

**ROCKING THE BOAT? LIVED EXPERIENCES OF THREE STUDENT LEADERS AT
A HIGHER EDUCATION INSTITUTION IN KWAZULU-NATAL**

BY

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**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER IN EDUCATION IN THE DISCIPLINE EDUCATION LEADERSHIP,
MANAGEMENT AND POLICY, SCHOOL OF EDUCATION, COLLEGE OF HUMANITIES,
UNIVERSITY OF KWAZULU-NATAL**

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DATE: DECEMBER 2016

DECLARATION

I, Ashkelon Govender declare that:

- (i) The research reported in this dissertation, except where otherwise indicated is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.
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ETHICAL CLEARANCE CERTIFICATE



28 January 2016

Mr Ashkelon Govender 210524336
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Dear Mr Govender

Protocol reference number: HSS/0040/016M

Project title: Rocking the Boat? Lived experiences of three student leaders at a Higher Education Institution in KwaZulu-Natal

Full Approval – Expedited Application

In response to your application received 8 January 2016, 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

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

/pm

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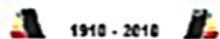
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This dissertation is submitted with my approval.

.....

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ABSTRACT

Higher education continues to be a point of contestation, where student leaders are seen as political activists. Today, as we embrace democracy, the roles and functions of student leaders are changing. The primary task of student leaders, is to engage with university management to try and champion the educational needs of students. In the current era, there are debates about the roles and functions of student leaders. The problem begins, when political agendas get in the way of student leadership. For example, in some higher education institutions, student leaders take their mandate and style of leadership from their respective political organisations. Should this drive the roles and functions of student leaders? There are views that student leaders learn leadership from different stakeholders like the church, community, family, culture, high school and politics. How qualified are these stakeholders to teach leadership to student leaders? And, is the leadership that is being taught the right style of leadership to lead and practice leadership at a higher education institution? There are also a few debates about the way in which student leaders enact leadership. This study uses narrative inquiry as the research methodology and generates data using collage, artefact and photovoice inquiry. Three student leaders (two presidents and one secretary) were selected as participants, in a Higher Education institution in KwaZulu-Natal. Data was analysed using Polkinghorne. What this study revealed in terms of who student leaders are, is that student leaders **have personal and organizational identities**. When it came to the learning of leadership, this study found that the church, the school, the university, families and learning **through** observing role models are some of the spaces and places that student leaders learnt leadership. It was found that from a young age, organizations helped shape the student leader's leadership identity that built up to who they have become today. In terms of enacting leadership on a day-to-day basis, this study found that student leaders engage in motivating, planning, delegating tasks, communication and negotiation. Further, it was found that, student leaders prioritize political mandates of their respective political parties in their leadership practice.

LIST OF ABBREVIATIONS/ACRONYMS

ANC	-	African National Congress
ANCYL	-	African National Congress Youth League
BEC	-	Branch Executive Committee
CDA	-	Community Development Association
CEO	-	Chief Executive Officer
EFF	-	Economic Freedom Fighters
IFP	-	Inkhata Freedom Party
NSFAS	-	National Student Financial Aid Scheme
RCL	-	Representative Council of Learners
RLO	-	Residence Liaison Officer
SASCO	-	South African Student Congress
SRC	-	Student Representative Council
UCT	-	University of Cape Town
UFS	-	University of the Free State
UKZN	-	University of KwaZulu-Natal
UP	-	University of Pretoria

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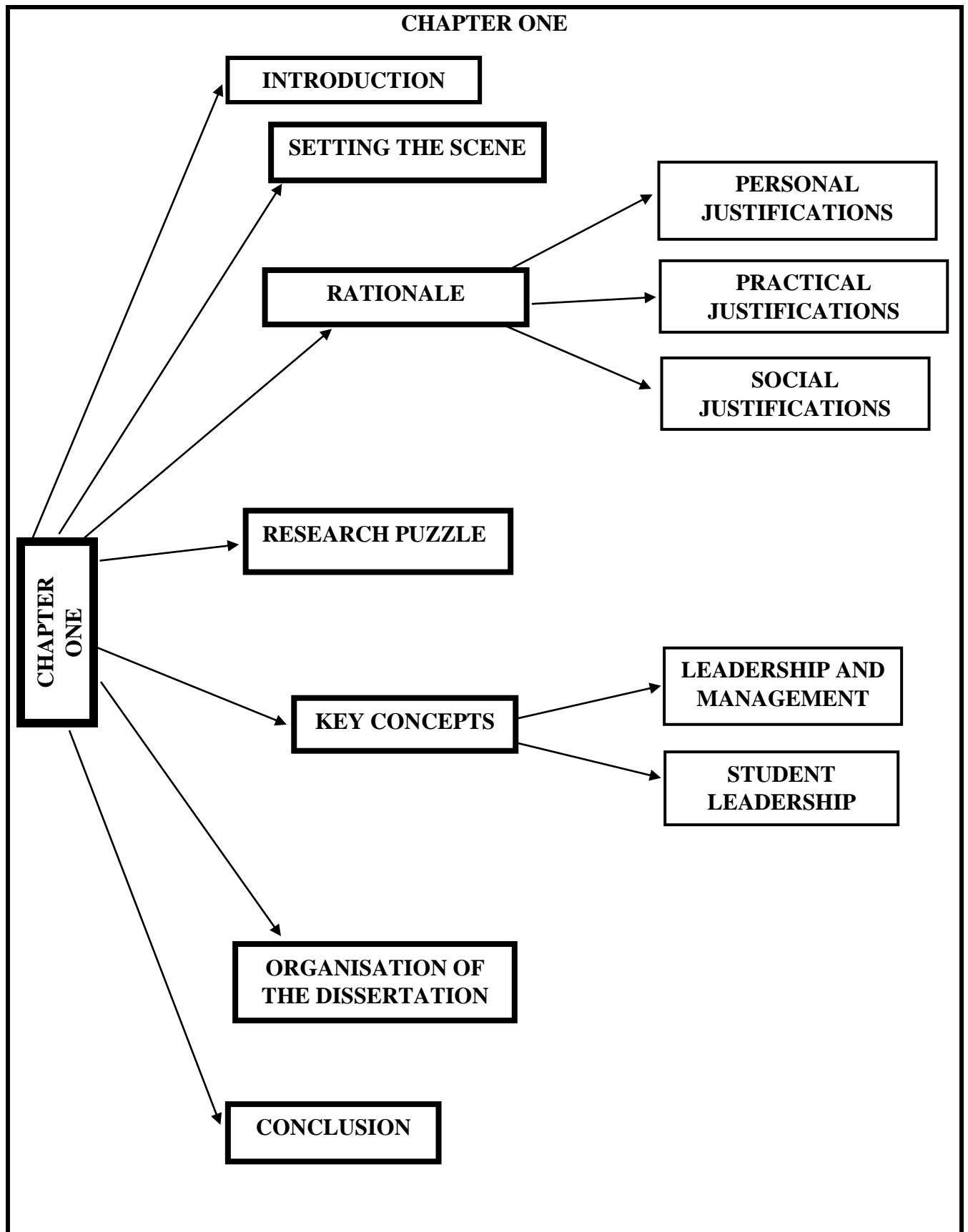
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CHAPTER ONE

SETTING SAIL: BACKGROUND TO THE STUDY

1.1 Introduction

This study sought to explore the identity of student leaders, so that better understanding and insight is gained of the biography of the students. Additionally, this study focuses, on where student leaders learnt leadership and how they enact leadership on a daily basis. In this study, the journey of a boat is used as a metaphor, to title my chapters. From my experience as a student leader, there was always turbulence in my lived experience as a member of the Student Representative Council (SRC). This turbulence always reminded me of a boat going through rough seas. Therefore, I adopt this metaphor. The chapter commences by providing a background to this study. Thereafter, the rationale for this study is discussed, by drawing on personal, practical, and social justifications as per Clandinin (2013). The research puzzle as Clandinin (2013) calls it, is then examined followed by a discussion of the key concepts of this study. Lastly, I outline the chapter overview of the study.

1.2 Setting the scene

Higher education continues to be a point of contestation in South Africa, where student leaders are seen as political activists (Areff, 2015; Devenish, 2015; Monama, 2016; Naidoo, 2015; Snodgrass, 2015). The roles and functions of student leaders in the main are to engage with university management in order to champion the educational needs of students. Recently, throughout South Africa, there have been student protests over the “Fees Must Fall and Rhodes Must Fall” campaigns (Areff, 2015; Devenish, 2015; Monama, 2016; Naidoo, 2015; Selisho, 2015; Snodgrass, 2015). From the news and newspaper articles, the country saw student leaders and student leadership stakeholders re-establish their roles and functions. It was observed through the media, that student leaders exhausted their negotiations with university management and decided to mobilise students to protest to allow for government to hear their dissatisfaction with university management. However, the question that perplexes me is, is this the role of students and student leaders?

After engaging with the different Student Representative Council (SRC) constitutions of the University of Cape Town, University of Pretoria, University of the Free State and University of

KwaZulu-Natal, I found that the universities and students on a yearly basis have the task of facilitating a democratic voting process by students, to appoint student leaders. Further, these constitutions state that after the process of voting, leaders are then given different portfolios which are also facilitated by university management. Student leaders then venture of into having their own meetings and trying to champion the needs of students. My question is, who is then teaching the students leadership as they lead in the SRC?

Presently, there are debates about the roles and functions of student leaders (Delgado, Reche, Lucena & Díaz, 2013; Manyibe, Manyibe & Otiso, 2013; Wu & Bao, 2013). The problem begins, when political agendas get in the way of student leadership. In the past, students marched to display their dissatisfaction with schools and universities, mainly because of the apartheid period. Is this where South Africa is heading after more than twenty years of democracy? Because, if we are paddling backwards, an investigation needs to be done, as to where student leaders are learning their leadership.

Some higher education institutions allow for political organisations to be a part of student politics (Dell, 2011). This then means that student leaders are adopting their leadership style and learning from political organisations while leading students. In other institutions, student leaders learn their leadership from different sources. There are many debates that student leaders learn leadership from different sources like the church, community, family, culture, high school and politics (Delgado et al., 2013; Manyibe, Manyibe & Otiso, 2013; Wu, 2012). My problem is, how qualified are these stakeholders to teach leadership to student leaders? And, is the leadership that is being taught the right style of leadership to lead and practice leadership at a higher education institution? It is imperative that student leaders learn leadership from the right source because they lead in one of the most volatile places in this country. This study seeks to find out what these sources of leadership are, and if this source is perhaps the reason for some of the shift in the roles and functions of student leaders. The learning of leadership plays a pivotal role in the life of a student leader. This arises because, the fruit of where they learnt leadership will be seen in the way they enact leadership on a day to day basis in the university.

Currently, there are also debates around the way in which student leaders enact leadership (Delgado et al., 2013; Manyibe, Manyibe & Otiso, 2013; Wu, 2012). Each student leader, has a peculiar style of leadership. As mentioned before, the enacting of leadership has much to do with

where student leaders learnt leadership. The enacting of leadership, in one way or another, will impact the university and its structures. The enacting of leadership can be seen in both a positive and negative light. In the positive, the university community benefits immensely from the way in which student leaders enact leadership. On the contrary, the university bears the brunt of negative leadership being enacted in different ways and forms.

1.3 Rationale for this study

This section deals with the rationale for this study. It draws on the personal, practical, and social justifications for the study (Clandinin, 2013).

1.3.1 Personal Justifications

I have always been curious about leadership, particularly learner and student leadership. While growing up, I was entrusted with many leadership positions which gave me valuable leadership experience. At home, I would be given leadership tasks to execute from my parents and my family. In church, I was exposed to many leadership roles from a young age. This type of leadership exposure allowed me to become very interested in leading others. The fruits of this home and church leadership training, played itself out when I got to school. At school, I always involved myself in leadership. I started as a class monitor, prefect and then progressed to Representative Council of Learners (RCL) member. My teachers always had confidence in me, and would give me multiple leadership roles, in class, as well as in the school at large. When I got into university, I became interested in the way in which student leadership worked on my campus, and I wanted to get involved. This galvanised me to work closely with the student leaders on my campus, trying to figure out who they are as they lead students on our campus. After working closely with student leaders, I progressed to becoming a student leader. Seeing these leaders lead and being part of them, I became curious to know, how they learnt leadership, and how they enacted leadership on a day-to-day basis.

1.3.2 Practical Justifications

Student leadership plays a very important part of the student leaders' life. Being a student leader has made a huge impact on my life. As I lead in the different structures of my teacher union, I find myself quite experienced because of the leadership skills, whether good or bad, that I learnt from being a student leader. What I have noticed is that, all those who led before me, and after

me in student leadership, seemed to have occupied leading roles in different unions. Therefore, student leadership is seen as a springboard for future leaders. It can be assumed that the reason for this, has much to do with the exposure and experience that we enjoyed as student leaders. The direct result of fighting for the needs and requests of students using different democratic styles has enabled me to become a leader in my workplace. On a day-to-day basis, leaders deal with different issues in the university as they enact leadership, this gives them experience. I have observed them in their meetings and in their leadership practices. I therefore became curious to find out how they are currently enacting their leadership in their meeting with different structures on a daily basis.

1.3.3 Social Justifications

There are different reasons why student leaders are elected into the SRC. Some of these reasons include their interest in politics, trustworthiness, charisma, whether the student is active in leadership, whether the student is popular and the way in which the student helps to improve things in the university (Delgado et al., 2012). A student leader can also be chosen because of a lack of motivation from other students, or a lack of candidates (Delgado et al., 2012). I agree that some of these reasons are legitimate when choosing a leader. However, none of these criteria take into account the leadership qualities of a student leader before they are chosen. So, in the selection process, it is taken for granted that leadership is thrust upon all who apply. However, if student leaders are not leaders, where do they learn their leadership from? And if leaders are expected to just learn as they go along in their social groups or structures, then what will be the state of our Higher Education Institutions, in terms of leadership in practice?

1.4 Research Puzzle

This study seeks to answer the following research questions. According to Clandinin (2013), research questions form part of a research puzzle.

1.4.1 Who are the student leaders on our campus?

Exploring this research puzzle allows for me to gain insight about the biography and background of the student leaders. This part of the research puzzle sought to find out who the student leaders were and where they came from before they came to the higher education institution. This

question is an identity question, to gain insight and understanding about the context of the student leader's life, taking all facets into consideration.

1.4.2 How have the student leaders learnt leadership?

When student leaders are leading, they must have learnt leadership from some somewhere. Further, before student leaders become leaders or desire to become leaders, they had to have been lead or influenced by someone or an organisation. This part of the research puzzle, wished to find out where students learnt leadership.

1.4.3 How do they enact leadership on a day-to-day basis?

This research question, sought to explore how student leaders enact leadership on a day-to-day basis, as they lead students. Daily, SRC members are met with many successes and challenges. This question sought to find out how they have achieved the successes and how they deal with these challenges. Additionally, it also sought to find out how they enact leadership in the different tasks that are allotted to them by the different stakeholders.

1.5 Key concepts

This section will deal with three key concepts, namely, leadership and management as well as student leadership.

1.5.1 Leadership and Management

Leadership is a contested concept. It is complex and it is contextual. It is structurally and culturally determined. I found that scholarship on leadership (Buble, Juras, Matić, 2014; Dierendonck, 2011; Coleman, & Glover, 2010; Morgeson, DeRue & Karam, 2010; Taylor & Ladkin, 2010) identifies two key issues in leadership: direction and motivation. In terms of direction it is about vision setting and in terms of motivation it is about influence. In my study, I draw on these scholars and I also look at leadership being about the amount of motivation a leader provides in order to accomplish tasks. It is also about guiding followers in terms of a particular vision that is set. Scholarship on management identifies four key concepts, and these are organizing, planning, controlling, and directing (Gold, Thorpe & Mumford, 2010; Coleman & Glover, 2010). In my study I draw on these concepts because student leaders are involved in organising, planning, controlling and directing as they accomplish leadership tasks. Leadership

and management are seen as one in this study because the roles and functions of SRC members dictates that they use both leadership and management. Further, in my analysis, even though leadership and management are two distinct concepts, they represent two sides of the same coin.

1.5.2 Student Leadership

Student leadership has no one definition. Delgado et al. (2012) argue that student leadership deals with the leadership that students portray as they lead in their campuses. After engaging with the different Students' Representative Council constitutions of the University of Cape Town, University of Pretoria, University of the Free State (Bloemfontein Campus) and University of KwaZulu-Natal, I found that the election process of student leaders is done on a yearly basis. So, the students that are elected on a yearly basis to lead students are involved in student leadership. The concept student leadership is in reference to students that lead universities and are elected by students.

1.6 Organisation of the dissertation: Overview of the chapters

The sole function of the first chapter is to provide a concise description of the format of the dissertation. I utilised this chapter to discuss the focus and purpose of the study and to discuss the rationale behind it. Additionally, the research puzzles of this study were then presented and lastly the key concepts were then looked at in detail.

The second chapter of this dissertation is the literature review highlighting the scholarly conversations (Clandinin & Connelly, 2000) that are in direct correlation with my study. Chapter two, will also discuss my theoretical framework explicitly and show how it forms a lens of this study.

Chapter three, deals with the research design that my study used for the research. This chapter will also dwell on the research methodology used in this study, namely narrative inquiry. A justification for the using this methodology will then be discussed. The methods of data generation are also explained in detail and a reflection of how it worked for me in this study.

Chapter four encompasses the three narratives of the student leaders which were built from the collage inquiry, artefact inquiry and photovoice inquiry through narrative interviews. The narratives encompass the lived experiences of the student leaders and life from their perspective

while in leadership. First I look at Mandlenkosi's story which is titled the commander in chief. Thereafter I look at Nthando's story which is titled, a leader with the golden heart. Lastly I look at Amandla's story which is titled, the leader of change.

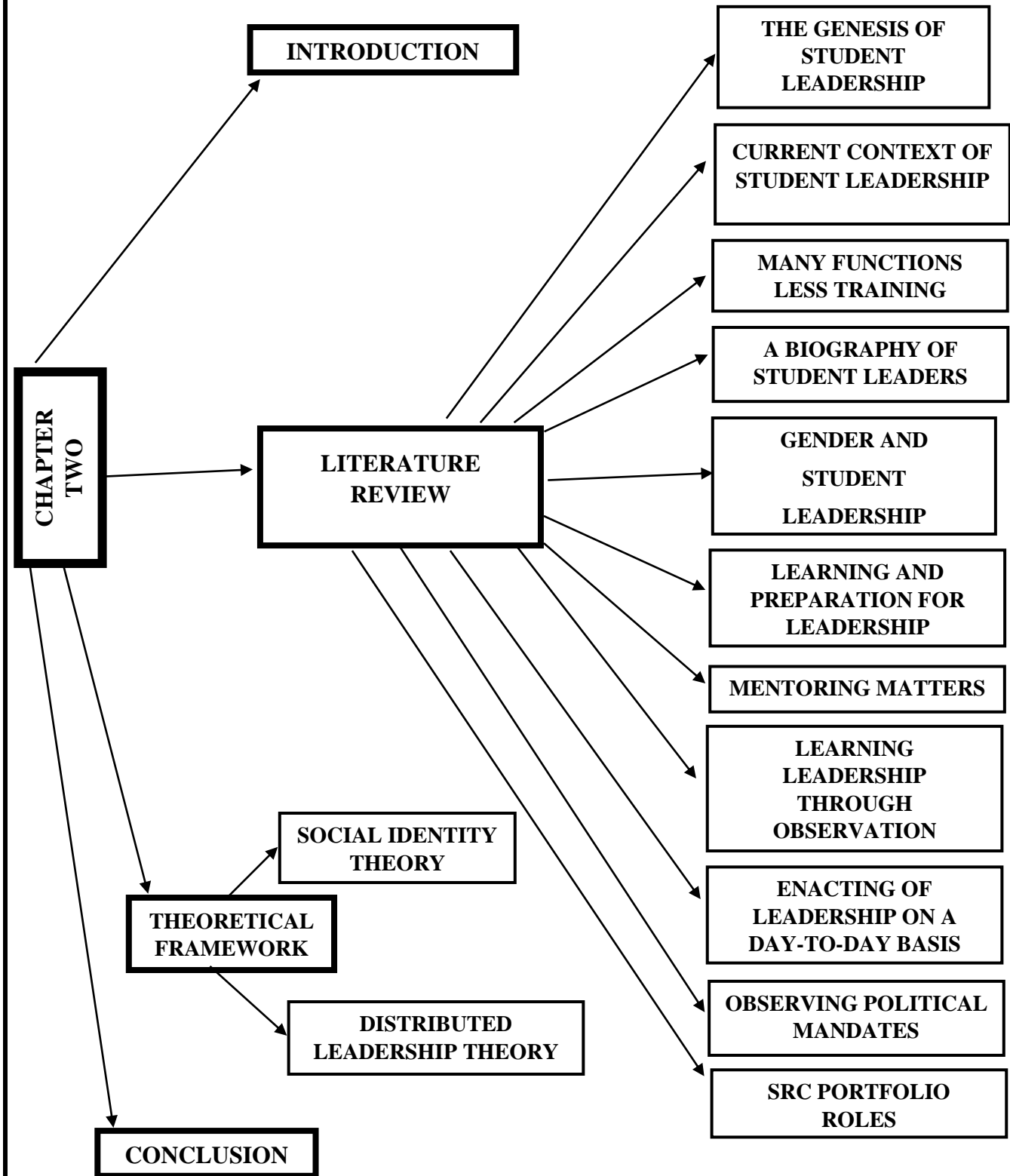
Chapter five contains the analysis of the narratives in response to my three research puzzles. I identified various themes that emerged after analysing the stories of my participants. The chapter was divided into three sections as I attempted to answer all three research questions. The social identity theory helped me answer the first two questions, and the distributed leadership theory helped me with the third question.

The sixth chapter is the final chapter that concluded the dissertation. This chapter will present a summary of the study, conclusions, reflections and recommendations.

1.7 Conclusion

This chapter has provided a background which gave context to this study. Thereafter, the rationale for this study was discussed, by looking at the personal, practical, and social contexts as per Clandinin (2013). The research puzzles as Clandinin (2013) calls it, was then examined. Thereafter, I explained the key concepts of this study. Lastly, I outlined the chapter overview.

CHAPTER TWO



CHAPTER TWO

DRAWING ON EXPERIENCED SAILORS TO NAVIGATE THE VOYAGE: A LITERATURE REVIEW

2.1 Introduction

In the previous chapter I provided a context and background to this study. I also teased out the rationale, research puzzles and the key concepts. Chapter two, is twofold. The first part comprises of the literature review. I grappled with the structure and organisation of this review of literature. After much thought and advice from my critical friends, I decided to use my research questions as an organizing framework. This gave the chapter structure and meaning. This part of the literature review will start by discussing the genesis of student leadership and the current context. It will then move on to a discussion of too many functions but less training. The biography of student leadership and gender and student leadership will then be discussed. Thereafter, the learning and preparation of leadership will be discussed followed by mentoring matters, and then learning leadership through observation (modelling). The discussion will then lead to the enacting of leadership on a day-to-day basis and observing political mandating. Lastly, I will discuss, SRC portfolio roles according to the Higher Education institutions constitutions. The second part of this chapter deals with the theoretical framework.

2.2 Literature review

The following is a comprehensive literature review on student leadership.

2.2.1 The genesis of student leadership

I commence by providing a context about the genesis of student leadership. Student leaders in South Africa played a crucial role in the struggle against the apartheid system and its practices from 1960s to the 1990s (Dorasamy & Rampersad, 2014). Dorasamy and Rampersad (2014) posit that in our South African context, student leaders were and are an important instrument in ensuring that students' needs are championed in every way possible. The shift in role from the 1960s and 1990s to today, sees a change in the roles and functions of student leaders. Back in the days, student leaders were political activist against the apartheid regime, but today, the landscape of student leadership is more about addressing social struggles in higher education institutions (Dorasamy & Rampersad, 2014). The next section will discuss the current context of student leadership.

2.2.2 Current context of student leadership

This section seeks to provide a modern day context of what student leadership actually entails. The previous section dealt with the genesis of student leadership, and where it all started. This section seeks to discuss how the roles have changed, and the current context of what is presently taking place in the country, in terms of student leadership. Dorasamy and Rampersad (2014, p. 807) insist that today, the focus of SRCs is on “student access, student loans, student accommodation, teaching and learning, broadening student experience and diversity.” Additionally, SRCs also place emphasis on students obtaining “quality higher education in a safe, disciplined and healthy environment, which is underpinned by access, success and equity which are critical areas of focus in the transformation process.”(p. 802). These job descriptions are social struggles and not like the student leaders in the apartheid era who dealt with political struggles (Dorasamy & Rampersad, 2014). Due to a lack of literature on student leadership in the South African context currently, I use Dorasamy and Rampersad (2014) quite often to strengthen my argument. However, something that this article does not home in on, is the process that takes place if student leaders do not get what they need in the different higher education institutions.

In the last three years, there has been a huge uproar all around the country in most higher education institutions. The uproar lead to major protest action over the Rhodes Must Fall and Fees Must Fall campaigns (Areff, 2015; Devenish, 2015; Monama, 2016; Naidoo, 2015; Selisho, 2015; Snodgrass, 2015). These issues may not be serious for some, but higher education institutions were brought to a standstill, and others closed for a few days. This would then mean that students were deprived of education, and their right to learn. This is problematic, because the calibre of leadership that is seen today through these campaigns, is far from what student leadership was actually created for in the 1960s. The focus of student leaders today, seem to have a distinct difference when likened to those leaders of the past. Recently we saw on the news, how political leaders are using their power to make students do many different wrongs and rights. To site an example, SAPA (2015) states that the Economic Freedom Fighters encouraged and were behind the student leaders that belong to their political party when it came to the Rhodes Must Fall campaign. Here we see that student leaders are not actually leading by themselves, but rather, influence is coming from the different political parties that they belong to. The University of KwaZulu-Natal in its constitution to student leaders, instructs students before becoming

leaders to be a part of a political party. This means, that the mandate that student leaders that emerge carry when in leadership, is from their political parties, rather than for all students. Is this what student leadership has become? And is this the calibre of leaders (who are puppets to their political parties) that are in the universities? So, we see clearly, the paradigm shift from student leadership in the past, and modern student leadership. I would like to emphasize, after looking at articles and scholarship, that today we are dealing with a social struggle rather than a political one. In the social struggle that is faced today, we can see clear elements of political posturing. This is destabilising and decentralising higher education student leadership in higher education institutions.

2.2.3 Many functions less training

The SRC has a constitution and it mandates their functions and responsibilities. It is fitting to discuss their functions and responsibilities so that a deeper understanding of the intention of student leaders. I have chosen four of the higher education institution constitutions to analyse, in my quest to understand the core functions of the SRC. The four university SRC constitutions that I have chosen, is the University of KwaZulu-Natal (UKZN), the University of Pretoria (UP), the University of Cape Town (UCT), and the University of the Free State (Bloemfontein Campus) (UFS). My reason for choosing these universities is because of the publicity I have seen about them because of the different student protests. All four university's SRC constitutions seems to be very similar in wanting student leaders to represent the university's students and the different needs that the students bring to the table. Further, all four universities allow for student leaders to be a part of the different structures of the universities and in most of the decision making processes.

Among others, the job of student leaders is to represent student needs as and when they arrive to the different management structures (UKZN, 2006; UP, 2013; UCT, 2013 & UFS, 2011). Even though this may seem like a small task, it can lead to different issues like that of protests that are currently happening in our country. After reading the different functions of the SRC, it seems like the SRC is given so much of power, yet they are still students. A study by Dorasamy and Rampersad (2014) found that student leaders have an abundance of functions to perform as leaders. The University of KwaZulu-Natal (2006, p. 3) section 2, subsection 2.2 states that one of the functions of the SRC is "To fight for student rights, by striving for a just standard of general

welfare and services for all students, regardless of race, colour, creed and sex” This is great, because students need to have a voice and need leaders to represent them, but not fight for them. Because if leaders are going to fight for them, they would need to fight the university management, however, the university is expected to be one of the stakeholders that train student leaders. The word fight may have been used in a particular context back in 2006. Compared to the other three SRC constitutions, the University of KwaZulu-Natal has not revised their SRC constitution from 2006. This may be a problem because the other three constitutions were revised and are dated beyond 2010. Since 2006, the country has transformed in more ways than one. This means that policy needs to always be revised based on the context of the country, so some words and mandates can be changed. This is supported by Mugume (2015) when he speaks about how student politics and the politics of countries are constantly changing. He argues that it is important to revise policy so that it is context based, and not outdated. It is clear then, that policy must change or it can have negative repercussions.

The functions that SRC members are expected to enact are too much for a year, and this is the reason that Dorasamy and Rampersad (2014) and Patterson (2012) suggest training workshops. Out of all the university SRC constitutions, only the University of Pretoria speaks about SRC training. Looking at the suggestion from Dorasamy and Rampersad (2014), I think it is of vital importance that all universities include leadership training and workshops for SRC members so that they can flourish in all facets of their university lives. Being voted in democratically into an organization may not always take into account your leadership abilities. Therefore, it should be mandatory for university management to have these leadership workshops to equip student leaders, not only for that year, but as future leaders for the country. For example, the SRC has the task according to all four SRC constitutions to prepare budgets. How can they perform the task, if they have not been trained to do so? This would then mean that student budgets in some of our higher education institutions are not done correctly, because of a lack of training (Dorasamy & Rampersad, 2014). What must be noted is that university students have graduated from high school, they are still finding themselves (Patterson, 2012). They have their own pressures and stress. They need to have leadership training before becoming leaders to a large body of students who present diverse needs (Patterson, 2012). If this is done, student leaders will be able to learn their leadership identity, learn leadership skills and enact leadership that is needed in our country.

Bacchi (2015) in writing for his PhD thesis, found that students in most universities do not have leadership training and development as part of their curriculum. He points out the multiple benefits of leadership courses and the positive effects that it has on the life of the student. In my interpretation of this, I find it a tragedy that higher education institutions that do not have these courses still have SRC leaders. Patterson (2012) argue that student leaders need to be taught the different leadership and management techniques before they lead others. However, in the context of South Africa, Dorasamy and Rampersad (2014) argues that leadership training and development courses are not offered at higher education institutions. This is a disadvantage to students. But, what is worrying is the type of leadership that is being enacted if there are not many/ no leadership training and courses at universities. Chuang (2013) points out that leaders require training and leadership development before they lead and while they are leading. He further adds that leadership involves leading people, and raising future leaders. Therefore, it is essential that leadership training or leadership courses are provided for student leaders as they lead.

2.2.4 A biography of student leaders

As mentioned before, my literature review, will be using my research puzzles as the basis to form the structure of this part about the biography of student leaders. This section is about the first question, which speaks about who student leaders are, which is a biography question. There seems to be an absence of literature when it comes to the biography of student leaders. I have not yet found any scholarship that seeks to find out directly who student leaders are, where they come from, etc. However, indirectly, scholarship (Delgado et al., 2013; Manyibe, Manyibe & Otiso, 2013; Wu, 2012) speak to student leader's socio-economic status and their involvement in leadership, therefore giving us an understanding of who student leaders are. Wu (2012), found that many students who come from richer backgrounds become student leaders, leaving the poor with a very low chance. Further, Wu (2012) argues that male students are perceived to portray higher levels of leadership.

Likewise, Manyibe et al. (2013) postulates a strong argument about males being dominant in the African culture, therefore making males more prominent in student leadership. Therefore, it can be seen that, the culture of the student leaders plays a significant role in them becoming student leaders. Delgado et al. (2013) speaks about male and female leaders knowing who they are and

the roles they fulfil, before becoming student leaders. This stereotypical criteria (as they put it), speaks strongly to the biography of the student leaders, before they become candidates for student leadership. So, we can see that different stakeholders have an impact on student leaders.

2.2.5 Gender and student leadership

Whilst dwelling on who student leaders are, I thought it would be essential to add gender and student leadership. Chavez, Green & Garza-Ortiz (2010) found that there are few females in student leadership. The reason for this is given by Manyibe, Manyibe and Otiso (2013) when they posit that leadership roles are predominantly for male, rather than female. This is the case because it is cultural that men take on leadership roles and that females submit to them. Further, they postulate that men have better leadership skills than women. Conversely, Wu and Bao (2013) articulate that females bring more leadership skills to the table than males. However, my study is not interested with who the better of the two are, but rather wanted to find out who the leaders are, be it male or female. But, what is interesting, is to know if this concept of male only is dominant in higher education institutions. I would think that drawing from Manyibe, Manyibe and Otiso (2013) and Wu and Bao (2013), both genders fit the criteria for leadership, and fit one part of the biography question in my study.

2.2.6 Learning and preparation for leadership

The basis of this section will be dealt with by using my second research puzzle about where student leaders learnt leadership. In answering this question, I found literature, but I have not yet found South African literature that speaks to where students learnt leadership. The literature on the way in which student leaders learn leadership, seems to be contested and also seems to be unclear. However, in this section, I will use common themes that I found in scholarship (Delgado et al., 2013; Dorasamy & Rampersad, 2014; Komives & Johnson, 2009; Manyibe, Manyibe, & Otiso, 2013; Luescher-Mamashela, 2011; Minthorn, 2014; Wu, 2012). Higher education institutions aim to prepare leaders for the future (Al-Omari, Tineh & Khasawneh, 2008). These authors further inform that students come to higher education institutions with leadership skills. In a study conducted by (Delgado et al., 2013; Komives & Johnson, 2009; Manyibe, Manyibe, & Otiso, 2013; Wu, 2012) it was suggested that students learn leadership from different stakeholders. In an article by Manyibe, Manyibe and Otiso (2013), there are debates about where

students learn leadership. Four key themes were raised about where students learn leadership and these were, family influence, church influence, community influence, and high school experience. Wu (2012), argues in depth the impact that families have on the leadership of students in a Taiwanese General and Technical University. All fingers point to the immense influence that family has on student leadership, taking different factors (e.g. financial status, loss of a parent, etc.) into account. Manyibe, Manyibe and Otiso (2013) strongly posits after research that family influence is the first leadership development that a student undergoes. Komives and Johnson (2009) argue that students learn leadership from adults, and this could be from their home, family and friends. Minthorn (2014) also argues that families play a key role when it comes to the learning of student leadership in some American universities. It can be clearly seen that adults in the families play a pivotal role in the learning of leadership and this can be seen in the common language that is found in literature.

Church influence is the next key debate that will be discussed. Church influence plays a crucial role in the learning of student leadership because of the exposure and leadership opportunities that are given (Manyibe, Manyibe & Otiso, 2013). Manyibe, Manyibe and Otiso (2013, p. 426) postulates that “they also held leadership positions in their respective local churches prior to going to college.” This is a clear indicator that student leaders learnt leadership from their local churches and this forms the basis of how they enact leadership in higher education institutions. Similarly, Komives and Johnson (2009), argue that the student leaders in their article gave much recognition to the church for teaching them leadership by giving them leadership tasks that developed them not only in the church, but played a dominating role in their university leadership. Here again, literature speaks loudly that student leaders learn leadership from the church and is one of the enabling factors for them to enact student leadership.

Communities is the next source that literature informs that student leaders learn leadership from. In an article by Minthorn (2014), one of the key sources that students learnt leadership, was from the community where they were given leadership opportunities. Similarly, Komives and Johnson (2009) argue that community involvement and working together in different community organisations, aided in the learning of leadership by students. Manyibe, Manyibe and Otiso (2013) bring to light how the culture in African communities, play a pivotal role in students learning leadership. In this article, Manyibe, Manyibe and Otiso (2013), argue that African

students get leadership from their parents, and their parents are taught by the culture of the community. Additionally, students were also given leadership roles in the community, males much more than females. What can be seen clearly, is that the leadership life of a student leader, is influenced greatly by the leadership roles given by the community and the culture of the community. In some African communities, collaboration and community involvement is seen as essential, and ongoing (Minthorn, 2014; (Manyibe, Manyibe & Otiso, 2013). Therefore leadership opportunities are constant and students are developed all the time, as they prepare for leadership roles in higher education institutions. Then, the community is one of the places that is wealthy in the development and the learning of leadership.

High school experience and exposure seemed to be a common place that most student leaders bear testament to developing their leadership skills. Luescher-Mamashela (2011) did an in-depth study on student involvement in universities. He found that high school plays an acute role in developing students from good learner leaders to student leaders in university. Furthermore, he found that, high schools give learners good exposure to different leadership roles and functions. This helps in their development in universities and higher education institutions in terms of leadership and management (Luescher-Mamashela, 2011). Similarly, Dorasamy and Rampersad (2014) postulate that schools provide preparation for learners in leadership and universities see the fruit of that preparation. Additionally, they inform of the different leadership skills that learners are equipped with because of the mentoring and workshops that are done from time to time. So it can be seen that schools are doing their part in producing future leaders that will advance into higher education, and some into the secular world.

Cuevas and Kralove (2011) argue strongly that schools prepare learners to be future potential leaders especially as they get into higher education institutions where leaders are needed. Likewise, Delgado et al. (2013) posit that high schools give learners the chance to sit on different structures and this in turn helps them watch and learn leadership. After watching, learners are given a chance to enact their leaderships in the different committees that they lead. Again, this proves that learners are given the opportunity to lead and learn leadership. In a study by Manyibe, Manyibe and Otiso (2013, p. 427) on African students in the United States, it was found that, “All the participants consistently said that their high school experience was one of the pre-college experiences that significantly influenced their leadership development.” This then

shows, that high school experience plays a leading role in the leadership growth of student leaders. All researchers seem to have a similar thought when it comes to schools teaching students leadership.

Researches have showed that family influence, church influence, community influence, and high school experience forms a vital role in the development and leadership growth of students. But, the question is, what qualifications, or what leadership experiences do these teachers have as they teach these students leadership? For example, if we look at the community influences, Delgado et al. (2013) explain that the males have more power than females. However, the Constitution of the Republic of South Africa enshrines that the country is democratic. Therefore, when these female students use the leadership skill of men, they feel more powerful. However, it may create havoc and instability in the university. All the stakeholders mentioned above, have gaps because they all use leadership skills that are indigenous to them. This brings me back to my question about how qualified these stakeholders are, and what leadership skills are they teaching students? My study seeks to find out where the students that I am interviewing learnt leadership. Could these stakeholders be responsible for the product that we are seeing in universities today?

2.2.7 Mentoring matters

Mentoring matters, according to Dugan and Komives (2010), because student leaders need to have someone to look up to. In the study, by Dugan and Komives (2010), mentoring featured prominently, when student leaders pointed out mentoring has positively impacted their leadership learning. The study revealed that about 70% of student leaders reported that peer mentoring, played a crucial role as they lead students. 50 % of students reported that student affairs at the higher education institution mentored them, and helped them learn how to lead. And lastly, about 33% pointed out that mentoring by community helped them learn and understand how to lead. So, it can be seen, that student leaders acknowledge that mentoring is an important tool for them to learn leadership. According to Reese and Loane (2012), mentoring involves training and guiding leaders to manage their leadership in a way that encourages them and helps them maximise their potential. In this way, they draw different skills and techniques from their mentor, to help them in their leadership journey.

The benefits of mentoring as a way of learning leadership, has a positive impact on student leaders (Campbell, Smith, Dugan & Komives, 2012). Some of these benefits include, support for student leaders, advice and a shift in the leaders thinking, the learning of different leadership and management skills and techniques, learning from experience and much more. These benefits can make lasting development changes in the life of the student leader, and allow for him, to become a future leader and have mentees under him (Reese & Loane, 2012). What can be seen here is that mentoring is a great way for student leaders to learn leadership. Further, mentoring, if practiced can help leaders enact leadership in a positive way, that allows for them to become future mentors to up and coming student leaders.

2.2.8 Learning leadership through observation (role modelling)

I have not found many studies yet, that use observational learning as a means for student leaders to have learnt leadership. I pondered a lot about this part of my review, as I understand its importance in my personal life, but I did not know how it would fit into my study. Then I realised after a meeting with my supervisor that the learning of leadership could come through observational learning. This then allowed for me to unravel observational learning and its importance for SRC members and where they learnt leadership. In the 1960s and 70s, observational learning was coined by Albert Bandura and was very prominent. After much studies in the past, Fryling, Johnston and Hayes (2011) developed an article to explain what observational learning entails. They outline some of the experiments that were done in detail to explain what observational learning entails. One of the key ideas that emerged as a result of reading this article, was Fryling, Johnston and Hayes (2011), persistent need to elucidate that observational learning entails role modelling. Role modelling here is about watching someone do something in a particular way, and doing the same thing (Fryling, Johnston & Hayes, 2011).

In an by article Kempster and Parry (2014), much is spoken about observational learning and leadership. According to Kempster and Parry (2014), leaders learn leadership by observing and role modelling their leaders or other leaders that inspire them throughout their life. After observational learning, these developing leaders learn the different skills from their leaders and use it as they lead. Similarly, Niphadkar (2016), posits that observational learning is about watching and learning leadership. Niphadkar (2016) further argues that many leaders today, are leaders because they observed their leader. This happens through a process of watching and

learning as well as being inspired to do the same and be the same (Niphadkar, 2016). So, looking at what arguments are presented by Kempster and Parry (2014) as well as Niphadkar (2016), it can be clearly seen that observational learning is one important part of learning leadership. What can also be seen is that in one way or another in a leader's life, observational learning is responsible for the leader becoming a leader.

2.2.9 Enacting of leadership on a day-to-day basis

The primary focus of student leadership post 1994 in my view is for student leaders to try and champion the needs of students. In championing the needs of students, Delgado et al. (2012) suggests that student leaders face some issues. These issues include clashes with lectures, clashes with peers, protests, and student leaders using defamation as a tool against their opponents (Delgado et al., 2012). This part of my literature review seeks to deal with the enacting of leadership by student leaders. There is not much South African literature yet, that seeks to deal with how leaders enact leadership. As stated before (see 2.2.2, page 11) it is clear that the role of student leaders seems to have gotten more political. This therefore means that the enacting of leadership, has a dosage of politics added to it. However, I will pick up on this later. It is pertinent that I deal with the enacting of leadership by student leaders that literature postulates, both directly and indirectly. I must admit, that this section really baffled me in terms of understanding and framing this part of my review. However, after much debate and arguments with my supervisor and critical friends, I put this section into perspective and got a better understanding of its meaning for this study. It is important to state that this section will discuss the way in which student leaders enact leadership on a day to day basis. From experience as a student leader, students portray leadership to different stakeholders as they enact leadership on a day to day basis, and these include, students and fellow student leaders, political parties and the faculty comprising of academic staff. I use these different stakeholders and how students enact leadership with them, to construct this section.

Thus far, I have showed clearly that student leaders are voted into power by students. Delgado et al. (2012) put this into perspective when they states that the primary function of student leaders is to uphold student needs at higher education institutions. Due to a dearth of literature in terms of enacting leadership, I will draw on Delgado et al. (2012), as they cover the enacting of leadership in terms of students in depth. According to Delgado et al. (2012), student leaders deal

with students on a daily basis, and must take their complaints and deal with it. For example, as they state, if students complain about lecturers, student leaders are expected to exercise their leadership abilities and sort out these issues on a daily basis. What is clear here is that, the core job of student leaders is to enact leadership by championing student needs given to them on a day-to-day basis. The challenge that student leaders deal with, is when they have to help ignorant students understand the higher education and its policies (Delgado et al., 2012). Additionally, this means that the leadership roles that are enacted on a daily basis by student leaders encompasses motivating students and helping them understand. If students cannot or refuse to understand, or if other matters arise and students are not happy with the way in which things are happening, student leaders find themselves in conflicting situations (Delgado et al., 2012). This then informs that as student leaders enact leadership, they must know how to manage conflict, in whatever form it presents itself.

Some ways that conflict presents itself is in conflict with fellow student leaders (Ndum & Stella, 2013). This then enlightens us that as student leaders enact leadership on a day-to-day basis, they have to be able to manage conflict between themselves. What this then encompasses is that student leaders must know how to resolve conflict as they enact leadership on a day-to-day basis. To add, as leaders enact leadership on a daily basis, there are a number of decisions and they carry out meetings (Dorasamy & Rampersad, 2014). What this then shows is that, as student leaders lead, they need to know how to have meetings, as well as to be guided on the decisions that they are making, ensuring that it is line with policy and the institutions regulations as they enact leadership. As student leaders enact leadership on a daily basis, they have to be able to build each other and their teams (Hilliard, 2010). Hilliard (2010) argues that growing teams and managing them well, will help take the student structure to the next dimension in all facets. What this will then do, is have an impact on the way in which leaders enact leadership on a daily basis. If the leadership is divided, Hilliard (2010) warns that this may decentralise the entire structure and infiltrate the student and the higher education institution.

Even though student leaders lead, their purpose of being in the higher education institutions is to get a qualification. This means that they have to attend lectures and take part in the institutions everyday affairs academically. According to Delgado et al. (2012) there are conflicts between lecturers, faculty and student leaders. This therefore means that as student leaders enact

leadership on a daily basis, they come face to face with challenges from their various faculties, which they need to address as leaders and students. Additionally, leaders have two masks that they must be able to differentiate between as they enact leadership on a daily basis. The first mask is a student and the second is a student leader. Furthermore, when students take their grievances of the faculty to their student leaders, these grievances need to be dealt with (Dorasamy & Rampersad, 2014). This would therefore mean that student leaders would need to come head to head with the faculty as Delgado et al. (2012) insists. Here, student leaders could be presented with different challenges and conflicting situations. Here, their lecturers and academic staff become their stumbling blocks as per the request of students (Ndum & Stella, 2013). This makes the enacting of leadership quite challenging and conflicting.

2.2.10 Observing political mandates

I was really inspired to add this part about political mandates in my literature review, after I recently read an article in the *Mail and Guardian*. This article by Wilkinson (2011) attempted to support Prof Jonathan Jansen in this attempt to limit political activity in the University of the Free State. In the article it is clear that student leaders are pushing political mandates as they lead. I was therefore enticed to read more about political mandates in the sphere of political science. This is because it is clear that different universities across South Africa, celebrate political organisations particularly when it comes to how SRCs are elected. For example, if we look at the constitution of the University of KwaZulu-Natal, it gives room for student organisations. These organisations include, South African Student Congress (SASCO), Economic Freedom Fighters, Democratic Alliance Student Organisation (DASO) and much more. Further, if Prof. Jonathan Jansen wants to limit political activity in the University of the Free State, it means that there are political organisations active there as well. Luescher-Mamashela and Mugume (2014) informs that political parties are closely knitted with student leaders, in an attempt to introduce their parties to students. Further, to push political agendas and try and gain popularity in higher education institutions. During the #fees must fall campaign, many political parties at different higher education institutions tried to help students. In trying to help students, they received publicity and enhanced their political parties.

My focus however, is not to critique political organisations, and what they do at higher education institutions. I merely wanted to show my reader that political parties are present and active at

higher education institutions. Importantly, Luescher-Mamashela and Mugume (2014) postulate that political parties use higher education institutions as a breeding ground for future political leaders. This implies that students need to learn politics and enact political mandates in order to survive. There is not much literature that I have come across that provides insight on political mandates in student leadership in South Africa. What I want to focus on is, what does political mandating consist of, and how does it impact the lives of student leaders as they enact leadership on a day-to-day basis. Noel (2010) provides a view that a political mandate, is when a person carries forth the values, views and beliefs of their organisation as they lead. Quite similarly Mugume (2015) asserts that a political mandate refers to a political organisations giving their leaders their agenda and their take on a particular matter. It is then the job of the leader to push that agenda and be victorious in order to show their political strength.

Mugume (2015) further states that the political organisation have the power to mandate their members to do anything they want in order to enhance their organisation. If political parties have such power on student leaders whilst they enact leadership, what would happen if the organisation gives the leader the wrong mandate, for the sake of power or revenge? Will this not then have a negative impact on the way in which student leaders enact leadership. From views of Noel (2010) and Mugume (2015) if there are three political organisations, with the different political mandates, in the SRC, what will happen to the structure? I have not come across many studies that bring to the spotlight political mandating, how it happens and it possible negative effects.

2.2.11 SRC portfolio roles

The SRC has many different roles to play as they lead students. The number of members in the SRC, and the names of the portfolios are institution dependent. For this study, I have chosen only to use two presidents and one secretary. Thus, I felt it necessary, to unpack only their roles, to understand what they do on a day-to-day basis. I used four local SRC constitutions as mentioned in (2.2.3, page 12) and these are the University of KwaZulu-Natal, The University of Pretoria, The University of Cape Town, and the University of the Free State (Bloemfontein Campus). There are some commonalities between the constitutions when it comes to the portfolios namely, the president and the secretary. What stands out as I mentioned in (2.2.3, page 12), is that the SRC president and secretary have a number of functions to carry out.

The job description of the president of the SRC is clearly outlined in all four constitutions. These job descriptions according to the University of KwaZulu-Natal SRC constitution (schedule C, section 1, subsection 1.1) include, presiding over meetings, having signing powers to and presiding over finance issues, being the spokesperson of the SRC, preparing SRC reports for Annual General Meetings, represent the SRC and students of the campus to all official university functions and deal with student issues on a day-to-day basis (UKZN, 2006). The University of Pretoria's SRC constitution (section 23, 2 (b) is very similar, but with some additions. These additions are, liaising with university management and student structures and is responsible for maintaining sound relations with persons and bodies outside the University (UP, 2013). The University of Cape Town's SRC constitution article 3.1 enlists all executive committee, and in article 3.2 gives a general overview of their functions, duties and powers (UCT, 2013).

Similarly, to the University of KwaZulu-Natal, later in the constitution the core roles of the SRC are seen, but I must admit, the role of the president is not clearly stipulated (UKZN, 2010). But, there is a clear outline of what the SRC is supposed to do, and this is found in article 1.6. I would like to critique that negatively because in a structure, it is vital that the job description of every leader is clearly outlined. Similarly, the University of the Free State's (Bloemfontein Campus) SRC constitution enlists the SRC portfolios (8.2), and in (11) stipulates that the SRC must adhere to the objectives which are found in (4) (UFS, 2011). Here again we see there is no clear job description indicated. The constitution holds the entire SRC accountable, and does not enlighten each member on their expectations. However, later on in the SRC constitution, there are different jobs entrusted to the president.

The secretary just like the president has many different jobs to do on a daily basis. I would not like to be repetitive, but out of the four university SRC constitutions that I have chosen, only two, like the above have concise job descriptions for the SRC secretary. The University of KwaZulu-Natal's SRC constitution (schedule C, section 1, subsection 1.3) outlines that the job of the secretary is to administrate the SRC, by taking minutes, preparing reports, act as a signatory, liaise with different organisations and structures in the university, circulate notices, and act as the president in absentia of the president and deputy president (UKZN, 2006). Likewise, The University of Pretoria's SRC constitution (section 23, 4) outlines the duties of the SRC secretary (UP, 2013). These duties include, co-ordinating the day-to-day management of the SRC, is

responsible for the student body and SRC minutes, is responsible for the electronic media statement, provides support for the president, and takes an active role in mass meetings.

The University of Cape Town's SRC constitution article 8.2 and 8.3 provide a few jobs that are to be conducted by the secretary but does not provide a clear job description (UCT, 2013). The University of the Free State's (Bloemfontein Campus) SRC constitution, also like the University of Cape Town, does not provide a thorough job description for the SRC secretary (UFS, 2011). It can now be seen that the three participants that have been chosen are very active in the SRC. Further, they have an abundance of tasks to fulfil daily. It would be great to see later on in the study, if the constitutional requirements of the SRC, is being fulfilled on a day-to-day basis, or if it is different.

2.3 Theoretical framework

This part covers the theoretical framework used. I had about six theories that I had to choose from in order to properly frame this section. However, the frame of thought that harnessed my thinking, was that I needed a theory that speaks to the identities of the student leaders, taking into account my first two research questions. Further, I had much thought put into how student leaders amounted to leaders. This is when I took into account the multiple leadership identities that students leaders have/had during the course of their lives (Hogg & Terry, 2014). What I noted after reading Hogg and Terry (2014), is that different organisations inject different leadership skills into these leaders. All this gives them leadership experience and thus preparing them for student leadership.

For my second theory, I had different arguments with my critical friends and supervisor, to try and find the right theory for my third question. This question was about the enacting of leadership. From my honours degree I remember using the distributed leadership theory as coined by Harris Alma to understand how Heads of Department enact leadership. I then started to read around the distributed leadership theory, and found that it fits my study quite well. The reason for this, is that my study wants to find out how presidents and secretaries enact leadership in the SRC, as those in charge of delegating power. This means that in all their leadership tasks, are they autocratic, bureaucratic, and so on. This will be to verify if Lumby (2013) is correct in arguing that distributed leadership has been adopted by many higher education institutions. What

should be noted is that, the organisations that helped develop leadership identities that Hogg and Terry (2014) speak about, would have an impact on the type of leadership that would be seen.

2.3.1 Social identity theory

The social identity theory was coined by Tajfel (1981). Tajfel (1981) argued that the groups (e.g. social class, family, football team, organisation, etc.) have a role to play in the development of a person's identity. He further argues that in order to enhance the status of the group that we belong to, we increase our self-image. This is done by spreading good news about what the group is doing, or discriminating against any other group. Tajfel and Turner (1979) refer to this as the in-groups and the out groups, which is the, us and them. Tajfel and Turner (1979) also developed the three mental processes responsible in evaluating others as "us" or "them" (i.e. "in-group" and "out-group"). These three processes are social categorisation, social identification and social comparison. After reading Tajfel and Turner (1979), I will now explain the three processes. Social categorization is when people are categorised to better understand their social environment. Similarly, we can also categorize ourselves by knowing what categories we belong to. This means that the behaviour in the groups that we belong to helps us understand whether it is the norm in society or not. However, these norms can only be established based on if we know the people in our group. A person can belong to different groups in his life.

The second process is the social identification. In this process, we adopt the identity of the group that we belong to. For example, if a student leader belongs to a political group that fights for student's rights, then he will adopt that identity and begin to enact and conform to the norms of that group. After categorising ourselves as part of a group and then adopting and conforming to the norms of it, we then compare that group with other groups. (SASCO AND ANCYL). This is when prejudice sets and two groups are rivals and start to compete with each other. This is called the in-groups and the out-groups. Now, a look at the SRC. As they were growing up, they belonged to different organisations and groups that helped shape them and their leadership (Hogg & Terry, 2014). This can be categorised into their personal groups (e.g. family) and their organisational groups (e.g. student leader). So the shaping of their leadership identity takes into account their personal and organisational groups.

Additionally, Grant (2008) argues that the social identity theory comes into play when people with the same mind-sets and ideals come together to fight for, or stand up for a course, e.g. injustice. Looking at the daily leadership enactments of student leaders, the reason for them being in the SRC group will surface. This theory will also help this study frame how student leaders work together socially, in trying to champion the needs of students as they enact leadership. I would also like to understand who student leaders are, based on their group membership in the student council as Tajfel (1981) and Huddy (2001) suggest.

2.3.2 Distributed leadership theory

Distributed leadership is a preferred leadership theory for the twenty first century (Bush, 2013). Bush (2013) further states that, distributed leadership is fair and gives opportunity to the entire group. Gronn (2010) argues that there is an upward acceleration in the use of distributed leadership. Bush (2013) argues that leaders become overloaded with duties and it is therefore wise to share leadership, and not to formalise it. The idea of one person leading and making all the decisions is a concept that is slowly fading (Bush, 2013). So to in the SRC, there are a number of leadership functions and responsibilities that the top leaders have to perform. It is therefore imperative that distributed leadership becomes the order of the day, so that tasks are shared. Bush also postulates that when leadership is shared, members feel a sense of belonging and this allows for the organisation to do and perform better. Different leaders, come with their different leadership identities, but when using distributed leadership, they are given the opportunity to perform leadership tasks, thus allowing for them to show their talent and abilities. Harris (2004) argues that if the main leader (president) recognised that one of the members in the group are not performing in one task, their strength may be in doing something else.

Lumby (2013) argues that distributed leadership has been adopted by many higher education institutions. Distributed leadership is seen as displacing the hierarchy of leadership and allowing leadership to be shared between all those who work in the organisation (Mckenzie & Locke, 2014). The Student Leadership constitutions of the University of KwaZulu-Natal, University of the Cape Town, the University of Pretoria, and the University of Johannesburg, all outline that their student representative councils consist of about ten or more members. All these members have different leadership duties, roles and functions on a daily basis. Additionally, it is important to note that they are all governed by the president, who is their ultimate leader. Given this, my

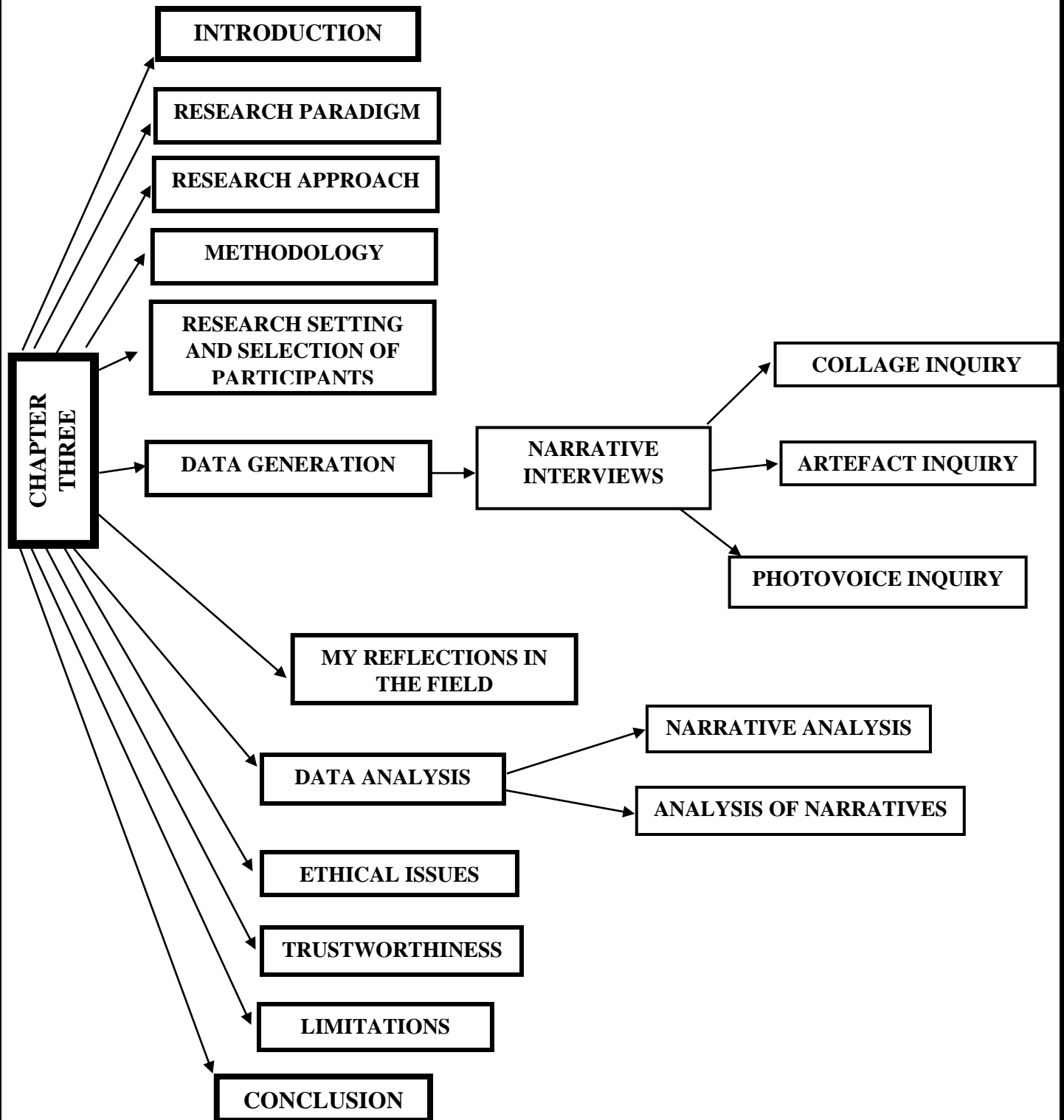
study will look at the SRC group, and how they distribute leadership, given the factors that they are faced with on a day to day basis.

To bring both these theories together, what my study does is finds out who student leaders are in their groups (personal identities and organisational group identities), and which groups taught them leadership (e.g. church, school etc.). Additionally, it will find out how student leaders distribute leadership in their daily practices as they serve students. Lumby (2013) points out that the head leader which is the president, generally distributes leadership to all the members of the social group fighting for a certain cause. Therefore, all the tasks that the president gives the members of the group, have a motive and is given for a reason. As each member completes their leadership distributed tasks, the role of the SRC is seen to be accomplished. As each leader in the group puts their ideas and minds together in the group (Grant, 2008) for a common goal, they become more productive.

2.4 Conclusion

The first part of this chapter was my literature review which unitised my research questions, as a guide to properly structure the review. Thereafter, the second part was my theoretical framework, and the social identity theory and the distributed leadership theory were discussed in detail. The next chapter will be my research design and methodology.

CHAPTER THREE



CHAPTER THREE

NAVIGATING THE VOYAGE: RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapter, I provided the literature review and theoretical framework which informed my study. The purpose of this chapter is to provide the research design and methodology that I used to generate data. Similar to my literature review, my research questions were looked at carefully to find the best method to acquire data. This chapter will discuss the research paradigm which is the interpretivist paradigm and will then discuss qualitative approach that my study took. The methodology is then discussed and narrative inquiry was chosen. The section after that dealt with the data generation and the selection of my participants. Thereafter I used Polkinghorne (1995), to do my data analysis. The last three sections will deal with the ethical issues, trustworthiness and limitations of the study.

3.2 Research paradigm

As I was growing up, my ontological thinking was always based on facts and statistics. My epistemological thinking was always scientific, where I would ask people to prove to me why they think and do what they do. Life for me was very objective. This positioned me in the positivist paradigm. However, when I reached university and started to interact with different people and from different cultural and ethnic backgrounds, my world view began to change drastically. I began to see like Lincoln and Guba (1985) put it, the different realities and different ways to create meanings. I became more open to new knowledge and always tried to understand the different contexts of the people around me. In my honours degree, when I began to read about the interpretivist paradigm, I began to galvanize myself to it, and even used it in my honours proposal. Given my historic background with the interpretivist paradigm, it was appropriate for me to use it in this study. My reasons for using the paradigm is that I need to work with the student leaders and try to understand and find meaning about their lived experiences and their interpretations, as the study answers the research questions (Bertram & Christiansen, 2014; Cohen, Manion & Morrison, 2007).

The student leaders are going to construct their own reality based on their own performances and prejudices and their interactions with different stakeholders in the higher education institution, therefore this study best fits the interpretivist paradigm (Check & Schutt, 2012). Cohen, Manion and Morrison (2007) argue that researchers in the interpretivist paradigm work closely with their participants to generate data. The interpretivist paradigm allows for me to build relationships and work closely with my participants which is what Connelly and Clandinin (2006) argue narrative inquirers do (later I discuss my methodology, in 3.3). Additionally, Lincoln and Guba (1985) state that the interpretivist paradigm has no fixed way of doing things. And, in my study, as the researcher I want to be flexible and not be restricted by a fixed paradigm. Therefore, the paradigm that I chose for my study is the interpretivist paradigm.

3.3 Research Approach

In my honours degree, I familiarised myself with the qualitative approach. In the past year, I have engaged with more literature, and I got a more in-depth understanding of the qualitative approach. The reason I use the qualitative approach in this study is because it concentrates on understanding the meanings people attach to their lived experiences (Donald, Lazarus & Lolwana, 1999). This is supported profoundly by Denzin and Lincoln (1994, p. 2), when they posit that “... qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them.” Therefore, to understand the lived experiences of student leaders, and make meaning of it, I use the qualitative approach. Leedy and Ormrod (2005) argue that photographs, interviews and collecting of pictures can be used to generate qualitative data. Given this, my study uses, narrative interviews, collage inquiry, photovoice and artefacts to generate data in my study. Cohen, Manion and Morrison (2007) postulate that a qualitative study is about generating in-depth data, and this study generated in-depth data through my instruments.

3.4 Methodology

My study wanted to understand the lived experiences of student leaders. Therefore, it was apt to use Narrative inquiry as a methodology for my study. At the beginning, I wanted to use a case study as the methodology for this study. However, I found that it would have not allowed for me to get a fleshy understanding of the lived experiences of my participants. But, my reason behind

choosing this methodology is because “a comparatively neglected area in educational research is the field of stories and storytelling” (Cohen et al., 2007, p. 454). Thody (1997) and Cohen et al. (2007) share similar views when they postulate that narratives are rich in authentic, live data. It gives participants the chance to tell and retell their stories freely, and this is one of the reasons that it is authentic, live data. Connelly and Clandinin (1990, p. 2) posit that “humans are storytelling organisms who, individually and socially, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world” This methodology therefore allows for my participants to do one of the things that they were born to do, and that is to tell a story. My methodology wants to hear the lived stories of the student leaders and how they experience the world, and how the world is seen through their eyes in the higher education institution. I must agree with Connelly and Clandinin (1990) that we lead storied lives, and what my methodology wants to do, is hear those stories, which is rich data for this study.

Connelly and Clandinin (2006, p. 478) averred that “narrative inquiry is about life and living” Experience as a phenomenon under study is the view that narrative inquiry adopts (Connelly & Clandinin, 2006). Therefore, this study used the experiences of the student leaders to develop a story, taking into account the life and living experiences of the student leaders. Clandinin & Connelly (2000) argue that narrative inquiry is a naturalistic approach that allows participants to talk freely about their lives and experiences. And my job as a researcher, in the interpretivist paradigm, was to understand, find meaning, and interpret their stories. So often we hear of the university management voicing their opinion and telling their story. However, we seldom hear the real stories and voices of the student leaders in South African. It is for this reason that Tierney (2000) postulates that narratives give voice to the voiceless and the marginalised, and allows for their untold stories to be heard. Therefore, narrative inquiry is the best methodology for my study. What played a dominating factor in making me know that this methodology would work in my study, is that Africa has a history of storytelling. And, narrative inquiry provides room for stories. This gave me peace of mind to know that my participants would tell their stories from their lived South African experiences.

3.5 Research setting and selection of participants

The selection method for my research site was convenient sampling and for my participants I used purposive sampling (this is explained below). Three SRC members at a higher education

institution in KwaZulu-Natal were selected and used purposively. The reason I chose this higher education institution is because it is close to me, and accessible, hence I used convenient sampling. Also, it is a modern-day institution. The institution has different campuses and each campus has a local SRC. Yearly, there are protest actions because of student dissatisfaction, SRC elections, political rallies, etc. This is seen by the different articles that appear in the newspaper, and observations that are made. Hence, I chose this institution because student leaders seem to be active in terms of leadership. Further, higher education institutions are a under researched entity and not much has been written about student leadership in higher education institutions (Dorasamy & Rampersad, 2014). The institution that I chose is quite developed. It is multi-racial and has students from different ethnic and cultural backgrounds. The institution allows students to be part of its processes and students have many different rights. Some of these right include, sitting on council, interview panels, negotiation panels, etc. Students align themselves to different political parties (e.g. ANCYL, SASCO, DASO, etc.), whilst they are studying. The institution is made up of students that come from advantaged and disadvantaged backgrounds. The institution gives students a chance to practice leadership in the different political, religious, sport and other organisations.

The purposive recruitment strategy that I used was members who are actively involved and have expertise in the SRC. The members that are active and that engage on a daily basis with leadership, is the SRC presidents, deputy presidents, secretaries, and Residence Liaison Officers. Bertram and Christiansen (2014) suggest that the sampling would be purposive because I have chosen the subjects with a specific intention. My intention here was to get a story from people that had/have many different experiences while they were/are leading. I have chosen two presidents (from two different years) and one secretary from the institution that I have chosen. I have had pre-existing relationships with these leaders and I have seen the amount of leadership tasks that they engaged with on a daily basis. Because of my rapport with them, I knew that they would feel free to speak to me and tell their story without any fear.

We all currently serve in the same branch in a political organisation. We meet often to discuss different leadership and management tasks in that particular higher education institution. We also meet on an official basis at least three times a month, and there to, we share different leadership stories. I have been friends with my participants for over five years. One of the presidents that I

chose is former leader and the other is a current president of the institution. For my study not to be gender biased, my third participant was a female. She was the deputy president, and I found her leadership to be quite good. Unfortunately, she withdrew from taking part, as she found a job in another country. She was the only leader that I knew and had a relationship with. Furthermore, there were only a few female leaders chosen in the institution that I chose in the last two years. I therefore, had to choose a secretary that was available and that worked tremendously hard in his term of office. One of the other reasons that I chose these leaders was because they were available to take part in my study and I can meet with them often. When the stories are ready, I will send it to them for them to analyse it and tell me if they would like to make any changes.

My first participant, Mandlenkosi (all names of participants referred to in this study are pseudonyms) who is 24 years of age was a president of the SRC. He belongs to different organisations and he holds different leadership positions. He is quite vocal and stops at nothing to fight for the rights of students. He is an astute politician. My second participant, Nthando who is 22 years of age is a secretary. He also leads in different organisations, mainly religious and political organisations. He is also quite interested in fighting for the needs of students that were once disadvantaged. My third participant is Amandla, who is 26 years of age is a president. He had the privilege of serving more than once in the SRC and fighting for the needs of students. He is a strong believer in disadvantaged students having a fair chance to do well, and must work hard to strive for it. When students are treated unfairly, he stops at nothing to fight for their needs. He also is very active in politics and serves in different leadership capacities.

3.6 Data Generation

TABLE 1: METHODS OF DATA GENERATION

Research Question	Method of data generation
1. Who are the student leaders on our campus?	Narrative interviews and Collage inquiry
2. How have the student leaders learnt leadership?	Narrative interviews and Artefact inquiry
3. How do they enact leadership on a day-to-day basis?	Narrative interviews and Photovoice inquiry

The methods of data generation (as seen in table 1) were cumbersome for me at the beginning. However, after a few meetings with my supervisor and critical friends, it was smooth sailing for me. At first, I was going to use just narrative interviews and collage inquiry. However, in our meeting with my supervisor and my critical friends when I presented my methods of data generation, my supervisor informed me that I need to use other innovative data generation methods. After some research, the methods that I added was artefacts and photovoice inquiry.

3.6.1 Narrative interviews

I used Jovchelovitch and Bauer (2000) four phases of narrative interviews. This is the, initiation phase, main narration phase, questioning phase and the concluding talk (Jovchelovitch & Bauer, 2000). I fine-tuned the phases to suit the context for my research. I am going to explain how I used each phase from Jovchelovitch and Bauer (2000) for my study. For the initiation phase, I explained the context of my study to my participant and gave some detail. Then I explained the activity (example collage inquiry, artefact inquiry and photovoice inquiry) to the participant before we did the activity and this was done in nine sessions because there were three activities and three participants. In this phase before each activity, I also explained to participants what they needed to do in the activity, for example, I explained to them how I want the collage inquiry to be done. I also informed participants that I was recording, and double checked if they approve of it.

For the main narration phase, I gave participants the chance uninterruptedly to tell their story from their collage, artefact and photovoice inquiry. When participants reached a deadlock, or stopped for whatever reason, I probed and encouraged them to continue telling their story. Throughout this process while the participant told their stories, I listened attentively and took notes. Additionally, as Jovchelovitch and Bauer (2000) advise, I used words like, example, hmm, wow, ok, yes etc., to show interest while my participants were telling their story.

The questioning phase and the main narration phases intertwined at some points when I asked participants “what happened next?” when their story came to a supposed end. I also asked immanent questions from the participant’s words. Here, I also asked participants to explain their collage, artefact and photovoice inquiry, which helped them tell their story. In the concluding talk, I asked a few why questions, however, when it came to the much more personal questions,

the recorder was stopped. I also thanked the participant and asked how the interview and activity made them feel. It was rewarding to know the positive impact the activity and the interview had on them. At the end, two of my participants informed me that they never thought that I would sit next to them, and that they never imagined that they would feel so comfortable telling their story. In fact, one participant expressed that he never thought anyone wanted to hear his story and it was an honour to share it. They explained that, normally people sit in front of them and bombarded them with hard questions, like they did something wrong, making them feel uneducated, but using the approach I used, was the total opposite.

3.6.2 Collage inquiry

To properly tackle my first research question, I used collage inquiry, facilitated by narrative interviews. According to Butler-Kisber (2008, p. 265) a collage is “the process of cutting and sticking found images and image fragments from popular print/magazines onto cardstock.” So for my collage, I asked the student leaders to stick pictures and words that describe who they are, this helped me to try and get a biography of them. From the picture and words that were stuck, I asked the student leader’s different questions which helped me develop the first part of the story about them. This is the reason I chose narrative interviews, because it gave me the liberty to move back and forth and ask participants different questions because there was no strict structure to follow (Jovchelovitch & Bauer, 2000). The narrative interviews would have started as a result of the collage inquiry. My reason for choosing the collage inquiry is because it gave me a chance to ask different questions to my participants from their collage. So, the collage helped with the construction of the narrative interviews so that I can get as much data from the participants as possible. I must admit, during the collage, I was taken back down memory lane. I noticed that who most of the leaders were, is almost exactly who I was when I was leading. At some point, I became very emotional, especially when one of my participants started talking about their grandmother, and the role she played in making him a leader. However, she has passed away, just like mine, whilst I was leading. After I was done with the collages, I gave my participants the collage to look for a day, and the next day I asked them to comment or change anything if they wanted to. I also asked all the participants about their feeling when they were done looking at it. Below are their responses:

Mandlenkosi – “My collage explains me quite well. I never knew that I was able to construct such an artistic piece of work about myself. I would like to change nothing, because, the collage is a direct representation of me.”

Nthando – “Ashkelon, thank you for this opportunity. Keeping the collage for a night after the process gave me time to think. I must admit that I was emotional for a few moments reflecting on my life and where I came from. This process took me down memory lane. Further, I would not like to change anything, because I think that my collage is correct, and it is who I am.”

Amandla – “Keeping my collage for the night, allowed for me to keep a reflection of myself. I did a self-introspection and I understand and appreciate where I came from. I would not like to change anything in my collage, I am quite content.”

3.6.3 Artefact inquiry

For the second research question, I asked the student leaders to bring one artefact from anywhere that they believe played a pivotal role in helping them learn leadership. My reason for using artefacts is because Clandinin and Caine (2008, p. 543) state that “some narrative inquirers also use artefacts to trigger the telling of stories. Clandinin and Caine (2008, p. 544) further state that “Artefacts that may become part of the field texts include artwork, photographs, memory box items, documents, plans, policies, annals, and chronologies.” From the artefacts that the student leaders brought, facilitated by a narrative interview, I asked student leaders questions which helped to add to their story and make it bigger. What I enjoyed about this method of data collection is that it set the platform for my participants to tell their stories. My participants used a certificate, bible and grade eleven text book to tell their story, but the flow from there about where they learnt leadership was astounding.

3.6.4 Photovoice inquiry

The last research question is a practical question that required participants to take five photos of what they do on a daily basis in terms of leadership. Using narrative interviews were used in conjunction with photovoice inquiry. Wang (1999) describes photovoice as a technique where

participants capture photos that relate to a phenomenon that they wish to speak about in a study. Wang (1999) argues that photovoice helps participants to tell their story. Looking at Wang's (1999) description, I used this innovative method in my study to try and find out what the student leaders do on daily basis. Photovoice inquiry helped me to capture exactly what they do, and further helped my participants to tell their story which I captured. Each photo has a unique meaning and had much information that related to the day-to-day leadership practices by my participants. The photos brought back memories and flash back for my participants that added pertinent information to my participants. They were able to look at the photos and speak freely about their day-to-day enactments, and each photo helped them to build their story.

3.7 My reflections in the field

I have vocalised my reflections in some of the other sections. However, there are some reflections that I wanted to write about that are pertinent but could not fit anywhere else. I must admit that the fieldwork did not go as I anticipated. My expectation was that when I got into the field, in two weeks I would be able to meet my participants nine times and it would be over. On the contrary, I never realised how busy my participants were dealing with different issues in their personal and student lives. I relate my experiences by speaking about each participant. Mandlenkosi was an easy going participant. I was able to complete all three questions with him in about three weeks. His story was rich and he had a lengthy story to tell. He was very experienced and he held many different leadership positions. At first, he was very scared because he thought that I was going to question him as if I was a lawyer. But, it was totally different.

Nthando had a peculiar story to tell. In fact, I related very well with him, because his story and my story are not very far from each other. Nthando presented me with a challenge in trying to get him to come for interviews because he was very busy. In fact, I remember going to his residence looking for him and he was not there. I tried calling him several times and he would not pick up. After calling him about ten times, he would answer and tell me he is in a meeting. I would therefore have to wait, and when I got tired of waiting, I would leave and arrange to meet him on another day. It took me about a month and a half to get all my sessions (collage, artefact and photovoice inquiry) done with him. Amandla was my most problematic participant. He was always busy, especially when it came to the election time. I went to the campus on several occasions and he would tell me that he had commitments and he needs to cancel. This was time

consuming and caused a financial strain because I had to travel more than hundred kilometres for nothing. However, he had a powerful story to tell and it was too late in the year for me to find another participant. I therefore was left with no option but to give him time. After the elections, he had more time, and I was able to complete the process with him.

What was rewarding was the fact that all my participants really enjoyed their sessions (collage, artefact and photovoice inquiry sessions) that allowed for them to tell their story. After the different activities, I asked my participants how they felt, and the common words were, excited, happy, fun, stimulating, inspiring, etc. This gave me a sense that they enjoyed themselves and that they benefited from this study. They also expressed that they were happy that someone wanted to hear their story. Also, what the different activities did for them is that it caused them to reflect where they came from and where they are in life right now, and what needs to be done to attain the goals that they once set. Amandla even said that he was going back to the drawing board because along the way, he may have allowed his surroundings to distract him from the real reason that he became a leader.

3.8 Data Analysis

The following will discuss the narrative analysis and the analysis of the narratives that will feature in chapter four and five.

3.8.1 Narrative Analysis

For my data analysis I used two levels of analysis: narrative analysis and analysis of narratives (Polkinghorne, 1995). For the narrative analysis, I transcribed the oral stories into written texts. This helped me to get a second feel of what my participants were saying and to hear their stories again. Using my transcriptions from my collage inquiry, artefact inquiry and photovoice inquiry I constructed a story for all three participants. Each participant's story was a unique and indigenous to themselves. Whilst constructing the stories, I made sure that my stories were coherent and I added diction and grammar to make the stories appealing to the reader. Polkinghorne (1995) advises that the character, setting and plot must be considered when writing the stories and I was sure to take heed of this advice. Connelly and Clandinin (1990) advise that in the construction of narratives, researchers must pay careful attention to time and place, plot and scene, and voice. I paid careful attention to Connelly and Clandinin (1990) while

constructing my stories. However in terms of time, I could not be very precise. This is because I had to protect the identity of my participants. For example, if I said that Amandla was the president in 2015, it would be easy for people to date back who the university president was in 2015. This would therefore reveal the identity of my participant, which I pledged not to reveal. However, I paid attention to time while the leaders were younger, example while in school. I then gave the stories back to my participants to read and check if they wanted to add or subtract anything.

3.8.2 Analysis of Narratives

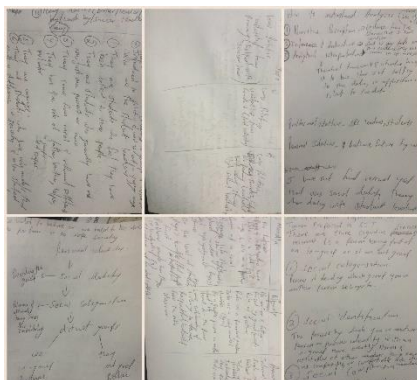


Figure 3.1 – Analysis of narratives

To properly tackle my analysis of narratives, I used three processes. First I stated the narrative description. This is the evidence that I would draw on from chapter four. Secondly, I used inference and deduction. Here, I inferred and deduced my view on the data that was presented. Thirdly, I validated the analytical interpretation by using my theoretical framework and literature to find supporting and/or opposing views. As a start, for the narrative descriptions, I looked for

themes. This is because according to Polkinghorne (1995, p. 13) “the paradigmatic analysis of narrative seeks to locate common themes and conceptual manifestation among the stories collected”. If there were no themes, but I found that the data was rich, I included it, and tried to support it with literature. Where literature was silent, I found it fit to add it to my chapter six as part of the new findings that can add to the body of knowledge. I must admit, that I really battled with this section. I had to read an abundance of articles to first thoroughly understand my theoretical framework. This meant late nights, and different diagrammatic and written work to try and understand it fully (as seen in figure 3.1). I presented my chapter five to my critical friends and my supervisor to get their views, and made the necessary changes.

3.9 Ethical issues

Creswell (1998) argues that in qualitative research, there are many ethical issues that surface during data generation. According to Bertram and Christiansen (2014, p. 66) there are three ethical principles that need to be followed and those are autonomy, non-maleficence and

beneficence. This is explained by Bertram and Christiansen (2014, p. 66) when they postulate that autonomy is where I must get consent from those participating in the study (see appendix 4, page 113) . All my participants had the freedom to withdraw from the study at any time as their participation is voluntary. Bertram and Christiansen (2014) posit that non-maleficence is when the study does not harm the subjects or any other people. Confidentiality was also kept after interviews are completed. Also, to ensure that the privacy of my participants was protected, I made certain that I used pseudonyms. And lastly, beneficence is where the study must be of benefit to the subjects where possible (Bertram & Christiansen, 2014). Looking at what Bertram and Christiansen (2014) are saying, I made certain that autonomy, non-maleficence and beneficence were followed and guided my entire research. My participants were given the narratives when I had completed them, to read it and make changes to it if they are not happy with anything. This study got ethical clearance from the Executive Council at the university. I also sought permission from gatekeepers before commencing my study.

3.10 Trustworthiness

In terms of trustworthiness, I asked my participants the same questions during the interview process. This according to Conrad and Serlin (2006) would help create consistency and would enhance the trustworthiness in the data collection process. Bertram and Christiansen (2014) suggest that trustworthiness can be ensured if in the place of internal validity, credibility is used, this is for authenticity, and this includes, peer debriefing, progressive subjectivity, member checks and triangulation . Instead of external validity, transferability is used, this is generativity, and includes, thick descriptions. In the place of reliability, dependability is used, this is situated, stability over time, and includes multiple methods, sources and data. Bertram and Christiansen (2014) lastly argues that in the place of objectivity, conformability is used and this is situated/ linked to the researcher and researched, and this includes, elaborate audit trails: multiple evidentiary sources and documentation of processes. That is exactly what this study did to ensure trustworthiness. Cohen, Manion and Morrison (2007) argue that I should not be bias in anyway so that the trustworthiness would be safe guarded.



Figure 3.2 – Critical friends and supervisor

To ensure credibility, about every two weeks I met with my critical friends and supervisor in a meeting (see figure 3.2), who constructively critiqued my work. This would happen by us all projecting our work, and everyone reading it, thereafter making comments. After the session I would make the necessary changes to

my work. I must add that I enjoyed our sessions because we learnt a wealth of information from one another and I was developing. When I was done with the narratives in chapter four, I presented it to my critical friends and supervisor for them to give me their perspectives. Thereafter I made the necessary changes and emailed my participants their stories, giving them the opportunity to add or subtract from their narrative. In some instances, when my participants wanted to leave out something, I afforded them that privilege. This therefore means that all the stories were co-constructed.

3.11 Limitations

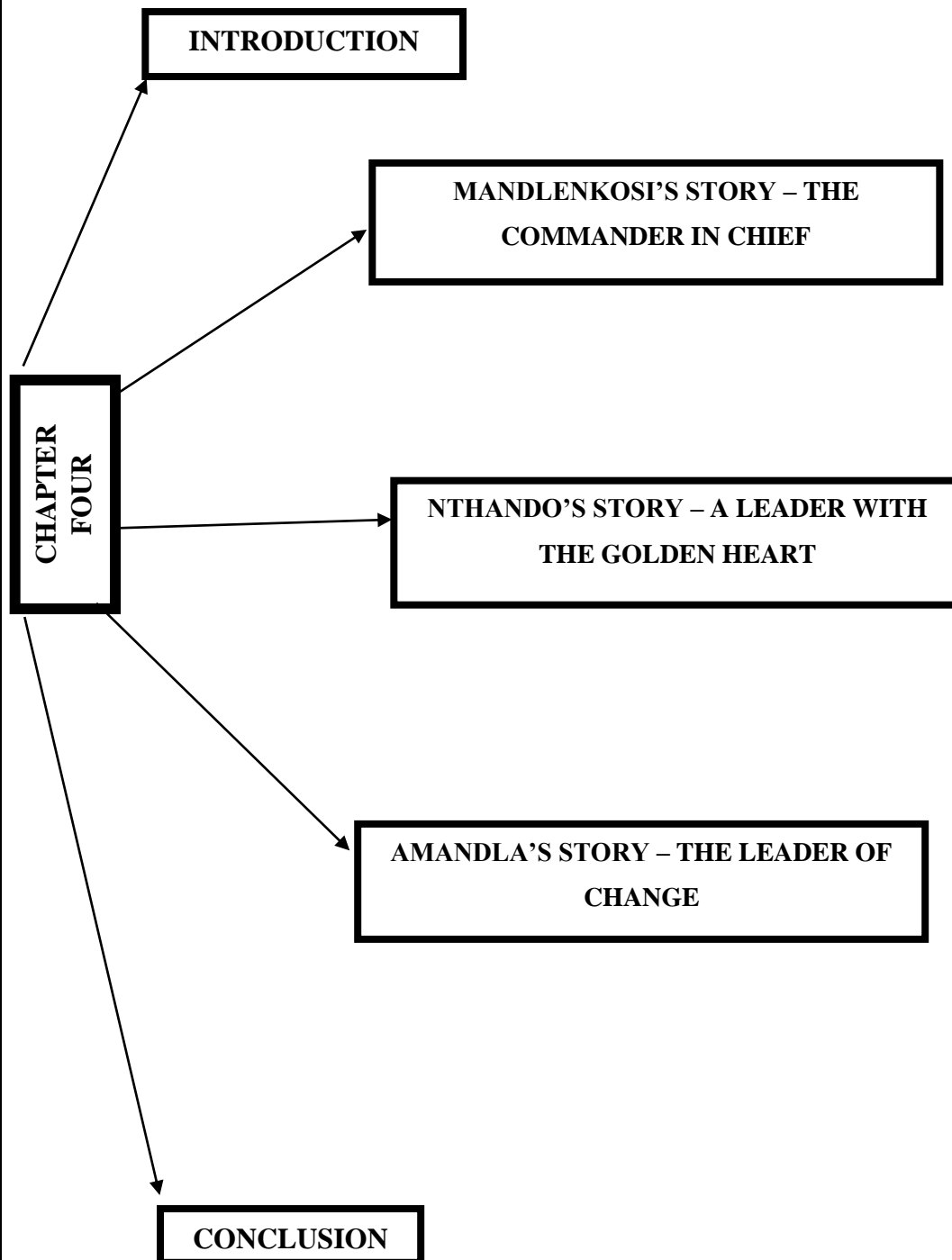
This study only used three student representative council members. This limited the study as the research is small scale and three SRC members, may not be a true reflection of all higher education institutions. To get a true reflection, a bigger study would need to be done. The data that was generated through the collage, artefact and photovoice inquiry from the participants may not be the views of all student leaders. Another limitation for this study is that all three SRC members are from one campus, this may then mean that not all campuses share the same sentiments. Honesty from all three participants cannot be guaranteed. To subdue limitations the study used triangulation.

3.12 Conclusion

This chapter focused on the research design and methodology that I used to generate data in my study. It also discussed the research paradigm which is the interpretivist paradigm and then discussed the qualitative approach that my study took. The methodology was then discussed and narrative inquiry was chosen and explained at length. The section after that I explained my data generation plan and the selection of my participants. Thereafter using Polkinghorne (1995), I discussed my how I analysed data. The last three sections dealt with the ethical issues,

trustworthiness and limitations that my study experienced. The next chapter will focus on the storied narratives of the three student leaders.

CHAPTER FOUR



A SAIL DOWN MEMORY LANE: THE STORIED NARRATIVES

In the previous chapter, I highlighted the research design and methodology that I used to generate data. To address my research puzzle, data was generated using collage inquiry, artefact inquiry and photovoice inquiry, whilst using narrative interviews to facilitate the process. Through these methods of data generation, I have allowed for my participants to relate their stories freely. In this chapter, I relate their co-constructed stories. I refer to them as co-constructed because after I had constructed their stories, I gave it to them to check and make changes where possible. Putting these stories together came as no easy task. I had to look through my transcriptions and try and construct the stories, making sure it does not lose its meaning. This chapter presents Mandlenkosi, Nthando and Amandla's stories.

TALK ABOUT YOUR PROBLEMS

PROTESTS

RURAL GIRL MAKES IT BIG

BUILDING STUDYING

FIGHTING

PROBLEMS

I WILL continue

I NEVER ACTUALLY KNEW MY FATHER LIE LEFT

MY DAD

Ubuntu

MY MOTHER IS MY ROCK

HELPING REBUILD SHATTERED LIVES

45

Where it all began

I started my schooling years (1999-2001) at a model C school in Port Shepstone. Then suddenly, in 2002 when I was nine, my father passed away, and I was then forced to go to live in a rural area called Cabhane. It was there that I got my education. My father's cause of death was a heart attack. Suddenly once again, I lost my brother, he was stabbed several times in the chest and the back. Whilst growing up, I had no father figure, and I desired one. So to solve this, if "Ash" was the older person in the community or my family, like a male figure and was doing things correctly, I would draw my values from him. So I was the judge of

saying this is right for me, this is not right for me. The rural area I was brought up in, taught me most of the values that are instilled



Figure 4.2 Extracted from collage

in me even till today. The greatest value that was instilled there was the value of respect. I have done a number things in my life and I always have respect. In the rural areas, they instil respect, and if you don't respect, something is coming for you. We were not rich, but my father used to make the money. When my father passed away, the money went with him and my mother had to raise me and my two sisters. This taught me that in life you must appreciate things big and small. So I came about to appreciate things in life, whether big or small because of my socio-economic background. I knew one day like this picture is saying (see figure 4.2) that I would make it big. I always watched successful people whose history matched mine, like Zola and DJ Sbu.

I looked to them

Zola was one of my role models as you can see in my collage (see figure 4.3). You know, Zola had this show Zola 7. He was popular, he was out there, and his music was everywhere. Whilst Zola had everything, he taught me a valuable lesson. He never forgot about the people that had nothing. He features in a show Zola 7, where he assisted people with different challenges. He assisted people who lost hope, and were outcasts in society.



Figure 4.3 Extracted from collage

I must admit Zola relates to who I am in many ways. I have been in leadership, and I must say I have been at the top of my university leadership when I was the president. When I was at that level, I ensured that I break the walls and I determined my own path. A student could approach me, and could speak to me at any given time. I appreciated the people around me. I appreciated

people, and when it came to working with the management within the campus, the lecturers, and other stakeholders, I always had a manner of approach that was not provocative. I always believed in intensifying my debate in an argument, rather than raising my voice. Zola has taught me how to be a people's person and to be humble at all times. He also taught me that in leadership, I must always put people first. In my personal life, he taught me to work hard, set high goals and strive for what I want, and achieve it, even if the odds are against you.

DJ Sbu was also one of my other role models as you would see in my collage, and he helped define who I am today. He defines his own path. I believe that in life, it is not always about having people define your path for you. Sometimes it is about you opening a new path, pointing out direction and having people actually acknowledging that path as a new direction. Sbu comes from the dusty streets of Gauteng, and when he was being interviewed I heard him narrate his failure story that led him to success. I was told a number of times in my life that I would be nothing, I'm just not worth it. But Sbu gave me hope when I heard his failure story. Sbu, went to SABC with his demos looking for a job to be hired as a broadcaster. He was turned down five times but on the sixth time he was hired, and that was his breakthrough. For five times, even though he was turned down repeatedly, he never gave up. That is one thing I don't do; I do not back down from a challenge and I do not give up. When he was given the opportunity, he excelled. This taught me that no matter how many times I fail, I must always muster up strength and keep trying, if it is my dream.

Once you give me the opportunity, and allow me to excel, I will excel. I will give you an example; the first time around going in to the SRC, I was declared president. In two days the circumstances change, and I was no more the president. When things changed I didn't walk out the SRC, I didn't give up, I didn't back down. That issue has affected me, but it made me even stronger and I worked even harder. I worked even harder underground, I could have been the Residence Liaison Officer (RLO) if I liked, the student's services, and everything. When I was given the opportunity to be the president, I come in with a bang and left with a bang. Like Sbu, my circumstances never dictated to me, rather I dictated to my circumstances and made every effort to make something of the opportunities that were given to me.

No matter what our problem, talking is the solution



Figure 4.4 Extracted from collage

You know I have had a number of problems but the ones faced at home were most significant, especially when my father passed away. As the only son that was left at that time, I was seen as the one who was supposed to carry on the legacy of my father and stand up for what my father stood up for. I also had to look after my sisters. So that in a way it drove me to have tensions with my mother which in turn, really had a major impact in my life. So my remedy for dealing with my problems is that I talk about it (see figure 4.4), like I stuck in my collage, this provides me with immense inner healing. Not just speaking in private, I am able to share my story. However, my father passing away made me the leader at home, and learning from my dad, I tried my best to be the leader in the house. I had to make sure everything is in order, and do the checks and balances because there was no dad. However, I always sought advice from the elder and they did teach me a lot. I also learnt by observation.

We all never sang from the same hymn book

In 2005, grade seven, I'm forced into the singing. I try but I can't sing. I failed dismally in singing, and I am then asked to sing again and again. One day when I couldn't sing and corporal punishment was administered to me, I took a decision, and I stood up and I said I am leaving and I left. The rules or norms were saying that, that particular teacher, never allowed for you to leave the singing class, whether you knew how to sing or not. He punished you until you sang what he wanted you to sing and the way that he wanted you to sing. So I wouldn't call what I did rebelling, but rather my activism, my standing up as a leader started there at primary school where I said, "I can't sing and I will not do it and I will not be forced to do it." It was the hidden curriculum of the school I dare say. That teacher would always say, "Grade seven pupils you must sing." So when I walked out, that's when I took a decision and said I will stand by my decision. And I stood by my decision but many other learners were saying, "You are going to get a hiding etc...." In the morning when I was asked what I was doing and why I walked out of the class, I said I was not going to sing. I believe that I have a right to sing if I want to sing, but I can't sing so I won't participate in singing.

My blessing in disguise

Even though I had many reservations about leaving my singing class, I knew that there was something better out there for me, that I actually wanted to do, and would enjoy doing. As I walked out of the singing class, I saw my English teacher. She seemed to be awfully busy with papers, and I knew that she used to do role plays while the others were singing. She reprimanded me for the way in which I behaved, but complimented me on my ability to debate. She started a debating society for me in primary school, and I took this blessing with me into high school and even university.

The whole nine yards of my school and university leadership

There were small things that actually shaped my leadership. In primary school every time we did group work, I automatically assumed the group leader's duty. In the classroom, I facilitated the discussion most times. On some days for a particular subject, I will facilitate the group discussion half way, then I realised we supposed to elect a team leader, and the rest of the group would say the team leader is you and we will move on from there. That is the small places where I started to lead, and knew that leadership was thrust upon me.

Whilst I was in primary school, I played soccer. I had the role of being captain at that age. I was in grade three (2001), when I had the opportunity to guide my team. I had the opportunity to lead the team, besides the coach. I also had the opportunity to say this person has not arrived, there is a problem, etc. that's where I was leading. In grade six (2004) and seven (2005), we were acting in short plays, and performed in concerts, I was given the leading character of the play. I also had to lead and direct the rest of the cast. In grade seven, I was a prefect and also tasked with the responsibility of ringing the hand bell for the entire school. I had a wrist watch, and I would step outside and ring the bell for the entire school, so the teachers would swop classes. It was quite the responsibility. If I hadn't checked the time, and if I was five minutes delayed, it meant that I would have disturbed the entire school times. I however managed to complete this leadership responsibility with par excellence.

In grade seven I was a prefect. They didn't provide any leadership learning at that time. In grade eight, nine and ten (2006, 2007 and 2008), I was an RCL. Very often they would call meetings to state duties, how we supposed to behave, what is expected of us, and much more. Those years of

schooling is where leadership for learners emerged and started to grow. RCLs had huge responsibilities, they had to come early, and everyone must be proper when they enter school. Coming early was no issue for me, because my days of ringing the bell, taught me to be on time for everything, even to date. Now our responsibility each morning was to stand by the gate, and any learner that comes in was supposed to be properly attired and well behaved.

In university I served two terms on the SRC. Everything that I learnt in school, helped me in major ways at university leadership. In my second year I was elected to be part of the Community Development Association (CDA). I was elected as the chairperson of primary schools. This required me to be a great leader, and I learnt many skills. I had the privilege to work with many people, but there was a lot of pressure and challenges. However, it moulded me to become a great leader. In my third year I was appointed into a higher position, which was deputy chief executive officer (CEO) of politics and public relations. This again prepared me to perfect administrative work that was set out by the organization. In that same year I was elected to help with a big leadership workshop. This helped me develop greater leadership skills. The next year I was elected into the leadership of SASCO which taught me leadership and politics. My university leadership positions helped prepare me to be an SRC member.

Building bridges

Whilst having all these responsibilities, in grade eleven (2009) my mentor teacher gave me the opportunity to lead my team in a competition by the Department of Transport. We had to come up with something that the community needed, and if we won the department would build it in our community and reward us. So we came up with a bridge that learners can use to get to school without getting wet, from trying to cross the river. So, we prepared well, and we were getting ready to present. It was a really scary experience for me, because some of the people that attended the presentation built some great models. Anxiously, we awaited our turn, and as the leader I prepared my team, knowing full well that we were going to win. Then, the moment finally came and it was our turn to present. The girl that was supposed to present froze and she said that she could not do it. As the leader, I needed to act. In my mind I understood that her English is not the best and she is most probably intimidated, but on the other side I start to think that she is a failure and she



Figure 4.5 Mandlenkosi's artefact

failed us. However, I knew that I was the leader and I took the platform and introduced my group. At the end, we came out fifth, but the facilitator made it a point to congratulate us for our outstanding team work, and the ability to help each other. I received a certificate (see figure 4.5) that I brought as my artefact because it is very sentimental. As a president, this experience, helps me to understand my members and always understand their abilities and pick them up when they fall short.

Thank God for the church!

I can really attribute who I am today because of some of the lessons that my church taught me. I was the youth leader at church. Even though there were very few leadership programs and seminars, I learnt through observation. Our leaders would only call us when we did something wrong and reprimand us. This helped us and taught us what we did and why we should never do it again. Church also taught me to be humble and to seek God for everything that I needed. The greatest thing that the church taught me was how to articulate myself. This came from the preaching and teachings that I did. Today in the SRC, I can teach, lead and articulate myself without any fear.

A hidden title

My family situation taught me to be firm. I needed to take up a leadership role as a dad and a brother because of my situation. If someone comes home for discussion, I would be there. I assumed the responsibility at a young age as a dad. It was a hidden title given to me, even now. You know, while I am at campus, my mother is left at home to make decisions by herself. One day she had a huge conflict with the neighbour. Unlike in the suburbs, in the rural area, we report to the chief and that is exactly what the lady did. When I heard about it from my friend, I rushed home. When I got there, I tried to resolve this conflict by meeting with my neighbour and then bringing my family and their family together. What was rewarding and what was worth my trip that I was victorious in resolving the conflict, just like my father would have done. While leading even today, I have many flash backs of that story and how it happened and it allows for me to help students in every way possible. I take on the role of a father in many instances, and I am proud to do it.

Raising my argument rather than my voice

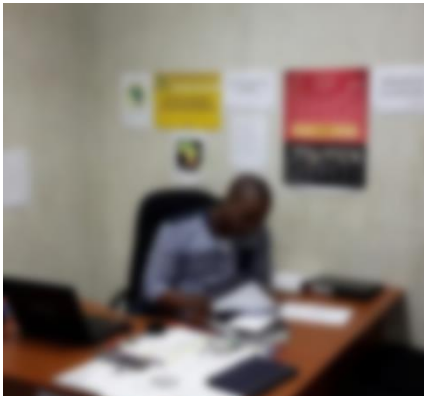


Figure 4.6 Mandlenkosi's photovoice

In first picture (figure 4.6), you would see my engaging with documents. This is because on a daily basis, students would come with different needs, e.g. funding, problems in lectures, residences and so on. It is my job as the president to see to these issues by adequately planning and resolving them with the rest of the SRC, and making sure that the issues receives the attention that it requires. For example, if a student comes in with a problem with their bursary, it is my job to print the fees statement. Then I have to go through it in detail. Additionally, I have to understand policy and also understand the payment programme. I have to then explain to the student if they do not understand, but if it is the university that is at fault, I have to call them and set up a meeting. Then correct any mistakes that may have been made. So too, if a student comes in with a residence issue, I have to go and investigate and make certain that everything is in order for the students. I am a strong believer in being professional, and raising my argument rather than my voice, and the only way to do this, is to have in-depth knowledge of policy. This means that there is a lot of paperwork that I have to work with as a president on a day-to-day basis. When tasks become overwhelming, I have to delegate tasks to the other SRC members.

The place where it all happens

In picture two (see figure 4.7) you will see a student body meeting. I am addressing them. Constitutionally, we must have a student body meeting once every semester. However, in my term of office we had over ten meeting. In these meeting, we have the leadership in front explaining to



Figure 4.7 Mandlenkosi's photovoice

students what is currently happening with the issues that they raised. We also report to them about previous issues and the stance of the management. If students are not happy and if we have exhausted our negotiations, a protest action is bound to take place. Regarding other issues that are raised in the meeting, we take it to the management and engage them, and respond to student via email. If they are not happy or if the university management is taking too long, there could be

possible protest action. A protest can never take place without first having a student body meeting.

Being the commander and chief

When the protest actions take place, it is our job as leaders to be in the front and to protect students. Here we were marching to Guguland (see figure 4.8) to ask for more funding for students during the #Feesmustfall campaign. I am the commander in chief



Figure 4.8 Mandlenkosi's photovoice

and I have to engage with security and police on behalf of the students. Students carry stone ready for battle, and police shoot with rubber bullets. I have to inform police and win them over so that they do not harm our students. My father qualities are seen during protests because these are like my children. We have over ten journalists that would come, but only about three would report the correct story. Other would accuse us of being unruly and disrupting the community violently. This protest action happened as a failure of responses from the community, political parties and the university. Protests do not happen all the time, by when they happen they are very serious and I have to make sure that students are always shielded for police tend to take advantage of my students.

Rocks come flying in!!!



Figure 4.9 Mandlenkosi's photovoice

As the president I have the opportunity to sit on council. But in this picture (see figure 4.9) you would see me in a student services meeting with all stakeholders that run the university. Here we talk about different issues that are then taken to council. But as we sit on council, we are always outnumbered by an overwhelming majority of staff members. However, back to the picture, you know, I remember at one of these student services meetings, the management refused to give us what we want. We then informed students that we are not progressing in the meeting. Then the next thing, you hear the struggle songs being sung outside. The next thing, you see rocks coming through the window. Then the management agrees to give us what we want and urge us to go outside and tell students to stop. However, they use very ambiguous and manipulative language. So we ask them to use their computers and send emails that they agree with our suggestions. This happened

on many occasions, were we held them at ransom. We are always meeting with the different stakeholders on a day-to-day basis trying to negotiate with them on behalf of students, and try to comprise when we can. It is my duty to have these meetings with the different stakeholder that affect students, as well as sit in meeting that the university has that directly affects students. In the executive meeting that are held all the time in our campus, I am always present if student issues or new rules are being made. I also had frequent meetings with the dean of school, every fortnight to negotiate and try to champion student needs.

There is another force at play

In picture five (see figure 4.10), you would see me with my political party. This is SASCO, a student movement that I belong to. I do not lead in isolation, but I take my mandate from the party that deployed me to student leadership. It is in these meeting that we strategize against our opponents and make plans to deal with them at meetings. Before I make a decision, I



Figure 4.10 Mandlenkosi's photovoice

have to check with my organization and make sure that they are ok with it. I understand that I am not bigger than my organization and that their mandate is more important than anything. We meet as an organization on a weekly basis and we are taught how to enact leadership, how to attack certain problems that we face and so forth. We are also able to inform the meeting about our fears and weaknesses and they will find solution that we present to the student leaders in the SRC. We also learn from SASCO how to deal with and frustrate people that become obstructions to us on a daily basis.

4.3 Nthando's Story – A leader with the golden heart



Figure 4.11 Nthando's Collage

We started in the reserve

If you look at this picture (see figure 4.12) that I chose you would see gravel, this best describes the rural area that I grew up in and got my schooling. We called it a reserve, I am not too sure why that name, but my grandfather told me that it has been called that since the apartheid days. I was raised by my grandparents. My first leader, who was my



Figure 4.12 Extracted from collage

grandfather was an archbishop. I always lived with my grandparents and it was very late in life that I was introduced to my parents. I met my father when I was in grade one (2001), and my mother when I was in grade ten (2010). It was very difficult for me as a little boy not having a mother and father around, by my side on a daily basis. Even though I knew my dad at an earlier stage in my life, he only saw me once a month. People always felt sorry for me while I was growing up, because they saw other children with their mothers and fathers every day, and I was different. But, I knew that God had a reason for what he was doing, and knew it would have a positive impact on my future.

Accepting helped me understand

My parents not being with me, hurt me very much. However, in grade five (2005), I took a strong decision that I was not going to let people walk all over me. I told my friends that if they were ashamed of me, then they should not join me. At this stage, I began to accept what I was going through. Accepting helped me understand my situation better. My grandfather always encouraged me and told me that God did this because he has a purpose for my life and that the purpose will come to pass. This made me stronger. I never sugar coated my situation, but I accepted it for what it is and worked a way forward with my grandparents. When I look at some of my friends that have parents and are well to do in the rural context, but they never managed to finish school. But look at me, I made it. My family situation helped me become what I am, and it defined me and made me grow into a leader because I learned to defend and stand up for what's right from a young age. I always tried my best and wanted to be a leader in school and church because I knew I had to make something of my life. I must also give credit to my religion which taught me from a young age about accepting things and trusting in God. I think I may attribute most of what I am today to my religion, Christianity.

Actions speak louder than words



*Figure 4.13
Extracted from
collage*

This picture of Zola 7 (see figure 4.13), it reminds me that he was a man of action. When he spoke, he actioned his words. I remember him while I was growing up. He helped several people. Zola helped a person who needed a kidney, he helped people who were in financial need, and what caught my attention the most, was when he helped university students. Zola was a real inspiration to me, he was my role model. Zola was humble, he helped people from different sectors of life, whether rich or poor, big house or small house, rural or urban, Zola helps people on the ground. I drew from him very much when he helped the poor and needy even though he has everything. This gave me a burden for the poor, and I help the poor to date. I started an organization on campus called the Poor Student Helper. What we do is we collect hundred rand from each committee member and sponsors and help student on the campus who are eating oil, rice and onion for supper because they cannot afford proper food. I never had much, but I still did it, and today I have extra money, but I still care for the poor



Figure 4.14 Extracted from collage

It takes two to tango

I like this group picture (see figure 4.14). I do not like to do things alone, I always like to be around people. I enjoy collaborating and I enjoy listening to other people's views and perspectives. Being with groups of people has really developed me because I learn from them and they correct you when you do something wrong. One other thing I enjoy about being in a group is that I get a chance to advise, help and counsel with people that are in need. I am the youngest person in some of the groups, because I enjoy taking advice and assistance from older people. There is a Zulu proverb that teaches us that we must look to older people because they have walked this road before.

My world shattered, I was torn apart

In 2006, I woke up to the day I dreaded all my life. I had lost my grandmother my hero. My whole world shattered, I was torn apart, and could not imagine life without her. She taught me how to lead, how to live my life, what is respect, and much more. She used the bible for everything, even when she punishes me she would use the book of Proverbs. Even when



Figure 4.15 Extracted from collage

she hits me, she uses a verse from the bible. Notwithstanding of all that, as she raised me using the bible, she made me who I am today. When prayer is happening at home, no matter where I am, I had to run home. My grandmother played a significant role in my life. When I think about her, I sometimes cry because of what she did for me and all the fond memories. She defined who I am. When I did something wrong, she would call me and rebuke me. She has a powerful look, and if she looks at you using that look, you will just know what you did is wrong. You will confess to her before she asks you anything. Her solution to every problem was prayer. Even with other people, I observed her always helping people and telling them to pray when something was wrong. This helped instil morals and values in my life. I learnt how to respect, pray, not to worry about minute things. My gran was my lifeline and my greatest teacher, hence I chose this picture (see figure 4.15). Her teachings are in my heart forever, and it is the reasons I am where I am today.

A walking miracle

While I was growing up, the odds were really against me. Even though I tried my best, I was not cut out for school. My teachers would always reassure me that I had the potential.



Figure 4.16 Extracted from collage

However, I could never see what they could see. My teachers taught us in isiZulu, and it is for this reason I am struggling at campus today knowing very little English. However, the good part is that I am a walking miracle as the picture says (see figure 4.16). No matter what happened to me, I always passed and progressed. It took me long, but I am making it. Many times I never understood how my school fees and university fees would get paid, but my grandfather with the little that he had always made means for me to succeed academically. We must put this picture of this old man (see figure 4.15), because I could have never made it today without my grandfather, he is also my hero.

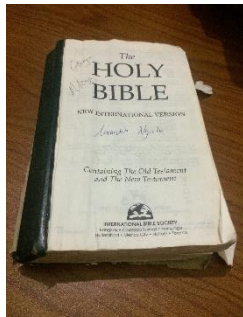


Figure 4.17 Nthando's artefact

The church made me

My artefact is a bible (see figure 4.17). From a very young age I was taught the bible. If you read the principles of Jesus, he taught about servant leadership and much more. I drew most of what I know from reading the bible, which was mandatory in my house. This is the reason why I am a servant to the people I serve. When I knew enough of the scriptures, my grandfather would give me an opportunity to preach in church, which taught me how to be bold in front of large crowds. When I was in grade ten (2010) till grade twelve (2012) I was the youth leader at church. I was also the deputy secretary a few years ago and I am currently the secretary. It is quite amazing that I am currently the secretary of the SRC as well. So the positions I had in church, kind of prepared me for the position I hold now.

I started as a food collector but now...

I was not the cleverest in school as I mentioned earlier. I only held one leadership role in primary school, and that was a food collector. In grade six (2006) my teacher made the food collector. At a certain time, I would go and collect the food from the feeding scheme. This may have been just a menial task for some, but for me it was my breakthrough. It taught me how to be responsible and I learnt a skill. In grade eight and nine (2008 and 2009) I was very playful. The change came

about when I failed three subjects and my teacher called me in to give me a man to man talk. He explained to me the consequences if I did not change. That was a defining moment in my life. From mid-year grade nine, my life totally changed. In grade ten and eleven I become the RCL rep for my class. In grade eleven (2011), my teacher got very sick, but I helped teach the class and my principal and classmates were very pleased. One can see that I worked hard and earned the different leadership roles that I held in school which had an impact of how I lead from then onwards.

In university, I had a number of leadership tasks, like the president of Poor Student Helper. I was the political educator of SASCO, and then I progressed into becoming an SRC member for two terms. First I was the academic and transformation officer, now I am the secretary of the SRC. I also became part of the Community Development Association, and I had many leadership roles there. SASCO has many different political classes, where I was taught leadership and how to lead in the struggle, learning from Karl Marx etc. I took this leadership that I learnt from my political organisation with me as I lead in the SRC. So, I started as a food collector but now I hold some great leadership positions.

In everything, I was still a brother

After my grandmother passed away, my sister was left alone at home. But as a brother, I never forgot my sister. In everything, I was still a brother to her. When she needed something, I would go out of my way to help her. When she needed to make decisions, I was there for her. On some nights, she would call me or I would go to her and give her advice. I used to also come from school and cook for both of us. I was forced to be responsible, at a young age.

The lime quarry still exists



Figure 4.18 Nthando's photovoice

In the first picture (see figure 4.18) you would see some of the members for the student movement SASCO. What SASCO does is it helps students with possible issues that they are facing on campus. They deploy us as SRC members belonging to them to help students in every way possible. In our meetings we discuss different ways to help students and better their lives on campus. If we are falling short in our leadership, SASCO

comes to our rescue and gives us the help that we so require. So SASCO is the organization that gives me the mandate during my term of office. When we strategize as SASCO, we talk to each other and present the issues that the students want, and see if it's possible or impossible, how to tackle issues, how to be on the students' side, and how to make students know that we are supporting them. So, these meetings are like the meetings that Mandela had at the lime quarry, to strategize.

No one is bigger than the organisation

As deployed members of SASCO, we have to carry out the mandate of our organization. However, if we are in a disagreement we can state what we feel, but at the end, the organisation has the final say. During my term, we frustrate our opponents. It is in our meeting that we look for different way to weaken our opponents. The organisation teaches us different methods and approaches that we can use to frustrate our opponents. The only sad part is that if you think that you do not want to follow the mandate of the organisation, you can resign or they can recall you. However, there is no need for this if members co-operate and follow the mandates that are set out by the organisation. The best part about being part of this organization is that you have a covering, when you mess up. They are there to help and assist you.

I am on duty 24/7

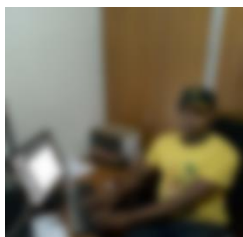


Figure 4.19 Nthando's photovoice

As the secretary, I have a lot of paper work that I need to deal with. I have to take notes in meetings, write to the different stakeholder and much more. Most communiques that come from the university, come to me and it is in my power to delegate different member to attend meeting etc. SRC members report to me, and I am in charge of administrating the SRC. I have to plan with the SRC, and use different strategies to help students, in their diverse needs. Every day I am found at the computer responding to different stake holders in the university community (see figure 4.19) Students come with different issues and I have to send out emails to try and resolve those issues. I am always busy and I have no time to do anything. I work twenty-four seven attending to the needs of students. A student can call me at 4am in the morning with an issue and I have to go to that residence. It becomes hard at some point, but my love for people drives me to work harder. That is why I have no problems with serving people, I learnt a lot from Zola.

My heart of benevolence

If you look at this picture (see figure 4.20), you would see that I am eating lunch and students



Figure 4.20 Nthando's photovoice

approach me with some issues about NSFAS. As a leader, I cannot let them watch me eat, so I have to use my own money and buy them something to eat, in this case I bought them potato chips. As a leader, if students come to you on a daily basis, and they are hungry, you have to try and make a plan for them. So while I am walking around the campus if students come with their needs, I help them, no matter where I am or what I am doing. I have to help them stay motivated, using different ways, and let them continue to run the race till they get their degrees.

Being a good listener

In this picture (see figure 4.21), you would see us in a student body meeting. In these meeting we hear the needs of student and then we have to respond. If we do not have the answers, then we have to get the answers after the meeting



Figure 4. 21 Nthando's photovoice

and report back to students. It is my duty to write to students with the answers that they are looking for. After these student body meetings if student are not happy, a protest can take place. Therefore, at these meetings we have to be very strategic and mindful of the volatile situation that we are in. We have to report on what we did with our budget and what we are currently doing. Each member of the SRC has to report to students on what they have done thus far. Some student would ask some questions to gain popularity with the students for the next election. This means that we have to be good listeners and answer very mindfully. At some point, we are totally honest with student and tell them like it is. This then causes an uproar and could cause a possible protest.

When the rubber meets the road



Figure 4.22 Nthando's photovoice

In this picture (see figure 4.22), you can see me addressing students. When students are unhappy and they have had enough, they start protesting. As their leaders, you have to be there to support them and engage with the university management on their behalf. We as the SRC have to speak to the university management on different levels to try and negotiate for the students to bring the protest to an end. We have to sit in meetings and follow the different protocols.

Students use protests to show their dissatisfaction and they will not stop protesting until their needs are fulfilled. We sit in meetings, we then go report to students, if they are still not happy, then we have to go back and negotiate. If the meeting reaches a deadlock, then we have to move to the next level. For example, if we are fighting a residence issue, we start with the Residence Life Officer, then we move to his boss. If we still failing we move to the residence manager, and the last port of protocol before the vice chancellor is the student services director. This takes time, and student shut the entire campus down. When the rubber meets the road and we have come to a compromise, we tell students the decisions that we have taken. If some of the needs of the students are undoable, we have a duty to tell them the truth.

4.4 Amandla's Story – The leader of change



Figure 4.23 Amandla's Collage

Ekasi...

Since birth I lived in Ekasi, which is an informal settlement. Ekasi is divided into formal and informal settlements. I grew up with a single mother that looked after seven children, five girls and two boys. My mother worked hard to look after us. As the son in the house I had to perform the functions of a father and a brother to my five sisters and my other brother. She is a real uplifting woman as seen in the picture



Figure 4.24 Extracted from collage

(see figure 4.24), who helped us make it. Everyone in Ekasi minds their own business, it's rare that someone would interfere with another person. My family was not rich, nor poor, we managed life with what we had. This means that I went to a normal government school. I am an Ekasi boy, I have amounted to what all Ekasi boys amount to. The Ekasi style is that, we play soccer, go to school and listen to music. To date, I enjoy music, I even went to Johannesburg from 2002-2005 and studied music and I became a musician. I also play soccer very well. Life for me was manageable. I had sixty percent of the things that I needed. I appreciated what I had and I knew that one day, if I worked hard, I would be able to enjoy what I did not have.

A former Ekasi boy

If ever I wanted to be like someone while growing up, it was Zola. He really inspired me. Zola is a former Ekasi boy, that's why I chose this picture (see figure 4.25). He lived a few streets away from me. Zola grew up just like all of us, the Ekasi way. What is great is that Zola made it in life. Zola is a true



Figure 4.25 Extracted from collage

leader and a magnificent human being. Zola was like all of us, but he made it big and even ended up on television. Following in Zola's footsteps I also did music, but I never pursued it as hard as him because I had another calling. What I learnt from Zola is that, I can do it if I put my mind to it. Zola never did anything to impress people, but rather his heart's desire was to help those in need. As a result, he put families together, put smiles of the faces of many people, and further but most important, he added tremendously to the South African educational system. I hope that one day, I can be like Zola, and do mighty exploits for the people of South Africa through my leadership, but remain humble.

When life throws you lemons ...

Living the struggle is a phrase that I must speak about (see figure 4.26). I really struggled while I was growing up. In school I was not an academic, if in fact I never thought that school was for me. In grade ten, I was suspended from school for reasons that I won't discuss. But I never gave up, I persevered and I made it back to school and finished school. Even at university, I was excluded, but I made it and I will graduate this year. Mandela also fought a hard struggle, and at the end, he was a conqueror. In the 90s, Zola was faced with many struggles, and he made it through. So too, I will eventually make it in life, and like Zola, I will give back to the community and people. I think what is most important that when life throws out its struggles, we must never allow our spirit to die. That is why I chose these words (see figure 4.27). This is something that I stuck by and it has gotten me where I am. When life throws me lemons, I never live a sour life, but I make lemon juice. My struggles are there for me to succeed, so I use my struggles to help me grow.



Figure 4.26 Extracted from collage



Figure 4.27 Extracted from collage

It started from a riot...

When I was asked to bring an artefact and I came across this book (see figure 4.28), it brought back disturbing yet fond memories, so I decided to start my story with this school book. It was a hot school day in 1999. I was dressed with my uniform and I enjoyed school. As the bell rang after that history lesson, I rushed out of

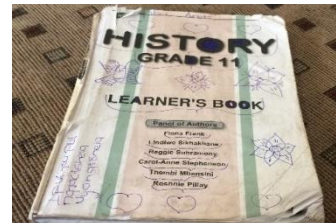


Figure 4.28 Amandla's artefact

my class. I was rushing to get home and fill my hungry belly. It was impossible, because I was unable to move. There were people fighting everywhere. I was terrified and never thought that I would make it home. There was a riot between the Inkhata Freedom Party (IFP) and the African National Congress (ANC), four years after democracy. I cannot remember what the fight was about, but I know that the riot was violent and many were hurt. I went home that day with many questions.

What was more important was that, the history book I had in my bag, had all the answers I was looking for. I read like never before, to understand what was happening, and the reading allowed me to understand the context of my country. This made me hungry for change. I knew I needed to grow up and learn leadership and change the context of African people so that they can live better lives in all sectors of life. This riot, that I will never forget, was the start of my political and leadership career.

My first real leadership experience

In primary school I never took much interest in leadership. This was because there were very few leadership positions in school and they were given to the brightest of learners. However, in high school I had leadership roles that helped mould me, and made me the leader I am today. In 2006 when I reached grade eight, I was elected as part of the RCL. In this year, I remember so clearly being at the forefront of a protest. The reason for this protest was that our school had broken windows and doors, and the classrooms were not conducive for us. We then took our grievances to the management who never took us seriously. We then started to protest. This was my first real leadership experience. I was part of drawing up the resolutions that needed to be met with. As Africans if you don't listen to us, we make you listen. Listening to our cries, the school and its staff made the changes that we sought after. We were successful in making our school a conducive place for teaching and learning because of the leadership that we provided.

Walking the hard leadership walk

In 2008 while I was in grade ten, I really had my leadership skills put through the ultimate test. At this point, I felt I had to show signs of great leadership, or my future leadership would have been at stake. I was placed in charge over the school choir. There were many members in the choir, each presenting me with a different personality. But, as the leader, I had to make sure that I understood them all, and lead them well. On June 16th, we were on our way to the Hector Peterson museum. We rode in a bus and the entire choir was present. The choir did a fantastic job in their performance. However, after the performance they consumed alcohol. This led to huge arguing and fighting in the bus, which I had to ragingly put to an end. I had to ask them to be quiet till they got home. In school the next day, I had to address the issue because I knew that if they were divided, it would have a negative outcome on our future performances. This was just one of the many experiences that I had in leading the choir. Leading the school choir taught me many life lessons that I still employ to date in my leadership practices.

Debating for better English

In 2009, when I was in grade eleven, I was the chairperson of the debating team. This position helped me in more ways than one. I was able to better my leadership skills as well as my English. As the leader of those in the debating team, I had to make certain that my team was well prepared. This took much time, but more than just being prepared with information, we had to be strong as a team. This meant that I had to have team building activities to strengthen our bond as a team and figure out our weaknesses so that we can work on it. My famous advice to my team was to play the defensive game when they get into the debating room. This enabled us to score points. We also had a strong mentor who helped us better our English language as well as strengthen our team. We won about seventy percent of our debates and this was because we learnt how to be strategic. I never forgot to appreciate my team whether we won or lost. Being the chairperson of the school debating team really gave me much leadership exposure and skills that I still use wherever I lead.

My greatest act of change

In my grade twelve year (2010) I wanted to make certain that change was made in my class. There were twenty seven learners in our class. We had no guarantee of passing history in grade

twelve. However, in grade twelve I enjoyed reading and understanding history. This is the second reason I brought the artefact (as seen in figure 4.16). I took it upon myself to tutor my class and help them in every way possible so that they can pass history. I never got any reward or payment from them; all I wanted was for life to change for them, so that they can make something of their lives. What's more is that we were in the same class from grade ten, I felt it was my duty to lead my entire class into passing. So we met on weekends and after school to study and get insight of this subject. The long and short of it was that eighteen learners in my class passed history and this was a proud moment for us all. Right there, I knew that there was leadership thrust upon me. In years gone by, one about nine would pass, but in 2010, we doubled our pass rate. My principal was amazed and implored me to continue to help those around me.

My university leadership

In university, I had leadership roles since my first year. I was first the African National Congress Youth League (ANCYL) Branch Executive Committee (BEC) member. As a BEC member, I had different roles to play in the organization. I was taught how to lead and how to be strategic while leading in the different political classes that I attended. Thereafter, I was a house committee chairperson of one of the residences at the university. I worked with different people and learnt a lot of lessons about leadership and people skills. As a house committee chairperson there are different needs from the students that must be met. If a student is having a problem, I have to help in every way possible. This helped me in my communication skills, and I believe allowed for students to have a lot of faith in me because every need that was presented was handled with importance and was resolved. Students then began to speak to their friends in the university, and the news about my good works started to spread, and the next year I became the SRC secretary general. As a secretary, I learnt administration skills and how to work with leaders, which prepared me to become the president in the next year. I served students in every way possible and met with most of their needs. Unfortunately, the university itself has taught me nothing in terms of leadership in the SRC.

The churches organising skill

The church played a significant role in my life in terms of learning leadership and discipline. In grade 12, I distanced myself from politics to be the secretary of the church. I must admit that the church help me to learn different leadership tactics. One of which is the skill of organizing. We

had many different churches, and even though we were praising God, we had to have a formal structure. It was my job to help create and uphold the structure as the secretary. The church taught me to have faith, believe in yourself, believe in God, and you will be able to do anything. There is no limitation.

My wakeup call

Every morning I wake up knowing that I have to attend to student needs. I know that once I get to the office there is going to be a vast number of students waiting for their needs to be met. I can almost hear their needs like an incoming call, before I get to my office. Every day students come in, with diverse needs. As the president, I have to make sure that I



Figure 4.29 Amandla's photovoice

champion the needs of students and attend to their needs and be victorious, lest they think of me as a failure. The needs of students that I deal with on a day-to-day basis, varies from academic to student services. Basically, anything that affects students or harms them, needs to come to my office. This picture (see figure 4. 29) is a picture of me during my break after having a tiring morning. Every student is peculiar and what affects one, may not affect the other, but because they voted for me, I have to make sure that I prioritize all students and their needs. On a day-to-day basis I deal with class marks and appeals, funding issues, issues with lecturers, issues with residences, issues with security, etc. There is also a lot of paperwork and on a day-to-day basis I have to write a large number of emails to different stakeholders.

For example, some students come to the university with no source of funding, and with no financial support from their family. It is my duty to engage with the university to try and find funding for such needy students. When I fail with the university, I must contact the African National Congress (ANC), and try and locate some type or form of funding. I have always managed to source out funding for needy students. The problem we have is that while we are trying to locate such funding, students need to eat. This then calls for us to negotiate with different stakeholders to try and feed students until such time. We also have to engage with the university to allow for students to stay somewhere while we get funding for them. My job is not easy, but I work for the people, because I want to see the lives of these students changed for the better. I want to move our country and its youth to the next level where they can succeed.

When two bulls fight, it is the grass that suffers



Figure 4.30 Amandla's photovoice

In this picture (see figure 4.30) you would see me in a SRC meeting. As the president, it is my job to distribute and delegate leadership to the rest of the SRC. In these meetings that we have almost on a day-to-day basis, I instruct different members with different tasks. Sometimes, if I have no one that wants to take the task, I am then forced to delegate, looking at their strengths and weaknesses. So as students come with different needs, we try and discuss them at these meetings and then send our leaders to get more information and sort out the issues at hand. When more help is required, we are there to support each other. Working with my choir and debating team, really helps to deal with the different personalities that the SRC and students bring.

The sad part is that we all belong to different political organizations. This means that each one of us comes with different mandates. This is to help boost their political organizations. I call this being opportunistic. There is a proverb in isiZulu that says, *Umaizinkunzi ezimbili zilwa esibayeni kulimala utshani*, which means, when two bulls fight, it is the grass that suffers. This is a reality because as we fight in these meetings because of the different political organizations that we come from, the students who are innocent suffer. So as the president, I have to try and make the SRC see that their personal agendas must be put aside when they are in meetings or students will suffer. When meetings come to a deadlock, we normally for the sake of progress, vote on the matter and move on. What this does is, it causes chaos because their political organization would have told them not to come out of the meeting till they have done what they were mandated to have done. The SRC members then use different delaying strategies and frustrate the meeting until it has to be called off. If they do not fulfil their mandate, they could be recalled, where their organizations removes them, which the SRC constitutions allows for. At the end, only students are disadvantaged and I agree with the proverb which refers to them as “the innocent grass that suffers.”

The leader as a motivator

In this picture (see figure 4.31) you would see me holding a microphone. I was called upon to motivate first year students. On a day-to-day basis, I have to motivate students to do well in their academics and also excel in their different clubs and societies. However, I try to give most attention to the first years



Figure 4.31 Amandla's photovoice

because they are young and most of them that stay on residence have no parental guidance. They therefore enjoy the freedom that they have, but I have to remind them that freedom is dangerous and that they can be distracted and not complete their degrees on time. I have to also inform students that if they have issues, they must come to the SRC for help. During my residence visits on a day-to-day basis or if I am invited to speak at events, I take on the role of a motivator to give students hope that they can do it and overcome any obstacle. I make certain that I remind students that one wrong decision can have a major impact on them later.

Speak now or forever hold your peace



Figure 4.32 Amandla's photovoice

In this picture (see figure 4.32) you would see me addressing a student body meeting. It is in this meeting that students get a fair chance to speak out about any problems that they encounter. This is their last chance to bring their issues to the table, or give their opinions and views about what the SRC is doing and decisions that have been taken. Some students have no clue on how to channel their issues so at this meeting, we are sometimes bombarded by students and their frustrated or angry dispositions. Students give us their needs and we tell them how we sorted it out or how we intend on sorting it out. In the main, academic issues, living issues, maintenance, security issues etc., that have not been sorted out or if it was sorted out and students are still not happy, it would be discussed. Sometimes as the SRC we try our best to sort out issues after this meeting, and in some instances we make strong decisions. After we make all the decisions, and if we tried but did not succeed with the university, we then report that to students. In some instances they accept, or they start to protest.

Student leaders are the middle men

Generally, the last resort for students after we have had robust engagements with the university management would be to protest. In these protest actions, students would sing, chant and dance till their needs are met. We are the middle men because we have to engage with the university and try and negotiate on behalf of the students. But the funny part is that, we have an interdict against us from the university. So, when we address students, we can get locked up immediately. You know, this is the funny part for me, because the student are the ones protesting, but the interdict is given to us not to strike. I feel like the university thinks that we are the perpetrators.

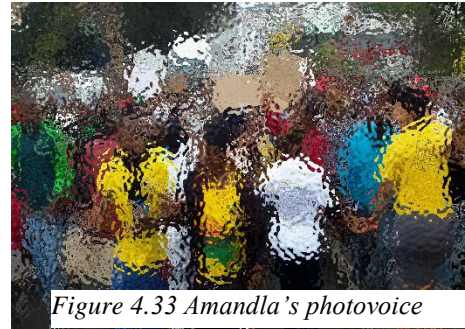


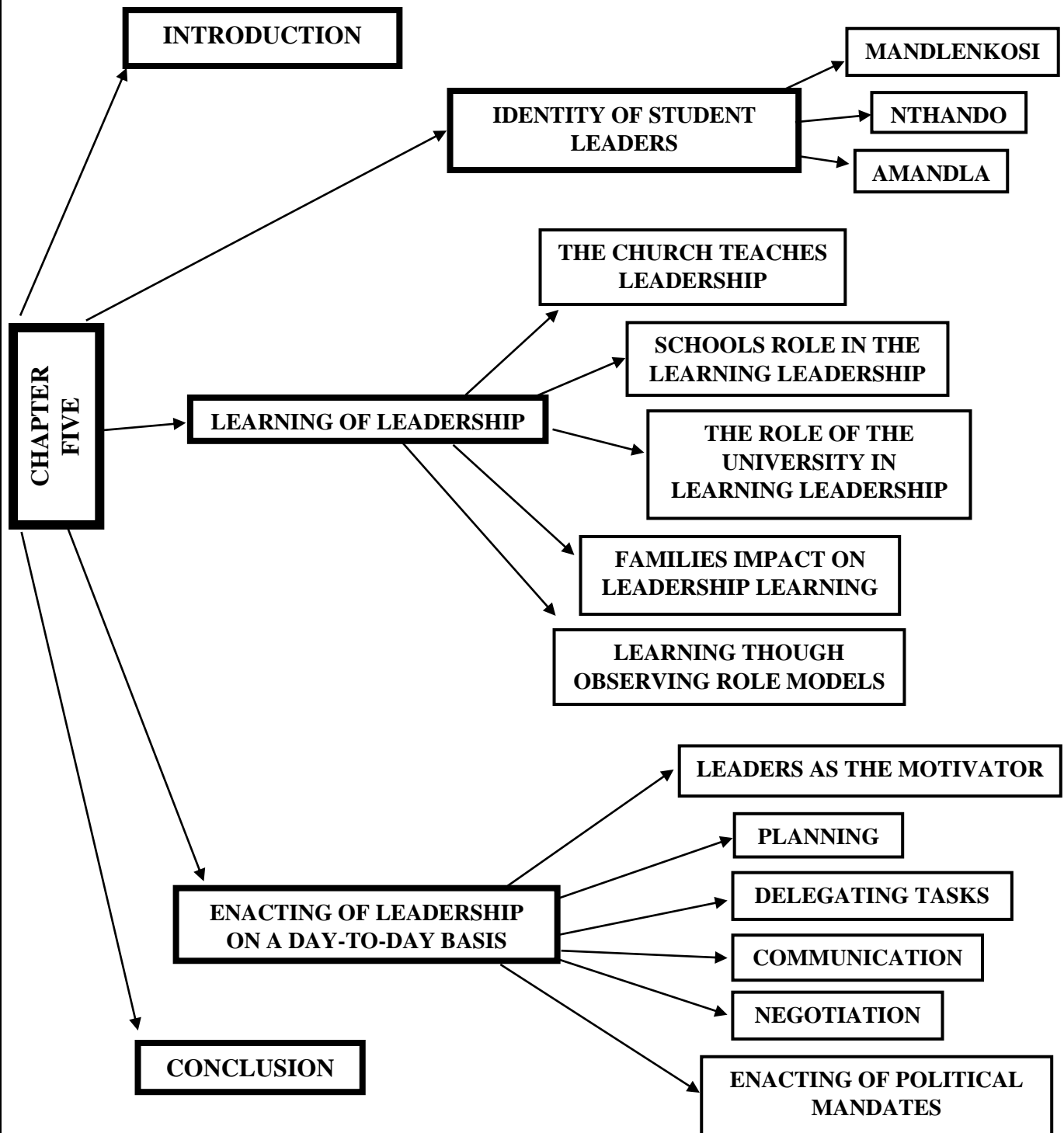
Figure 4.33 Amandla's photovoice

In this picture (see figure 4.33) you would see us protesting against the #fees must fall campaign. How can students sleep at night knowing that they have fees to pay and may be kicked out of the university? So as the leadership, we have to be there to protect students against law enforcements and try and keep the situation under control. So to, if there are any other issues in the university, students go on protests for peace of mind. We then help students by speaking to management and coming to a common consensus. Sometimes we meet the management half way. Then we have to instruct students to stop what they are doing. This can also be done by speaking to their different political organizations. In the main, during their last resort protests, we have to try everything possible to champion the needs of students for better quality education.

4.5 Conclusion

This chapter related the storied narratives of Mandlenkosi, Nthando and Amandla. These narratives were co-constructed with the participants. The stories were generated from the data that was produced through the collage inquiry, artefact inquiry and the photovoice inquiry. The next chapter will deal with the analysis of the narratives.

CHAPTER FIVE



CHAPTER FIVE

MAKING SENSE OF THE SEA OF DATA: ANALYSIS OF NARRATIVES

5.1 Introduction

In the previous chapter I presented Mandlenkosi, Nthando and Amandla's storied narratives. In this chapter I analyse and interpret the narratives in response to my research puzzle. Before I commence my analysis, I remind the reader of the three questions that constitute my research puzzle by stating it below:

- Who are the student leaders on our campus?
- How have the student leaders learnt leadership?
- How do they enact leadership on a day-to-day basis?

This chapter will commence by using my research questions as an organizing framework, namely identity of student leaders, learning of leadership and enacting of leadership. Under each heading, using the stories from chapter four, I extracted themes from the stories that speak to each heading. For each theme, I state the narrative description, then the inference and deduction and lastly the analytical interpretation (as stated in chapter 3, page 40).

5.2 Identity of student leaders

This part of my analysis, deals with my first research question. This question sought to find out who the student leaders are. This deals with their identity. Because this is a personal question, I focus on each student leader individually. For the sake of coherence in this part, I am going to look at the personal identity and organizational student identity of each student leader. I look at one key personal identity and one key organizational identity. I will start with Mandlenkosi, then Nthando, and lastly, Amandla.

5.2.1 Mandlenkosi

When it came to Mandlenkosi, the personal identity that emerged was a father figure in his home from a young age. His organizational identity is about how his political party developed and shaped him. Below are the sentiments he articulated:

5.2.1.1 Personal identity – A Father figure

As the only son that was left at that time, I was seen as the one who was supposed to carry on the legacy of my father and stand up for what my father stood up for. My family situation taught me to be firm. I needed to take up a leadership role as a dad and a brother because of my situation. If someone comes home for discussion, I would be there, I assumed the responsibility at a young age as a dad. It was a hidden title given to me, even now. (see chapter four, pages 46 & 50)

When it came to asking Mandlenkosi who he was, a father figure identity was seen. This is a result of his father and brother passing away, and him taking the mantle of his father from a young age and carrying on the legacy. So, while he was a student leader, he still had to fulfil the duties of a father figure to his sister and to help his mother in every way possible.

In line with the data above, Manyibe, Manyibe and Otiso (2013) argue that males play a dominant role in the African culture. They further assert that in some instances, the children who have lost their parent/s should take responsibility for their family. This is the reason that Payne (2012) speaks about child headed homes. Here it can be seen that Mandlenkosi had to take the role of the father, and help his mother by looking after the family, even though he was still a student. In his personal life one of his key identities that helped him in leadership, was taking on the role of a father figure.

5.2.1.2 Organizational identity – The leadership of SASCO

The next year I was elected into the leadership of SASCO which taught me leadership and politics... This is SASCO, a student movement that I belong to. I do not lead in isolation, but I take my mandate from the party that deployed me to student leadership. (see chapter four, pages 49 & 52)

In terms of who Mandlenkosi is, his organizational identity came across very strongly. He was quite vocal about his political affiliations with SASCO, as he leads in the SRC. In fact, he expressed that he takes his mandates from his party.

Looking at the data above, it can be seen that the leadership identity of Mandlenkosi, was shaped by his organization. In line with this, Hogg and Terry (2014) postulate that one's involvement in

their organizations, develops their identity, especially when in leadership. It can be seen very clearly, that Mandlenkosi's political organization developed his identity while he leads as a student leader.

5.2.2 Nthando

When it came to Nthando's personal identity, he gave much credit to his religion, for developing him. His organizational identity was about his position in this political party and how it impacted his identity. He expressed the following:

5.2.2.1 Personal identity – Religious identity

My first leader, who was my grandfather was an archbishop... I always tried my best and wanted to be a leader in school and church because I knew I had to make something of my life. I must also give credit to my religion which taught me from a young age about accepting things and trusting in God. I think I may attribute most of what I am today to my religion, Christianity. (see chapter four, pages 54 & 55)

From the above, it can be seen that Nthando's religion played a vital role in his personal identity, and this has even helped him in his leadership to date.

In line with the data presented by Nthando, Sun (2013) posits that religion plays an important role in developing one's leadership identity. This can be seen clearly in the words articulated by Nthando, about the way in which his religion helped develop his personal identity before and while he was a student leader.

5.2.2.2 Organizational identity – Political educator of SASCO

I was the political educator of SASCO, and then I progressed into becoming an SRC member for two terms... As deployed members of SASCO, we have to carry out the mandate of our organization. However, if we are in a disagreement we can state what we feel, but at the end, the organisation has the final say. (see chapter four, pages 58 & 59)

From the above data, like Mandlenkosi, Nthando expressed strongly that his organization helped him develop as a leader. He played an important role in his political party as a

political educator, this helped him then progress into becoming an SRC member for two terms.

Parallel to the data above, it can be seen that the organizational affiliations of Nthando, helped him become a student leader. It can also be seen that his political organisation helped him progress into something better, therefore shaping and developing his identity. Hogg and Terry (2014) posit that an organization can develop one's identity. This is true, when we see that Nthando's political organisation helped develop his identity.

5.2.3 Amandla

Amandla's personal identity was about the father figure that he played, and his organizational identity was about his organizational role in his political party (ANCYL).

5.2.3.1 Personal identity – A father figure

I grew up with a single mother that looked after seven children, five girls and two boys. My mother worked hard to look after us. As the son in the house I had to perform the functions of a father and a brother to my five sisters and my other brother. (see chapter four, page 62)

From the above data, it can be seen that Amandla in his personal life had to perform the functions of a father at a young age. What was important here was that, when I asked Amandla who he was, what stood out for me was the expression that he gave me when it came to his personal identity in being a father figure.

Matching with the data above, Manyibe, Manyibe and Otiso (2013) argue that males play a dominant role in the African culture. They further assert that in some instances, the children who have lost their parent/s, take responsibility for their family. This is the reason that Payne (2012) speaks about child headed homes. Even though Amandla had his mother, she worked hard, and he had to also work hard, to help where he could. So as a student leader, he had a responsibility to look after his family, even though he was still a student.

5.2.3.2 Organizational identity – Branch Executive Committee member of ANCYL

In university, I had leadership roles since my first year. I was first the African National Congress Youth League (ANCYL) Branch Executive Committee (BEC)

member. As a BEC member, I had different roles to play in the organization. I was taught how to lead and how to be strategic while leading in the different political classes that I attended... The sad part is that we all belong to different political organizations. This means that each one of us comes with different mandates. (see chapter four, pages 66 & 68)

If we look at the above data, it is clear that Amandla worked in the ANCYL, as a BEC member. He also took his mandates from his political organizations. His political classes also taught him to be strategic, this helped develop his organizational leadership identity.

From Amandla's data, it can be seen that his organization helped shape and develop his identity as a student leader. Brown (2014) argues that an organization has the power to shape an individual and teach him the skills that are required to become a leader. How true for Amandla, that being part of the ANCYL, helped him become a student leader, and become the president.

5.3 Learning of leadership

Five themes emerged from the stories of my three participants. These themes are, the church teaches leadership, school's role in the learning of leadership, the role of the university in learning leadership, families impact on leadership learning and learning through observing role models. Looking at my theoretical framework, the social identity theory comes into play because in most places, the student leaders learnt leadership in organizations. Organizations and social groups provide different roles that help identity emerge (Hogg & Terry, 2014). All their leadership roles e.g. in church, school, family etc., injected leadership identity and allowed for students to develop leadership.

5.3.1 The Church teaches leadership

All three participants seemed to pay homage to the church, as one of the places where they learnt and are learning leadership. This is seen when Mandlenkosi recounted the following about church influence in the learning of leadership:

I can really attribute who I am today because of some of the lessons that my church taught me. I was the youth leader at church. Even though there were very

few leadership programs and seminars, I learnt through observation. (see chapter four, page 49)

Similarly, the church had an impact on the way Nthando learnt leadership, that he echoed the following sentiments:

So the positions I had in church, kind of prepared me for the position I hold now... When I was in grade ten (2010) till grade twelve (2012) I was the youth leader at church. I was also the deputy secretary a few years ago and I am currently the secretary. (see chapter four, page 57)

In the same way, Amandla narrated the following when it came to the impact of the church on leadership learning:

The church played a significant role in my life in terms of learning leadership and discipline. In grade 12, I distanced myself from politics to be the secretary of the church. (see chapter four, page 66)

The church played a significant role in the lives of the student leaders. All three participants are active members of the church, holding leadership portfolios. The church giving the leaders opportunity to lead has really helped them get experience and observe leadership behaviours. These behaviours have helped them prepare and learn leadership. From the stories, I could clearly see that the seeds that the church sowed into the lives of the leaders, have started to germinate and grow. For example, Mandlenkosi was a youth leader in church, and he became the SRC president. Nthando was also a youth leader, a deputy secretary and a current secretary in church and he is also the SRC secretary. Amandla was the secretary in church, and he eventually became the SRC president. So, I believe that the church, had a dominant role in preparing these leaders develop into student leaders.

Congruent to the above data, Manyibe, Manyibe and Otiso (2013) argue that the church plays a crucial role in the learning of leadership. Further, Manyibe, Manyibe and Otiso (2013, p. 426) found that “they also held leadership positions in their respective local churches prior to going to college.” This finding, is salient to the articulation of Mandlenkosi, Nthando and Amandla. Additionally, Komives and Johnson (2009) postulate that student leaders give much recognition to the church for teaching them leadership. This confirms as presented also in my literature

review (Chapter 2, page 77), that the church has an impact on student leaders learning of leadership. This indicates that the church had a role to play in the leadership identity of the student leaders. Hogg and Terry (2014) postulate that religious organizations help develop leadership identities which has shown quite strongly through the student leaders articulations about the church. The church has helped develop a leadership identity in the leaders from a young age. Hogg and Terry (2014) argue that these organizations, such as the church, help develop different identities in its followers, particularly when it comes to leadership. This allows for followers to eventually take up leadership roles in other organizations. This is seen clearly in the lives of these student leaders.

5.3.2 School's role in the learning leadership

All three participants seemed to have recalled that their schooling years played a noteworthy role in their learning of leadership. This is congruent to my literature review in Chapter two (page 17) that schools do provide leadership opportunities for learners, allowing for them to learn leadership. This is seen when Mandlenkosi verbalized:

... my standing up as a leader started there at primary school... In grade eight, nine and ten (2006, 2007 and 2008), I was an RCL. Very often they would call meetings to state duties, how we supposed to behave, what is expected of us, and much more. Those years of schooling is where leadership for learners emerged and started to grow...Everything that I learnt in school, helped me in major ways in university leadership. (see chapter four, pages 47 & 48)

Likewise, when it came to school leadership, Nthando expressed:

I only held one leadership role in primary school, and that was a food collector... This may have been just a menial task for some, but for me it was my breakthrough. It taught me how to be responsible and I learnt a skill... One can see that I worked hard and earned the different leadership roles that I held in school which had an impact of how I lead from then onwards. (see chapter four, pages 57 & 58)

Equally, Amandla articulated the following about student leadership in school:

... in high school I had leadership roles that helped mould me, and made me the leader I am today... Leading the school choir taught me many life lessons that I still employ to date in my leadership practices... Being the chairperson of the school debating team really gave me much leadership exposure and skills that I still use wherever I lead. (see chapter four, pages 64 & 65)

From the sentiments expressed above, it is clear that all three participants recall that school played a vital part of their leadership learning. All participants seem to point out that their leadership abilities today, have much to do with the impact that their schools had on their lives. If we look at Mandlenkosi articulation, it is clear that leadership was thrust upon him when he stood up as a leader, as early as primary school. Nthando may have started as a food collector, but later, he started to climb up the leadership ladder. Likewise, Amandla had different leadership roles that shaped him and moulded him into a leader. It is seen that all three leaders were given opportunities in school that allowed for them to learn leadership and emerge into potential leaders in the past and the present.

Consistent with the data above, Luescher-Mamashela (2011), Dorasamy and Rampersad (2014), Cuevas and Kralove (2011) and Manyibe, Manyibe and Otiso (2013) provide a wealth of evidence on the impact schools have on leadership learning (see chapter two, page 17). All these researchers present strong arguments that prove that schools provide leadership training for interested learners that help prepare them to lead also in the higher education institution. Additionally, they express that schools also provide leadership roles that learners enact, that allow for them to learn leadership and grasp the different leadership skills. Schools are organisations, and according to Hogg and Terry (2014), organisations help develop leadership identities, which develop social identities. It can therefore be seen clearly, that schools help develop learners' leadership identities and prepare them for future leadership positions.

5.3.3 The role of the university in learning leadership

All three participants seems to give credit to the organizations in the University for helping them learn leadership and amounting to student leaders. In terms of organizational university leadership Mandlenkosi verbalized:

In my second year I was elected to be part of the Community Development Association (CDA). I was elected as the chairperson of primary schools. This required me to be a great leader, and I learnt many skills... In my third year I was appointed into a higher position, which was deputy chief executive officer (CEO) of politics and public relations... The next year I was elected into the leadership of SASCO which taught me leadership and politics. My university leadership positions helped prepare me to be an SRC member. (see chapter four, page 48 & 49)

In the same way, Nthando expressed the following when it came to university leadership:

In university, I had a number of leadership tasks, like the president of Poor Student Helper, I was the political educator of SASCO... I also became part of the Community Development Association, and I had many leadership roles there. SASCO has many different political classes, where I was taught leadership and how to lead in the struggle, learning from Karl Marx etc. I took this leadership that I learnt from my political organisation with me as I lead in the SRC. (see chapter four, page 58)

Amandla echoed the same sentiments about university leadership when he verbalized:

In university, I had leadership roles since my first year. I was first the African National Congress Youth League (ANCYL) Branch Executive Committee (BEC) member. As a BEC member, I had different roles to play in the organization. I was taught how to lead and how to be strategic while leading in the different political classes that I attended... Thereafter I was a house committee chairperson of one of the residences at the university... Students then began to speak to their friends in the university, and the news about my good works started to spread, and the next year I became the SRC secretary general... Unfortunately, the university itself has taught me nothing in terms of leadership in the SRC. (see chapter four, page 66)

What seems to emerge is that student leaders have learnt leadership in the university from the different political and other organizations that are available. What can be seen is that political

classes by the different political organizations play a dominant role when it comes to the learning of leadership. Other organizations like CDA and Poor Student Helper seemed to have also developed students immensely to get them ready for leadership. What is surprising is that none of the student leaders seem to make reference to the university as one of the stakeholders that taught them leadership. In fact, Amandla declared that the university never taught him anything in terms of leadership training.

In line with the above data, Dugan and Komives (2010) and Soria, Lepkowski, Fink and Snyder (2013), argue that university organization can have a positive impact on a student's leadership development. This is because the organizations allows for leadership exposure. Further, Delgado et al. (2013) state that student leaders are chosen because of their ability to lead well in the organization that they are a part of. He further states that it is imperative for students to show their leadership skills and abilities in these organizations so that students can vote them in. This means that students need to have good working skills and must be able to develop leadership skills in order to be able to work with diverse students and their needs. This will enable them to gain popularity for the leadership they portray and may stand a chance to be chosen as student leaders.

In terms of university providing leadership, Baccei (2015), Dorasamy and Rampersad (2014) and Patterson (2012), argue that higher education institutions need to spend time on teaching student leaders leadership. Such teachings can develop leaders to become great leaders in all facets of their lives. Thus comments like Amandla made about learning nothing from the university would change and leaders will start to show gratitude to the university for teaching them leadership.

Here, we can see multiple identities emerging, like Jenkins (2008) speaks about in terms of social identity. Additionally, the university is an organization with organization, and Hogg and Terry (2014) posit that this is where different social identities emerge. This is because as student leaders lead in the university, they have to be a part of the many in-groups so that they can be voted in by the different students.

5.3.4 Families impact on leadership learning

Two out of my three participants expressed that their family situation allowed for them to learn leadership. In fact both leaders recounted how not having one parent for Mandlenkosi, and both

parents for Nthando, made them the leaders that they are today. In line with this, Mandlenkosi verbalized the following:

As the only son that was left at that time, I was seen as the one who was supposed to carry on the legacy of my father and stand up for what my father stood up for... However, my father passing away made me the leader at home, and learning from my dad, I tried my best to be the leader in the house. I had to make sure everything is in order, and do the checks and balances because there was no dad... So to solve this, if “Ash” was the older person in the community or my family, like a male figure and was doing things correctly, I would draw my values from him. (see chapter four, pages 45, 46 & 47)

A little different, but Nthando not having his parents, allowed for him to learn leadership by standing up and defending himself from a young age. This is what he communicated:

I always lived with my grandparents and it was very late in life that I was introduced to my parents. I met my father when I was in grade one (2001), and my mother when I was in grade ten (2010).... My family situation helped me become what I am, and it defined me and made me grow into a leader because I learned to defend and stand up for what's right from a young age. I always tried my best and wanted to be a leader in school and church because I knew I had to make something of my life. My first leader, who was my grandfather was an archbishop. (see chapter four, pages 54 & 55)

Clearly the above data shows that in some way, these two-student leader's family situation played a dominant role in the way that they learnt leadership. In enacting leadership roles from a young age, they learnt different leadership skills that equipped them to be the leaders that they are today. If we look at Mandlenkosi, for a young man to make sure that everything is in order, certainly shows us that he acquired some leadership skills from his family situation. Nthando not having to know his parents from birth made him brave and courageous, where he knew that he had to fend for himself. This is why he had to stand up for what is right and defend himself. Further, because of his family situation, he was goal driven in trying to become a leader in the different stages of his life. This would have enabled him to acquire leadership abilities.

Consistent with the above data, Wu (2012) argues that family situations have a big role to play in preparing student leaders. He argues that the socio economic situation of a child, which the child could be put in because of the loss of a parent, calls for them to take on leadership roles from a young age. Manyibe, Manyibe and Otiso (2013) postulates, that family influence is the first place that student leaders learn leadership. In this case, it was because of a loss of a parent for Mandlenkosi, and for Nthando, it was not knowing his parents. Minthorn (2014) argues that families play a key role when it comes to leadership learning, and for Mandlenkosi, he allowed for community and family members to shape his leadership. For Nthando, it was his first leader, which was his grandfather. Literature, seems to be true, when it comes to family being an instrumental part of leadership learning. As Hogg and Terry (2014), Tajfel and Turner (1979) and Holstein and Gubrium (2012) postulate, family is part of a social group that helps develop personal identities. These identities helped students develop leadership and become leaders (Hogg & Terry, 2014)

5.3.5 Learning through observing role models

When it came to learning leadership from role models, it was surprising that all three participants chose Zola. Zola seems to be looked up to as someone who inspired the young leaders to become student leaders. This is what Mandlenkosi expressed when it came to Zola being his role model:

Zola was one of my role models as you can see in my collage. You know, Zola had this show Zola 7. He was popular, he was out there, and his music was everywhere. Whilst Zola had everything, he taught me a valuable lesson, he never forgot about the people that had nothing. He features in a show Zola 7, where he assisted people with different challenges. He assisted people who lost hope, and were right offs to society. I must admit Zola relates to who I am in many ways... Zola has taught me how to be a people's person and to be humble at all times. He also taught me that in leadership, I must always put people first. In my personal life, he taught me to work hard, set high goals and strive for what I want, and achieve it, even if the odds are against you. (see chapter four, pages 45& 46)

In the same way, when it came to modelling Zola as a role model, Nthando recounted the following:

This picture of Zola 7, it reminds me that he was a man of action. When he spoke, he actioned his words. I remember him while I was growing up, he helped several people. Zola helped a person who needed a kidney, he helped people who were in financial need, and what caught my attention the most, was when he helped university student. Zola was a real inspiration to me, he was my role model. Zola was humble, he helped people from different sectors of life, whether rich or poor, big house or small house, rural or urban, Zola help people on the ground. I drew from him very much when he helped the poor and needy even though he has everything. This gave me a burden for the poor, and I help the poor to date. I started an organization on campus called the Poor Student Helper. (see chapter four, page 55)

Amandla also expressed very similar sentiments when it came to Zola, being someone he looked up to. This is what he expressed:

If ever I wanted to be like someone while growing up, it was Zola. He really inspired me. Zola is a former Ekasi boy. He lived a few streets away from me. Zola grew up just like all of us, the Ekasi way. What is great is that Zola made it in life. Zola is a true leader and a magnificent human being. Zola was like all of us, but he made it big and even ended up on television. Following in Zola's footsteps I also did music, but I never pursued it as hard as him because I had another calling. What I learnt from Zola is that, I can do it if I put my mind to it. Zola never did anything to impress people, but rather his heart's desire was to help those in need. As a result, he put families' together, put smiles of the faces of many people, and further but most important, he added tremendously to the South African educational system. I hope that one day, I can be like Zola, and do mighty exploits for the people of South Africa through my leadership but remain humble. (see chapter four, page 63)

Zola, was a powerful role models to all three participants. All three of them expressed what a great impact he had on their lives. What can be seen clearly, is that Zola, taught these student leaders different leadership skills. Some of which are, being humble, assisting people, being a people's person, putting people first, having a heart for people, being able to accomplish

anything that you put your mind to and much more. It was amazing that the leaders expressed in detail how they observed Zola's actions towards people while they were growing up. And today they can recount those moments as it help build their leadership identity.

Literature is harmonious to the above data. Johnston and Hayes (2011) argue that one of the reasons people become good leaders, is because they observe other leaders and see them as role models. This enables them to enact the leadership skills that they observe in an effort to become like them, or greater. Similarly, Niphadkar (2016) posits that potential leaders, observe role models, and model them and do as they do, in a quest to becoming just like them. Kempster and Parry (2014) seem to agree with Johnston and Hayes (2011) and Niphadkar (2016) when they postulate that role modelling through observation, plays a critical role in becoming a great leader. The process entails observing a leader/s, and modelling the good skills that are seen. Looking at what Johnston and Hayes (2011), Niphadkar (2016) and Kempster and Parry (2014) are saying, it can be seen that the above data is consistent with literature. Student leaders saw Zola, as their role model, and observed his leadership skills, and desired to become just like him.

What can also be seen here is that modelling and observing people, shaped the leadership and social identity of the student leaders. Van Bavel, Hackel, and Xiao (2014) write about how people through observation widen their social categorization. This enables them to model and observe people and aspire to become like them. What can be seen from the data is that, Zola is part of the student's leadership social identity. Further, the norms and values that Zola possess, is what the leaders desired to have even till now. This proves that observing and modelling has much to do with the social leadership identity of the student leaders. This is seen because they looked to Zola to try and help them develop their social identity to become great leaders. Therefore, Zola and his leadership identity helped shape the in-groups, of the student leaders (Van Bavel, Hackel & Xiao, 2014).

5.4 Enacting of leadership on a day-to-day basis

There are different perspectives that emerged when it came to how student leaders enact leadership on a day-to-day basis. Student leaders enacted leadership by showing different key skills of leadership and management. I will use those skills to unpack this question about their day-to-day leadership enactments. The following key skills were found, leader as a motivator,

planning, delegating tasks, communication, negotiation and political mandates. These key skills will be discussed below as themes.

5.4.1 Leaders as the motivator

Two out of the three student leaders pointed out, that part of their job as student leaders, is to motivate students. When it came to motivating students, Nthando recounted the following:

I have to help them stay motivated, using different ways, and let them continue to run their race till they get their degrees. (chapter four, page 60)

In the same way, Amandla, as the president of the SRC, expressed the following:

I was called upon to motivate first year students. On a day-to-day basis, I have to motivate students to do well in their academics and also excel in their different clubs and societies. However, I try to give most attention to the first years because they are young and most of them that stay on residence have no parental guidance. (chapter four, page 69)

Both these student leaders believe that it is their job to motivate students because they are leaders. Nthando motivates them by meeting with them, and buying them food if they are hungry and speaking to them and giving them hope so that they stay motivated to complete their degrees. Amandla, speaks to first year students and motivates them to excel in their academic work and in different clubs and societies. Both leaders may use different forms of motivation, but both of them are motivators.

Parallel to the data above, scholarship (Buble, Juras, Matić, 2014; Dierendonck, 2011; Coleman, & Glover, 2010; Morgeson, DeRue & Karam, 2010; Taylor & Ladkin, 2010) is in agreement that leaders are motivators to those that they lead. Nthando and Amandla are following what literature says about being a leader, and this is seen in their different attempt to motivate students. Importantly, what can be seen is that these student leaders motivate students as they enact leadership on a day-to-day basis.

5.4.2 Planning

One of the skills of management is planning. When it came to planning, all three SRC members showed signs of planning. This is what Mandlenkosi had to say:

It is my job as the president to see to these issues by adequately planning and resolving them with the rest of the SRC, and making sure that the issues receives the attention that it requires. (see chapter four, page 50)

In the same way, Nthando recounted the following when it came to planning in the SRC:

SRC members report to me, and I am in charge of administrating the SRC. I have to plan with the SRC, and use different strategies to help students, and their diverse needs. (see chapter four, page 59)

Similarly, Amandla as a president, expressed the following about planning in the SRC:

In these meetings that we have almost on a day-to-day basis, I instruct different members with different tasks. Sometimes, if I have no one that wants to take the task, I am then forced to delegate, looking at their strengths and weaknesses. So as students come with different needs, we try and discuss them at these meetings and then send our leaders to get more information and sort out the issues at hand. (see chapter four, page 68)

Looking at the data above, it is seen that all three leaders in their own way, make sure that they plan so that they can handle the different tasks that they are set out to complete. They enact leadership by using a key skill of management and that is planning.

Consistent to the above data, Gold, Thorpe and Mumford (2010) point out that a good skill of a manager, is the ability to plan adequately. Similarly, Coleman and Glover (2010) purport that managers need to be able to plan efficiently, so that their team and organization is organized. Furthermore, they state that planning helps the organization set short and long term goal, and finds different methods to reach those goals. And it can be seen that all three student leaders plan, in order to make sure that they are successful in their day-to-day leadership enactment. Each of them may have different strategies of planning, but the skill can be seen.

5.4.3 Delegating tasks

Both presidents pointed out that they delegate tasks to the other members of the SRC. This is what Mandlenkosi expressed:

When tasks become overwhelming, I have to delegate tasks to the other SRC members. (see chapter four, page 51)

Similarly, Amandla in terms of delegating tasks, recounted the following:

As the president, it is my job to distribute and delegate leadership to the rest of the SRC. In these meetings that we have almost on a day-to-day basis, I instruct different members with different tasks. Sometimes, if I have no one that wants to take the task, I am then forced to delegate, looking at their strengths and weaknesses. (see chapter four, page 68)

From the above, it can be seen that both presidents expressed that they delegate tasks to the rest of the SRC. Mandlenkosi, states that when tasks become overwhelming, he delegates tasks to other members of the SRC. Amandla believes that as the president, it is his job to distribute and delegate leadership to the rest of the SRC. He does this by giving them a chance to express what they want to do, but when no one volunteers, looking at their strengths and weaknesses, he delegates their task.

It can be seen that both leaders are displaying signs of distributed leadership as discussed in my theoretical framework. Gronn (2010) argues that there is an upward acceleration in the use of distributed leadership, and this can be seen by both these presidents. Bush (2013) states that, distributed leadership is fair and gives opportunity to the entire group. Bush (2013) further argues that because leaders become overloaded with tasks, distributed leadership is seen as a way to share leadership tasks, shifting all the work from one person. Distributed leadership also gives other leaders a chance to develop and grow. Mandlenkosi, however, has the wrong concept of distributed leadership because he first does everything by himself, and when he becomes overwhelmed, then he delegated the tasks. Amandla seems to be enacting distributed leadership differently, and seems to work for him, because he starts by giving the SRC members as chance and then he delegates the tasks if no one volunteers.

Scholarship (Coleman, & Glover, 2010; Morgeson, DeRue & Karam, 2010; Taylor & Ladkin, 2010) supports the above data of delegating tasks to the rest of the student leaders. However, this needs to be done with a thorough understanding of their strengths and weakness as Amandla expresses. According to Lumby (2013), if leadership tasks are delegated incorrectly, it will have

a negative effect on the organization. So, it is good to see that the two student leaders are delegating tasks, but it needs to be done with leaders understanding distributed leadership quite well. However, what is clear is that tasks being delegated is one of the leadership enactment of student leaders.

5.4.4 Communication

All three student leaders have shown that on a day-to-day basis, part of their leadership enactments include communicating with students. This is what Mandlenkosi verbalized about his day-to-day communications with students:

This is because on a daily basis, students would come with different needs, e.g. funding, problems in lectures, residences and so on. It is my job as the president to see to these issues by adequately planning and resolving them with the rest of the SRC, and making sure that the issues receives the attention that it requires. For example, if a student comes in with a problem with their bursary, it is my job to print the fees statement. Then I have to go through it in detail...I have to then explain to the student if they do not understand, but if it is the university that is at fault, I have to call them and set up a meeting. (see chapter four, page 50)

Equally, when Nthando was asked about his day-to-day enactments, he narrated:

Every day I am found at the computer responding to different stake holders in the university community (see figure 4.11) Students come with different issues and I have to send out emails to try and resolve those issues. I am always busy and I have no time to do anything. I work twenty-four seven attending to the needs of students. (see chapter four, page 59)

Amandla shared a similar story when it came to communication being part of his day-to-day leadership enactment:

Every morning I wake up knowing that I have to attend to student needs. I know that once I get to the office there are going to be a vast number of students waiting for their needs to be met. I can almost hear their needs like an incoming call, before I get to my office. Every day students come in, with diverse needs. As

the president, I have to make sure that I champion the needs of students and attend to their needs and be victorious, lest they think of me as a failure. (see chapter four, page 67)

All three leaders communicate with students on a day-to-day basis. This communication comes into play when students present their diverse needs to the student leaders. Student leaders need to be able to communicate correctly to students and champion their needs, lest they be seen as failures.

Henderson (2015) argues that it is imperative that leaders have good communication skills as they work with different people with diverse needs. It can be seen that all three leaders are communicating with students on a day-to-day basis, as part of their leadership enactments. Henderson (2015) suggest that leaders utilize communication skills that are professional, and are of benefit to the people they are helping. Mandlenkosi having to explain to students about their needs, entails communicating in a way that students understand. Nthando has to also communicate with student and try and resolve issues. Further, it can be seen that Amandla, has to also hear and communicate with students on a day-to-day basis. From the student leaders day-to-day enactments, it can be seen that they communicate with students which is a leadership skill.

5.4.5 Negotiation

All three student leaders in some way display negotiation skills as part of their day-to-day leadership enactment. This can be seen below when Mandlenkosi verbalized:

We are always meeting with the different stakeholders on a day-to-day basis trying to negotiate with them on behalf of students, and try to comprise when we can. It is my duty to have these meeting with the different stakeholder that affect students, as well as sit in meeting that the university has that directly affects students...I also had frequent meetings with the dean of school, every fortnight to negotiate and try to champion student needs. (see chapter four, page 52)

Likewise, Nthando also recounted his negotiation skills and he expressed the following:

When students are unhappy and they have had enough, they start protesting. As their leaders, you have to be there to support them and engage with the university

management on their behalf. We as the SRC have to speak to the university management on different levels to try and negotiate for the students to bring the protest to an end. We have to sit in meetings and follow the different protocols. Students use protests to show their dissatisfaction and they will not stop protesting until their needs are fulfilled. (see chapter four, page 61)

In the same way, Amandla was very vocal about how he enacts his negotiation skill when he echoed:

In these protest actions, students would sing, chant and dance till their needs are met. We are the middle men because we have to engage with the university and try and negotiate on behalf of the students. (see chapter four, page 70)

What is seen in the data presented is that student leaders have the skill of negotiation, because in their daily enactments, they have to negotiate on behalf of students. In some instances, they are put under pressure, when they have to negotiate in times of protest action. Amandla echoed that he felt like a middle man while in meetings.

In line with the data above, when it comes to negotiation, Galluccio (2010) argues that it is essential that leaders possess the skill. This is because negotiation, on behalf of people, can lead to peace and harmony. This can be seen in the lives of the student leaders, where they are using their skill of negotiation to bring peace to protest actions and other day-to-day problems that students bring to the table. Galluccio (2010) further argues that leaders use negotiation skills to find solutions and help their followers. Student leaders negotiate to help benefit students on a day-to-day basis, but like Mandlenkosi said, they also compromise when needs be.

5.4.6 Enacting of political mandates

All three participants pointed out that they are mandated on a day-to-day basis by their political parties, as they enact leadership. In light of this, Mandlenkosi echoed:

I do not lead in isolation, but I take my mandate from the party that deployed me to student leadership. It is in these meeting that we strategize against our opponents and make plans to deal with them at meetings. Before I make a decision, I have to check with my organization and make sure that they are ok

with it. ... We also learn from SASCO how to deal and frustrate people that become obstructions to us on a daily basis. (see chapter four, pages 52 & 53)

In the same way when it came to political mandates, Nthando expressed:

As deployed members of SASCO, we have to carry out the mandate of our organization. However, if we are in a disagreement we can state what we feel, but at the end, the organisation has the final say. (see chapter four, page 59)

Similarly, political mandating was also mentioned and discussed by Amandla, and he pointed out:

The sad part is that we all belong to different political organizations. This means that each one of us comes with different mandates... This is a reality because as we fight in these meetings because of the different political organizations that we come from, the students who are innocent suffer. (see chapter four, page 68)

What is clearly articulated from the above data is that on a day-to-day basis, student leaders have political mandates and have to enact their mandates. Amandla, points out that students suffer as a result of these political mandates.

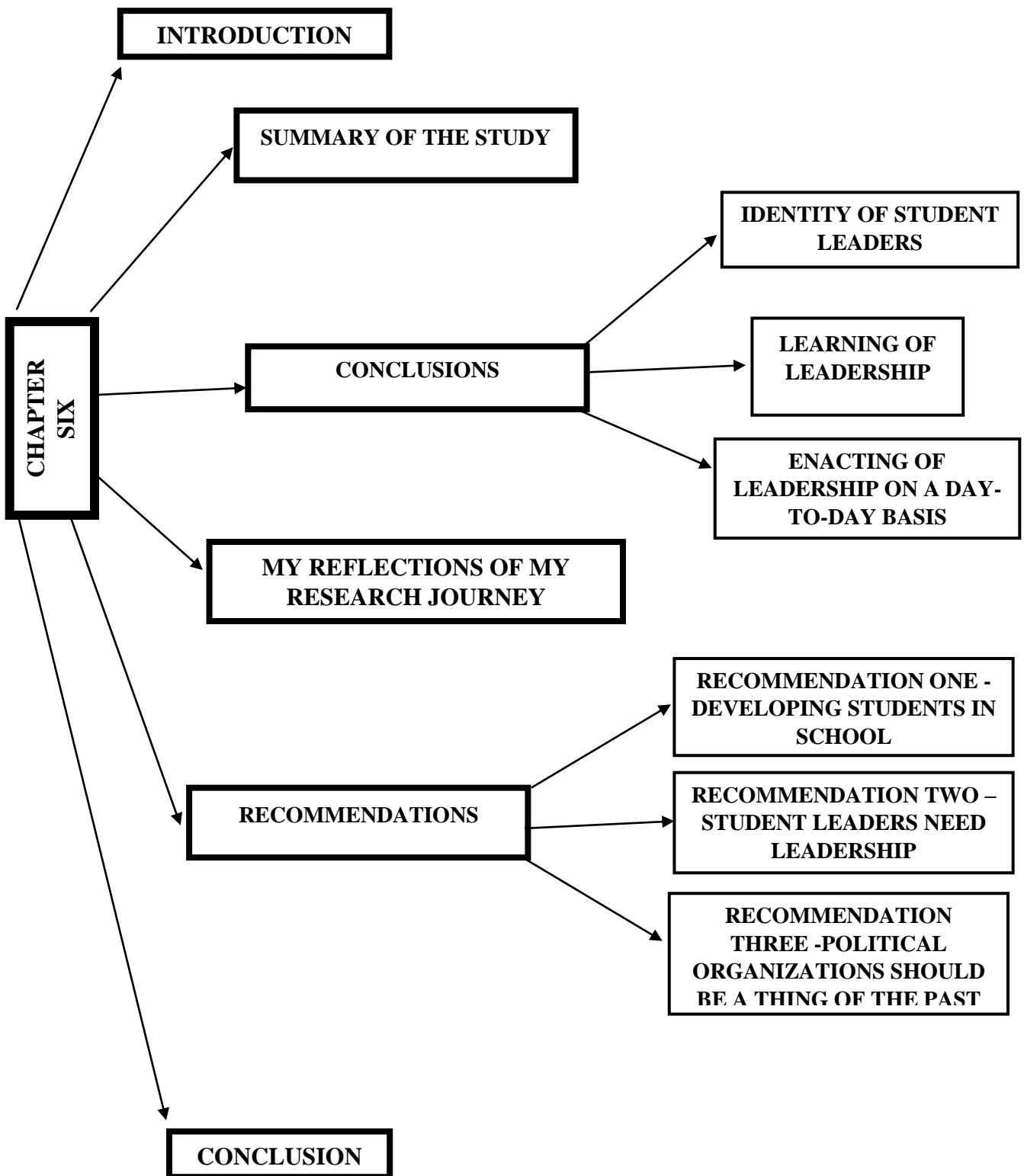
From the above data, what is seen is that all three student leaders take their mandate from their political parties as part of their day-to-day leadership enactments. Even though they are allowed to express their views, the organization has the final say as Nthando pointed out above. Parallel to the data, Luescher-Mamashela and Mugume (2014) inform that political parties are closely knitted with student leaders, in an attempt to introduce their parties to students. As these students are part of these political organization, they need to enact political mandates as argued by Noel (2010) and Mugume (2015). They further argue that these political mandates can cause meeting to come to deadlocks when candidates belonging to different political parties do not want to compromise. In these instances, students suffer. So it can be seen that student leaders are enacting political mandates on a day-to-day basis in their meetings.

5.5 Conclusion

In this chapter I analysed and interpreted the narratives in response to my research puzzle. This chapter commenced by using my research questions as an organising framework, namely identity

of student leaders, learning of leadership and enacting of leadership. Under each heading, using the stories from chapter four, I developed themes from the stories that spoke to each heading. For each theme, I stated the narrative description, then the inference and deduction and lastly the analytical interpretation. The next chapter will encompass a summary of all the chapters in this study, my conclusions, my reflections and lastly, my recommendations.

CHAPTER SIX



CHAPTER SIX

A POST-MORTEM OF THE VOYAGE: SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In the previous chapter I analysed and interpreted the narratives from chapter four, in response to my research puzzle (research questions). This chapter will entail a summary of the study. Here I will point out what unfolded in each chapter and what was the key learnings. Thereafter, I will draw on the conclusions around my research questions. This will lead up to my reflections of the study and lastly I will bring this chapter to a close by making recommendations that emerged from this study.

6.2 Summary of the study

Chapter one set the scene for this study. It contextualized and provided a background for this study. Chapter one, also focused the study in terms of the three research questions, and in terms of the justifications in the undertaking of this study. Moreover, it also unpacked the key terms used in this study, which were leadership, management and student leadership. In terms of engaging with chapter one, my key learning was my deep involvement with this study from a personal, practical and social context. Chapter one helped me to understand my passion for this study, and the positive impact that it would have on the body of knowledge.

Chapter two comprised of the theoretical framework and a comprehensive literature review. The social identity theory and the distributed leadership theory were the theories used to underpin this study. The literature review used my three research questions as an organization framework. I also touched on the genesis of student leadership and the current context of student leadership, to set the scene for the chapter. The functions of the SRC members were also discussed using the SRC constitutions from the University of KwaZulu-Natal (section 2), The University of Pretoria (section 22), The University of Cape Town (article 1.6.), and the University of the Free State (Bloemfontein Campus) (section 4). Given the literature that I read and the constitutions, my key learning was that SRC members have many different roles to enact on a day-to-day basis. And in order to manage these roles, they require leadership training, but the universities provide little or no leadership training. I also learnt that SRC members learn leadership from the different

organizations that they join whilst growing up, e.g. school, church, etc. I further learnt that these organizations shaped their identity and prepared them for leadership.

Chapter three was my research methodology chapter. This chapter discussed how data was going to be generated and the different experiences that I had on my research journey. This study was located in the interpretivist paradigm, using a qualitative approach. I used narrative inquiry as my research methodology, so that I could build a rapport with my participants and get to know them first. This enabled them to share their life experiences with me and tell their story. To generate data on the field, I used collage, artefact and photovoice inquiry, facilitated by narrative interviews. The data analysis methods were also discussed. Ethical issues, trustworthiness, and the limitations of the study were also discussed in detail. My key learning from this chapter was the use of narrative inquiry. After reading scholarship about narrative inquiry, I learnt in my personal life that everyone has a story to tell, and that story telling helps give a voice to the marginalized. What I also learnt from my participants is that people like to tell their stories, and they like to be heard. In fact, henceforth, I cannot see myself using any other methodology besides narrative inquiry because of the flexibility and interest that it allowed me to enjoy while writing. This was not just a dissertation, because of my methodology, I felt part of the study, and I still have a good relationship with my participants. It is for this reason that I would advise anyone to use narrative inquiry.

Chapter four is the co-constructed stories of my three participants. These stories are as a result of the narrative interviews that I had with my participants, which included the collage, artefact and photovoice inquiry. The reasons that these stories were co-constructed is because after I was done with the stories, I gave them to my participants to make any necessary changes. Putting the stories together came as no easy task, as I had to pay attention to every detail, and be careful not to leave out pertinent information that can strengthen the stories. In this chapter, my key learning was the first-hand experience I had with the student leaders. I learnt about their passion for leadership and to serve students. I also learnt about the different stakeholders that were influential in their learning of leadership. What added to this key learning was the fact that I began to understand that the experiences that these student leaders had, were some of the same experiences I had. This helped me understand that student leaders have some commonalities. But, what stands out through it all is the love that the student leaders had for the student.

Chapter five was a journey of making sense of my data that emanated from chapter four. I used my research questions as an organizing framework to properly structure the chapter. Under each heading I developed themes from the stories. This chapter was by far the most difficult one because I had to inject my theoretical framework into almost every theme that emanated. This ensured that I was well versed with my theories, which were the social identity theory and the distributed leadership theory. My key learning from this chapter was to see how different organizations shape one's leadership identity. It was so evident, that the student leaders only made leadership success because of their leadership identities that emerged from every organization that they served under. Each organisation served as a developmental structure for the leaders. Another key learning for me was that even though the university does not provide leadership training development, all the leaders seem to be displaying leadership and management skills. This may have however come from the organisations that they served in their leadership journey.

6.3 Conclusions

From the finding of this study, I state my conclusions of the study, using my research questions as an organizing structure.

6.3.1 Identity of student leaders

In terms of the personal identities of the student leaders, it can be seen that leadership was thrust upon them from a very early age. For Mandlenkosi and Amandla it was because of the absence of one or both parents (see chapter five, pages 73 & 75). For Nthando, it was his religious identity that played a vital role in his life (see chapter five, page 74). This gave the student leaders the opportunity to lead, develop and learn leadership skills. In terms of their organizational identity. It was very clear that their political organization helped develop their leadership identity. What can also be seen very clearly, is that their involvement in their political organization had a very big role to play on whether they become leaders or not. This is seen when all three leaders alluded to their deep involvement in their political organizations. This means that, to be a leader, one of the criterion is for a student leader to be well affiliated to a political organization, and be active in politics. However, a student's leadership skills are supposed to be the dominating factor that decides if they are chosen as leaders rather than their political involvement.

6.3.2 Learning of leadership

There were several places that the student leaders learnt leadership. Some of the places included, the school, church, university organizations and role models. These stakeholders had a direct influence on the development of leadership on all three participants. The legitimacy and the credibility of these stakeholders are unknown, but these stakeholders seem to have helped the leaders thus far in their leadership journey. The school, provided key positions for these leaders in school (see chapter five, page 78). This nurtured the leadership potential in the student leaders and helped them to grow. Schools are seen as a place that teaches leadership to learners, enabling them to become future leaders. Similarly, the church provided significant leadership roles for these leaders (see chapter five, page 76), that enabled them to develop and learn leadership. Additionally, all the other stakeholders above, were responsible for developing these student leaders, and teaching them leadership.

I was alarmed when none of the student leaders attributed their leadership learning to the university. Amandla stated upfront, that the university taught him nothing when it came to the learning of leadership (see chapter five, page 80). The other two leaders did not mention the university management as one of the places that they learnt leadership. They did however mention university organizations, but these organizations are managed and run by students. One of the reasons that higher education is where it is today, could be that they do not spend enough time developing their student leaders. Those left in charge of managing student leaders take no time to teach them proper leadership skills and values. This may be the reason that student leadership is on the decline. One example of poor leadership training is using protest action as a method for negotiation. When student leaders find themselves in a deadlock during negotiations, they turn to protest action. This shows a lack of strategy. However, these strategies can only be taught to student leaders during leadership training and development.

6.3.3 Enacting of leadership on a day-to-day basis

Student leaders seem to be enacting different leadership and management skills. However, these skills were taught to them, by the different stakeholders and organizations in their lives. Therefore, their skills may not be concrete and solid. However, their daily leadership enactment showed signs of motivating, planning, delegating tasks, communication and negotiation. As leaders face their different leadership tasks, they manage to plan, delegate tasks and

communicate. Further, when they are met with different challenges, they negotiate and compromise to find solutions. It was also seen that leaders motivate students as part of their day-to-day enactments. Therefore, these leaders possess leadership and management skills as they lead students. However, these skills and techniques were taught to them by people who may not understand university and student leadership. Therefore, enacting skills that were taught by the church at university, may lead to different problems. I call it problems because, who knows where those in the church that are teaching leadership, learnt leadership? What type of leadership is it? If the leadership is autocratic, then it is possible that student leaders will enact the same leadership style.

Similarly, if we look at the school, the mentors that teach leadership, are sometimes appointed for them to tick their extra-curricular box, when it comes to teacher evaluations. Student leaders look to them for leadership, and the type of leadership that they may provide if they are not leadership trained, could lead to student leaders learning the wrong style of leadership. Unless these leaders that teach leadership attend leadership training and development. However, let me not dispute that some teachers at school may be seen as true leaders, or leadership initiators, like in the case of Mandlenkosi (see chapter four, page 49). However, those teachers who know nothing about leadership, are teaching these young leaders skills that make them enact leadership in an unfit manner. Furthermore, in terms of enacting leadership, student leaders are expected to enact different roles and functions on a day-to-day basis. But, the essence of attending university should be to study, but with the amount of work that student leadership presents, I wonder how student leaders manage to strike a balance, between academic and leadership work. However, if leaders had been thoroughly workshopped, they would know how to manage their time.

The university, who at first is seen as the structure that can teach leadership, after a few weeks into leadership becomes the student leaders worst enemy. This arises because the university refuses, or cannot compromise and give the student what they want. So, when the university does provide leadership training, student leaders are disgruntled because students are not happy and the university cannot meet their needs. The leadership training then become futile because student are unhappy. Furthermore, the university providing a weekend leadership course, is not enough to develop student leaders. This may be the reason that student leaders look to other sources for leadership. Political organizations are one of the main places that student leaders look

for leadership development. This is a serious dilemma because political leadership may not be the best fit for universities, because universities are a place where teaching and learning takes place.

Another negative side effect of having political organizations at universities is that student leaders are expected to represent organizations, and carry their political mandate. These mandates are given for different reasons. Amandla my third participant states that these mandates are to boost organizations and this is very opportunistic. He also states that in meetings, political mandates cause meetings to end up in deadlocks, and leaders fail to compromise because they have to achieve their political mandate. This causes students to suffer (see chapter four, page 68). From what Amandla stated as an experienced leader in student leadership, it can be seen that political organizations are causing havoc in universities, but using student leaders as middle men to get their work done. Meetings reaching deadlocks because of political mandates, and student suffering may be one of the reasons that student protest to allow for their voices to be heard. Furthermore, these political mandates are given by people who have their own interests at heart to make their organizations popular. In all of this, political parties in universities are frustrating students who are in need of student leaders who will represent them and champion their diverse needs.

6.4 My reflections of my research journey

As I reflect on my research journey, I can sum everything up with one picture (see figure 6.1). When I started a year ago, I literally felt like I was a seed being planted. From there, I have grown and have developed. I might not yet be a fully-grown

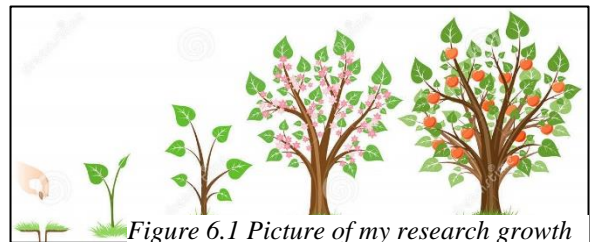


Figure 6.1 Picture of my research growth

tree producing fruit, like my supervisor, but I will get there some day. In this section I will share some of my experiences that has developed me over the past year and has helped me to grow into the junior researcher that I have become.

My germination process commenced when my thinking was revolutionized. This happened in our first group meeting with my critical friends and my supervisor. At this meeting my supervisor explained what the master's degree entails and outlined exactly what is expected from the critical friends group, and each individual person. It was in that meeting that I knew that this

was going to be a long journey of development. Every two weeks thereafter, we met as critical friends, to discuss and critique our work in progress. I cannot remember a time in those meetings that I had not been capacitated and developed. I improved my writing abilities, my understanding of research, my understanding of my study, and the different methodologies and data generation methods that I could use for my study and other studies in the future. I gained a lot of insight about research. I learnt how to critique my colleagues work, and this shaped the way in which I worked. I learnt from their mistakes, and they learnt from mine. At these meetings, we looked at different strategies and paradigms that research comprises. I must declare in this part of my reflections, that my supervisors approach to developing us, was just another one of his brilliant achievements.

After I had immersed myself in the literature, got my ethical clearances from the different stakeholders, and when I completed chapter one, two and three, my supervisor handed me my licence to go out into the field. However, by the time I got this licence I was adequately prepared because of the meetings with my critical friends and my supervisor. I had to have a concrete understanding of my study, and the literature before even going out into the field. I think one of the best experiences I had in those meetings, was learning to engage with narrative inquiry. This methodology taught me so much and shaped my thinking about the world. It taught me that people have stories to tell, and they love to be heard. It also enhanced my thinking about how story telling gives voice to the marginalised and allows for them to speak and be heard. Using narrative inquiry also taught me a new way of writing, other than the generic academic writing that almost all scholars use. It further allowed for me to learn how to write reflexively. But, above all, it taught me how to go into the field and build a rapport with my participants, and how to make my participants active players in my research. It is for this reason that my participants were quite shocked at my approach. They expected to be bombarded with questions as if they were in court, but, in using the narrative inquiry, I gave them a chance to express themselves, and tell their stories uninterrupted and without judging them in any way or form.

Whilst in the field, I was presented with many different challenges that I had to overcome. Participants gave me the run around. I had to travel about fifty kilometres to the higher education institution, only to hear my participant say that he is not available. This happened on many occasions. However, I understood that they were busy, and it was election time in South Africa,

and they were active in political campaigns. However, when they did avail themselves, they gave me all the attention that I needed. In chapter three (page 35 and 37) I highlighted some of the positive feedback from my participants after our meetings. During one of our meetings, I became emotional, because one of my participants expressed how his grandmother had passed away. In that instant, I also had a flashback, or the sudden death of my grandmother, while I was a leader in the SRC. There were also many occasions that I could identify with my participants as a former SRC member. I could feel their pain and frustration. Their lives and my life seems intertwined. I could also see that the experiences I had, and the narratives that I shared, were almost similar to their experiences and narratives. As I reflect, I wondered after interviewing them how it is possible, that student leaders are generally those who come from disadvantaged backgrounds. But, after my research, the answer may be that, sometimes, leadership is thrust upon young men and women from disadvantaged backgrounds, where they assume different leadership positions from a young age (e.g. father figure).

I must admit, that through this study, I have matured academically. I see the world in a different light from the time that I commenced this study. My supervisor and my critical friends were the fertilizer that helped me grow and from time to time providing me with the sunlight and water that I needed when I felt like I could not make it and wanted to give up. The journey was not easy, but I have finished it, and I have been taken to a place that I have not been before. I can therefore say, that I do not regret undertaking my master's study. My goal from the beginning of this study was to add to the body of knowledge on student leadership. I hope I have accomplished this.

6.5 Recommendations

The following will be the recommendation for this study.

6.5.1 Recommendation one - Developing students in school

What was so clearly seen in the stories in chapter four, is that schools are helping the course of developing future leaders. All three SRC members pointed out that the school in some way was responsible for where they are today. However, schools need to provide more leadership development and training to their mature students who show an interest in leadership and for those who do not show leadership interest, the school should instigate it. This will inculcate leadership into them, so that when they get to university, they are prepared in some way or form.

Schools need to invest in leadership development and training and not just appoint RCLs and student leaders. Furthermore, leadership tasks given to student leaders in high schools, should make provisions for them to go for leadership training. Or, schools should invest in teachers going for leadership training and then developing student leaders. The future of student politics rests on getting leadership skills and techniques inculcated into leaders at a young age, so that their minds can be developed.

6.5.2 Recommendation two – Student leaders need leadership development

What this study has shown is that there is a clear lack of leadership and mentorship from the university. There are student headed organisations that help develop leadership, but there needs to be something more concrete in terms of leadership training, development workshops and courses. This can be done through the student services division and the student governance departments, as they oversee student leaders. My recommendation is that the student leaders take a three-month leadership course where they learn and develop leadership and management skills. This includes how to distribute and delegate leadership fairly. Also, key leadership and management skills need to be taught to them, so they can practice it. This leadership course will also teach leaders how to manage their time, so they can excel academically. Further, it will teach them how to manage stress and conflicts. In addition to the leadership course, should come different leadership workshops and training, to put theory into practice.

6.5.3 Recommendation three -Political organizations should be a thing of the past

What this study clearly showed was how political mandates have repercussions for students at the university. It may lead students to protest because they feel that they are not properly represented. My recommendation is that political organizations should be done away with at universities, and be a thing of the past. Student leadership should comprise of individual candidates, who represent themselves and have served students. Students should get the opportunity to vote for candidates that they think have leadership qualities, and that they think can represent them in the different structure of the university. This will stop the idea of mandates, and the needs of students will be championed. This may also help minimize protest actions, where political organization are at the forefront claiming to help students, but may have personal agendas.

6.6 Conclusion

This chapter comprised of a summary of the study. Here I pointed out what unfolded in each chapter and what the key learnings were. Thereafter, I drew on the conclusions around my research questions. This led up to my reflections of the study and lastly I brought this chapter to a close by making recommendations that emerged from this study.

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APPENDIX 1

REQUEST FOR PERMISSION FROM STUDENT SERVICES TO CONDUCT RESEARCH

23 Covent Gardens
Ottawa
Verulam
4340

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dear Student Services

Re: Request for permission to do research at the [REDACTED]

I wish to request your permission to conduct research at the [REDACTED]. I would like to interview about 3-5 student representative council members, which may be current or those who have completed their term of office.

I am required to conduct research as part of the requirements to complete my Master's degree.

The title of my research is: Rocking the boat? Lived experiences of student leaders at a higher education institution in Kwa Zulu-Natal. The study aims to get to know the student leaders, find out where they learnt leadership, and how they enact leadership on a daily basis.

Yours faithfully

Ashkelon Govender

Tel. No. 0748094610

Research Office details

[REDACTED]
[REDACTED]
[REDACTED]

Supervisor's details:

Dr. I Naicker

Faculty of Education

University of KwaZulu-Natal

School of Education

APPENDIX 2

PERMISSION TO CONDUCT RESEARCH FROM REGISTRAR

26 November 2015

Mr Ashkelon Govender (SN 210524336)



Email: a92.govender@gmail.com

Dear Mr Govender

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the [REDACTED], towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Rocking the Boat? Lived experiences of three student leaders at a Higher Education Institution in KwaZulu-Natal".

It is noted that you will be constituting your sample by conducting interviews with members of the Student Representative Council (SRC) from [REDACTED]

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely



REGISTRAR

APPENDIX 3

INFORMED CONSENT LETTER FOR THE PARTICIPANTS

Education, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is **Ashkelon Govender** and I am a Masters student at the University of KwaZulu-Natal (Edgewood campus).

As part of my research, I am doing a study on Student Leadership. **I request your permission to participate in my study.** The title of my research is: *Rocking the Boat? Lived Experiences of Student Leaders at a Higher Education Institution in Kwa Zulu-Natal*. The study aims to get to know the student leaders, find out where they learnt leadership, and how they enact leadership on a daily basis. The study will use narrative interviews to collect data. Participants in the study will be interviewed for about thirty minutes, at a time that is convenient for them about two or three times.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- 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 by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: a92.govender@gmail.com

Cell: 0748094610

My supervisor Dr I Naicker can be contacted at

Email: Naickeri1@ukzn.ac.za

Telephone no. – +27 (0)31 260 3461

You may also contact the Research office through:

Mr. P Mohun

HSSREC Research office,

Tel: 031 260 4557

Email: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

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

SIGNATURE OF PARTICIPANT

DATE

.....

.....

APPENDIX 4

COLLAGE INQUIRY

Context

Collage inquiry is one of the data generation methods used to enable my participants to tell their story. The first question is a biographical question, to understand who the student leaders are in a personal capacity. Here student leaders were asked to stick pictures and words that best describe who they are.

Using Jovchelovitch and Bauer's (2000) four phases, I started the narrative interview, using my activity as the collage. So, in the initiation phase, I explained the activity to my participants. Thereafter, I allowed the participants to do their collage. After their collage was complete, I asked them to explain their collage, and I zoomed into some words and pictures.

Guide

Stick some pictures or words that best describe you, looking at every facet of your life, both now and in the past.

The questions below will be asked after the collage is complete.

Explain your collage.

Do any of the pictures or words in the collage represent or signify anything crucial while you were growing up? Or about who you are?

How did you feel while doing this activity?

What did this activity mean to you?

APPENDIX 5

ARTEFACT INQUIRY

Context

My second research question encompassed artefact inquiry. Here student leaders were asked to bring an artefact, e.g. certificate, trophy, book etc. The artefact was used to help them tell their story about where they learnt leadership.

Here narrative interviews were used in conjunction with their artefact. When the participants brought their artefacts, I started with the narrative interview phases as informed by Jovchelovitch and Bauer (2000).

Instructions

From the artefact that you brought, can you explain its significance and allow for it to tell your story about where you learnt leadership, from a young age until now.

The questions below will be asked after the session is over.

How did you feel while doing this activity?

What did this activity mean to you?

PHOTOVOICE INQUIRY

Context

Photovoice inquiry was the third data generation method that I used. This method was used to adequately answer my third research question. Participants were asked to bring five photos that spoke to their day-to-day leadership enactments. These photos enabled my participants to tell their story about how they are enacting leadership.

I used narrative interviews to facilitate the session that used photovoice inquiry, taking careful account of Jovchelovitch and Bauer's (2000) four phases.

Instructions

From the five photos that you brought with you, can you tell me what are your day-to-day leadership enactment?

The questions below will be asked after the session is complete.

How did you feel while doing this activity?

What did this activity mean to you?

LANGUAGE CLEARANCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

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

Dr Saths Govender

9 DECEMBER 2016

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

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

**ROCKING THE BOAT? LIVED EXPERIENCE OF STUDENT LEADERS AT A
HIGHER EDUCATION INSTITUTION IN KWAZULU-NATAL by A. Govender.**

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

Yours faithfully



DR S. GOVENDER

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

APPENDIX 8

TURNITIN REPORT

2/9/2016

Turnitin

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Originality Report

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 By Ashkelon Govender

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CHAPTER ONE INTRODUCTION SETTING THE SCENE RATIONALE PERSONAL JUSTIFICATIONS PRACTICAL JUSTIFICATIONS SOCIAL JUSTIFICATIONS RESEARCH PUZZLE CHAPTER ONE LEADERSHIP AND MANAGEMENT KEY CONCEPTS STUDENT LEADERSHIP ORGANISATION

OF THE DISSERTATION CONCLUSION CHAPTER ONE
 SETTING SAIL: **BACKGROUND TO THE STUDY**

150

1.1 Introduction This study sought to explore the identity of

128

student leaders, so that better understanding and insight is gained of the biography of the students. This study focuses, on where student leaders learnt leadership and how they enact leadership

on a daily basis. In this study, the journey of a

140

boat is used as a metaphor, to title my chapters. From my experience as a student leader, there was always turbulence in my lived experience as a member of the SRC. This turbulence always reminded me of a boat going through rough seas. Therefore, I adopt this metaphor. The chapter commences

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