AN INVESTIGATION INTO HOW A GUIDED LEARNER LEADERSHIP PROGRAMME CAN FOSTER AUTHENTIC LEADERSHIP IN A BOYS' BOARDING SCHOOL ENVIRONMENT

A thesis submitted in fulfilment of the requirements for the degree of

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By

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Declaration

I, Craig Cuyler, hereby declare that the work in this thesis is my own idea and where ideas from other writers were used, they were acknowledged in full using references according to the Rhodes University Education Guide to References. I further declare that the work in this thesis has not been submitted at any university for degree purposes.

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Signature   **Date**

Abstract

This study is located within the field of Educational Leadership and Management and the research was undertaken in a boys' private boarding school in Grahamstown, South Africa. Learner Leadership within the ELM field of study, has gained much interest in recent times and as the process of democratisation within schools continues to take place, it is important that research efforts be more focused in this area. The lack of learner voice initiatives within South African schools, in spite of policies being in place that encourage it, has created the impression that learner leadership is far more about rhetoric than actual practice. This appears to be the case in private education as well, owing to practices that are reliant on hierarchy and tradition to cement their position within these schools.

It was with this in mind that a formative peer mentoring intervention was put in place in a boarding house at St Andrew's College, a private boys' school in Grahamstown, South Africa, with the object of developing authentic leadership in a boarding house context. This study was framed by Cultural Historical Activity Theory and sought to investigate how a guided learner leadership programme could foster authentic leadership in a boys' boarding school context. The intervention consisted of three phases: 1) a pre-intervention questionnaire; 2) a Mentoring Course, during which Grade 12 learners were trained how to be mentors; and 3) a Mentoring Programme, during which Grade 12 learners were each allocated a Grade 8 learner to mentor during the course of the year.

Data was collected during all three phases of the intervention and said data was obtained via questionnaires, interviews and from notes kept in an observation journal. The data was analysed inductively and later by using Cultural Historical Activity Theory, which acted as a lens through which data was interpreted.

The findings reflected that learners responded well to the Mentoring Course and that they participated as active agents of change. It was during the Mentoring Programme, where contradictions became apparent and where the default to practices associated with hierarchy and

tradition became evident. The Mentoring Programme did reflect some positive results, such as learners taking more ownership of the Programme and becoming critical of their own practice as mentors. This led to the further take-up of the Mentoring Programme in other boarding houses at St Andrew's College after the intervention, and the course continues to grow and improve.

My recommendations include that broader research be undertaken generally, to understand the role that tradition and hierarchy play, particularly in private schools, so that more authentic learner leadership can be put in place, and to conduct a longitudinal study to establish the success of the Mentoring Programme at St Andrew's College specifically, over time.

Acknowledgements

Dedication

This thesis is dedicated to all the young people of South Africa in the hope that the future of education may indeed be a bright one, so that all may flourish and find their lives a better, more hopeful place.

With special thoughts of the boys of Merriman House at St Andrew's College in Grahamstown, South Africa, who made this study possible: Fratres in aeternum.

To the Management and staff of St Andrew's College: thank you for bearing with me and for allowing me the scope and the opportunity to undertake this research. My hope is that it will enrich our practice as educators so that we can continue creating a space for all our learners to grow and become who they are meant to be.

Without the support of my wife, Jackie, and my daughters, Isabella and Julia, this undertaking would not have been possible at all. Thank you for the tremendous sacrifices you have made – shortened holidays, my constant absence and preoccupation with work and a very grumpy husband and father at times. This completed work is for you. I love you very much.

This work is also dedicated to the memory of a man to whom I owe everything, my late father, Eugene Cuyler. For his love, support and for showing me what true commitment is, I will always be grateful. In a world where simple human kindness is sorely lacking, he stood out as an example to us all.

I am grateful to Jesus for his provision and for granting me the perseverance to see this through.

Acronyms

SASA - South African Schools' Act

CHAT - Cultural-Historical Activity Theory

SRC - Student Representative Council

RCL - Representative Council of Learners

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INTRODUCTION

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"Forsan et haec olim meminisse iuvabit"
(Virgil, 29 BC, Aeneid, Book 1)

1.1 Introduction

Learner leadership is a field that has gained much interest over the years, but it is still a relatively new field within the context of South Africa. Schools are busy places and in the drive to get things done and keep the momentum moving forward, the personal touch can sometimes be lost. It is this that needs to be nurtured and developed so that we can produce young people who are empathic and who are able to lead with an understanding of the needs of others. Knott-Craig (2007, p. 2)

comments that, "There has been a significant development in educational circles towards all pupils being given an opportunity to participate equally in the process of leadership, where the leader becomes the custodian of community values". It is within this context that this study is framed: to develop learners as leaders who have a voice and who are able to lead authentically within a guided framework.

This chapter serves to discuss the context of this study and the historical background against which the study takes place. The focus of the study and the research approach is then explained, and the value and purpose of it put forward. This chapter concludes with an outline of the thesis.

1.2 The context of the study within South Africa

South Africa overcame generations of colonialism and apartheid and held its first democratic election in 1994. The apartheid system excluded black South Africans and women from all spheres of social development and educational opportunities. Badat (2010, p. 4) states that "Social, political and economic discrimination and inequalities of a class, race, gender, institutional and spatial nature profoundly shaped, and continue to shape, South African higher education". We also note that schools face similar challenges, even now. The South African Schools Act (SASA) of 1996 states in its preamble that:

> This country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State.

Transforming education in South Africa has not merely been a process of redecorating the room so that it appears to tick all the right boxes. There has had to be a fundamental shift in how education in this country takes place. Beets and Van Louw (2005, p. 177) posit that, "the introduction of an outcomes-based approach to education in South Africa brought about major

changes to the traditional way in which teachers approached the process of teaching". They continue by saying that, "in the new order in South Africa, which promises a democracy with a government chosen by the people for the people, the reality is that the voices of the masses that were silenced in the past are still silent" (2005, p. 181). In the case of schooling, while the Representative Council of Learners is a legislated structure introduced into secondary schools through the South African Schools' Act of 1996, learners remain largely silenced as a stakeholder group. And, while the purpose of this Act is to empower schools and communities to affect change (Zenex Foundation, 2013), in practice little has happened in this regard.

Many former Model C schools adopted the 'prefect system' which had its origins in England in the 1300s. Within this system, schools selected and appointed an elite group of leaders who were seen as "born leaders" (Bernard, as cited in Horner, 1997, p. 270). The young men (and later women) who were elected to these positions, were given authority over their peers and managed the daily routines of the schools (Forde, 2004, p. 10).

In direct contrast, for many of the 'black' schools in South Africa, many issues of power and the playing out of political narratives, possibly led to the system of prefectship not being taken to readily (Thomson (2002), as cited in Nongubo, 2004). Prefectship in these schools did not give learners a voice that allowed them to be active agents of change, possibly leaving them feeling like pawns of the political system. However, as Knott-Craig (2007, p. 5) argues: "The highly politicised black student population wanted to have a voice with a mandate to represent their community".

In light of growing political pressure and animosity from black learners who wanted their voices heard and who resented what they felt was apathy on the part of their elders, "the state attempted to introduce representation for the [learners in schools] in the form of Student Representative Councils (SRCs)" (Knott-Craig, 2007, p. 6). The SRCs did not fulfil the requirements of the students who felt that they too were simply vehicles through which the government wanted to control them. Following 1994, the South African Schools' Act of 1996 established the Representative Council of Learners through which the empowerment of schools and communities to affect change was promoted. The South African Schools Act (Act 84 of 1996, article 11[1])

states that: "Every public school enrolling learners in the eighth grade and higher must establish a Representative Council of Learners (RCL)" (South Africa. Department of Education [DoE], 1996, p. 10).

Many learner leaders still feel that they fulfil more of a management role (day-to-day functions) rather than a role of active leadership and shaping the decision-making of their various institutions. The reason for this is that the RCLs have not been implemented effectively in schools, limiting the amount of influence that they have on actual decision-making. The guidelines put in place for the effective running of the RCLs, do not specify in enough detail the "roles, functions and responsibilities" (Knott-Craig, 2007, p. 6) of the RCL in schools, which hampers the amount of voice that learner leaders have. Ruddock and Flutter (2000, p. 76) posit that even though learners do not have much say in how the curriculum is made up in their schools, they do have a say in the conditions in which they learn and in how regimes and relationships define their status as individual learners, and this needs to be exercised.

It is within this context that this thesis is written; it aims – through the introduction of a school-based intervention in a private boys' boarding school – to develop voice and agency in those who traditionally did not have an authentic voice in schools – the learners. However, this particular site has been chosen (as opposed to a mainstream South African school) because of the access I have within this context. Even though the site does not experience many of the challenges faced by public schools in South Africa, much can be can be learnt about the nature of leadership within a boys' boarding school that could be applied in a broader South African context.

The structure of many schools in South Africa, and elsewhere in the world, is very hierarchical. Wallace and Hall (1994, p. 50) speak of how "distinctions between levels of individual management responsibility variably reflect the formal status hierarchy within each team". This is particularly so in some private schools, which pride themselves on their history and tradition; sometimes this poses a challenge for these schools to create opportunities for learners to have a say in school decision-making and create opportunities for them to develop their agency and their

leadership. Max du Preez (1989, p. 25) sums it up rather well by stating that, "Having a say differs from having a vote".

1.3 Introducing the research site

The private boys' boarding school in which my study is located is St Andrew's College, an independent boarding school situated in Grahamstown. Permission to use the name of the school in this thesis was granted by the Headmaster (Appendix C). I chose to use my own school – and indeed my own boarding house, namely Merriman House – to undertake this research was because it became very clear to me while conducting my school-based Learner Leadership Intervention for my Honours degree (Cuyler, 2013), that learner leadership is an area of school life that had not enjoyed much attention for some time, and that the traditional model of leadership within the school was not going to be adequate for too much longer. The aim of that Honours intervention was to sensitise Grade 8 learners to the need for peer mentoring and to prepare them to possibly mentor a Grade 8 learner in their Grade 9 year. Since then, the school has begun thinking about its learner leadership structures a lot more critically and the idea of older learners mentoring younger learners in various formats has gained traction.

St Andrew's College has a very rich history which is wholly intertwined with the history of South Africa and its turbulent past. Marguerite Poland writes: "The Eastern Cape has always been the crucible of South Africa's complex past and Andreans have played a significant role in this history" (Poland, 2008, p. 13).

The story of St Andrew's cannot be divorced from the ravages of war. The St Andrew's Cadet Corps manned trenches just outside the town in case of a Boer attack during the Anglo-Boer War and several members of staff and principals acted as decorated officers during the various wars. Percy Kettlewell, ninth Headmaster of St Andrew's, is quoted as having said at one of the assemblies at the start of the First World War: "If boys fail to volunteer, then our work as a munitions factory fails too" (Poland, 2008, p. 164). A large number of learners did volunteer and did not return home. St Andrew's College lost the largest number of learners in the First World War (1914-1918) than any other school in South Africa. Poland (2008, p. 179) writes that:

It was only at the victory celebrations in 1919 that there was a real sense of 'the dark cloud through which we have been passing for the past four years' having finally lifted. Even the weather obliged. … It was a sparkling fresh Grahamstown, therefore, that the old boys returned to on 6 December 1919. The great majority of them were among the almost 1000 Old Andreans known to have served in the war. … They had come not only to pay tribute to the 125 on the Roll of Honour but to return to their interrupted youth, their well-loved haunts and old companions.

For current learners, the deep collective memory of the past has assisted a complex institutional culture of duty, service and obedience to those ahead of them at the school. Some of this has been extremely healthy, but there are certain aspects of it that have been manipulated to serve the individual rather than the whole. Traditionally, as within the military, senior learners are given more privileges than junior learners and one must work one's way up the hierarchy before one is taken seriously. This possibly stems from the school's military history where young men were required to take orders without exception.

Figure 1.2: Call up 1901: The College Cadets prepare to tackle Smuts and Kritzinger in defence of Grahamstown

It is within this context that the school's leadership system has grown and developed over the years and, in 2016, steps were put in place to develop the leadership curriculum of the school so that it could be relevant to the demands being placed on it in the 21st century. This was met with some resistance by the learners in some areas, especially where the dynamics of the relationships between senior and junior learners were called into question. Hence, the need for a learner leadership intervention with peer mentoring as its focus.

Mentoring, a word that is widely used in business and education circles, has become a popular and effective way for individuals from all spheres of an organisation to have a positive impact on the life of someone else within the organisation, and it is this discussion that I would like to take forward in this research – that learners at St Andrew's can learn to mentor and lead each other effectively through a guided learner leadership intervention.

As mentioned under the previous sub-heading, the hierarchy present in the management structure of a school often also filters down to the learners in a school and affects their relationships with one another, as younger learners may feel that they do not have a voice. To support this, Bernstein (2000, p. xxii) argues that, "In this way the school disguises and masks the way power relations, external to the school, produce the hierarchies of knowledge, possibility and value within the school". This is very much the case in a traditional all-boys' boarding school with very strong links to the hierarchical systems found in the military and English Public Schools that implemented an "autocratic, 'command and control' method of leadership" (Knott-Craig, 2007, p. 4). The idea of rank and seniority is firmly embedded in the hidden curriculum of these schools and it is very difficult to get learners and teachers alike to think differently about how power relationships are set up within these institutions. The idea of disrupting the power structures within a school environment is incomprehensible for many learners, especially when the power structures have been endorsed by generations of learners who have gone before and who have now sent their own children to the same schools they went to, so that they may have the same school experience. For some, schooling may therefore be about pride in and the maintenance of, long-held traditions instead of change and innovation. The school would certainly encourage the latter.

The concept of power and privilege – the notion that the higher you move up the ranks within a school, the more you are entitled to – is something that needs to be challenged. Oftentimes unhealthy power relationships are set up as a result of these beliefs. The idea that older learners are respected because they are feared is often perpetuated and the value that respect is earned rather than merely bestowed, is sometimes lost within traditional boys' school environments.

It is becoming clear that the old hierarchical system in schools has its flaws and needs to be reconceptualised. Huber (2009, p. 4) suggests that there has been a shift in thinking regarding leadership where there is less call for expressions of transactional leadership and more for transformational approaches. More and more young people desire to display their own unique leadership abilities and as schools we are responsible to create environments where all young people can develop to their full potential. It may sometimes be the case that the leaders who are elected to positions of authority in schools, are often not necessarily those who would make good leaders, but those who are popular; it is therefore assumed that they will be good leaders on this basis alone. Huber posits that it is about "bringing together the best team for the job" and transcending "traditional notions of hierarchy" (2009, p. 4).

It is with all of this in mind that I embarked on this study in order to try to implement a more distributed model of leadership, that would allow as many learners as possible to participate in leadership activities and exert their influence.

1.4 Focus of the study

1.4.1 Research goal

It is against this backdrop that this study aims to develop a broader understanding of what authentic learner leadership is and how it can be used to foster nurturing relationships between older and younger learners, in the context of a private school boarding house. The idea is to deconstruct the notion of power and privilege, and build a culture of mutual respect and sincere care through a formal learner leadership intervention over a period of four weeks, followed by the monitoring thereof for the remainder of the academic year.

This study was framed as a formative intervention using Cultural Historical Activity Theory as its theoretical underlabourer. As researcher-interventionist, I was a part of the activity system, and as a result this intervention can be referred to as an *intra*vention. Sannino, Engeström and Lemos (2016, p. 3) explain that "When researchers intervene to provoke and support the learning process, they have specific instructional intentions". In the case of an *intra*vention, much of the learning process is driven by the subjects (learners) themselves (Sannino et al., 2016, p. 3). My role as researcher-interventionist was "to intervene by provoking and supporting the process led and owned by the learners" (Sannino et al., 2016, p. 3).

1.4.2 Research question

How does a guided learner leadership intervention foster authentic leadership in a boys' boarding school environment?

1.5 The research approach

This study makes use of a transformative orientation in that it:

> stresses the influence of the social, political, economic, ethnic, gender and disability values in the construction of reality. In addition, it emphasizes that that which seems real may instead be reified structures that are taken to be real because of historical situations. (Mertens, 2005, p. 23)

As a Housemaster at St Andrew's College, I have an active interest in fostering authentic leadership based on care and mutual respect. According to Robinson and O'Dea (2014, p. 2), authentic leaders:

> demonstrate behaviours which enable you to trust in them all of the time; take ownership when they have made a mistake and share responsibility for any mistake; show the necessary courage to push further up the leadership chain, to question current status quo or defend their people or processes.

In view of this, I undertook a learner leadership study as part of my Honours course in 2013 and looked at the impact that peer mentoring could have in a boarding house. The results of that study were very positive and this prompted me to further my research in this field (Cuyler, 2013).

As a researcher I needed to be aware of the cultural and historical factors that had played a role in establishing the prevailing hierarchy and the traditions attached therewith at the school. In this study I make use of Cultural Historical Activity Theory, specifically referring to the work of Engeström when interpreting the data that emanates from it. Mertens (2005), as cited in Knott-Craig (2007, p. 8) recommends that those who are marginalised should be consulted, so that assumptions which have not been examined and that influence the way of life of a given community may be exposed. In this instance I am referring to learners at St Andrew's who would not otherwise be given an opportunity to lead. Most learners at St Andrew's come from very privileged backgrounds but there are some learners who attend the school because they have been awarded a scholarship or bursary. One needs to be sensitive to the fact that they may feel less 'entitled' to a voice and to being part of the decision-making processes of the school.

1.6. The potential value and purpose of the study

The purpose of this study is to contribute to the body of knowledge within the field of Educational Leadership and Management, specifically pertaining to the development of young men as authentic leaders within a boarding house environment. One needs to interrogate the existing leadership structures within an educational environment, to ascertain which of these are worth keeping and reproducing and which should be allowed to recede into oblivion. The development of a leadership course making use of the principles of best practice to inform young men how to become authentic leaders, acted as a blueprint for the conversations and interactions that occurred during the implementation phase of the project.

The overarching goal of this study was to attempt to dismantle some of the reified ideas of leadership and hierarchy, and to set up genuine relationships of care and mutual respect within a boarding house context. Traditionally, only a select number of young men have been chosen to bear the mantle of leadership at St Andrew's through the prefect system, and distributing the responsibility of caring for the younger learners in the boarding house will require that a new set of skills is acquired. Empowering more young men to take responsibility and holding them accountable, should hopefully go a long way towards building a sound and happy community devoid of the trappings of power and privilege.

1.7 Outline of the thesis

Chapter Two offers an overview of the literature available that was consulted in order to gain an understanding of the range of the study. Kumar (1996, p. 26) states that a literature review:

> helps you understand the subject area better and thus helps you to conceptualise your research problem clearly and precisely. It also helps you to understand the relationship between your research problem and the body of knowledge in the area.

Chapter Three serves to outline the research methodology used to collect the necessary data. In Chapter Four the data is presented, analysed, and organised into themes in relation to the relevant literature. The analysis of those themes generates the bulk of the research findings. Chapter Five acts as a platform for the research findings to be discussed. Chapter Six concludes the research study by presenting a summary of the findings. The limitations of the study will be elaborated on and recommendations for further research will be made.

CHAPTER TWO
LITERATURE REVIEW

"**In theory, theory and practice are the same**" – **Albert Einstein (1879 – 1955)**
"**A prime function of a leader is to keep hope alive**" – **John W. Gardner (1912 – 2002)**

2.1 Introduction

School improvement and leadership development go hand in hand with engaging one's stakeholders, and for the purpose of this paper those stakeholders are our learners. My hope is that this process will not simply be seen as educational rhetoric. Simply because something is written or said using the language of education, does not mean that it is authentic. It is for this reason that we need to understand the language of education, so that we are able to unpack what is meant by various terms and concepts.

Gillies (2013, p. 42) describes discourse in the following manner:

> Discourse is how we construct the world around us, with the result that everything is discursively shaped. This does not mean a denial of the physical reality, the argument that everything is textual, but a recognition that we never have direct experience or access to that world in terms of cognition, except through language.

We also cannot assume that everything that there is to learn about leadership, has already been framed in a particular discourse. We need to take into consideration the fact that there are various 'individual discourses'. Gillies (2013, p. 42) cites Foucault when he refers to these individual discourses as "systems of formation" and that these can be further broken down into categories such as "political discourse, medical discourse and so on". When we try to frame a concept or name something within an educational context, it is important to bear in mind that it is through the lens of educational discourse, that we are attempting to do so.

The purpose of this chapter is therefore to begin framing the ideas and concepts to be discussed in this thesis within a particular discourse, that of educational leadership and management. The chapter begins with a discussion on leadership and then moves onto a discussion around the need for peer mentoring. The chapter concludes with an explanation of Cultural Historical Activity Theory and the principle of expansive learning, as the overarching theoretical framing of the study.

2.2 A discussion of leadership

Leadership is a concept that has occupied the pages of many a study and publication and certainly does carry with it many preconceived ideas. A closer study of leadership reveals that it is an area fraught with tension, owing to the myriad experiences of different types of leaders. Leadership in itself cannot be defined as one single behaviour. Nayab (2011) contends that a group of researchers led by Kurt Lewin in 1939, were the first to define the concept of leadership styles. The first three leadership styles to be defined were: the 'autocratic style', the 'democratic style' and the 'laisse-faire approach'. Since then the field has grown quite substantially.

The biggest contention to settle probably lies around the idea of what a 'good leader' is. Some contemporary ideas of the characteristics of a good leader include the following: vision, courage,

passion, emotional intelligence, judgement, resilience, persuasion and curiosity (Sutcliffe, 2013). Leadership theory does not simply rest on these traits alone. Tannenbaum and Schmidt (1958) posit a leadership continuum along which various leadership styles are placed. The direction of the leadership continuum moves from an autocratic approach to a democratic approach, and the leadership styles in between include telling, selling, consulting and joining leadership styles (Dudovskiy, 2013). The following section serves as an explanation of the various leadership styles employed within institutions to lead people.

2.2.1 The changing context of organisational leadership

Schools are often very dependent on strong personalities to get things done and these personalities often dominate the decision-making process. Bass holds that to be a successful leader you must be good at the "moving of followers beyond their self-interests for the good of the group, organisation, or society" (1997, p. 130).

Allemann (2013, p. 3) cites Blanchard and Hersey who explain that *autocratic leadership* is:

> where leaders have complete power over their staff. The benefit of autocratic leadership is that it is incredibly efficient. Tasks are completed quickly. While this style may not be embraced by staff members, it is often best used in crisis situations and when decisions must be made quickly.

We find this leadership style implemented in many schools where a top-down leadership structure exists and very little input is sought from staff or learners. The downside of this is that "few leaders have the competence, time, and information needed at any given time to get the job done however, wise leaders try to rely on others and build upon their leadership capacity" (Sergiovanni, 2005, p. 122). Peterlin, Pearse and Dimovski (2015, p. 275) propose that "nowadays new models of leadership are being proposed and discussed, such as values-based and spiritually-centered leadership models that are derived from transformational views of leadership".

2.2.2 Transformational leadership

The focus of transformational leadership is the development of individuals' capacity and also to foster more accountability and responsibility for one's own area of responsibility (Ahmad, Abbas,

Latif & Rasheed, 2014, p. 15). Following Maslow's hierarchy of needs, transformational leaders try to take people from a place of high need to a place of self-actualisation. Barbuto (2005, p. 28) points out that "transformational leaders are said to engender trust, admiration, loyalty and respect amongst their followers" and Rice (1993) offers the point that transformational leadership expects that leaders deal with people holistically, rather than as employees only. Essentially, they ensure that their followers self-actualise.

This type of leader is what we would like to see our schools develop. The qualities that these leaders possess have been listed in the following table (Table 1.1).

The Four Common Is	Leithwood's Six
1. Idealised influence. *Charismatic vision and behaviour that inspires others to follow.* 2. Inspirational motivation. *Capacity to motivate others to commit to the vision.* 3. Intellectual stimulation. *Encouraging innovation and creativity.* 4. Individualised consideration. *Coaching to the specific needs of followers.* **Sources**: Hay, n.d.; Simic, 1998; Hall, Johnson, Wysocki & Kepner, 2002; Kelly, 2003; Judge & Piccolo, 2004; Barbuto, 2005.	1. Building vision and goals. 2. Providing intellectual stimulation. 3. Offering individualised support. 4. Symbolising professional practices and values. 5. Demonstrating high performance expectations. 6. Developing structures to foster participation in decisions. **Source**: Leithwood & Jantzi, 2000.

Table 1.1: Dimensions of transformational leadership

The characteristics that may be helpful for a transformational leader to possess, reflected in the left-hand column of Table 1, overlap neatly with those on the right. These qualities are also the qualities that I would like to see developed in leaders in Merriman House.

2.2.3 Criticisms of transformational leadership

Transformational leadership as a leadership style is sometimes criticised in that it may rely on a leader who still controls the agenda but is able to persuade followers to do certain things. Bass and

Steidlmeier (1999, p. 186) contend that there are two types of transformational leaders: the "authentic" transformational leader versus the "pseudo-transformational" leader. The difference lies in the amount of manipulation each exerts. Authentic transformational leaders "may have to be manipulative at times for what they judge to be the common good, but manipulation is a frequent practice of pseudo-transformational leaders and an infrequent practice of authentic transformational leaders" (Bass & Steidlmeier, 1999, p. 186).

Transformational leaders are also seen as not giving their followers enough responsibility and often take on the role of "guru" (Ford, Harding, & Learmouth, 2008, p. 16). These "organisational heroes" (p. 16) are expected to bring about organisational transformation without handing that transformative agency to his/her followers. Burns (1978, p. 426) states that "transformational leadership is more concerned with end-values, such as liberty, justice, equality". These values do not entirely seek to empower followers completely.

2.2.4 Transformative leadership

Transformative leadership has as its premise the goal to affect change within a broader context and takes the view that we should all be engaged in transformative leadership in one way or another. Foster (1986, p. 185) believes that leadership "must be critically educative; it can not only look at the conditions in which we live, but it must also decide how to change them".

As time has passed, transformative leadership theories have crystallised and ideas like Weiner's (2003, p. 89) have emerged:

> Transformative leadership is an exercise of power and authority that begins with questions of justice, democracy, and the dialectic between individual accountability and social responsibility.

The idea that transformative leadership holds each one of us socially accountable appeals to me and speaks to this study in a powerful way. The aim of this intervention is to create learners who are engaged because they have a voice and who are able to lead authentically because they are sensitised to the needs of others. Theoharis (2007, p. 223) refers to transformative leadership as

"leadership for social justice" and he holds that being engaged in social justice leadership means that:

> these principles make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalising conditions ... central to their advocacy, leadership practice, and vision. This definition centres on addressing and eliminating marginalisation in schools.

In addressing the issue of marginalisation, one is aiming to develop learner voice for a wider range of learners, so that everyone has a say in the decision-making of the school. Shields (2010, p. 572) explains that there are those who argue that "addressing issues of equity is the only way to transform education to achieve the success of all students", an objective that lies at the centre of many current leadership theories.

I believe that developing a peer mentoring programme that all learners have a vested interest in, may go a long way to enhancing equity within a boarding house which may lead to the development of a stronger presence of learner voice, which in turn could improve the quality of life of all learners. Astin and Astin (2000, p. 11) assert that from a values perspective the aim of leadership should try to "enhance equity, social justice, and the quality of life; to expand access and opportunity; to encourage respect for difference and diversity", among other aims. These aims place the focus firmly on transformative leadership to bring about change and develop authentic leadership.

2.2.5 Self-awareness as a means of protecting communities

Following on from what was discussed in Section 2.2.3, we do need to beware of "leaders who wield power to satisfy their own needs and have little regard for either helping the development of their subordinates or behaving in socially constructive ways" (Turner et al., 2002, p. 304). This speaks to this study directly.

Within a school context, it is so often the case that someone looks the part prior to the election of leaders but does not really possess the agency to incite real change or be truly effective. Olivier (2012) as cited in Peterlin et al. (2015, p. 279) highlights sustainability "as one of the main

contemporary social, economic and ecological challenges" an ethical leader can face. He raises the issue of what Aristotle deemed to consider the "good man" who takes on the burden of ensuring that justice is served and that the well-being of the community is protected.

However, society sometimes needs to be protected from the "good man". Aristotle's theory holds that "the leader eventually takes on the leadership role, not because he would like to be a leader but because of the need to protect people from unfair people." Olivier (2012) in Peterlin et al. (2015, p. 279) suggests that laws are put in place "to protect people from bad leaders and protect people also from the power of 'good men'". Why should this be the case? Why would society need to be protected from "good men"? The answer lies in the fact that even good men make poor decisions from time to time, and when the poor decision influences many people, it can have long-term repercussions. Peterlin et al. (2015, p. 280) support this and hold that an individual is defined by the decisions that he or she makes and that the decisions made by an individual need to be sustainable as the impact of their decision-making can be far-reaching.

It is precisely the ability to do exactly that which sets leaders apart. In the schooling context, learner leaders are often not prepared well enough for the task that lies ahead and that they have not developed the ability to reflect on their actions effectively, hence the need identified in this study; that learners need to be trained to be effective leaders. Roberts (2008, p. 118) states that learners who engage in reflective activities display "more effective listening, a greater ability to manage change, and greater ability to clarify arguments." Goleman posits that "People who have a high degree of self-awareness recognize how their feelings affect them, other people, and their job performance" (2003, p. 231). We are able to note that two traits (emotional intelligence and self-awareness) are just two of the characteristics that good leaders could possess. It is understandable that someone who displays the leadership traits of a transformational leader may be seen as a good leader, but this model still places too much emphasis on the individual's ability to lead and is not necessarily values-based, and also does not acknowledge the leadership of the collective.

2.2.6 Servant leadership

Greenleaf (1977, p. 27), the founder of modern-day servant leadership thinking, notes that:

> It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from the one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve – after leadership is established. The leader – first and servant – first are two extreme types. … The difference manifests itself in the care taken by the servant, first to make sure that other people's highest priority needs are being served.

What resonates very well for me is the moral component of servant leadership and the fact that it is focussed on what one can do to enhance the lives of others. The ideals that are particularly salient compared to other leadership theories according to Keith (2016) are:

- the moral component, not only in terms of the personal morality and integrity of the servant-leader, but also in terms of the way in which a servant-leader encourages enhanced moral reasoning among his or her followers, who can therefore test the moral basis of the servant-leader's visions and organisational goals;
- the focus on serving followers for their own good, not just the good of the organisation, and forming long-term relationships with followers, encouraging their growth and development so that over time they may reach their fullest potential;
- concern with the success of all stakeholders, broadly defined – employees, customers, business partners, communities, and society as a whole – including those who are the least privileged; and
- self-reflection, as a counter to the leader's hubris.

If these ideals could be actualised within a boarding school context and realised as part of the explicit curriculum of the school, then the learners affected may be well on their way to becoming well-rounded, empathic citizens.

Modern society faces a crisis in that it is not sufficiently outward-focussed. We teach children to think for themselves, look after themselves and to ensure that they are not taken in by those who are ill-intentioned. In many instances we teach our children not to trust anyone for fear of them being duped or misled. We should be teaching our children that they have the ability to change the

status quo. Knott-Craig (2007, p. 38) argues that "there is a lack of moral courage in our society and our youth should be able to imagine that they can change things for the better. Leadership is not only about power and influence but incorporates accountability and responsibility".

Hawkes (2005, p. 3) argues that, "The development of leadership skills in students should be affirming experiences that can help the youth cope with the growing epidemic of depression and general lack of resilience". The reason why an authentic mentorship programme is so needed at St Andrew's College is not only so that the Grade 8 learners can settle in well and feel that they are cared for, and that they have someone outside of a member of staff to speak to when they need guidance; it also exists to help the Grade 12 learners realise that the world does not exist solely for them and that they have a responsibility towards those who are younger than them. Traditionally, Grade 8 learners were seen as 'fags', and at some schools, 'skunks' and even the language used indicates that this is a negative view of them. Callaghan (as cited in Hawkes, 2005, p. 10) states that "this type of student cannot resist exploiting others to their own advantage". We have a very real responsibility to change the mindset that once you have arrived you are owed everything – rather, you owe everything and this can be paid back through service. Dannhauser (2007, p. 133) describes services as "attending to someone's needs, by helping and sharing".

Servant leadership certainly provides a way in which leadership structures in schools can change. Laub (1999, p. 83) offers that servant leadership:

> places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing of and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual.

Wheatley (2005, p. 204) uses the term "interconnectedness" to describe the world-view that humanity should subscribe to. She states:

> The dense and tangled web of life – the interconnected nature of reality – now reveals itself on a daily basis ... think about how much you've learned about people, nations and ways of life. ... We're beginning to realise that to live peacefully together on this planet, we need to be in new relationships, especially with those far distant from us.

It is my sincere hope that our learners will feel that sense of being connected with those around them as they make their way through their high school career, and that they will learn to depend on each other for mutual support and encouragement. Knott-Craig (2007, p. 39) states that "A greater interdependency develops as the members are empowered by the servant leader to make worthwhile contributions to the running and functioning of the establishment". It is likely that the peer mentor as a servant leader will be an invaluable asset to the school and to his/her mentee as they will be able to reproduce the values and attitudes towards others that we are trying to espouse. Sergiovanni (1992, p. 125) reiterates the idea that servant leadership promotes the concept of serving others and that it also understands that it is equally important to serve the values and ideas that enable the institution to function collaboratively.

If this can be achieved in the modern private boarding school context, it may help allay some of the fears that have arisen owing to the criticism that private boarding schools have received in recent years.

An overview of what learner voice is follows in the next section as this is an important element in creating an environment where learners are interdependent.

2.2.7 Learner voice in the development of leadership

"[Learner] voice ... describes the many ways in which youth could actively participate in the school decisions that will shape their lives and the lives of their peers" (Mitra, 2007, p. 727). We can therefore appreciate that the issue of learner voice is becoming a more and more salient one in modern-day education circles. Mitra (2007, p. 727) says that "at heart, the expectation behind student voice is that students are included in efforts that influence the core activities and structures of their school, yet student voice opportunities vary from school to school in terms of the expectations about youth capacity and the desire to foster youth leadership".

It is very important to realise that the culture of a school has a very large role to play in the development of learner voice. I have used the term "learner" throughout this thesis because my research took place within the context of a South African school. International literature, however,

speaks about "students". In South Africa the word "student" would be applied in a tertiary context. At St Andrew's, this was an area of frustration for the Grade 12 learners who had not been chosen to be prefects at the school where this study was undertaken – they felt somewhat disenfranchised and some were quite angry when the 'right' for a Grade 12 learner to have a ' fag' was taken away. This 'right' then became the special preserve of those who were prefects.

One requires a commitment to change for change to take place. Harris and Lambert (2003, p. 14) express the following view: "For school improvement to occur, there has to be a commitment to changing 'the way we do things around here' for the better". If it falls outside of the values system of the school to develop learner voice and to engage learners actively in decision-making processes, then it will not gain momentum at all. However, if this is done under the careful guidance of a teacher who is willing to embrace process rather than results, it may offer learners a wonderful opportunity to mature and develop the skills to make their voices heard responsibly; a real-world skill. Fielding comments that "When educators listen to student voice and use it to co-create the learning environment, students feel they are an integral part of a learning community, that they matter and that they have something of value to offer (as cited in Capacity Building Series, 2013, p. 6).

Schools need to facilitate learner leadership better. According to Grant (2015, p. 93), "Schools are not working for the majority of our South African youth". Unfortunately, the focus in schools across the globe, not just in South Africa, pays very little attention to educating pupils beyond the scope of assessment. There is a myriad of opportunities that we as educators are missing out on because we do not take the time to discover what young people are thinking and feeling, and as a result, we are hopelessly unaware of what they have to offer.

A consequence of this, postulated by Mitra & Gross as cited in Grant (2015, p. 94), is that "many youth, particularly those who feel their lives, beliefs and hopes are devalued and 'othered' by schooling and the curriculum, develop hostility to the institution of schooling and the curriculum". It is therefore an essential part of our good practice as educators to ensure that we express the value that we see in our learners and allow them to become active agents of change rather than "passive

participants" (Grant, 2015, p. 95). Knott-Craig (2007, p. 15) suggests that the "traditional command and control" method of leadership has been questioned, prompting a re-evaluation of its effectiveness in a modern society.

To this end it is imperative that we introduce learner voice initiatives within our various contexts. These initiatives should be driven by a need within that context and should provide an opportunity for learners to bring about change in a simple, sustainable manner. Within these initiatives there should also be opportunities for self-reflection and evaluation of the process as a whole. Mitra and Gross (2009, p. 538) state that "learner voice initiatives can broaden the scope of who has a voice in schools and can even lead to student participation in developing school reform efforts". This assumes though, that there is buy-in from the management structures within the school.

Mitra and Gross' (2009, p. 523) pyramid of student voice provides a very clear framework from which to launch into developing an intervention around learner voice. It is apparent that nothing can be achieved without first "hearing" one's learners and asking the right questions to which one must be prepared to hear answers that are not necessarily comfortable. They may not even agree with the way in which the proposed intervention is applied and one may need to go back and adjust one's preconceived ideas around how it will all work out. The human element in any research is easy to ignore and cannot be taken for granted, especially when dealing with teenagers who are used to being bulldozed.
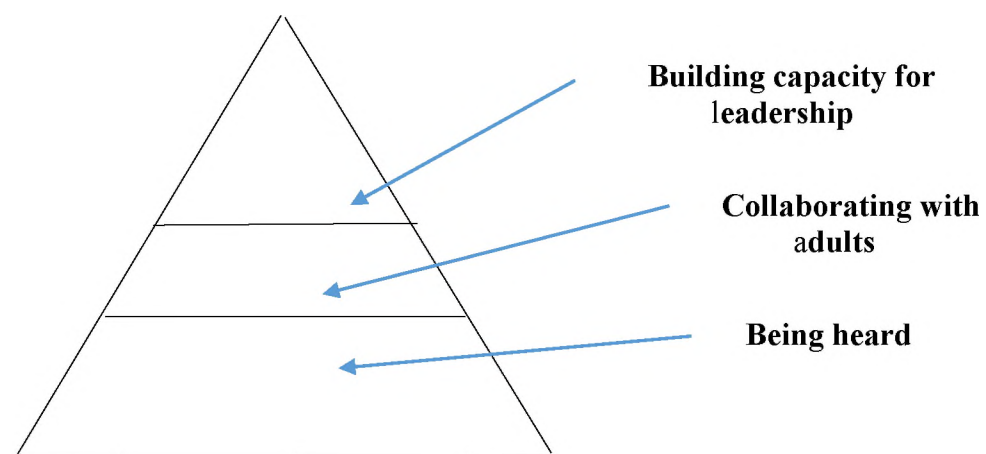
Figure 2.1: Pyramid of student voice (Mitra, 2006, p. 7)

The next step in the pyramid is that of "collaborating with adults" (Mitra & Gross, p. 524) and this is where a lot of hard work needs to be done. Mitra again suggests that "to satisfy the many goals of positive youth development, youth need to participate more deeply than simply 'being heard'. They need opportunities to influence issues that matter to them … and to engage in actively solving problems" (2006, p. 8). Natural suspicion exists when an adult in a school environment calls for a collaborative effort between staff and learners. In my own context it is often contended that the adults (the teachers) are trying to take away privileges and traditions from the learners and there is quite a lot of resentment and anger towards staff in this regard. In many instances it is very hard for many members of staff to communicate with learners effectively on anything that matters to them, simply because of a lack of trust that exists. To this end learners "also need to develop closer connections with adults and with peers" (Mitra, 2006, p. 8).

The last step in the pyramid speaks to the "building of capacity for leadership" (Mitra, 2006, p. 8). This is the training element of the intervention and needs to focus on the development of an ethical frame of reference, the growth of empathy and a clear understanding of what it means to be accountable for the decisions one makes.

It is very important to not make learners feel as if they are simply fulfilling yet another managerial role in the school. This is the weakness of the old prefect system, a system developed to maintain the status quo. It takes tremendous courage to trust learners enough to allow them to run with a programme. According to Angus (2006, p. 376) we need to "worry more about engaging young people in schooling than managing their behaviour". This does not imply that we allow standards of behavior to fly out the window, but instead it places responsibility in the hands of the learners and makes them accountable for their actions. Fielding (2001, p. 123) suggests that we should focus on "insistent imperatives of accountability rather than enduring commitments to democratic agency" that will ensure that active learner participation takes place.

As teachers we need to step out of the role of being the "sage on the stage" and embrace being a "guide on the side" in any research or intervention implemented. This too poses many issues in that the researcher also needs to be an objective observer in a situation that exists because of his

or her agency. One will need to resist the urge to protect what the intervention looks like for the sake of running the perfect research project. Research bias is something to guard against when one has a vested interest in the topic being studied. This will be explored in the next chapter.

We have considered the complexity of developing learner voice in this section and in the next section we shall shift the focus to intentionally developing learner leadership in schools.

2.3. The development of learner leadership in schools

2.3.1 Criticism of private boarding schools

Not much research has been done within the context of private schooling and boarding, and many questions remain unanswered. There are a number of private boarding schools in South Africa and many of them are known to be places of excellence. However, in recent times much criticism has been levelled against them, both here and abroad.

Monbiot (2012) speaks of the damage done to children who have attended boarding schools, some from as young as the ages of six or seven years old. He posits that some of those schools could produce "a repressed, traumatised elite, unable to connect emotionally with others," and who are "a danger to society". That there are views like this in society must lead us as educators to ask why this is so. What is it that we are doing or allowing (knowingly or unknowingly) within private schools that create these impressions?

It appears that there is an assumption that horrific practices still take place within the walls of private boarding schools. Renton (2014) speaks of the "ingrained survival practices" associated with children who have attended boarding schools and how they often carry these practices into their adult lives. He quotes Sally Frazer who states that "Private school has contributed so much to social and educational injustice in Britain, and boarding school has had a particularly powerful effect – it has made an elite that is not empathetic, that believes hardship is good for you. That finds situations that should inspire sympathy deeply uncomfortable" (*ibid.*, p. 7).

One should therefore ask the question "How can these perceptions be changed or challenged?" What needs to be added or taken away from the institutional culture of these schools in order to produce young men or women who do not carry the emotional baggage of having left home early and who perhaps "fear abandonment?" (Renton, 2014, p. 6).

2.3.2 Developing learner leaders

As educators who take our roles very seriously, we need to create opportunities within the traditional school environment for learners to experience independence and autonomy and extend their influence. In attempting to articulate a definition of leadership development, Kress (2006, p. 51) states: "Youth leadership is the involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and decision-making".

Of course, we are also not naïve, since we know that we are dealing with young people and that they are bound to make mistakes when learning new skills. We do, however, need to allow individuals to grow and develop by providing activities that will challenge them but at the same time allow them to ask for support when they require it. Kress also contends that "some things cannot be taught but must be learnt through experience … a key element of development" (2006, pp. 48-49).

To add to this, Wehmeyer, Agran and Hughes (1998) have the following to say about the development of youth leadership:

> Youth leadership is part of the youth development process and supports the young person in developing: (a) the ability to analyse his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviours of others, and serve as a role model.

To counter some of the criticism levelled at private boarding schools we do need to develop ways to allow learners to grow as individuals and develop the abovementioned skills. This does not happen in a void though and we do need to be cognizant of the roles and responsibilities of the

adults within these contexts. MacNeil (2006, p. 29) emphasises that "Leadership is a relational process combining ability (knowledge, skills, and talents) with authority (voice, influence, and decision-making power) to positively impact diverse individuals, organisations, and communities". This applies to teachers as much as it applies to pupils and empowering teachers as leaders will ultimately spill over and foster a culture of leadership. MacNeil (2006, p. 38) similarly posits that young people cannot simply learn "*about* leadership" but should be "*learning* leadership" (emphasis mine). This then paves the way for a learner leadership intervention that does exactly that; providing an opportunity to lead through a peer-on-peer mentoring programme.

In the next section we shall discuss the notion of peer-on-peer mentoring as a learner leadership activity.

2.3.3 Peer-on-peer mentoring

One of the solutions to the questions raised thus far may be that schools need to include within their official/explicit curriculum the opportunity for learners to learn how to mentor others as this is a real-world tool that they would be able to use wherever they go after leaving school. Whether learners become the CEOs of companies or stay-at-home parents, the skills, knowledge, attitudes and values learnt from a mentoring course will stand them in good stead throughout their lives.

A definition of peer mentoring as posited by Gillman (2006, p. 5) suggests the reciprocal nature of the relationship:

> Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual develop his or her potential within a shared area of interest. The resulting relationship is a reciprocal one in that both individuals in the partnership have an opportunity for growth and development.

Similarly (Gillman, 2006, p. 5), a definition of what a peer and a peer mentor is could also include:

> Peers are individuals who share some common characteristics, attributes or circumstances. These may relate to age, ability, interests, etc. Peer mentors are individuals who have more experience within that common area along with additional training in how to assist another in acquiring skills, knowledge and attitudes to be more successful.

Peer mentoring could be used as a very powerful tool that could benefit a number of learners within a school context and has the power to transform relationships.

A reasonable amount of research has gone into establishing the benefits of peer-on-peer mentoring. DePaulo, Tang, Webb, Hoover, Marsh and Litowitz (1989) as cited in Gensemer (2000) conclude that "cross-age tutoring is most successful since older students are seen as role models and the older tutors have first-hand experience in the school setting" (p. 4). Gensemer continues by saying: "Other research showed that a one to two-year age difference is most effective, and related that these successful peers understand the rules and have developed positive ways to overcome problems" (2000, p. 4).

In my experience it is often better for a new Grade 8 learner, who is experiencing social isolation and who is struggling to settle in at school, to speak to another learner closer in age, as this is a first step to breaking down the barriers and connecting meaningfully with a peer who has perhaps been through something similar. However, this needs to become part of the norm and oftentimes the hierarchy which exists in boarding schools may hinder this type of communication. It is therefore very important that the mentor in such a relationship sees his primary role as serving *someone else,* something that may come across as quite foreign in a hierarchical boarding relationship.

Pearce, (2014, p. 5) proposes that "as a competency of leadership … service can be defined as the capacity to behave in such a way that an act of service takes place, with the intent of empowering, developing, helping, advising, or protecting a follower". Thus, peer mentoring is something that takes place outside of oneself and which establishes the mentee as the focus of the relationship. Pearce (*ibid.*) also notes that leaders need to possess the following qualities: knowledge of whom they serve, compassion, motivation to serve rather than to be served, competency and humility. It is therefore important that these qualities are strongly encouraged in the development of peer mentors. However, institutional culture often acts as a constraining mechanism to such development, a discussion to which I now turn.

2.3.4 Institutional culture

I continue by discussing institutional culture in this section. I have included this discussion here because this phenomenon was somewhat of a constraining factor within this study. "Institutional culture" has been described as the "way things are done" within an organisation (Rhodes University Equity Policy, 2004, p. 4), and in his book on the topic, Schein (2010, p. 15) posits that organisational/institutional culture can be defined as:

> A pattern of shared basic assumptions that a group has learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

At St Andrew's College there is definitely a way in which things are done. This was borne out of the story of the school and its rich military history and its origins in the English boarding school tradition. Vincent (2011) posits that:

> Institutions use narratives to remember their past as well as imagining a future for themselves... In the recent period however, we have become much more interested in social reproduction – the extent to which prevailing ways of doing things, understanding things and 'being' in the world seem very resilient to change. Laws, policies and institutional frameworks may change but what has come to preoccupy us is the continuities – the ways in which 'social and cultural structures, practices, habits of mind and heart, remain stable over time' (Linde, 2009, p.8).

Within the context of this research, institutional culture and the process of reproducing like-minded and like-hearted individuals is very important. The way in which a learner is able to reinvent himself in a manner that allows him to fit in at the school has to coincide with the values of the school and what is perceived to be what 'an Andrean' looks like. Whether or not this is still relevant within our modern context is a question which needs to be asked and we need to consider whether or not the product (excuse the term) being developed by the school is what the world expects of a young man. This is a process which St Andrew's College has already embarked on and to which the Senior Management Team of the school is very committed. The school's Leadership Statement attests to this: "Andreans are proud, confident young men, who celebrate community and diversity.

We act with honour, integrity, humility, empathy and courage in accordance with our Christian faith" (St Andrew's College, 2017, p. 8).

For institutional culture among learners to change, we need to challenge the traditional notion of power and privilege that believes that all younger learners need to respect older learners simply because they are older. When reflecting on boarding schools, Duffell (2014) states that many of Britain's current leaders who attended boarding school have been left "ill-prepared for relationships in the adult world and the nation with a cadre of leaders who perpetuate a culture of elitism, bullying and misogyny affecting the whole of society".

Within a traditional boarding school context, it may be very difficult indeed to challenge these shared assumptions and patterns of thinking as a new learner to the school, and even as an established member of staff. A school develops a life of its own over time and as such a culture of its own – the maintenance of the status quo becomes a precious activity and change becomes a very daunting prospect. In a school attended by generations of boys from the same families, the status quo may not change easily. Saldana (2013, p. 230) explains that "The school system manages to maintain and perpetuate the status quo." Admittance into the inner workings of a particular institutional culture takes time and the process of acculturation may be quite protracted. Some contexts, like schools, may have very definite criteria before admittance is allowed and learners may need to undergo some form of initiation or "orientation". It is for this reason that provision was made in the South African Schools' Act (1996, amended in 2002 to incorporate Clause 10A) that no initiation practices are permitted in any school in South Africa.

It is also true that for a leader to lead within a certain context they need to operate according to a certain set of criteria set out by the members of that culture because they "determine the criteria for leadership and thus determine who will and will not be a leader" (Schein, 2004, p. 22). It is therefore important to understand the context within which we try to introduce new leadership interventions as various stakeholders may balk at the notion of implementing change at any level. One must rely on the phenomenon of "social validation" (Schein, 2010) when trying to implement change, meaning that the whole group needs to be involved and experience the process so that no

one will be alienated from it. Schein (2010, p. 26) explains that "social validation means that certain beliefs and values are confirmed only by the shared experience of the group … if the members reinforce each other's beliefs and values, they come to be taken for granted". One therefore needs to work very carefully in order to present institutional change in a manner and according to a timeline that will be validated by all the stakeholders in that institution.

The theory, which acts as a lens through which one can measure change, will be discussed in the next section.

2.4 Theoretical underlabouring

This next section is intended to help describe the tools used to understand the context in which this study takes place. To this end we shall focus chiefly on Cultural Historical Activity Theory (CHAT) as a lens through which to interpret the activity around learner leadership development.

2.4.1 The development of CHAT as a theory

CHAT was developed by cognitive psychologists during the 1920s and 1930s led by social psychologist Lev Vygotsky, and has since been adapted by Leontiev and Engeström respectively (Wilson, 2014, p. 21). It exists as a multi-disciplinary approach to understanding some of the tensions and problems that exist in the world today. Williams (2004, p. 7) states that "the nature of our human relationships, and the ways in which an organization is structured, are the product of the cultural-historical traditions and experience that have been transmitted to individuals and groups by those who went before". Within the context of a school it is important to interrogate the reasons why we do certain things and what motivates us to pursue these activities. As referred to earlier in this chapter, the idea of institutional culture and other historical influences would fall under the ambit of CHAT. It is particularly useful analytical tool used in interventions aimed at bringing about change, however, change is not a given simply because CHAT has been used (Wilson, 2014, p. 21).

Vygotsky posits that "A human individual never reacts directly (or merely with inborn reflects) to environment. The relationship between human agent and objects of environment is mediated by

cultural means, tools and signs. Human action has a tripartite structure" (1978, p. 40). These relationships were later represented using a triangular system which displayed the structure of the relationships being observed (Figure 2.2).

Mediating Artefact

Subject   **Object**
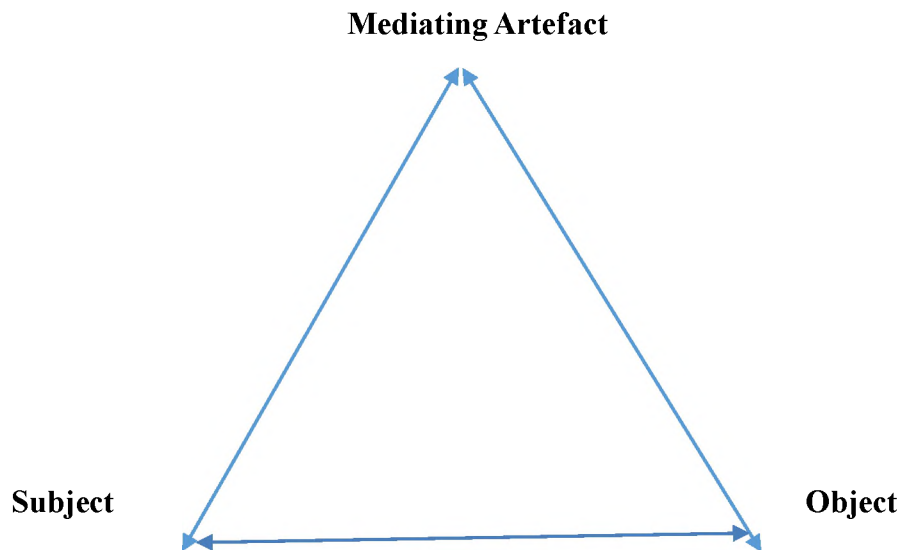
Figure 2.2: A common reformulation of Vygotsky's model of mediated action

Engeström, Miettinen and Punamaki (2003, p. 30) posit that Vygotsky's First Generation Model is too simplistic and does not take into account an individual's actions within a system accurately enough:

> The problem with this classical representation is that it does not fully explicate the societal and collaborative nature of my actions. In other words, it does not depict my actions as events in a collective activity system. … Somehow, this level of representation hides or obscures the motive behind actions.

For this reason, a second generation of CHAT was formulated by Yrjö Engeström in 1987 and it is this model that was used as the interpretive lens through which this study was conducted (see below).

Mediating artefacts: The tools used – conversations between mentors and mentees; conversations and meetings held with mentors

Subject: The participants in the Programme

Object: To develop an authentic peer programme

Rules: The rules regarding 'sending', the school rules and social contracts

Division of Labour: Grade 12s each mentoring a Grade 8 learner, the Grade 8s doing jobs for the Grade 12s

Community: of which they are a part (Merriman House, St Andrew's College)
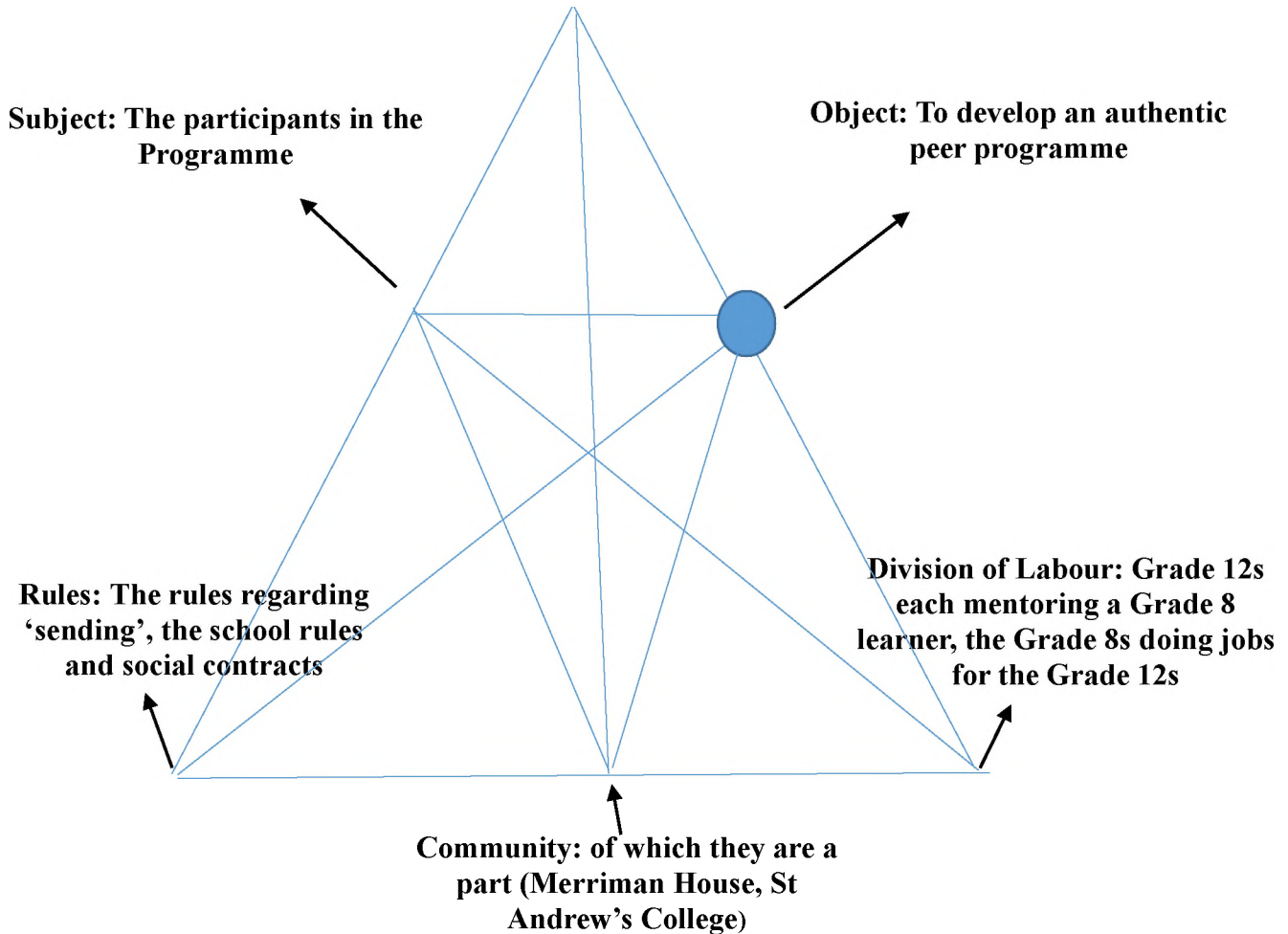
Figure 2.3: Second generation of cultural activity theory model (CHAT) (developed by Engeström, 1987; later with Anna Stetsenko, Annalisa Sannino, Jaakko Virkunnen)

2.4.2 The use of CHAT as an analytical tool

CHAT has been used in this study as a lens through which to interpret the activity around learner leadership development. As this study progressed certain tensions or **contradictions** became apparent within the activity system that existed within Merriman House.

Hatcher (2005) describes an activity system as a "collective labour process" that is made up of six components that relate to one another. These interrelated components are objects, subjects, artefacts, the community of practice, division of labour and rules (p. 256). Strydom (2016, p. 66) explains that "Second generation CHAT emphasises individual action and collective activity" and because a boarding house is made up of many individuals who relate to one another, it warrants the use of CHAT as a means through which to discuss my data.

When referring to CHAT, the **object** is the aim or intention of the activity. This provides the reason why an individual or a group of people may wish to take part in any given activity. It is therefore very important that the goal of the activity be specified very clearly and that there be no ambiguity as to what the intention is. In the case of my research, the object is to develop leadership through an authentic peer mentoring programme.

The **subject** in CHAT is the name given to all the participants or "actor[s]" within an activity system (Foot, 2014, p. 5). The subjects within the context of this study are the learners in Merriman House who participated in the Mentoring Course and the subsequent Mentoring Programme.

The **tools or artefacts** in Engeström's second generation Activity Theory may include the weekly feedback provided by the Grade 12 learners during the Mentor Training Programme, the readings given to the learners to do and my own notes penned in my research journal. The readings given to the learners during the Mentoring Course focused, for example, on lessons learnt from nature relating to leadership, issues surrounding power and the use thereof, the reasons why mentoring programmes sometime fail, the power of persuasion and the qualities of a good leader. These readings could be considered **mediating tools** because, as Foot (2014, p. 14) explains, "tools simultaneously enable certain forms of action, and constrain others". In this instance, the readings were used to highlight positive behaviours, in the hope that they would be embodied later through the Mentoring Programme.

Strydom (2016, p. 67) also describes language as an artefact and goes on to explain that, "It is often in the interaction between members of the activity system that a lot can be seen as far as power relations go and this is often revealed through discourse analysis". The language used by learners to express their views cannot be ignored and should be examined closely to understand their meaning. This is presented very strongly in the way in which the learners' responses have been recorded and discussed in Chapter Four.

Furthermore, the tools or artefacts that have been developed are bound by history in that an event, or a number of experiences, may have led to the development of these tools or artefacts. Spillane (2004, as cited in Vaeta, 2015, p. 20) explains that the tools developed within a particular activity carry a definite culture which could be described as "the historical remnants from the previous human action". An example of this may be something that has become a tradition within a school, like walking across lawns. There may have been a time when the constant traffic across a particular patch of grass may have led to said grass being worn down, and so a rule was made that only senior learners could cross that patch of grass to reduce the traffic crossing it. I know that this is a very glib example, but it refers to a higher truth – that often 'traditions' are started as practical solutions to problems that exist at a certain time.

The rule may however, have stuck and so it became known as a 'tradition' when in fact the intention was never for it to be a tradition in the first place. Similarly, other practices within a school or boarding house context, may have had similar origins and these rules or 'traditions' may no longer serve a purpose or be helpful anymore, except maybe to promote and maintain a social hierarchy.

The maintenance of social hierarchies is dependent on rules that may not be broken. Strydom (2016, p. 68) states that "in second generation CHAT, **rules** refer to the way in which actions are structured. These are often historical and are seen as a relationship between the subject and the object and the subject and the community". At St Andrew's, the rule that existed that only permitted prefects to be allocated mentees caused much resentment among the older learners, as having a mentee was considered a status symbol which further perpetuated the hierarchy, even among the older learners. This led to the prefects allowing other learners to send their mentees and

this then became a big problem in that a Grade 8 learner would simply be run off his feet with requests from older learners. The need for an authentic mentoring programme that distributed leadership within the Grade 12 group, became very apparent as there was a very real contradiction in the values espoused by the school and the house system and what was perceived to be permissible by the Grade 12s.

The **community** in this study can be made up the learners participating in this study, the teachers at the school, the house staff, the Old Andrean community and me as the *intra*ventionist. Yamagata-Lynch (2010, p. 23) describes the community as "the social group with which the subject identifies while participating in the activity". The community may experience tension within itself during the course of an *intra*vention, as not all constituents may be willing to embrace change wholeheartedly.

The **division of labour** refers to how the tasks are shared among the community. The division of labour observed in this study is that the Grade 12 learners have agreed to mentor a Grade 8 learner. This also entailed providing regular feedback regarding the Grade 8's progress and to provide genuine guidance to each learner. These artefacts (the feedback provided to the House Master and the conversations had with the Grade 8s) were engaged with on varying levels by the Grade 12 mentors, who gave more or less feedback depending on the individual, and how much they had bought into the process and the interaction that they had experienced.

CHAT is relevant to my study, as leadership at St Andrew's is embedded within a culture that has developed over 162 years. This has led to the emergence of many traditions and, in some cases, these traditions are not necessarily helpful to the development of authentic leaders within the school. It could be argued, that leadership needs to look and act a certain way and this also filters down to the relationships with younger learners.

Using the model above, has helped to identify the central activity system within Merriman House from which I could draw conclusions from my data and share what I observed with the participants in the study, to guide their interactions with one another.

The object of any activity system is where the crux lies, because all activity builds towards an object, or an intention. (Leontiev, 1978, p. 62) held that:

> The main thing that distinguished one activity from another … is the difference of their objects. It is exactly the object of an activity that gives it a determined direction. … The object of an activity is its true motive. The motive may be either material or ideal, either present in perception or existing only in imagination or in thought.

It is therefore the object of the activity system within Merriman House that has received attention in this study. In trying to set up an authentic peer mentoring programme within which all learners have a voice, a number of contradictions emerged which affected the implementation of such and played a role in hindering the expansive learning that could take place over time. The term "formative intervention" as coined by Engeström (2015) is unpacked under the next sub-heading.

2.4.3 Expansive learning by means of a formative intervention

A formative intervention allows a community to actively engage with the object of an activity and to adjust behaviour over time as they themselves become aware of the contradictions with their activity system. Engeström (2011, p. 608) explains:

> For formative interventions, the key implication of an activity system as a unit of analysis is that interventions need to be embedded and contextualised in the participants' meaningful life activity. An intervention that limits itself to the transformation of actions and ignores the motivational dynamics stemming from the object of the activity may be technically effective in the short run but is unlikely to have durable formative influence in the long run.

A formative intervention is therefore not simply about behaviour modification, but rather about authentic systemic change in response to the obvious need for change to take place, based on an observed contradiction that demands a response.

It is important to note that Sannino et al. (2016) make a clear distinction between two types of formative interventions; an *intra*vention and an *inter*vention. They posit that "in formative interventions, the design is driven by historically formed contradictions (Engeström & Sannino,

2011) in the learners' activities and "is the result of their collective efforts to understand and face these contradictions and the problems they engender" (Sannino et al., 2016, p. 600).

Since I was a researcher-interventionist (Sannino et al., 2016) working from within the institution to bring about change, the activity conducted by me is known as an "*intra*vention", which is further supported by the fact that the learners were conducting a formative intervention on themselves. Sannino et al. (2006), explain that an *intra*vention takes place when all the participants in a study act as the research team and they themselves suggest instruments that will measure the amount of expansive learning that has taken place. Essentially the intervention is conducted "on themselves to address unsustainable contradictions and transform their activities" (Sannino et al., 2016, p. 600). These contradictions may reveal themselves through 'rules' that are broken or do not fit within the context of the study.

A formative intervention is the vehicle through which contradictions in an activity system emerge. The participants' creative response to these contradictions may bring about what Sannino et al. (2016, p. 603) describe as expansive learning:

> Expansive learning is a creative type of learning in which learners join their forces to literally create something novel, essentially learning something that does not yet exist. It goes beyond the acquisition of well-established sets of knowledge and the participation in relatively stable practices.

This process may have far-reaching benefits, in that if learners participating in an intervention can recognise the benefit of small changes that they make and see the potential that those changes may have within a broader context beyond the confines of the study, then expansive learning could be said to have taken place (Sannino et al., p. 603). Within the context of this study, the benefit of implementing a peer mentoring programme may teach the participants something of the value of authentic leadership and they may then want to see this continued in the future and perhaps see a similar programme implemented within other contexts.

Engeström's expansive learning cycle offers an illustration of the process that has to take place for it to be said that expansive learning has occurred (see Figure 2.4 below).
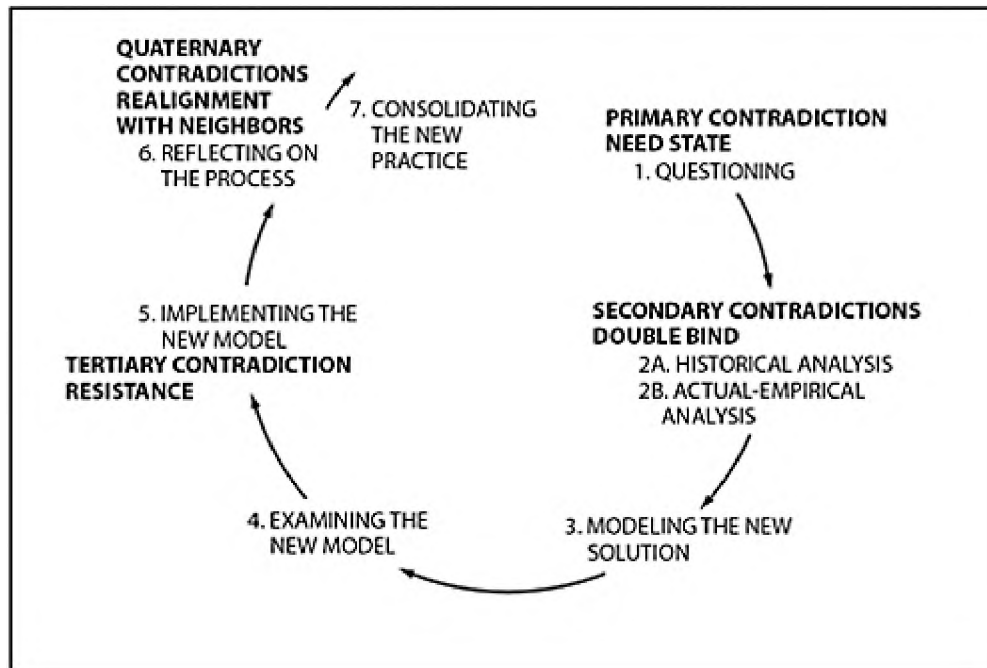
Figure 2.4: Engeström's Expansive Learning Cycle (1999)

The use of this model has been helpful in highlighting the contradictions as they have emerged during the intervention.

Evidence that expansive learning has taken place is expressed through a commitment by learners to break with old practices and to embrace new concepts and practices and continue them into the future (Sannino et al., 2016, p. 603). When this behaviour is evident, it can be deduced that transformative agency is present and that the formative intervention has borne fruit. Transformative agency, as described by Sannino et al., "is a quality of expansive learning. Learning expansively requires breaking away from the given frame of action and taking the initiative to transform it" (2016, p. 603). The motive or the object of the activity may not be reached, however, an ongoing series of actions towards the object are set in motion.

2.5 CONCLUSION

There is no doubt that leadership is an area that needs considerable attention in South African schools and certainly in schools the world over. The traditional hierarchical approach to education has to shift in favour of a more inclusive, values-based approach where pupils can learn to serve one another out of respect for their common humanity. Mahembe and Engelbrecht (2013) cite Brown et al. (2005) whose idea of ethical leadership "focuses on making fair decisions, displaying ethical behaviour, listening and having the best interest of [others] in mind" (p. 12).

For many learners, the home fails to instill the values they need to make their way successfully through life and if this void is left vacant they will fill this space with values that may not be beneficial to the enhancement of society at large. The Connecticut State Board of Education (CSBE) declare in their Position Statement on Educational Leadership (2002, p. 2) that "students must be involved in and take responsibility for their own learning and setting personal goals. Students should have opportunities to share ideas with policymakers and provide input into curriculum initiatives and school activities". It therefore falls within the ambit of schools to step into the breach and educate young people holistically. We should focus on developing leaders who will serve others above their "self-interest and self-promotion" (Laub, 1999, p. 3) and who will seek to play an active role in in fostering moral integrity and solid values. The CSBE (2002, p. 1) state that the world is a very different place and that:

> The skills and competencies required of an educated citizenry, now and in the future, are very different from those of the colonial, agricultural and industrial eras. Students must be prepared to effectively use technology, interact in a diverse world with a global economy, make informed, ethical decisions based on a rapidly expanding knowledge base, and engage in life-long learning.

In the next chapter we will explore the methodology employed in creating an opportunity for learners to develop some of the skills that may help them to achieve just that.

CHAPTER THREE
METHODOLOGY

"They always say time changes things, but you actually have to change them yourself"

(Andy Warhol, *The Philosophy of Andy Warhol*, 1975)

3.1. Introduction

This chapter aims to describe the research design undertaken to answer the research question. It is therefore an outline of the route taken toward gaining an understanding of how a guided learner leadership intervention is able to foster authentic leadership in a boys' boarding school environment. I shall discuss the theoretical framework and the research method that was used, as well as explain how the participants in this study were selected and data collected and analysed. I

shall also discuss the ethical considerations that had to be adhered to while this research was undertaken. The chapter ends with a conclusion.

3.2 Research paradigm

A sound theoretical framework is necessary when undertaking any valid research. It is important because there are so many different angles from which one can approach qualitative research. Johnson and Christensen state that "A research paradigm is a perspective held about research by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices" (2012, p. 31). It is therefore important to ensure that the research paradigm employed gives one's reader access to one's findings.

3.2.1 A critical realist underlabourer

For this study to be taken seriously, it cannot be assumed that there is only one truth; that the observations and experiences of the participants are the final word on the matter. Critical realism assumes that "there is a world independent of our knowledge and belief of it whether we experience or observe it or not" (Danermark, Ekstrom, Jakobsen, & Karlson, 2002, p. 79). It is therefore important to note that critical realism adopts a realist ontology and a relativist epistemology – unlike social constructivism which conflates ontology and epistemology.

One of the fundamental tenets of the critical-realist approach is that "knowledge has to be a process and an 'achievement': work has to be done to get beyond or behind misleading appearances. This is why it is sometimes called a 'depth' realism, as distinct from the 'empirical' realism of the empiricists" (Benton & Craib, 2001, pp. 120-121). Bhaskar (Centre for Critical Realism, n.d.), the founding proponent of critical realism, argues:

> In order to maintain the intelligibility of scientific understanding, particularly the fallibility and transformation of human knowledge, it holds we must separate epistemology (knowledge, systems, thoughts, ideas, theories, language) from ontology (being, things, ontics, existents, reality, objects of investigation). This distinction between what critical realism calls the transitive (the changing knowledge of things) and the intransitive (the relatively unchanging things which we attempt to know) is a critical distinction which runs throughout critical realism.

As a researcher I needed to consider how the introduction of my intervention would trigger certain events and interactions. I needed to recognise the fact that reality is "layered" and not one-directional – "that there is a reality independent of our scientific investigation of it … that this reality is stratified, or layered" (Benton & Craib, 2001, p. 125).

Social realities are created by agreement (Taylor, 2015) and it therefore takes two or more people to agree that a certain state of affairs exists. And although the reality has to be agreed upon by two or more individuals, it is real – it is not merely a figment of their imaginations. For example, if two people agree that it is a hot day, that perception can be felt in the physical temperature of the air around them and if a third person were to arrive, he/she would more than likely agree that it is hot too.

Having said this, certain rules exist within the social environment of a boarding school because they have been agreed upon by a number of people and this agreement has been passed down from generation to generation. Searle (1995, p. 28) argues that "*institutional facts* exist only within constitutive rules". *Constitutive rules* determine the rules of the game. For example, in the game of chess "rendering the opponent King unable to move without being taken, counts as winning the game of Chess. In this way, the *constitutive rule* assigns a new status to some phenomenon, known as a *status function*, which in turn creates a new fact by human agreement, known as an *institutional fact* (Searle, 1995, p. 46).

Bringing it home to a boarding school context: the constitutive rule that only Grade 12 learners may walk on the Upper Lawn is a rule that has been agreed upon by generations of Grade 12 learners at St Andrew's, which creates a *status phenomenon*. Because this has been the status quo for a very long time, it has become an institutional fact and is not contested by anyone. This institutional fact makes sense to all who attend St Andrew's, but anyone visiting the school would be oblivious to the rule and it would not enter their social reality at all.

An awareness of social reality and how that reality is constructed is therefore vital to understanding the context of this study and the reasons why the subjects in this study behave the way they do.

Critical realism recognises that reality is experienced in many different ways. For this study to be taken seriously, it cannot be assumed that there is only one truth – that the observations and experiences of the participants are the final word on the matter. For this reason, it is important to interrogate any data collected critically.

Critical realism assumes that "there is a world independent of our knowledge and belief of it whether we experience or observe it or not" (Danermark et al., 2002, p. 79). One of the fundamental tenets of the critical-realist approach is that "knowledge has to be a process and an 'achievement': work has to be done to get beyond or behind misleading appearances. This is why it is sometimes called a 'depth' realism, as distinct from the 'empirical' realism of the empiricists" (Benton & Craib, 2001, pp. 120-121).

As already mentioned, Bhaskar (1986) importantly makes a distinction between two domains within critical realism. He refers to the transitive domain (the changing knowledge of things) and the intransitive domain (the things that do not change which we attempt to know and understand). In this study the intransitive domain refers to that which I was able to observe (the structure of the prefect system and the hierarchy that exists between older and younger learners; that which does not change). The prefect system and the hierarchy stay in place each year, while the learners in those Grades change annually, thus introducing the transitive domain. Each group brings with it its own unique personalities and ways of responding to one another and this is the domain that requires attention.

It is the relationships that are important to me in this study, and how the implementation of a guided learner leadership intervention (which would form part of the intransitive domain over time) affects the quality of the relationships and the development of authentic learner leadership in learners in a boarding school context. Critical realism will help to inform questions like: "What is the role of hierarchy in the school?" and "What tensions exist between the learners relationally?" Some of the contradictions that were observed will be discussed in Chapter Five.

3.2.2 The case study method

The research undertaken was qualitative in nature and took the form of a case study of a learner leadership intervention employed at St Andrew's College, run from January until the end of November 2015. Cohen, Manion and Morrison (2011) argue: "A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles" (p. 289). Because I approached this research from a critical-realist perspective, a case study served this research well in that it provided data that was "strong in reality" and it also allowed me to present the research "in a more publicly accessible form" (Cohen, Manion, & Morrison, 2011, p. 292).

The weaknesses that I was aware of in using a case study were: 1) one may over-generalise; 2) case studies may be very biased, selective, personal and subjective (particularly because of my role as researcher-interventionist); and 3) observer bias is an issue (Cohen, Manion, & Morrison, 2011, p. 293). To overcome some of these issues, one of my colleagues ran a similar intervention in his boarding house at St Andrew's at the same time, which allowed us to cross-check our observations with each other and further collaborate during the data collection process. I also made use of a research journal in which I was able to self-reflect and note down any issues of concern that I had during the process.

3.3 A timeline of the formative intervention

At the start of 2015, a Mentoring Course was run at Merriman House for the first four weeks of the first term, after which the Grade 12s took part in a Mentoring Programme that ran for the rest of the year. The Mentoring Course and the Mentoring Programme are part of the same intervention and each represents a different phase in the intervention. The rationale for this intervention was to nurture a collective responsibility towards mentoring among the Grade 12 learners and this formed the basis of my Masters research.

The Mentoring Course that was run during the first four weeks of the term, was met with a lot of enthusiasm and proved to be a very good way of introducing the Grade 8 learners to the Grade

12s, and it also gave the Grade 12 learners an opportunity to establish a rapport with a few Grade 8s. Each Grade 12 learner met with a different Grade 8 each week, for four weeks.

In trying to establish a peer mentoring leadership intervention, it is important to take cognisance of the material that has been written over the years. Keller (2005) states in DuBois and Karcher (2013) that "the defining feature of youth mentoring is the personal relationship between a young person and a caring, competent individual who offers companionship, support and guidance" (p. 82). In the context of a school, this individual may be a learner who is older than the person being mentored and within the context of St Andrew's, a Grade 12 learner was allocated to a Grade 8 learner as a mentor. This is not at all uncommon, but the difference here is that the process of mentoring a Grade 8 learner is guided and that there is an emphasis on the discourse around ethics and values.

The Mentoring Course required that each Grade 12 learner meet with a different Grade 8 learner each week, for a period of four weeks (from the last week of January until approximately the last week of February 2015). The requirements for each learner to qualify as a mentor were as follows:

- Each Grade 12 had to take part in the rotational system of meeting a different Grade 8 boy over a period of four weeks.

- Each Grade 12 learner had to engage with three mentorship readings and was required to take part in a weekly discussion around the readings.

In terms of their weekly meetings with the Grade 8 learners, the activities included:

- Week 1: Take a Grade 8 learner for a cooldrink and spend some time getting to know him.

- Week 2: Each Grade 12 learner needed to help a Grade 8 learner organise his desk and his filing system.

- Week 3: Each Grade 12 learner needed to watch a Grade 8 learner play sport and then compete against him at something (like table tennis, pool or FIFA).

- Week 4: Each Grade 12 learner was required to take a Grade 8 learner on a tour of the school using an explanatory map put together by Marguerite Poland in preparation for their Newboy Test.

After each meeting with a Grade 8 learner, the mentors-in-training had to e-mail the Housemaster and briefly state their general feelings about how their mentee for the week was settling in and coping. They used this forum to raise any concerns if they felt that a Grade 8 learner was not settling in well. This programme was designed by one of my colleagues and myself, based on some of the pitfalls experienced by Grade 8 learners in the past. We felt that a more intentional period of getting to know the new Grade 8 learners was important, to set the right tone for the Mentoring Programme to follow.

At the end of the four week cycle, the Grade 12 learners who had fulfilled all the criteria and who had engaged well with the readings and discussions, were allocated to a mentee. The Grade 8 learners also had input into this as they were able to note down who their favourite Grade 12 mentor was. A discussion was then had with the Grade 12s about which Grade 8 learner they would like allocated to them. The Grade 12s needed to be very clear about why they had chosen a particular learner. It was explained to them that mentoring was not about creating a clone – the Grade 12 learners needed to continually encourage the Grade 8 learners to 'be themselves' and become what they were meant to be.

Discussions with the Grade 12s did not end after the initial four weeks. They needed to be held accountable for the health of their relationships with their respective mentees and they continued to provide feedback from time to time. It was also very important to ensure that the Grade 12 learners did not abuse their position of power and that this mentoring relationship did not simply degenerate into a form of indentured labour. This is discussed at length later in Chapter Five of this thesis, as this point formed one of the major contradictions of the *intra*vention.

I have included a timeline of the intervention below (Figure 3.1) so that a distinction can be made between the Mentoring Course and the Mentoring Programme (which both serve as distinct parts of the intervention). Data was collected throughout the year to obtain feedback and to assess what was required in terms of guiding the programme.

Phase 1	Phase 2	Phase 3
November 2014	January to End of February 2015	Beginning of March to end of November 2015
Pre-Intervention Questionnaire	Mentoring Course for Grade 12s run for four weeks	Mentoring Programme run for the rest of 2015 Each Grade 12 allocated a Grade 8 mentee
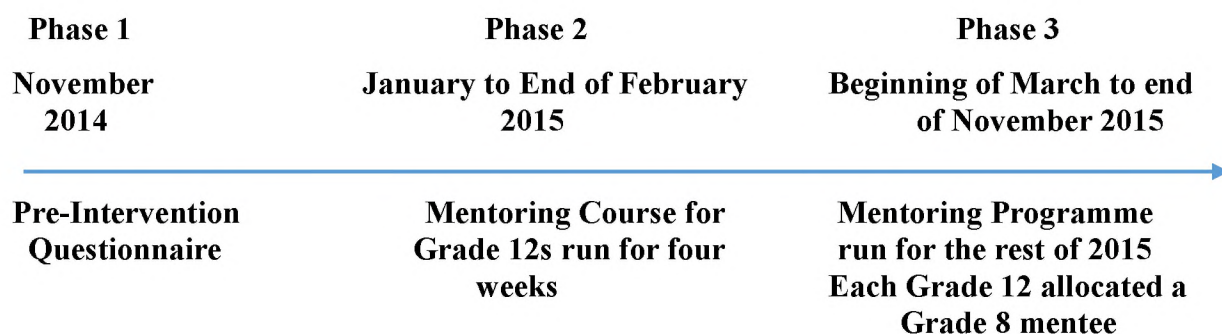
Figure 3.1: Timeline of the Mentoring Course and the Mentoring Programme

3.4 Sampling procedure

The participants in this case study were 16 Grade 8 learners from Merriman House (the boarding house of which I am House Master), as well as 14 Grade 12 learners, also from Merriman House, who had indicated that they wished to be part of this research (which served as a pilot project in 2015 for the possible implementation of the Mentoring Programme in the other five boarding houses at St Andrew's in 2016).

I would like to admit that the way in which this particular sample of learners was chosen was driven purely by convenience. The learners lived in the same boarding house as I did and it was therefore very easy to organise meetings at times that would suit everyone and also to follow up on questionnaires that needed to be handed in. According to Cohen, Manion and Morrison, "Access is a key issue and is an early factor that must be decided in research. Researchers will need to ensure not only that access is permitted but is, in fact, practicable" (2011, p. 152).

Purposive sampling was used when it came to selecting respondents for the interview process. Cohen, Manion and Morrison (2011) consider purposive sampling as part of the qualitative research process and I selected the respondents based on the assumption that they would be able to provide the most reliable and accurate feedback and data to inform this study.

3.5 Data collection

The data collection process I employed was varied and attempted to access information using a variety of means. Data was collected throughout 2015 (during both phases of the intervention) primarily through the use of questionnaires, interviews and observation. By making use of a number of data collection tools, it ensured that the results obtained from various forms of feedback could be triangulated. Golafshani (2003, p. 604) states that triangulation is defined as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000, p. 126).

3.5.1 Questionnaires

The *first set of data* collected was from the Grade 12 learners via a questionnaire using a mixture of open-ended and closed-ended questions. Cohen, Manion and Morrison state that, "The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively easy to analyse" (2011, p. 377). The purpose of this questionnaire was to ascertain learners' attitudes towards leadership, their knowledge of ethical, authentic leadership as well as to measure their responses in terms of their motivation for being part of the research. This data was collected prior to the commencement of the Mentorship Programme (outlined earlier in this chapter), while the Grade 12 learners were still in Grade 11 (November 2014).

I started off the data collection process by meeting with the Grade 12 learners at the end of their Grade 11 year and asking them to respond to a set of questions about leadership and the qualities that they felt that leaders should possess. This gave me valuable insight into the attitudes and values that the learners were bringing into the mentoring relationship. The language used by the learners was important to me as they could possibly give away their underlying attitudes without realising it. It also gave me some insight into the history of mentoring relationships in the boarding house, as the learners had to reflect on their relationships with their Grade 12 mentor when they were in Grade 8. This relates back to the point made in this chapter that critical realism assumes that "there is a world independent of our knowledge and belief of it whether we experience or observe it or

not" (Danermark et al., 2002, p. 79). It was important for me to be sensitised to the fact that there were certain unobservable factors that would come into play in the relationships between the Grade 8s and 12s.

Elder-Vass (2004, p. 7) explores Bhaskar's critical realist ontology when he posits that, "We need to recognise that the events which populate Bhaskar's 'domain of the actual' are downwardly-inclusive and multi-levelled. This clearly corresponds to Bhaskar's conception of the actual as that domain of reality in which a vast range of particular causes interact to cause events". The relationships that the Grade 12s had with their mentors when they were in Grade 8, could possibly have come back to haunt the Grade 8s who they were going to mentor. This was something that had to be avoided as far as possible.

This initial questionnaire provided a valuable insight into the learners' relationships with one another and highlighted the need for further questionnaires to be administered throughout the intervention to ensure that the feedback obtained was reliable.

A *second set of data* was collected on 3rd March 2015 making use of a questionnaire which acted as a Mentee Review (MR) to assess how well the Grade 12 learners had engaged with the Grade 8 learners, during the initial four week Mentoring Course. The Grade 8 learners were asked to complete a questionnaire comprised of open-ended and rank order questions. Rank order questions enable "a relative degree of preference, priority, intensity, etc. to be charted (Cohen, Manion, & Morrison, 2011, p. 385). They were able to rank the four Grade 12s they had seen, according to how well they felt they engaged with each of them. They were also able to make their feelings known about elements of their interactions with the Grade 12s that they had enjoyed and those they did not enjoy.

A *third set of data* was collected via a Quick Mentorship Survey (QMS) on 25th May 2015 (about halfway through the Mentoring Programme), to ascertain how the relationship between each mentor who had been through the Mentoring Course and their mentee was going with regards to the quality of the relationship – whether or not they would change anything at that point, what was

spoken about during their times together and to find out if the Grade 8 learners had met any of the goals that they had set for themselves in 2015 thus far.

A *fourth* questionnaire (Mentor Questions or MQ) consisted of eight open-ended questions posed to the Grade 12 Mentors. The purpose of this questionnaire was to establish how the time that the mentors spent with their mentees was spent. I also wanted to get more of an idea of what was being spoken about; was it just general open discussions or did they have more focused conversations?

A *fifth set of data* was collected from the Grade 8 mentees at the end of November when the Grade 12 learners were preparing to leave (Final Mentoring Programme Questionnaire or FMPQ). This was done using a questionnaire consisting of 16 questions. These questions were open- and closed-ended and aimed at presenting an overview of how the year had gone from a mentoring point of view. Issues such as trust and the quality of the relationship that each learner had with his mentor were raised. The questionnaire also broached the issue of hierarchy at St Andrew's and whether or not the learners felt that it was a positive or negative phenomenon. The questions also attempted to highlight how the mentees had been treated during the course of the year. Was this simply a relationship where power and privilege were again made manifest in their relationship with their Grade 12 mentee or was the relationship of real, significant value? This questionnaire also assessed what the Grade 8s had grown to understand about what authentic leadership should entail, as they will one day be in the Grade 12 learners' position and posed the question of how their experience of being mentored will affect their relationship with Grade 8 learners in 2019.

3.5.2 Interviews

Only *one set of interviews* was conducted during the data collection process. These interviews were conducted by me and took place between the end of October and the end of November 2015. The interviews were structured and the interview questions were pre-determined before the interviewees were interviewed. In conducting interviews, Kelly (2007) makes the point that "it may be necessary to hold several short interviews rather than a single long interview" (as cited in Cohen, Manion, & Morrison, 2011, p. 436). The interviews were largely non-directive, but some focused questions were included to give the interview some direction.

Notes were taken during each interview with the permission of the interviewee and each respondent's responses were written down. At the end of the session I read what had been written down back to the interviewee to ensure that what they had said had been correctly recorded and that nothing had been added to it. I did not audio-tape the interviews.

The questions asked were open-ended and allowed for a variety of rich responses which reflected each Grade 12 learner's own voice; something that was important to me throughout the process. This ties in well with what Patton (as cited in Arksey & Knight, 1999) believes about interviews. The purpose of an interview is to "find out what is in and on a person's mind ... to access the perspective of the person being interviewed ... to find out from them things that we cannot directly observe" (*ibid.*, p. 32).

3.5.3 Observation journal

During the course of the data collection process I kept an observation journal (OJ) for my own benefit and for the purpose of generating interesting thoughts or points of interest. Although I did not make use of an observation tool as such, I made use of naturalistic or participant observation. Simpson and Tuson (2003) as cited in Cohen, Manion and Morrison (2011, p. 465) argue that participant observation "is the most subtly intrusive" form of observation. "It requires the researcher to be an empathic, sympathetic member of a group, in order to gain access to insiders' behaviours and activities, whilst still acting as a researcher with a degree of detachment" (Cohen, Manion, & Morrison, 2011, p. 465). To this end I noted down my general thoughts and impressions after each interaction with the participants in the study.

This type of observation was particularly helpful in my setting as I did not want to impose myself on the group too much, so that the relationships could continue to develop in as natural a manner as possible. I recorded quite a lot of information in the form of thoughts, questions, reflections and insights in my observation journal which contributed relatively rich data as the year wore on. This form of self-reflection assisted in the way in which I engaged with issues that came up, especially in my role as researcher-interventionist. I often felt the temptation to wade in and sort out issues

and the use of the observation journal allowed me a measure of objectivity. Much of what was written crystallised when compiling and analysing the data at the end of the process.

During meetings with the Grade 12 learners, they were given opportunities to reflect on how their weeks had gone and on the readings that they had engaged with verbally. I noted down key themes in my observation journal as interesting points or when contradictions were raised.

3.6. Data analysis

The data was analysed both inductively (the emergence of categories and themes) and deductively (using the CHAT framework). The validity of this research was monitored closely by regular engagement with my supervisor and by constant checking between data sets and participants (member-checking). The data gathered from questionnaires, interviews, observations and feedback was triangulated and the findings were reflected against the literature accessed to support any claims being made. Arksey and Knight (1999, p. 21) claim that "the basic idea of triangulation is not only the combination of various kinds of data but an effort to communicate them so as to counteract the threats to their validity".

Meyer and Lunnay (2013) contribute to the discussion on refining and developing social theory by describing the process of abduction and retroduction and its purpose in a critical realist paradigm. "Abduction involves analysing data that fall outside of an initial theoretical frame or premise. Retroduction is a method of conceptualising which requires the researcher to identify the circumstances without which something (the concept) cannot exist" (Meyer & Lunnay, 2013, p. 1). An understanding of these processes goes a long way to understanding human behavior and the processes that affect it.

3.7 Reliability

According to Joppe (2000), reliability can be defined as: "The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the

research instrument is considered to be reliable" (p. 1). Similarly, Hammersley (as cited in Silverman, 2000, p. 175) argues that, "Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or the same observer on different occasions".

In an attempt to create questionnaires that were reliable in my research study, I asked one of my colleagues to read through them to ascertain whether or not the questions would elicit the responses that were expected from them. This colleague was a fellow House Master at St Andrew's and we worked together closely to try to bring about relational change in our respective boarding houses. He offered much insight as a critical friend and his input also helped towards maintaining the focus of the study, and not becoming side-tracked by issues that had nothing to do with the intervention. Having a critical friend who was also a House Master was helpful, especially when trying to establish the trustworthiness of data gathered from learners.

3.8 Validity

The possibility that the results of this study could be used to make inferences across all the boarding houses at St Andrew's, made it essential that this study measured what it intended to measure. Wilkinson (2000, p. 38) stands in agreement, positing that, "Validity relates broadly to the extent to which the measure achieves its aim, i.e. the extent to which an instrument measures what it claims to measure, or tests what it intended to test".

In a qualitative study such as this one, Gronlund (1981) as cited in Cohen, Manion and Morrison (2011, p. 179) argues that "the subjectivity of the respondents, their opinions, attitudes and perspectives together contribute to a degree of bias. Validity then should be seen as a matter of degree rather than as an absolute state". It is important to try to minimise the instances where invalidity can creep in.

3.9 Generalisability

One would hope that that the results actualised in this study could be used to make certain conclusions about life in the other boarding houses on the St Andrew's College campus.

Maxwell (1992, p. 15) posits that "generalisability refers to the extent to which one can extend the account of a particular situation or population to other persons, times or settings than those directly studied".

By reflecting on the research process with a fellow House Master, I was able to make more accurate inferences about what took place in other boarding houses at St Andrew's College and also generalise more broadly to include boarding houses at similar institutions. These theoretical generalisations may assist those in similar contexts to make meaningful conclusions regarding the phenomenon they observe.

3.10 Ethical concerns

Conducting research ethically is a vital part of the research process, especially in a context where minors are involved, and certain protocols need to be adhered to. Ethical protocols can be described as "the parameters of ethics that researchers bind themselves to when conducting research" (Uushona, 2012, p. 46).

Floyd and Arthur (2012) explain that there are two types of ethical engagement: external and internal. They argue that "external ethical engagement refers to the easily identifiable ethical issues, such as informed consent and anonymity" (p. 5), whilst internal ethical engagement refers to issues such as "the ethical and moral dilemmas that insider researchers have to deal with once 'in the field' linked to ongoing personal and professional relationships with participants, insider knowledge, conflicting professional and researcher roles, and anonymity" (p. 6).

I also had to be very aware of the fact that I was conducting my research as an insider at St Andrew's College and that this could possibly act as a constraint and might introduce certain biases on my part. Floyd and Arthur (2012) argue that "Although an insider researcher may benefit from a deeper knowledge and understanding of the organisation within which their research is based, there is a danger that their assumptions are misleading" (p. 7). An awareness of this was vital for reporting in a manner that could be considered trustworthy at the end of the day. Carr (1987, p. 166) reflects that "The educational character of any practice can only be made intelligible by

reference to an ethical disposition to proceed according to some more or less tacit understanding of what it is to act educationally". This is especially pertinent when conducting research as an 'insider'. Drake (2010, as cited in Floyd & Arthur, 2012) states that "Insider researchers have to live with the consequences of their actions" (p. 6), especially with respect to the relationships that they have within the context that the research is being undertaken.

I sought permission to undertake this research from the Headmaster early on in the process (Appendix A) which was granted on the understanding that the confidentiality and anonymity of the participants would be maintained. Permission was also granted (Appendix B) for me to name the school when writing up my thesis. I confirmed with the Headmaster if it was still in order for me to use the name of the school in my thesis just before handing it in and this was confirmed (Appendix C). According to Floyd and Arthur (2012), this would fall into the external type of ethical engagement.

An e-mail explaining what the research was about and seeking permission for their sons to participate was sent to all the parents of the Grade 8 learners taking part in this study, to ensure that they were comfortable with the establishment of a peer mentoring relationship with a Grade 12 learner and for their sons to take part in the research process (Appendix D). Parents replied via e-mail and there were no objections. This also constituted external ethical engagement.

I also prepared letters of consent for all the participants (Appendix E), the Grade 8 and Grade 12 learners, and these guaranteed the anonymity and confidentiality of each learner. The participants were also told that their participation was entirely voluntary and that they could decide not to take part at any point in the study. Three Grade 12 learners did decide not to be part of the study as they felt that it would take up too much time.

The issue of anonymity and confidentiality was addressed at many points during the data collection process and the learners (both the Grade 8s and the Grade 12s) were aware of the ethical issues that could have arose as a result of our conversations. These ethical concerns could be considered

internal as they would emerge within the ambit of the study and more issues could have emerged as the study wore on.

3.11 Conclusion

In this chapter I have discussed the methodology employed to achieve the results of this study. I have also taken into account issues such as the reliability and validity of the data collected, as well as how the findings of this study could be generalised to a broader population. The ethical concerns affecting this study have also been considered and issues regarding best practice have been discussed.

In Chapter Four, I shall analyse and discuss the various themes that emerged during the data collection process.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

"Don't concern yourself with being known. Instead be someone worth knowing"

(Anonymous)

4.1. Introduction

In this chapter I present the data collected and discuss my findings. The data has been organised and presented in themes so that a clearer understanding of what took place and learners' perspectives can be presented and hopefully understood. There is a strong emphasis on learner voice and this had been woven into the presentation of the data deliberately, so that there is a high level of authenticity present. Britzman (1989, p. 146) writes, "A commitment to voice attests to the right of speaking and being represented". The question of how authentic leadership can emerge through the implementation of a guided learner leadership intervention needs to be addressed.

In this chapter I describe the participants in this study, analyse the data gathered, explore the issue of 'sending' and 'hierarchy' within the context of St Andrew's and consider the strengths and weaknesses of the intervention.

4.2 Description of the participants

St Andrew's College is made up of boys from all over the globe and Merriman House reflects this. 30 learners participated in this study on a voluntary basis. All the participants were male (as St Andrew's is an all-boys school). Of the 30 participants, 16 were 14 (or turning 14) years old and 14 were 18 years old (or turning 18 in 2015). The discrepancy in the number of senior learners participating in this study and the number of junior learners meant that two senior learners (the Head of House and Deputy Head of House) mentored two Grade 8 learners each.

It was interesting to note that the three Grade 12 learners who did not mentor a younger learner chose to exclude themselves from the process because they were not willing to buy into the demands of the mentoring course at the start of the programme. They felt that it would take up far too much of their time and that they would not get enough out of the course in return. It was also interesting to note that one of these learners often tried to get younger learners to run errands for him, even though he was not contributing to their experience of the house in any way. This was nipped in the bud whenever I became aware of it. This confirmed the need for a guided intervention. My research journal entry for 1 June 2015 follows: "Challenging the mindset that you are entitled to certain privileges simply because you are in Grade 12 is not an easy task and this will need to be engaged with sensitively".

4.3 Analysing the data

In order to present the data gathered in a way that can be followed easily, I have decided to present the data chronologically in three phases under the following headings: Pre-intervention, Mentoring Course and Mentoring Programme. The chronological ordering of the data will also assist in addressing the significance of where various themes emerge and further assist in understanding

the potential value of this *intra*vention. For ease of reading I have included a key to the data sources used in this chapter and when each of these data gathering techniques was implemented:

PIQ – Grade 11 Pre-interview Questionnaire (November 2014)

WR – Grade 12 Weekly Report (24 January 2015 to 28 February 2015)

MR – Grade 8 Mentee Review (3 March 2015)

QMS – Grade 8 Quick Mentorship Survey (25 May 2015)

MI – Grade 12 Mentor Interview (October/November 2015)

FMPQ – Grade 8 Final Mentoring Programme Questionnaire (October/November 2015)

When referring to the learners in the data, I have either made use of pseudonyms (letters of the alphabet) or numerical values preceded by the code of the data source so that confidentiality is honoured.

4.3.1 Phase 1: Pre-intervention – identifying values that learners identify with

At the end of 2014, when the Grade 12 learners were still in Grade 11, I felt that it was important to establish what some of the values that the learners felt a leader should possess were. We needed to reach a consensus with regards to our shared values before the intervention could begin, so that we could iron out any contradictions that may have been in place at the time.

The Pre-Intervention Questionnaire (PIQ) administered before the official intervention asked a number of questions of the Grade 12 learners (while they were in Grade 11), to establish what a good mentor looked like to them. They had also been given the opportunity to spend time with a Grade 9 learner towards the end of the year and report back on how the process of 'mentoring' their mentee had gone. The purpose of this was to stimulate conversation around the importance of values and what their own experiences were when they were in Grade 8. This would hopefully put them in their potential mentees' shoes.

Out of a potential 17 questionnaires, all were completed and the values considered most important to the learners have been ranked from 1 to 5 in the table below.

Rank	Value Identified	Number of responses
1	Honesty	12/17
2	Kindness	6/17
3	Leadership	5/17
3	Generosity	5/17
5	Knowledge of one's school	3/17

Table 4.1: The values that a mentor should possess as indicated by the incoming mentors

In the table above, we notice that the highest number of learners ranked honesty as the most important quality that a leader should possess and that knowledge of one's school was identified as the 5th most important quality by the majority of Grade 11 learners. Kindness was identified as the second-most important quality and leadership and generosity were both ranked the 3rd most important. The fact that honesty was identified as the most important quality may indicate that learners are interested in authentic relationships and not in relationships that are superficial. Garringer and Jucovy (2008, p. 2) support this view when they mention that:

> Successful mentors understood that positive changes in the lives of young people do not happen quickly or automatically. If they are to happen at all, the mentor and youth must meet long enough and often enough to build a relationship that helps the youth feel supported and safe, develop self-confidence and self-esteem, and see new possibilities in life.

When the question was asked: "Name a Grade 12 boy who stood out as a good mentor and provide a reason for this," all 17 of the respondents indicated having known someone who had been a good mentor either to them or to one of their friends in Grade 8. Some of the comments included: "X, he was always helpful and kind to me" (PIQ1); "My mentor has shown me how you should push people to do more" (PIQ2); "Y – he was one of us. He was understanding and you could always talk to him about your issues" (PIQ3); "Z, as he always found ways to include me in my areas of interest" (PIQ5); "The best mentor I ever experienced was my older brother. He filled this role as he was a constant support" (PIQ6). This is supported by the view that "Mentees cannot be expected to trust their mentors simply because staff members have put them together. Developing a friendship requires skill and time" (Garringer & Jucovy, 2008, p. 2).

Another question asked in the Pre-intervention Questionnaire was: "What value would you most like to instil in your mentee?" There were a number of very insightful answers and the learners were able to reflect on this question quite healthily. Some of the responses included: "To follow a moral code through all endeavours while displaying integrity *[sic]*," (PIQ5); "To learn from their mistakes as there will be many, and not regret them, just never make them again," (PIQ7); "To not be afraid to face new challenges or new aspects in life," (PIQ10); "Empathy," (PIQ12); "To make him appreciate the time he has here at this school" (PIQ14).

Even though many of the learners expressed very lofty ideals, the point is that their intentions were good and that they approached the role of mentor in all seriousness. Most of the learners understood the value of being a good mentor and were able to identify good examples of sound mentoring. At the outset, this was encouraging and was one of the driving forces for me making the decision to continue with the intervention.

4.3.2   Phase 2: The Mentoring Course for the Grade 12s

4.3.2.1. Implementing the Programme and obtaining feedback from mentors

During the four-week Mentoring Course at the beginning of 2015, the prospective mentees had to send a short report to me via e-mail each week about the Grade 8 learner they had interacted with during the course of that week. The feedback consisted of two components: a paragraph of a general nature describing how the Grade 8 was adjusting to his new environment and a short paragraph detailing any concerns that the Grade 12 may have had.

These reports made for very interesting reading and they permitted me to have some insight into the interactions between the learners. I was able to ascertain which Grade 8 learners were perhaps struggling with homesickness or any other issues along the way and the reports also allowed me to pick up on which Grade 12 mentors were engaging well with the Grade 8 learners.

The first week was somewhat daunting for some of the Grade 8s and Grade 12s alike, as they did not know what to expect from their interactions with one another. The Grade 12 mentors provided

detailed feedback and put some thought into what they wanted to say about their mentee. A few of the responses read as follows:

> X is very happy and is making friends easily, even gaining some attention from the girls across the road. While walking through town he was greeted continuously by friends and I can understand why, as he is easy to talk to and holds intelligent conversation. (WR5, 25/1/15)

> Y has been very sick over the last week and has been in the San. He was also a bit homesick. However, the Student Affairs Portfolio [Prefects] spoke to him and that seems to have lifted his spirits dramatically. He seems a lot happier and I am sure he will go from strength to strength in the weeks to come. (WR6, 25/1/15)

It was positive to note that the Grade 12s were empathic regarding the issue of homesickness and that they were able to identify it early on. They were also able to put measures in place to deal with learners who were struggling, as indicated in the example above.

The feedback received during the second week of the Mentoring Course reinforced the impression created the week before – that the relationships between the learners were positive and that the Grade 12s were invested in the well-being of the Grade 8 learners. During the course of this week, the Grade 12s were expected to assist a Grade 8 in organising his living and work space and to report back on the process. Examples of the feedback received are as follows:

> I have no academic concerns, but I do have some concerns about his well-being. He is homesick and is sort of feeling like he is falling through the cracks. He said he feels ignored and I know of his session with Mrs. Z. I told him to speak to X, Y or yourself if he had any problems but I also offered myself as a person to just talk to because I feel like he is a really interesting and compassionate person. (WR17, 1/2/15)

This prospective mentor spent a lot of time with his mentee for that week and the Grade 8 learner in question was able to glean much from the support and empathy shown by this Grade 12 learner. Another Weekly Report for the second week read:

> This week I was mentoring Y and I am pleased to report that he seems to be enjoying his time in Merriman so far. Apart from losing a pair of wicket-keeping gloves for which we had to search for some time through the various bags, there have been no upsets this week. Y remains a character in the dorm and a boy who really grasps the boarding house regime. This has served him well and stands him in good stead to assist other boys in what is expected from them. (WR21, 5/2/15)

Again, the older learners displayed a high level of understanding of what the younger learners were going through and made themselves available to assist in making their lives a little easier early on. By taking the time to help him search for his wicket-keeping gloves, he was able to establish a rapport with his mentee and make him feel that what was troubling him was not insignificant. This feedback was very useful to me as a House Master, as I was then able to engage with the Grade 8 learners who had experienced difficulties during the course of that week and spend some time with them to help them overcome some of the obstacles, real or perceived, that they were experiencing.

During the course of week 3 of the Mentoring Course, each of the Grade 12 mentors had to go through a map of the school and take a Grade 8 learner on a guided walk through the school grounds. The purpose of the walk was to orientate the Grade 8s so that they would be able to answer questions regarding certain landmarks on the school campus in the 'New Boy Test'.

The feedback received during the course of this week was also positive and the Grade 12s took the task very seriously. Their responses indicated that they were getting to know the Grade 8 learners well and that they were developing some insight into their relationships with other learners in the dormitory. This stood out for me, as the relationships between Grade 8 learners can often be problematic as they try to establish a hierarchy among themselves, and this sometimes leaves learners who find themselves at the bottom of this hierarchy isolated and excluded from activities in the dormitory.

The Grade 12s' comments included:

> He's having fun in the dorm and making some good friends, he and Z are apparently really good friends. He is a lot quieter and reserved than the last two mentees I've had but he still seems to have no trouble fitting in with the rest of his dorm. He says that he did fine in the New Boys' Test and since he passed I don't think he has any issues there. (WR27, 10/2/15)

> T is doing really well. We went through the map and I tried to make sure he knew as much for his New Boys' Test as possible. He is doing well besides a bit of a low spelling test mark in Afrikaans class. From what I heard, he is a studious well-behaved boy and comes across as shy at first. He is enjoying his time at College and enjoys the loudness of the dorm. I have no concerns for him this week. (WR28, 10/2/15)

[I had] P as my mentee for the last week's cycle. We went to some of the important and most significant areas around the school and learnt about the history with the help of the new school map. Although there were a few moments of awkward silence during the tour I got to know him more, like where he's from, his hobbies and his family, and I think he got to know me on a more personal level too. All in all, a good bonding experience. (WR30, 12/2/15)

What I particularly enjoyed about this activity was the fact that the Grade 12s appeared to be more focused on getting to know the Grade 8 learners, rather than making themselves known to them. This again highlighted the fact that the older learners understood and expressed empathy, compassion and humility, and that they went out of their way to make the Grade 8s feel at ease, especially during a week where tensions would have been running high owing to the 'New Boys' Test', which causes much anxiety each year.

The feedback received from the Grade 12s during the final week of the Mentoring Course followed a similar vein and reinforced the view that the Grade 12s were able to mentor the Grade 8s very well, while the relationships were closely monitored and weekly feedback was required. During this final interaction before the Grade 8s were allocated a specific mentor, the Grade 12s were required to watch their mentee for that week play a game of sport and then compete against them at something. The feedback was as follows:

I thought it would be best to challenge Z to a game of FIFA in the common room as it is definitely a growing sport in Merriman. This was actually my first proper encounter with Z and I can easily say it went well. He is quite quiet and keeps to himself, but it only lasted until about two minutes into a game of FIFA before he was laughing and chirping with the game. I was unable to watch him play sport, so instead we spoke about sport and school life. I enjoyed this time with Z and getting to see his more comfortable and outgoing side, he is an outstanding boy who I can see is going to thrive at College through his academics as well as sport (considering his love for hockey). (WR36, 23/2/15)

From this report it would appear that opportunities for camaraderie to be built were created and that those who engaged well with the expectations of the course, had very positive experiences with their mentees.

Another report also indicated that the Grade 12s did not have any trouble fashioning relationships with the Grade 8s relatively quickly and easily:

> This week my mentee was Q or as he likes to be known as "…". Q was a lot of fun to have as a mentee. He was very talkative and funny, I really enjoyed him as a mentee. Q and I went and watched a few SAC Shield water polo games together as I couldn't watch him because there was no polo for his team over the weekend. After watching polo together Q and I came back to the house and we played a few games of FIFA. We didn't keep count of the score but I'm pretty sure he beat me. Q is a very interesting Grade 8 as he always has something to say and he is quite a cunning young boy. Q was an awesome mentee and I really enjoyed getting to know him. (WR38, 26/2/15)

I felt very heartened after reading the Weekly Reports each week. I was concerned that the Grade 12s would not take the Mentoring Course seriously enough and that the feedback received from them would be thin and unsubstantial. At this point in the programme, I was very happy to move on to the next phase of the intervention and to allocate a mentee to each mentor. I felt that each Grade 12 had done enough to prove that he was capable of caring for someone younger and showing compassion and taking an active interest in their lives.

4.3.2.2 The Mentoring Course from the mentees' perspective

Four weeks after the Mentoring Course had begun, the Grade 8 learners were asked to complete a questionnaire (Mentee Review or MR) which coincided with the last Weekly Report that was written by the Grade 12s. This would assist in ascertaining how well the first four weeks had gone. At this stage, none of the Grade 12s had been allocated to a Grade 8 yet, as they were still fulfilling the requirements of becoming a mentor. In hindsight this took far too long and the process would need to be begun in the prospective mentors' Grade 11 year, so that mentors and mentees could be matched sooner.

The Grade 8s were asked a number of open-ended questions so that they could have the freedom to qualify their responses. The first questions asked: "What did you enjoy most about the process of meeting the Grade 12 boys?" The responses gained from this provided some valuable input. One respondent said that "getting to know them and their lifestyle," was a positive (MR1). Another felt that "hearing the stories from when they were Grade 8s" was a good thing" (MR2). The respondent in MR4 stated that "I got to know some of them better and now know who the matrics

are." MR7 and MR8 cited the following: "I enjoyed meeting them personally and hearing tips about doing well from them" and "talking to them and them giving us tips". Learning from the older learners appears to have been a fairly common theme, especially during the early phases of the intervention. Within a boarding house context, this can be very positive or perhaps negative. It could be positive in the sense that the older learners may be able to guide the younger learners regarding the house rules and the daily rhythms. Conversely, the Grade 12s could also teach them a lot of bad habits and perhaps communicate some of the less helpful traditions that exist within the boarding culture.

The Mentee Review did draw one or two negative responses as well. When asked to describe something that they did not enjoy about the four-week programme, one of the respondents stated that some of the Grade 12s "were in a hurry to get it over and done with" (MR 8) and "One [Grade 12] only wanted to talk to me for a few minutes" (MR5). This was a terrible pity and could have marred the experience for both of these learners. However, when asked if they would recommend the programme to the following year's Grade 8s, all of the learners responded positively and said that they would.

Their reasons for this included:

Table 4.2: Grade 8 responses regarding whether or not the Mentoring Programme should continue

Respondent 1	"Because then they get to know their matrics [Grade 12s] better".
Respondent 2	"I think that they should meet more than four [Grade 12s]. This is to give them more choice".
Respondent 3	"Yes, I recommend it continues forever because if you aren't a Prefect or Head of House you will get what you gave".
Respondent 4	"Yes, but only two matrics because then you can get to know them really well".
Respondent 5	"Yes, because it helps a lot to get to know them better".
Respondent 6	"Yes, it is good to know that you can always talk to the matrics about things".
Respondent 7	"I would because it was nice to know that they would look after me and I can tell them if anything was wrong. It was also nice to get tips from them".
Respondent 8	"I think that it will also help them as it helped me too, especially the boys who are either very homesick or the boys who aren't happy with the school".
Respondent 9	"Yes, it helps you to know more Grade 12s quicker, but it would be better to get the matric at the start, so you can get to know him sooner and not think when am I going to get him?"

The Grade 8s were very much in favour of the Mentoring Programme running again in the future and they cited a few good reasons as to why they had reached this conclusion. Respondent 3's response raised a concern for me in that he was already thinking about how the system could perhaps be of benefit to him when he reached Grade 12, and it highlighted the importance of good relationships between the senior and the junior learners. One would not want unhealthy practices to be introduced that may take a whole five-year cycle to eradicate. It was therefore important that the Grade 8s be given another opportunity to provide feedback regarding the programme later on in the year.

4.4 Phase 3: Implementing the Mentoring Programme

4.4.1 Were the relationships healthy?

In May 2015 a second Mentorship Survey (QMS) was undertaken to ascertain how well the relationships between the mentors and mentees were going, and to determine if the Grade 12s had learnt anything from the Mentoring Course run at the start of the year. Of the 16 Grade 8s, 12 completed the survey as some learners were away during that time. All 12 of the respondents indicated that their relationships were positive. Some of the comments included: "It is going well and I enjoy having him as my mentor" (QMS1); "Good. We have a chat in the mornings when he is there and sometimes when I'm lucky he will give me his chocolate" (QMS4); "Great. Like if it were on a scale of 1 to 10 it would be a 9" (QMS5) and "Very well. He helps me with several problems and I know I can trust him very much" (QMS6).

I was again encouraged to hear that the relationships between the mentors and mentees had remained positive and there were no Grade 8s who felt that they would like to discontinue their relationship with their mentee. I was very curious as to how much of a 'voice' the Grade 8s had and what they spoke about with their mentors. I obtained some feedback from the mentees through the Mentorship Survey. The following pie chart (Figure 4.3) highlights the main themes addressed in conversation between mentor and mentee.
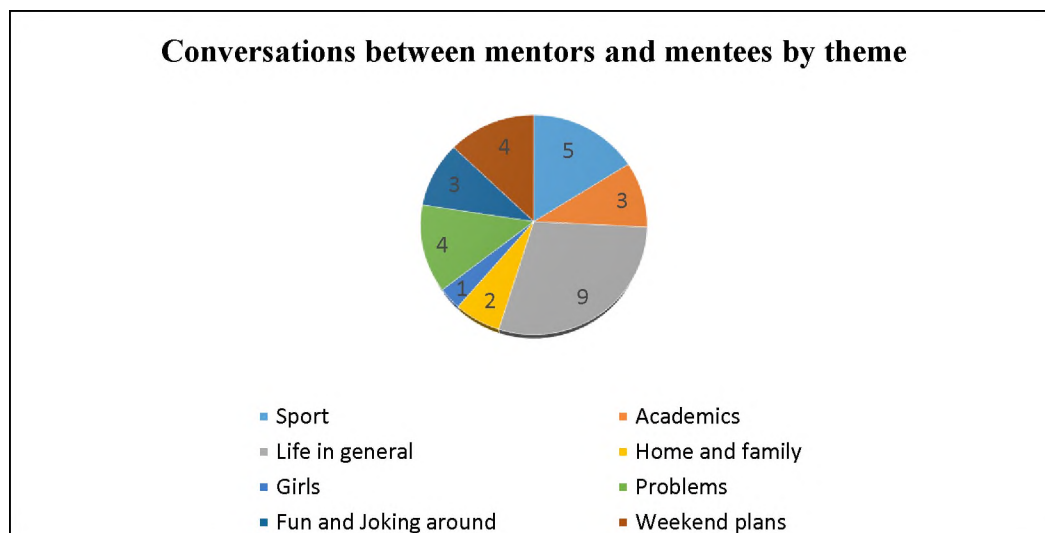
Figure 4.1: Themes spoken about by mentors and mentees

It was very heartening to note that a range of topics were covered in the conversations between the mentors and mentees; that the relationship, in some cases, had grown to the point where the younger learners were sharing some of the problems they were facing with the older learners (as indicated by the segment in green). The relationships between the learners were relaxed and easy-going and they enjoyed speaking about everyday topics like sport and life in general. When the question was posed about what they would want to see changed in the Mentorship Programme, all respondents replied "Nothing" or similar.

At this stage I was still very happy with the health of the relationships and it was only towards the end of the year when I wanted to review the programme with the Grade 12s, that some contradictions began to surface that required further investigation.

4.4.2 Interviews with the Grade 12 mentors

I decided to obtain feedback from four of the Grade 12 Mentors at the end of the year (October/November 2015) to ascertain how they felt the Mentoring Programme had worked as an intervention. A broad cross-section of Grade 12s was chosen, as it was felt that a number of different voices with differing perspectives should be heard. I interviewed four Grade 12 learners and asked eight open-ended questions to allow for the emergence of the learners' voices in this research. Hearing the voices of learners is important because "[it] allows students to share who they are, what they believe in, and why they believe what they do, with their peers, parents, teachers and their entire school" (Salim, 2015, p. 1). The Grade 12s' responses were recorded in writing and accurately reflect what they had to say.

4.4.2.1 The value of the Mentoring Programme

The first question was a reflective one in that it asked for feedback regarding the value of the Mentoring Programme. All of the respondents agreed that there was some value in it, but there were subtle nuances in each of their responses.

Table 4.3: The value of the Mentoring Programme

Respondent 1: Yes, I do. I think it's very useful at the beginning of the year when the Grade 8s don't have a relationship with the matrics. It was useful to get to know the Grade 8s. The programme does need more scaffolding later on in the year because as the year gets busier the Grade 12s tend to forget about their mentees a bit unless the mentee actively comes to you and seeks you out.
Respondent 2: Yes, there was. I found it rewarding for both of us. We pushed each other, and we competed academically. If I came top 5 he would buy me a Coke and if he came top 5 I would by him a Coke. It created a great bond. I went to watch him play hockey and he came to watch one of my music recitals. What made this relationship successful was actually getting to know him and vice versa.
Respondent 3: I feel like everyone having a mentee was good in the sense that a close bond could be built and when they needed to speak to someone they could go to someone who they were close to. When mentors had more than one mentee it was difficult for the mentees to discuss their problems. Quite a few times X came to me with a lot of his personal stuff to get off his chest and he felt better being able to tell someone about it.
Respondent 4: I feel that my mentee benefitted and we spent a lot of time together. We played squash together and we both benefitted because it felt more like a friendship/younger brother relationship. On the other hand, from the experience with the other matrics I didn't see them interacting with their mentees too much. The prefects were very good but the matrics who weren't prefects didn't consider spending time with their mentees too much. This is from what I've seen but I'm a dayboy and I didn't always see what happened after hours.

From the responses above, we can see that each of the Grade 12s felt that the Mentoring Programme was of value to the Grade 8 learners. There were some very innovative practices which would have built camaraderie between the learners, like buying one another Cokes when either of them had done well academically (MI2, 18/11/15). Respondent 3 (MI3, 22/11/15) mentioned that he and his mentee had a close relationship and that his mentee was able to speak to him about issues that were troubling him. He did also mention that this was not the case for all the Grade 8s. It is these contradictions that I will unpack in more detail in Chapter Five. Respondent 4 (MI4, 22/11/15) also mentioned that some of the Grade 12 mentors did not spend as much time with their mentees as they should have. This seems to have been a common thread later on in the year when the Mentoring Programme was not monitored as closely as it had been earlier on.

There also seemed to be an issue regarding the learners who were not boarders, as they were not in the house often enough to be a part of what happened after hours. This is another contradiction that emerged, that even among the Grade 12s there was a hierarchy between the boarders and day boys. This is significant because it is possibly symptomatic of other forms of hierarchy elsewhere in the house.

4.4.2.2 The problem of 'sending'

An issue that troubled me during this intervention was the nagging sense that the Grade 12s may have been 'sending' their Grade 8 mentees to run errands for them during the course of the year. The term 'sending' refers to when Grade 12 learners ask Grade 8s to run errands or perform tasks for them that fall outside of the house duties that the Grade 8 learners have to do, like ringing bells, doing litter pick-ups and so forth. This issue was confirmed during the Mentor Interviews. The Grade 12s' responses to the question of how much of a role the 'sending' of Grade 8s played during the course of the year are tabled below:

Table 4.3: The problem of 'sending'

Respondent 1: Quite a bit – most of it actually. It was relational though. It's weird but it is almost like the sending and doing jobs provides the opportunity for the Grade 8s to engage with the Grade 12s. It didn't get abusive on the whole, but some guys did use the Grade 8s to do quite a bit for them. It can be taken far though when Grade 12s expect them to do too many jobs like helping with projects and so on. At the moment it works more in favour of the matrics.
Respondent 2: Not much with me. A number of us decided to get to know them instead of seeing them as our slaves. The way that my mentor treated me in Grade 8 is the way in which I treated him. He got to me know me and I did the same with X. I did not see him as labour. Most of us built good relationships with our mentees but one or two did make their mentees work a bit.
Respondent 3: I feel that quite a lot of boys were sent. The Grade 8 boys got quite angry getting sent to town, but they were happy to be sent to the tuck shop. It was still very prevalent that boys got sent by their mentor. It was always done nicely. The boys were asked nicely but they weren't in a position to say no. A number of the matrics would let the boys buy something for themselves while they were there.

> **Respondent 4:** Personally, I don't feel right about sending someone to do jobs for me unless it is an emergency. It felt like I was abusing my power when I sent my mentee. I sent him three times and it didn't feel right. I always asked him if he wouldn't mind doing me a favour instead of just assuming that it was okay. What I have seen over the past three years is that when Grade 8s were sent it was a command rather than a request.

I was disappointed that Respondent 1 (MI1, 28/10/15) felt that most of the mentoring relationship revolved around the 'sending' of Grade 8s. It also troubled me to note that he felt that because it was "relational" it was alright. There was some acknowledgement that the relationship worked in favour of the Grade 12s, which flew in the face of the intention of the programme. Respondent 3 (MI3, 22/11/15) also indicated that: "It was still very prevalent that boys got sent by their mentor". The main premise of the programme was that the older learners were meant to serve the younger learners and it was made very clear to the Grade 12s that 'sending' was not acceptable.

Respondent 2 (MI2, 18/11/15) revealed that 'sending' did not play much of a role in his relationship with his mentee. He also explained that the way in which he treated his mentee was the way in which he was treated when he was in Grade 8. This was quite a significant point, as it suggests that history does repeat itself in a boarding house context – the learners will treat younger learners in the way that they were treated when they were in Grade 8. It is very important to put measures in place to ensure that learners have a good experience of being mentored in their first year of high school.

Respondent 4's (MI4, 22/11/15) response framed the relationship between the Grade 12s and Grade 8s as being very hierarchical when he mentioned that "What I have seen over the past three years is that when Grade 8s were sent it was a command rather than a request". This command and control approach to relationships is not helpful and again reveals why the relationships between the Grade 8s and 12s need to be guided and monitored more closely.

4.4.2.3 Hierarchy

The role of hierarchy within a boarding school context was also explored with the Grade 12s. Their responses revealed that relationships within the boarding house still operate within a hierarchical framework.

Table 4.4: The Grade 12s views on hierarchy

Respondent 1: The hierarchy at College still plays a massive role. It can be very possible to abuse hierarchy like 'bouncing' younger boys at lunch or telling guys to get off the pool table and so on. ['Bouncing' refers to pushing in in front of younger learners at meal times.]
Respondent 2: Well, it's kind of how the school works. It has some merit but there are far more cons. You have to break down the idea that he is beneath you before you can build the relationship. The four-week course at the start went a long way to helping break down that barrier. It paved the way for something deeper.
Respondent 3: The Grade 12s all felt that they were equal in terms of authority in the house. The Mentoring Programme helped with this because each guy felt that they had authority.
Respondent 4: Hierarchy – it depends on which structure you're in. There is hierarchy even among the matrics. It depends on the group you're in. It plays a big role. Sportsmen are more popular [than say academic or culturally strong learners] and those who aren't as capable from a sporting point of view. The only reason why I have survived is because I don't want people to think that I think less of them if they are not as good at something. I am not sporty and so I am sensitive to this.

The responses above were very honest and the learners acknowledged that hierarchy still plays a very big role at St Andrew's. Their responses also reinforced my earlier suspicions that there was a hierarchy within grades as well and that within each dorm there existed an established pecking order.

What did encourage me was the fact that Respondents 2 (MI2, 18/11/15) and 3 (MI3, 22/11/15) both felt that the Mentoring Course at the start of the year had helped to break down some of the barriers and that it served to legitimise the authority of the Grade 12s in the house without them having to flex their muscles. Respondent 2 (MI2, 18/11/15) in particular, conceded that the Mentoring Course had "paved the way for something deeper". This was very helpful to me as a researcher, as I was beginning to feel a sense of failure around what the Mentoring Programme had achieved in real terms.

The role of hierarchy needed to be explored in more detail as it kept coming up as a salient issue within this context. Responses to the question "How can the hierarchical structure at College (St Andrew's) be used positively?" were varied among the four respondents.

Table 4.5: Can hierarchy be used positively at St Andrew's College?

Respondent 1: The younger boys do follow the older boys as their examples and will do what they see them doing. You can use matrics more effectively to lead the school if the staff communicate with the matrics more about what they should do. Besides the Prefects Camp the Grade 12s don't get given too much direction during the year. ... This will spill over into the Mentoring Programme. Matrics need mentoring to be modelled to them. The matrics are seen as powerful and there is an "awe factor" in new boys with regards to the matrics. The younger boys are far more willing to do something for a matric than they are for a teacher because of the awe factor.
Respondent 2: I think that when you are in Grade 8 you see the way in which the Grade 12s work and achieve it makes you aspire to be like them and makes you work harder. If you are trying to breed a culture of success it has to come from the top and seeing the older guys doing well makes you want to do the same, if not better.
Respondent 3: The horizontal tutor groups that we had at College a few years ago really helped. It made me feel like I was connecting with a number of boys from across the house and not just my mentor. Normally you would be placed in a different group to your mentor so that you could form friendships with other boys.
Respondent 4: Well, each boy at St Andrew's should be more well-rounded to try to flatten out the hierarchy between sporting and cultural pupils. If a sportsman does a cultural activity it narrows the cultural gap and shows that everyone has a cultural side and that there is nothing strange about it. Older boys should also be kinder as a kind of modelling for the younger boys.

The learners had given their responses to this question a lot of thought and one noticed that their language had shifted in order to express themselves in a manner that revealed engagement with some of the readings that they were expected to complete at the beginning of the year. The first respondent (MI1, 28/10/15) acknowledged the power that the Grade 12 learners have, in that the Grade 8 learners follow their example. He placed emphasis on the point that the Grade 12 learners required more input from staff with regards to what is expected from them and that "mentoring needs to be modelled to them". Respondent 2 (MI2, 18/11/15) echoed the view that the Grade 8 learners try to emulate the example set by the Grade 12s, specifically in terms of academic performance.

Respondent 3 introduced a different example of how the hierarchy at St Andrew's could be harnessed positively. He felt that horizontal tutor groups were very beneficial in allowing learners to engage with other learners across all grades. What he was referring to, was the fact that St

Andrew's College had mixed tutor groups made up of two or three learners from each grade. This interaction was viewed as being very positive by this respondent. Respondent 4 (MI4, 22/11/15) also introduced some divergent thinking by proposing that closing the gap between the learners who are sporty and those who prefer cultural pursuits would help to flatten out the hierarchy. This was quite a perceptive response and revealed that he was aware of the hierarchies across all spheres of life at St Andrew's.

The issue of hierarchy is discussed in the next chapter and some of the readings around the topic, as well as the data presented here, are discussed.

4.4.2.4 Strengths of the Mentoring Programme

It would have been very easy to be feel that the Mentoring Programme had missed its purpose entirely following the feedback regarding the sending of Grade 8s and the complexity of the hierarchy that existed at the school. However, there was some positive feedback regarding the strengths of the Mentoring Programme and this has given us something to build on for the future. The responses gained from the Grade 12 learners have been collated below.

Table 4.6: The strengths of the Mentoring Programme

Respondent 1: In the past a lot of Grade 12s never made a link with the Grade 8s. Allowing each Matric to be a part of the programme creates unity between the Grade 12s. Each matric only having one mentor is better as well as it affords the Grade 8 the opportunity to develop a deep relationship with his mentor. The course should be a bit more difficult as there are some boys who need to be guided more in their ability to mentor.
Respondent 2: The friendship that was built between the mentors and mentees. I think we'll all be able to come back in a few years and be able to have a cup of coffee with our mentees. I couldn't be lazy this year because I had to practice what I preached, and so I had to work harder than he did.
Respondent 3: Being able to speak to someone when you have a problem without fear of it being spread around. The matrics gained in that they felt that they were doing something good even if they weren't a prefect by helping the Grade 8 boys.
Respondent 4: The main strengths were that we got to know our mentees. We did not see them as expendable rag dolls or puppets this year. The programme made us think about our mentee and appreciate what he could do and we also enjoyed speaking to them. It was more of a mutual relationship this year. The mentee and the mentor benefitted.

The main ideas to emerge regarding the strength of the Mentoring Programme is that it created "unity" between the Grade 8s and Grade 12s (MI1, 28/10/15), friendships were forged between the Grade 8s and Grade 12s (MI2, 18/11/15), that the Grade 8s could speak to someone in confidence and that the Grade 12s could feel valued even if they were not prefects (MI3, 22/11/15). Respondent 4 suggested: "We did not see them as expendable rag dolls or puppets this year. The programme made us think about our mentee and appreciate what he could do and we also enjoyed speaking to them" (MI4, 22/11/15). This was obviously very good to hear, especially in light of what had been said earlier on in terms of the 'sending' of Grade 8s being an issue. It is still a contradiction that is worth exploring, and again, this will be discussed in more detail in Chapter Five.

4.4.2.5 The weaknesses of the Mentoring Programme

It would be irresponsible to simply look at the strengths of the programme, as it would present a very biased view of the efficacy of the intervention. Some very rich feedback was obtained from the Grade 12s, and some of the suggestions that they made could be implemented the following year to help improve the programme. The responses below have been very helpful and have helped to refine the course significantly.

Table 4.7: The weaknesses of the Mentoring Programme

Respondent 1: Make the [mentoring] course harder to get through. For the meetings, the leadership stuff is important, but we should try to make it more relevant to St Andrew's. Try to integrate the course material into College life a bit more. To find more common ground between the Grade 12 and mentee. Perhaps scaffold the relationships a bit more – more opportunities to meet formally and watch sport or do something together.
Respondent 2: In the beginning I felt a bit displaced because you were spending time with a different Grade 8 each week. Some of the things we had to do at the beginning were a bit difficult time wise and you really had to commit to get things done.
Respondent 3: When we chose mentees in the beginning some guys didn't do enough to bond with the other Grade 8s. Some people thought that it was a bit too easy to become a mentor and that the course should have been more rigorous.

> **Respondent 4:** The main weakness was time. I feel that I spent a lot of time with my mentee, but it was hard. We could definitely spend more time with them and maybe we could carry on with a more structured approach like that which existed in the first four weeks. It is important to spend time with the mentees because this helps to maintain the focus on them as people rather than as puppets.

It was felt by one of the interviewees that the four-week Mentoring Course at the beginning of the year should be more difficult and the reading material for reflection should be more St Andrew's specific (MI1, 28/10/15). As an observation from the learners' side, this is very valid as it indicates that the learners really do want to be part of something that is of value and that can be seen as an achievement. In some of their minds they too want to see the integrity of the course maintained and respected. The third respondent or interviewee also raised the point that the course required more rigour (MI3, 22/11/15), which may have led to some of the mentors taking their relationships with the Grade 8 mentees more seriously.

Time was an issue raised by the second interviewee who had found it difficult to carve out time to spend with his mentee each week. He also stated though, that it took commitment to get each meeting done (MI2, 18/11/15). The issues of time and commitment are important and need to be communicated to the older learners each year. It was not easy to find the time to meet each week; the learners' schedules are very full each year and they have much to juggle. Perhaps a way forward is to create an allocated time each week where the mentors can meet with their mentees and where the expectation is that nothing else happens during that time.

The purpose of this intervention was to ascertain how a guided learner leadership programme could foster authentic leadership in a boys' boarding school, and the fourth interviewee's comments speak directly to this. To alleviate some of the issues that time presented, he felt that the intervention should be more structured and this, he believed, would lead to the Grade 12s treating the Grade 8s better and "maintain the focus on them as people" (MI4, 22/11/15). This will certainly be a part of the thinking going forward and may alleviate some of my earlier concerns about the use of Grade 8s to simply run errands and the fact that the Grade 12s should serve their mentees instead of it being the other way around.

This section has served to highlight the point that the learners understood their own shortcomings and the shortcomings of the programme. In my view this was quite encouraging, as it may indicate that the learners took the contents of the readings they were expected to do, as well as the conversations we had together, to heart and that they had gained more from the programme than was immediately visible. This could bode well for the future.

4.4.3 A final mentoring programme questionnaire for the Grade 8 mentees: measuring the quality of the relationships

This intervention would not be successful if it did not in some way improve or enhance the relationships between the Grade 8s and Grade 12s. Of the 16 Final Mentoring Programme Questionnaires (FMPQ), 12 were completed by the Grade 8s. The feedback was very positive overall. All of the respondents indicated that they found their mentor to be supportive and ready to listen. From this perspective it appeared to have been a worthwhile intervention.

Something that was concerning was that learners very quickly decide that a practice is a tradition. This implies a complete misunderstanding on their part of what tradition is. In the minds of the average St Andrew's learner, if something has happened once, it is then considered a tradition, and therefore, if it happened to them in Grade 8 then it should happen to the Grade 8s when they are in Grade 12. Out of the 12 surveys completed, eight respondents cited tradition as the reason why the Mentoring Programme should continue in 2016 and beyond. The remaining four respondents felt that: "It should continue" (FMPQ2); "It helped me a lot to get through the year" (FMPQ7); "Continue, you get closer to one matric" (FMPQ9) and "It should [continue] because the new Grade 8s should experience what we did and it was quite fun" (FMPQ11).

One of the questions asked the Grade 8s to provide an example of how their mentor had shown them respect. I was particularly interested in this question as one of the main complaints from the St Andrew's Grade 12 learners as a whole, is that the Grade 8s do not respect them (respect is based on hierarchy within the school and not on whether it has been earned). All 12 of the Grade 8 respondents indicated that their mentors did respect them. A follow-on question to this then asked if their mentor had sent them to do things for them, or if they had to do chores for their mentor. All 12 of the Grade 8s responded that they had had to do chores and that they were sent by their

mentors. The reason for this was simply described as 'tradition' and that they felt that this was a good enough reason for why this should continue to happen. A year-long intervention, as aspirational as it was, was not enough to challenge the mindset that tradition is a good enough reason for a practice to continue.

'Fagging' or 'sending' as doing jobs around the boarding house for older learners is termed, is something that has been outlawed at many private schools (including St Andrew's) – however, the practice simply continues underground when it is forbidden and is given a more socially acceptable name where it has not been effectively stamped out. 'Sending' then becomes part of the hidden curriculum, with the danger being that it is then learner-driven. According to Poynting and Donaldson (2005, p. 9), "The fagging system established and reinforced hierarchy". Where an established hierarchy exists and is perpetuated, the practice of 'fagging' will continue. It is therefore very necessary that a guided Mentoring Programme is not just a once-off phenomenon, but that it in itself becomes part of the fabric of the school, so that unhealthy practices can be slowly dissolved.

To probe the issue of tradition further, a question asking whether the learners felt that hierarchy was a good phenomenon in a boarding school context was posed. Of the 12 respondents, 11 agreed emphatically, whilst one respondent believed that it was a "very bad thing. Everyone should be treated the same" (FMPQ5). This young learner made use of his opportunity to speak out anonymously through this questionnaire and this possibly speaks to the fear that many learners have of what may happen if they do not conform. Poynting and Donaldson (2005, p. 9) continue: "Accepting their place within the institutional hierarchy, boys were loyal to each other and to the school, for to challenge it and its supporting conventions was to invite victimisation."

The Grade 8s listed a number of things they learnt during their year of being mentored and these have been tabulated below (Table 4.5).

Table 4.8: Attitudes and values learnt by the Grade 8s

FMPQ1	It holds tradition; You can act like you have an older brother; The Mentor helps me with what I need help with.
FMPQ2	Respect; Hierarchy; Love for the school.
FMPQ3	Respect; Hierarchy; Tradition.
FMPQ4	To be kind; Tradition will continue in a positive way; To not just talk to people in your own grade.
FMPQ5	Time-management; Gratitude; How to fold up my laundry properly.
FMPQ6	Tradition; What to do in a hard situation; To stay calm at all times.
FMPQ7	Helpful to talk to someone you trust; Great to be with him; Fun to watch or do things with him.
FMPQ8	You know where you stand; Tradition will continue.
FMPQ9	Got to know all the matrics at the start; Got closer to a matric; All the matrics knew you at the end of it.
FMPQ10	Getting to know someone older than me; Having a new brother; Following the programme so I can mentor in matric.
FMPQ11	I got to know other matrics in the house better.
FMPQ12	Enabled one to have somebody to talk to; Felt like an older brother; Friendship; Tradition.

It is very interesting to note that the word "tradition" appears six times in the table above and the words "respect" and "hierarchy" appear twice respectively. This reinforces the observation that all behaviour relating to relationships is bound by what has gone before. If that can be disrupted by positive interventions, then perhaps a few healthier traditions and practices could emerge.

The final question I explored is the very important question of whether or not the Grade 8s felt respected by their Grade 12 mentors at all. All the respondents indicated that they had experienced a very positive relationship with their Grade 12 mentor. Responses such as: "He would respect whatever I said or asked him" (FMPQ1); "We would talk to each other and so we became friends" (FMPQ2); "He let me talk to him and then he would help me with it [a problem]" (FMPQ3); "He

would listen to me speak and talked to me as if [I] was his brother" (FMPQ4); "He helped me when I needed help" (FMPQ5) and "He was just nice to me" (FMPQ8).

It is comforting to know that the learners all had a positive experience of being mentored and that it was not simply a cover-up for endorsed 'fagging'. However, this aspect of the relationship does need to be monitored very closely to ensure that it does not remain part of the fabric of the St Andrew's experience.

As a researcher, it has taken me three years to conduct the intervention, collect and analyse the data and write up this thesis. During that time, others have also made contributions to improving the concept of mentoring at St Andrew's, so that the welfare of the learners as a whole can be improved. What follows in the next section are the results of a Survey of Wellbeing conducted in 2016 to ascertain how much of a role mentoring had played that year in ensuring the wellbeing of the Grade 8 learners, as one aspect of the survey.

4.5 Survey of general wellbeing

At the beginning of the second term (May) of 2016, the Deputy Head (Student Affairs) at St Andrew's College decided to compile a survey of the general wellbeing (SGW) of Grade 8 learners at the school. 71 learners participated in the survey and they answered 14 questions in total.

The reason for my interest in this survey was to establish whether or not the Grade 8s in 2016 had benefited from the Mentoring Programme (which was run again) at all. It is also important to note that the Mentoring Programme had been rolled out to all six boarding houses at St Andrew's at the start of 2016.

The survey was administered as an online questionnaire using SurveyMonkey. The results of this survey provided the Senior Management Team with some interesting insights into the overall happiness and integration of the Grade 8 learners into the life of the school. I will not focus on all 14 questions in this section, but rather highlight a few interesting responses that helped to inform my study in more detail.

The feedback from these questions have been presented as graphs with the relevant question preceding each graph. The questions have been numbered differently for the purpose of presenting the data here.

QUESTION 1: Since you arrived at College, how often have you felt anxious, depressed or sad?
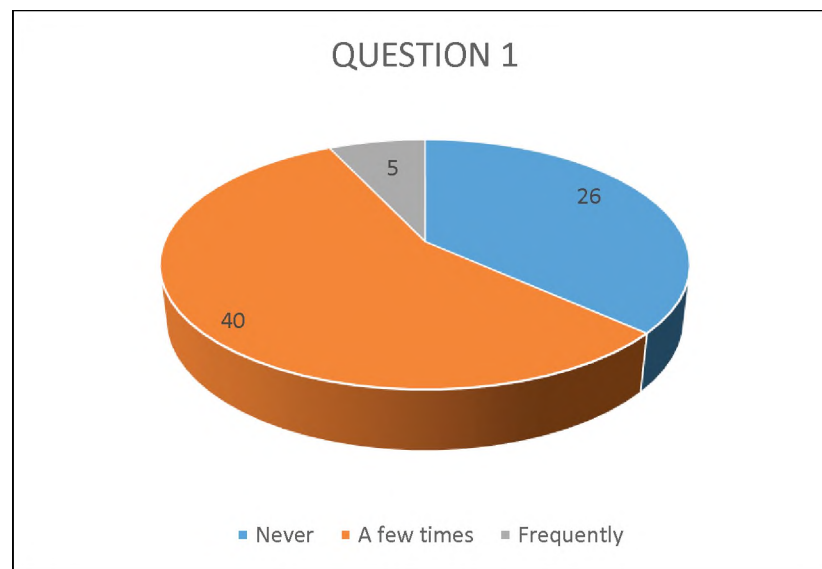
Figure 4.2: Anxiety, depression or sadness experienced by Grade 8 learners

Of the 71 responses to this question we note that 40 learners indicated that they had felt anxious, sad or depressed since arriving at the school. What this does highlight is that particularly early on in the year, the Grade 8s do need someone who is willing to listen and help them through these potentially difficult times, where homesickness, uncertainty, coping with bigger volumes of work and navigating new relationships can be very overwhelming. Herrera et al. (2007, p. iv) posit that youth participating in school-based mentoring programmes are more likely than non-mentored peers to report having a non-parental adult who "they look up to and talk to about personal problems, who cares about what happens to them and influences the choices they make". In our study, the "non-parental adult" has been replaced with a senior learner.

QUESTION 2: Have you ever been bullied since being at College?

QUESTION 2

- Never
- A few times
- Frequently
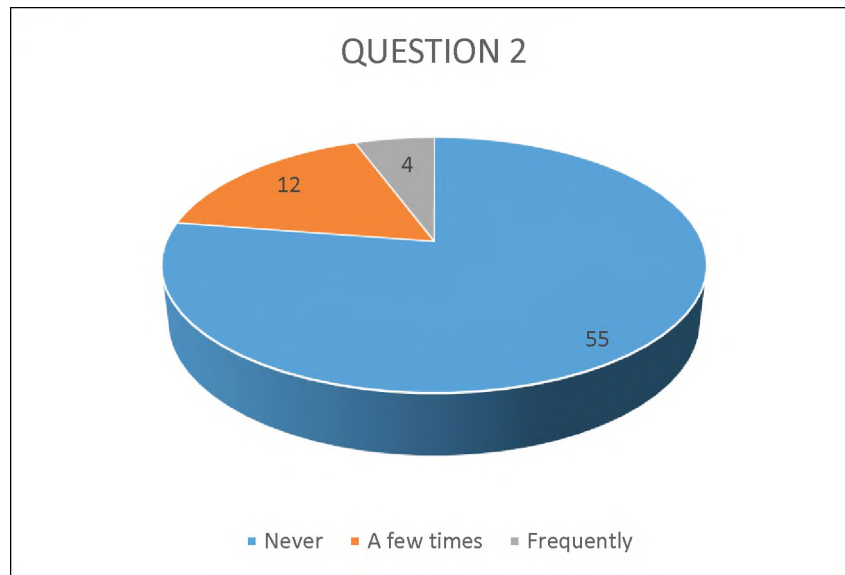
Figure 4.3: The prevalence of bullying

Of the 71 respondents, 55 indicated that they had never been bullied since starting at St Andrew's College, however, 12 indicated that they had been. One of the aims of the Mentoring Programme is to ensure that no Grade 8 learner will be bullied by a Grade 12 learner, but that a strong bond is forged between the juniors and the seniors, which one hopes will mean that Grade 8s five years down the line, will be treated in the same way. This does require that there be a certain amount of structure present to guide these relationships and this may be met either positively or negatively by mentors and mentees alike.

To protect Grade 8s from toxic mentors, it is important that the school's expectations are clear so that bad practices do not affect the mentoring relationships that are set up in the future in the name of tradition. Wallace (2010, p. 96) citing Ehrich and Hansford (1999), states that informal relationships are better, yet "ignores the advantages that a degree of structure and formality can have in providing clear purpose, proper support frameworks for participants, quality training, and

in mitigating against the risks of poorly executed mentoring by inexpert or even "toxic" mentors". This would severely undermine trying to instil the values associated with authentic leadership.

QUESTION 3: Who did the bullying?
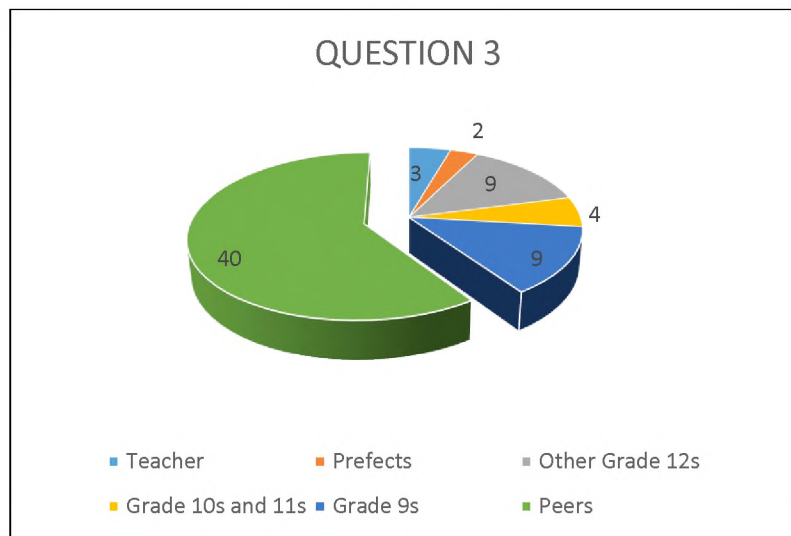
Figure 4.4: Who did the bullying?

It was very interesting to note that quite a large number of respondents chose to abstain from answering this question. This may be attributed to the fact that within an all-boys' boarding environment there can be a strong 'code of silence' and learners are very afraid of what others will think of them if they should reveal too much information.

One of the criticisms of boarding is the phenomenon of a 'code of silence' which sends a clear message to learners to not 'snitch' or tell on each other. This often undermines the good that schools try to do in eroding negative practices. Scott (2011, p. 181) explains in the context of a bullying incident at a top Australian boarding school:

> Peer solidarity was reinforced by an implicit code of silence which forbade the boys from 'dobbing on' each other to the staff, and so episodes of bullying and sexual violence were concealed, downplayed and normalised. Hegemonic masculinity was built into the

institutional structures of the school through its informal mechanisms of social control: a 'don't ask, don't tell' culture amongst the staff and a 'no dobbing' code amongst the boys.

The majority of learners who responded to this question (40 of the 45) indicated that most of the bullying that was experienced took place at the hands of their peers (other Grade 8s). It was also indicated that most of the incidents took place within the dormitory and that some of them took place in the boarding house in general. It would appear that having a mentor to speak to would be helpful in this instance, as it would give the mentee somewhere to go if he were feeling victimised, and the Grade 12 mentor could potentially give him sound advice on how to deal with the situation, since he had been there himself not too long before. One might argue that having someone to go and talk to could also help to diffuse some of the conflict that could result within a Grade 8 dormitory as a result. Within the context of my study, I was relieved to see that none of the bullying referred to was at the hands of an older learner, which could suggest some progress in this regard.

QUESTION 4: Who do you feel comfortable approaching about problems you may have?
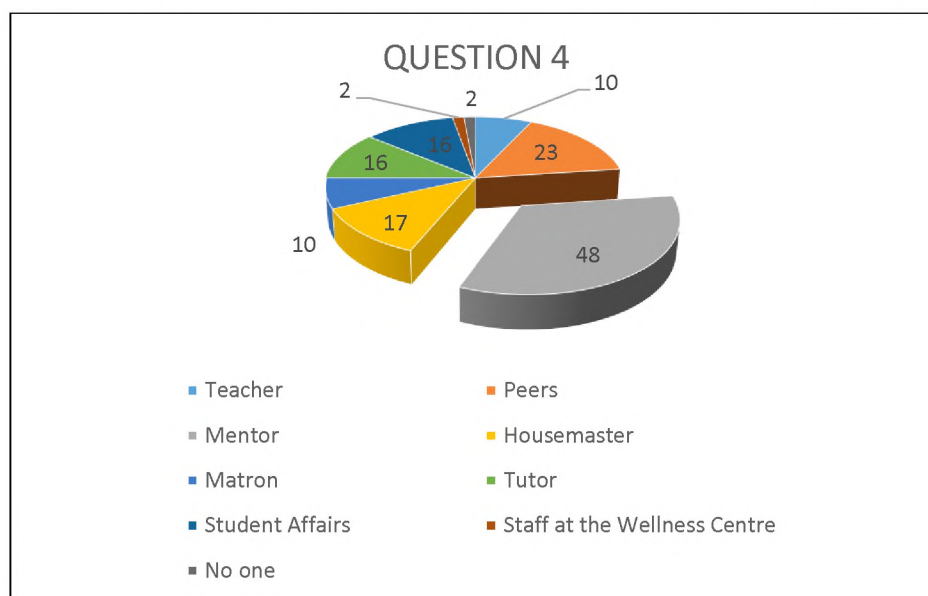
Figure 4.5: Approachable people when problems arise

Of the 65 learners who responded to this question, 48 indicated that they would feel comfortable speaking to their mentor about any problems that they might be experiencing. This is a very

heartening insight as the efficacy of the Mentoring Programme is revealed through this, as it speaks to the authenticity of the connection made between the mentor and mentee.

Garringer and Jucovy (2008, p. 5) describe the role of the mentor in the following way:

> The reality is that mentors have a unique role in the lives of children and youth. They are like an ideal older sister or brother – someone who is a role model and can provide support and gentle guidance. They are also like a peer, because they enjoy having fun with their mentee.

This survey has gone a long way to help reinforce the fact that the rationale for this intervention was correct and that learners do indeed need someone other than a member of staff, or other structures run by adults, where they can seek help. The Mentoring Programme appears to have helped create a space where learners can find this and where they have an authentic voice within a boarding school context.

4.6 Conclusion

In this chapter an attempt has been made to present the data collected with a view to defining the problem, that of needing a guided learner leadership programme that would foster authentic leadership in a boys' boarding school environment.

The data suggests that younger learners certainly did connect with their mentors and that the Grade 12 mentors certainly did make an effort to build relationships with their mentees. The problem that comes to mind is one of how much actual ownership or leadership the Grade 12 mentors displayed during this process. This is an issue that will be discussed in Chapter Five. Bearing this in mind, it is important to understand that the expectations placed on the Grade 12 learners were significant and that they did need the guidance of their Housemaster during this process. Without constant follow-up and checking-in, the experience that both the Grade 12s and Grade 8s had may have been entirely different. The next chapter will deal with these concerns in more detail.

CHAPTER FIVE
DISCUSSION OF FINDINGS

"Treat a person as he is and he will remain as he is, but if you treat him as he could be then he will become who he should be" (Anonymous)

5.1 Introduction

In Chapter Four, I presented the findings from the data that was gathered during the course of the year during which the intervention was implemented. I attempted to present my data in such a way that the 'voices' of the participants could be heard. The data was presented according to themes to try and identify some of the issues that need to be addressed in the discussion of findings.

I shall interpret and discuss the data presented in Chapter Four in this chapter, in an attempt to understand how the participants responded to this intervention and to ascertain whether or not the intervention has been effective in answering the overarching question of this study.

The question of developing learner voice and the fostering of authentic leadership is not an easy one to engage with. There are many variables that affect the implementation of an intervention of this nature. Traditional criticisms of private boarding schools, the lack of initiatives aimed at trying to foster learner leadership, institutional culture and the misconception on the part of learners of what tradition really is, are problematic themes that need to be borne in mind.

To assist the reader to navigate this chapter, I shall begin by restating my research question which is central to this study. I shall then discuss "the meanings or themes which emerged after 'reducing' and 'crystallising' the data" (Jean-Louis, 2004, p. 63). Crystallising the data will be achieved by engaging with Engeström's Cultural-Historical Activity Theory (CHAT) in more detail.

5.1.1 Reviewing the question

At the start of this study I framed my question as follows: *"How can a guided learner leadership programme foster authentic leadership in a boys' boarding school environment?"*

Much has shifted on the leadership landscape over the years and many organisations have had to relook at the way in which leadership is approached and applied. Hallinger (1992, p. 40) states that schools have become "the units responsible for the initiation of change", placing the responsibility firmly on schools' shoulders to ensure that learners are able to navigate these ever-shifting landscapes when they leave school. Shields (2004, p. 110) believes that strong relationships built within an institution provide the environment where learners can learn and develop in socially just communities. The aim of the intervention applied in this study was to create such a space; a space where older learners could learn to lead as servants and nurture younger learners within a socially responsible framework.

Sergiovanni (2001, p. 77) posits that relationships unite a school into a community and these relationships then allow members of that community to develop values and beliefs that unify them. The issue is whether these values and beliefs are beneficial for the community and the individuals in it, hence the need for a guided intervention in this instance and my role as researcher-interventionist.

The following serves as a discussion around the efficacy of this intervention and whether or not the attitudes and values of the participants of this study shifted to reflect the intention of this intervention.

5.1.2 The use of CHAT to highlight and interrogate contradictions

CHAT was used as the lens through which the data presented in Chapter Four was analysed and through which the contradictions within Merriman House were identified.

The object (or motive) of this study was to develop leadership within Merriman House by implementing an authentic peer mentoring programme. The intervention involved running a four-week-long Mentoring Course aimed at educating Grade 12 learners around the ethical considerations regarding mentoring another learner, followed by the implementation of a Mentoring Programme which served as the practical application of mentorship.

The education that took place in the Mentoring Course was done by introducing **mediating tools or artefacts** in the form of readings and group interactions where leadership and mentoring could be discussed. It was hoped that the outcome would be improved relationships between Grade 8 and Grade 12 learners, where the older learners would adopt a servant leadership role and break with the hierarchical approach to leadership that has been in place for many years. The object for the Grade 12 learners, however, may have been to secure a mentee who could do their bidding for them. **Tensions or contradictions** arose between what was expected by the researcher-*intra*ventionist and the subjects of the study.

Yamagata-Lynch (2010, p. 23) posits:

> These tensions arise when the conditions of an activity put the subject in contradictory situations that can preclude achieving the object or the nature of the subject's participation in the activity while trying to achieve the object. In some cases, the activity may collapse altogether and the subject may not be able to attain the object. In other cases, subjects may attain the object but be dissatisfied about how they attained the object.

These contradictions became evident fairly early on. Although the Grade 12s genuinely did want to be a part of creating an authentic mentoring programme, they were still very much caught between mind sets – one in which hierarchy was not meant to play a major role – and another, where hierarchy determines everything (including the division of labour) that occurs within relationships at boarding schools.

This contradiction was very pronounced and was something that featured in much of the data collected. In Chapter Two of this thesis (p. 17) this contradiction was addressed by referring to Foster's assertion that "leadership must be critically educative, it cannot only look at the conditions in which we live, but it must also decide how to change them" (Foster, 1986, p. 185).

It was also noted that the Grade 8 learners were expected to carry out legitimate duties (division of labour) in the boarding house, like making tea in the evenings and ringing the bells to ensure that the rest of the boarding house left the house with enough time in hand to get to class or roll call. However, the Grade 12 learners sometimes expected the Grade 8s to run errands and perform tasks for them ('sending') which were not part of the legitimate tasks that the Grade 8s needed to perform, to ensure the smooth running of the boarding house. This then became part of the hidden curriculum of the school in that 'sending' as an activity is not condoned in any way. Foot (2014, p. 16) suggests: "The internal contradictions within an activity system are the forces which precipitate its development. Contradictions reveal opportunities for creative innovations, for new ways of structuring and enacting the activity".

The old division of labour in Merriman House demanded that the Grade 8 learners do everything, whilst the new division of labour introduced by the Mentoring Programme expected something of the Grade 12 learners as well. The Grade 12 learners now had to be active mentors to a Grade 8.

The rules too were challenged. Under the old rules, the Grade 8 learners were expected to do the bidding of a Grade 12 without question. The new rule that I was trying to instil was that the Grade 12 learners would become servant leaders to a Grade 8 learner and not abuse the power that they had as seniors.

It is important to make the distinction that the legitimate duties carried out by the Grade 8 learners, like ringing the bells, did not form part of the contradiction experienced towards the object of the *intra*vention. However, 'sending' a Grade 8 learner to do unreasonable errands, did pose as a major contradiction towards the aim of promoting servant leadership and relationships based on authentic care, which formed the new object.

According to CHAT, there are two **types of contradictions** that can be identified within an activity system: (1) **primary** and (2) **secondary** contradictions. A primary contradiction arises when there is a "fundamental tension" (Foot, 2014, p. 21) within an activity system. Within the context of Merriman House, the primary contradiction arises out of the need for there to be learner leadership, but leadership was only the activity of a few learners who were made prefects. Foot (2014) further posits that "Secondary contradictions take place when two nodes of the activity system conflict with one another (e.g. tools and rules)" (p. 22). An example of this from the Merriman context is the tension that existed in the mentoring relationship – that of being a servant leader (the rule) but still 'sending' a Grade 8 learner to run errands, which was in direct conflict with the object of the *intra*vention. Foot (2014) asserts that, "Contradictions are not points of failure or deficits in the activity system in which they occur. They are not obstacles to be overcome in order to achieve goals. Rather than ending points, contradictions are starting places" (p. 17). In view of this, the contradiction or tensions that exist within an activity system often serve as "illuminative hinges" (*ibid.*) which could reveal possibilities or limitations within an activity system.

The contradictions mentioned above, carry with them a hopeful element in the sense that they reveal opportunities to improve relationships within an activity system. CHAT is a relational tool at heart and is therefore an ideal lens through which to interrogate the contradictions that arose

within this study. If these contradictions are engaged with meaningfully, then an opportunity for expansive learning to take place is able to emerge.

5.2 Addressing institutional culture and creating shared meaning

The role of the subjects, both the Grade 8s and the Grade 12s, cannot be underestimated in this study. Their relationships with one another and the rules that govern these relationships, were in place long before I arrived at the school and long before any intervention of this nature was put in place.

The creation of rules between subjects within an activity system is an evolutionary process. Sannino (2011, p. 575) explains this evolutionary process:

> Rules originate from adaptation and mating as collective and social features of a given population. Sophisticated forms of division of labor, such as those among sexes and members of a given community, evolve from earlier practices of breeding, upbringing, and mating.

The intervention applied in Merriman House certainly did question a number of the rules established over time and questioned their relevance in a progressive school. One of the difficulties I encountered while undertaking this study was some of the push-back from the senior learners (subjects) encountered early on. A lot of this was as a result of a perception by the seniors in the boarding house that I was trying to change things or perhaps tamper with tradition, or the rules to which they had become accustomed during their time at St Andrew's (which I was, rather explicitly). They also felt that I was giving them too much work to do and this had to be addressed early on so that their buy-in would not wane. One of my early research journal entries reads:

> The matric boys' tutor came to see me this evening to let me know that the boys were feeling very disgruntled because they feel that I am expecting too much of them in terms of the feedback that they need to provide on their prospective mentees. The idea was that they would write an e-mail to me every Sunday evening (after they have passed the course) telling me how the week has gone with their mentee. The boys feel that this is too much work. I have met them halfway and I have told the boys that our feedback will be oral instead of written and that we won't require feedback as often. However, during the Mentoring Course, they will still need to provide written feedback about their time with their respective Grade 8s. Something I need to remember is that I have to listen better and

speak less during the sessions I have with the Grade 12 mentors and take on board their suggestions more. If they are to trust me they must feel that I do listen to them and that this is a place where their voices can be heard. Discourse needs to be an inclusive process; as soon as discourse becomes stuck and things can no longer be questioned, we regress, and what we put forward simply reverts to rhetoric. (RJ2, 23 January 2015)

For the rules to change, in other words, for the Grade 12s to put in more effort with the Grade 8s and not expect everything to be done for them from the word go, I also needed to ensure that I was willing to adapt the artefacts that I was expecting from them. Expecting them to provide me with copious written feedback on a weekly basis would simply overwhelm them and lead to a breakdown in communication, which in turn would affect the object of the *intra*vention. Gillies (2013, p. 73) mentions the concept of "parrhesia" or "speaking freely". The expression of frustration by the matric learners is an example of this concept where they felt the freedom to express their concerns. However, if they are not heard then this can very quickly lead to disengagement and negative behaviour. "Listening to students reminds teachers and administrators that students possess unique knowledge and perspectives about their schools that adults cannot fully replicate" (Mitra, 2006, p. 8).

What I was trying to do was change the rules of 'the game' without properly engaging in proper discourse with the stakeholders, namely the Grade 12s. Engeström (1990, p. 178) posits:

> The system … would not function without the subjects and their representations. They are integral constituents of the system. … Therefore, to disregard the historically evolving, multiple and distributed personal view is to misconstrue the system, to create an oversimplified system view.

In view of the above, it is suffice to say that systemic change will not occur overnight in an environment where the rules have been in place for 162 years. A formative approach needs to be implemented, with the focus being on small but significant steps in the right direction.

Institutional culture (and the rules upon which it is founded) is very difficult to pin down in one succinct definition and it may be construed very differently by different people in various contexts.

Schein (1985, p. 6) attempts to define it as:

> the deeper level of basic assumptions and beliefs that are shared by members of an organisation that operate unconsciously and that define in a basic 'taken-for-granted' fashion an organisation's view of itself and its environment. These assumptions and beliefs are learned responses to a group's problems of survival in its external environment and its problems of internal integration. They came to be taken-for-granted because they solve those problems repeatedly and reliably.

What I had taken for granted as a researcher was that the rules surrounding the integration of the Grade 8s into the boarding house, could simply not be changed without enough discourse between the Grade 12s and me. The **contradiction** that presented itself was a miscommunication of the object of the *intra*vention. I was expecting the learners to take ownership of providing feedback on the Grade 8 learners' progress immediately, while they were trying to establish the **rules** first; that there was hierarchy that had to be maintained in the boarding house.

Schein (2004, p. 14) suggests the following about why changing institutional culture may be so difficult to achieve:

> Culture is often the deepest, often unconscious part of a group and is, therefore, less tangible and less visible than other parts. … Note that when something is more deeply embedded it also gains stability. … Given such stability and a shared history, the human need for stability, consistency, and meaning will cause the various shared elements to form into patterns that eventually can be called a culture.

The problem with a 'one shoe fits all' approach is that it does not take into account the individual within a given context. Even though a group or an institution's problems may appear to be solved by applying a 'tried and tested' method, it takes for granted the fact that individuals within a group may respond very differently to a set of given circumstances.

Sergiovanni (1996, p. 157) explains that, "A lot depends on our mindscapes. Different mindscapes will produce different answers, even contradictory answers to the same question". I had to engage better with what the Mentoring Programme meant for each of the learners so that a common frame of reference (or **object**) could be formed. I had to invest more in the act of mediation so that the object of the Mentoring Programme could make more sense to the Grade 12s.

Within the context of this study it became important to note the symbols that were important to the learners. Sergiovanni (1996, p. 48) states that individuals are "bonded together by natural will and are bound together to a set of shared values and ideas". For their values and ideas to be shared, the learners needed me to hear them properly and also meet them halfway. Schein (2004) speaks about the benefits of an observer living with a group long enough, so that the artefacts that the group uses become clear. It takes time to analyse the espoused values, norms and rules "that provide the day-to-day operating principles by which the members of the group guide their behaviour" (*ibid.*, p. 27).

Creating shared meaning in the form of common values, norms and rules that can be applied consistently within an activity system required a) that the Grade 12s became aware of the problem and b) that they could develop a response to the information given regarding a better way forward. It is at this point where Vygotsky's principle of **double stimulation** can be applied to this intervention.

5.3 Double stimulation

In order to change the way things are done within an activity system, the subjects need to be given the tools (artefacts) with which to change their behaviour, especially in an environment where change can sometimes be seen as quite threatening. Sannino (2011) explains: "Vygotsky's principle of double stimulation (1978) refers to the mechanism with which human beings can intentionally break out of a conflicting situation and change their circumstances or solve difficult problems" (p. 584).

Within the context of Merriman House, and this intervention, the problem that existed was that an authentic peer mentoring programme did not exist, and as a result, the relationships between "mentors" and "mentees" were not rooted in servant leadership but rather in the hierarchical traditions. This problem constituted the "first stimulus" and as explained by Sannino (2011), "In double stimulation, the first stimulus is the problem itself (p. 585). In response to this problem, I introduced a Mentoring Course to sensitise the Grade 12 learners to some of the issues that had been identified; namely, the 'sending' of Grade 8 learners, the lack of servant leadership and

genuine input into the lives of the Grade 8s. This mediating tool or artefact then provided the vehicle through which the act of mentoring Grade 8 learners could be modified into a more authentic activity.

The Grade 12s learnt explicit lessons as a result of engaging with the reading material and the conversations we had around mentoring, which fed into the Mentoring Programme at the end of the four-week-long course. These lessons challenged some of the old rules and created a contradiction within the activity system – did the Grade 8 mentee exist to do the bidding of the Grade 12 mentor, or did the mentor need to create a safe space where a Grade 8 learner could be nurtured and led positively. Had the Grade 12s not been through the Mentoring Course during the first four weeks of the year, this issue may not have come up. The Mentoring Course and the interactions and readings around leadership, provided the second stimulus through which the Grade 12s were able to modify their thinking and behaviour and lead in a more authentic manner. Sannino (2011) cites Vygotsky (1987, p. 356) when explaining that "the subject transforms a situation which is meaningless for him or her into one that has a clear meaning" (p. 585). This "clear meaning" is a state in which the contradiction which arose as a result of the first stimulus is resolved.

However, nothing runs as smoothly as this in real life and often contradictions will arise within an intervention aimed at achieving a desired state. This is referred to as a "double-bind" (Engeström, 2009, p. 27), where a contradiction occurs within an activity designed to solve the initial problem. So, although the Mentoring Course had provided training around ethics and best practice and this had been well-received during the first four weeks of the year; on the ground, once the Mentoring Programme was underway, some learners reverted back to the old rules governing the relationships between Grade 8s and Grade 12s. This was not only the fault of the Grade 12 learners, but the Grade 8s too bought into the old rules as they had knowledge of them from learners who had been through the system before.

We notice then, that servant leadership as a new rule faced some challenges which will be discussed in the next section.

5.4 Challenges to servant leadership

In Chapter Two the issue of servant leadership was explored and some of the challenges facing leadership were raised. Within the context of this study, the notions of power and privilege associated with the time-honoured hierarchy of the school have been challenged. Many learners, including the Grade 8s felt that hierarchy was a good thing and that it should not be changed. Most of the time, the word "tradition" came up as the reason why it should not be challenged.

When the Grade 8s were asked what they had learnt during their year of being mentored, some of the responses from the Final Mentoring Programme Questionnaire read:

FMPQ2: "Respect; Hierarchy; Love for the school".
FMPQ3: "Respect; Hierarchy; Tradition".
FMPQ4: "To be kind; Tradition will continue in a positive way; To not just talk to people in your own grade".

The learners' perception of tradition indicated that it was something immovable and that it should not change. I then felt that if tradition would not change, then the environment should and that the older learners should consider a different approach to leadership. If the Grade 8 learners experienced a positive tradition of being served to some extent by a Grade 12, perhaps a new tradition could gain momentum. The problem again lay with the long-standing rules that existed that "govern" the relationships between older and younger learners. Greenleaf (1977, p. 7) asks the question: "Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" The hope is that what is modelled positively will be perpetuated. This entails the object of the *intra*vention gaining traction among more and more Grade 12 learners, so that a positive shift in the rules could occur.

Drawing on Leontiev's assertion stated in Chapter Two (1978, p. 33):

> The main thing that distinguished one activity from another … is the difference of their objects. It is exactly the object of an activity that gives it a determined direction. The object of the activity is its true motive.

Challenging and subsequently changing the rules which have existed for a long time proved to be a big challenge for me, and within the ambit of this study requires a lot more time. Later on in this chapter, I will evaluate whether or not expansive learning (Engeström & Sannino, 2009, p. 2) has taken place. The point that I would like to make here though, is that change does not always take place in a neat, linear fashion, but is rather a process of "expansion". In other words, "learners learn something that is not yet there" (Engeström & Sannino, 2009, p. 2).

5.5 Changing the rules of the game

At the start of the 2015 year, the first four weeks were spent trying to turn the hierarchy of the boarding house on its head somewhat, by teaching the Grade 12 learners to act as a support structure for the new Grade 8s. The first four weeks were very closely monitored and the mediating artefact, namely the Mentoring Course, provided the impetus for the activity generated, as discussed in Chapter Three. I noted down observations in my research journal at various points during the course and I made mention of the first four weeks in the following manner:

> This [the first four weeks of the mentoring programme] was a very successful endeavour and speaking to the Grade 8 boys briefly it became very clear that they enjoyed spending time with the Grade 12 boys. What has impressed the Grade 8 boys is that it is the Grade 12s who are making the effort to get to know them and it is not the other way around, as is normally the case. Turning the hierarchical structure of the house on its head by encouraging the Grade 12s to get to know the Grade 8s has been a very successful exercise and it has gone a long way in breaking down some of the barriers (fear, reticence, apprehension, anxiety) experienced by the Grade 8s in the past. (RJ4, 1 February 2015)

The four week Mentorship Course was very successful and the Grade 12 learners who had signed up for it really put in a lot of effort. Their weekly feedback was excellent and offered valuable information regarding how well the Grade 8s were settling in. I have included a lot of data which was not included in Chapter Four, owing to the amount of rich data that emerged from the questionnaires. This also went a long way in helping to triangulate my findings. A few examples of these reports follow:

> I had X as my mentee this week. He seems to be settling in well despite being anxious to start sport, he's off until around Wednesday this week for his foot injury. He is happy and isn't missing home too much I don't think. [He is] really keen on fishing and was a bit down about missing the shack trip this weekend, but I've let him know where to go and that there

are other trips that will happen at some point. Class is fine, he is really into Geography and doesn't seem to be struggling with any subject in particular. Socially in the dorm he seems to be integrating well and making friends. I didn't really ask about his musical/cultural side of things. Overall, I think he's very excited and eager for the year, no problems or issues so far. (MF1, 25 January 2015)

This week I had Y as my mentee for our mentorship course. Y seems to be enjoying life at college and managed to fit in well amongst his peers. Y has chosen basketball as his summer sport this season and is enjoying it thoroughly, he shows great promise and performs excellently on the court. Y is very happy and is making friends easily, even gaining some attention from the girls across the road. While walking through town he was greeted continuously by friends and I can understand why as he is easy to talk to and holds intelligent conversation. His cube is slightly messy but that is to be expected with our busy lifestyle, other than that Y has no problems and is looking forward to a good Grade 8 year. (MF2, 25 January 2015)

I have included these very detailed reports as examples of the thought and effort put into them by the Grade 12s. This represented buy-in from the Grade 12s in my mind, and early (but possibly very premature) evidence to suggest that change was taking place. As a novice researcher, I soon realised not to take too much at face value.

The other Mentor Feedback reports (artefacts) gathered during the first four weeks were equally pleasing and detailed, and it certainly appeared that the course was moving forward positively. It was good to see that the Grade 8 learners had responded well to the Grade 12s. At this point it appeared that changing the rules would not be difficult, however, the contradictions were still to come, as changing the culture of only one boarding house would not sustain the object of this *intra*vention. If lasting change was to be sought, the whole school would need to be on board.

5.6 Was the object of the course achieved?

Once buy-in had been achieved with the Grade 12s, they applied themselves to the Mentoring Course very well. In the final Mentor Interviews, some valuable data was gained.

The Grade 12s felt that there was a lot of value to be gained for the Grade 8s and that the programme was a success. The following responses were recorded and reported on in Chapter Four:

Yes, I do … [think the Mentoring Programme was of value to the Mentees]. I think it's very useful at the beginning of the year when the Grade 8s don't have a relationship with the matrics. It was useful to get to know the Grade 8s. The programme does need more scaffolding later on in the year because as the year gets busier the Grade 12s tend to forget about their mentees a bit unless the mentee actively comes to you and seeks you out. (MI1, 28 October 2015)

From this response we are able to note that there were no apparent contradictions and that the aims of the *intra*vention were slowly being realised.

Yes, there was. I found it rewarding for both of us. We pushed each other, and we competed academically. If I came top 5 he would buy me a Coke and if I came top 5 I would buy him a Coke. It created a great bond. I went to watch him play hockey and he came to watch one of my music recitals. What made this relationship successful was actually getting to him and vice versa. (MI2, 18 November 2015)

The reciprocity of the above relationship was good to note. Keith (2016) states (see Section 2.2.6) that the ideals of servant leadership are "the focus on serving followers for their own good … and forming long-term relationships with followers, encouraging their growth and development so that over time they may reach their fullest potential". We therefore hope that in the fullness of time, that this Grade 8 learner may do the same for his mentee in years to come and that a positive transmission of values will take place.

Another positive response emerged and was recorded: "I feel that my mentee benefitted and we spent a lot of time together. We played squash together and we both benefited because it felt more like a friendship/younger brother relationship" (I4, 22 November 2015).

From these three responses it appears that the relationships were positive and based on trust. It was also good to note that some of the older learners considered the Grade 8s to be like younger brothers.

5.7 Change is a process

What was important to remember within this study was that any change is a process and that lasting results would probably not be seen the first time that the Mentoring Programme was run. Positive

elements certainly did emerge, but as soon as the guided Mentoring Course was over, some of the Grade 12 learners slipped into the old patterns of relating.

Stephen and Pace (2002, p. 196) state that, "most things fail to happen because there is no plan to make them happen" and that one needs to be "clear about what you really want to do about making changes", if you are serious about the changes having a lasting impact. I could have been more explicit about the goal being to see lasting change and not simply fulfilling the criteria of the Mentorship Course. I was perhaps somewhat naïve to think that the Mentoring Course in itself would have a lasting impact on the hierarchy of the house and also the social contracts that existed as a result of that hierarchy, when the rules had been in place for such a long time. Changing an institutional hierarchical system that had been in place for 160 years would take more than just an isolated *intra*vention in one boarding house.

As noted in Chapter Four, once the Mentoring Programme had concluded at the end of 2015, there was quite a bit of feedback indicating that the Grade 12s did use the Grade 8 learners to do their bidding to quite a large extent – the Mentoring Course had not done enough to convince the Grade 12s that 'sending' or any other form of 'fagging' was not acceptable (even though this is not condoned by the school at all). The "interconnectedness" described by Wheatley (2005, p. 204) had not been grasped by the learners and this is an aspect of their relationship that requires more input.

Although I initially felt let down that the changes I was hoping to implement did not gain as much traction as planned, I also had to make peace with the fact that it is in the small steps towards change where the victory lies. Even if change is incremental, it is still present. In explaining the complexity of the double-bind mentioned earlier in this chapter, Engeström, (1987) states: "It is the distance between the present everyday actions of the individuals and the historically new form of the societal activity that can be collectively generated as a solution to the double bind potentially embedded in the everyday actions" (p. 174). It will take time for the contradictions posed by hierarchy and social contracts to be resolved but the process had begun, even if it was only within a few individuals.

It was very heartening to note in the table below (Table 5.1) that two of the interviewees felt that it was wrong to send the Grade 8s and use them to do duties, when asked the question of how much of a role 'sending' had played. If enough of a groundswell could be created and more of the Grade 12s could come on board, then the culture of the boarding houses with regards to 'sending' could change. The notion of individual agency comes through quite strongly here.

Table 5.1: The role of "sending" and doing jobs for the Grade 12s

Respondent 2 (MI2, 18 November 2015): Not much with me. A number of us decided to get to know them instead of seeing them as our slaves. The way that my mentor treated me in Grade 8 is the way in which I treated him. He got to me know me and I did the same with X. I did not see him as labour. Most of us built good relationships with our mentees but one or two did make their mentees work a bit.
Respondent 4 (MI4, 22 November 2015): Personally, I don't feel right about sending someone to do jobs for me unless it is an emergency. It felt like I was abusing my power when I sent my mentee. I sent him three times and it didn't feel right. I always asked him if he wouldn't mind doing me a favour instead of just assuming that it was okay. What I have seen over the past three years is that when Grade 8s were sent it was a command rather than a request.

Sannino et al. (2016) explain that, "Common to most empirically-based foundational discussions of agency is a conviction of the existence of an individual agency that involves the capacity to act otherwise". This ability to act otherwise, in light of this study, would imply not buying into notions of power and privilege and acting in a contrary manner; in other words – not 'sending' Grade 8s. With regards to the attempt to change the culture of the boarding house, this needs to be tackled as a collective, as an attempt by only one House Master to try to change the culture within his house, whilst others continue as they always have, will not be effective. The Mentoring Programme as an intervention did not change the social contracts that were in place; it simply changed the environment in which the learners related to one another and provided a stimulus for change to take place.

Within the context of a school boarding house, there are a number of social contracts in operation and one would be naïve to think that one could simply cancel them all and start again. As stated in the previous paragraph, the ingredient that should perhaps change is the environment in which the

learners find themselves. If the environment allows for healthy relationships to form between learners, the social contracts that exist should also be modified accordingly. Sergiovanni (1996, p. 55) suggests that schools must be "carefully restructured through the ideas and connections of its members, not by the physical appearance of the establishment". Knott-Craig (2007, p. 114) holds that, "The purpose of developing a community in the boarding houses [at Kingswood College, where his research was undertaken] was to unite the members by working towards a common goal". Similarly, at St Andrew's College, we will need to work together to create shared values and a commitment to servant leadership.

If a common understanding, that to lead, one must first be a servant can be reached, some progress could be made in this regard. The results of this investigation revealed that there is still some way to go in order for this to be achieved.

5.8 Can hierarchy be used positively within a boarding school context?

It has been very interesting to note that there is a strong consensus that there is a very definite hierarchy at St Andrew's College. The Grade 8s find themselves at the bottom of that hierarchy and the Matric learners occupy the top. Knott-Craig's (2007, p. 113) observations were similar when conducting his own research:

> It became very clear … that the boarding houses were used to the traditional hierarchical structure and that the approach to leadership was strictly 'top-down'. The authority of the leader/senior was never questioned and the juniors were expected to do what they were told.

The issue of hierarchy comes up often in this thesis and for good reason. Owing to the rich military history of the school, dating back to the occupation of the Eastern Frontier by the British in the 1800s and subsequent exposure to times of military strife stretching all the way to the end of World War II, there followed a strict hierarchical system within which the learners at St Andrew's operated. Ronald Curry (1955, p. 70), 10th Headmaster of St Andrew's College, wrote of the difficult times when Andreans were called to arms:

> Three times in forty-five years the destroying fires of war were to rage in all their fury and were to destroy much. … But the sons of John Armstrong's [Founder of St Andrew's College] infant College were to show that there was that in them which fire does not destroy.

Currey (1955, p. 117) gives a further account of World War I when he explains:

> It was a war, it will be remembered, of trenches and belts of barbed wire that stretched from Switzerland to the Channel, and of troops advancing under an artillery barrage to break through positions thus defended. Casualty lists were long. … In all these forces Andreans were serving.

The names of the many Andreans who died at arms are remembered in the sanctuary of the Chapel and on the four corners of the clock tower, where they are remembered each year at the OA Tide ceremony, along with those Andreans who have passed away during the last twelve months. The College Cadet Corps is present at this moving ceremony and they parade on three other occasions during the course of the academic year. It is therefore an inescapable reality that the learners will historically be exposed to hierarchy and structure throughout their days at St Andrew's and this is reflected in the relationships between the grades. My research journal entry for 28 July 2015 (RJ15) reads: "In many ways I am not against the idea that there is a hierarchy, but it is the heart behind it that bothers me".

This question of authority came up in discussions and the Grade 12s quite liked the idea that they were seen as authorities. Respondent 2 (MI2) expressed it in the following manner: "The Grade 12s all felt that they were equal in terms of authority in the house. The Mentoring Programme helped with this because each guy felt that they had authority". This tied in well with the research journal entry for 1 February 2015 (RJ4) in which the following comment was made:

> Turning the hierarchical structure of the house on its head by encouraging the Grade 12s to get to know the Grade 8s has been a very successful exercise and it has gone a long way in breaking down some of the barriers (fear, reticence, apprehension, anxiety) experienced by the Grade 8s in the past.

When the Grade 12 learners were asked if the hierarchical structure could be used positively at St Andrew's the responses were quite clear:

> The younger boys do follow the older boys as their example and will do what they see them doing. You can use matrics more effectively to lead the school if the staff communicate more with the matrics about what they should do. Besides the Prefects' Camp the Grade 12s don't get given too much direction during the year. ... This will spill over into the Mentoring Programme. Matrics need mentoring to be modelled to them. The matrics are seen as powerful and there is an 'awe factor' in New Boys with regards to the matrics. The younger boys are far more willing to do something for a matric than they are for a teacher because of the 'awe factor. (MI1, 28 October 2015)

> I think that when you are in Grade 8 you see the way in which the Grade 12s work and achieve, it makes you aspire to be like them and makes you work harder. If you are trying to breed a culture of success it has to come from the top and seeing the older guys doing well makes you want to do the same. (MI2, 18 November 2015)

> The horizontal tutor groups that we had at College a few years ago really helped. It made me feel like I was connecting with a number of boys from across the house and not just my mentor. Normally you would be placed in a different group to your mentor so that you could form friendships with other boys. (MI3, 22 November 2015)

> Well, each boy at St Andrew's should be more well-rounded to try to flatten out the hierarchy between sporting and cultural pupils. If a sportsman does a cultural activity it narrows the cultural gap and shows that everyone has a cultural side and that there is nothing strange about it. Older boys should also be kinder as a kind of modelling for the younger boys. (MI4, 22 November 2015)

The learners had very definite views on how hierarchy could be used to good effect and more attempts should be made to try to try to foster learner voice. Mitra (2007, p. 727) says that:

> at heart, the expectation behind student voice is that students are included in efforts that influence the core activities and structures of their school, yet student voice opportunities vary from school to school in terms of the expectations about youth capacity and the desire to foster youth leadership.

It is very important to realise that the culture of a school has a very large role to play in the development of student voice. It is apparent that the learners are not included in key decision-making that affects their lives at school enough.

Using the existing hierarchy and asking learners to exercise servant leadership has had a powerful impact on the relationships between the Grade 8s and Grade 12s. By distributing leadership to all the Grade 12 learners, responsibility and decision-making is not just the preserve of the Prefects but includes a more diverse group of people who may represent the concerns of those who would not normally be elected to this position. It gives more learners the opportunity to be a 'good man' as mentioned in Chapter Two. It also echoes what Spillane (2005, p. 144) argues in that, "Distributed leadership is first and foremost about leadership practice rather than leaders or their roles, functions, routines, and structures".

During the Mentoring Course, there certainly was an "interconnectedness" (Wheatley, 2005) as cited by Knott-Craig (2007, p. 39) between the Grade 8s and the Grade 12s. The reflection in the research journal (RJ5, 9 February 2015). for week 3 of the Mentoring Course reads:

> This week the Matrics had to watch a Grade 8 play sport and then compete against them at something. The feedback has been excellent and the Matric boys gained a lot from this. Having to watch a Grade 8 play sport reminded them of Matric boys who used to come and watch them and it also reminded them of how it felt when someone took an interest in them.

The feedback from the Grade 12s was very positive in this regard and it spilled over into the experience of the Grade 8s as well. One of the respondents from the Mentee Review reflected: "I enjoyed meeting them [the Grade 12s] personally and hearing tips about doing well from them" (MR7). This reflected Gillman's view that, "Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual to develop his or her potential within shared areas of interest" (2006, p. 5). In this way it may possibly be argued that the hierarchical system could be used positively within a boarding house context.

5.9 The need for a guided intervention

The course of this study did not always run as smoothly as was hoped as can be seen in the previously mentioned issue of 'sending' by the Grade 12s. However, much of what was achieved was positive.

The overall quality of the relationships between the Grade 8 and the Grade 12 learners improved as can be seen in the following response: "I definitely feel that it was more successful this year than it was in the past [the integration of the Grade 8s into the boarding house]. It broke the perception that the matrics only care about themselves and that anyone lower down the ladder is not important. If the matrics work towards developing Grade 8s it becomes a mutual relationship" (MI4, 22 November 2015).

Guided interventions are necessary in the establishment of a community that shares common values and outcomes. Ellis (1995, p. 85) states:

> When made available to learners, explicit statements of intended outcomes encourage clarity and ownership. Learners are able to take charge of their own learning to a much greater extent, and indeed to take part in the discussions as to what they should be expected to achieve.

Although very little negative feedback was recorded from the Grade 8 learners, as an observer it was very clear that more could have been achieved post the four-week Mentoring Course. The weekly feedback given by the Grade 12 learners certainly helped to maintain a level of accountability.

The Merriam-Webster dictionary defines accountability as, "the willingness to accept responsibility for one's actions" (Merriam-Webster, 2017). If a Grade 12 failed to submit written feedback regarding the Grade 8 learner that he had interacted with that week, he was no longer eligible to be a mentor. This placed a fair amount of pressure on each Grade 12 to ensure that he had a) met with a Grade 8 learner that week and b) spent enough time with him so that he could write an informed e-mail regarding how that particular learner was doing. This in turn led to a very successful transition for the Grade 8 learners into high school.

For the success of the first four weeks (the Mentoring Course) to continue for the rest of the year, the programme cannot simply teach what it means to be a servant leader – it must go further.

Irving and Longbotham (2007, p. 104) explain that:

> Rather than servant leadership wandering aimlessly without initiative, servant leaders care about taking initiative toward goal clarification and attainment. The distinction of servant leadership is not that goals are not accomplished, but rather that the leader's focus on serving the best interest of followers becomes the essential pathway for reaching goals.

It is within this paradigm that the Mentoring Programme will need closer monitoring in the future, the purpose of which will be to give the Grade 12s an opportunity to share their reflections, check that they are on the right track with regards to fostering a genuine relationship with their mentee, and also to ensure that they are learning and growing as a result of the experience. There needs to be more of a focus on the transformative nature of this intervention. Learners need to be guided in the process of "ascending from the abstract to the concrete" (Engeström & Sannino, 2009, p. 5) so that "expansive learning" can take place.

Irving and Longbotham (2007, p. 107) continue by stating:

> While leadership in traditional or hierarchal organisational structures is often shaped around a downward flow of evaluation toward workers and followers, the present research demonstrates the importance of evaluation beginning at the level of self-leadership.

As more and more learners embrace the need to change the status quo and embrace servant leadership, it will eventually become a collective activity. Engeström and Sannino (2009) hold that, "The theory of expansive learning focuses on learning processes in which the very subject of learning is transformed from isolated individuals to collectives and networks. Initially individuals begin to question the existing order and logic of their activity" (pp. 5-6). We shall evaluate whether this did take place in the next section.

By giving our learners the opportunity to lead themselves effectively, we will be giving them the tools to maintain good, responsible and supportive relationships with their mentees, so that those who will be served by the programme can themselves become good, servant leaders in the future.

5.10 Did expansive learning really take place?

As far as being a formative *intra*vention is concerned, this study certainly did fulfil many of the requirements as set out by Sannino et al. (2016) and explored in Chapter Two (p. 37). They put forward the view that "in formative interventions, the design is driven by historically formed contradictions (Engeström & Sannino, 2011) in the learners' activities and is the result of their collective efforts to understand and face these contradictions and the problems they engender".

Much of the data collected came from the learners who took part in this study and the conversations and interviews held were put in place so that their views could be expressed and so that they could engage with some of the issues in a manner that they had not been able to in the past. Sannino et al., (p. 603) continue to explain that if learners are able to recognise small changes and then see the potential that those changes may have within a broader context, then expansive learning could be said to have taken place.

A few of our Grade 12 learners left understanding the role that hierarchy played in their relationships while they were at school and a number of the Grade 8 learners who took part in the study experienced positive mentoring relationships, that will hopefully be carried forward when they have their opportunity to mentor someone in Grade 12.

Using the table below, I will now analyse the expansive learning process that took place in Merriman House as a result of the Mentoring Course and Mentoring Programme.

Table 5.2: Analysis of the Expansive Learning Process in Merriman House (Adapted from Grant, 2017)

	INTERVENTION IN MERRIMAN HOUSE
1st stimulus	The problem of a lack of authentic peer mentoring taking place in Merriman House.
Conflict of motives	**RESEARCHER-INTERVENTIONIST:** Interventionist meeting the demands of the Masters Course vs the challenges posed by institutional culture in implementing the intervention. **LEARNERS:** The desire to be a mentor vs the desire to maintain the status quo; not letting go of hierarchy and tradition.
2nd stimulus	**Mentoring Course** 1. Readings and discussions 2. Providing written reflections on their readings 3. Weekly meeting with a Grade 8 for 4 weeks. 4. Providing feedback regarding the weekly meetings with a Grade 8. Priority area – ensuring that the Grade 8 learners settled in well at the start of the year.
Practical experimentation	**Mentoring Programme** Plan of action in implementing the Mentoring Programme after completing the Mentoring Course: - Each Grade 12 allocated a Grade 8 mentee for the remainder of the year - Spending regular time with mentee - Goal-setting with the mentee - Providing feedback regarding any issues experienced by the mentee - Development of authentic peer mentoring and servant leadership
Theoretically mastered concrete	The Mentoring Programme ran successfully in Merriman House for a year. The Mentoring Programme rolled out to the other five boarding houses at St Andrew's. Individual Grade 12s became more authentic mentors with an awareness of servant leadership.

The table above represents the intervention implemented in Merriman House in 2015 and illustrates what was achieved as a result of the Mentoring Course and Mentoring Programme.

The lack of authentic peer mentoring in Merriman House became evident at the end of 2014 (1st stimulus) and I decided to implement a guided learner leadership intervention in the form of a four-week Mentoring Course (2nd stimulus) followed by a year-long Mentoring Programme. The Mentoring Course served to train Grade 12 learners how to become authentic leaders by providing literature on mentorship for them to read, asking them to complete reflections on what they had read and having weekly discussions with them for the duration of the course. Each Grade 12 learner also had to meet with a different Grade 8 learner each week for four weeks and provide written feedback regarding how he was adjusting to boarding school life.

The practical experimentation was introduced through the Mentoring Course during which each Grade 12 learner was allocated a Grade 8 learner to mentor for the rest of the academic year. These relationships proved very positive on the whole, except for the issue of 'sending' which is a historically-based contradiction which undermines the object of the course, which is to become a servant leader and to put the needs of someone else above your own. This was expressed through the Grade 12 learners spending regular time with the Grade 8 learners, providing them with a platform to speak to someone other than an adult within the context of the school and the boarding house (the development of learner voice).

The Grade 12 learners were able to move from the abstract (understanding the need for an authentic peer mentoring programme and realigning their values) to the concrete (the actual implementation of a peer mentoring programme). There were very obvious contradictions at play within the Mentoring Programme which support Engeström's (2009) view that "expansive learning is not linear and cannot be fully controlled by the interventionists" (p. 30).

The final stage of Engeström's '(2009) expansive learning model – that of "consolidating the new practice" was reflected in the Mentoring Programme being adopted across all six boarding Houses

at St Andrew's College in 2016. A complete rethink of the school's Leadership Development Programme also took place and this will be discussed in Chapter Six.

Through the implementation of the Mentoring Course and the Mentoring Programme, much was learnt regarding the nature of leadership at St Andrew's and specifically within Merriman House. Learners were able to engage with issues around learner leadership and were given a platform from which to lead. They learnt from many of their mistakes and were able to articulate what they had learnt well in interviews and questionnaires, showing that the seed of authentic leadership had been planted and that this study had fulfilled many of the requirements of a formative intervention.

5.11 Conclusion

In this chapter I have attempted to highlight and discuss some of the more salient issues that emerged from the data presented in Chapter Four. I have dealt with the issues of institutional culture, servant leadership and social contracts. I have also presented some of the views held by the learners who participated in this study and given voice to some of their concerns and insights around the implementation of the Mentoring Programme. The chapter concluded by reflecting on Engeström's Expansive Learning Cycle and how it impacted on this study.

In Chapter Six I conclude my thesis by discussing the main elements of my findings and also critically appraising the process. Added to this, I shall also make reference to the constraining factors experienced during the process and make recommendations for future research in this field.

CHAPTER SIX
CONCLUSION

"The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking" – Albert Einstein (1879 – 1955)

6.1 Introduction

The conclusion to this study consists of making the main points of the strengths of the study clear. I shall also highlight the limitations and make recommendations for further research to be undertaken in the field of educational leadership and management.

6.2 Summary of findings

This study was conducted at St Andrew's College, Grahamstown which has been in existence since 1855. It is steeped in history and tradition and has played a very important part in shaping the educational landscape in the Eastern Cape. It was founded as an Anglican school by Bishop John Armstrong whose vision was for the school to produce young men who could themselves enter the ministry, and to this day, the Chapel serves as the very heart of the school. St Andrew's College is managed by the Headmaster, the College Council and the Old Andrean Association.

I shall summarise my findings under three headings: institutional culture and its challenges; addressing hierarchy and social contracts; and developing leaders who serve.

6.2.1 Institutional culture and its challenges

St Andrew's has a history stretching back 162 years and although this creates more opportunities than challenges, it does come at a certain cost to changing the way things operate, especially among the learners.

Many of our learners have had fathers, grandfathers and even great-grandfathers pass through the school and traditionally a learner will be placed in the same boarding house as those who have gone before him. He therefore comes to the school with many a tale of how things were back in the day" and that he hopes that nothing has changed.

The reality is, however, that certain practices are no longer acceptable in this day and age, and education has become more focussed on best practice and fostering a culture of care and sound learning as part of its offering. Changing something that is seen as a rite of passage or a tradition is very difficult to do in a traditional boys' school, as often there are more stakeholders than simply the learners themselves (parents, teachers and old boys all feel that they have a right to raise their concerns or express their opinions).

An intervention like this one will not bear fruit immediately and changing the institutional culture of the school may take some time. The longer one is willing to keep implementing the same

intervention, the better the chances are that it will eventually gain traction. New systems and ways of doing things need to stand the test of time and will eventually be woven into the fabric of the school. Persistence and perseverance is the key.

6.2.2 Addressing hierarchy and social contracts

This study has shown that there is still a very definite hierarchy at St Andrew's that runs through the whole student body. Even within sub-groups there is a hierarchy that forms part of the hidden curriculum of the institution. To maintain the hierarchy, there are social contracts in place that govern relationships between groups of learners. These social contracts set out who does what and when and contribute to the way in which a boarding house, for example, would run.

Sometimes these social contracts convey a sense of power and privilege which 'entitles' older learners at the school to expect younger learners to do certain jobs for them, termed 'sending' at St Andrew's. This posed a significant challenge to instilling the values that the study aimed to promote, and even though 'sending' did not take place during the Mentoring Course and for some time afterwards, it did rear its head again later on in the year.

To this end, at the start of 2017, each Grade 12 mentor had to sign a mentor/mentee contract which put in place some boundaries and was also meant to protect the relationship between the mentor and mentee, specifically in terms of 'sending' and the fulfilment of other Grade 8 duties. The specifics of the contract were decided on by the mentor and his mentee and both had to feel that they were equally represented in it.

It will, however, be necessary to keep monitoring the relationships between the mentors and mentees to ensure that the mentoring relationships fulfil what they are intended to – namely, to be a place where servant leadership on the part of the Grade 12 learner can be exercised.

6.2.3 Developing leaders who serve

St Andrew's College offers young men a myriad of opportunities to serve the wider community and to become men who will consider the needs of others and endeavour to alleviate the suffering of those they come in contact with. Opportunities like completing the President's Award and being part of the Community Engagement Club give the learners the knowledge, skills and training to assist them to become truly engaged and socially aware members of society. Much of what the learners take on as part of their service to the community is embraced as an act of servanthood and so the concept of servant leadership is not a new one.

The disconnect seems to emerge when it comes to serving one another in the boarding houses, where a different set of rules or social contracts appears to exist. For this reason, an intervention which addressed this, needed to be put in place so that a different set of values and way of relating to one another could be brought into being. My findings revealed that there is still some way to go before true servant leadership can be instilled in the boarding houses at St Andrew's College and that a more complete leadership curriculum needs to be applied across the school, so that the whole school can have the opportunity to embrace a new set of values and break with some of the unhelpful traditions of the past.

6.3 The significance of this study

The topic of learner leadership and the development of mentors who can serve others is an important one and should not be taken for granted in this day and age. Private boarding schools are coming under scrutiny more and more and should aim for best practice in all spheres of their offering. There is no doubt that schools like St Andrew's set the tone for many schools to follow and as such, their responsibility to develop young men who can lead with compassion, integrity and humility, should be taken very seriously.

The school consists of an extremely committed staff who offer the learners in their care a myriad of opportunities to grow and develop. The learners at the school are extremely fortunate to be

surrounded by teachers who are exceptionally well qualified and who are passionate about what they do.

After the initial Mentoring Programme was run in 2015, it became more and more apparent that more needed to be done to develop a formalised Leadership Development Programme at St Andrew's. Alan Redfern, Deputy Head (Administration), spear-headed this and in conjunction with the Rhodes Business School, the Leading Edge Programme was established.

The Leading Edge Programme was established in 2016 to formalise the teaching of leadership at St Andrew's College, with mentoring being the vehicle used to drive it. Of the St Andrew's staff, 19 participated in a number of lectures and workshops during which various leadership theories and styles were discussed and analysed. Once the theories underpinning leadership development had been dealt with, the job of developing a leadership development curriculum for St Andrew's was started. This curriculum aims to address many of the key issues raised in my thesis, like: hierarchy, power and privilege, values and servant leadership. The curriculum also puts in place a more intentional plan to address the shifting social issues that the learners at St Andrew's are faced with (and will continue to be faced with beyond school) and will give all learners an opportunity to grow as leaders.

The programme has slowly been introduced and a number of leadership forums have been held with Grade 11 learners at the school with a view to preparing them for leadership in Grade 12. Staff buy-in has been very good – the 19 members of staff who took part in the Leading Edge Course represent approximately a third of the academic staff at St Andrew's. These members of staff will continue to have input into the Leadership Curriculum and will oversee various components of leadership development at St Andrew's.

Figure 6.1: The Leading Edge Team

6.4 Recommendations

This study has revealed that there is still a long way to go in the development of learner leadership who have an authentic voice at St Andrew's College. A stronger commitment to this is necessary if we wish to develop young people who are able to respond to each other with empathy and understanding, and who will be able to enter life beyond school better prepared to take on the challenges that they will face. I shall make further recommendations for research in this field under the following sub-headings: practice and research.

6.4.1 Recommendations for practice

- It was wonderful to conduct research within such a supportive environment at St Andrew's and the school's commitment to learner leadership and the development thereof is very

evident in the development of the Leading Edge Programme and the implementation of a Leadership Development Programme at the school which will benefit all grades.

- Continual buy-in from the senior grades will need to be sought for the Mentoring Programme in the houses to be successful and learners will need plenty of opportunities for their voices to be heard. The older learners need to own the process.

- The introduction of new rituals to replace those that are no longer relevant or helpful in society should also be explored and implemented.

- The Mentoring Course should be more rigorous and structured, and outsiders should be brought in to speak to learners about the relevance of mentoring and ethical leadership in life beyond school.

- The Mentor Training needs to take place towards the end of Grade 11 as it is important for each Grade 8 to be allocated to a mentor earlier on in the year. More time spent on training will also help to develop a more values-based approach to mentoring and also challenge some of the ingrained notions of power and privilege.

- More needs to be done to change the culture of 'sending' Grade 8 learners as this undermines the notion of servant leadership and the values it tries to espouse. Learners need to try to shift their thinking from a place where what happened to them as Grade 8s, needs to be perpetuated in the name of tradition, to a place where unhelpful practices are no longer tolerated.

- More feedback needs to be gained from the Grade 8 and Grade 12 learners throughout the year so that bad habits do not develop later on in the year and so that that unhelpful practices are not reverted to.

- The Grade 12s need to be mentored more closely themselves and should be offered the opportunity to approach a member of staff of their choice to mentor them and be a sounding board for them. There needs to be a reflective element to this so that the Grade 12 learners can evaluate their own ability to mentor a Grade 8.

- The school's values need to be communicated more frequently in the classroom and on the sports field, so that they become part of every learner's thinking at all times. If the manner in which the school runs on a daily basis is values-driven, more can be accomplished in a shorter space of time.

6.4.2 Recommendations for research

- A longitudinal study should be undertaken to establish whether the Mentoring Programme produced lasting, authentic change over five years and to monitor what aspects of the course need to be adapted and changed to accommodate new issues that arise each year.
- Broader research should be conducted in boarding schools across South Africa to establish what mentoring programmes are already in place and what can be introduced to guide learners towards more authentic relating and leading.

6.5 Reflections on the research process

The use of a critical realist approach to this study was useful in that it allowed for much evaluation and discussion to take place around the issue of learner leadership and the mentoring process. The research process created opportunities for all participants to provide feedback and to own various aspects of the programme. They were able to evaluate the efficacy of the Mentoring Programme and comment on how their relationships were developing. It also enabled all learners to take a longer-term view of how the changes that were implemented during the study might affect the way in which the boarding house could be run in the future.

The benefit of being a researcher-interventionist in the process, was that it allowed me regular access to the participants and also at very short notice. This allowed me to gather real-time information and feedback and also allowed me to address issues as they arose. From a learner voice perspective, it also gave the participants access to me and allowed for ideas and suggestions to be heard and possibly implemented during the course of the study.

The gathering of qualitative data was also beneficial as it allowed for the emergence of the participants' voices in the study, which is something I felt committed to throughout the process. Listening to the participants also fostered trust in the process.

One of my concerns is that even though the Mentoring Course ran well over the initial four weeks when the Grade 12s were getting to know the Grade 8s, the progress made did not endure for the

rest of the year, and patterns of behaviour that had been discouraged, crept back in. Doppelt (2003, p. 3) suggests that, "The ultimate success of a change initiative occurs when sustainability-based thinking, perspectives, and behaviours are embedded in everyday operating procedures, policies, and culture". St Andrew's is making good headway in this regard and over the course of the next few years some remarkable changes should be noticeable as a result of the implementation of the Leadership Curriculum.

For the Mentoring Programme to succeed, the training of mentors is a critical part of the process. The manner in which they treat their mentees will determine how mentees are treated in the future. To this end, the purpose of the programme must be emphasised very strongly from the beginning. Clutterbuck (2002, p. 1) states that, "Clarity of purpose about the programmes – why it is being done, what is expected of participants, what the respective roles and responsibilities of mentor and mentee are, and what the desired outcomes are – is directly correlated with clarity of purpose in the individual relationships". If the relationships are right, the rest should follow quite beautifully.

6.6 Limitations

The issue of time is the most obvious limitation that I experienced while undertaking this research. The Mentor Training Programme may not be generalisable in its current format to all contexts and each context wishing to embark on this type of intervention will need to tailor it to suit their own needs. The duration of the intervention should also possibly run over a few years and learners should be inculcated into a culture of mentoring from the word go, so that it can be more sustainable. Smulyan (2000, p. 43) cites Sharon Kaufman who states that:

> By viewing social change through the lens of individual experience, we are able to move away from infinite generalisations and abstractions and into the realm of individual constructions of meaning. Through the examination of … individual's lives, we gain access both to multi-faceted meanings of the self-within-the culture and to a richer, more detailed portrait of the culture which contributes to and is constituted by those meanings.

By spending more time on preparing learners to lead, we are giving them the time and the space to create new meaning which will allow them to engage with the process on a far more personal level.

Another significant limitation was the fact that I was a novice researcher trying to navigate the complexities of CHAT. I found this very challenging and at times I felt very frustrated. CHAT was a useful analytical tool, but one does need to have dealt with it regularly, to be able to apply it with a full understanding of its nuances.

6.7 Conclusion

The learners of St Andrew's College are exceptionally innovative and are not daunted by the challenges that life presents them. It has been wonderful working with the learners of Merriman House and they have all grown from the experience of mentoring someone and being mentored by someone.

Some difficult questions needed to be asked along the way and each learner needed to face himself in an authentic manner when reflecting on his practice as a mentor. The Mentoring Course, although successful in the short term, requires a more defined space within the leadership programme of the school and needs to be guided in a structured, reflective manner, with each mentor being mentored by someone of their choice during their Grade 12 year so that an authentic, empathic form of leadership can be developed, and so that each learner can feel that he has a space to be heard and contribute to the life of the school.

In a time when the world is facing a leadership crisis, it is the responsibility of schools to grow and nurture those who are to become the leaders of the future.

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APPENDICES

Appendix A: Letter to the Headmaster requesting permission to undertake research at St Andrew's College

The Headmaster
St Andrew's College
Somerset Street
Grahamstown
6140

Dear Mr Thompson,

Research: Action Research on the Development of Student Voice and Authentic Leadership

I am registered as a full-thesis, part-time student at Rhodes University. I am currently reading towards a Master's Degree in Education, focussing on the field of Educational Leadership and Management. My advisor is Prof. Callie Grant.

The aim of my research is to investigate the development of student voice and authentic leaders through a guided learner leadership intervention.

As we are currently focussing on our learner leadership structures at St Andrew's, I was hoping that you would allow me to use the school as my research site for implementing an action research project. The specific site where this proposed research will take place is Merriman House, involving the Grade 8 and Grade 12 boys. Participation in this study would be completely voluntary. Should you agree to my request, the boys selected to take part in this study will be required to fill in questionnaires, take part in an interview and participate in one or two group interviews/workshops. The Grade 12 boys taking part will be required to provide regular feedback about their mentees.

From a confidentiality point of view, the names of the participants in this study will not be disclosed. If you wish, I can also use a pseudonym instead of naming the school in my final thesis. Being able to name the school would be a distinct advantage as far as writing about the context for and the background to this study is concerned.

Please let me know if this is in order. I look forward to your favourable reply.

Kind regards,
Craig Cuyler

Appendix B: Reply from the Headmaster, Alan Thompson, granting permission to conduct research at St Andrew's College

Dear Mr Cuyler

I have read your letter requesting permission to conduct research and am happy for you to proceed as proposed therein.

Thank you.

Alan Thompson

Alan Thompson

HEADMASTER

St Andrew's College

Grahamstown

Tel: +27 (0) 46 603 2302 | Fax: +27 (0) 46 603 2381

Mobile: +27 (82) 572 2381

Email confidentiality notice:

This email and any files transmitted with it are confidential and intended only for the use of the intended recipient. If you have received this email in error please notify the sender.

The views and opinions expressed in this email do not necessarily reflect the opinion of St Andrew's College, St Andrew's Prep or the Diocesan School for Girls.

Appendix C: Correspondence via E-mail confirming permission to use the name of the school in my thesis

Fri 11-03, 02:14 PM
Alan Thompson

Dear Alan,

I hope that you are well and surviving this heat.

My Master's thesis has gone through its last round of critical reading and I'm just putting some finishing touches to it.

Would it please be possible to confirm that you are happy for me to use the name of the school in my thesis? I just need to be sure that all is in order.

Kind regards,
Craig

Fri 11-03, 05:25 PM
Craig Cuyler

Hi again,

Please proceed as proposed.

Thank   you

Sent from my iPhone

Craig Cuyler

Fri 11-03, 05:43 PM

Dear Alan,

Thank you very much for allowing me to use the school's name. It is much appreciated.

Have a good weekend.

Kind regards,

Craig

Appendix D: E-mail sent to Grade 8 parents on 3/3/2015

Dear Grade 8 Parents,

I hope that this e-mail finds you all well.

It was very good to see so many of you at the Parent/Teacher meetings last week and I enjoyed touching base with you regarding your son's progress.

The reason for this e-mail is to ask you a favour…

I am currently trying to complete my Master's Degree in Education through Rhodes and the area of focus that I have chosen is Educational Leadership and Management. In view of this I have decided to try something different in Merriman House this year and I have instituted a mentoring programme. Each Grade 8 boy will receive a Grade 12 boy as a mentor (overseen by me). What we have done so far is that each Grade 8 boy has been visited by 4 different Grade 12 boys over four weeks and the Grade 12 boys have then provided me with feedback regarding your son's progress. This has then translated into me having more eyes on the ground to ensure that the boys are settling well and to be able to be proactive in cases where there have been issues. The next stage is to allocate a matric boy to each Grade 8. The matric boys have been through a mentoring course and only those who have passed the course will be allowed to mentor a Grade 8 boy. You should receive a phone call during the course of the next week or so from the matric boy allocated to your son to introduce himself to you properly.

I would like to ask the Grade 8 boys to fill in a questionnaire for me and perhaps also take part in an interview in which they assess the strengths and weaknesses of the programme. The favour I'm asking is if you would be willing to give me permission to use the information gathered through the questionnaires and interviews as data for my research.

Could you please send me a quick e-mail stating whether or not you would mind me using this information. Please rest assured that your son's identity will be protected in the publication and presentation of findings and that his participation in the research is completely voluntary.

Kind regards,

Craig

Appendix E: Learner Consent Form

St Andrew's College

Learner Consent Form

<u>Mentoring Intervention: Rhodes University Masters Course 2015/2016</u>

I, ...(Student) consent to my participation in this mentoring research project.

I have been briefed about the nature of the research and about how the information I provide will be used.

I give permission for any interview with me to be recorded to enable accurate analysis of the data. I also give permission for photographs/video to be taken and for these to be used in the presentation of the research findings for educational purposes.

I understand that any information or personal details gathered during this research are confidential and that my name or any other identifying information will not be used or published in the presentation of the research findings.

I understand that participation in this research is voluntary and that I can withdraw from the research at any time, and that there will be no penalty or discriminatory treatment for doing so.

Signed (Student)..................................Date...................

Appendix F: Pre-intervention Questionnaire (PIQ)

1. List five qualities that you believe a leader should possess?

2. In your view, what is the most important aspect of mentoring another young person?

3. Think back on your time at high school so far. Were you well mentored? State why or why not?

4. Who is the best mentor you have ever experienced and explain why this person was a good mentor.

5. Rank the following qualities in order of importance from 1 (most important) to 5 (least important):

   - Kindness

   - Generosity

   - Leadership

   - Honesty

   - Knowledge of one's school

6. As a learner mentor, what is the skill that you would most want to impart to your mentees?

7. How do you rate yourself at the moment? How good a mentor are you and why do you think so?

8. What is the biggest challenge you have faced in this mentoring endeavour so far?

Appendix G: Grade 8 mentee review: 3rd March 2015

1. During the course of the past four weeks you have been visited by four Grade 12 boys who have engaged with you in various activities. Please state which four boys came to see you and rank them in order of your preference (1 being the best matric and 4 being the worst). **Please note that this information will stay completely confidential.**

   1. _____

   2. _____

   3. _____

   4. _____

2. What did you enjoy most about the process of meeting the Grade 12 boys?

   _____

   _____

   _____

   _____

3. Describe something specific that you did not enjoy.

   _____

   _____

   _____

   _____

4. In what way did the Grade 12s you met put you at ease and make you feel comfortable?

   _____

   _____

   _____

   _____

5. Would you recommend that next year's Grade 8s should also have an opportunity to meet four Grade 12s? Please tell me why or why not.

   _____

   _____

   _____

   _____

Thank you for filling in this form. Please rest assured that this information will be treated ethically and confidentially.

Appendix H: Grade 8 quick mentorship survey

25th May 2015

1. Briefly describe how you feel your relationship with you mentor is going at this point.

2. What, if anything, would you change about the mentorship programme as it is at the moment?

3. List four things that you speak about most when you meet with your mentor.
   i)
   ii)
   iii)
   iv)

4. Have you realised any of your goals so far this year? Discuss why you have or have not achieved your goals.

Appendix I: Final Mentoring Programme questionnaire 2015

Thank you for taking the time to fill in this questionnaire. It should not take more than about 10 minutes to complete.

Please answer the questions honestly as constructive feedback would be much appreciated.

1. In your opinion, do you think that the Mentoring Programme run in Merriman House this year was effective? Explain your answer.

2. List three qualities that your Mentor possessed that you found most helpful.

3. Describe the relationship you had with your mentor.

4. Mention one thing that your mentor did that you did not enjoy.

5. Did your mentor spend time with you? Yes / No

6. Did your mentor take the time to listen to you? Yes / No

7. Did you trust your mentor? Yes / No

8. Explain why you did or did not trust your mentor.

9. Provide an example of how your mentor showed you respect.

10. Did your mentor send you or make you do chores for him? Yes / No

11. Did you ever feel threatened by your mentor or by any other member of the Matric group? Yes / No

12. Describe three positive outcomes of the Mentoring Programme.

13. Describe three negative outcomes of the Mentoring Programme.

14. Explain in your own words whether you think hierarchy is a good thing in a boarding school.

15. List three things that you felt you learnt from your experience of the Mentoring Programme.

16. Explain why you think the Mentoring Programme should continue next year or not.

Appendix J: Grade 12 mentor interview schedule

1. Do you feel that the mentoring programme was of any value to the mentees this year?

2. How much of a role did sending and doing jobs for the Grade 12s play?

3. What role does hierarchy play?

4. How can the hierarchical structure at College be used positively?

5. Did you find that the Grade 8 boys settled in well this year as a result of the Mentoring Programme?

6. In your mind what were the strengths of the Mentoring Programme?

7. What do you believe were the weaknesses?

8. Do you feel that the Mentoring Course at the beginning of the year was adequate training for the mentors?