMALES IN LEADERSHIP ROLES
SOCIAL INDENTITY THEORY
POWER-CONTROL THEORY

CHAPTER TWO
REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter presented an overview of the study which included the background, purpose, rationale and key questions of the study among other things. This chapter elucidates literature which is relevant to the studied phenomenon. The chapter is divided into three sections and aims to present a critical analysis of national and international literature of what has already been written on the topic. The first section of the chapter begins with explaining recurring concepts pertaining to this study, namely: Governance and Leadership as well as the relationship between governance and leadership. The second section presents a review of literature, which is presented in a thematic form. In the third section of the chapter, I examine the two theories that constitute the framework thereby guiding this study. These theories provide a lens through which this study and its findings are viewed. Finally, a summary of this chapter is presented to conclude this chapter.

2.2 CLARIFICATION OF KEY CONCEPTS

The success of any school ultimately depends on effective governance, leadership and management. This study explored the lived experiences of female parent governors serving township schools and I viewed these incumbents as both governors and leaders in schools. As a result, it is important to discuss governance and leadership as key concepts in this study. These key concepts are discussed individually, however, it is important to note that these concepts do work interdependently.

2.2.1 School governance

Governance can be described as a major shift towards self-management and self- governance within the education arena which had become an international trend in the past two to three decades (Botha, 2012). These trends related to the self-management of schools in which community involvement, decentralised decisions and decentralisation of funds were the driving forces. In South Africa, the term ‘governance’ became the buzz word post 1994 with the establishment of the democratically elected School Governing Bodies (SGBs) as mandated by the South African Schools Act, 84 of 1996 (Hartell et al., 2016). Additionally, decentralisation of decision making to the local school was officially implemented in all schools in South Africa

as a result of the promulgation of this Act (Heystek, 2011). Decentralisation aims at empowering previously disadvantaged marginalised groups to have a say in education through democratic participation in school governance (Adams & Waghid, 2005; Dieltiens, 2005 cited in Xaba & Nhlapo, 2014).

In the context of schools, Mncube (2009) defines governance as a radical form of decentralisation where the school assumes onus of inciting and sustaining improvements. The system of governance is underpinned by the values and principles of democracy and makes allowance for participatory decision making (Hartell et al., 2016). This meant a sharing of power where all stakeholders including parents had now become accountable in matters regarding finance, control, religious rights, personnel, curriculum, school policies, endorsement of the code of conduct for learners; broad goals on the educational quality that the school should strive to achieve and school community relations (Mncube, 2009; Hartell et al., 2016). In this way, power is devolved to SGBs while operational management remains the responsibility of the principal (Bush & Heystek, 2003).

Previously parents, teachers and learners played more a supportive role rather than a decision making role whilst principals steered the schools to keep them afloat. The Principal's leadership frame and style of reference were the main drivers of the school's ethos, culture and impetus (Hartell et al., 2016). However, with the promulgation of the South African Schools Act (Act 84 of 1996) and the introduction of SGBs as mandated by this act, the role of parents in matters of school governance had become mandatory.

School governance creates an opportunity for all stakeholders including community representatives to develop a sense of ownership of the school and thus take responsibility for what happens at the school. One respondent in a study by Bush and Heystek (2003) said that he is 'very pleased' because the school governing body 'enhances their sense of responsibility'. In a school situation, powers and responsibilities are distributed among all stakeholders in the school in accordance with the law and that policies should be formulated after rigorous deliberations to ensure effective delivery of education.

In light of the above, it is clear that the members of school governing bodies are tasked with a governance responsibility of ensuring that schools become self-managed institutions. This must be achieved through the sharing of power between the state and schools seeing that schools are in the best position to understand and know their own needs and therefore be self-determining.

2.2.2 Leadership

Although the concepts of leadership and management are inter-related and overlap with each other, they are also very distinct concepts. For the purpose of this study, I will focus on the conceptualisation of 'Leadership.'

Conceptualising 'Leadership' was certainly not an easy task for me seeing that there is a widespread of scholarly literature pertaining to this concept. Stogdill (1974; p.259) confirms my sentiments concluding that "there are almost as many definitions of leadership as they are persons who have attempted to define the concept" (Yukl, 1989). Warren Bennis shares a similar sentiment having said that, decades of studies have produced more than 350 definitions of leadership but there is no explicit understanding differentiating leaders from non-leaders (Cuban, 1988).

Leadership pertains to transformation and for successful transformation to occur, there has to be a vision (Bush, 2006; Brinia, 2012). Being in a leadership role necessitates the craftsmanship of a well-defined vision coupled with a democratic leadership style and the ability to direct, influence and motivate a workforce in order to attain this vision (Bush, 2006, Brinia, 2012). This is echoed in the writings of Bush (2006) where he asserts that, educational leadership is seen as the ability to create and maintain an integrated organisational culture through shared values and purpose and through the ability to influence the actions of individuals or groups. He further elaborates that leadership is viewed as a higher order task that is designed to improve employees, learners and school performance (Bush, 2006). According to Harris and Muijs (2004) 'Leadership' is about providing vision, direction and support towards a different and preferred state. This is supported by Davies (2005) who contends that leadership is about direction-setting and inspiring others to make a journey to a new and improved state for the school.

Given the notion that there are a multitude of definitions, I lean towards the perception that 'Leadership' can be defined as the "process of directing the behaviour of others towards the accomplishment of goals" (Marishane & Botha, 2012, p.7. cited in Botha, 2016). Scholars such as Cuban (1988); Yukl (1989) and Botha (2016) share the same view that successful leaders achieve the created vision and ultimately the goals of the institution through providing positive influence, motivation and being able to direct a group of people. School principals are tasked with the role of leadership making them the key figures in communicating a mutual goal; ensuring that a healthy climate of collaboration exists and modelling sound leadership skills and practices (Chamberland, 2009). Since school principals work closely with school

governing body in developing school vision and mission, I also view school governing body members as leaders in this study.

Evidently from the review of scholarly literature, educational leadership has drawn much interest onto it since the early 21st century as it is believed that leadership is viewed as a transformational process involving: vision and goal setting, directing people and inspiring them to achieving common goals. Also acknowledged is the notion that effective leaders will lead to effective teaching and learning (Bush, 2007). The quality of leadership will impact significantly on schools and learner academic performance. Not only do schools need qualified, dedicated and committed teachers but schools also need highly effective and competent principals, school governing bodies, as well as support from the senior management team and other middle managers to be able to provide the best quality education to their learners (Bush, 2007).

2.2.3 Relationship between school governance and leadership

From the above discussions, it is evident that there is a close relationship shared between school governance and leadership. On the one hand, school governance is the decentralisation of power, that is, power that has been devolved from central government to various stakeholders who have a vested interest in the school and therefore serve a participatory function in policymaking as well as the decision making within a school (Kezar, 2004). On the other hand, leadership involves having a vision and setting goals in order to achieve the vision. Kezar (2004) asserts that people in governance confirmed leadership as pivotal to drive the process of policymaking, as a lack of effective leadership can result in the misdirection or stalling of effective policymaking or decision making. Therefore, leadership works in close proximity to governance as the latter is guided by the vision crafted by effective and competent leadership in order to achieve the goals of the institution.

2.3 REVIEW OF LITERATURE

The literature review is presented in thematic form. Five themes were identified and are presented below.

2.3.1 Democratisation of South African education

The concept ‘democratisation’ can sound quite intimidating to the layman, hence I would like to dwell a bit on simplifying the term. ‘Democratisation’ finds its roots in the word, ‘democracy ‘which simply means: when members of a group or organisation are given the opportunity to

take a participative role in the decision making process of that particular group or organisation. The concept of democratisation was foreign to South Africans prior to 1994, however, the fall of the apartheid government in 1994 gave rise to the long awaited and desired democracy.

This political metamorphosis did not only have a major impact on South Africa's social, political and economic arena but it also cascaded into the education arena where major shifts resulted within the education system. The South African Constitution with its Bill of Rights showcased a passionate government that is determined to rebuild a deprived society that was fragmented by the infamous apartheid policy. This determination was emphasised in the South African Schools Act, 84 of 1996 which aimed to use education as a tool for transformation to heal various inequalities and rebuild a society of conscientious and critical citizens. Msila (2007) asserts that democracy, social justice, non-racism, equality and reconciliation are among the fundamental values of the South African education system.

Prior to 1994, the South African educational system was strongly influenced by the apartheid principles. These principles aimed at dividing a society thereby creating distinct forms of identities amongst leaners. Education dictated by apartheid rule divided schools according to race and education served to bolster one race over the other. These divisions strengthened the inequalities of a segregated society. Education as a means of undemocratic social control created individuals who were not only short changed but were also compartmentalised along racial and cultural lines. The system also failed to address the democratic principles based on access, full participation and equity. In the democratic dispensation, the segregated system was dismantled and education is seen as a weapon for transformation.

The democratic aims, values and rights are stipulated in the Bill of Rights in the Constitution of the Republic of South Africa, 1996. This aimed at political transformation from a political era of separateness and inequality to an all-inclusive democracy characterised by equity and equality (Heystek, 2011). The sentiments of democracy and the values of the constitution are echoed in the South African Schools Act, 84 of 1996. This act aims at restructuring a fragmented and unequal school system bulldozed by the infamous political system of apartheid, thereby creating equal educational opportunities regardless of race and gender. Heystek (2011, p.460) highlighted two themes from the Preamble of the South African Schools Act, 84 of 1996 namely: *Quality education aims and values* – this theme focuses on the provision of high quality education for all learners thereby establishing a foundation for the development of all people's talents and capabilities and contribute to the eradication of poverty and the economic well-being of society.

Democratic aims and values – this aims to provide a new national educational system based on democratic values and principles to redress past injustices in educational provisions, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators and promote their acceptance of responsibility for the organisation and provides a governance and funding structure for schools in partnership with the state. Two major developmental needs were identified in order to bolster educational standards and promote local democracy. These needs included strengthening and widening school governance allowing for representation of all stakeholders and encouraging school self-management, as well as, developing and empowering principals and other school leaders to enhance the quality of school management and improve educational outcomes (Bush & Heystek, 2006).

Decentralised school management was first introduced at former White schools in South Africa in 1990 (Heystek, 2011) hence giving them self-management status. This permitted these schools to appoint educators and non-educator staff, assume responsibility for the school buildings and facilities and could determine learner enrolment as well as other policy related matters. A school fee was introduced and parents were expected to pay although the provincial departments continued to pay educator salaries. From this it is clear that although decentralisation had a financial advantage for the central government, the primary reason for SGBs was seen as a political drive to boost democratic participation (Heystek, 2011). During this time self- management was unknown to non-white schools, parental involvement was limited, except for teacher and parent committees with no power related to teaching and learning activities (Heystek, 2011).

SASA, 84 (1996) identified governance and management as two separate yet interdependent activities where governance or policy making is the responsibility of the school governing body and the operational management is the professional activities managed by the principal and the senior management team (Bush & Heystek, 2003; Heystek, 2011). Studies suggest that democratic schools are more progressive schools, listening to parents, encouraging them to participate and giving them more power and responsibility can enhance school effectiveness and facilitate school improvement. The effective school culture showcases many of the core values underpinning democracy, such as: tolerance and respect for others, freedom to participate and express views, being able to share and disseminate knowledge, valuing equity and equality and being given the opportunity for learners to make judgements and choices (Mncube, Harber & Du Plessis, 2011).

2.3.2 Influence of democracy in school operation

Mncube, Harber and Du Plessis (2011) are of the opinion that to create a democratic society through education, it is imperative for education to be organised to do so in order to operate effectively and achieve effective outcomes. According to Mncube et al. (2011), research findings from the USA and Britain suggest that more democratic schools can contribute to both participatory skills and the values of operating democratically. Furthermore, there is evidence that a range of democratic political orientations, political interest, greater political knowledge and a greater sense of political efficacy results from more open, democratic classrooms where interaction and other participatory methods are encouraged (Mncube, Harber & Du Plessis, 2011). It has been shown that democratic and cooperative teaching methods reduce inter-ethnic conflict and promote cross-cultural friendship (Mncube, Harber & Du Plessis, 2011).

Including parents in the school governing bodies is translated into the democratisation of education as stipulated in SASA (Act 84 of 1996) which stipulates that parents must participate in school governance (RSA, 1996; Duma, Kapueja & Khanyile, 2011). This participation involves managerial duties of the school governance structures such as: planning; organising; leading; supervising; policy making; decision-making, controlling and coordinating (Duma, Kapueja & Khanyile, 2011).

2.3.3 Parent involvement in school governance

Through informal chats with colleagues within the teaching fraternity, I came to realise that there is a common feeling of apathy that looms amongst educators and management of schools regarding parental involvement in school governance. There has been many instances where I have been told about the non-existent parental involvement or the contrary, that is, cases where the overzealous parent governing members believe that they have the sole right to all matters pertaining to school management. However, reviewing scholarly works has helped to shed light in this regard providing me with a better understanding of parent involvement in school governance.

In a study by Mncube (2009), he investigated whether parents are actively participating in democratic governance in South African schools and whether their participation is related to their knowledge about their responsibilities. He also addressed possible causes for parental reluctance to participate in school governance activities. When Mncube (2009) posed the question to parent governors regarding their actual functions in the SGB, their response revealed that they felt the main functions of SGBs in which parents actively participate were decisions on school fees, discipline issues, and the daily running of the school. The latter

confirms the conflicting roles between the parent members and the principals. According to SASA 84 (1996) the day–to-day management of the school is the responsibility of the principal and not the SGB. Lack of or reluctance to participation in SGBs and school activities is attributed to a lack of education regarding involvement in school governance activities; the language barrier because of the exclusive use of English as a means of communication at SGB meetings; difficulty in attending SGB meetings; parents' educational and literacy levels; fear of academic victimisation of their children by educators and power relations in the SGBs (Mncube, 2009). Additionally, they believe that their active participation may lead to rejection of future applications to enrol their children in the school.

The above factors inhibit or silence the voice of parents in school matters. Mncube (2009) concluded that educators should be provided with further knowledge regarding parental involvement in schools. Parents should be educated and encouraged to participate in school activities, Mncube (2009) found that parents confirmed that they did not receive sufficient training in this regard, particularly in sporting activities which are new to them. Ways of encouraging parental involvement in school activities should form part of the curriculum of pre-service educators and existing educators should be given the necessary in-service training. They would then be able to encourage parents to deliberate and engage in dialogue about school activities. This will result in great potential for the voice of parents to be heard, giving them a sense of belonging hence will lead to fruitful dialogue and debates in matters pertaining to school governance and this will give them a sense of belonging or inclusion in the decision making process which Mncube (2007; 2008; 2009) referred to as 'joined-up governance' (Mncube, 2007; 2008; 2009).

2.3.4 Intricacies of parent involvement in poor rural schools

A study conducted by Hartell, Dippenaar, Moen and Dladla (2016) focused primarily on the perceptions and experiences of principals regarding the role of parents in governing bodies of rural schools and also on how to get parents involved in school governing activities. This study revealed that parent members lacked understanding and knowledge of policies. The principals who participated in the study attributed this to parents' insufficient level of education (Hartell, Dippenaar, Moen & Dladla, 2016). Since principals were knowledgeable in matters relating to policy, they found that they had to initiate and implement policies without collaborating with the parent component of the SGB; instead they would collaborate with staff members in drafting policies. Furthermore, parents would want principals to make all arrangements for the

SGB which in turn would increase the principal's responsibilities and workload (Hartell, Dippenaar, Moen & Dladla, 2016).

The issue of trust is imperative for effective functioning of the SGB. Principals found that members of the SGB lacked values of trust when sensitive and confidential information leaked out into the local community (Hartell, Dippenaar, Moen & Dladla, 2016). According to principals, limited skills, knowledge and low levels of literacy made it impossible for parents to understand their role and function in school governance. Parental non-involvement was exacerbated by language barriers as English was the main language (Hartell, Dippenaar, Moen & Dladla, 2016). Parent governors of rural schools are not given the full opportunity to fulfil their role in the governance of the school. In most cases decisions are made by the SMT instead of the SGB (Mncube, 2009).

Communication is of paramount importance for effective school governance and management, however, in rural areas communication is problematic. Ineffective communication with parents is exacerbated by the low level of education, lack of knowledge of technology and poor response and communication for SGB members. Furthermore, it was found that parents do not respond to letters, text messages and it is difficult to get hold of parents telephonically. These factors contribute to the absenteeism from meetings (Hartell, Dippenaar, Moen & Dladla, 2016).

Challenges faced by the principals with parent members stem from the fact that the SGB is given a significant function in being the voice of the community, assisting the principal to organise and manage school activities in an effective and efficient way. However, in rural areas, SGB members seem to be incapacitated in assisting the principal in governance and management due to their lack of knowledge (Hartell, Dippenaar, Moen & Dladla, 2016; Msila, 2007). Principals suggested that parental involvement in SGBs could be bolstered by providing training workshops, literacy classes and the formation of new patterns of collaboration and empowerment of principals and parents (Hartell, Dippenaar, Moen & Dladla, 2016). The above points out to although principals favoured the role of parents in SGBs and governance, they did articulate the challenges that they also faced. One of the main challenges hampering effective governance and management is the rate of illiteracy of parents in SGBs. Principals did suggest training workshops, literacy classes and the formation of new patterns of collaboration and empowerment of principals and parents to help enhance parental involvement in school governance (Hartell, Dippenaar, Moen & Dladla, 2016).

Studies conducted by Duma, Kapueja and Khanyile (2011) was motivated by an observation that in spite of the opportunities allotted by SASA (Act 84 of 996), there is still a need for the serious improvement of parental involvement in the school governance of rural schools. Duma, Kapueja and Khanyile (2011) mention that involving parents in the governance of rural schools proves to be a daunting task mainly as a result of the high rate of illiteracy among the parent governors. This study by Duma, Kapueja and Khanyile (2011) honed in on the experiences of educators on the role of parents in the school governing bodies of rural schools; the challenges the educators encountered when attempting to involve these parents in the school governing bodies of rural schools and the educators' suggestions on encouraging effective involvement of these parents in school governance. One of the major roles of parents in school governing bodies is to foster and develop a partnership between the parents and the school based on trust and respect among all stakeholders in the governance of the school, however, educators have expressed their dissatisfaction with the role of parents in the school governance of rural schools (Duma, Kapueja & Khanyile, 2011). They attribute this dissatisfaction to the high illiteracy rate evident among members of the governing body, hence school governing bodies are faced with many challenges in terms of dealing effectively with matters pertaining to school governance (Duma, Kapueja & Khanyile, 2011; Hartell, Dippenaar, Moen & Dladla, 2016; Mncube, 2009).

Additionally, this study was incited by an interesting observation mentioned in Duma, Kapueja and Khanyile (2011) that noted that educators and parents are often uncertain of their roles in school governance. Some educators have no reservations about working mutually with parents in school governance whilst others view parental involvement in school governance a violation of their professionalism. Duma, Kapueja & Khanyile (2011) caution that educators with a negative attitude towards parents tend to blame parents for meddling in the operations of school governance. Duma, Kapueja & Khanyile (2011) assert that ever since Plato there has been an ardent belief that parents should not interfere with education and that there was no challenge to the view that teaching should be carried out behind closed doors. Duma, Kapueja and Khanyile (2011) reinforce the notion that some educators regard themselves as superior to parent governors. These educators are negative towards parent governors and regard them as intrusive and troublesome. Contrary to the negative views, Duma, Kapueja and Khanyile (2011) contend that school governance activities are neglected if educators ignore the strengths and the valuable resources that the father and mother can bring to schools as well as the positive impact that this could thereby have on school governance.

This study also confirms that expertise and assistance brought in from parental involvement in school governing bodies contributes positively to the success of schools. Duma, Kapueja and Khanyile (2011) made a valid standpoint when they cited Quan-Baffour (2006) stating that every child is born to a home and the child's first education is from that home to which he is born, therefore school education is supposed to build on knowledge taught at home. Duma, Kapueja and Khanyile (2011) emphasise that parental involvement in school governance improves their understanding of school governance and enables them to share this knowledge of school governance matters with professionals.

Given the above, educators were unanimous that the following is of paramount importance to ensure that parents contribute meaningfully in school governance activities: parents must be literate; the Department of Education must introduce literacy classes for parents in school governing bodies; parents in the school governing bodies of rural schools must be given necessary training by school principals and the Department of Education so that they can have a working knowledge of school governance activities and school governance should be redesigned to form new patterns of collaboration and empowerment of educators and parents.

Msila and Netshitangani (2015) focused their study on how poor rural parents perceive their role in school governance and management as well as exploring the use of African Indigenous Knowledge Systems (AIKS) to bolster parental involvement. Their study aimed to investigate what expectations do district officials; principals and their school management teams have of parents. The study is informed by social and cultural theories and how this shaped the behaviour of parents. Both under-resourced rural schools and parents of this community suffered the harsh consequences of past political injustices. Parents were deprived of a good education resulting in their poverty and lack of social and cultural capital. The low social and cultural capital negatively influences parental involvement hence a possible reason for parental non-involvement in school governance and management.

The findings of the study showed the intricacies of parental involvement in rural schools (Msila & Netshitangani, 2015). These were discussed under four themes according to the data collected from the participants as follows: Firstly, *The poor parents and schools* – on the one hand, principals felt that parents were not involved in their children's' education or in school management whilst parents felt that they were marginalised. They felt that they had no power in terms of social capital and therefore had no voice in their children's education, (Msila & Netshitangani, 2015).

Secondly, *Forging links between schools and community - a question of relevance* – parents in this study confirm that links between the school and communities need to be strengthened. They want to see the need or relevance of schools in their lives so that they as parents may get involved (Msila & Netshitangani, 2015). Thirdly, *The case of African Indigenous Knowledge Systems (AIKS) in rural school management* - parents feel that the philosophy of Ubuntu should be used in school leadership as this is what they are familiar and comfortable with. Ubuntu is based on mutual trust, respect and care. Parents fear involvement in schools, they see schools as imitating western structures based on expertise and high formal education. Inclusion of AIKS will alleviate the fear and promote mutual trust and parental involvement in school governance (Msila & Netshitangani, 2015).

Lastly, *Traditional leadership and governance* – traditional leaders in rural schools cannot be overlooked. They play an integral role in the community and if schools want to be successful, they need to include the traditional leaders in school governance (Msila & Netshitangani, 2015). This study looked at parental involvement in rural schools and the role parents could play in enhancing school leadership. In spite of principals complaining of the non-involvement of parents in education and governance and factors such as social and cultural capitals that have hindered parental involvement, parent participants in this study proposed strategies to overcome some of these challenges. These parents see hope in the inclusion of AIKS and forging links with schools and community as strategies for school success. The study concludes with saying that African epistemologies might be the remedy in school governance in rural areas which may break the cycle and alleviate poverty in the rural areas (Msila & Netshitangani, 2015).

2.3.5 Females in leadership roles

This research study zooms in specifically on the phenomenon of the female parent component in school governance. After several failed attempts of sourcing literature pertaining to the aforementioned phenomenon, it is safe to say that there seems to be a void in scholarly works around the same. As a result, I sought to gain an understanding of females in leadership roles through literature that spoke about females leading in mixed gendered contexts.

It is evident from the literature that women have advanced in recent decades in assuming leadership roles. However, gender bias and societal stereotypes are major contributing factors creating hurdles for women in the professional world thus limiting the advancement of females in leadership roles (Nichols, 2014, Vial et al, 2016). Furthermore, women remain immensely under-represented at the highest organisational levels and this may be attributed to the

undervaluation of women's effectiveness as leaders (Paustian-Underdahl, Walker & Woehr, 2014). Those who do reach the leadership platform are faced with further challenges of being unable to exercise their authority or experience difficulty in eliciting respect and admiration from subordinates simply because they are perceived as less legitimate and less competent in comparison to their male counterparts (Vial et al, 2016). Vial et al (2016) argue that in spite of being equally competent to male leaders, female leaders have the added responsibility of legitimising their role or else illegitimacy will lead to negative subordinate behaviour and reduced co-operation which ultimately leads to females retreating from their leadership roles.

In a study conducted by Brinia (2012), she contends that, sex and gender are two distinct phenomena. Gender affiliates with stereotypes and qualities that have established over time, whereas, sex refers to a set of personality characteristics arising from biological differences (Brinia, 2012). Some male personality characteristics include: aggression, assertiveness, independence, analytical thought, confidence, ambitiousness, objectivity and impersonality, whilst female personality characteristics take account of: sensitivity, emotionality, expressiveness, co-operation, intuition, tactfulness, submission and reception of ideas (Pounder & Coleman, 2002). It is important to understand the gender related characteristics as this may assist in shedding light on the leadership behaviour of both male and female (Brinia, 2012). With reference to this study, understanding gender related differences will also provide clarity to why females are under-represented in school governance; differences in the experiences of both males and females, as well as the unique ways that they react to situations.

Nichols (2014) shares similar sentiments saying that stereotypes around men and women seem to create obstacles for women in educational leadership positions. Society describes women as nurturing, submissive, emotional, compassionate, subjective and uncertain whilst males are seen as robust, powerful, intelligent, objective and independent. This creates the notion that men are superior to women and therefore more competent in leadership roles (Nichols, 2014). Findings by Lumby and Azaola (2014) are consistent with other scholars suggesting that females are still under-represented even in South African schools in spite of the demise of apartheid in 1994. However, Lumby and Azaola (2014) noted a conspicuous mothering style of leadership which extends to and shapes these leaders relationship with staff members, learners and parents. This special motherly characteristic was found to create an advantage for females in leadership (Sidani et al., 2015).

Paustian-Underdahl et al (2014) hone in on gender differences in perceptions of leadership effectiveness and their findings show that when all leadership contexts are considered, men and women do not differ in perceived leadership effectiveness, women are in fact rated as

significantly more effective than men. Paustian-Underdahl et al (2014) assert that males rate themselves as significantly more effective than females rate themselves. Paustian-Underdahl et al (2014) point out that there may be a female gender advantage in modern organisations that require a feminine type of leadership. A female type of leadership stems from the notion that women are more likely than men to adopt a collaborative and empowering leadership styles, while men are disadvantaged because their leadership styles include more command- and –control behaviours and the assertion of power.

Moorosi (2010) attributes the scarcity of females in leadership roles to various complexities. These include, women struggling with issues of professional experience; aspiration; ambition and confidence which results in deficient self-esteem which ultimately affect their efficacy in executing their role. Additionally, women are characterised as being sensitive and indecisive (Pounder & Coleman, 2002; Moorosi, 2010), hence they opt not to enter leadership positions and lastly, they find it challenging to simultaneously juggle work and home responsibilities. This statement is contrary to Nichols (2014) who reports that unlike men, women leaders continue to maintain family and home responsibilities and although balancing work and family could prove to be challenging, women leaders have suggested that learning to balance these two facets can actually enhance their performance. Gold and Moorosi (1996 & 2010) posit that women need to be encouraged to get involved in management positions as encouragement is vital for building confidence levels and assisting women to discover their potential.

The findings in Moorosi's study reveal that women in education leadership roles confess that the lack of female aspiration for leadership roles is attributed to the absence of receiving professional support and training in management (Moorosi, 2010) In view of Moorosi's findings, it can be argued that perhaps receiving necessary support and training is imperative as it influences job satisfaction, hence, the absence thereof can actually be a possible reason for female under-representation in SGBs. In a South African context, in spite of the Bill of Rights (1996) guaranteeing equal rights and opportunities for both men and women in all playing fields, findings from the study conducted by Moorosi (2010; p. 2) show that women still do not benefit "equitably from equal opportunity interventions."

Given the above, there seems to be a common thread in scholarly works illustrating that females do not find themselves on a bed of roses once they reach the leadership plateau but rather they are faced with a myriad of challenges mainly because of their gender. Hence, this study sought to ascertain experiences female parents in school governance.

2.4 THEORETICAL FRAMEWORK

This study is informed by two theories, namely, Social Identity Theory and the Power-Control Theory. These theories provided a lens through which I understood the research puzzles. First, the Social Identity Theory provided an understanding of the identities of the female parent governors and how these identities influence their roles and responsibilities in school governance. Second, the Power-Control theory provided an understanding of their experiences in school governance.

2.4.1 Social identity theory

Social identity theory (SIT) was first proposed by Tajfel (1978) and later revised by Tajfel and Turner (1979). This theory aimed to give people a sense of who they are and attempts to explain cognitions and behaviour based on the social groups that they belong to. Trepte, (2006) conceptualises groups as, "a number of people who feel and perceive themselves belonging to a group and who are said to be in a group by others." Groups play a vital role in providing a source of pride and self-esteem as well as it gives one a sense of identity that is a sense of belonging in the social world (McLeod, 2008).

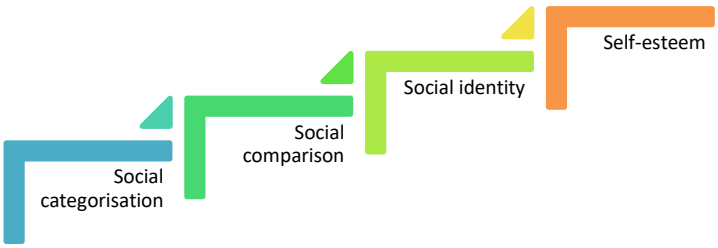


Figure 2.1: Stages of Social identity theory

There are four main principles or stages that underline this theory, namely: social categorisation, social comparison, social identity and self-esteem. I begin with outlining social categorisation as proposed by Tajfel (1979) who suggests that social categories exist before an individual is born; individuals are born into already structured societies and derive their identities from the categories to which they belong (Stets & Burke, 2000). Social categorisation divides people into two main groups: a group to which individuals belong to and can identify with are known as, in-group and the group to which others belong to and are discriminated against are known as out-groups. Individuals are categorised in order to be able to identify their similarities within the same group and

differences between groups in order to understand them. Examples of such social categories include: South African, Australian, African, Indian, White, Christian, Hindu, Muslim, businessmen, educators, lawyers and doctors. By assigning people to a group, it gives us information about those people.

The second stage of SIT is social comparison which aims to evaluate the social groups to which individuals belong to with other groups (Trepte, 2006). According to Tajfel and Turner (1979) there are three principles that foreground social comparison. These are: firstly, individuals must have internalised their group membership as a part of the self-concept, that is, they must be identified with their in-group. Secondly, the situation must allow social comparison. Thirdly, the out-group must be relevant in terms of similarity and proximity (Trepte, 2006).

The third stage of this theory is social identity which suggests that people adopt the identity of the group to which they belong to and conform to the norms of that specific group, for example, a Christian person will adopt the identity of a Christian, therefore conforming to and following the religious teachings of Christianity. Social identity is based on favourable comparisons between in-groups and out-groups (Trepte, 2006). As part of the social identity process Abraham and Hogg (1988) assert that the Social Identity Theory shows different kinds of group behaviour, such as solidarity within one's own group or discrimination against an out-group with the aim to achieve positive self-esteem and self-enhancement, that is, individuals within an in-group compare themselves to individuals of out-groups in an attempt to maintain or enhance their self-esteem. Groups are dynamic, that is, it is performance and status within a group is constantly changing, hence, social comparison takes place constantly and social identity is negotiable, meaning that a process of social mobility occurs if individuals find their groups are inferior, they then are at liberty to leave their group and join a higher status group (Trepte, 2006).

Self-esteem as the fourth principle of social identity theory and the idea of self-esteem finds its roots in Social Comparison Theory which suggests that people strive to confirm aspects of their own self-definition (Trepte, 2006). Self-esteem can be seen as referring to motivation underlying group behaviour (Trepte, 2006). Since female parent governors possess unique identities, this theory will help to understand their background, factors that shaped their identities and how their unique identity informs their experiences in governance.

2.4.2 Power-Control theory

Power-Control theory was chosen to show how class derived from a combination of power obtained in the workplace and control established within the home influence dominance and

delinquent social behaviour. Hagan, Gillis and Simpson (1985; 1987) assert that the Power-Control theory attributes social delinquent behaviour and dominance to two main concepts, namely: power and control. Power is derived from the position held in the workplace whilst control focuses on relations of dominance established within the family (Hagan et al., 1985; 1987).

Hagan et al. (1987) proclaim that common delinquent behavior has its bearings in family structure and the relative positions of the father and the mother in the workplace. Here the theory aims to show gender differences in delinquent behaviour and how those gender differences expand or contract depending on the type of family structure and degree of parental control over daughters and sons. Hagan et al. (1987) show how power and control is understood in two different types of families, namely, patriarchal and egalitarian families. In typical patriarchal families, husbands are employed in authority positions whilst the wife is not employed outside the home. Family based relations of dominance show that the mother is more an instrument of social control than the father, and that daughters are more the objects of control than the sons (Hagan et al, 1985; 1987). In other words, mothers are expected to control their daughters more than they do to their sons (Hagan et al, 1987). This does not mean that mothers are more important than fathers in the control of their daughters but just means that mothers are given a key important role in the day-to-day control of their daughters in patriarchal families (Hagan et al., 1987).

Mothers reproduce daughters who focus their future around domestic labour and consumption whilst sons prepare for direct production (Hagan et al., 1987). Daughters are taught to avoid taking risks and are deterred more by the threat of legal sanctions whereas males are encouraged to take risks (Hagan et al., 1985). Therefore, the instrument-object relationship orchestrated by mothers in patriarchal families are responsible for socially reproducing the gender division in the consumption and production spheres creating a "cult of domesticity" around women (Hagan et al., 1987).

Given the familial controls of a patriarchal family, findings show that delinquency is an unintended consequence. At the top of the class structure, males in the employer class are more delinquent than females not because they have a higher taste for risk but simply because they are less controlled by their parents and believe that they are less likely to be punished for their delinquencies. Therefore, the power-control theory emphasises that in all classes, males are freer to deviate than females and that males in higher or most powerful classes are freest to be delinquent (Hagan, 1985; 1987). This assumption forms the basis for a prediction such as

Bonger's (1916): the relationship between gender and delinquency will increase with the movement up the class structure and it will decrease with movement down (Hagan et al.,1985).

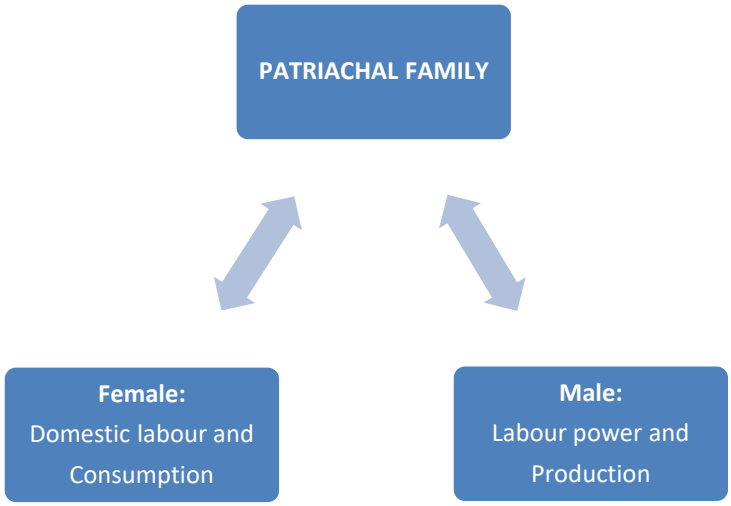


Figure 2.2: Power-Control in Patriarchal families

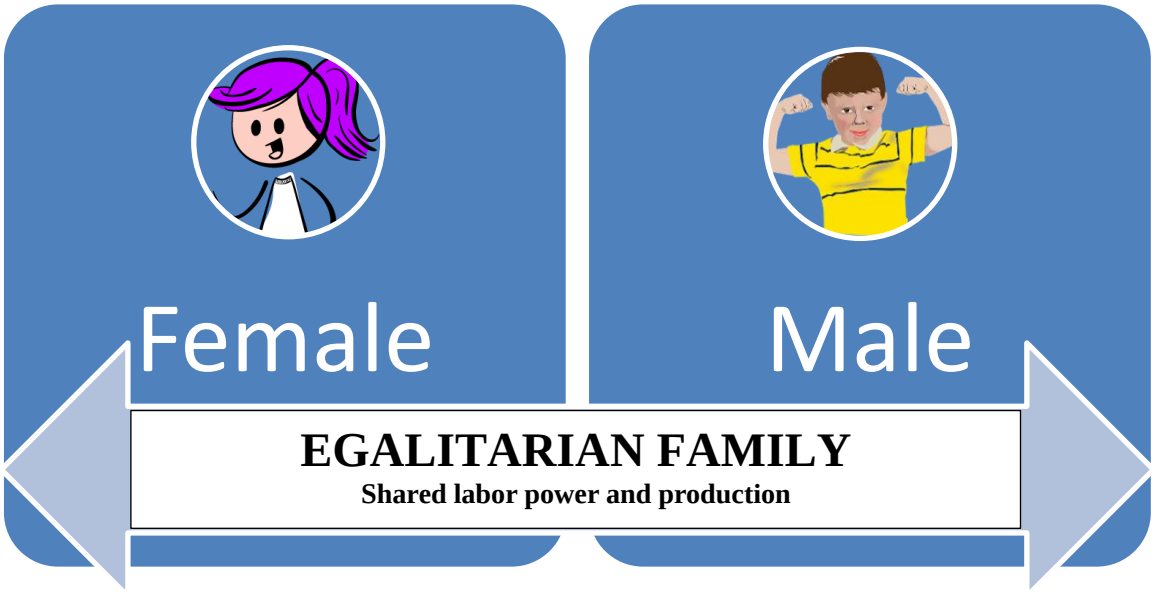


Figure 2.3: Gender equality in an egalitarian family

In egalitarian families both fathers and mothers are employed in positions outside the house. In this type of family mothers gain power relative to husbands; daughters gain freedom relative to sons (Hagan et al., 1985; 1987). Hence, there is no differentiation between daughters and sons in terms of control. This does not mean that fathers will become as involved as mothers in the control of their daughters but means that parents redistribute their control efforts so that daughters are subjected to controls more like those imposed on sons. Egalitarian families

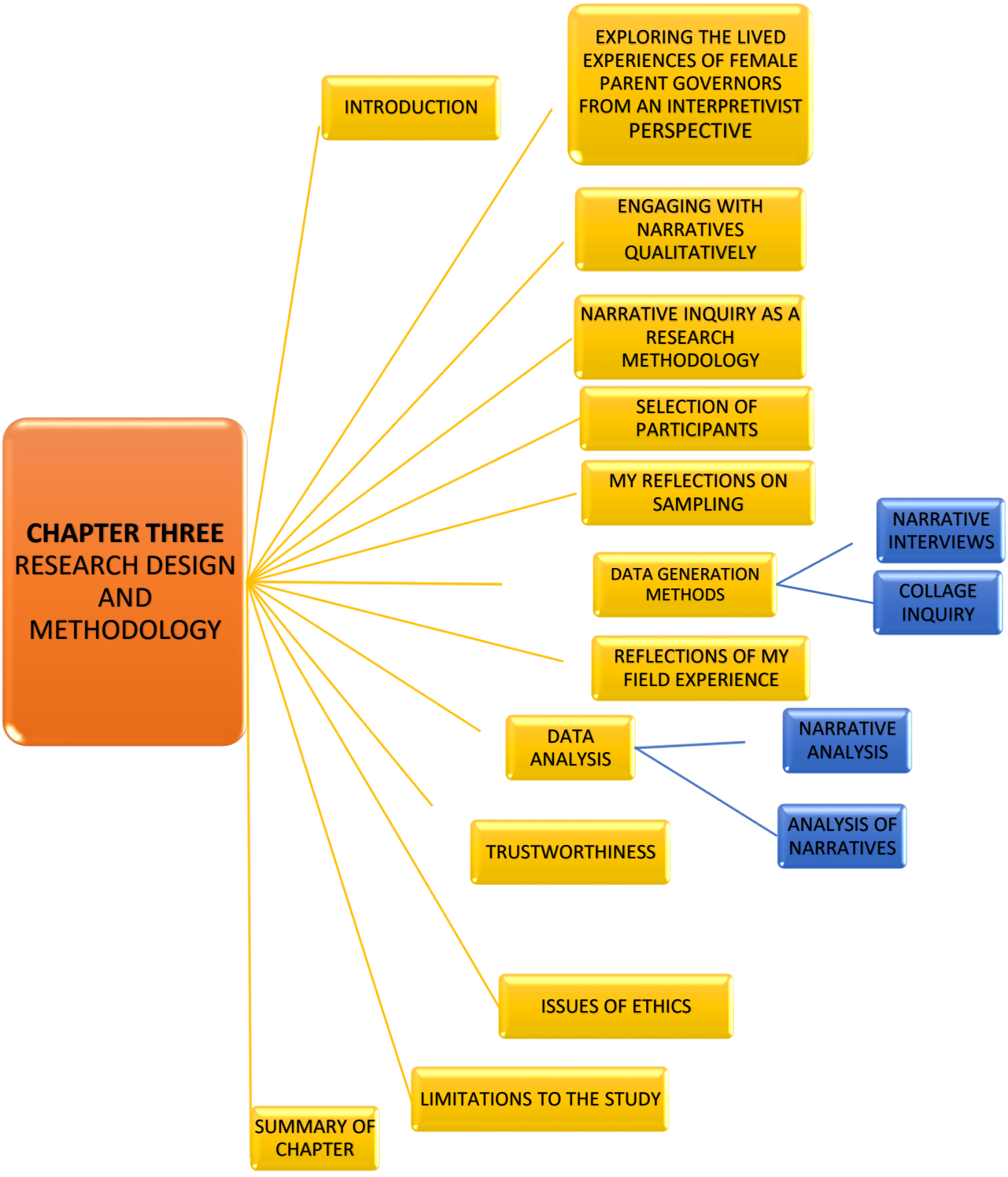
reproduce daughters who are prepared just like sons, for the production sphere (Hagan et al., 1985; 1987). Clearly, consumption and production are undivided by gender, but rather, there is an overlap in these two spheres. Evidence shows that an instrument-object cycle exists even among liberated women who play both the roles of a dedicated mother as well as a career woman (Hagan et al., 1985). In respect of social reproduction, the presence of an imbalanced instrument-object relationship helps propagate patriarchy and its absences facilitates equality (Hagan et al., 1987).

Power-control theory helps to understand class structure and delinquency and family power relations. The theory focuses on gender-specific authority attitudes and behaviours. The combination of these interlocking relationships suggests a gender-based link between class and delinquency (Hagen et al., 1987). Power has an 'intoxifying' effect (Hagan et al.,1985, p.1155), where holders of power believe that they are free of the moral and legal precepts that control ordinary persons. Hence, those holding power tend to be more criminal and devoid of morals than those who are controlled by rules.

I chose this theory specifically as I understand that patriarchy is a phenomenon affecting females across the globe. SGBs have been dominated by males for a long time, however, it is only in recent time that we see a gradual increase of female representation in governance. This study explores the experience of female parent governors who are serving in SGBs of township schools, hence, I want to understand through this theory what power and control these females possess in the SGBs or; how the power-control theory has influenced their experience in governance.

2.5 SUMMARY OF THE CHAPTER

This chapter presented a review of national and international literature pertaining to the studied phenomenon. The first section of the chapter begins with explaining recurring concepts pertaining to this study, namely: Governance and Leadership as well as the relationship between governance and leadership. In the second section, reviewed literature is presented in a thematic form and in the third section of the chapter, theories of social identity and power-control are discussed as these two theories constitutes the framework guiding this study. The next chapter will focus on presenting the design and methodology employed in conducting this study.


CHAPTER THREE
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CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on a review of relevant international and national academic literature pertaining to school community partnerships and governance. Apart from the literature review, the chapter also elucidated the theoretical framework for this study. The purpose of this chapter is to present the design and methodology that influenced the processes of this inquiry. This includes a discussion on the research paradigm in which this study is positioned, the research design adopted, and the methodology employed to understand the lived experiences of participants. In addition, the chapter presents discussions on research methods namely: methods of selecting participants, reflections of the sampling process, data generation method, my reflections of field, data analysis method. Finally, a brief discussion on trustworthiness, ethical considerations and limitations to the study is presented.

3.2 EXPLORING THE LIVED EXPERIENCES OF FEMALE PARENT GOVERNORS FROM AN INTERPRETIVIST PERSPECTIVE

I recall a History lesson in 1979, as I sat very still, listening attentively to a story of Rachel de Beer, my eyes welled with tears. I tried very hard to blink away the innocent tears as I didn't want the feeling of sheer embarrassment if the children in my class had witnessed tears rolling down my cheeks. It was a story narrated by the teacher. The story was about the lived experience of a young Afrikaans girl who sacrificed her life to save that of her brother during a snow storm whilst they were on trek from the Orange Free State to the Transvaal.

This true life experience of the time captivated my attention; it took me on a time travel where I journeyed back to 1843 and that marked the beginning for my interest in learning and understanding human experiences. Henceforth, I looked forward to all my History lessons and thoroughly enjoyed them as they unfolded and narrated more lived experiences of great warriors and discoverers. I chose to continue with History till matric and I opted to major in History at tertiary level.

In retrospect, I can conclude that I had already unknowingly positioned myself in the interpretivist paradigm very early in my schooling career as my interest lay in understanding and demystifying the social realities experienced by people (Bertram & Christiansen, 2014)

and the "world of human experience" (Cohen, Manion & Morrison, 2011, p.17). As a History major, I agree with the ontological belief suggesting that social science is subjective, therefore, there is no single truth or reality but rather a multiplicity of realities (Creswell, 2009; Guba & Lincoln, 1994). This meant that meanings are varied and complex and this is interpreted, constructed and shaped from the researcher's own frame of reference, in other words, the researcher's background would influence the interpretation of the data (Creswell, 2009). It can be deduced that the interpretivist paradigm advocates critical thinking unlike the positivist paradigm which is objective in nature (Bertram & Christiansen, 2014).

The reason I chose for this study to be located within an interpretivist paradigm is because it is a study to understand how different females experience their role in governance in township schools. I consider myself a social researcher as this study allows me to explore, understand and interpret the lived experiences of these participants through the close social, dialogical interaction with them (Cohen, Manion & Morrison, 2011). Furthermore, the interpretivist paradigm enabled me to acquire knowledge and understand how people feel about their world and to make sense of their lived experiences from their particular view (King & Horrocks, 2010). We do know that no two people would have the exact same experience in spite of having the exact same contextual factors. Based on my experience of engaging with the participants during this study, I agree with the scholars suggesting that there are a multiplicity of realities highlighting the different experiences (Creswell, 2009; Guba & Lincoln, 1994).

3.3 ENGAGING WITH NARRATIVES QUALITATIVELY

Research design can be seen as a plan of action and procedures adopted that guide and inform a research study (Creswell, 2009). This plan involves the worldview adopted by a researcher as well as dealing with how data is generated and analysed by the researcher (Creswell, 2009). Three basic research designs include: quantitative, qualitative and mixed research design (Bertram & Christiansen, 2014). Qualitative research design is a means of exploring and understanding the meaning people ascribe to their social problems (Creswell, 2009). Hence it was the best suited research design for my study since my study intended to explore and understand the storied narratives of female parent governors serving township schools, which in essence deals with peoples' experiences.

To develop a comprehensive understanding of how female parent governors experience their role in SGBs of township schools, Gay, Mills and Airasian (2011) posit, "qualitative research seeks to probe deeply into the research setting to obtain in-depth understanding about the way things are; why they are that way; and how the participants in the context perceive them." I was able to achieve this by immersing myself into the participants' world through regular engagement with the participants, building a relationship based on trust and creating a comfortable, safe environment that permitted for free and open communication, hence there were no reservations. Qualitative design allowed me to focus on exploring, understanding, creating meaning and granted me the opportunity to be able to give a voice to the participants (Creswell, 2009).

3.4 NARRATIVE INQUIRY AS A RESEARCH METHODOLOGY

My affinity for listening to and retelling stories is what initiated my interest in narrative studies. Reflexive methodologies use narratives to generate data and also to report findings as it is believed that humans are storytelling individuals who lead storied lives (Connelly, 1990). Narrative study involves "living, telling, retelling and reliving of stories of experience" (Caine, Estefan & Clandinin, 2013, p.574). Narratives are subjective recollections and reflections of participants' experiences that are "valued and accepted as personal truths as opposed to forensic truths for the purpose of analysis"(Amin, 2012, p.4).

Narrative inquiry was suitable for this qualitative research which used stories to portray human action (Polkinghorne, 1995). This narrative within the interpretivist paradigm provided an understanding and meaning to the multiple realities experienced by people of different social, cultural and economic backgrounds (Creswell, 2009; Guba & Lincoln, 1994). As a narrative inquirer, I created a non-threatening environment that promoted collaboration between my participants and myself to generate invaluable rich data in the form of stories so that I could explore, understand and make meaning of the participants' experiences. My choice of narrative inquiry as my research methodology was reaffirmed by Clandinin (2013) who posits that narrative inquiry is a way of understanding and inquiring into experience. My focus was on females assuming governance roles thus bringing them to work collaboratively with male counterparts and in positions that were once male dominated. I wanted to know of their experiences in assuming these new roles.

Given the above, I can acknowledge that this methodology assisted me in achieving my goal in exploring the experiences of female parent governors through narrative stories therefore making meaning of their past and present lived experiences (Clandinin, 2013). It also gave me

the privilege of honouring my participants by giving them a voice as Tierney (2000) asserts that narratives gives voice to the voiceless and the marginalised, it also allows for their untold stories to be heard.

3.5 SELECTION OF PARTICIPANTS

Selection of participants is crucial to a narrative study as the purpose of a study of this nature is to give a voice to the participants, hence it was imperative that I employed the correct sampling methods to select participants who were able to contribute to a rich narrative.

Given the above, I resorted to two types of sampling methods when I selected my participants, namely: convenient and purposive sampling methods. Firstly, I had to locate two schools in a township area as my study pertained specifically to understanding and interpreting the storied narratives of female parent school governors serving township schools. This is a qualitative narrative research which has no intentions of generalising. As a result, two schools were sufficient to explore the lived experiences of female parent governors.

Considering high travel costs and the high crime rate in South Africa, I had to resort to convenient sampling when I selected the schools to conduct research at. As its name suggests, convenient sampling allowed for easy accessibility from my place of employment; again it minimised the lengthy travel time and cost (Cohen, Manion & Morrison, 2011), not to mention, it also minimised the risk of falling prey and being another statistic to the high crime rate in our country. Hence I selected two schools in a township area of KwaZulu-Natal, known as Chatsworth. Both these schools fall under the district of Umlazi.

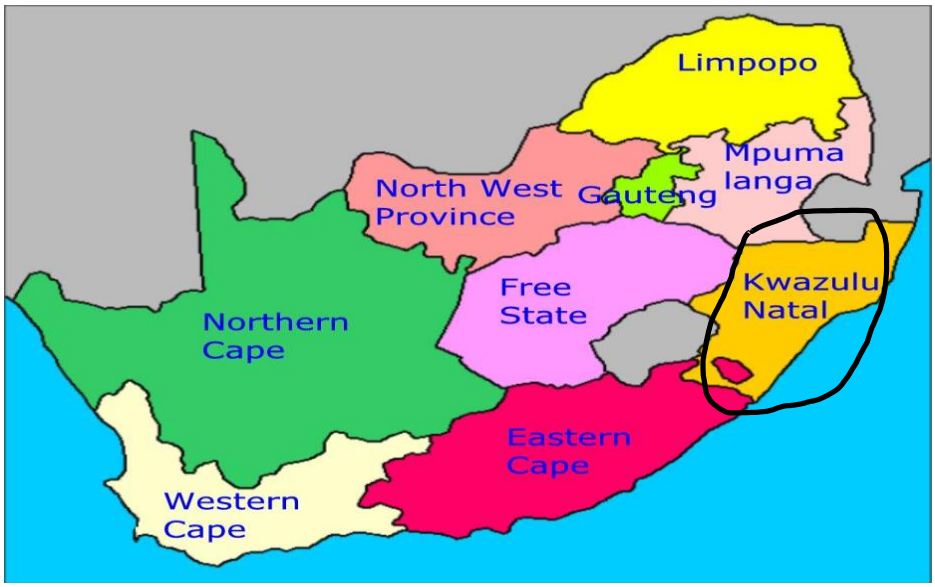


Figure 3.1: Map showing the province of KwaZulu-Natal where research was conducted

Figure 3.2: :Map showing location of participating schools

Apart from being convenient, I also purposively selected two schools in Chatsworth as they serve a diverse community. People in this community come from different socio-economic backgrounds which dictate their diverse experiences, therefore moulding them into unique beings.

The "purposive sampling is used to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues" (Cohen, Manion & Morrison 2011, p.157). Since this study pertains specifically to female parent governors, I purposefully recruited two female parents serving in the school governing body in each of the two selected schools. Participants were selected based on their experience gained over the years they served in governance.

Firstly, permission was solicitated from principals, the permission was granted and later the contact details of prospective participants were provided by both principals of the respective schools (See Appendix E, pages 105;106). Subsequently, all four prospective participants were contacted and they consented to participate in the study. However, when it came to setting up interviews, one of the ladies could not avail herself and other female parent governors in the school were not willing to participate. As a result, I had to reduce my sample size from four to three female parent governors (See Appendix E, pages 109;110; 111).

As a reminder, names of the participants and institutions mentioned in the stories are represented by pseudonyms in order to maintain confidentiality. I present below the gripping stories of Justine, Angel and Naz but before that, find below a general profile for each of the participants. It is important to have an understanding for each participant in order to understand the factors that might influence their story (Clandinin, 2013).

3.5.1 Profiles of participants

Name	Name of school	Sex	Age	Occupation	Role in SGB	Duration
Justine	Daffodil Primary School	Female	41	Home Executive	Treasurer	2016 - Present
Angel	Marigold Primary School	Female	29	Home Executive & Student	Parent Governor	2017 - Present
Naz	Marigold Primary School	Female	40	Home Executive	Treasurer	2016 - Present

Table 1: Profiles of participants

3.6 MY REFLECTIONS ON SAMPLING

Sourcing schools and gaining permission to conduct research did not prove difficult to do but getting participants to commit to the study was difficult. After two failed attempts, I had then approached Marigold Primary School (M.P.S) and Daffodil Primary School (DPS). M.P.S is led by a female principal and D.P.S by a male principal. Getting permission from both principals was easy, however my challenge was getting contact details of female parent governors from both principals. After many calls and messages, I eventually did get contact details from both principals.

I want to dwell a bit on M.P.S. Ironically M.P.S was not my first choice as this school holds special memories for me. M.P.S was the first school where my dearest aunt Rasheeda Motala was posted to in 1969, the year before I was born. My aunt has played a major role in my life, she has helped raise me and has been to this day my role model. I have vivid memories of going to school with her in the 70s. I enjoyed going to school with her as I was allowed to colour with pastels that was a highlight for me at that very impressionable age. I believe that my aunt has been my inspiration and the reason I am in education today. I played school as I was growing and would imitate her, would cut up an exercise book to use as my register and would write out my own lesson preps, oh yes! I did have a prep book. So, having said this, I did not want to approach M.P.S because it would have evoked nostalgic emotions.

It was with the will of the Almighty that I was guided and led to M.P.S. On arrival for my first meeting, I was greeted by the principal with a warm, friendly hug and a kiss on my cheek. This left me dumb struck because I was a total stranger to her. I thought that her friendliness and warm welcome was an amazing gesture, setting the tone for a very successful first meeting with her. Below are pictures that triggered memories of my aunt.

Figure 3.3: A picture taken in 1971 of my dearest aunt Rasheeda and I when I was just a little older than a year.

Figure 3.4: Pictured in the early 70s. Miss R. Motala in classroom number 20 of M.P.S with her little 'Zulu boys'. Props were all home- made by herself together with the assistance from her friends.

Figure 3.5: Miss R. Motala -Regional Academic Quality Controller (AQC) of the International Schools of Choueifat, UAE (1997 - present)

Figure 3.6: My aunt, Rasheeda Motala 'casting' her first vote with the father of the nation at the Mandela museum in Howick, KZN, South Africa

3.7 DATA GENERATION METHODS

The main purpose of a narrative style of writing is to tell a story. Marshall and Rossman (2011) opine that narrative inquiry assumes that people construct their realities through narrating their stories. My intention in conducting this narrative study was to understand the stories of the lived experiences of my participants as female parent governors serving township schools, thereby giving them a voice. Given the above, I found that the best way to capture the lived experience of female parent governors in this narrative inquiry was to utilise narrative interviews as my main data generation tool. In addition to narrative interviews, I also used collage inquiry as my secondary method of obtaining data.

3.7.1 Narrative interviews

I used narrative interviews which is also known as unstructured interviews as my primary data generation tool since the main purpose of narrative interviews is to hear the participant's story (McAdams, 2008). Before unpacking narrative interviews, it is important to highlight that a good study is not just based on interviewing skills but necessitates the following elements to guide and ensure a successful interviewing process; this includes: the interviewing setting; building a rapport with the participants; how not to ask questions; probing; the recording process; starting and finishing interviews and managing interviews (King & Horrocks, 2010).

Narrative interview schedules were employed to generate stories about participants' experiences. Unstructured interviews tap into past memories allowing for "probing and some latitude to hone on insightful experiences" (Amin, 2012, p.4). Probes allow participants to elaborate providing more in-depth information. This was made possible by the opportunity I had of being able to ask questions to verify and deepen my understanding of shared narratives. I followed the same interview process with each of my participants. Their stories were audio recorded and later transcribed.

I met with my participants on more than one occasion since the Narrative Inquiry methodology promotes "multiple interactions with participants" (Clandinin & Caine, 2008, p.544). The first factor I took into consideration was the interview setting. This was of paramount importance as the location can strongly influence the way an interview pans out (King & Horrocks, 2010). I had to ensure that the location was convenient and allowed for easy accessibility for participants. In keeping with the methodology commitment of guaranteeing participants an environment that ensures total privacy and promotes a quiet and comfortable atmosphere,

participants were granted freedom to choose their own venues where they felt safe and relaxed. This arrangement promoted elicitation of rich in-depth narratives (King & Horrocks, 2010). All three participants chose to meet at their homes as it was convenient for them.

The second factor that I considered was building a rapport with my participants as this was vital in ensuring successful interviews. During our very first meeting, I took time to focus on developing a relationship based on trust between myself (the interviewer) and my participant (the interviewee). Trust forms the basis of a positive relationship and is the key core value in an interview situation; the established trust encouraged and allowed for free and easy communication between myself and the participants (King & Horrocks, 2010).

In pursuit of building trust, the first interview session focused on getting to know my participants by encouraging them to tell me stories about themselves, their social and cultural background, as well as their early lived experiences. It was also imperative that I exercised good listening skills during this session. This proved to my participants that I took a genuine interest in their stories, hence this encouraged them to share more of their valuable rich stories. Subsequent interview sessions involved participants relating narratives about their experiences as parent governors.

3.7.2 Collage inquiry

My secondary data generation method was collage inquiry. I was first introduced to collage inquiry at the research proposal development module that I attended. I was attracted to this method because I felt it exhibited an element of creativity and I liked the idea of tapping into the memory through the visual stimulus of pictures that were pasted together forming a collage. I then decided to adopt this method in my study as I thought it would be an interesting alternate data generation tool to use since it taps deeper into the subconscious and promotes detailed elicitations that may not be accessed through narrative interviews.

The collage inquiry is a unique visual method of generating data. “It is an exciting exploration of memory, imagination and experiential reflection in an increasingly “mediated” world” (Davis, 2005, p.245). Cresswell (2003, cited in Butler- Kisber 2010, p.2) asserts “visual modes of inquiry are predicated on a constructivist epistemology that posits that there are multiple realities and ways of doing and understanding”. Gerstenblatt (2013, p.296) asserts that the visual arts can open up dialogue among diverse people, offer new insights and reflection and provide new ways to critique a subject.

Making a collage involves cutting out images or pictures that are symbolic of the phenomena and pasting them on a flat surface (Van Schalkwyk, 2010). I provided participants with the necessary materials such as glue, scissors, magazines and blank chart paper on which to produce their collages. Participants were are asked to produce a collage depictive of their lived experiences. Once they had completed their collage, participants used their unique personalised collage to elaborate on their story and thereby add to the depth and richness of their stories. This invaluable data was then used in the process of co-constructing participants' experiences.

3.8 REFLECTIONS OF MY FIELD EXPERIENCE

The night before my first meeting with participants, I felt overwhelmed, anxious and vulnerable because firstly, I do live in a country where crime is rife and I was going to be meeting complete strangers at their homes, hence, I was stressing about my own safety. Secondly, it felt like I was going on two 'blind dates' in one day, how nerve wracking and intimidating! Lastly, much of my anxiety stemmed from not knowing if I would generate a rich source of data that will assist me to unravel my research puzzles.

It was very easy to find both Angel's and Naz's homes, in fact, they both live in close proximity to the school. I am embarrassed to admit that my fears and anxieties were all for no reason. Both ladies gave me a very warm welcome, they greeted me with a hug and kiss. One would think that I was known to them; this immediately put me at ease and changed all my fears. I was very comfortable in both homes. Getting data was not an issue because Angel and Naz spoke freely.

Naz and I were both extremely relaxed and comfortable with each other during our second meeting. Naz provided a very a heartrending account of her experience. We began our second session with a reflection of the first meeting. Naz was able to provide clarity on the data provided during the first session. She then proceeded to narrate stories triggered by her stunning collage. Naz did confirm that she thoroughly enjoyed the activity as it was all about her; it gave her a chance to reflect on her life. I enjoyed listening to Naz's narrative as she reflected on the pictures that told her story. Lastly, I must mention that over my two meetings with Naz, I was amazed at her children's outstanding and commendable behaviour. I must salute Naz for raising such wonderful, well-mannered children.

My meeting with Angel was quite competitive; I found myself competing with her pet ring neck. I had to speak at a notch or two higher just so that she could hear me over all the chirping. He was either happy to have a visitor or not impressed that he was ignored. Angel's husband had just got back from his night shift duty and had gone to bed so we tried our best to keep our

voices low so that we do not disturb him. My second session with Angel started off with a friendly chat and progressed to Angel's narrative.

My last meeting with Angel set off on a negative note. I arrived at Angel's home only to find her anxious and stressed because her elderly gran-in-law had just fallen and hurt herself. She was in a lot of pain. Nevertheless, we continued with our meeting as scheduled, for which I was indeed very grateful as Angel accommodated me in spite of her stress. We began the session with reflecting on the previous meeting and I was then able obtain clarity on issues that were still unclear. We then proceeded with the collage inquiry. It was indeed a very interesting collage that spoke mainly about Angel's personality and how that impacted on her various identities.

I spent an entire day with Angel. Angel's little daughter Neral played secretary during our session, answering calls and taking messages for her mum. Her behavior was outstanding. I cannot believe that she was so patient even though she was all alone. Neral is Angel's only child. Benji the dog and Tikkie the Ring Neck were on their best behavior as well. They were a lot more tolerant of me and certainly didn't mind my presence. Angel enjoyed the collage activity as it focused entirely on her. She was amazed that the pictures were able to take her way back in time, triggering memories of her early childhood which she then narrated.

Justine, my third participant, welcomed me with friendly smile and a hug. She led me into her home and made certain that I was relaxed and comfortable. I was truly humbled by her warm hospitality. Justine was very relaxed; we spoke as though we had known each other for years. Justine shared very painful memories of her childhood and growing up in a conservative Indian home and community. Justine tugged at my heart strings when she so bravely narrated the incident of her eldest daughter's passing away. There was a point in time where she had actually brought me to tears. Remembering our telephonic conversation, the previous day, I signaled Justine at 12:00pm as she did say she could not go beyond 12:00pm. I thought that we would continue in our next meeting, but Justine went on talking for another hour and a half. Clearly, she was enjoying relating her story as much as I enjoyed listening to her narrative. I learnt a great deal from Justine, for example, it was the first time I heard of an area called, Malukazi. I genuinely enjoyed my time with Justine and I anxiously looked forward to the next meeting. Furthermore, I must thank both her and her husband for their time because Justine did not get to preparing lunch for her husband; she was busy narrating her life story whilst her husband had to prepare his own lunch. I do sincerely appreciate their time. Justine concluded thanking me for making her comfortable and said that it was the first time she shared her life story with a total stranger. I am indeed humbled and honoured.

By day 2, both Justine and I were extremely comfortable and relaxed with each other. We made ourselves comfortable, sat crossed legged on the rug in the centre of Justine's lounge. We were ready to listen to Justine unpack her collage in a storied narrative about her experiences in the school governing body. We started around 10:00am and terminated our session at 14:20pm.
In conclusion, I thoroughly enjoyed my experience at data generation. It started off with a huge bout of anxiety and now I can confidently say that these ladies hold a special place in my heart being the first people who gave up their time for my academic benefit.

3.9 DATA ANALYSIS

Data generated through narrative interviews and collage inquiry was transcribed before commencing with the analysis process. Data was analysed using two methods of analysis, namely: narrative of analysis and analysis of narratives (Polkinghorne, 1995). These methods are discussed in detail below:

3.9.1 Narrative analysis

Narrative analysis is when the researcher collects descriptions of events and uses an analytic process to develop a story, that is, the researcher re-stories the story of the participant in a chronological order (Polkinghorne, 1995). I was able to achieve this by firstly transcribing the in-depth laden rich narratives verbatim into written text. This allowed me an opportunity to engage with the narratives and gain a better understanding of my participants' experiences. Through effective collaboration with participants I was able to co-construct the narrative stories. This process is known as 're-storying' or 'narrative analysis'. Polkinghorne (1995) also agrees with the general rules of narrative writing. These rules say that the narrative discourse develops from a definite beginning, progresses into a middle and features an end, taking into consideration the character, setting and plot (Polkinghorne, 1995; Nanjundeswaraswamy & Swamy, 2014). I was able to produce an interesting narrative analysis taking the aforementioned into consideration, as well as by ensuring that my re-storied accounts were defined by eloquent diction, good grammar and coherence.

3.9.2 Analysis of narratives

An analysis of narratives is when the researcher examines the stories of participants and deconstructs the re-storied narratives into paradigmatic themes, to determine common and unique themes, thereby producing knowledge of concepts (Polkinghorne, 1995). Themes that emerge from the re-storied narratives may provide a more detailed discussion of the meaning

of the narrative (Creswell, 2013). In this study, the re-storied narratives of female parent governors serving township schools were analysed and themes were identified (Polkinghorne, 1995).

3.10 TRUSTWORTHINESS

Narrative inquiry is a methodological approach that is useful in studying human experience, however, narrative studies have been subjected to criticism in terms of its credibility (Loh, 2013). The method of narrative inquiry appealed to me as it is a method that has the potential of yielding findings through storytelling by the research participants. This for me meant an invaluable source of information as it meant data straight from the horse's mouth which to me would be deemed trustworthy. The criteria for trustworthiness deals with four distinct benchmarks used as yardsticks to ensure quality, acceptability and recognition of the narrative study (Loh, 2013) and this according to Guba and Lincoln (1989) include: credibility, dependability, confirmability and transferability.

Credibility refers to the extent to which the researcher's interpretation of the research findings are represented accurately and confirmed by the participants as their original views (King & Horrocks, 2010; Lincoln & Guba, 1985). As a narrative inquirer I met with participants on several occasions. We had developed a close relationship built on mutual trust. This allowed participants the freedom to engage with me and share their personal experiences in terms of school governance. I attempted to improve and enhance credibility of the study by recording the narratives as participants told and re-told their stories. Later these narratives were transcribed verbatim ensuring accuracy of the interviews.

I followed the process of member checking which is pivotal for a narrative study. Transcripts were then given back to participants to verify and make amendments to generated data so that I re-told their story accurately as they intended (Guba & Lincoln, 1989). Additionally, to ensure confirmability I met regularly with my supervisor and a colleague who is also a Master's student. They reviewed, critiqued and discussed issues related to my study. Their constructive comments suggested confirmability and ensured that my research was a reflection of the generated data and not influenced in anyway by my personal views, biases, motives or political innuendos (Guba & Lincoln, 1989).

Dependability is an important aspect of research which refers to the "stability of the data over time" (Guba & Lincoln, 1989, p.242). It refers to the ability to track the process and procedures

used to generate and interpret data (Bloomberg & Volpe, 2008). It requires the researcher to be able to account for why they may be variations in the study or comparing this study with previous studies and explaining the key differences (Bertram & Christiansen, 2014). Furthermore, it is an assessment of data collection, data analysis and theory generation (Lincoln & Guba, 1985). Therefore, to ensure dependability, I clearly outlined how each data generation method was employed to elicit data. I gave a detailed account of how I conducted the narrative interviews and collage inquiry. I explained how data was analysed using narrative analysis and analysis of narratives, hence making these processes transparent.

Lastly, transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of this study, that is, can the findings of this study be transferred to another context (King & Horrocks, 2010). In respect of a narrative inquiry, transferability is not always possible as the study involves bringing life and giving voice to the participants through storytelling. The stories of participants in this study may not be transferred to another context. However, the criterion of verisimilitude allowed "for a good literary study, in which the writing seemed 'real' and 'alive' transporting the reader directly into the world of the study," (Creswell, 2007 cited in Loh, 2013, p.9). This study was interpreted and written in a way that brought the participants' experiences to life. Transferability does not apply to a narrative study therefore the findings from the lived experiences of these participants cannot be transferred to other contexts.

3.11 ISSUES OF ETHICS

Research involves collecting data from people about people hence there is a need to protect the research participants, develop a relationship of trust between the researcher and participant, promote the integrity of the research and guard against misconduct which may reflect negatively on any persons or organisations involved in the study (Creswell, 2009). For this reason I had a responsibility and obligation towards my participants to ensure that I adhered to and maintained a professional code of ethics throughout the research process (King & Horrocks, 2010) as participants shared with me their personal and intimate experiences as female parent school governors. As a researcher espousing ethical practice, I applied for and was granted ethical clearance from the University of KwaZulu-Natal Ethics Office, permission to conduct research from the KwaZulu-Natal Department of Education and the school principals.

Researchers are individuals with their own set of moral values and principles that have been shaped by their own personal events as well as their social and cultural experiences, hence each

individual has their own outlook to life events and their own viewpoints which they hold in high regard, none of which can be termed right or wrong or good and bad (King & Horrocks, 2010). I agree with Clandinin (2013) who espouses that relational ethics permeate through the entire narrative inquiry as the narrative researcher works in close proximity with the participant wherein they become part of each other's lives, hence it was imperative that I gave my participants respect and dignity during all our meetings. My task as a narrative inquirer is to co-compose the research texts from stories narrated by my participants of their experiences so that their voices would be heard (Clandinin, 2013) hence I had to pay close attention and listen with an empathetic ear devoid of my own biases and ensure that I maintain the principle of being non-judgemental.

In preservation of the principle of autonomy, participants were provided with a letter requesting their voluntary contribution to the study (Cohen, Manion & Morrison, 2011). Furthermore, this was an informed consent letter (Cohen, Manion & Morrison, 2011) which provided them with a detailed account about the purpose and goals of the study, how the study would be conducted, what would be expected of them as participants and what possible advantages and disadvantages they as participants, might experience. Participants were also assured that they reserved the right to withdraw from the study at any time should they wish to and would bear no consequence to their withdrawal (Cohen, et al, 2011; Bertram & Christiansen, 2014).

In respect of the ethical principles of non- maleficence and beneficence, participants were assured that all data provided by them would be treated with the strictest confidentiality. Furthermore, I guaranteed anonymity of participants, their schools and any person or organisation mentioned in the study by using pseudonyms. I ensured that the research questions were not designed in any way that may recall past traumatic experiences causing participants harm or further emotional stress but instead serve as a means for self-empowerment as they reflected on their identities and experiences as parent governors. Although this is a small scale study and cannot speak for other female parent governors in South African schools, I do believe that the stories captured in this study would benefit other scholars and the community at large providing more insight and understanding into the lived experiences of female parent governors.

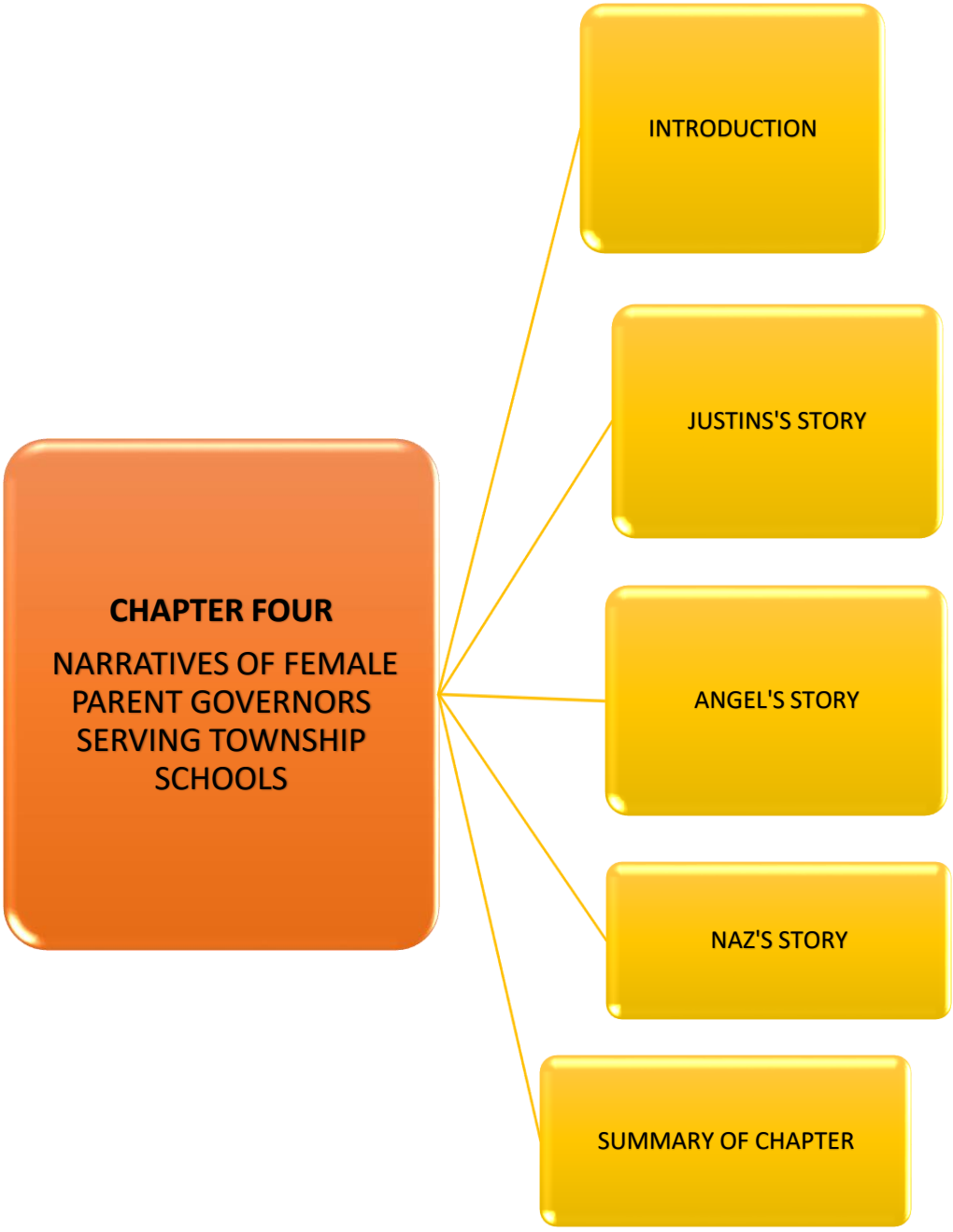
3.12 LIMITATIONS TO THE STUDY

It is important to acknowledge that this is a small scale study that took place in two township schools. The participants were limited to two female parent governors from each school hence the findings of this study may not be generalised to other contexts. However, it was not the

intention of the study to generalise and extend findings to other or similar contexts. Additionally, my inexperience in conducting research of this sort, facilitating interviews and analysing data posed as a further limitation. Nevertheless, I managed to minimise this limitation through frequent, in-depth discussions and deliberations with my supervisor and critical colleagues who provided their critical views that assisted in refining my study.

3.13 SUMMARY OF THE CHAPTER

In this chapter, I high-lighted the appropriate paradigm for my study being interpretivism. I then presented the research design and methodology employed to conduct this study in pursuit to explore the lived experiences of female parent governors serving township schools. I then provided an explanation to how I went about selecting the participants for this study. This was followed by a detailed account on the data generating methods used to elicit narrative stories. Thereafter, I used Polkinghorne's construct to explain the data analysis which focuses on the process of re-storying. The final sections dealt with issues of trustworthiness, ethics and limitations of the study. The next chapter contains the co-constructed storied narratives of the participants which were constructed from the data generated using narrative interviews and collage inquiry.


CHAPTER FOUR
NARRATIVES OF FEMALE PARENT GOVERNORS SERVING TOWNSHIP SCHOOLS
INTRODUCTION
JUSTINS'S STORY
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CHAPTER FOUR
NARRATIVES OF FEMALE PARENT GOVERNORS SERVING TOWNSHIP SCHOOLS

4.1 INTRODUCTION

The previous chapter presented the research design and methodology employed to conduct this study. Narrative interviews and collage inquiry were data generation tools used to explore the reality of each participant's experiences. Subsequent to data generation, narrative analysis was used to understand and identify different plots from the generated data in order to craft an authentic story for each participant. This chapter serves as a podium honouring each participant the opportunity to tell their real life experiences in the form of a narrative. To this end, the co-constructed narratives of Justine, Angel and Naz are presented in a chronological order. Each story gives an enthralling account of the participant's life experience including her role as a governor in the school governing body that she serves. Each unique story presented allows me access into the worlds of the participants as they experience their role serving as female parent governors in the school governing body.

4.2 JUSTINE'S STORY

Figure 4.1: Justine's collage

4.2.1 My early childhood in a township called Malukazi

I was the eldest of three children who was born into a humble Christian family. Both my parents were working class people who held jobs in the clothing industry. My dad was a machinist and my mum worked as a quality controller in a clothing factory. We lived in a township called

Malukazi which is situated in the southern suburbs of Durban. Whilst I was growing up in the 70s and 80s, the township was home to predominantly Indian people, gradually a minority of Black people moved in. This community was characterised by its friendly, caring, supportive and close knit values that it shared amongst its people. Malukazi was an undeveloped area, the roads were dusty, dirt roads and the houses were made of tin. Fortunately for me, I attended a school that was located directly across my home. This school was a simple structure built of board and timber. It was much later that the school was able to secure funding towards improving its infrastructure and that's when it was renovated; the timber was replaced by a brick structure.

We were a modest middle class family who were blessed to live in a six bedroom tin house. We were not poor, our tin home had all the comforts that a home could offer. This included running water, electricity; our home boasted fine decorative wall paper; we had the luxury of a television and all six bedrooms had its own door. Our home was built on a very large plot of land which dad worked tirelessly to maintain. We had a mango orchard and a pond on our land where my siblings and I would play every Saturday whilst dad tended to the land. Dad farmed mealies and madumbis (Yam) for our personal use. When the crop was ready for harvest, dad would harvest it and distribute it to the community in Malukazi. My parents were known for being kind hearted. They had sub-let a section of their land to an elderly Black couple to live on at no charge. I still have vivid memories of this wonderful, respectful couple with whom we shared a very close relationship. They lived alone as their children had grown up and left the nest. Dad would give the elderly couple food and some of his harvest for which they were very appreciative.

4.2.2 A life changing incident

The elderly Black couple had a sixteen year old grandson who had come to live with them. Sadly, this youngster had found himself in the throes of bad company. One night, I was witness to a burglary that changed my life. My parents were light sleepers, the slightest of sounds would wake them. When my parents realised that perpetrators were attempting to enter through their bedroom door which also led to the outside, they got up very quickly and tried pushing the door closed. As they pushed the door, dad was stabbed in the arm and mum was stabbed in the back and on her leg. They were both stabbed with screwdrivers. The scuffle woke me up and I ran to my parents' room only to find that both my parents were bleeding and that there was blood everywhere. Dad shouted to me to go and hide. I grabbed hold of my siblings and hid them under the bed. Being the eldest, it was my responsibility to protect my siblings. By that time

we knew who the perpetrators were. These boys had then broken the lounge door and as I got there, they aimed a knife at me which missed me and hit my dad in the shoulder. The neighbour across the road realised what was going on and he began screaming thinking that he would scare them off but instead they ran across and stabbed him. Sadly, he had passed on immediately. He was my best friend's dad.

This horrific incident did not only cause a void in my relationship with my best friend but was also reason for us leaving our home and moving away from Malukazi. In an attempt to compensate for this unforeseen incident, the local councillor had offered my parents a home in Lotus Park which is close to Malukazi. My mum refused the offer, fearing that our lives would still be endangered. This was a life changing incident that will forever be etched in my memory.

4.2.3 Compelled to move to Chatsworth

Since Lotus Park and living in Malukazi were no longer safe options for my parents to raise their family, we were left with no alternative but to move in with my maternal grandfather who lived in Chatsworth. Granddad had given us his out-house to live in. This meant a huge adjustment for a child who was at a tender age of eleven. It was very disappointing and heart-breaking for me as we had given up a life of comfort and now had to live in an out-house which was just one long room that had to be sub-divided to make room for my parents, a room for my siblings and I, as well as a lounge. I yearned for our play room and the many toys we had. Moving to Chatsworth meant that we had to give up this childhood luxury of having a room designated specifically for play; we had to give away all our toys that were special to us, as well as a whole lot of other belongings as we would have never been able to fit it all into a small out-house. For me, moving into an out-house that was a fraction of the size of our six bedroom house was immensely depressing.

My mum had instilled in us never to place great value on material things as these could be taken away at any time creating great disappointment but instead to focus on values needed for building a good character and a successful future. However, for an eleven year old, these life lessons did not matter, all I was lamenting on was the six bedroom house and all our belongings that we had to very abruptly abandon. I still missed those things and wished I could have them. Mum had to leave work when we moved to Chatsworth as her place of work was near Malukazi and she did not want to go back to the area. This left dad being the sole bread winner of the household. Mom was unemployed for a while before being able to secure a new job.

4.2.4 My primary and high school years

Starting at a new school in Chatsworth was quite intimidating for an eleven year old who was accustomed to the close knit family community of Malukazi. It was a tough experience because children were not friendly or welcoming. I was a victim of bullying but I stood my ground. I was mocked for my talent at singing. The boys laughed at me when I sang Hindi songs from Bollywood movies at the school talent shows and at assembly. However, my teacher was fascinated by my talent but failed to motivate me or channel my talent in a direction that perhaps would have led to greater achievements in music. Whilst I was in primary school, my mum suffered a stroke. My aunt had come to live with us to help take care of us. As the eldest child, I felt it was my responsibility to ensure that my siblings and I were well mannered and responsible. I did not want to bring disrepute to my parents but instead I wanted to show my aunt that my parents raised us well to have good manners and to show respect.

Attending high school was very challenging time for me. I went to a high school closest to home to avoid burdening my parents to have to pay for transport. I needed tuition or even adult supervision with my school work but my parents were both at work and there was not enough funds to send me for tuition. I did not have the privilege of visiting friends or socialising, neither did we have the freedom of being outdoors like we did in Malukazi. Being the eldest, I was expected to come home from school and clean the house and carry out other household duties before doing my schoolwork. I often questioned why a child of my age had to be bogged by these duties when schoolwork should have been priority. My siblings were fortunate because my parents did not place the same pressures or expectations on them as they did on me. It seemed typical in most Indian families that the eldest child was given most of the domestic responsibilities together with the demands of achieving a matric exemption. Furthermore, besides pleasing my parents, I had to also please my extended family. That meant pleasing aunties and uncles. I remember clearly, my school reports had to be shown not only to my parents but also to extended family for everyone's approval and I was answerable to everyone if I did not meet their expectations. Decisions about my future were made by all these people: parents; aunties and uncles. This definitely did not assist in building a child's self-confidence.

I enjoyed creative writing and drama and excelled at both. However, I didn't enjoy the privileges that my friends enjoyed. They were fortunate, they have been rewarded for their achievements by their parents, whereas when I talked about my achievements, all I got was, "That's good". My teacher acknowledged my talent at writing and would ask for my writings but she failed to provide guidance that would have perhaps ensured that I pursued a career in

writing or in drama. Then again, if I did want to pursue a career in drama, I wondered what that would make me. What will I become? All I was exposed to growing up in a small minded Indian community revolved around studying to get good grades that will allow me to become either a teacher, a doctor, a lawyer or a policeman. I did not know of any other career.

Through my high school years my parents constantly reminded me that I had to finish school and get a good job because they needed a new home and I had to help them to get this new home. There was no hope for tertiary education as there were no funds for that. I was struggling with my school work, I needed help but could not turn to the teachers, especially not the male teachers because of fear of sexual harassment. Many girls at school fell prey and were victims of sexual abuse orchestrated by teachers. Additionally, God forbid if you had a boyfriend or fell pregnant as a teenager that would have been the ultimate disgrace any family would have had to endure.

My mum was quite sickly during my matric year, in fact she had a second stroke. It was that year when I realised that my friends were not true friends because I could not even turn to them for help. I was under a lot of pressure to get a matric exemption. We were still living in my grandfather's out-building. During this time, we had restrictions with our usage of electricity. We could only use electricity at certain times, thereafter the electricity would be switched off for fear of a costly bill. This made studying very difficult. I had to study with the aid of the moonlight that shone through the window and would move from the room to the kitchen, squinting my eyes trying to study in this moonlight. Given these challenges, I did not pass with a matric exemption but instead passed with a senior certificate. This left me devastated because I knew I could have achieved had I been given the support that I needed.

4.2.5 The school governing body was for the rich and famous

I am a mother of two children, I have a daughter aged 11 and a son aged 9. Both of them attend Daffodil Primary School (D.P.S). Initially, I was sceptical about Daffodil Primary School as I was mainly concerned about the safety of the children and it is imperative for me to know the school environment my children are in. I was aware of the challenges at Daffodil Primary School. Poor leadership and management resulted in the school that had once boasted a good reputation producing a number of top academic learners to now suffer a huge decline in their roll count. Additionally, the actual school structure and surroundings were neglected hence it did not offer a warm, welcoming ambiance; negative social behaviour amongst learners had become a norm; teachers had lost their passion for teaching and to make matters worse the school did not have a principal for a long time.

One would question, knowing the above why would I still opt to send my children to Daffodil Primary School. My husband and I are managing a home with a single income. We had to be practical, hence we had to get my daughter Danielle transferred from a school in Kharwastan to Daffodil Primary School mainly because of its convenience, as it is in close proximity to home. This meant a huge saving in terms of the transport cost. Subsequently, I had learned that the school had a new principal so I was optimistic that positive transformation would occur in time under his management and leadership and this was confirmed during my casual chats with the principal whenever I went in to drop off or pick up my daughter.

Seeing that I showed a great interest in what was going on at the school, the principal talked me into joining the SGB. I was reluctant at first because I did not know what the SGB was about or what my role would entail. To my knowledge, the SGB was just a group of very rich people who attended meetings upon meetings and that to me would most certainly be too frustrating. I remember from my own school experience that members of the SGB were either very rich business people; accountants; doctors; lawyers or policemen. My understanding led me to believe that you had to be rich and famous to be on the board, there was no place for the unemployed on the SGB. I was unaware that a simple stay- at- home mum could be a voice on the SGB. Furthermore, I thought the main focus of the SGB was fundraising and all the school wanted was money from its members which I would find difficult to contribute.

I did ask the principal to explain the purpose of the SGB and his response was, "Join and you will get to know". Besides the doubts I already had, I also wondered about the fact that I am female, what would I contribute and would my input be taken seriously? Remember, I came from a background where my talents and opinions were never acknowledged or encouraged so how was I ever going to make a difference?

After mulling with the idea for some time, I realised that the only way to keep up with my children's progress and to ensure their safety and security was through developing a healthy relationship and ensuring effective communication with the school. I firmly believed that the best way to fostering a close relationship with the school and assisting in its improvement would be to accept the principal's proposal of joining the SGB. I eventually joined the SGB in 2016 in the capacity of a parent representative and in 2017, I was voted in as the treasurer and serve in this role to date.

4.2.6 Determined to make changes

As a mum and member on the SGB, my main concern is the children, hence my caption in. my collage, "We hear you," and this is not just for my children but for all the children attending

Daffodil Primary School. I believe that I have the ability to listen to both parents and children, to be flexible and go the extra mile to ensure that their voices are heard and their needs are met. On joining, I saw the need to help improve the school by creating a more secure environment that was conducive to teaching and learning. Simple safety and security measures were not in place, that is, there were no security gates or proper parking facilities for parents who came to drop off and pick up their children. This posed as a hazard to children coming into or leaving the school premises. Another very worrying factor was the lack of stability and consistency in terms of the presence of teachers. Teachers were constantly absent from school thus leaving their duties to student teachers. There was a noticeable presence of student teachers who came in and out of the school. Learners picked up on their teachers' regular absenteeism which resulted in learners showing a lack of interest and motivation towards their learning.

Additionally learners' work was not closely monitored hence they developed an apathetic attitude towards completing classwork and homework; they knew that there will be no consequences. Hence, I am determined that I will contribute towards a positive transformation. It is imperative for me that the school must provide a supportive, safer and friendly environment for effective teaching and learning to occur. The children are of paramount importance hence all children, teachers, non- teaching staff and parents must know without any doubt that the SGB will be their voice.

4.2.7 Sugar coating the school governing body

Joining the SGB marked the start of a new life experience. I was now told by the principal that the SGB was a platform for parents to voice their concerns not only for their children but for all the children who attended the school. He also mentioned that parents could suggest ways to improve the school and by this he meant improvements to the physical structure of the school and its surroundings. As much as I knew that improvements to the physical environment is important, it was also imperative that systems were put in place to create a management structure that will ensure stability, consistency and security that promotes effective teaching and learning. It is of paramount importance that the children receive the best quality education. As a female parent coming on board the SGB, I am determined to establish a positive working relationship with the male principal to ensure that positive change occurs for the benefit of all children. However, after joining the SGB I realised that I was so wrong in thinking that the principal possessed strong leadership qualities and was someone who is capable of sound decision making. I felt the principal sweet talked me into joining the SGB, he had sugar coated

the functions of the SGB, he misled me to believing that my voice would be heard and I would make a difference towards positive transformation.

I felt the elections were coerced; the principal gets people on board whom he can manipulate. These people just say 'yes' or 'no', they don't make any valuable contributions. I realised that meetings are held only as an obligation to fulfil protocol. Our input is insignificant and children's needs are not considered. The high heels in my collage show that I believe that you got to get your heels in the ground and get the work done. It does not mean that you come dressed up to just look pretty at the meetings because that is how some members think. They come all 'dolled' up but contribute nothing.

Often teachers would ignore children, for example, teachers would not go on break duty if it was a very hot day; they would sit in the staff room to avoid the sun. When teachers were on break duty, they would engage in conversation amongst themselves and leave the duty of over-seeing the learners to prefects. If there was an incident between learners that warranted adult intervention, the teacher would turn the learner away saying that s/he should report the matter to the prefect. To me this was total apathy towards a learner's needs, an absolute lack of commitment, dedication and pastoral care.

4.2.8 My role as treasurer of the school governing body

In 2017 when I was voted in as treasurer, I anticipated my role to include working closely with the principal analysing the school's income statements and overseeing other financial documents that showed appropriation of school funding. I always asked questions regarding the finances and I was always told that as time goes, it will be explained to me. To this day, there has been only on one occasion that I was given an income statement for my perusal. I was constantly interrupted by the principal and a parent member whilst perusing the income statement. When I questioned where the money was coming in from or going to, I was given vague answers and I would be interrupted by the both parties. I see it as a distraction or a deliberate evasion to my questions. Furthermore, during all our meetings, the principal's phone would be ringing constantly making it impossible to hold a meeting in a professional manner.

I felt hopeless because of my status; I am just a parent in comparison to the principal, who holds a powerful position, being the head or leader of the school. I agree that as treasurer I do not have the capacity to handle finances but I do have the right to have access to view records of finances coming in and going out.

My main aim was to work with the principal to ensure that finances were not mismanaged but used in ways that would benefit or profit the school, however this did not happen. I envisaged having everything meticulously recorded but that never happened as I was not given the correct information. The principal is expected to present the school's finances to the financial committee, however, he just gave me a hard copy of the presentation. Again, I was interrupted when I asked questions. If supplies were needed for the school, for example, paint or equipment, we would discuss it in a meeting with all the SGB members. We would request for three quotes but these were never presented to the SGB for discussion. We would be told by the principal that he has the quotes on his computer, these were never presented so how do we know that there are three quotes? The chairperson worked closely with the principal and would back all his decisions. Payments are made by the principal, I have never seen receipts and when I do request to see the receipts, I am told that I can't and that the principal is not compelled to divulge all financial matters to me. Honestly, the only role I have played on the SGB thus far is being present at meetings, I have not executed the duties of a treasurer.

I have approached the principal because I found that the chairperson was doing my job. She worked very closely with the principal, for example, the chairperson would exempt twenty learners from paying school fees. She would complete school fee exemption forms, get them signed by the principal and then call me in to sign the forms. I was given only two fee exemption forms to sign. When I questioned what all the other documents were and requested to see them, my request was denied. I was told that there was no need to worry about them because the principal had already signed and sorted those documents. I was only called in if my signature as treasurer was needed on Department memos. Clearly I was not needed; I was there on the SGB by default, that is, the policy is mandated by the South African Schools Act that there should be a treasurer, hence I am there as treasurer. I hold a title but do not actually fulfil my role. In reality, I am not permitted by the principal and his accomplice, the chairperson to fulfil my role as treasurer on the SGB.

Previously, as a parent member prior to 2017, I was proactive in raising funds and encouraging children to raise funds from cake sales, fun walks and market days. The children thoroughly enjoyed these events especially the market day which taught them entrepreneurial skills. As treasurer I am meant to know what goes on with school finances but this does not happen. It was news to me when I found out that the chairperson, the same person who works so closely with the principal has been chairperson for more than six months whilst she does not even have a child attending the school. Later the principal employed her as the library teacher. She worked hand in hand with the principal; together they would oversee all matters pertaining to

governance. We would attend meetings and not be told what is going on at the school. As a representative for the parents, we are not allowed to engage parents in matters that concern them. In the past, parents have had issues that were dealt with directly by the principal and the chairperson who is now secretary. SGB members would ask about the issues and the principal will respond saying that all issues have been resolved only to find out down the line that that particular parent has now taken a transfer for their child. Issues never get resolved, instead the child is victimised, and the parent's voice nor the child's voice is never heard.

A child's message book is a means of communication between the school and home, it was found that teachers don't respond to parent messages or acknowledge the messages. This sends a silent message to children and parents that they do not have the support of the teacher. Parents cannot take their concerns to the principal because he is not approachable. He does not give parents a hearing nor does he provide solutions or resolutions to their concerns, instead the issue is taken back to the teacher and the child is victimised in the classroom. Parents have so often approached me wanting to know who to speak to because they get no joy from the principal. As a SGB member, we do not have the right to speak directly to educators regarding matters they do not conduct correctly. I have approached the principal on occasions when educators were found speaking rudely to children or name calling children, for example, calling children hooligans if their uniform looks untidy or telling a child s/he is going to fall and die if s/he runs down the ramp. The principal would just say that he would sort the matter out but nothing gets done. I feel that if SGB members are given exposure and are at the disposal of the parents and children, it would make it easier for the parents and children to approach.

In all of this, I still have not lost focus of my goal. I aim to maintain communication with the children and the parents to ensure that the child has stability and leaves knowing that we as the SGB and a school have not failed them. The child must know that someone believed in them and someone saw something special in them, something that they didn't realise they possessed. I want us as a team, as an SGB and school to go the extra mile to investigate the child's background and help those under privileged parents and guardians to ensure that the children have food at home or a comfortable enough home where they could study or simply do their homework. This is my vision and I realised now that I am on the SGB that this vision does not please the rest of the members. I am passionate about my role. I want to know that I made a positive difference in a child's life.

As mentioned, the principal employed the chairperson as a library teacher and his reason was that she will assist in improving learners' reading. Sadly after investigating, this is not happening. Children are not taught reading skills; they would go to the library occasionally and

then would watch movies. Reading is definitely not encouraged and promoted, hence I do not see the purpose of this lady given the position of a library teacher. It's almost as though a position was created to keep her on board.

A major fundraising event was our golf day to commemorate our 50th anniversary. As the treasurer together with other members we went out and got sponsorships. The day before the event, we were told we didn't have to attend the event, all was taken care of. The principal, two educators that he selected and the secretary of the SGB attended the event. At an SGB meeting that was held after the event, I asked for feedback, pictures and a list of the sponsorships. To date the SGB members have not received any of my requests.

Apart from the principal, there is just one male member on the SGB. He barely comes to meetings but sends frequent apologies. He is currently the vice chair. He attended only the SGB election. Previously there used to be a male member who was very proactive; he always did what was best for the school. He questioned the principal about the chairperson, wanting to know how she could hold a position of chairperson, knowing that she is employed by the school and to his knowledge the chairperson had to be a parent who is not employed by the school. The principal did not appreciate the challenge. He was terribly upset and terminated the meeting.

We were asked to attend a SGB meeting the following night and there the principal had announced that this male member had resigned from the SGB as the principal believed that he had hidden agendas against the chairperson. This gentleman had held various positions on the SGB being chairperson, treasurer and vice chairperson on resignation. He was not liked because he asked questions and would object to things that were unethical or were not in the best interest of the learners and the school. I came to realise as time went on that if you did not agree with decisions made by the principal, you would be victimised irrespective if you were male or female. SGB members have no right to question nor is their input given any consideration. In addition to all the challenges, the circuit manager cannot be approached because she too works closely with the principal, in his favour. Hence issues are never resolved.

I am motivated to continue serving on the SGB by the innocent children with whom I have developed a relationship. During my short visits to the school, children come up to me calling me 'mam' and give me warm hugs. This makes me feel strongly that they shouldn't be robbed of being heard or experiencing hope. The children are not shy to pay me a compliment and neither am I. I make it known to them that they are equally important to me as my own children.

As a female parent governor, I am passionate and driven by ambition to make a positive difference thereby leading to transformation and growth. For this to happen, the voices of all

governors serving on the SGB must be heard. However, not all members are committed to their roles. Very often members were called to assist with fundraising events like the market day or the fun walk and they would respond saying that they are unavailable. These members come on board for titles, hoping that their children are favoured or they become members because the principal has chosen them. The chosen members are the ones who are in favour of all the principal's decisions thereby ensuring that he gets the majority vote on matters discussed. They don't ask questions hence it does not complicate the matter.

4.3 ANGEL'S STORY

Figure 4.2: Angel's collage

4.3.1 Early childhood

I grew up in an Indian community with my mum and grandmother in Chatsworth. I am an only child and was raised with staunch Hindu values. My mum was single for the first eight years of my life. Mum; gran and I shared a very close bond. Besides being the breadwinner of our household, mum was an extremely strong woman who went against all odds to ensure that I was raised with good values, my needs were fulfilled and I was given a good education. Granny took care of me in spite of her old age, whilst mum went out to work. I attended Marigold Primary School from the age of six. Like all children, I too was mischievous and would be scolded at on many occasions. I enjoyed playing with my friends and looked forward to celebrating all my birthdays with them.

When I was eight years old, my mum had got married. I was happy at last as it was only then that I felt our family was complete. Towards the latter stage of my Grade 7 year, my gran became chronically ill and henceforth her health deteriorated with each passing day. Mum used to leave for work bright and early so I had to ensure that I had made breakfast for granny before I left for school and saw that the neighbour was with granny whilst I was at school. On arrival from school, I would do the household chores, take care of granny and even give her a bath. In retrospect, this was a huge responsibility for a child who was only in grade 7.

4.3.2 Unforgettable memories

My high school days were unforgettable as my responsibilities increased. When I got home from school I had to remember to give gran her medication; wash my uniform; clean the house and prepare all necessary ingredients for the evening dinner. I only got to starting my homework around 20:00 by which time I was exhausted. I matured faster than other children my age and I attribute this to the many responsibilities that I had. It would upset me deeply because I could not understand why a child of my age had to be weighed down by all these responsibilities instead of having time for recreation. Clearly, I did not have much of a childhood.

I met my husband whilst I was in high school. We were actually best friends and have been together ever since. I managed to secure a part-time job in my matric year. I worked over weekends, starting from a Friday afternoon till a Sunday afternoon. This was my very first job and my main reason for this job was the fact that I wanted the experience and independence.

Once matric was over, I had to seek a more permanent job as I did not have the privilege of studying due to lack of finances. The little earnings Mom and dad brought home saw to the household expenses as well as granny's and my needs, hence, it was not fair to burden my parents with paying for my tertiary education, hence I had to get a permanent job that would allow me to assist my parents with the financial situation. All my dreams of being a flight attendant and travelling the world was now shattered.

4.3.3 New beginnings

In the year 2011, I was blessed with three major events in my life, I married my best friend and I converted from Hinduism to Christianity. In the same year, we were blessed with my daughter Neral. Whilst playing the role of a housewife and mother, I came across an advertisement in the newspaper promoting a company called, 'The New Beginnings'. This company offered online courses in teaching. Being the ambitious person that I am, I wanted to pursue a career

in teaching so I registered to do a course and eventually completed five online courses with the same company. I earned five certificates for these courses.

I continued studying on a part-time basis at The New Beginnings, this time focusing on foundation phase teaching. Neral was still quite little so I had to leave her with a friend whilst I attended lectures every Wednesday from 09:00 – 13:00 for six months. After attaining a foundation phase certificate, I worked at a crèche mainly to gain experience. I was determined to pursue my studies as I had lost too many years and I was not going to let motherhood stop me from achieving my dream. I knew in order for me to secure a job in teaching I needed a level 4 qualification. It was then that I had learnt about Edubuild. I completed my level 4 and I am currently busy with the level 5.

4.3.4 Elected into the school governing body

Marigold Primary school (M.P.S) is home to me because I had attended the school before going to high school. Together with the teachers and the principal we were like family. The principal and staff showed great pastoral care, love and support for their learners, in fact they treated learners as though they were their own children. I enrolled Neral into grade R in 2017 as I knew undoubtedly that my child would be in a loving, caring and supportive environment. The principal was very happy to see me after so many years. Two months later, the governing body elections was scheduled to take place. I was asked by the principal to join the SGB as she felt that it would be a great asset to have an ex-learner on board the SGB. It was amazing to receive great encouragement from the principal. Her positive and friendly attitude got me excited and curious to know what the governing body was all about, so, I got to the SGB election a lot earlier than the scheduled time. I have heard the term 'governing body' on many occasions but I did not really know what it was all about. I was elected as a parent governor and received great support from the treasurer. She had reached out to me and guided me through the process. Her friendly, supportive personality developed into an inseparable friendship where a day would not pass without us speaking to each other. She had eventually convinced me to take on the role of the secretary and assured me that she would guide me.

4.3.5 Entry into the school governing body

I was elected as the secretary of the SGB in 2017. My role was to write down minutes at the meeting and provide feedback. In addition to my secretarial duties, I had spent two months at the school helping to fill in for a teacher who was sick and thereafter I would be called in frequently to serve relief when teachers were absent. Classroom management was challenging.

It was difficult to maintain discipline in the classrooms because teachers would not leave activities for the children to complete so children wasted their day and learnt nothing for the day. Eventually, I managed to propose to the governing body that if teachers were going to be away from school, they had to leave classwork for the children to complete in their absence. This suggestion was accepted and had become policy.

Initially I thought the governing body was just a group of parents who helped the principal because teachers were not obliging and in addition to this, I also thought that the SGB gave the parents an opportunity to socialise with the principal. After being on the governing body, I now know that working SGBs are vital for the improvement of the school and its learners. SGBs provide a backbone to the principal and provide her with support when needed. Furthermore, the treasurer and I attended workshops that taught us the functions and protocol binding SGBs so I can confidently say that being on the SGB has empowered me.

4.3.6 Change in my role within the school governing body

I am confident that I could bring about positive change to a school at which I was once a learner. I am passionate about my duties as a governing body member and I am determined to see the school excel not only for the benefit of my child but for all the children attending M.P.S. I do believe that the school has potential to offer so much more to the learners. I had to give up my role as the secretary in 2018 and am presently a parent member. I had to change roles as I had begun working at the crèche and time was no longer a luxury for me. Previously, I would avail myself whenever I was needed, be it an event or a disciplinary hearing. Whilst I was working at the crèche, I did feel left out because I could no longer attend school functions that were held during the day.

The SGB is chaired by a female who is proactive in executing her duties in a professional manner and is always available when needed although her personal work commitments has her travelling out of Durban a lot. Nevertheless, she still ensures that she calls regularly to check that all is going well and if anything is needed. She also makes certain that she can be easily reached either telephonically or by email if needed. She is supportive and acknowledges our efforts. She shows her appreciation by always thanking us for what we do and this attitude motivates us to work harder. We schedule meetings to accommodate her as her input is highly valued and she gets things done.

However, I cannot say the same for the male vice chair on board. He has never taken an active role on the SGB. He does not show much interest and is hardly ever present at meetings. The treasurer and I always questioned his ability and role because he was never attentive at meetings

or was never proactive. The vice chairperson did not bring anything to the table. On the other hand, we enjoy an excellent working relationship with the principal and the educator representative. Both these people have been great influences in my schooling career as they motivated me to achieve. Being on the SGB amongst these two influential figures gives me an unexplainable sense of pride. I had never thought that I would ever be a member on a school governing body.

My primary role as a parent member is to be the voice for the parents. Very often I am approached to address unresolved classroom matters. We aspire as the parent component of the SGB to ensure that the school environment is conducive for the effective practice of teaching and learning. Furthermore, we formed a disciplinary committee that was effective in resolving and eradicating disciplinary issues. Majority of our learners come from the 238 area, which is a poverty stricken. Children from this area come from homes where parents are either unemployed or absent. These children are raised by their grandparents who merely survive on a government grant or pension. Some children are raised by parents who are alcohol or drug addicts. It is shocking that there are parents who would give their children money to go and buy drugs for them from the local drug dealer. Others are physically abused by parents and we get to know this only after engaging the children in conversation.

Our aim as a SGB is to encourage our teachers to go the extra mile to give these children love, support, attention and to give them a foundation that will empower them. Our priority is to foster a relationship of trust so that the children can approach teachers or governors. It is all about making a positive difference in the child's life. Some educators lack empathy and pastoral care, they see it as the SGB creating more work for them. They fail to understand that a teacher should make a lasting impression on a child. There are other educators who have actually approached me and asked for my advice on how to deal with children's negative social behaviour.

The governing body at M.P.S is a genuinely working governing body. Apart from the vice chairperson and one other female member, we all work collaboratively to give off our best in ensuring the success of the school. We have never experienced any prejudices as females on the SGB. Our SGB is female dominant and I attribute this to male ignorance because they see SGBs as a women's job. Other males have jobs that require them to work different shifts so they find it difficult to meet the obligations of being a member on the SGB. Perhaps if fathers were provided with information of the SGB, they would then understand the importance of the SGB and then perhaps would join. Fathers also feel that raising a child is a mother's job so anything to do with the school should be the mother's job.

4.3.7 Great admiration for a principal who emulates a democratic leadership style

I have great admiration and respect for the principal who possesses a very nurturing; passive and loving personality. I do believe that her democratic leadership style allows her to do a fantastic job at maintaining the school. She is an approachable woman who leads her staff and learners with respect and humility. As an ex officio member on the SGB, the principal takes into consideration our input and feelings. I sometimes feel that her biggest downfall is her good nature because parents often take advantage of her. There is a minority of parents and teachers who view her as weak and incapable just because she is female. They don't believe that she is a strong leader. There have been occasions when parents would shout and scream at her and she would not retaliate but rather handle the situation in a very professional and dignified manner.

4.3.8 UNICEF funding

We were fortunate to be offered UNICEF funding but we had to present why we needed the funding. Funding was needed for fencing and creating a pedestrian walk-way to ensure the safety and security of our children when they walked up the driveway. Secondly the treasurer proposed the idea of starting a library to promote reading amongst our children. These two issues were discussed and deliberated amongst the SGB members and got the support of the majority, however the vice chairperson together with a female parent member did not see the importance of this. The vice chairperson challenged our proposal instead of contributing positively or providing alternatives. In spite of this negativity from these two members, the school was granted the funding and the rest of us on the SGB are looking forward to having the volunteers help us with making improvements at the school.

4.3.9 Taking our children from rags to riches

Taking our children from rags to riches is the motivating factor that keeps me on the SGB. Together with the SGB, I am determined to contribute to transformation that will improve teaching and learning thereby creating a solid foundation for our children. It is vital to inspire children to break the cycle of their impoverished backgrounds. Additionally the principal and the HOD, who have been at the school from the time I was a learner at the school, have been a great inspiration to me. They instilled values of hard work, trust, loyalty, respect and honour which I believe has contributed to my success today and I want the same for all the children at M.P.S.

4.4 NAZ'S STORY

Figure 4.3: Naz's collage

4.4.1 Who is Naz?

I am one of five girls and the fourth sibling. I grew up in a joint family and was raised as a Christian. My parents, siblings and I lived together with four of my dad's brothers and their families. Seeing that we were a very big family living on the same property, it was indeed a very eventful life. We lived a very difficult life and nothing came easy. My parents worked tirelessly to keep the home fires burning and to see to that all our needs were met. My dad worked at a clothing factory and mum worked at a shoe factory. There were times when dad would work three jobs to meet all expenses. My siblings and I were left on our own because both parents were working. We did not have the privilege of having parents help us with our school work. We had to complete all homework and projects on our own. Seeing how hard my parents worked motivated me to work hard at school. Education was always a priority. I appreciated the sacrifices that my parents made to provide for our needs. Like all families, we too experienced challenges. Dad had a drinking problem and although he was smitten by my mum, they would always argue and get into fights when he was under the influence of alcohol. Mum became very ill in my final year of high school. She was diagnosed with breast cancer but in spite of her illness she worked really hard to ensure that we had a comfortable life and were taken care of. Mum passed on twenty years ago when I was nineteen years old.

Although I understood my parents' struggles, my sisters still bore bitterness towards my parents in spite of mum's passing. My sisters never appreciated the sacrifices my parents made but instead resented them because they felt that my parents did not provide sufficiently for them. As time went, my relationship with my sisters drifted. The main reasons for this was the animosity that they harboured for my parents; the fact that my dad lived with me before he passed on and ultimately they did not accept my reverting to Islam. They do not approve of my religion. Dad lived a single life for twenty years; he never remarried because my sisters were dead against the idea, so to please them, he sacrificed his happiness. Dad was eventually diagnosed with colo-rectal cancer. He moved in with me so that my husband, son and I could take care of him. He did eventually become bed ridden. At times, I had asked my sisters to help with seeing to him because I needed to go to school functions but neither of them would oblige. This was really eye opening for me. Dad passed on six months ago. Since my dad's passing, I don't get to see my sisters. I am deeply hurt by this and I miss them terribly.

At the age of 40, I have become more confident, the SGB has helped me gain this confidence. As I was growing up, I could not speak out given my quiet personality. In my family, a patriarchal system was evident to an extent that males would make the decisions and at family functions, they would eat first, whilst the women would serve them and do the cleaning up. The women in our family did not have a voice.

4.4.2 My hopes and dreams became water under the bridge

I loved school. I used to pride myself on getting full attendance. In grade 7, I participated in the Gifted Children Education Programme and was selected to be amongst the top 20. It was a real privilege to be part of this awesome programme. I was proactive in high school, I participated in many different extra-curricular and sporting activities. Furthermore, I had initiated the computer club and the school newspaper of which I was an editor. I was also an active member of TADA (Teenagers Against Drug and Alcohol Abuse).

When I was in grade 11, my cousin who was a chemical engineer at SASOL encouraged me to apply for a bursary and she assured me that she will get me that bursary to further my studies after matric. She advised me not to apply for bursaries with other companies. A year later, at the end of grade 12, I had to make decisions about my studies and that is when my cousin had said that she was unable to get me a bursary. I was devastated at this news. I felt utterly betrayed because I listened to her and did not apply for bursaries elsewhere. All my hopes and dreams of becoming a chemical engineer was water under the bridge. I then applied to do nursing but when the matron saw my result sheet, she responded saying that I should be doing something

better than nursing. I ended up staying at home taking care of my mum whilst my sisters did not share the responsibility.

4.4.3 I encourage individualism in order to flourish

I married into a Muslim family and had to accept Islam. We have three children, two boys and a girl. My husband is a very doting, supportive husband and father. He stood by me when my dad took ill and has always encouraged me to empower myself. My family is at the centre of my life, they are my core. My husband is my best friend but my children are my life. The caption in my collage reads, "I enjoyed the fact that I was different because I always wanted to be", affirms the fact that I do things differently to others. I don't hold on to stereotypes of what one should typically be like. I do not believe that there should be uniformity although there should be discipline. I encourage my children to develop their individualism because it is only through this uniqueness that they would flourish. We cannot be clones; having unique fingerprints is imperative because then you are not a carbon copy of someone else. It is imperative that I guide my children to develop skills that will enable them to make sound life decisions.

My children attend public schools because I think it is imperative to expose them to diverse cultures; races and religion. My children need to be able survive in a country that we call a 'Rainbow Nation" and they can only do this if they are exposed to diversity instead of encouraging them to live in a bubble where they will grow up thinking that they are superior beings.

4.4.4 My association with marigold primary school

My initial contact with Marigold Primary School (M.P.S) was shortly after I got married and that was because I used to tutor my husband's niece who attended M.P.S, hence my association with the school. I used to help out at the school fun days and whenever there were events at the school. Eventually I had enrolled my eldest son at M.P.S when he had to begin Grade R.

My son's first year at M.P.S was a bumpy ride because one of the teachers did not like him, and I attributed this to her relationship with my sister. They were friends so I guess she did not like my son because of the negative influence from my sister. She would often write letters complaining about him and this resulted in his dad beating him up. I could not address the matter with the teacher or the school because of fear of victimisation. This is something most parents are afraid of. Eventually my son was moved to a different class when a new teacher had started.

4.4.5 My role as a treasurer: Robbing Peter to pay Paul

I used to help out at the school quite frequently where I used to relieve absent teachers. The teachers and the principal appreciated my efforts and recognised my passion for education. Given this, the principal approached me and asked me to join the SGB. I was reluctant to join at the time because I had a sick dad whom I was taking care of. Besides that, I didn't really understand the roles of the SGB members in the governance of the school. I usually saw members just riding on titles; they did not do much else and I think that was ultimately my main reason for not wanting to join. I don't like being in the limelight. Eventually, I joined the SGB in 2016. Our SGB is predominantly female with just one male member who is the vice-chairperson.

I was elected as the treasurer and have maintained the same role since then till present. My aim is to create a school that our children will be proud of and when these children leave M.P.S. they must be the best version of themselves. Managing the school finances entails hard work and is a really time consuming job to a point where I take work home. I find myself every month having to, like the old English adage, robbing Peter to pay Paul, to ensure that payments are made timeously and that little noticeable improvements are made to the school.

Since I started as treasurer, the principal, chairperson and I managed to sort out signatories for when payments had to be made. This was to ensure the smooth flow of finances whenever there is a need to make payments. It was also a means to avoid fraud. Previously the ex- principal was the only one with signing power. Additionally, we got the internet banking up and running. This helped the school save a substantial amount of money, whereas previously all payments were made by cheque thus costing the school a high sum of over R40 per cheque. With regards to the internet banking, the principal has the pin and I have the password so in that way neither of us have access to the school banking account without the other knowing. Salaries and payments are now done electronically. I scrutinise every invoice and payment made. I have very strict control of monies paid.

School fees is a fundamental issue as some parents are negligent whilst others cannot afford the school fees. SGB employed teacher salaries alone amount to a substantial amount of R40 000 every month and this excludes utilities; consumables and maintenance requirements. Hence, we had to apply to the department for school fee exemptions. When I started on the governing board, the school was receiving just about 30% of school fees. This has now increased to a phenomenal 50%. Bulk of our revenue is generated through different fundraising activities such as cake sales; fun walks and the mini prom. I have personally engaged parents and guardians in meetings advising them on a plan to pay school fees or at least a deposit. The

school policy stipulates a 10% increase in school fees but since I have been treasurer, the fees has only been increased by R100 and yet parents cannot fulfil this obligation. The same children will be spending between R20-R50 at the tuck shop so clearly parents do not have their priorities right.

As far as exemptions are concerned, we implemented new strategies where parents have to come in personally to pick up their child's report and complete documents providing evidence proving that they are in genuine need for school fee exemption. Furthermore, we are now recognised as a quintile four school; we had to apply to change the status from a quintile 5 to a 4 mainly because majority of our learners come from surrounding informal settlements Madiani, New Village and Coco Bar. The change in quintile status and fee exemption allows for department subsidies.

Although we do have our financial challenges, we have also managed to source substantial sponsors. Funding from these sponsors helped towards major renovations, for example, the asbestos roofing was replaced by tiles and the assembly area is now covered whereas previously it was open and children had to stand in the hot sun for the duration of the assembly. There is additional toilet and shower facilities for learner convenience and last but not least there was a change in uniform that pleased the majority.

Given the above, it is evident that I can confidently admit that I have seen the school grow. There has been positive transformation since I have come on board the SGB. My vision does not end here. I am determined to start a library at the school if I remain on the SGB in 2020. Our children are deprived of this opportunity to read so I want to encourage and foster a love for reading which will open a whole new world for our learners. Many of our children come from disadvantaged backgrounds. We know that reading is a form of escapism so at least during this momentary reading time, learners will have the opportunity to escape from their harsh realities into a world that will inspire hope and positivity.

I see my role as a mother extended not just to my children but to more than 400 children at M.P.S. When I go to school, the children are demanding of my attention. I love children; I love to see happy children and I love to see that they have a bright future. In fact all children have bright futures; it is the parents and situations that dull them. Besides an education, we need to ensure that M.P.S gives these children a solid foundation and guides them to being the best version of themselves. Mothers in our community are more involved in their children's lives, hence with regards to the elections, there are more females on board. There are times I feel that my role is quite demanding because I am very hands-on. It is extremely tiring at times and that's when I feel like I want to give it up. I hate the stress associated with my role.

Nevertheless, I remain motivated to be on the SGB because it is important to have a voice on the board that makes the right decision for the benefit of the learners and the school.

4.4.6 My passion for empowerment

Unfortunately, I have not had the privilege of a tertiary education in financial or business management but my passion for empowerment drives me to read extensively about business finances be it books or the internet. If a situation arises, I investigate first, I read about the laws and bylaws first before attempting to resolve the situation because I believe having the knowledge empowers you to handle the situation. Presently, I am doing an online course in accounting which I believe would help me in executing my role effectively as a treasurer.

4.4.7 If you are there, I don't need to be

There is no sense of resistance from members but rather a noticeable sense of complacency from some. I sense a mentality of, "If you are there, I don't need to be", or, "If you are getting things done, I don't need to." This does not phase me, to say the least, because I am on the governing body because I like getting things done and I like getting it done timeously. I don't believe in procrastination so as soon as I am able to execute a task, I make certain that it gets done. Some members do not share the same mentality and this frustrates me terribly so I take it upon myself to get things done instead of waiting. The chairperson and I are both older than the members who constitute the parent component so we are seen as the authoritative figures and are given that respect. When things need to be addressed, we do get some members approaching us for our advice.

The male vice-chairperson is just a trophy. Initially he sold himself assuring that he will be able to generate funds from sponsorships as he is well known amongst businessmen in the community. To date he has not come up with any sponsorships. He is present at most SGB meetings where he would say all the wrong things at the wrong times. There are occasions when he speaks inappropriately and disrespectfully to female members. He has no conscience, he leaves the ladies feeling either embarrassed or uncomfortable with what he says. He is present at events like the awards functions. If he is asked to come in to attend meetings with contractors, he will avail himself but merely does a walk about. He makes no constructive contribution. So clearly the vice chairperson lacks professionalism and the ability to deliver. The frustration I feel for his apathetic work ethic is exacerbated by the fact that the principal and chairperson, who are both female, do not question his role or fail to delegate duties to him.

One particular female member is extremely good at helping out when relief is needed but lacks the discipline it takes to be on the governing body. She is never obliging or available when help is needed. I had requested her to help me with school fee exemption forms and she could not avail herself. Similarly, there has been other instances when her assistance was needed and she was unavailable. Given these incompetent members, I find myself carrying out duties that are over and above my role as a treasurer. I want my work done meticulously and sadly there's no assistance from these two members.

The principal is passionate about the school. She works hard to bring calm to situations. She is a very warm person and people see it as a weakness to an extent where they actually take advantage of her. Staff members undermine her ability as a leader. As treasurer, I have never had an issue with the principal. She is accepting of my views and suggestions; she has taken my advice on many occasions.

4.4.8 My challenges in school governance

Teachers lack passion and I think it's because they are like the dinosaurs at M.P.S; they have been there for aeons. We want to promote confidence in learners by initiating activities like variety concerts instead of just cake sales and the prom. Variety shows are effective in generating an additional income for the school, however, teachers lack the passion and drive to initiate these events. A few years ago the SGB, seemed to have lost popularity amongst a small click of educators and this is because of decisions we had to make. In the past we had to reduce the number of general assistants in our employ. A female educator was offended by this decision and she insulted the principal in the presence of staff members and influenced her little click of educators. Her unprofessional behaviour got out of hand and had to eventually warrant disciplinary hearings which was eventually taken to the department. Consequently, this educator suffered a salary cut. The matter did not end there; this educator protested in the staff room. She held a sign board that said something to the effect that, "My children can't eat so how can I?" She stood in the staff room and would not eat. It got worse when my daughter was in her class, she did not speak to my daughter for an entire term in spite of the fact that my daughter was a high achiever. All of this was just because of a decision made by the SGB that had no direct impact on this teacher.

Some parents do not understand the functions of the SGB. They see being on the SGB as a means to gain privileges, or they think that the members earn a salary for being on the board. It is for this ignorance that they resent members of the SGB especially the chairperson. Our chairperson is very professional in the way she carries out her role and very forthright in her

opinion, she exercises her right to speak, for example, she would tell a parent, “I saw that you have a DSTV dish so why can’t you pay your school fees?” Hence she is not liked by many. To them being on the SGB is just a way to get privileges. As a result the negative attitude we receive from the ignorant parents prohibit our role as SGB members. We want parents to come to us. We want to know their troubles and most certainly do want to help resolve these issues, however, resistance from them parents makes it impossible for us to be the voice of the parents. Parents do not realise that the Department of Education does not see to all the expenses of the school. Yes, the department pays the salaries of educators in their employ and provide the school with a minimal subsidy which does not see to the effective management of the school. It then becomes incumbent upon the SGB to generate funds to fit the overheads of running a school. In respect of those parents who do not know our purpose as a SGB, I would assume that they would not sacrifice time if they were not gaining any monetary benefit so it is beyond their comprehension as to why people would give up their time and energy to be on the SGB if they were not being remunerated for it. I have managed to engage some of these parents into conversation about the SGB. They are shocked to learn the truth and this helps to dispel their preconceived misconceptions.

However, there is a minority of parents who have approached me with their concerns and we were able to resolve them. These parent are willing to help and this eases our jobs. They are proactive in assisting with fundraising events. These parents have approached the SGB with complaints of teachers victimizing their children when they have brought to the teacher’s attention incidences of bullying or incorrect marks. We do admit that there are times when teachers are at fault but there are also times when parents interfere with the teaching process, undermining the teacher’s ability. When parents were given reasons they have been apologetic. There has been massive discipline issues, for example, children would bite and hit the teacher. It is scary because instead of parents recognising that their child needs help and co-operating with the school, these parents instead victimise the principal for informing them of their child’s behaviour. As a SGB we are proactive in dealing with disciplinary hearings and there has been success in some instances but not effective in maintaining good behaviour. Learners will behave for a while and then go back to breaking rules. From experience gained at sitting at some of these hearings, I have discovered that many issues stem from a child’s home background. I strongly believe there should be a resident counsellor who is equipped with the professional skills and tools to handle these situations.

4.4.9 Experience with male educators and parents

There is just one male educator at M.P.S who is the Head of Department. In fact, he together with the principal were the main drivers to convincing me to join the SGB. Being a maths teacher, he is absolutely pedantic about who he allows in his classroom to serve relief in his absence. I was the only parent who he would trust and this is a great honour coming from someone who has his experience and professionalism. We share mutual respect for each other. In regards to male parents, it is ironical that I get more respect from them; they are more appreciative and friendlier than the female parents. Male parents are never rude, for example, if they are told they are not allowed to drive up the driveway, they would apologise whereas female parents would challenge this.

4.4.10 We get things done

Our SGB at M.H.P is definitely proactive in spite of the complacent members. I did attend a parent component workshop together with a parent member. We found the workshop extremely beneficial as we learnt in great detail about the functions of the SGB; the role and rights of the members. We also learnt that there is a school in Chatsworth that will schedule SGB meetings. The principal will encourage members to merely come in, sign the register and leave. Clearly in that case, members are not involved in any decision making.

At M.P.S. there has been instances where immediate decisions had to be made but not all members could avail themselves so in that case, we co-opt members, for example, the chairperson was unavailable when we had to take a decision to suspend the services of the caretaker. We had to co-opt two Heads of Department and had three parent members present. We then made a decision that was best for the school and got it done so I can confidently say, we get things done and we never leave situations to worsen. Hence, we are definitely a working SGB and not just in existence because policy stipulates it. We as a SGB can be compared to a sewing circle, we work together in making the quilt.

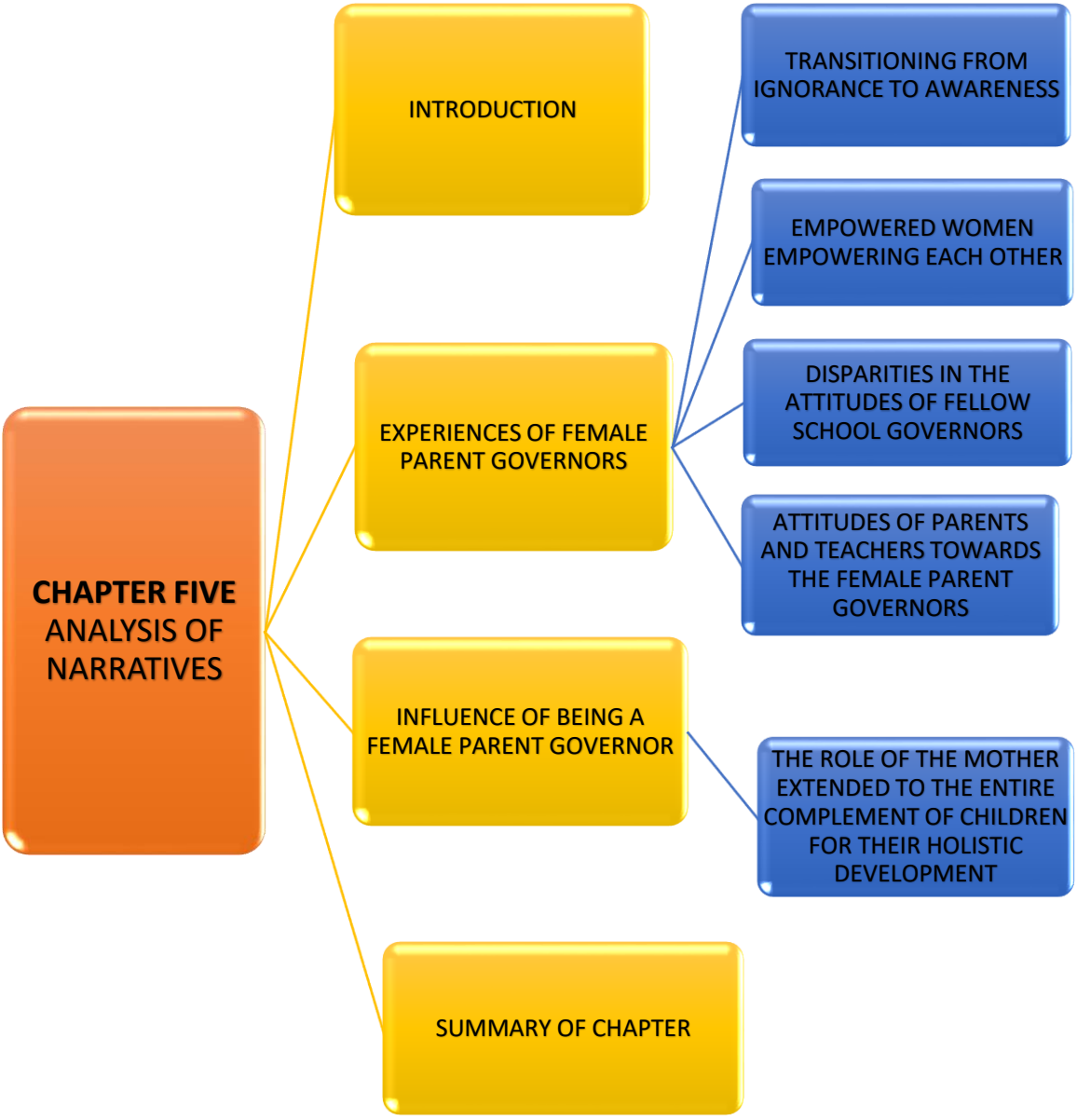
4.4.11 My experience with the election process

Important to note is that we don't ever have a quorum at our initial meeting. This makes quorum irrelevant at the subsequent meeting. Evidently it can be deduced that, there are not many people who are willing to be part of a SGB and neither are they interested in the election process. On the other hand, you get some people who think that being on the SGB gives them glorified positions. As mentioned, we have a vice chairperson who does nothing. He has not made any contributions thus far whereas the chairperson, in spite of her very hectic schedule,

has still managed to get sponsors for the grade R toilets and got the tiling done. It is worrying because 2019 is the last year that she will be chairperson as her daughter goes to high school next year. The school is going to lose a valuable asset. We are very concerned about who is going to be chairperson in 2020.

4.5 SUMMARY OF THE CHAPTER

In this chapter I presented gripping stories of the experiences of three female parents serving on the school governing body of township schools. Each story narrated lived experiences of their personal lives. Additionally, each story provided a rich account of their experiences as female parent governors serving on school governing bodies of township schools. The next chapter focuses on the second stage of data analysis, namely, analysis of narratives and it aims to present answers to the research puzzles. Here, each participant's stories presented in chapter four will be examined and deconstructed to identify unique and common themes and also conceptual manifestations located within their stories (Polkinghorne, 1995).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CHAPTER FIVE
ANALYSIS OF NARRATIVES

5.1 INTRODUCTION

In the previous chapter I presented fascinating stories of the participants' lived experiences. These stories were co-constructed by myself and each of the three participants from the data generated through narrative interviews and collage inquiry. The unique accounts of their experiences enabled me to gain an understanding of who each participant is as their identities manifested in their narratives. This chapter focuses on the second stage of data analysis, namely, analysis of narratives and it aims to present answers to the research puzzles. After developing the stories presented in chapter four, I had to examine and deconstruct each participant's story to identify unique and common themes and also conceptual manifestations located within the stories (Polkinghorne, 1995).

Upon examining the participants' stories, the research puzzles were used to identify common threads arising from the stories as well as the different or unique threads across the stories. Subsequently, the following five themes were identified from the narratives of my three participants. Each theme begins with my interpretation of the generated data. I support my interpretation with providing a narrative description from the stories as evidence and finally, I justify the analytical interpretation by using literature and the theoretical framework explored in chapter two. This chapter aims to respond to the second and third research puzzles. With regard to research puzzle two, the following themes emerged: transitioning from ignorance to awareness, empowered women empower each other, disparities in the attitudes of fellow parent governors, attitudes of parents and teachers towards female parent governors. In terms of the third research puzzle, only one theme was identified and that is, the role of the mother extended to the entire complement of children for their holistic development.

5.2. EXPERIENCES OF FEMALE PARENT GOVERNORS

A plethora of enthralling stories emerged from the data in respect of the participants' experiences. The unique experiences of each participant contribute to moulding their unique identities. These experiences include memoirs of participants' childhood; their schooling; growing up in middle class Indian families and their involvement in the SGB. In this analysis, I will address only those aspects relevant to the focus of this study.

5.2.1 Transitioning from ignorance to awareness

Surprisingly, the three participants joined the SGB on recommendation of the respective principals from both schools. Both principals acknowledged the keen interest that the participants showed in matters pertaining to the respective schools and felt that their input will be beneficial to school governance. However, all three participants initially seemed reluctant to join the SGB because of their limited knowledge thereof. This is evident in their confession to being ignorant to school governance, its purpose, roles and functions. They shared a common view that they thought school governing body comprised a group of parents and educators who met regularly and whose main focus is fundraising. These participants believed that in order to be a member of this committee, you had to be either an affluent member of the community or a professional in your field of work. Therefore, transitioning from ignorance to an awareness in terms of understanding the purpose of governance, its roles and responsibilities only begun when Justine, Angel and Naz joined as parent members of the SGBs.

This is what Justine recalled of her transition once she entered into governance:

> *Joining the SGB marked the start of a new life experience. I was now told by the principal that the SGB was a platform for parents to voice their concerns not only for their children but for all the children who attended the school. He also mentioned that parents could suggest ways to improve the school… (See chapter four, page 51)*

Similarly, Angel too was unaware of the main purpose of school governance, however, she began gaining clarity once she joined the SGB. This is what Angel noted:

> *After being on the governing body, I now know that working SGBs are vital for the improvement of the school and its learners. SGBs provide a backbone to the principal and provide her with support when needed. (See chapter four, page 59)*

From the discussion above, it is understood that Justine and Angel's initial reluctance to join the SGB emanated from their lack of knowledge and misconceptions that they had about school governance. This is congruent with the sentiments of Mncube (2009) whose studies revealed that, the lack of or reluctance of parental participation in SGBs and school activities is attributed to their lack of education regarding school governance activities. The discussion shows that parent governors' transition is influenced by principals, other members within the school governing body and also through experience. A strong reliance on school principals for guidance on the purpose of school governance is concerning because this might give principals an opportunity to dominate SGBs. Hartell, Dippenaar, Moen and Dladla (2016)'s study found

each participant's story that principals who were knowledgeable in matters relating to policy, initiated and implemented policies without collaborating with the parent component of the SGB, instead they were found collaborating with staff members in drafting policies.

5.2.2 Empowered women empower each other

After reading the narratives it is clear that all three ladies hold education in high stead and have an insatiable determination to see that positive transformation occurs in their respective schools. In an attempt to achieve this transformation, Angel and Naz were fortunate to have been mentored by female leaders, namely, the principal and chairperson whom they have great admiration for. Angel and Naz confirm that these two empowered females provide the necessary support and guidance which has influenced their efficacy as female parent governors. Angel shows great respect for these female leaders who have given her support and guidance. This is what she has expressed about the chairperson and principal:

> *The SGB is chaired by a female who is proactive in executing her duties in a professional manner and is always available when needed... she still ensures that she calls regularly to check that all is going well and if anything is needed. She is supportive and acknowledges our efforts. She shows her appreciation by always thanking us for what we do and this attitude motivates us to work harder… I have great admiration and respect for the principal who possesses a very nurturing; passive and loving personality. She is an approachable woman who leads her staff and learners with respect and humility. As an ex officio member on the SGB, she takes into consideration our input and feelings. (See chapter four, pages 59 & 61)*

Naz narrates that transformation in terms of empowerment was obtained through effective collaboration with the principal and chairperson. Empowerment is also displayed in the initiative Naz took to attend workshop on school governance. This is what Naz communicated:

> *… I have never had an issue with the principal. She is accepting of my views and suggestions, she has taken my advice on many occasions. Our chairperson is very professional in the way she carries out her role and very forthright in her opinion, she exercises her right to speak… I did attend a parent component workshop together with a parent member. We found the workshop extremely beneficial as we learnt in great detail about the functions of the SGB; the role and rights of the members. (See chapter four, pages 68; 69 & 70)*

Unfortunately Justine's experiences are in direct contrast to that of Angel and Naz. In spite of her determination and passion to learn about governance, she was constantly faced with hurdles created by an autocratic male principal and a female chairperson who works very closely with him. These hurdles began creating elements of self-doubt and a feeling of despondency as she felt unfulfilled in terms of her role and competency in governance. Sadly, not all women aspire to empower women.

In line with the data provided by Angel and Naz, a strong sense of camaraderie and democracy prevails among the woman within that SGB. These women strive to empower each other in governance towards attaining a common vision. In terms of comradeship, this confirms the assumption made by Social Identity theory (SIT) that says all kinds of group behaviour is displayed in the solidarity that is shared within one's own group, known as the in-group, in an attempt to achieve positive self-esteem and self-enhancement (Tajfel & Turner, 1979, Trepte, 2006). The participants in the above discussion all belong to pre-existing social categories, namely: members in SGBs of their respective schools; they are all of the same gender and they are all married. These identities are derived from the categories to which they belong as pointed out by Tajfel and Turner (1979); Stets and Burke (2000) and Trepte (2006). The aim of the empowered woman to empower affirms the aim to enhance self-esteem through motivation which is the underlying group behaviour (Trepte, 2006).

The effective collaboration amongst group members is suggestive of a working democracy. This aligns with studies conducted by Bush and Heystek (2006) suggesting that the two major developmental needs necessary to bolster educational standards and promote local democracy is through strengthening and widening school governance allowing for representation of all stakeholders and encouraging school self-management, as well as, developing and empowering principals and other school leaders to enhance the quality of school management and improve educational outcomes.

5.2.3 Disparities in the attitudes of fellow school governors

The data provided by all three participants suggests disparities in the attitudes of fellow parent governors to include: autocracy, complacency, lack of commitment and irresponsibility. In contrast to the aforementioned negative attitudes, the data in chapter four is also suggestive of parent governors, with specific reference to the participants, who display admirable attitudes of: determination, passion and commitment to achieve common goals. (see pgs. 17;24 to cite data re. determination)

According to Justine's narrative, it seems that she is the only dynamic member of that SGB who voices her opinion and asks questions, whereas other members appear to be silenced and answer only when necessary. These members are usually in favour of decisions made by the principal. According to Justine this is indicative of a complacent 'puppet' like behaviour where the principal adopts an autocratic leadership style to control matters pertaining to school governance. This gives Justine reason to believe that the principal recruits members whom he could easily manipulate.

Justine elaborates further on the apathetic attitude displayed by the principal, hence failing to provide parents with support. This is what she mentions:

> *Parents cannot take their concerns to the principal because he is not approachable, he does not give parents a hearing nor does he provide solutions or resolutions to their concerns, instead the issue is taken back to the teacher and the child is victimised in the classroom… I have approached the principal on occasions when educators were found speaking rudely to children or name calling children… The principal would just say that he would sort the matter out but nothing gets done. (See chapter four, page 54)*

Justine narrates that parent members see scheduled meetings as a platform to socialise and there is no consideration to making valuable contributions towards school governance. Justine echoes her perception in the following:

> *They come all 'dolled' up but contribute nothing… not all members are committed to their roles. Very often members were called to assist with fundraising events … they would respond saying that they are unavailable. These members come on board for titles, hoping that their children are favoured… (See chapter four, page 52 & 56)*

In spite of Justine's experience of negative attitudes from fellow parent members she remains determined to establish a collaborative relationship with the principal for the benefit of the school. This is what Justine affirms:

> *… I am determined to establish a positive working relationship with the male principal to ensure that positive change occurs for the benefit of all children… I am passionate and driven by ambition to make a positive difference thereby leading to transformation and growth… (See chapter four, page 51 & 56)*

Angel and Naz stand unanimous in view that they together with the majority of parent members work collaboratively in achieving common goals, however, they lack the support of the vice-

chairperson and a female parent governor who tend to often challenge proposals instead of making valuable contributions. Additionally, they give the impression of being in governance for fame and gain. Angel echoed the following sentiments regarding her determination and the synergistic working relationship amongst members within the SGB which is in direct contrast to her perception of the vice-chairperson:

> *I am confident that I could bring about positive change to a school at which I was once a learner. I am passionate about my duties as a governing body member and I am determined to see the school excel not only for the benefit of my child but for all the children attending M.P.S… The governing body at MPS is a genuinely working governing body. Apart from the vice-chairperson and one other female member, we all work collaboratively to give off our best in ensuring the success of the school…He has never taken an active role on the SGB, he does not show much interest and is hardly ever present at meetings. (See chapter four, pages 59 &60)*

Naz shared similar sentiments in respect of her determination and opinion of the vice-chairperson. She speaks confidently of her determination:

> *…I can confidently admit that I have seen the school grow, there has been positive transformation since I have come on board the SGB. My vision does not end here. I am determined to start a library at the school… I remain motivated to be on the SGB because it is important to have a voice on the board that makes the right decision for the benefit of the learners and the school. (See chapter four, pages 66 & 67)*

Naz doused her frustration with a dash of humour in her narration of the vice-chairperson's attitude:

> *The male vice-chairperson is just a trophy. Initially he sold himself assuring that he will be able to generate funds from sponsorships as he is well known amongst businessmen in the community. To date he has not come up with any sponsorships. He is present at most SGB meetings where he would say all the wrong things at the wrong times. There are occasions when he speaks inappropriately and disrespectfully to female members, he has no conscience, he leaves the ladies feeling either embarrassed or uncomfortable with what he says. He makes no constructive contribution… (See chapter four, page 67)*

In spite of Naz holding the principal and chairperson in high esteem, she seems powerless and frustrated towards their complacent attitudes in accepting the lax attitude of the vice-chairperson. Naz articulated her frustration as follows:

> *The frustration I feel for his apathetic work ethic is exacerbated by the fact that the principal and chairperson, who are both female, do not question his role or fails to delegate duties to him… we have a vice-chairperson who does nothing, he has not made any contributions thus far whereas the chairperson, in spite of her very hectic schedule, has still managed to get sponsors… (See chapter four, pages 68 & 71)*

In addition to the negative spotlight given to the vice-chairperson, Naz also expresses her dismay for the attitudes of a female parent member:

> *… you get some people who think that being on the SGB gives them glorified positions. One particular female member is extremely good at helping out when relief is needed but lacks the discipline it takes to be on the governing body. She is never obliging or available when help is needed. Given these incompetent members, I find myself carrying out duties that are over and above my role as a treasurer… sadly there's no assistance from these two members. (See chapter four, page 68)*

It appears that despite the complacency of certain members, the drivers within the SGB ensure that they remain motivated and proactive in getting things done which ultimately leads to positive transformation for the benefit of teaching and learning. Naz recalled the following:

> *There is no sense of resistance from members but rather a noticeable sense of complacency from some. I sense a mentality of, "If you are there, I don't need to be", or, "If you are getting things done, I don't need to." … Some members do not share the same mentality and this frustrates me terribly so I take it upon myself to get things done instead of waiting… I can confidently say, we get things done… we are definitely a working SGB… (See chapter four, pages 67 & 70)*

The power-control theory is affirmed by the above discussion regarding participants' experiences in respect to the attitudes of the male principal and vice-chairperson. Given the familial controls of a patriarchal family, findings show that delinquency is an unintended consequence (Hagan et al.,1985). At the top of the class structure, males in the employer class are more delinquent than females not because they have a higher taste for risk but simply because they are less controlled by their parents and believe that they are less likely to be

punished for their delinquencies. This theory emphasises that in all classes males are freer to deviate than females and that males in higher or most powerful classes are freest to be delinquent (Hagan et al ,1985; 1987). Delinquency is evident in the principal's manipulative behaviour and vice-chairperson's complacency and irresponsibility.

The inability of the principal and chairperson to question the delinquent attitude of the vice-chairperson is informed by the social identity theory showing that the principal and the chairperson are both socially categorised to belong to a group that they identify with and conform to the norms of that specific group (Trepte, 2006). In this case, the group being an Indian community. Their inability to question the vice-chairperson can be attributed to the deep-seated unexplained cultural dogmas held in Indian societies that prohibits females from telling men what to do.

5.2.4 Attitudes of parents and teachers towards the female parent governors

Given the participants' experiences, there seems to be varying attitudes from parents and teachers alike. All three participants have mentioned instances where some parents are very supportive of school governors whilst negative attitudes of others prove to be challenging. The data provided indicates that school governors welcome parent support as it makes the work of governance easier. Often these parents help with fundraising events or approach governors trusting that governors will assist in alleviating matters that are of concern to them. However, the negative attitudes from parents are generally attributed to their lack of knowledge of school governance. The latter often feel that school governors hold glorified positions or they are privileged beings who are remunerated for what they do. This is what Naz narrates in this regard:

> *Some parents do not understand the functions of the SGB, they see being on the SGB as a means to gain privileges, or they think that the members earn a salary for being on the board. It is for this ignorance that they resent members of the SGB … However, there is a minority of parents who have approached me with their concerns and we were able to resolve them. These parents are willing to help and this eases our jobs. They are proactive in assisting with fundraising events…In regards to male parents, it is ironical that I get more respect from them; they are more appreciative and friendlier than the female parents. (See chapter four, pages 69 & 70)*

In addition to the above mentioned behaviours, parents have also displayed vengeful behaviour when informed of their child's misconduct. Naz articulates this in the following:

There has been massive discipline issues… instead of parents recognising that their child needs help and co-operating with the school; these parents instead victimise the principal for informing them of their child's behaviour. (See chapter four, page 69)

Similarly, data shows various attitudes displayed by teachers. Some of these attitudes include: a noticeable lack of motivation amongst those who have served over a long time; lack of commitment resulting in frequent absenteeism; an absence of respect for school governance; vengeful attitudes displayed when approached negative attitudes. However, the data is also suggestive of those teachers who are co-operative and seek the support and advice from school governors.

Justine speaks of the frequent absenteeism of teachers resulting in an erratic presence of student teachers. This has created instability in the children which has negatively affected their learning. Furthermore, a total lack of pastoral care is evident from some teachers who fail to honour their responsibility of being in loco parentis. In her narration this is what Justine expresses of her experience:

Teachers were constantly absent from school thus leaving their duties to student teachers… Often teachers would ignore children, for example, teachers would not go on break duty if it was a very hot day… When teachers were on break duty, they would engage in conversation amongst themselves and leave the duty of over-seeing the learners to prefects… teachers don't respond to parent messages or acknowledge the messages… (See chapter four, pages 51;52 & 54)

Angel articulates the following regarding the attitudes of teachers and parents towards female school governors:

Some educators lack empathy and pastoral care, they see it as the SGB creating more work for them…There are other educators who have actually approached me and asked for my advice on how to deal with children's negative social behaviour. (See chapter four, pages 60)

Naz expressed a detailed account of her experience with teachers in the following narrative:

My son's first year at M.P.S was a bumpy ride because one of the teachers did not like him… She would often write letters complaining about him and this resulted in his dad beating him up. I could not address the matter with the teacher or the school because of fear of victimisation…Teachers lack passion and I think it's because they are like the dinosaurs at M.P.S, they

have been there for aeons… We want to promote confidence in learners by initiating activities like variety concerts… however, teachers lack the passion and drive to initiate these events. (See chapter four, pages 64 & 68)

The above discussion in respect to unsupportive parents is in line with scholarly study of Hartell et al. (2016) who found principals lamenting about the limited skills, knowledge, low levels of literacy and language barriers experienced by parents attributing to parent lack of understanding of school governance. Furthermore, teachers felt they were in more commanding positions as they were the professionals in education in comparison to the parent governors who are seen by them as lay persons with regards to education. This is also evident in the studies conducted by Duma et al. (2011) who asserts that some educators have no reservations about working mutually with parents in school governance whilst others view parental involvement in school governance as a violation of their professionalism.

5.3. INFLUENCE OF BEING A FEMALE PARENT GOVERNOR

With regards to the influence of being a female parent governor, only one theme emerged from the generated data which will be discussed below.

5.3.1 The role of the mother extended to the entire complement of children for their holistic development

A mother's role is innate and intrinsically motivated. All three participants express their concerns for not only their children but extend this nurturing quality for all the children in their respective schools. Children are of paramount importance to mothers who want only the best for their children. Similarly, the stories narrated by the participants show their concern and determination in wanting to contribute to the holistic development of all the children. They aim to achieve this through positive transformation in governance.

The data captures this motherly role in their determination to ensure that they create an environment that is safe and secure; the need to provide improved infrastructure to facilitate effective teaching and learning and their importance to instil values that will encourage good ethics that will ultimately lead to success.

Justine displays her motherly role in the following:

… my main concern is the children… and this is not just for my children but for all the children… attending Daffodil Primary School… I am determined that I will contribute towards a positive transformation. It is imperative for

me that the school must provide a supportive, safer and friendly environment for effective teaching and learning to occur...

I want us as an SGB and school to go the extra mile to investigate the child's background and help those under privileged parents and guardians to ensure that the children have food at home or a comfortable enough home where they could study or simply do their homework… (See chapter four, pages 51 & 54).

Justine's nurturing attitude stems from her identity of being a mother. This motherly concern results in her wanting to investigate children's background to ensure that they have the basic resources to sustain them.

Angel articulates her motherly role in the following:

It is vital to inspire children to break the cycle of their impoverished backgrounds. …They [my teachers] instilled values of hard work, trust, loyalty, respect and honour which I believe has contributed to my success today and I want the same for all the children at M.P.S. (See chapter four, page 61 & 62)

Majority of our learners come from the 238 area, which is poverty stricken. Some children are raised by parents who are alcohol or drug addicts. …Others are physically abused by parents and we get to know this only after engaging the children in conversation. …Our aim as a SGB is to encourage our teachers to go the extra mile to give these children love, support, attention and to give them a foundation that will empower them. Our priority is to foster a relationship of trust so that the children can approach teachers or governors. (See chapter four, page 60)

Similarly, Naz recollects her role as a mother in the following narrative:

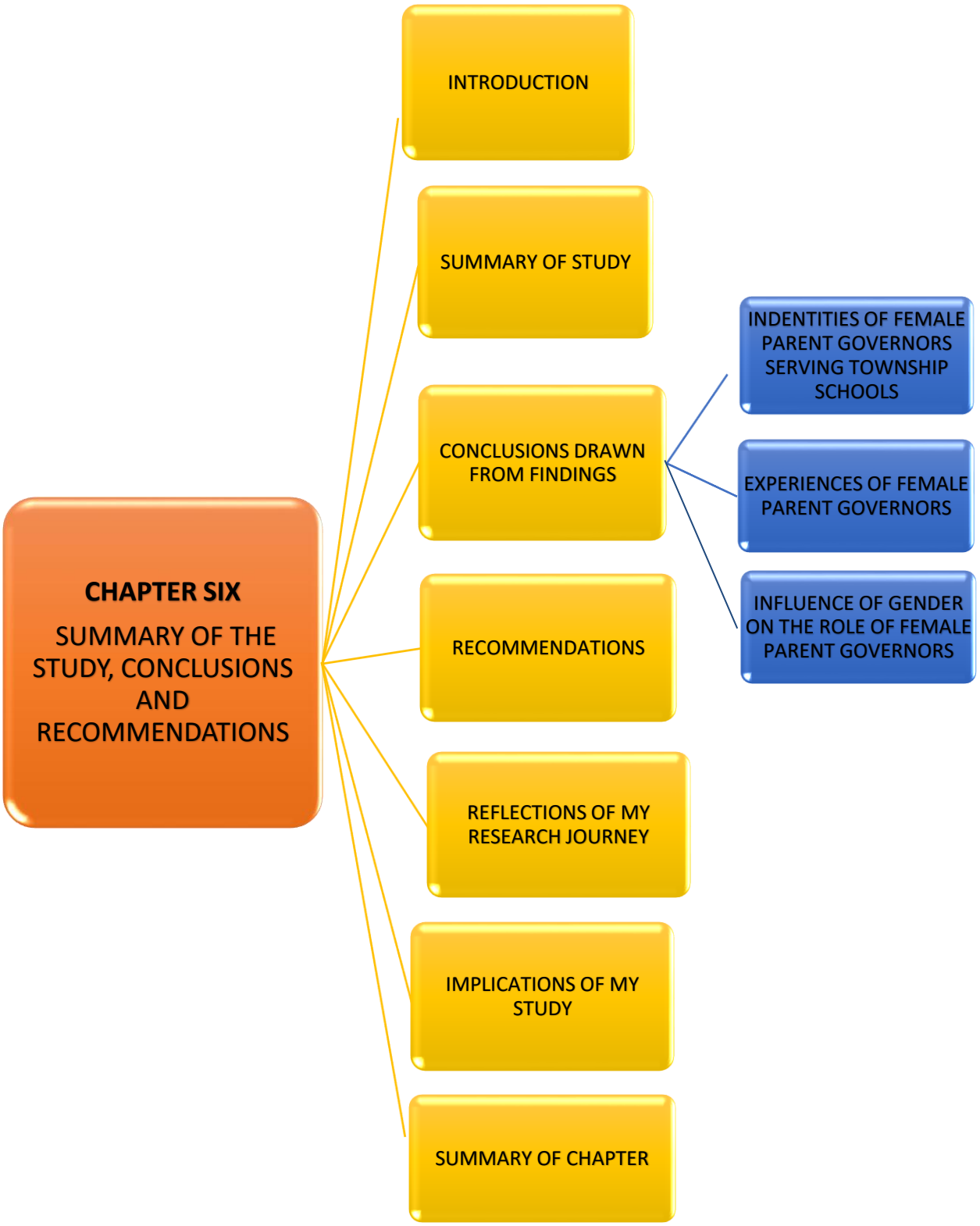
I see my role as a mother extended not just to my children but to more than 400 children at M.P.S. When I go to school, the children are demanding of my attention. I love children; I love to see happy children and I love to see that they have a bright future… My aim is to create a school that our children will be proud of and when these children leave M.P.S. they must be the best version of themselves…I am determined to start a library at the school if I remain on the SGB in 2020. Our children are deprived of this opportunity to read so I want to encourage and foster a love for reading

which will open a whole new world for our learners… (See chapter four, pages 65& 66)

From the above extracts it is appearing that the motherly role of the participants is extending into their role as school governors. The participants in this study displayed caring, supportive; loving and nurturing qualities which are essential for mothering. This shows an influence of a social group to which these participants affiliate on their role as parent governors. The Social Identity Theory suggests that social categories exist before an individual is born. Stets and Burke (2000) assert that individuals are born into already structured societies and they derive their identities from the categories to which they belong. In this case, I view being a mother as a social group to which Justine, Angel and Naz belong. In addition this social group influences their behaviour as Trepte (2006) suggests that people adopt the identity of the group to which they belong to and conform to the norms of that specific group.

5.4 SUMMARY OF THE CHAPTER

This chapter focused on the analysis of the narratives which according to Polkinghorne (1995) is the second stage of analysis. I began the process of analysis of narratives with analysing narrative analysis that appeared in chapter four. Themes were identified from the participants' common and unique experiences. The discussion around each theme was structured to include: my interpretation of the generated data which was then supported with a narrative description from the stories as evidence and to conclude the discussion, I justified the analytical interpretation by using literature and the theoretical framework that appeared in chapter two. The next chapter is the concluding chapter which will begin with a delineation of all the chapters that make up this study. This will be followed by presenting a conclusion of the findings and recommendations emanating from the study; my reflections and finally implications for further research purposes.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CHAPTER SIX
SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The penultimate chapter focused on an analysis and interpretation of the narratives from chapter four in response to the research puzzle. This final chapter serves to provide five main aspects to conclude this study, namely: a summarised account of each chapter that makes up this study, conclusions drawn from the findings, recommendations, my reflections and finally implications of the study for further research purposes.

6.2 SUMMARY OF THE STUDY

In chapter one, I contextualise the study by providing an introduction and background. In the rationale and motivation I validated why I believed that the study was important and necessary to conduct. I stated that the study focused on female parent governors serving in SGBs located in two township schools with its main purpose and aim being to explore through narrative inquiry their lived experiences of governance. I stated the research puzzles that guided the research process. This was followed by a brief explanation of key concepts pertaining to the study and ended with outlining each chapter that makes up this dissertation.

In Chapter two, I presented the review of national and international literature relating to the studied phenomenon, that is, school governance as well as literature pertaining to females in leadership roles. The chapter was structured in three sections: the first section explained concepts of governance and leadership as they recurred in the study; the second section presented literature in a thematic form and the third section elaborates on the two identified theories that provided a framework and lens through which the lived experiences of participants were understood. The theories are: Social Identity Theory and Power-Control Theory.

In chapter three, I presented the design and methodology adopted to conduct this study. Here I discussed the research paradigm in which this study is positioned and the adopted research design employed to understand the lived experiences of female parents in governance. I also provided a detailed discussion on the selection process of my participant, tools used to generate data (narrative interviews and collage inquiry) and the methods of analysing generated data (narrative analysis and analysis of narratives). Trustworthiness, ethical considerations and limitations to the study were also presented in this chapter.

In chapter four, I presented the first stage of analysis, that is, narrative analysis. Here, I was able to co-construct the lived experiences of the female parent governors from the field texts generated through narrative interviews and collage inquiry. An emplotment system was used to organise the narratives which were then presented separately for each participant.

In chapter five, I presented the second stage of analysis, that is, analysis of narratives. Here, the co-constructed narratives were further examined to identify emerging common and unique themes. Hence in this chapter, findings were presented in thematic form which aimed at providing answers to the research puzzles of this study.

6.3 CONCLUSIONS DRAWN FROM FINDINGS

This study attempted to understand the experiences of female parent governors through exploring the identities and influence thereof on their role as parent governors. This was important since the study was conducted under the impression that individuals engage with the world in which they live differently and they subsequently generate unique experiences.

Below I present conclusions drawn from the narrative analysis and analysis of the narratives. The conclusions hereunder pertain to my research puzzles, therefore, to re-acquaint the reader, I re-state the research puzzles that propelled this inquiry:

- Who are the female parent school governors serving in school governing bodies in township schools?
- What are the experiences of female parent governors serving in school governing bodies in township schools?
- How does the identity of female parent governors influence their roles and responsibilities in school governance?

6.3.1 Identities of female parent governors serving in township schools

In an era where traces of patriarchy are still prevalent, it is a privilege for females to be in positions of governance that were previously male dominated. This entry into governance has necessitated females to prove themselves competent in their roles which resulted in a multitude of experiences. Some experiences were positive whilst others were negative.

The findings suggest that the female parent governors in this study possess multiple similar and unique identities in terms of their family background, religion and socio-economic status.

It was important to understand their identities in order to understand the way they execute their roles in governance.

In terms of their family background, it appears from the findings that all three females hailed from middle class families that followed strict Christian ethos. Family responsibility was of paramount importance and being daughters in conservative Indian homes meant that they were compelled by cultural dogmas to accept decisions made by the elders in the family. Tertiary education was not prioritised as financial circumstances did not warrant this. Instead keeping the home fires burning took precedence, hence after matric these female participants had to secure jobs to ensure that there was a sustainable income at the end of each month. However, their unfortunate fate did not deter them from abandoning the importance of sound education and empowerment.

It was clear that all three female participants identified themselves within the group known as motherhood (in-group) based on the commonalities that they shared (Tajfel & Turner, 1979, Trepte, 2006). This in-group advocates that these mothers adopt qualities of being caring, supportive, nurturing and loving to children. Their identity of being mothers played out very strongly in the findings as they displayed their passion and determination in wanting positive transformation in governance for the betterment of the school and ultimately for all the children who attended the school.

6.3.2 Experiences of female parent governors

In the above discussion, I briefly mentioned that in an attempt to prove themselves, the female parent governors were faced with both positive and negative experiences. The positive experiences emanated from their belonging to common in-groups, namely: they belonged to the group of mothers and they belonged to the group of females. From the vantage point of Tajfel and Turner's (1979) social identity theory *(Refer to chapter two, page 21)*, it is evident that the process of social categorisation influenced Angel and Naz's experiences of being empowered by other empowered women; namely: the principal and chairperson.

6.3.3 Influence of gender on the role of female parent governors

The affiliation of these female parent governors to the aforementioned social groups, that is, the group of mothers and the group of females, were attributing factors that led to them extending their motherly role to all the children at their respective schools.

In addition, social categorisation also mentions that those who do not have commonalities with a particular "in-group" are classed in a group known as the "out-group". Findings suggest that

the male members of both SGBs constituted this "out-group". The difference in their gender identities as suggested by social categorisation together with the power-control theory, explains the dominant, manipulative behaviour of the male principal as experienced by Justine and the delinquent, apathetic attitude of the vice-chairperson of the SGB wherein Angel and Naz served.

6.4 RECOMMENDATIONS

My recommendations are based on my findings and are aimed at wanting to see change in the social, professional and political arenas.

Social recommendations include a strong message to the global community to realise that we are living in the 21st century. We have evolved into a dynamic world where we are in daily contact with diverse cultures; races; genders and ethnicities. It is imperative for all to have a change in mind set and to be accepting of this vast diversity. We should aim to empower those who are less empowered and to gain empowerment from those who are more empowered, be it on a personal or professional level. Life should not be about feeding one's ego but rather aiming to make a difference and leave a lasting impression on someone's life. This is the Ubuntu that we should aspire towards.

Professional recommendations speaks to leaders in education, educators and other stakeholders who should organise in-house workshops and specialised training to educate the parent component regarding school governance. This support will build confidence amongst parents and encourage them to take a firmer stance in the education of their children, the youth of our country who are our future leaders.

Political recommendation, here government and policy makers have to formulate policies that encourage parental involvement in school governance. Policies should be formulated with the child being of paramount importance. Education in South Africa should be taken to a level where we as a country will be proud to produce the nuclear scientists; astrophysicists, astronomers and astronauts. Nothing is impossible, this may be achieved through positive transformation.

6.5 REFLECTIONS OF MY RESEARCH JOURNEY

The picture below evokes memories explaining the attributing factor for my passion for research. It is important to mention as it was at this point in time that I knew I would one day attempt a Master's degree. It gives me a great sense of pride when I go back in time to my school days. I was selected in 1986, when I was in standard 8 (Grade 10) by my History teacher, Miss J.M.Pillay, to enter the Shell Library Competition. Since History was my favourite subject, it was a given that I would choose a History related topic.

My research was titled: America in Crisis and it highlighted the events of the Second World War from 1939-1945, with specific reference to America's role in the war. It also featured America's invasion of Vietnam in 1965. My research was presented in the form of a multi-media kit. This included: a written text with pictures that was bounded in the form of a book; a slide show highlighting the invasion of Vietnam and the American bombing of Hiroshima Nagasaki. At that time there was no power point, so the old-fashioned negatives were converted into slides and this played out to the background music of Paul Hardcastle's soundtrack, 'Nineteen'. The multi-media kit also included a video recording where I had interviewed two matric learners who had chosen History as their electives, as well as Mr. M.F. Cassim who was later a member of parliament representing the I.F.P. Each of the interviewees spoke of their opinion about the American invasions.

Figure 6.1: Picture of me taken in 1986 at the prize giving function, AMERICA IN CRISIS won 1st prize in Northern Natal

Finally, I had invented my own board game depicting countries, leaders and events that took place during the period of the war. The board game was based on rules similar to the famous Monopoly because that was one of my favourite games. I thoroughly enjoyed putting this project together. It took me a solid three months of hard work. All my weekends were dedicated

to my project. My aim was not to win as I was naive to the spotlight and all I wanted was to present a project that was of a high standard and which would make both my school and family proud.

There were no computers at the time, so the text had to be typed out using the old faithful typewriter. My very talented peers assisted me with the artwork as I cannot even draw an attractive stick figure. They drew cartoons to perfection and colourful graphics on the board game. It all was truly exciting for me. Those three months made me realise that I actually enjoyed research. I enjoyed sourcing information from the many encyclopedias. Remember, there was no Google and or internet at that time. It was then that I knew I wanted to be involved in research. The seeds for research were sowed in 1986. America in Crisis won 1st place amongst all schools in northern Natal and it was exhibited at the Durban Girls High School amongst other winning projects.

I embarked on my master's journey in 2017, totally ignorant to the demands of the programme. It has been a long road travelled and it certainly has been challenging to juggle the responsibilities of maintaining a home as a single mum; dividing my time to fulfil my obligations of being a mother, a daughter, an educator and finally a student. Along my academic journey, I have come to meet some amazing people: masters students, my research participants and last but not least my incredible supervisor, Dr S.B. Blose. I can confidently say that through my interactions with these very special people and with engaging with literature, my limited knowledge and restricted world view has blossomed into a plethora of new knowledge experience and growth.

Writing this dissertation triggered many personal experiences which I have actually enjoyed narrating herein. I recall sitting in front of my computer screen, on one occasion, for three hours and all I produced was a single paragraph. At that point, I did not think that the end was possible. Writing chapter two, the literature review was the most challenging for me, I kept saying to my supervisor and friends, "Chapter two will be the death of me." With God's grace and the guidance from my supervisor, I had eventually completed the chapter. I recall a time I felt discouraged and this is what my supervisor said to me, "Remember the 10km race you ran from Howard College to Westville campus? Remember as you entered Westville, you didn't realise that there was a hill and you had to push to the end. This is that hill, just push to finish this race, your dissertation." Dr Blose! I will forever remember your words that motivated me to reach this end. I salute you! I hope that this study adds value to the world of academia.

Figure 6.2: My supervisor & I, 28 July 2019, starting the 10km UKZN Campus to Campus fun run

6.6 IMPLICATIONS OF MY STUDY

This was a small scale study that used the narrative inquiry methodology to explore the lived experiences of female parent governors serving in township schools. I employed the narrative inquiry methodology as I wanted to gain an understanding of my research puzzles through paying attention to detailed stories of my participants. The study was limited to a sample size totalling three participants from SGBs of two different public primary schools in Chatsworth. Seeing that this study was conducted on a small scale, the findings of this study therefore do not reflect in anyway the larger community of South Africa. As a result, the findings cannot be generalised to all female parent governors serving in SGBs of South African schools. Hence, there is need for a larger scale study to be conducted using alternate methodologies and methods to understand the various experiences of female parents in school governance. Additionally, more studies should be conducted to include private and public schools to enhance the understanding of the experiences of female parents in governance.

6.7 SUMMARY OF THE CHAPTER

The study explored the lived experiences of female parent governors serving township schools through the narrative inquiry methodology. Three research puzzles were employed to direct this study. The study revealed the experiences encountered by female parent governors, which included: positive transformation in terms of their empowerment, growth within the schools and challenges in the form of negative attitudes that they received from fellow governors, parents and teachers.

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APPENDIX A

DATA GENERATION TOOL

Field texts (Data) will be generated using two methods, namely, narrative interviews and collage inquiry. Three data generation sessions over two days will be scheduled with each participant.

Life story interview (Unstructured)

DAY ONE

Session one: Participants will be expected to speak freely narrating stories of their early life / childhood experiences leading up to her decision to pursue a role in school governance. This may include:

- Description of her experiences growing up
- Childhood memories
- Experiences of attending school
- Experiences of attending college / university

Session two: Participants will be requested to relate their stories of experience as members of the governing body. This may include:

- When did participant become a member on the SGB?
- What role does the participant play within the governing body?
- What are participant's experiences on the SGB?
- How does government officials e.g. the principal relate to you as a member of the SGB as opposed to a male member?
- Are SGBs working or is it just policy that schools follow?
- Do you get the cooperation of parents? Do parents appreciate and respect the fact that there is a female who has taken the responsibility of being involved in governance?
- Do you see your role as a mother extended now that you a member of the SGB i.e. now u not only seeing to your children but a whole school of children?
- How do you view professionalism in terms of the way people undertake their responsibilities in terms of governance?

- What is your opinion about the standing of women during elections? Are they taken seriously or do they suffer prejudice even at that level ? Are they seen as equal to men ?
- What are the participant's major challenges?
- How does the participant overcome these challenges?
- What motivates the participant to continue as a member of the governing body?

DAY TWO

Session three: This is a fun activity where participants will be requested to develop a collage relating to their experiences as female parent governors.

- Participants will be provided with resources to complete this activity. Resources include, scissors, magazines, charts and glue stick.
- Participants will be required to relate stories triggered by the pictures in the collage:
  a) i.e your early life experience - school; family / growing up
  b) Life after school till present day
  c) Include professional experience if applicable

APPENDIX B

ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

8 March 2018

Ms Tasnim Ebrahim Chohan 206515274
School of Education
Edgewood Campus

Dear Ms Chohan

Protocol reference number: HSS/0149/018M
Project title: Managing Diverse voices: Storied narratives of female parent school governors serving township schools

Full Approval – Expedited Application

In response to your application received on 16 February 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

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

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

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

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

Yours faithfully

.....
Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Mr SB Blose
cc Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
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APPENDIX C

CLEARANCE LETTER FROM THE DEPARTMENT OF BASIC EDUCATION

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma | Tel: 033 392 1063 | Ref.:2/4/8/1430

Ms TE Chohan
PO Box 50713
Musgrave
4062

Dear Ms Chohan

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"MANAGING DIVERSE VOICES: STORIED NARRATIVES OF FEMALE PARENT SCHOOL GOVERNORS SERVING TOWNSHIP SCHOOLS",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 26 January 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

[redacted]

Dr. EV Nzama
Head of Department: Education
Date: 29 January 2018

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APPENDIX D

LETTER TO GATEKEEPERS (PRINCIPALS)

P.O.Box 50713
Musgrave
4062

29 April 2019

The Principal
[redacted]

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I Tasnim Chohan am conducting a research study as a requirement of the University of KwaZulu-Natal towards a Master's Degree in education. The title of the research study is:
"Managing diverse voices: Storied narratives of female parent school governors serving township schools"
This letter requests your permission to use your school as one of the research sites. This study focuses on female parent representatives serving in SGBs in primary schools located in a township area. The purpose of the study is to explore through narrative inquiry the lived experiences of female parents serving in school governance.

Should permission be granted, the interviews with the participants will be scheduled for dates and times that are convenient for them. Care will be taken that no disruption is caused during such interviews. Please note that participation in this study is voluntary and the participants have the right to withdraw from the study at any time without any negative consequence. Furthermore, you are assured that details of the school and the participants will be kept strictly confidential; identities will not be disclosed.

For more information and questions about the study, you may contact me (the researcher) or the research supervisor.

Contact details are as follows:

Name of researcher: Tasnim Chohan
Mobile: 0786 728 777
Email: tasnim@emani.co.za

Supervisor: Dr. SB Blose
Tel No.: (031) 260 1870
Email: Bloses@ukzn.ac.za

You may also contact the Research Office:

HSSREC Research Office
P. Mohun
Tel.: 031 260 4557
Email: mohunp@ukzn.ac.za

Thanking you in advance.

Yours in Education
T.Chohan (Ms.)

APPENDIX E

PERMISSION GRANTED BY GATEKEEPERS (PRINCIPALS)

[redacted]

6 May 2019

Dear Ms. Chohan

PERMISSION TO CONDUCT RESEARCH AT [redacted]

With reference to your letter titled, "Request for permission to conduct research at your school," please be informed that you are granted permission to conduct research at the above-mentioned school.

Yours sincerely

[redacted]

Principal s name

[redacted]

APPENDIX E

PERMISSION GRANTED BY GATEKEEPERS (PRINCIPALS)

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

[redacted]

Dear Ms. Chohan

PERMISSION TO CONDUCT RESEARCH AT [redacted]

With reference to your letter titled, "Request for permission to conduct research at your school," please be informed that you are granted permission to conduct research at the above-mentioned school.

[redacted]

DEPARTMENT OF EDUCATION

Yours sincerely

[redacted]

Principal's name

APPENDIX F

LETTER TO PARTICIPANTS

P.O.Box 50713
Musgrave
4062

25 June 2019

Dear [redacted]

REQUEST FOR PARTICIPATION IN THE RESEARCH

I Tasnim Chohan am conducting a research study as a requirement of the University of KwaZulu-Natal towards a Master's Degree in education. The title of the research study is:
"Managing diverse voices: Storied narratives of female parent school governors serving township schools"

The objectives of this study are to:

- Determine the identities of females serving on the school governing bodies in township schools.
- Establish how their identities influence their efficacy as female governors in SGBs.

This study focuses on female parent representatives serving in SGBs in two primary schools located in a township area. The purpose of the study is to explore through narrative inquiry the lived experiences of female parents serving in school governance.

This letter intends to elucidate the purpose of the study and to request your participation in the study.
Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split into two parts depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate / not participate / stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded using the following equipment:

	Willing	Not willing
Audio equipment	✓	—
Photographic equipment	N/A	N/A
Video equipment	N/A	N/A

I can be contacted at:

Email: tasnim@emani.co.za

Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za
Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

Ms. Tasnim Chohan

APPENDIX G

CONSENT FROM PARTICIPANTS

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I [redacted] (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: **"Managing diverse voices: Storied narratives of female parent school governors serving township schools"**

I agree to participate in the study. I am fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore fully understand the contents of this letter and I do **GIVE CONSENT** / ~~**DO NOT GIVE CONSENT**~~ for the interviews to be digitally recorded.

[redacted]

Signature

25/06/2019

Date

APPENDIX G

CONSENT FROM PARTICIPANTS

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I [redacted] (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: **"Managing diverse voices: Storied narratives of female parent school governors serving township schools"**

I agree to participate in the study. I am fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore fully understand the contents of this letter and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

[redacted]

Signature

25/06/19

Date

[redacted]

APPENDIX G

CONSENT FROM PARTICIPANTS

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I [redacted] (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: **"Managing diverse voices: Storied narratives of female parent school governors serving township schools"**

I agree to participate in the study. I am fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore fully understand the contents of this letter and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

[redacted]

Signature

15/07/19

Date

[redacted]

APPENDIX H

CHANGE OF DISSERTATION TITLE

UNIVERSITY OF KWAZULU NATAL

COLLEGE OF HUMANITIES

SCHOOL OF EDUCATION

Motivation for Change of Dissertation/ Thesis Title

NAME OF STUDENT: Tasnim Ebrahim Chohan

STUDENT NUMBER: 206515274

CAMPUS: Edgewood [√] Pietermaritzburg [ ]

DEGREE: MEd (Education Leadership Management and Policy)

SCHOOL: Education

NAME OF SUPERVISOR: Dr S. Blose

NAME OF CO-SUPERVISOR: N/A

CURRENT TITLE: Managing Diverse Voices: Storied Narratives of Female Parent Governors Serving Township Schools

NEW TITLE: Traversing the Realm of School Governance: Storied Narratives of Female Parent Governors Serving Township Schools

MOTIVATION FOR CHANGE/ALTERATION OF DISSERTATION/THESIS TITLE:

The previous title was unsuitable for the study whereas the new title is more appropriate.

DATE: 13/ 11/2019 STUDENT SIGNATURE: _____

DATE: 13/ 11/2019 SUPERVISOR: _____

DATE: N/A CO-SUPERVISOR: N/A

APPENDIX I

LETTERS CONSENTING PICTURE INCLUSION

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Muhammad Chohan (Brother)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I Muhammad Chohan agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Shireen Chohan (Mother)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be include.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I SHIREEN. CHOHAN. agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

SBChohan

APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Taahir Mohamed (Son)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I Taahir Mohamed agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Naazneen Chohan (Daughter)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you and Anas (Grandson) in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I Naazneen Chohan agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

Chohan

APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Ebrahim Chohan (Father)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I EBRAHIM CHOHAN agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

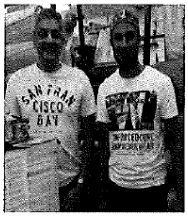
APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Moosa Chohan (Brother)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.



I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I MOOSA CHOHAN agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Dr S.B. Blose (Supervisor)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include pictures of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below pictures intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I **Sibonelo Blose** agree to have my pictures included in the above mentioned dissertation.

Regards

APPENDIX I

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Rasheeda Motala (Aunt)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I RASHEEDA MOTALA agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards
R. Motala

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Wajiha Chohan (Daughter)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I Wajiha Chohan agree / ~~disagree~~ to having my picture included in the above dissertation.

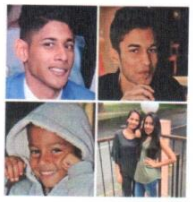
Regards

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Taariq Chohan (Son)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.



I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely
Ms. Tasnim Chohan

I TAARIQ CHOHAN agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

P.O.Box 50713
Musgrave
4062
21 November 2019

Dear Mr Bongani Khanyi (Principal)

REQUEST TO INCLUDE PICTURE IN DISSERTATION

I Tasnim Chohan request permission to include a picture of you in my dissertation entitled: Traversing the realm of school governance: Storied narratives of female parent governors serving township schools. Please find below picture/s intended to be included.

I can be contacted at: tasnim@emani.co.za Cell: 0786 728 777

My supervisor is Dr. SB Blose who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:
Email: Bloses@ukzn.ac.za Phone: 031 260 1870

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

Ms. Tasnim Chohan

I Bongani Khanyi agree / ~~disagree~~ to having my picture included in the above dissertation.

Regards

APPENDIX J

TURNITIN REPORT

Ms Chohan

ORIGINALITY REPORT

8%	7%	4%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.scielo.org.za Internet Source	1%
2	repository.up.ac.za Internet Source	1%
3	www.aijcrnet.com Internet Source	1%
4	uir.unisa.ac.za Internet Source	1%
5	Heystek, J.. "School Governing Bodies in South African Schools: Under Pressure to Enhance Democratization and Improve Quality", Educational Management Administration & Leadership, 2011. Publication	<1%
6	www.journals.uchicago.edu Internet Source	<1%
7	researchspace.ukzn.ac.za Internet Source	<1%
	repository.nwu.ac.za	

APPENDIX K

LANGUAGE CLEARANCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
dr1govender@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

25 NOVEMBER 2019

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

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

Traversing the realm of school governance: Storied narratives of female parent governors serving township schools, byTasnim Ebrahim Chohan, student no. 206515274.

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

Yours faithfully

S. Govender

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