

**Exploring instructional leadership practices of campus managers
in influencing students' academic achievements in TVET colleges
in Gauteng and Mpumalanga, provinces of South Africa**

by

Veronica Mapaseka Muthumuni

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DECLARATION

Name: Veronica Mapaseka Muthumuni

Student number: 35021470

Degree: **Doctor of Philosophy in Education**

Title: **Exploring instructional leadership practices of campus managers in influencing students' academic achievements in TVET colleges in Gauteng and Mpumalanga, provinces of South Africa.**

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

APRIL 2023

DATE

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DEDICATION

Above all, this piece of work is sincerely and wholeheartedly dedicated to God, Almighty. Then to my late parents, Mapali and Thabo Monamoleli. To my loving husband, Mr Nyengedzo Muthumuni, this is dedicated to you, my love. To my children, Vhuhwavho, Lerato, Vhuthuhawe, Oripfa and Apfiwaho and my granddaughter, Vhudihawe, this is for you, my angels.

SUMMARY

The *South African Constitution* (RSA, 1996), Section 29, states that “everyone has a right to basic education, including adult basic education, and to further education, which the State, through reasonable measures, must make progressively available and accessible”. It was on this basis that TVET colleges were established to accommodate young school leavers and adults with skills, knowledge, and good attitude in preparing them for the world of work. Studies on leadership at TVET colleges and poor performance revealed that poor performance was some of the main findings in TVET colleges. This study therefore aimed to explore instructional leadership practices of campus managers in influencing students’ academic achievement at TVET colleges in the Gauteng and Mpumalanga Provinces. A qualitative research approach with a case-study design method was used in this study. Data were collected through in-depth interviews and document analysis. Purposive sampling was used to select participating TVET colleges and at each TVET college, ten people participated. This included campus managers, two HoDs (one NCV and one NATED), two lecturers (one NCV and one NATED) and five students (two NCV, two NATED and one SRC). Data analysis for this study was done through coding and organised into categories and themes which were interpreted.

The findings of the study linked to the literature revealed that there are weaknesses concerning the instructional leadership practices of campus managers in executing instructional leadership roles to ensure that the teaching and learning process is effective. Campus managers are not aware of the roles they should play as instructional leaders in monitoring the entire process of teaching and learning. They believe that HoDs can play those roles and provide reports to campus managers concerning the teaching and learning process. Campus managers further highlighted that their work overload and insufficient time were some of the factors that made them not execute their instructional practices as they are expected to. This led them to delegate their instructional tasks to HoDs, and them focusing more on administrative duties. Based on the findings, recommendations were made to assist campus managers. One of the recommendations was to advise the DHET or TVET colleges’ head offices to give campus managers intensive trainings on instructional leadership. These training, workshops, courses, or seminars would assist in making campus

managers know their roles as instructional leaders and this would enable them to support, monitor and develop lecturers for the improvement of students' academic achievement.

Key Terms: Campus manager, instructional leadership, lecturers, leaders, leadership, students, students' academic achievement, TVET colleges

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ACRONYMS AND ABBREVIATIONS

AACC	Association of American Community Colleges
AOC	Association of Colleges
BEd	Bachelor of Education
CCLDI	Community Colleges Leadership Development Institute
CCLP	Community Colleges Leadership Program
DHET	Department of Higher Education and Training
ERIC	Education Resources Information Centre
FE	Further Education
FEDA	Further Education Development Agency
FET	Further Education and Training
HOA	Head of Administration
HoD	Head of Department
HoS	Head of School
IQMS	Integrated Quality Management System
KZN	KwaZulu-Natal
LSS	Lecturer Support System
LTSM	Learner and Teacher Support Material
MBA	Masters in Business Administration
MPA	Masters in Public Administration
NATED	National Accredited Technical Education Diploma
NCFE	National Committee for Further Education
NCTL	National College for Teaching and Learning
NCV	National Certificate (Vocational)

NDP	National Development Plan
NQF	National Qualification Framework
NSFAS	National Student Financial Aid Scheme
PGCE	Postgraduate Certificate in Education
REC	Research Ethics Review
SAIVCET	South African Institute for Vocational and Continuing Education and Training
SETA	Sector Education and Training Authority
SMT	Senior Management Team
SRC	Student Representative Council
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
USA	United States of America
VET	Vocational Education and Training
VTE	Vocational and technical Education
VTEC	Vocational and Technical Education Colleges

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter introduces the study by providing information in terms of background, statement of the problem, the purpose of the study, and the study's rationale. It further presents the identified primary research question and sub-questions. The theoretical framework that underpins the study and its relevance are briefly discussed in this chapter. The research methodology, research paradigm, research design, sampling, data collection, data analysis, credibility and trustworthiness, ethical issues and limitations and delimitations are also outlined. A definition of terms and a description of the organization of the dissertation conclude Chapter 1.

1.2 BACKGROUND TO THE STUDY

Historically, technical, or vocational education had formed an important aspect of the economy of the country from as early as the 1920s; hence their formation then (Hlatjwayo, Yalezo & Mutambara, 2022). The main aim was to provide theoretical learning alongside with practical training of apprenticeship (Balkrishen, 2016; Balkrishen & Mestry, 2016; Moodley, 2015). Nkau (2021) and Terblanche and Bitzer (2018) further assert that at the beginning of 1990, there was a decline in the linkages with apprenticeship due to college courses that had an increased number of non-apprentices. This, therefore, meant that there was no longer a correspondence between theoretical and practical learning for most learners.

Considering the above, Buthelezi (2017) and Nkau (2021) state that between 1997 and 1998, the Department of Education led a policy process that resulted in the formation of the *Further Education and Training (FET) Act* (1998) and led to the establishment of 50 new FET colleges. These colleges were formed from the merger of former technical colleges as a symbol of shedding the negative images of all those technical colleges and to bring together educational values and relevance to the workplace (Mvimbe, 2019; Terblanche, 2017). These negative images of vocational training under apartheid were characterised by numerous factors, such as unequal

access to learning opportunities based on race, division between theory and practice, unequal allocation of funds between white institutions described as state-aided, and black institutions that were described as state colleges (Terblanche, 2017).

In view of the above, Buthelezi (2017) asserts that in 1996, the Minister of Higher Education appointed a committee known as the National Committee for Further Education (NCFE) to investigate and recommend on all aspects of FET in relation to the apartheid FET that were fragmented and lacked coordination. Therefore, in 1997, the NCFE identified a gap in the FET level, namely that it lacked identity, as it represented a range of programs and providers. So, FETs were not regarded as the system.

This is thus the reason that led to the decision to adopt a National Qualification Framework (NQF) that divided education and training into three bands, that is, General, Further and Higher Education. All these bands were administered by the provincial authorities, rather than national education (Buthelezi, 2017; Nzembe, 2017). However, the NCFE further decided to separate the two components (schools and colleges). During the separation of schools and colleges, it was concluded that the *FET Act* (1998) would exclusively apply to colleges and that colleges would be dealt with separately from schools. Therefore, after the schools and colleges had been separated, more attention was then given to colleges, as they had inadequate and poor plan, infrastructure, governance, organisational systems, backing functions, skilled trainers, connections to industry and quality assurance (Nzembe, 2017).

Therefore, at the end of 1997, this resulted in discussions on the importance of Further Education and Training for economic growth, poverty alleviation, and personal development (Chagi, 2019; Pretorius, 2021; Terblanche, 2017). Terblanche (2017) further states that further NCFE discussions sought to stress equity and redress all the historical gender imbalances and rural poverty, especially for women. It was further noted that the system in colleges catered only for the pre-employed rather than the unemployed. Therefore, there was great concern for the reformation. In 1998, the Green Paper on FET responded greatly on the NCFE report, and it emphasised the need to develop a policy for workplace training that the Department of Labour would remain responsible for. This meant that learnerships would replace the apprenticeship

models and would be a combination of theoretical learning off-the-job with workplace and work experience learning (Chagi, 2019; Terblanche, 2017).

In 2012, the South African educational system of Higher Education and Training introduced the term 'Technical and Vocational Education and Training (TVET)' after the United Nations Educational, Scientific and Cultural Organisation (UNESCO) conference on TVET (World TVET Database, 2015). This change of the name was aimed at bringing the South African Vocational Education system in line with international standards. In addition, the Minister of Higher Education and Training, Dr Blade Nzimande, highlighted that South Africa had recently developed policies that emphasised the strengthening of the efficient and effectiveness of TVET colleges and Sector Education and Training Authority (SETA), in reviving artisan training and building relationships between educational institutions and employers (World TVET Database South Africa, 2015).

Therefore, the shift from FET to Technical Vocational Education and Training (TVET) colleges was due to the focus on skills development and vocational training they meant to promote (Balkrishen, 2016; Moodley, 2015). These authors highlight that the change of the name was informed by the fact that the government's focus is on building skills for national development. In that regard, the government erected frameworks such as the National Qualification Framework (NQF) that deals with qualifications and quality assurance and passed Acts such as the *Skills Development Act* (1998) that regulate skills development apprenticeship and learnership (Buthelezi, 2017; Chagi, 2019). This was to make sure that South Africa responded to changes through the collective action of all stakeholders, such as government, businesses, and trade unions, employers, professional bodies, training providers, etc. The TVET sector is a key component of the National Development Plan (NDP)'s vision for expanding a skills base in South Africa over a period by producing artisans and technically trained workers (Statistics on Technical Vocational Education and Training, Community Education and Training and Private colleges examinations in South Africa, 2019).

Therefore, the TVET system is a high-quality transformed and responsive system that South Africa's government uses to encourage the integration of education and training and learner mobility and advancement to meet all human resource needs. In essence, Rasool and Mahembe (2014) and the World TVET Database South Africa (2015) note

that the TVET system seeks to address the need to promote personal, civic, and socioeconomic development in the country. Therefore, contestation on the role of TVET colleges ranges from productivity and an economic approach, which are based on training for growth that will lead to skills for the employability and sustainability of livelihoods (Rasool & Mahembe, 2014; World TVET Database South Africa, 2015). Furthermore, TVET colleges are a means for supporting the development of individuals, communities, and the society. According to Hlatjwayo et al. (2022), TVET colleges' qualification structure includes National Vocational Certificate (NCV) programs. The NCV programs integrate theory and practice and provide students with both knowledge and practical skills that are in line with specific industry fields. These programs are offered to students that aim to pursue vocationally focused education and are offered over a period of three years, resulting in full certificates on NQF Levels 2, 3 and 4. NQF Level 4 is equivalent to Grade 12 (Hlatjwayo *et al.*, 2022; Statistics on Post-school Education and Training in South Africa, 2018). The National Accredited Technical Education Diploma (NATED), also known as Report 191, includes 18 months in theoretical studies at the college and another eighteen months' relevant practical application in the workplace. This is offered to students who have completed schooling and want to further their studies to acquire a tertiary qualification. These are divided into semesters (Business Studies) and trimesters (Engineering Studies) (Statistics on Post-school Education and Training in South Africa, 2018).

As mentioned earlier, TVET colleges were meant to develop and provide quality training to its apprenticeship so that they can be self-reliant. Colleges are then expected to locate opportunities for work-integrated learning to place students as they complete their qualification. However, according to Balkrishen (2016), Nzembe (2017) and Pretorius (2021), the TVET college sector is still not efficient in terms of throughput, retention, and certification rate. Furthermore, Badenhorst and Radile (2018) and Sithole, Wissink and Chiwawa (2022) confirm that there was a gradual decrease in throughput rate of about 4% since 2009, meaning that not all students who enrolled for Level 2 (entry level) in 2007 exited in 2009 (Level 4). This automatically affected the certification rate. In Table 1.1, the NCV Level 4 and NATED results of TVET colleges at national level in South Africa from 2011 to 2015 are shown.

Table 1.1: TVET NCV and NATED National pass rate

Year	NVC LEVEL4			NATED		
	Number Wrote	Number completed	Completion rate	Number Wrote	Number completed	Completion rate (%)
2011	17 836	7 638	42.8%	2 428	1 488	61.3
2012	15 334	6 018	39.3%	8 735	2 902	33.2
2013	22 470	8 346	37.1%	52 052	18 584	35.7
2014	22 705	7 838	34.5%	68 678	29 071	42.3
2015	26 144	10 465	40.0%	89 454	53 125	59.4

Source: Statistics on Post-school Education and Training in South Africa (2019)

According to Statistics on Post-school Education and Training in South Africa (2019), the certification rate for the TVET NATED program between 2011 and 2015 showed an increase at an average of 50%, but for NCV Level 4, there have been some fluctuations. However, but it was still lower between 2011 and 2015 at an average of 39.2%. The Statistics on Post-school Education and Training in South Africa (2019) further indicate that in 2015, 26 144 NVC Level 4 students wrote the final examination, and only 10 465 (40%) students completed the Level 4 qualification. In NATED N6, 89 454 students wrote the final examination and only 53 125 (59.4%) students completed the N6 qualification.

However, there was a slight increase in the certification rate between 2015 and 2016. NCV Level 4 increased by 1.7% and NATED by 6.7%. NCV showed a slight increase of a 41.7% certification rate, with NATED performing better with 66.1%. Despite the increase, the performance is worrisome, and it shows that something is not right. Badenhorst and Radile (2018) and Balkrishen (2016) argue that despite the nature and scope of change that were introduced within the sector over 15 years ago, structurally and academically, it is unfortunate that that reform process has no positive impact or effect on the TVET colleges' performance. The pass and certification rates remain very low. This then calls for concern regarding the situation in TVET colleges.

As mentioned earlier, all former technical colleges merged and formed 50 FET colleges in 2002. The merging was in accordance with the *FET Act 98 of 1998* (RSA,

1998), reviewed in 2006 (Chagi, 2019; Terblanche, 2017; Terblanche & Bitzer, 2018). These colleges are across the nine provinces of the country; that is, the Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North-West, the Northern Cape and the Western Cape. Gauteng and Mpumalanga are the provinces where the study will be conducted. Table 1.2 presents an insight into the overall performance of all TVET colleges across the country in 2018, especially on the NC(V) exit level, Level 4.

Table 1.2: NCV Level 4 pass rate in all provinces in 2018

Province	Number Registered	Number Wrote	Number Completed	Completion Rate (%)	Position
Eastern Cape	3 625	3 213	1 726	53.7%	5
Free State	1 212	1 059	586	55.3%	3
Gauteng Province	4 761	4 355	2 310	53%	6
KwaZulu-Natal	4 471	4 076	2 021	49.6%	8
Limpopo	4 620	4 268	2 121	49.7%	7
Mpumalanga	2 331	2 061	1 262	61%	2
Northwest	1 023	941	515	54.7%	4
Northern Cape	293	244	116	47.5%	9
Western Cape	1 962	1 761	1 180	67.5%	1

Source: Statistics on Post-school Education and Training in South Africa (2018)

From Table 1.2, it transpires that the Mpumalanga TVET colleges performed better than TVET colleges in other provinces. In 2018, out of nine provinces, Mpumalanga came in position number 2 at a 61% certification rate. Despite that, Balkrishen (2016) notes that TVET sector is still not efficient in terms of retention, throughput, and certification rate. The number of students who enrol for Level 2 and the number of students enrolled for Level 4 and getting certificated confirm this. In the study conducted by Badenhorst and Radile in 2018 on challenges that lead to the poor performance in TVET colleges, they found that instructional leadership, lecturers' lecturing capabilities and students' readiness were the main challenges. Furthermore,

the most critical factor that can lead to poor performance in TVET colleges might be the lack of instructional leadership.

David (2019), Poee and Fotso (2022) argue that instructional leadership involves the setting of realistic goals, management of curriculum, monitoring of lesson plans, allocation of resources and evaluation of teachers for the promotion of the students' learning and growth. Within the context of the school setting, an instructional leader influences the quality of the school's outcomes through the alignment of the structures of the school; that is, the school's academic standards, time allocation and curriculum (Manaseh, 2016). In short, the instructional leaders lead by building a mission and manage through activities that would increase the alignment between the activities and the purpose. Hallinger's study findings show that the instructional leadership shown by the managers was evident through their active hands-on involvement in the classroom and active hands-on supervision of the classroom instruction (Hallinger, 2005; Nashir & Mustapha, 2013; Peariso, 2019). Therefore, those schools that tend to be at an elementary level excel academically (Nashir & Mustapha, 2013). This means that the campus manager, in the case of a TVET college, is supposed to possess at least instructional leadership qualities to make quality instruction his or her top priority as an instructional leader.

Given the students' academic achievement picture painted in Tables 1.1 and 1.2 above, it is, however, evident that seemingly, TVET colleges are unable to address the instructional leadership challenges such as, campus managers being able to set realistic goals, manage curriculum, monitor lesson plans, allocate resources and evaluate lecturers for the promotion of the students' learning and growth. In essence, proper instructional leadership from the campus managers should be able to influence the process and promote learning, as well as ensure that all staff and students respect appropriate rules, routines, procedures, and regulations to achieve the set objectives (Manaseh, 2016; Peariso, 2019). Many researchers have ventured into the studies of the principals' instructional leadership and managing styles, but very little has been done to establish the roles other managers, especially in sectors such as TVET colleges, play to ensure students' good performance. This is even though instructional leadership is the most critical factor for the future success of higher education and schools. To bridge this gap, this study sought to explore instructional leadership practices of campus managers in influencing students' academic achievement in

TVET colleges located in both the Gauteng and Mpumalanga provinces of South Africa.

1.3 RATIONALE

The effective leadership and quality management in TVET colleges have not been as good as it should be (Balkrishen, 2016; Moodley, 2015; Robertson, 2015). Robertson (2015) further asserts that effective leadership and management will always be compromised if there is little, or no support given in TVET colleges. This, therefore, means that the lack of capacity in leadership will have a negative impact on TVET colleges' performance. In short, effective leadership and management have increasingly been regarded as essential for the successful students' academic achievement at all institutions of higher learning, including TVET colleges (Moodley, 2015; Robertson, 2015). The Department of Higher Education and Training (DHET) share a similar sentiment by further emphasising that the lack of effective and efficient leadership by campus managers would result in TVET colleges not being able to provide education and training of high quality that the country needs to expand its skills (DHET, 2013).

Furthermore, it is of importance to note that for an institution to succeed, especially in terms of students' performance; it is mainly dependent on the head of the institution. Within the context of this study, the campus manager plays as pivotal and crucial a leadership role as that of school principals and they are liable for the quality of teaching and learning as well as the students' academic achievements.

The findings of the study by Hallinger in 2005 on instructional leadership and school principals were that successful instructional leaders influence the quality of the school's academic performance (Hallinger, 2005; Nzembe, 2017). In addition, a study by Koopasammy in 2012 found that most principals neglect their instructional leadership role because they focus more on attending to their administrative duties of managing the buildings and its people. In the findings, some school principals acknowledged that the lack of an instructional leadership role does compromise the quality of teaching and learning and the school's performance (Koopasammy, 2012).

The researcher in this study acquired experience at two different TVET colleges in different provinces. Based on the researcher's experience, campus managers' roles

are the same as they are outlined by DHET; however, at one college, the campus manager was hands-on and involved in the issues of teaching and learning and the students' academic achievement was good. At the other, the opposite was true. The campus managers were not fully involved in the instruction; instead, the focus is more on the administration. However, the DHET outlines the duties of campus managers, and these are limited to leading and coordinating day-to-day management of the campus, reporting on issues relating to finances, administration of policies and planning (Mvimbe, 2019). However, the situation on the ground reveals that the Head of Department (HoD) is the one who is actively involved in the running of the campus in terms of teaching and learning or academic issues. This means that campus managers are more involved in administration than instruction and they are solely dependent on HoDs on matters of teaching and learning. Nonetheless, campus managers have a huge and crucial role to play in making sure that teaching and learning do take place.

According to Akoojee (2016) and Balkrishen (2016), enough is not known regarding TVET colleges about what exactly makes campus managers effective leaders, and what may make them ineffective. Therefore, the scarcity of empirical data on the instructional leadership role practices of TVET colleges campus managers and their influence on students' academic achievement on teaching and learning and subsequently students' academic achievements have not been fully established (Akoojee, 2016; Mothapo, 2019). Therefore, this study is aimed at bridging that gap and contributes to knowledge in the area.

Against the background of the practical involvement that the researcher has in the TVET sector or education, the researcher seeks to investigate how campus managers can best employ their instructional leadership role in improving students' performance. The researcher assumes that the findings of this study may to some extent influence negative perceptions that surround TVET colleges and, as a result, students' academic achievement and graduates' employability will improve. Furthermore, this study is motivated by the instructional leadership that is mostly used by principals in schools and its influence on performance of learners. This is confirmed by research studies conducted in schools, though little or none in the TVET sector (Nashir & Mustapha, 2013; Peariso, 2019). Therefore, this study sought to explore how instructional leadership practices influence student academic achievement.

Instructional leadership could present a platform from which campus managers can learn:

- To create a vision that prioritise high level of students' academic achievement
- Application of distributed or shared leadership to create a cohesive team
- Demonstrate the importance of staff growth and development
- Monitor curriculum and instruction (Buthelezi, 2017; David, 2019; Mothapo, 2019).

Therefore, the focus of this study was to seek to establish the instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in Gauteng and Mpumalanga, provinces of South Africa.

1.4 PROBLEM STATEMENT

The *South African Constitution* (RSA, 1996), Section 29 clearly states that "Everyone has a right to basic education, including adult basic education, and to further education, which the State, through reasonable measures, must make progressively available and accessible" (World TVET Data Base South Africa, 2015:54). It is on this basis that the establishment of TVET colleges was aimed at providing young school leavers with skills, knowledge and attitude that are aimed at preparing them for the workplace and employment or job markets (Akoojee, 2016; Balkrishen, 2016; Paterson & Boka, 2016). This would then benefit the country, as it would respond by improving learner development and progress to meet human resource needs and further promotion of personal, civic, and socioeconomic development in the country (Paterson & Boka, 2016).

However, the TVET college sector has not delivered on the expectation of becoming institutions of choice in terms of higher learning that would assist in mitigating the challenge of skills shortage in the country (Akoojee, 2016; Badenhorst & Radile, 2018; Terblanche & Bitzer, 2018). Statistics on Post-school Education and Training in South Africa (2018) report that the results and poor performance are disappointing in most provinces. For instance, in 2015, NQF Level 4 recorded the certification rate of 40%, with a slight increase of 1.7% in 2016, and NATED at 59.4% in 2015, with an increase of 6.7% in 2016. This means that the success is generally poorer than the throughput

of 4% in 2009 and a slight increase between 2012–2016 (DHET, 2012; Statistics on Post-school Education and Training in South Africa, 2018).

A study by Badenhorst and Radile (2018) on factors leading to poor performance in TVET colleges found that poor leadership, lecturers' lecturing capabilities and lack of readiness in students were amongst the main challenges. However, poor leadership was found to be the leading and pressing challenge.

Since the rebirth of the TVET sector in South Africa, new organisational arrangement and responsibilities had to be made, with some causing more confusion as far as leadership and management were concerned. Leadership and management were highly compromised, and this has a negative impact in the performance of TVET colleges. Instructional leadership and lines of accountability by campus managers might have an adverse impact on students' academic achievement as instructional leadership solely focuses on the core business of the institutions of learning; that is, teaching and learning and students' progress and achievement (David, 2019; Sithole et al., 2022). Assumably, by strengthening the instructional leadership practices of campus managers, the probability of enhanced students' academic achievement could be increased significantly.

Over and above, very few studies or research focusing on instructional leadership of TVET college managers could be located (Bandehorst & Radile, 2018; Pretorius, 2021). This study, therefore, argues that the concept of instructional leadership role of campus managers would present a superlative opportunity in addressing and exploring strategies to enhance the students' academic achievement in TVET colleges. Consequently, the following research question guided this study:

How do instructional leadership practices of campus managers influence students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces?

1.5 PURPOSE OF THE STUDY

As mentioned earlier, many researchers have ventured into studies on principals' instructional leadership and managing styles, but very a little has been done to establish the roles other managers, especially in sectors such as TVET colleges, to

ensure that students perform satisfactorily. This is even though the instructional leadership is perceived to be the most critical factor for the future success of both higher education and schools. This study, therefore, endeavoured to establish the instructional leadership practices of campus managers in influencing students' academic achievement in Gauteng and Mpumalanga and further present the greatest opportunity in addressing and exploring strategies to enhance students' academic achievement in TVET colleges.

1.5.1 Aim and Objective of the Study

This study explored the instructional leadership practices of campus managers influencing students' academic achievement in TVET colleges in the Mpumalanga and Gauteng, provinces of South Africa. Emanating from the primary aim are the objectives that follow below:

- To determine the campus managers' understanding of the concept of instructional leadership.
- To find out the core instructional leadership practices of campus managers that influence the student academic achievement in TVET colleges.
- To establish the perceptions of the staff (HoD and lecturers) on the campus managers' instructional leadership practices as instructional leaders.
- To establish challenges that campus managers in TVET colleges experience in their instructional leadership practices as instructional leaders.
- To suggest recommendations on how to improve on the current instructional leadership practices exhibited by Campus Managers in TVET Colleges.

1.6 MAIN RESEARCH QUESTION

This study argued that the concept of the instructional leadership role of campus managers would present a great opportunity in addressing and exploring strategies to enhance students' academic achievement at TVET colleges. Consequently, the following research question guided this study:

How do instructional leadership practices of campus managers influence students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces?

1.6.1 Sub-questions

To answer the primary question, the following sub-questions were formulated:

- How do campus managers understand the concept of instructional leadership?
- What is core instructional leadership practices of campus managers that influence the student academic achievement in TVET colleges?
- How are campus managers of TVET colleges perceived by the teaching staff (HoDs and Lecturers) in their instructional leadership practices as instructional leaders?
- What are the challenges that campus managers of TVET colleges experience in their instructional leadership practices as instructional leaders?
- What can be recommended to improve on the current instructional leadership practices exhibited by campus managers of TVET Colleges?

1.7 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

The study is premised on the work by Weber (1996). Weber's (1996) model of instructional leadership incorporates research about shared leadership and empowerment of informal leaders. Weber (1996) highlights that in shared leadership and site-based management, instructional leadership is necessary, regardless of the organisational hierarchical nature. In this regard, Weber (1996) avers that effective instructional leadership would depend to a large extent on two important factors; that is, the flexibility a school principal exhibits in sharing leadership duties, and the clarity with which a principal matches leadership duties with individuals who can perform them collaboratively (Mestry, 2017). Therefore, according to Alig-Mielcarek and Hoy (2005) and Buthelezi (2017), Weber's (1996) model identified five essential domains of instructional leadership, namely:

- Defining the school's mission
- Managing curriculum and instruction
- Promoting a positive learning climate
- Observing and improving instruction
- Assessing the instructional program

Detailed discussion about the relevance and application of these essential domains to the study is provided in Chapter 3.

1.8 PHILOSOPHICAL PERSPECTIVE AND RESEARCH PARADIGM

Researchers are expected to undertake their study through the guidance of research philosophy and paradigm that suit their investigation the best. There are four distinct paradigms (namely post-positivism, constructivism, transformative, and pragmatism) that researchers are expected to be exposed to while doing their respective research (Creswell, 2014). These paradigms are often used differently by various researchers to describe the basic and fundamental beliefs and assumptions that guide research inquiry on phenomena of the natural and social structures (Creswell, 2014; Feilzer, 2010; Lincoln, Lynham, & Guba, 2011; Mertens, 2010). Among these different paradigms, the constructivist paradigm was used for this study. Lichman (2014) defines constructivism as a philosophical viewpoint when there is a construction of the understanding of the concept by people by reflecting on their perceptions, personal experiences, and by relating the acquired knowledge with what they already know.

In a constructivist paradigm, the researcher tries to make sense of the meaning of the participants' world by talking and engaging with them. Thus, according to this paradigm, the researcher is allowed to interpret experiences, thoughts, and opinions of the participants in their own setting and cultural or social context. Additionally, the researcher is also able to provide a thick description of data to allow the reader to gain a strong picture of the circumstance of the study (Lichman, 2014). Therefore, in this study, the researcher believed that various realities exist, and then present an interpretation of the insights, views and understanding of the participants' knowledge regarding the instructional leadership practices of campus managers that influence students' academic achievement in TVET colleges in Mpumalanga and Gauteng, provinces of South Africa.

1.9 RESEARCH DESIGN

According to Creswell (2014), Gwija (2016) and Tekete (2012), research design is a complete strategy or a plan that is used by the researcher to obtain evidence to answer research questions during an investigation. Therefore, the research design acts as the

logical structure and the base of the research inquiry, as it helps the researcher to gather empirical evidence. Gwija (2016) and Mothapo (2019) further highlight that research design further assists the researcher in selecting subjects to set up sites for research and procedures to collect data to answer the questions of the research. In the end, by using a research design, the researcher will obtain valid and accurate results for the study's aims.

1.9.1 Qualitative research approach

This study used a qualitative research approach. The qualitative approach consideration is based on the attempt to examine an incident in a usual location where the focus is on understanding the social incident holistically (Creswell, 2014). A qualitative approach concentrates on the meanings attached to viewpoints or contexts, and as different people or groups often have different viewpoints, there are many different meanings concerning a particular phenomenon (McMillan & Schumacher, 2010). This study sought to probe the in-depth research setting to obtain a fuller understanding of the way things are, as well as why and how the participants in the particular context perceive them. Therefore, a qualitative approach was used to assist the researcher in exploring the views of campus managers, HoDs, lecturers and students about the instructional leadership role of campus managers of TVET colleges.

1.9.2 Justification for using qualitative research approach

The researcher was directly involved in inviting participants for data collection. This motivated them to share their experiences and thoughts about the topic. Leedy and Ormrod (2010) state that qualitative research deals with thoughts, experience, observation, motivation, problems, and behaviour, as well as discovering, defining, comparing, and examining characteristics of a particular unit. Therefore, in this study, there was interaction between the researcher and campus managers, HoDs, lecturers and students to explore the instructional leadership role of campus managers in improving students' academic achievement in TVET colleges in South Africa.

1.10 RESEARCH METHOD

In qualitative research, there are many research designs that can be used for data collection and analysis. This study, therefore, used the case-study research method. According to Nieuwenhuis (2016) and Yin (2014), a case study is described as a systematic inquiry into an event or a group of related events that are aimed at describing the phenomenon in question. A case study encompasses a systematic way of generating and analysing data. Creswell (2012) affirms that a case study is a restricted system, and the cases are studied within a specific period and research context. Precisely, it is used for an in-depth investigation of a phenomenon within its real-life context.

1.11 POPULATION AND SAMPLING

Mothapo (2019) and Tobias (2011) explain population as the target group that the researcher aims to study. Precisely, this population is the group of interest to the researcher and the results of the study should be generalised based on this group. Sampling, according to McMillan and Schumacher (2010) and Mothapo (2019), is defined as a statistical process of selecting and drawing a sample from a population. However, sampling should not be done for the sake of doing it, but it should be rich in information (Mothapo, 2019). In this study, two TVET colleges from a population of seven public TVET colleges in Gauteng and two TVET colleges from a population of three public TVET colleges in Mpumalanga were sampled. From each TVET college, one campus manager, two HoDs (NCV and NATED), two lecturers (NCV and NATED) and five students (two NCV students, two NATED students and one member of the Student Representative Council (SRC student) were selected, totalling 40 participants.

The first Gauteng TVET college's performance is very poor, with an average performance of 38% between 2016 and 2018; the second college showed an average performance of 65% between 2016 and 2018. The first Mpumalanga TVET college performed very well at 76% between 2016 and 2018, and the second TVET college performed at an average of 55% between 2016-2018 (South-West Gauteng TVET college Annual Report, 2016-2018; Ehlanzeni TVET college Annual Report, 2016-2018; Gert Sibande TVET College Annual Report, 2018; Tshwane South TVET college, 2016-2018).

The performance of the campus is dependent on the effective leadership and management role of the campus manager and a positive relationship between the campus manager, HoD, lecturers and students. Therefore, all these stakeholders account for the academic performance of students. For example, the campus manager needs to ensure that teaching and learning are effective at the campus and that he or she is the professional leader of the campus. The HoD and lecturers are directly involved in the teaching of students and students are receivers of instruction. That is the main reason that causes the researcher to select the four most important persons of the campus, namely the campus manager, HoD, lecturer and a student. All the selected TVET colleges have campus managers, HoDs, lecturers and students, so they would be able to provide information on the instructional leadership practices of campus managers in improving students' academic achievement of TVET colleges in South Africa.

1.12 PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT

Researchers need permission from those who control access before conducting the study (McMillan & Schumacher, 2010). Therefore, in this study, the researcher applied for permission from the Department of Higher Education and Training (DHET) and selected TVET colleges and campuses. In addition, the researcher also applied for ethical clearance from University of South Africa (UNISA) before the collection of data.

1.13 DATA COLLECTION METHOD AND PROCEDURE

Since a qualitative research method was used in this study, interviews and document retrieval were also used to collect data. Face-to-face interviews were used to collect data from purposively selected participants; that is, campus managers, HoDs and lecturers. During the interviews, the researcher was able to listen and record the findings rather than rely only on the subjects' responses to questions. Besides that, documents such as minutes of meetings (campus manager, lecturing staff and students), monitoring and class visits, tools, teaching and learning plan, attendance registers and leave forms were consulted. This assisted the researcher to triangulate the validity of the findings and strengthen subsequent analysis when comparing data from interviews and document analysis.

1.14 DATA ANALYSIS AND INTERPRETATION

Gay, Mills and Airsian (2012) state that data analysis is the process where collected data are organised, structured and given meaning. In this study, recordings and notes were taken during interviews. Data were then transcribed and themed for analysis and interpretation.

1.15 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Establishing the instructional leadership role of campus managers in improving students' academic achievement in TVET colleges in Gauteng and Mpumalanga TVET colleges can be ideal. However, time, logistics and finances can make this investigation limited to only two Gauteng TVET colleges and two Mpumalanga TVET colleges.

Gwija (2016) describes delimitations in a study as characteristics that limit the scope and define the boundaries of the study. Therefore, the researcher in this study addressed delimitations by collecting information from only two TVET colleges in Gauteng and two TVET colleges in Mpumalanga, and only one campus manager, two HoDs, two lecturers and five students from each college were sampled in this study. In short, the researcher considered the population size and the number of participants to address delimitation. Furthermore, to address the sampling and population and the scientific delimitation, the researcher ensured that all participants (campus managers, HoDs, lectures and students) were suitable to provide all information needed to answer the research question and objectives.

1.16 OPERATIONAL DEFINITION OF TERMS

1.16.1 Public TVET colleges

Public TVET colleges were formerly known as Further Education and Training colleges. They provide post-school education, and they are registered under the *Further Education and Training Act of 2006* (Mothapo, 2019).

1.16.2 Management

Potgieter and Coetzee (2010) define management as a concept that has planning, organising, leading and controlling. Management is about planning goals, organising people, finances and resources, as well as monitoring and controlling all the activities for the realisation of goals. Precisely, management in an institution of teaching and learning, can be referred to as labour that includes a variety of manageable educational duties that are carried out by someone in a position of leadership to promote educational training.

1.16.3 Leadership

Leadership occurs when a leader influences other people's actions to achieve desirable goals. Leaders in leadership shape the goals and motivate others (Kambanda, 2013; Pooe & Fotso, 2022). In this case, a campus manager establishes the purpose or direction for lecturers and motivates them to proceed in that direction with competence and full commitment with him or her.

1.16.4 Instructional Leadership

According to Kambanda (2018), instructional leadership is the management of a curriculum and instruction by a campus manager.

1.16.5 Campus Managers

Campus managers, according to Balkrishen and Mestry (2016), are responsible for the efficient and smooth running of the campus. They generally act as intermediaries among different departments of the campus. Furthermore, their core management position has developed to incorporate a leadership role to promote teaching and learning process that enhance better students' academic achievement.

1.16.6 Academic achievement

Bossaert, Buyse and Doumen (2011) define academic achievement as an outcome of education and the extent to which a student, lecturer or the institution has achieved its goals. It is measured by internal continuous assessments and examinations.

1.16.7 Students

A student is someone who is engaged in learning in a school or college (www.definitions.net, 2015). In short, a student receives TVET education and training focusing on a specific range of trades and has many advantages, including a strong emphasis on employability.

1.17 ORGANISATION OF THE STUDY

Chapter 1: Introduction and Background

This chapter introduced the study by giving the background, the problem statement, the rationale of the study, research questions, aims and objectives of the study. The theoretical framework was provided in this chapter. Furthermore, in this chapter, the research methodology, issues of validity and trustworthy and ethical considerations were briefly discussed.

Chapter 2: Review of Related Literature

This chapter outlines a more in-depth discussion on appropriate literature. This is to examine the background of leadership role of leaders in TVET colleges. Furthermore, an overview of leadership in other countries in comparison with South Africa is given in Chapter 2. This is to get an understanding of how TVET colleges are led in those countries. Furthermore, Chapter 2 outlines the conceptual framework of the study by firstly, presenting the similarities between school principals and campus managers on how they provide instructional leadership at their respective institutions.

Chapter 3: Theoretical Framework underpinning the study

The structure that holds or supports this research study is reviewed, as it introduces and describes the theory that explains why the problem that was researched did exist.

Chapter 4: Research design and methodology

This chapter presents the research design and methodology, population and sampling, data collection, reliability, validity and trustworthiness and ethical considerations.

Chapter 5: Analysis of results and discussion

The outcomes of the collected data from participants in the study are presented in this chapter. Data were themed, categorised during analysis, and discussed in detail.

Chapter 6: Findings, conclusions, and recommendations

Data that emanated from Chapter 5 are discussed in Chapter 6. Next, a summary of the study is provided, and conclusions and recommendations are made.

1.18 CONCLUSION

The aim of Chapter 1 was to provide an overview and orientation of the study to the processes that were followed during the study. The chapter commenced with an introduction by providing information in terms of background, statement of the problem, the purpose for the study and the rationale of the study. Thereafter, the primary research question and sub-questions were explained. The relevant theoretical framework that underpins the study was briefly discussed in this chapter. Chapter 1 further outlined the research methodology, research paradigm, research design, sampling, data collection, data analysis, credibility and trustworthiness, ethical issues, and limitations and delimitations of the study. A definition of terms and a description of the organization of the dissertation concluded Chapter 1.

This study sought to explore the instructional leadership practices of campus managers in improving students' academic achievement in TVET colleges in Gauteng and Mpumalanga. Therefore, the following chapter unpacks the existing literature regarding the importance of the leadership role that campus managers as campus leaders play in the improvement of students' academic achievements. Furthermore, Chapter 2 will deliberate on the leadership in TVET colleges as well in TVET colleges in other countries, including the United Kingdom (UK), United States of America (USA), Ethiopia and Zimbabwe. Furthermore, the conceptual framework of the study is broadly discussed in Chapter 2.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The previous chapter provided a general overview of the study, mainly outlining the background, research aim, research questions, objectives, and the significance of the study. This chapter will review the literature. According to Baloyi (2019) and Triegaardt and Monamoleli (2021), a literature review is defined as an account that is aimed at conveying the knowledge and ideas that have been established on the phenomenon at hand. A literature review is what researchers or scholars have already published on the same topic, and which enhances and refines the topic of the current study. Therefore, this chapter provides the critical perspectives and knowledge that exist on general educational leadership role that leaders play, especially in TVET colleges, in ensuring that there is improvement in the students' academic achievement.

An overview of leadership development in TVET colleges in other countries and how it has a positive impact on their academic achievement of students is outlined in this chapter. This comparison might assist the South African authorities to review some parts of their TVET colleges' leadership policies. Furthermore, the conceptual framework of the study was broadly discussed in this chapter.

This study used research databases such as Google Scholar, Unisa e-library, library, education sources and ERIC.

2.2 LEADERSHIP IN TVET COLLEGES IN SOUTH AFRICAN CONTEXT

“Leadership means influencing other people's actions to achieve desirable results. This means that leaders shape the goals and motivate others. Most importantly, leadership takes much energy resourcefulness and skill” (Kambanda, 2013:26)

Leadership definition, according to Amhed (2016) and Gowpall (2015), is one of the most challenging tasks to do. Leadership as a concept is complex and its definition is contested. That is why Chitamba (2019) and Ramraj-Andrisha (2016) state that leadership definitions are mostly dependent on the context and position viewed from. However, leadership is defined as the process whereby a leader or one person

influences an individual or group for them to attain all the goals and objectives set (Ramraj-Andrisha, 2016). The leader does not force or coerce these goals to be achieved, but Bush and Glover (2014) and Ramraj-Andrisha (2016) assert that leadership is about making sense of what people do so that they have a similar understanding and commitment.

KhataJabor et al. (2012) see leadership as close processes of change, as it is more adaptive and can step outside the culture to start evolving. Furthermore, leadership gives purpose and meaningful direction to collective effort, and this causes the willingness to achieve the aimed purpose or goal (KhataJabor et al., 2012). In short, leadership has been defined as a process of influencing others. It is exercised when persons mobilize institutional and other resources so to engage, arouse and satisfy motives of subordinates (KhataJabor et al., 2012; Kwambanda, 2018; Ramraj-Andrisha, 2016). Therefore, it is important for school leaders to be clearly informed about communicating their personal and educational values as they represent their purposes for the school. This means that vision is regarded as an essential part of effective leadership.

In his study, Gowpall (2015) establishes that there are four generalizations about leadership in relation to vision:

- Effective leaders have a vision for their organization.
- They communicate the vision in a way that members become more committed.
- The vision that they have has meaningful communication.
- These leaders give full attention to the vision for the successful leadership.

Educational leadership's literature highlights the importance for leadership to focus incisively on quality of teaching and learning issues as well as human qualities of educational leaders (Humphreys, 2010). According to Gowpall (2015), Sahin (2011) and Sekhu (2011), successful teaching and learning centre on the leader who should be aware of any developments concerning curriculum, assessments and be abreast of changes in terms of pedagogy. In addition, effective educational leaders should put their focus relentlessly on the academic achievement of students (Gowpall, 2015; Sahin, 2011). Furthermore, Hou and Zhang (2019) say educational leaders should monitor teaching and learning and develop strong professional relationships that are

productive to strive to build trust and collaborative ways of working towards the success of the colleges.

Mafuwane (2011) and Ponnusamy (2010) highlight that at a college level, leadership involves the joint work of campus managers, heads of departments and lecturers. It is very important to note that the campus manager should not work in isolation but must enable lecturers to be in collaboration by either creating structures or conducive learning climates (Mafuwane, 2011). Nevertheless, Gowpall (2015) and Hickman (2017) argue that, most importantly, campus managers are key role players in creating links between activities at different levels and allowing every individual's skill to be spread across the whole college (Gowpall, 2015). From the above discussion, a completely new breed of campus managers with the necessary skills and competences to face challenges and unstable cross-currents are required, especially during this 21st century, as all these collude against them.

Furthermore, the challenges and unstable currents are because leadership works within a very dynamic and diverse education system (Esa, Mohd & Ibrahim, 2017; Koopasammy, 2012). Therefore, a new breed of leaders is required in this new era, as their roles as campus managers must evolve in response to new challenges that include more accountability demands (Koopasammy, 2012). According to Hou and Zhang (2019), campus managers need to be aware of any events around the campuses and ensure that they are kept up to date to cater for students, stakeholders and organizational demands. Therefore, the main campus manager's role is to pay more attention to teaching and learning processes as their main and core business of the colleges' operations (Hou & Zhang, 2019). Ahmed (2016) and Brabham (2017) further emphasize that educational leaders should often allocate more time and managerial and administrative tasks; hence, both leadership and management are considered equal in schools for effective operations and goal attainment.

Pertaining to TVET colleges, Ahmed (2015) and Singh (2015) argue that there is a management structure that is generally influenced by hierarchical power over decision-making and the overall control of the college and campuses. The main aim of the management structure is to guarantee continued growth within an organization. The structure of management should be effective, competent, and professional, with leaders who are able to execute their duties (Ahmed, 2015; Singh, 2015). Hlatjwayo

et al. (2022) and Worku (2019) mention that effective leadership strives towards achieving set organizational goals, valuing workplace relationships, communicating effectively and involving or allowing all stakeholders to participate in decision-making.

Considering the above, leadership of TVET colleges, according to Sithole et al. (2022), is characterized by a few personnel at the top who possess more power in making decisions than managers that are in the middle level and those in the lower level of leadership. Nkau (2021), Pretorius (2021) and Worku (2019) further state that those leaders in the middle and lower levels are mainly responsible for the execution of and implementation of policies. Moreover, effective leadership in the TVET colleges focuses mainly on ensuring that the colleges function properly, aimed at sustaining a comprehensive development and improved and good performance. For the same reason, TVET colleges' leadership is divided into three levels, a higher level, middle level and a lower level. This is to ensure that all the managers or leaders at those levels are responsible for the management of the college (Nkau, 2021; Pretorius, 2021; Worku, 2019). Furthermore, these structures' college leaders play a significant role in ensuring that TVET colleges perform according to the required standards to ensure that resources are used for the purpose and accountability is taken.

As mentioned earlier, leadership in TVET colleges is divided into levels, Sithole et al. (2022) maintain that it is a golden rule for TVET colleges to have a college council and SRC and those form a TVET college leadership. Kraak, Paterson and Boka (2016), Pretorius (2021), and Sithole et al. (2022) outline the levels of leadership in TVET colleges, as follows:

- Top level: this level consists of the principal of the college, who is the accounting officer of the college, and he/she reports directly to the minister. Moreover, the college principal is the one on whom the strategic planning and development for the college is solely dependent and his/her main functions are to ensure that there is proper planning, organising and leadership in the college.
- Middle level: This level includes deputy principals whose responsibilities are to formalise policies and plans as well as coordinating activities of the specific units they are responsible for.
- Lower level: Campus managers and managers from various units such as HoDs form part of this level. Sithole et al. (2022) maintain that at this level, a

campus manager is the leader of all departments within this level; that is, lecturing staff, administration, support, and students. However, the principal of the college has the authority to make final decisions regarding all college matters in terms of administration and management.

2.2.1 The Leadership Roles of the Leaders in TVET Colleges

It was stipulated above that TVET colleges have three levels of leadership; that is, a higher level that includes the college principal; the middle level that includes deputy principals; and a lower level, with campus managers (Kraak et al., 2016; Pretorius, 2021). All these leaders play different leadership roles to ensure that colleges perform at their best. The following are the leadership roles played by the college principal, deputy principals and campus managers.

2.2.2 The Leadership Role of the College Principal

Mothapo (2019) and Nkai (2021) note that TVET college principals play three different roles; that is, academic leader, manager, and an administrator. This means that college principals are basically considered as college advisors. Additionally, Sithole et al. (2022) confirm that the *CET Act (2006)* stipulates that the main aim of appointing principals in TVET colleges is to fulfil the strategic management and leadership roles as well as having a leader that would take responsibility at the college. Therefore, according to the *CET Act*, TVET college principals are responsible for:

- the daily operations of the college.
- being involved in all college committees, including the college academic board and council; and
- executing all activities assigned by the college council (Nkai, 2021; Worku, 2019).

College principals as leaders are specifically expected to play leadership roles such as providing strategic direction and support academic services. College principals provide high skills development for both students and staff and they assist in all college government issues (Kandy, 2022; Nkai, 2021).

2.2.3 Leadership Role of Deputy Principals

According to Balkrishen and Mestry (2016), Kraak et al. (2016), and Pretorius (2021), deputy principals' roles vary between lecturing, principalship, and being office based. As much as their main role is to manage rather than to lead, leadership is no longer confined to college principals; it is extended to deputy principals as well (Pretorius, 2021). Therefore, according to Sithole (2021) and Smit and Bester (2019), the deputy principals take over the college principals' duties whenever the college principals are absent or unable to fulfil their duties. This means that in the absence of a college principal, the deputy principal shall act as college principal. In the South African context, TVET colleges have three deputy principals; academic, corporate services and finance, and all three these deputies assist the principal with leadership strategies within the college (Basi, 2021; Hlatjwayo et al., 2022).

However, the rationale for this study is to establish the role of leadership in TVET colleges in influencing the academic achievement of students. Therefore, the deputy principals of TVET colleges' academic role are key. This deputy principal's leadership role is to:

- Support the college principals in executing the set strategy to achieve all academic goals.
- To give effective leadership and direction in academic affairs.
- To coordinate curriculum development, support, and monitor, establish policy and delivery processes, evaluate those processes, monitor student success and motivate employees to be committed and productive (Basi, 2021; Hlatjwayo et al., 2022).
- The academic performance of students and staff is the core business of TVET colleges; therefore, it is the academic deputy principal's leadership role to ensure that teaching and learning activities are effectively delivered. This is the only reason that all TVET colleges have academic boards where the deputy principals (academic) are the key role players, as the board mostly discuss all college academic matters (Basi, 2021; Sithole et al., 2022).

2.2.4 Leadership Roles of Campus Managers

According to Balkrishen and Mestry (2016), Basi (2021) and Mothapo (2019), campus managers fall under the last level of TVET college leadership level. Buthelezi (2017) and Hlatjwayo et al. (2022) agree that campus managers in the last level play a huge leadership role at campuses as campuses are teaching and learning delivery sites. Therefore, for the quality delivery of education and student satisfaction, campus managers are key role players.

Moreover, Buthelezi (2017) states that campus managers execute their leadership roles daily by leading and managing small groups (campuses) as well as other external stakeholders. These groups include students, lecturers, parents, and other campus administrative staff members (Basi, 2021; Balkrishen & Mestry, 2016). In short, campus managers' leadership roles in campuses are to:

- conduct workshops (internally and externally).
- ensure that the institutional governance processes and procedures are implemented effectively.
- compile budget and monitor the actual performance of the campus.
- maintain the campus property.
- human resources of the campus are managed; and
- facilitate and monitor the delivery of the campus programs as support the learning experience of students (Basi, 2021; Balkrishen & Mestry, 2016)

2.3 OVERVIEW OF LEADERSHIP IN TVET COLLEGES ACROSS THE GLOBE

According to Robertson (2015) and Chitamba (2019), leadership development in private and corporate organisations as well as in schools is evident. However, in TVET colleges, it is difficult to witness the leadership development. Moreover, Ngwenya and Phuthi (2022) and Robertson (2015) assert that TVET colleges are recognised internationally on how significant they are in changing the world in terms of skills. As mentioned earlier, Robertson (2015) states that SAIVCET (the South African Institute for Vocational and Continuing Education and Training) was established to provide support to TVET college leaders, but most leadership development programs were more relevant to other sectors like municipalities and health. That is the reason,

according to Robertson (2015), why the department encouraged TVET college leaders to enrol postgraduate for either an MBA or MPA. Nonetheless, Buthelezi (2017) and Ncube (2019) argue that in countries such as the USA and the UK, TVET colleges do exist, though they term them VET (Vocational Education and Training) colleges, and these VET colleges share some similarities with most African countries, including South African TVET colleges.

Therefore, as this study seeks to explore instructional leadership practices of campus managers in improving students' academic achievement in TVET colleges in South Africa, it is necessary to look at how other colleges internationally operate in terms of leadership development for the improvement of students' academic achievement. Therefore, this section will examine in detail what is being done for VET college leaders in the UK, USA, Ethiopia, and Zimbabwe.

2.3.1 United Kingdom (UK)

Mafuwane (2011) and Robertson (2015) assert that in the UK, in the policy agenda, leadership is at the top. This is because teaching and learning are the core of their so-called Further Education colleges. Improved leadership, learning, and professional development, with a close realignment of Further Education with its roots of related employment, are at the heart of Further Education (Robertson, 2015). Furthermore, Greany and Earley (2022) and Kelly, White and Rouncefield (2016) state that in the UK, FE senior leadership programs have been developed by the Further Education Development Agency (FEDA) to prepare senior managers in FE colleges for principalship. Additionally, according to Kelly et al. (2016) and Robertson (2015), not only was FEDA established, but the National College for Teaching and Leadership (NCTL) was established to address leadership development in other sectors of education besides schools. Furthermore, colleges in the UK have their association, called The Association of Colleges (AOC) (Kelly et al., 2016; Robertson, 2015).

This association, according to Greany and Earley (2022) and Lambert (2015), supporting Robertson (2015), is interested in developing college leaders professionally and the voice of FE is also represented. It is therefore evident that the UK recognises the mandate of FE colleges and that strong leadership produces effective colleges and improved student academic achievement. Moreover, Lambert

(2015) notes that *Further and Higher Education Act* (RSA, 1992) mandates the purpose the Secretary of State to establish a body corporate, known as a council for South African TVET colleges. The purpose of this body corporate is to conduct an FE institution. These corporate bodies have the responsibility for the education purpose and character of the colleges, ensuring that there is strategic direction oversight, and that the quality of teaching and learning is effective (Greany & Earley, 2022; Lambert, 2015).

2.3.2 United States of America (USA)

Chitamba (2019) and Mafuwane (2011) assert that the USA has 50 states, of which their population is also entitled to quality education. Thus, according to Chitamba (2019), in 1901, community colleges were established in the USA. Therefore, due to the rapid increase of community colleges in the 1960s, accessible, affordable, and quality education was of significance. As a result, the USA decided to make use of an open-door mission and they give students a second chance at quality education. However, in the USA there are several bodies and associations involved in leadership development (Hoekstra & Newton, 2017; Robertson, 2015). According to Robertson (2015), these include a Community Colleges Leadership Program (CCLP), which was created exclusively for community college leaders, established in 1994, a community College Leadership Development Institute (CCLDI) established in 1990 and an Association of American Community Colleges (AACC). These bodies and associations are mandated to ensure that leaders are empowered, promote leadership, prepare college senior leaders to be professional, and to advocate the leadership skills, and professionalism (Robertson, 2015).

Furthermore, like in the UK, the USA has a board of trustees that are elected by the government to establish policies for colleges (Chitamba, 2019; Robertson, 2015). Colleges are therefore led by college presidents who are college principals within the South African context. The college leaders are responsible for the decision making of the colleges and programmes to offer (OECD, 2021; Robertson, 2015). Hallinger (2010) and Hoekstra and Newton (2017) acknowledge that the USA's strategic FE leadership in terms of leadership and management slightly differs from the South African TVET colleges, because their boards make most of the decisions. However, Robertson (2015) emphasises that even in the USA, college leaders consider their FE

colleges as institutions where quality education is of high importance, as they have leadership development programs in place to influence affective teaching and learning and improved college results (Hoekstra & Newton, 2017; Robertson, 2015).

2.3.3 Ethiopia

According to Demissie (2017) and Yisihak (2021), in Ethiopia, like in South Africa, TVET colleges were established for the development of human skills that are required and they are given high priority. Demissie (2017) further highlights that these TVET colleges are a plan or a tool that is used to minimise or alleviate poverty in Ethiopia. Additionally, the main aim of these TVET colleges is to assist in envisioning the economic development by developing skills and technology (Demissie, 2017; Mesfin & Van Niekerk, 2019). In short, in developing countries such as Ethiopia, the TVET colleges' achievement is regarded as an important aspect of advancement in the development of these countries.

However, Kedir and Geleta (2017) maintain that leadership is the source of growth, survival, and success of the TVET colleges. Therefore, leadership of these TVET colleges requires competitive and complex leaders that possess leadership qualities that involve professional knowledge and expertise. Therefore, according to Demissie (2017) and Zakir (2021) and Kedir and Geleta (2017), as leadership of TVET colleges has been lacking in terms of skills and social competencies, changes were made to embrace the Ethiopian leadership culture. Therefore, leadership had to develop from task-oriented and human-oriented to transformational leadership, and TVET colleges in Ethiopia are led by deans (Kedir & Geleta, 2017).

According to Kidir and Geleta (2017), deans' role in leading TVET colleges is multifaceted and differs from college to college. However, their role is to deal with change and to allow followers to express their views and to participate in decision-making (Kedir & Geleta, 2017; Zakir, 2021). Furthermore, deans bring about improvement in teaching and learning, and the curriculum, as well as change in the relations between colleges and their stakeholders. Additionally, deans as TVET colleges' leaders in Ethiopia, are responsible for creating colleges' visions (Demissie, 2017).

2.3.4 Zimbabwe

In Zimbabwe, according to Mandiudza (2015), Ncube (2019) and Ngwenya and Phuthi (2022), Vocational and Technical education is provided in accordance with the framework of Acts of Parliament. These are the *Zimbabwe Manpower Development Fund Act of 1991* and the *National Manpower Planning Development Act of 1994* (Mandiudza, 2015; Shoko, 2016). However, only secondary schools, polytechnics and Vocational and Technical Education Colleges (VTEC) offer vocational and technical education. These VTEC were initially established during the 1980s after Zimbabwe became independent (Mandiudza, 2015; Ncube, 2019).

Mandiudza (2015) and Ncube (2019) maintain that the aim of these colleges was to provide vocational curriculums to link education with the world of work. Therefore, the conception of these VTEs was meant to equip young people with skills that are relevant for either formal or informal employment. Actually, Mandiudza (2015) and Ngwenya and Phuthi (2022) believe that the target market for VTEs was school dropouts, workers that were retrenched, and school dropouts. Furthermore, the Zimbabwean government established Balvedere and Chinhoyi Technical Teachers' Colleges to train and supply qualified teachers to teach the vocational programs as these colleges received criticism for not having sufficiently qualified teachers (Mandiudza 2015).

A case study by Mandziudza (2015) on the vocational and technical subjects in the Masvingo district revealed that leaders were regarded as key role players in the VTEs. He further noted that these leaders possessed attributes such as educational backgrounds as well as teaching experience, since they knew how to fulfil their roles in guiding and supporting the instruction of vocational and technical subjects (Mandiudza, 2015). Therefore, it was clear according to the findings that leaders of these colleges were known as Heads of Schools (HOS) and these leaders underwent the recruitment process and qualified to be in the positions they were in. Mandiudza (2015) and Ngwenya and Phuthi (2022), summarise key roles that the HoSs played below:

- Formulation of school's major goals and objectives
- Strategizing on attaining these set goals

- Establishing good rapport between all stakeholders of the school taking care of the school's property (movable and immovable)
- Supervision
- Teaching
- Class visits
- Students' books inspections
- Allocation of classes and
- Staff development (Mandiudza, 2015)

As has been mentioned earlier in this chapter, leadership by school leaders is more about teaching and learning, and the literature shows that even in Zimbabwe, according to Chitamba (2019), Mandiudza (2015) and Shoko (2016), VTEs are effective because their leaders do possess leadership qualities.

In conclusion, in all the above-mentioned countries, leadership in their TVET colleges is not too different from that of South African TVET colleges. However, there are some good practices that South African TVET colleges can adopt in terms of leadership and leadership development. These include proper and effective developmental programs for TVET colleges' leaders.

2.4 OVERVIEW OF THE LEADERSHIP ROLES OF CAMPUS MANAGERS

The literature review shows that TVET colleges across the world are managed in a similar way. Chitamba (2019) asserts that all TVET colleges have campuses, and these campuses are managed by campus managers. The only difference might be the leadership styles that campus managers employ in their respective campuses. In an overview of TVET leadership across the world outlined in the above section, campus managers have very important roles in the teaching and learning activities. The roles and responsibilities of campus managers in different countries, namely the UK, USA, Ethiopia, and Zimbabwe, are therefore discussed below.

2.4.1 Leadership role of campus manager of the TVET college in UK

According to Khalil and Munir (2016), campus management in the UK's VETS is more about ensuring that there is provision of quality education and improved academic results. Furthermore, Khalil and Munir (2016) and Gonzalez-Falcon et al. (2020) report

that even though most lecturers expect campus managers to reward them to improve their moral conduct, campus managers as leaders and instructional leaders play different roles for colleges to perform better and with quality results. The following roles and responsibilities of campus managers in UK:

- They make policies.
- They are involved in the development of performance standards.
- They constantly motivate lecturers by offering performance incentives, rewards, and promotions.
- They empower lecturers in the form of identifying gaps and offer training to close those gaps, is the main role of the campus manager (Khalil & Munir, 2016).

2.4.2 Leadership role of campus manager of the TVET college in USA

In the USA, TVET colleges' campus managers are known to be active in leading their academic units (Hoekstra & Newton, 2017). Hoekstra and Newton (2027) add that, as the skills development and quality results are of high importance, campus managers are mandated to know and have a sense of leadership of teaching and learning process means in their institutions. Campus managers in USA TVET colleges should support professional learning by understanding all systems and practices within the institutions. Therefore, the work of campus managers is focused on the quality of teaching and programming in the USA TVET colleges. Hallinger, Gumus and Bellibas (2020) outline the roles of campus managers in TVET colleges in the USA below:

- Regularly check lecturers' teaching schedules.
- Evaluate and reward lecturers.
- Set the vision and mission of their campuses.
- Provide formal professional development opportunities to lecturers.
- Promote learning.

2.4.3 Leadership role of campus managers of TVET colleges in Ethiopia

According to Shanka (2017), Ethiopian VET campus managers have similar responsibilities as in Zimbabwe and South Africa. The main aim of executing the roles as campus managers is to ensure that the teaching and learning process results in

quality curriculum delivery and ultimately quality and improved students' academic achievement. Therefore, Alemayehu (2021) and Shanka (2017) outline the following roles and responsibilities of the VET campus managers and leaders:

- Provide guidance to lecturers on their daily work, in accordance with their policies.
- Manage conflicts between workers.
- Create attractive and positive environment for effective teaching and learning.
- Provide skill development trainings for lecturers.
- Provide resources to lecturers for possible delivery of curriculum.

2.4.4 Leadership role of campus managers of the TVET colleges in Zimbabwe

In Zimbabwe, TVET college campus managers are determined by their ability to influence the performance of the entire campus (Ndzoyiya, 2014). Furthermore, Mazazi (2015) states that the campus managers' roles as heads are to ensure that all lecturers are developed; therefore, all developmental programs for lecturers are in place.

The main aim of developing these lecturers is to ensure that lecturers deliver best practices in terms of quality curriculum delivery (Mazazi, 2015; Ndzoyiya, 2014). Another role that Zimbabwean campus managers play is to organize resources for the delivery of instruction. Therefore, most campus managers in these TVET colleges provide and manage organizational resources in order for the colleges to be successful in terms of students' academic achievement.

Furthermore, the responsibility of campus managers in Zimbabwe is to supervise lecturers on all issues involving academics. They monitor and supervise the process of instruction and ensure that all set targets are met (Mazazi, 2015; Ndzoyiya 2014). Supervision goes as far as the personal contact between lecturers and campus managers. This is done through monitoring of work schemes, registers and worksheets in order to offer support (Ndzoyiya, 2014).

Additionally, TVET campus managers incentivize lecturers. This, according to Ndzoyiya (2014), is to motivate lecturers to perform better and better. By doing that, though, Mazazi (2015) and Ndzoyiya (2014) argue that Civil Service Commission (CSC) policies do not allow campus managers to incentivize lecturers due to economic

issues. Campus managers come with innovative ideas to motivate lecturers for effective and quality curriculum delivery. Campus managers' roles and responsibilities in Zimbabwean VET colleges are not limited to the above roles, but also to attend to human resources issues that might affect lecturers either directly or indirectly. Furthermore, campus managers ensure that lecturers' skills are continually upgraded in terms of qualification improvement (Mazazi, 2015; Ndzoyiya, 2014). Table 2.1 shows the functions of campus managers of TVET colleges in different countries.

Table 2.1: Comparison of the functions of campus managers across the five countries

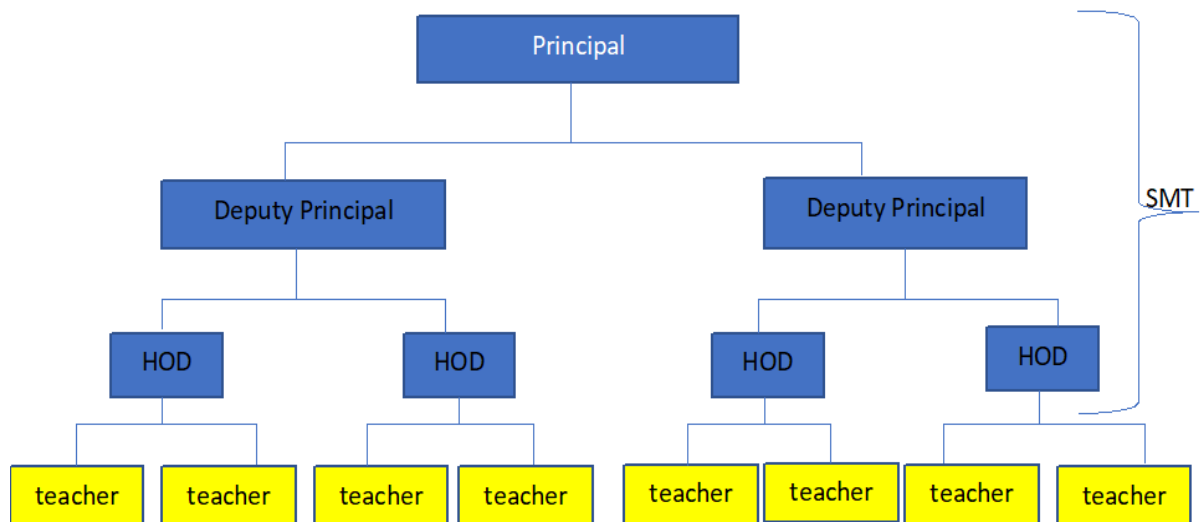
COUNTRY	UK	USA	ETHIOPIA	ZIMBABWE	SOUTH AFRICA
FUNCTIONS OF CAMPUS MANAGERS	<p>They make policies.</p> <p>They are involved in the development of performance standards.</p> <p>They constantly motivate lecturers by offering performance incentives, rewards, and promotions.</p>	<p>Regularly check lecturers' teaching schedules.</p> <p>Evaluate and reward lecturers.</p> <p>Set the vision and mission of their campuses.</p> <p>Provide formal professional development opportunities to lecturers.</p> <p>Promote learning.</p>	<p>Provide guidance to lecturers on their daily work, in accordance with their policies.</p> <p>Manage conflicts between workers.</p> <p>Create attractive and positive environment for effective teaching and learning.</p> <p>Provide skill development trainings for lecturers.</p> <p>Provide resources to lecturers for possible delivery of curriculum.</p>	<p>Organize resources for the delivery of instruction</p> <p>Ensure quality curriculum delivery</p> <p>Ensure that all developmental programs for lecturers are in place.</p> <p>They monitor and supervise the process of instruction and ensure that all set targets are met</p> <p>Motivate lecturers to perform better and better</p>	<p>Conduct workshops</p> <p>Manage resources</p> <p>Monitor the performance of the campus (academic and administration)</p> <p>Monitor and supervise the curriculum delivery</p> <p>Support and motivate lecturers</p> <p>Support and monitor students' learning experience and academic progress</p>

Source: (Researcher)

2.5 CONCEPTUAL FRAMEWORK OF THE STUDY

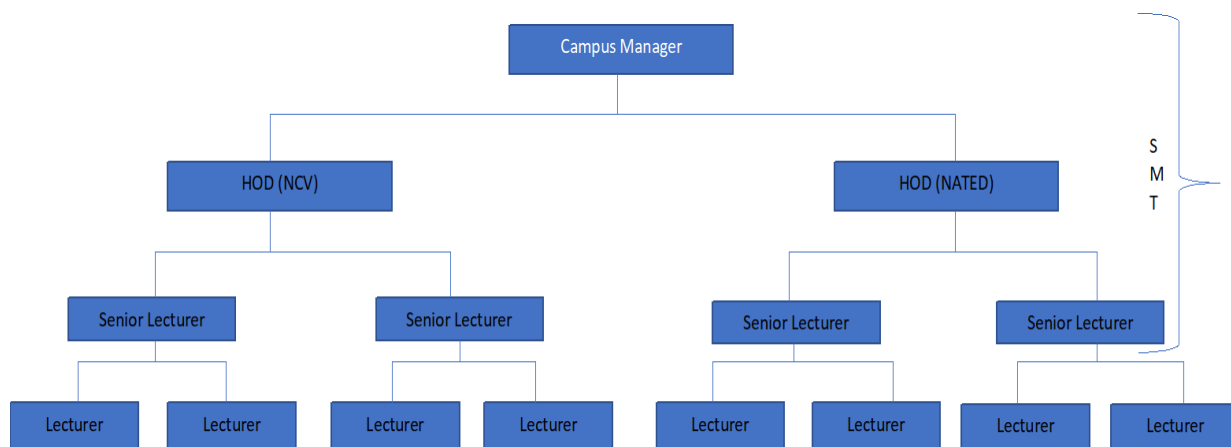
This study seeks to explore instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces. However, according to Akoojee (2016) and Balkrishen (2016), there is not enough empirical data on the leadership role the TVET college campus managers play in influencing teaching and learning and students' academic achievement. More studies have been done on the role of principals' instructional leadership in influencing effective teaching and learning and improved learner achievement (Balkrishen, 2016). However, the roles and responsibilities of school principals and campus managers in terms of leadership are similar. TVET colleges' campus managers play the same role that school principals play in the leadership of schools; the instructional leadership used by the principals is the same approach that campus managers use at TVET colleges' campuses.

Figure 2.1 and Figure 2.2 illustrate both schools and TVET colleges' campus organograms.



Source: Maja (2016:31)

Figure 2.1: A School Organogram



Source: Mothapo (2019:47)

Figure 2.2: TVET College Organogram

Figures 2.1 and 2.2 present the line of authority and reporting at both schools and TVET colleges' campuses, respectively. The similarities in both figures are that principals and campus managers occupy the most senior positions. Naidoo (2019) and Smit (2017) assert that in both cases, the principal and the campus manager are important as school leaders, because they create effective and efficient schools. This means that they both remain accountable for the professional management of the school.

The deputy principal in Figure 2.1 and the HoD in Figure 2.2 plays similar roles. They both support the principal and the campus manager. The HoDs in Figure 2.1 and senior lecturers in Figure 2.2 play the same role to support the deputy principal and the HoD. Lastly, in Figure 2.1, teachers report to HoDs, and in Figure 2.2, lecturers report to senior lecturers. Both teachers and lecturers are responsible for the execution of teaching and learning on the ground, as they engage directly with learners or students (Maja, 2016; Mothapo, 2019).

Balkrishen and Mestry (2016) and Matenda (2016) highlight that campus managers play a similar leadership role in TVET colleges than that of school principals in schools. These similarities are mainly because both the school principal and the campus manager are accountable for quality of teaching and learning, financial and human resources, and working with the community. Table 2.2 illustrates some similarities between the roles of the school principal and those of the TVET colleges' campus managers (Balkrishen & Mestry, 2016; Sepuru & Mohlakwana, 2020).

Table 2.2: Similarities between the roles of school principals and campus managers

SCHOOL PRINCIPAL	CAMPUS MANAGER
<ul style="list-style-type: none"> • Gives direction • Develops the teaching staff • Improves learners' learning • Improves the quality of teaching and learning • Controls financial and human resources • Works with the surrounding communities 	<ul style="list-style-type: none"> • Provides guidance • Develops lecturers • Encourages improved students' academic achievement • Improves quality teaching and learning • Manages financial and human resources

Source: Sepuru and Mohlakwana (2020:5)

Table 2.2 illustrates similarities between the roles of school principals and campus managers. Notably, both the school principal and the campus manager provide guidance and direction to the staff and the institution at large. Both are concerned about the development of the teaching staff as well as the academic performance of students.

Sepuru and Mohlakwana (2020) maintain that school principals and campus managers believe in ensuring that the main core business of institutions of learning, namely quality teaching and learning processes take place. Lastly, both the school principal and the campus manager as administrators, control and manage financial issues of the institutions and ensure that human resources are enough and well managed. It is against this background that in this chapter, the conceptual framework and theoretical framework underpinning the study, and a review of school principals' instructional leadership presented the instructional leadership of campus managers.

2.6 CONCEPTUALISATION OF INSTRUCTIONAL LEADERSHIP

According to Bush and Glover (2014) and Mafuwane (2011), in the 1980s, instructional leadership became a dominant paradigm for many school leaders after many studies had found that schools that are effective usually had effective leaders who maintained high levels of focus on curriculum and instruction. This means that when the concept of instructional leadership emerged in the field of education, it influenced the changing

of the campus managers' roles from being managers or campus administrators to being instructional leaders (Mafuwane, 2011). Additionally, Ahmed (2016) contends that the instructional leadership concept emerged in the early 1970s for the improvement and effectiveness of learning institutions. In the conception of instructional leadership in the 1970s, there were views that established the relationship between the instructional leadership and learner performance (Ahmed, 2016). In essence, these views serve as a point of theoretic departure or founding views. Table 2.3 presents those founding views about instructional leadership (Mafuwane, 2011)

Table 2.3: Founding Views of Instructional Leadership

REFERENCES	FOUNDING VIEWS
Cotton and Sarvad (1983)	Seven major studies were done in establishing the relationship between students' academic achievement and effective principals. The findings were that at schools where principals were instructional leaders, there were high levels of learner achievement.
The National Education Association (1986)	The emphasis was on the significance of instructional leadership for excellent student performance. The report was that principals who were aggressive in instructions boosted the schools' performance.
The National Education Association Washington DC (1986)	When the principal possesses instructional leadership skills, there is good student performance, as that type of leader ensures a good school climate and provide support for student performance.
Thomas (1986)	A principal who mostly succeeds is the one that works on building professional relationships with his or her team (teachers), and trusts and respects them.
Hall (1986)	The correlation between student performance and teachers' perceptions of the principal's instructional leadership.

Koopasammy (2012)	The core business of the school is teaching and learning; therefore, the principal needs to support and ensure curriculum delivery for the improvement of students' academic achievement.
Koopasammy (2012)	Effective principals are life-long learners. They turn schools into learning communities by developing and promoting staff, monitoring and giving professional feedback in order to improve students' academic achievement.

Source: Mafuwani (2011:14)

Looking at the above founding views outlined by Mafuwane (2011), Chitamba (2019) argues that the conception of instructional leadership led to the growth of accountability systems within the education systems of the whole world, South Africa included. As a result, Chitamba (2019) and Hou and Zhang (2019) view instructional leadership as a concept that calls for a shift by principals or campus managers, from managers to instructional leaders, and several scholars had to embark on establishing its effectiveness on students' academic achievement. According to Koopasammy (2012) and Sekhu (2011), most of scholars or researchers emphasize the importance of instructional leadership on students' performance. However, there is huge concern regarding the rare usage or practice of instructional leaders, and most campus managers lack in-depth training for their role as instructional leaders (Koopasammy, 2012).

In pursuit of the above-discussed view, and contrary to the management functions of the principal or campus managers; that is, leading, planning, organizing and controlling, Naiker, Chikoko and Mthiyane (2013) argue that now a new breed of principals or campus managers must be trained to become instructional leaders. These authors argue that the campus manager should be the head of the campus, a master generalist, a curriculum manager, and a changer for the campus. The same authors further argue that the concept of instructional leadership can be divided into two components; that is, instruction and leadership.

In gaining a better understanding of the instruction, Hallinger (2010) and Manaseh (2016) see instruction as a component that includes the selection of learning content, goals and objectives setting, transfer of skills and knowledge to students, and giving feedback to students on their academic achievement. On the other hand, Badenhorst and Radile (2018) and Gowpall (2015) further state that instruction is about the transfer of knowledge, skills and proficiencies, and delivery system for the curricular content. Leadership has been broadly discussed earlier. Chitamba (2019) states that leadership is the process whereby a leader influences others to agree about what needs to be done and how effectively it can be done. Furthermore, in the leadership process, leaders ensure that there is a facilitation of both individual and collective efforts for the realization of the set objectives.

From this definition, a campus manager in a TVET college setting should be the one who wields the power and ability to influence the school community. Manaseh (2016) asserts that effective leadership does not connote absolute authority alone, but such leaders need to back up their power and authority with good social skills and personal qualities. Briefly, leadership is the ability to guide, direct and influence followers or subordinates with the main aim of achieving shared goals. Therefore, for the achievement of results, leaders should possess the ability to influence (Brabham, 2017; Manaseh, 2016; Bush & Glover, 2014). In short, the components explained above that are merged in instructional leadership are about curriculum delivery and the ability to guide, direct, conduct and influence followers, namely lecturers of TVET colleges.

Bush and Glover (2014) and Hassan, Ahmed and Boon (2019), see instructional leadership as a process, set of roles and tasks or a principal as a point of focus. Therefore, in the process of instructional leadership, the educational leader's role is to maintain expectations of both teaching and learning, curriculum coordination and monitoring of students' progress (Bush & Glover, 2014; Chitamba, 2019). Instructional leadership views an educational leader as a primary source of expertise in terms of education. This kind of leadership is related directly to the process of instruction where students, lecturers and curriculum interact, as it is also focused more on a set of functions and tasks (Chitamba, 2019). Furthermore, instructional leadership requires of educational leaders to take the role of extending beyond the scope of only being a

campus manager, and also to involve other stakeholders in the process (Chitamba, 2019; Hassan et al., 2019).

According to Hallinger (2010) and Mafuwane (2011), instructional leadership is an approach to leadership that is about emphasizing lecturers' behaviour, as they always engage with students in activities that affect their growth. Instructional leaders should be able to create a synergy between focusing on teaching and learning and participation during instructional leadership (Hallinger, 2010; Mafuwane, 2011). Therefore, as discussed earlier, in instructional leadership there is an influence of motivating, supporting and enabling lecturers' effort to learn as they change their instructional practices. Thus, instructional leaders focus more on instruction because they know that keeping campuses focused on core teaching and learning process and structural changes needs the production of high levels of learning and performance for both students and staff members (Kwambanda, 2013; Ramraj-Andrisha, 2016).

In short, Ramraj-Andrisha (2016) asserts that it is obligatory for the campus manager to play a critical role in influencing and ensuring that the academic achievement of students is improved. In this regard, the campus manager is expected to be the 'commander-in-chief' of learning. Furthermore, Ramraj-Andrisha (2016) contends that the concept of instructional leadership is defined as specific policies, behaviours and practices that are initiated by the campus managers. This, therefore, can be interpreted as strategies to develop and use a variety of management instruments to achieve the most important task of the college, which is to achieve the desired student results. In addition, according to Badenhorst and Radile (2018) and Esa, Mohd and Ibrahim (2017), instructional leadership is about creating opportunities and putting the development of both lecturers and students at the center, and further putting developmental programs for lecturers in particular in place.

In view of the above discussion on instructional leadership, in instructional leadership, leaders are no longer accountable mainly for inputs, but also for the performance outcomes of both lecturers and students (Hassan et al., 2019; Manaseh, 2016). Therefore, Kathrada (2018) and Manaseh (2016) highlight that some features of instructional leadership include:

- Creating a conducive environment for the process of teaching and learning to take place smoothly in pursuit of the academic and social objectives.

- Leaders that are goal oriented and focus on the improved students' academic achievement; and
- These leaders are viewed as culture builders who instil academic expectations that are high and standards among both lecturers and students (Kathrada, 2018; Manaseh, 2016).

2.6.1 Instructional leadership and students' academic achievement

As has been mentioned earlier, instructional leadership is more focused on the core business of the college campus, which is teaching and learning and improved students' academic achievement (Bush & Glover, 2014; Sekhu, 2011). An instructional leader should be able and willing to offer inconspicuous leadership to everyone who needs it. Most importantly, Hou and Zhang (2019) and Sekhu (2011) argue that any success of a college is solely dependent on what is happening in the classroom, which is what a lecturer does with students in the classroom. Instructional leaders should show possession of skills that will ensure that the college performs effectively in accomplishing educational goals and improved students' academic achievement. This means that campus managers need to have updated knowledge of important areas of education, namely curriculum and instruction, as well as assessments. All these will lead to improved students' academic achievement (Hou & Zhang, 2019).

Brabham (2017) and Ramraj-Andrisha (2016) state that high academic achievement of students requires instructional leaders who will carry out responsibilities of maintaining the smooth running of instructional programs. For it to be possible, instructional leaders must ensure that there are rules and regulations in place concerning education, health and safety and hygiene, and education policies should be adhered to (Ramraj-Andrisha, 2016). Furthermore, Badenhorst and Radile (2018) and Hallinger (2010) state that campus managers must ensure that lecturers are sufficiently and adequately trained to fulfil the college curriculum, provide continuous in-service training to lecturers and that the infrastructure such as furniture, building, equipment and teaching materials are in place for the proper execution of the college's duties. Campus managers always need to be on the alert for any changes as far as developments are concerned for relevant adjustments, as well as good and healthy cooperation with all the education stakeholders for support (Badenhorst & Radile, 2018; Mafuwane, 2011).

In terms of students' academic achievement, Kgatla (2012) and Sahin (2011) point out that students' academic achievement is not only the responsibility of campus managers, but their strategies should be open to the wider community and stakeholders. Therefore, factors such as staff meetings, parents' meetings and prize-giving or awards events might play a pivotal role in ensuring excellent academic achievements of students. Not only can these mentioned activities improve student performance, but instructional leaders should also create a relaxed and conducive environment and atmosphere by sharing the school's vision, priorities, challenges, successes and needs, as well as try to provide clarity to the school community on their questions and concerns (Ramraj-Andrisha, 2016; Sahin, 2011).

Furthermore, Hallinger (2010) and Naicker et al. (2013) highlight that those effective instructional leaders should monitor the lecturers in terms of their teaching abilities and capabilities to give them support where gaps are identified. Another key factor for improved academic performance is giving appraisals to lecturers and staff development. This has a positive impact on producing good student academic achievement.

As has been alluded to earlier, at TVET colleges, campus managers play the same pivotal and crucial role as that of school principals, and they are responsible for the quality of teaching and learning as well as students' academic achievement (Balkrishen, 2016). TVET colleges campus managers are obliged to give an account to the society; therefore, academic achievement is not only an internal matter but also affects the society. Nowadays the performance of the college is scrutinised much more than ever before; therefore, leaders should be accountable for some processes, such as setting targets of high standards, designing assessments that measure the target, publicise the results and prioritise the professional development (Balkrishen, 2016; Naicker et al., 2013).

Furthermore, Hallinger (2010) argues that campus managers must champion the set standards, discuss them at every meeting that they have with their staff, and ensure a consistent lecturer evaluation. In addition, to attain better academic performance, campus managers should understand different kinds of instructional delivery, which will allow them to support students' academic achievement (Chitamba, 2018; Hallinger, 2010; Mafuwane, 2011). Even though in some instances it is very difficult

for campus managers to have knowledge or expertise in all fields, they must help lecturers in assessment development. They must be able to examine and make sense of student data and be influential in discussing students' results (Mafuwane, 2011).

However, campus managers might not always be present to observe the actual work of lecturers, but they should monitor the teaching and learning process, have a look at lesson plans, make daily classroom visits, engage with students about their work or studies, and provide regular feedback to lecturers (Manaseh, 2016). Briefly, (Kgatla (2012) and Manaseh (2016) emphasise that improved student academic achievement is founded on meaningful teamwork, goals that are measurable, and regular data collection and analysis of student performance. Therefore, instructional leadership can influence improved students' academic achievement if campus managers establish clear goals (Balkrishen & Mestry, 2016; Kgatla, 2012).

2.6.2 Instructional leadership and the culture of teaching and learning

Johnson (2016) and Sahin (2011) opine that the culture and climate of an institution may be inextricably linked to the academic performance of both lecturers and students. Furthermore, even the type of leadership the campus manager demonstrates might be related to the college's culture and climate (Johnso, 2016; Sekhu, 2011). This may have an immense impact on the achievement of quality academic standards by students on both internal and external examinations; hence even Chitamba (2018) agrees that in each organisation, there is a distinct culture that its members embrace for them to feel having a sense of belonging and commitment; so even the colleges do the same.

In addition, a college culture is of essence, as it distinguishes one college from another (Kgatla, 2012). Also, a college culture provides members with a sense of identity (Chitamba, 2018; Kgatla, 2012). Every college possesses a specific culture and climate; therefore, campus managers play a significant and pivotal role in reinforcing college culture, especially if they want to amplify the college's academic standards (Chitamba, 2018).

Alig-Mielcarek (2003) and Gowpall (2015) view a college climate as those qualities that differentiate one college from the other, and such qualities are also a 'feel of a college'. Additionally, Bush and Glover (2014) and Kwambanda (2013) assert that a

campus manager needs to embrace a college's open climate, as that demonstrates cooperation and respect for lecturers and those leaders listen, are open to suggestions, give recommendations, and give space for lecturers to be creative without any kind of scrutiny. Hallinger (2010) and Naicker et al. (2013) assure that this type of college climate and culture will boost the performance of the staff and a college will be strongly supported. This means that every leader has the potential to oversee a college campus with high levels of performance.

However, Esa et al. (2017) and Sahin (2011) assert that it is still an instructional leader's role to improve academic standards by ensuring that they allocate resources in ways that would promote lecturer effectiveness and, automatically, students' academic achievement. TVET colleges' campus managers need to embrace their roles as instructional leaders in making classrooms the most conducive part of the teaching and learning process (Ahmed, 2016; Sekhu, 2011). This can be done by having adequate resources in place to enhance the teaching and learning environment with the aim of producing high levels of academic standards (Sekhu, 2011). Kgatla (2012) and Naicker et al. (2013) echo the same sentiments as Sekhu (2011), namely that when the college has a positive climate and culture, an ethos of care, concern and commitment is shared, and students' success is guaranteed. Therefore, the more positive the college climate and culture, the more there is a maximum level of comfort among staff (lecturers). They will be pleased to work, and that would in turn maximise the lecturers' effectiveness as well as students' academic achievement.

Chitamba (2019) points out that instructional leadership regards a college's vision as a clearly articulated statement of objectives, principles and expectations for the whole learning community. Therefore, a vision becomes a force that guides all educational decisions as they are based on its framework. Furthermore, Hallinger (2010), Hou and Zhang (2019) allude that a vision consists of a core purpose and a set of values and beliefs that are fundamental and essential to the college.

In line with the above discussion, Mafuwane (2011) and Ponnusamy (2010) argue that the values and belief system of the campus manager or instructional leader generally plays a crucial role in the performance of lecturers and in the college. According to them, leadership that build culture must be evident in creating an excellent college. An instructional leader should signal and demonstrate his or her vision for the college and

pay attention to time management in order to provide a unified vision for the college (Mafuwane, 2011; Ponnusamy, 2010). At the same time, Manaseh (2016) insists that such leaders who engage in maintaining a strong college culture spend most of their time articulating the college's goals and objectives and evaluating various norms and values that exist in the college.

In addition, instructional leaders do not allow personal beliefs and judgements to override important issues of their colleges as they spend doing self-appraisal (Gowpall, 2015). This is the reason that Bush and Glover (2014) and Mafuwane (2011) believe that a leader that is able to articulate the vision and mission of the college would be able to influence and transform a college and lead it to the achievement of the desired purpose. Moreover, extensive studies show that instructional leadership has a positive impact on teaching and learning environment and that could lead to the improvement of students' academic achievement, as well as academic achievement (Kgatla, 2012; Naicker et al., 2013). In short, as much as family background has an influence on students' academic achievement, leadership behaviour is a determining factor in the quality of education.

2.6.3 Instructional leadership and effective campus managers

Sahin (2011) states that effective leaders are leaders that take accountability in improving their schools and they must function as instructional leaders. They should put their focus on ensuring that the curriculum is developed and coordinated. Most importantly, Esa et al. (2017), Sahin (2011) and Sekhu (2011) are of the view that effective leaders should pay more attention to making teaching and learning environment favourable. Furthermore, Esa et al. (2017) and Sekhu (2011) further state that instructional leaders should mainly direct his or her energy towards improving the performance of students thereafter and pursuit other goals.

Ponussamy (2010) describe effective leadership as a process of influencing followers to achieve shared goals. In short, a good leader commits more to ensuring that the vision he or she has is shared to the followers so that followers can be influenced in working towards realising it. Therefore, instructional leadership has shown increased growth as a vital leadership role of campus managers in shaping an instructional program that is appropriate for all students' needs (Mafuwane, 2011). Brabham (2017) and Sahin (2011) state that campus managers should possess certain qualities or

behaviours, and these behaviours can help to develop and build leaders for the success of the college and improved students' academic achievement. Precisely, it is essential for instructional leaders to possess these behaviours to get results and improve their accountability to the educational community or society.

Below, instructional leaders' behaviours are outlined and discussed. However, before discussing this, Naicker et al. (2013) note that these behaviours are derived from the five-factor theory by Ron Edmonds and others. Additionally, according to Gowpall (2015) and Steukers (2017), some studies confirm that strong managers with instructional leadership skills lead effective schools. Kgatla (2012) concur with Gowpall (2015) and Steukers (2017) that research provides an insight into a pattern of various activities and values demonstrated by effective campus managers that are increasingly reflected in staff development. Therefore, over the years of studying these behaviours, these behaviours established a shift from classic management functions in the college setting to instructional leadership (Gowpall, 2015; Naicker et al., 2013). It is therefore believed that leaders with behaviours as discussed below tend to be characterised as effective instructional leaders.

2.6.3.1 Sense of vision

Gowpal (2015) and Naicker et al. (2013) say that an instructional leader should not lack the ability to articulate a sense of direction for his or her college. This kind of a leader would not even be able to describe what he or she thinks about an effective college, and this can hinder him or her to convey meaning to lecturers, students, parents and the whole college community. According to Brabham (2017) and Koopasammy (2012), the context of college effectiveness is about providing academic focus or instructional emphasis for a school to concentrate its effort on important areas of curriculum.

This means that the campus manager as an instructional leader should be able to articulate a vision critically (Bush & Glover, 2014; Koopasammy, 2012). Bush and Glover (2014) further note that it is appropriate for campus managers to anticipate the kind of education that is relevant to their students' futures and such leaders engage a lot in strategic planning that is aimed at bettering students' education. This knowledge further assists campus managers in helping their groups develop a vision of the same kind for the college or campus they wish it to become (Busg & Gover, 2014; Hallinger,

2010). The following are the skills that campus managers need when developing a visionary behaviour (Mafuwane, 2011):

- Consensus building;
- Ability to scan and interpret the significant college information;
- Seeking solutions that are creative for students' educational needs; and
- Clearly articulate the views to parents and the whole school society (Mafuwane, 2011).

2.6.3.2 Develop an organisation

Bush and Glover (2014) emphasise that many scholars or researchers on leadership come with the same message that in any organisation people perform better when they are made to feel that what they are doing is significant and valued. This means that a leader's style, appearance, and social interaction develop an organisation and strongly commit people to work intensively and with excellency in their service (Bush & Glover, 2014). Mafuwane (2011) and Ponnusamy (2010) argue that in instructional leadership, a campus manager develops the norms of working hard and dedication towards the success of all students. Kwambanda (2013) suggests that for a total instructional system, during planning sessions, when the career ladder is to happen, it should consider the response to a college's needs through which these new roles are to provide the expertise that is needed for the college's success. In short, if the new roles are not accommodated, the campus managers will have more of a burden because they will be expected to play those new roles.

Therefore, it is of high importance for campus managers to adopt certain skills in order to excel as organisation developers (Esa et al., 2017; Kwambanda, 2013). These include:

- Being able to engage in activities that are aimed at building the team.
- Being able to resolute conflicts.
- Being able to diagnose and rectify organisational issues such as low morale and communication.
- Ability to convene, manage effective meetings and share decisions made; and
- Being able at least to facilitate community involvement (Kwambanda, 2013).

In short, an instructional leader must possess these important skills of developing an organisation by being a charismatic leader who instils a sense of worth and a highly competitive spirit among all employees of an organisation (Manaseh, 2016; Naicker et al., 2013). Therefore, an organisation with such leaders will move in the direction of successful cooperation.

2.6.3.3 Instructional support

According to Koopasammy (2012) and Kwambanda (2013), a core business of any learning institution, including TVET colleges, is teaching and learning. If college campus managers possess areas of expertise, that should be instructional support. Kgatla (2012) and Steukers (2017) concur with Kwambanda (2013) that this means that a campus manager with instructional support will be able to be available to assist his or her lecturers in improving instruction. The new breed of campus managers should not lack expertise in teaching, as this is fundamental for lecturers. Therefore, in TVET college campuses, this responsibility directly involves campus managers, as they also must know how to prepare lesson plans, from the beginning to the end, and know different teaching and dominating learning styles (Ponnusamy, 2010; Ramraj-Andrisha, 2016). Lastly, an effective instructional leader must know how to maximise the use of instructional time through classroom management skills that are effective (Ponnusamy, 2010).

In short, campus managers as instructional leaders earn respect from their lecturers not only by being having knowledge of teaching, but also being able to help others through demonstration teaching or workshops (Koopasammy, 2012; Singh, 2015). However, Koopasammy (2012) highlights that in some instances, lecturers would teach, but spend more time consulting other lecturers who have other specialisations for help. On the same note, Mafuwane (2011) and Manaseh (2016) further state that in such instances, the campus manager must play his or her role in facilitating this process of instructional delivery, regardless of this practice being time consuming (Manaseh, 2016).

This means that campus managers as college leaders must know how to design and implement staff development that is effective through developmental programs (Singh, 2015). This can include staff development programs that are strongly theory based, offer instruction opportunities, are interactive, model through observation, and more

practice (Hassan et al., 2019; Kgatla, 2012; Singh, 2015). Briefly, an instructional leader who is serious about improving teaching must do follow-up, coach and provide feedback, especially when lecturers try new teaching strategies in the classroom. Below, Mafuwane (2011) outlines the few skills that campus managers as instructional leaders need to possess in order to provide instructional support:

- Being able to demonstrate teaching fundamentals;
- Reliable and constructive feedback to be provided to lecturers on their teaching;
- Knowledge of effective development of staff; and
- Supervision of lecturers to help them expand their repertoire of strategies in different subjects (Mafuwane, 2011).

Therefore, such leaders who are aware of the importance of instructional program, always value and centre it for the success of their institutions.

2.6.3.4 Monitoring learning

Repeatedly, instructional leadership focuses on the process of teaching and learning as well as students' academic achievement (Bush & Glover 2014; Manaseh 2016). Therefore, it is vital for learning to be monitored. According to Hassan et al. (2019) and Hallinger (2010)'s study on instructional leadership and improved student academic performance, schools with principals who are hands-on in the process of teaching and learning tend to achieve excellent results. Therefore, the instructional leader's ability to monitor learning is significant in the effectiveness of the school (Hallinger, 2010). Moreover, Alig-Mielcarek (2003), in her model of instructional leadership, and Sekhu (2011) assert that effective school leaders who spend more of their time monitoring learning activities lead to highly achieving schools. Monitoring according, to Kgatla (2012) and Manaseh (2016), is one of the key functions of a manager that involves a regular retrieval of data on how well the school is doing in attaining the planned goals.

Effective college leaders such as campus managers who take monitoring function seriously mainly spend more time designing evaluation curriculum programs and engage with their staff in terms of the teaching and learning process to evaluate data for college improvement plan (Kgatla, 2012). Below are the necessary skills suggested

by Chitamba (2019) and Koopasammy (2012) that are needed by a campus manager as a leader to develop the monitoring behaviour:

- Having clear indicators profiling a balanced array of student performance;
- To provide parents with periodic (each term, trimester, semester and yearly) academic reports on students' progress in order;
- Putting in place lecturer-evaluation devices to measure progress; and
- Ensuring that there is congruity between set goals, instruction and examination.

If monitoring is regarded as an important element of effective leadership, school leaders' pressure will be reduced, as challenges would be detected and rectified early (Chitamba, 2018; Kgatla, 2012; Koopasammy, 2012). Considering the above discussion on leadership and instructional leadership and TVET colleges as institutions of learning, campus managers can adopt effective instructional practices to achieve improved student performance.

2.7 STUDIES ON PERCEPTIONS ON INSTRUCTIONAL LEADERS BY STAFF

This study's main aim is to explore instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces. However, earlier in this chapter, it was mentioned that, according to Akoojee (2019) and Balkrishen (2016), the empirical data on the leadership role that TVET college campus managers play in influencing students' academic achievement are not enough. However, more studies have been done on the instructional leadership role of school principals in influencing students' academic achievement. Nonetheless, Balkrishen (2016) notes that roles and responsibilities of the school principal are similar to those of the TVET college campus managers. This therefore means that the same instructional leader role that school principals play in schools is the same instructional leadership role that TVET college campus managers have in TVET colleges.

Matenda (2016) shows concerns about how principals' leadership is exalted above all other participants in the process of teaching and learning. According to Matenda (2016), the significance of dwelling more on principalship is to highlight the importance of a leader in an organisation such as ensuring that leadership and management are

provided in all areas of the school. Therefore, in a TVET college setting, a campus manager's leadership is highly needed to create and support teaching and learning of good quality and high standards of students' academic achievement (Mafuwane, 2011). Mafuwane (2011) and Sahin (2016) support the above view, because the impact of students' academic achievement is likely to be good whenever there is involvement, oversight, and participation of a leader.

However, as it has been acknowledged above, the campus manager does not work in isolation, but with lecturers, to ensure that students' academic achievement is of high quality. The question remains, "What about lecturers' perceptions with regards to the instructional leadership practice of campus managers?" As much as the emphasis is placed more on the campus manager, lecturers might also have some expectations from campus managers' leadership role. Therefore, this section will discuss some studies on how lecturers perceive college leaders' instructional leadership in colleges. These will be discussed under the following sub-headings: supervision of teaching and learning activities, involvement in curriculum issues and communication and support.

2.7.1 Supervision of Teaching and Learning activities

A study by Leech et al. (2009) on teacher perceptions of the instructional leadership practices of principals found that teachers from different levels of school had different views about principals' instructional leadership. For instance, Leech et al. (2009) report that in terms of supervision of teaching and learning activities, activities such as class visits, feedback and general conversations between principals and teachers. Teachers in their majority report that in all the above-mentioned activities, principals rarely engage personally. Furthermore, teachers do not feel fully satisfied about the level of support that their principals give as instructional leaders, and this includes curriculum and instruction decisions. In the same study, teachers (about 90%) considered their principals as more management focused than learning focused (Leech et al., 2009). Considering TVET colleges, campus managers should be aware of what lecturers need (Sahin, 2016). Supervision and monitoring of campus activities are key responsibilities of college leaders, especially campus managers.

2.7.2 Involvement in curriculum issues

Kiral and Sucicegi (2015) and Owen (2015), in their studies on the perception of teachers on the school leaders' instructional leadership, reveal that the correlation between instructional leadership behaviour of principals and highest teacher commitment does exist. As a result, in schools where the principal revealed his or her commitment in curriculum issues, teachers had a high level of commitment in fulfilling their duties given by the principal. At other schools, teachers felt that their principals could not show any commitment on curriculum matters and for that reason, teachers could not commit to the schools. In TVET colleges, campus managers should be committed in the college's issues, mainly about curriculum, and that can motivate lecturers.

2.7.3 Communication and support

Matebe (2014) indicates in his findings that lecturers indicated that their campus manager ensured that he was always visible and tried to support them both personally and professionally. They further reflected that their campus manager was a good communicator and he included them in the decision-making and even communicated the vision and goals of the school to them. He was therefore perceived as a good campus manager with instructional leadership characteristics.

However, in all the above studies, different colleges were looked at. Findings show that colleges with an improved level of performance had campus managers who are involved in teaching and learning as effective instructional leaders. Therefore, it is important for campus manager to communicate effectively with lecturers. This would assist him or her in knowing where lecturers lack and then be able to provide support where possible.

2.8 BARRIERS TO INSTRUCTIONAL LEADERSHIP

Dinie, Tirfe and Ayenew (2017) argue that instructional leadership is described as the leadership that focuses mainly on teaching and learning as the priority. This is considered as a priority to improve students' learning. However, Sahin (2011) notes that that instructional leadership is the key component in leading the college, but the majority of college campus managers do not achieve the goals of being effective

instructional leaders. Several factors have a negative impact on a campus managers' instructional leadership (Sahin, 2011).

Most of these factors or barriers were found in studies such as that of Dinie et al. (2017) on factors affecting an instructional leadership role in improving academic achievement of secondary school students and that of Johnson (2016) on the same phenomenon. Both these studies' findings show that lack of time and too much workload, lack of skills and ability, poor communication and lack of incentives are barriers to instructional leadership.

2.8.1 Time and workload

Mafuwane (2011) argues that campus managers of TVET colleges spend most of their time mainly on doing the administrative work of the college. They even leave their offices earlier than they must, forgetting to execute their duties as instructional leaders. Hassan et al. (2019) and Brabham (2017) state that a campus manager who does not spend more of his or her time on instructional activities is considered average. This is evident from the findings of the study by Johnson (2016) that leaders who spend most of their time on management functions spend less time on instruction and are regarded as less effective. Such leaders, according to Johnson (2016) and Hassan et al. (2019), are not misplaced at all, but rather time allocation or just behavioural patterns are poor. Additionally, leaders spend little or no time in the classroom and even less with lecturers in analysing instruction (Hassan et al., 2019). In other words, most leaders spend more time in administration than on instruction.

Brabham (2017) asserts that, as mentioned earlier, campus managers' time might be insufficient, since for the campus to be run, they are needed as managers as well as instructional leaders. They have multiple roles and responsibilities such as having to write reports, be involved in other activities, do management work such as solving problems and crisis, and they are expected to monitor teaching at the same time. This, therefore, in the end compromises the role of a campus manager as an instructional leader (Ahmed, 2016; Brabham, 2017).

Hou and Zhang (2019) confirm that the workload of leaders hinders effective instructional leadership. This, according to Kgatla (2021) and Koopasammy (2012), affects the leader's instructional supervision, as most campus managers indicate that

their workload is too heavy, to the extent that their performance is based on how well they can control and coordinate the campuses and these should be done simultaneously. This factor of workload can be because of lecturers being overloaded and it makes it difficult for a campus manager to observe all the lecturers in classes and give feedback after observation to all overloaded lecturers (Koopasammy, 2012). In short, lack of feedback means no change and can lead to poor student academic achievement; therefore, an effective instructional leader should always provide feedback.

2.8.2 Lack of skills and ability

Bush and Glover (2014) state that lack of ability among college leaders is a constraint that hinders instructional leadership. According to Gowpall (2015), campus managers might not all be instructional leaders, because immediately there is a lack of a particular skill; they may be excellent and good managers, but not leaders. One of those skills are credibility. Credibility, according to Brabham (2017) and Gowpall (2015), is a factor that have a negative impact on instructional leadership, and it compromises the leader's ability and skill. Therefore, Ahmed (2016) and Johnson (2016) suggest that a campus manager does not need to take a long time returning to class, as he or she must at least demonstrate competency in one subject area, but not in all. In essence, an instructional leader needs to function as a generalist, is guiding the whole; not demonstrating his or her expertise in all the fields.

Confusion on what leaders are expected to do or what instructional leadership is to them, is one of the factors that Johnson (2016) identifies as an obstacle for effective instructional leadership. This is the reason Johnson (2016) highlights that the lack of adequate training of campus managers is a barrier to effective instructional leadership. Gowpall (2015) further argues that most college leaders are not trained as leaders, but managers, and only a few programs are offered to them on instructional leadership. Therefore, meeting a goal of being an instructional leader becomes a challenge.

2.8.3 Poor or lack of communication

Kgatla (2012) and Manaseh (2016) note that a lack of communication can be a barrier to instructional leadership. Instructional leaders should be visionaries to ensure that

all college stakeholders know and support the college's vision. If the campus manager does not communicate the vision and the mission of the college, everyone would do as he or she wishes and realising the college's goal would be highly impossible (Kgatla, 2012). Ramraj-Andrisha (2016) emphasises that the campus manager who does not communicate fails to discuss goals and lecturer practices as well as assess what should be done to improve students' academic achievement, and this ultimately affects teaching and learning.

2.8.4 Lack of incentives

Dinie et al. (2017) and Lemoine (2014) state that lack of rewards or incentives has a negative impact on effective instructional leadership. Most campus managers are providing service which does not tie to their remuneration. There is no correlation between what campus managers receive as salaries and the amount of work they do (Dinie et al., 2017). According to Huong (2020), lecturers who run college programs make more money than campus managers and most campus managers do not have enough assistants, but they are overloaded. As a result, Huong (2020) states that salaries for campus managers are based on other factors; the least of which is based on their ability to be instructional leaders. In the end, this demoralises campus managers and they end up not seeing the need to go the extra mile, which affects students' academic achievement.

2.9 STRATEGIES TO OVERCOME BARRIERS TO INSTRUCTIONAL LEADERSHIP

2.9.1 Time and workload

Hassan (2019) highlights that lack of time for campus managers can hinder the success of instructional leadership. Therefore, he and Brabham (2017) argue that campus managers should make time for instructional leadership, especially if they value it and believe that allocating that time for instructional leadership will make a significant difference in their lecturers' development and students' academic achievement. When campus managers fail to allocate enough time for instruction, lecturers will never be developed adequately and students' academic achievement will be affected (Brabham, 2017).

2.9.2 Lack of skills and ability

To address the issue of lack of skills and ability to campus managers, Bush and Glover (2014) suggest that DHET should ensure that campus managers are prepared for curriculum development, clinical supervision, negotiation, assessment, and systemic change. More informal professional-development opportunities need to go beyond the "one shot", that is, a one-time intensive workshop or several unrelated workshops on being instructional leaders. Ahmed (2016) suggests that, instead, these kinds of workshops and training need to be continuous, as they provide professional development that needs to be sustained over time and focus on campus managers' priority areas of need, such as instructional leadership. These authors argue that one of these areas should be to build the knowledge and skills necessary to support the emphasis on leadership for improved student learning.

2.9.3 Poor or lack of communication

Poor communication by campus managers can hinder the success of instructional leadership (Kgatla, 2012; Manaseh, 2016). According to Manaseh (2016), campus managers should be highly visible to communicate with lecturers as well as students. This kind of communication is the best, as it is part of the evaluation process, and it should be a continuous process (Manaseh, 2016). However, Chitamba (2019) and Ramraj-Andrisha (2016) state that this process would provide an opportunity for both the campus manager and lecturers to have a discussion of set goals and lecturer practice, measuring the progress and evaluating identified changes. This can, therefore, assist in providing the necessary training for professional development.

In addition, Johnson's (2006) study findings reveal that poor communication has become a problem for managers. Therefore, according to Johnson (2006), instructional leadership explanation does not really provide what it is to be considered a good lecturer and this could cause conflict because if the campus manager's view differs from the lecturer's view. Therefore, Brabham (2017) and Ibrahim (2017) suggest that in such cases, campus managers, as instructional leaders, must understand how to work smoothly with lecturers, with the main aim of improving the teaching and student learning. In short, during the evaluation that involves classroom

visits or just engagement, campus managers must focus more on instructional improvement strategies about classroom practice.

2.9.4 Lack of incentives

Huong (2020) and Lemoine (2014) mention that there is absolutely no correlation between the workload of campus managers as administrators and instructional leaders and the remuneration or salaries they receive. Therefore, for campus managers to be at least motivated to carry out their duties, there is a need to pay campus managers higher salaries and to give them more authority. For instance, a study by Lemoine (2014) reveals that at times such managers earn salaries comparable to those of experienced lecturers, which in most cases provides little incentive for lecturers to become managers. Incentives could include, but should not be limited to, monetary rewards (Dinie et al., 2020). Ghavifekr et al. (2014) further suggest that other motivators could include supporting attendance at conferences, peer recognition, assisting professional development, and providing travel opportunities and released time.

2.10 CONCLUSION

The main aim of this chapter was to gather and review the related literature. This review of literature focused on leadership in TVET colleges, especially the leadership role that campus managers play at their respective campuses. Thereafter, an overview of TVET colleges' leadership and leadership development in other countries was given. These included at least two European countries and two African countries, i.e. the United Kingdom (UK), United States of America (USA), Ethiopia and Zimbabwe.

This chapter also discussed the contextual framework of instructional leadership. Therefore, the features of instructional leadership practices of campus managers that influence the TVET college and its students' academic achievement were identified. Subsequently, from the conceptualisation of instructional leadership, the gaps can be filled that the instructional leadership is of significance in defining school goal, managing instructional program, and promoting school climate. Furthermore, these goals should be communicated to all the stakeholders so that everyone runs with it with the aim of achieving it. Moreover, the specific components that form the elements

and dimensions of instructional leadership are mutually inclusive with the common or general roles and responsibilities of campus managers as effective instructional leaders in TVET colleges. Some roles and responsibilities of effective instructional leaders included creating goals, communication, monitoring instruction, and giving constructive feedback to both lecturers and students.

Accordingly, some barriers and strategies to effective instructional leadership were also identified. These include lack of adequate capacity building (lack of in-depth training); programmes with respect to leadership in general and instructional leadership in particular; lack of commitment on the part of campus managers to be engaged in tasks related to instruction or teaching and learning; and increased paperwork that consumes lot of time to carry out functions of instruction as required. The next chapter focuses on the theoretical framework that underpinned the study.

CHAPTER THREE

THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

3.1 INTRODUCTION

According to Kathadra (2018) and Khoza (2012), a theoretical framework is pertinent for the researcher, as it assists in understanding a particular phenomenon. It clearly explains the way things work and why. Several frameworks for instructional leadership emerged from the literature (Bush & Glover, 2014; Kathadra, 2018; Kgatla, 2012). Besides, studies on instructional leadership assert that the focus of these models is on the educational leadership; that is, about the educational outcomes that are improved. Additionally, Ahmed (2016) argues that leadership models have been established over the past three decades (30 years) and are mostly used in studies involving education. These models include Hallinger and Murphy's model (1985), Murphy's model (1990), Weber's model (1996) and Alig-Mielcarek's model (2003). Each model in these theoretical frameworks is characterised by its own characteristics and dimensions. However, this study was underpinned by Weber's (1996) model of instructional leadership theory.

The focus of Weber's (1996) model is on leadership functions of college campus managers. The choice of this model was based on its relevance to my study and my research topic. Furthermore, Weber's (1996) model of instructional leadership links to other instructional leadership models, especially, on the dimensions of instructional leadership. It is based on instructional leadership, with reference to teaching and learning. The core function of instructional leadership is on improving teaching and learning as well as improved students' academic achievement. This model therefore assists in attaining improved college results. According to Ahmed, (2016) and Bush and Glover (2014), Weber's (1996) model of instructional leadership proves beneficial to educational policymakers, practitioners, and researchers. Therefore, Weber's (1996) model served as a catalyst for instructional leadership practices in my study. This model further assisted in informing and enhancing this study by identifying and filling in the knowledge gaps and deficiencies that existed in other instructional leadership models used in isolation, while Weber extended and culminated from the other models of instructional leadership. Mafuwane (2011) notes that Weber's model

(1996) of instructional leadership integrates research about shared leadership and leaders are also empowered to create a school that put emphasis on improved and excellent achievement for all students.

Within the South African and TVET college context, this is relevant since the role of the campus manager as an instructional leader of TVET college campuses has changed from just being a leader to more of an instructional leader. Leaders and managers who are heading effective colleges possess certain behaviours and traits. According to Kathadra (2018) and Khoza (2012), several scholars or researchers on instructional leadership show that an instructional leader influences such leadership. This leader has an influence over college climate and organisation and that impacts students' academic achievement. This, therefore, requires of the campus manager as an instructional leader to adopt methods that are more inclusive of sharing the distribution of instructional tasks with lecturers. This can be done by including lecturers and all campus stakeholders in decisions that affect instruction. It is against the above background that Weber's (1996) model of instructional leadership was considered the most suitable for this study, as it encompasses those aspects of shared leadership and empowerment of lecturers.

3.2 Weber's (1996) model of instructional leadership

Weber's model of instructional leadership, according to Atkison (2013), advocates the need for campus instructional leadership. Furthermore, in his model, Weber (1996) clearly indicates that an instructional leader is important for every college and campus. These instructional leaders advocate guidance in teaching and learning as the core function of TVET colleges (Chitamba, 2019). Weber (1996) views the best education system as a system where leadership is collaboratively distributed and shared. However, according to Brabham (2017) and Ramraj-Andrisha (2016), despite the organisational structure of institutions of learning, instructional leadership will continue to exist. In his model of instructional leadership, Weber (1996) identifies five essential domains of instructional leadership, namely defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional program. Below is the graphical representation of Weber's (1996) model of instructional leadership (Figure 3.1):

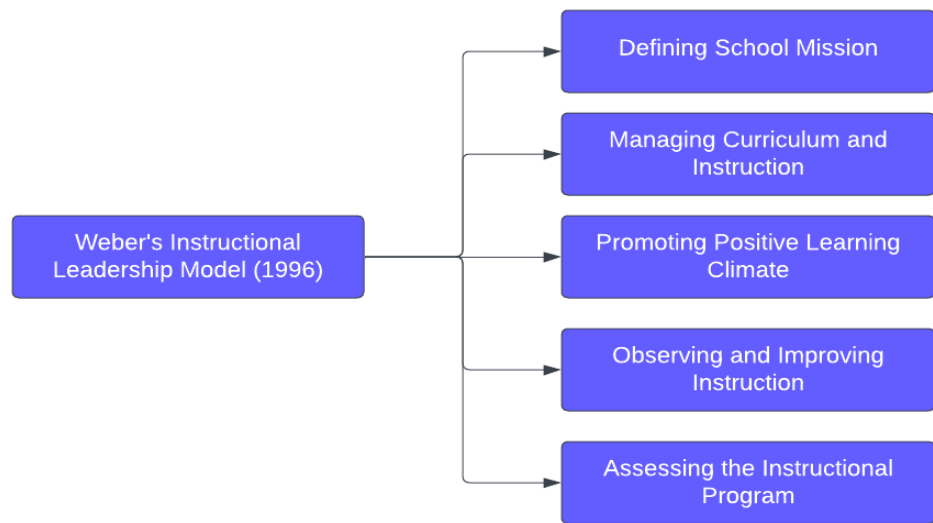


Figure 3.1: Weber's Instructional Leadership Model (1996)

Source: Gowpall (2015:63)

Through the literature that was reviewed, it is evident that instructional leaders need to develop and maintain positive attitudes and behaviours as they execute their instructional leadership roles. According to Bush and Glover (2014), both a positive attitude and behaviour lead to positive learning outcomes and improved students' academic results. Furthermore, it is very important that instructional leaders are aware of their emotions and those of their followers since emotions hold the potential of influence over a lecturer's action and outcomes. Additionally, in every domain of Weber's (1996) model of instructional leadership, emotions have an impact and an influence. Hence emotional intelligence is needed in instructional leaders. Below is a full explanation of the five domains of Weber's (1996) model of instructional leadership.

3.2.1 Defining the school's vision and mission

According to Gowpall (2015) and Mafuwane (2011), Weber highlights that defining a college mission is a process that is dynamic and demanding in terms of cooperation between campus managers, lecturers, students, parents, and staff at large. This process is aimed at creating a clear, honest, realistic, and achievable mission (Mafuwane, 2011). In addition to the above, Atkison (2013) and Chitamba (2019) state that during the process of defining a college mission, a campus manager as an

instructional leader should offer all the stakeholders a chance to engage in discussing the college's values and expectations. Therefore, by doing so, all stakeholders would own the college's mission and collaboratively work hard to create a shared mission for the college (Atkison, 2013).

In terms of Weber's first domain of instructional leadership, my study looked at the campus manager's vision and mission statements, and the process of how he/she develops and communicates the vision at all levels of the campus and its impact on students' academic achievement.

3.2.2 Managing curriculum and instruction

The curriculum management of the campus manager, according to Weber (1996), must be aligned with the mission of the college. The campus manager's instructional practices, such as observation, supervising classrooms through class visits, offer lecturers the required means to provide opportunities to students to achieve better academic results. Furthermore, when campus managers as instructional leaders offer lecturers' insight into practices and teaching strategies that are effective to ensure college goals are achieved.

However, despite Weber's (1996) assertion, literature sometimes contends that supervision and observation alone do not make a significant contribution to student learning, as most lecturers sometimes view the supervision and observation as an uncomfortable process (Gowpall, 2015; Sekhu, 2011). On the contrary, Weber (1996) suggests that supervision be an instructional priority, since lecturers' strengths and weaknesses and knowledge are recognised. In my study, this domain contributed as it looked at the distinctive features of campus managers' instructional leadership practices and how lecturers and students are influenced during the process of curriculum delivery and instruction.

3.2.3 Promotion of a positive learning climate

Weber (1996) views the college climate as the environment, social or learning climate which affects levels of students' academic achievement. The college climate or environment comprises the beliefs, attitudes and values of the college community, which are focused mainly on students' learning. Therefore, Esa et al. (2017) and

Weber (1996) maintain that a learning climate that is positive should be provided by leaders. This is done by promoting clear communication of instructional goals, highlighting expectations for performance, creating a climate of learning that predicts clear and collaborative expectations. All these play a huge role in increasing lecturer commitment in college (Weber, 1996). In this regard, Weber (1996) proposes that the leader, the campus manager in the college context, may create a positive and conducive climate by exhibiting shared leadership duties with individuals who can perform them collaboratively.

Furthermore, to ensure that this dimension is achieved, the campus manager should establish relationships that are based on trust and respect with the college campus staff (Hallinger, 2010; Manaseh, 2016). These relationships should be to provide opportunities for both the campus manager and lecturers. Similarly, this study explored how the campus managers promote a positive learning climate, looking specifically at the aspects of beliefs, attitudes and values of the college community as outlined by Weber (1996), as contributory factors to the creation of a college learning climate.

3.2.4 Observing and improving instruction

As mentioned above, should campus managers institute positive relations with lecturers and staff as the first step, observation and instructional improvement would never be a challenge. Weber (1996) maintains that when there is trust between campus manager and lecturers, observations would provide prospects for professional interactions and, in turn, opportunities for professional development for the individual who is the observer and the individual being observed would be provided. According to Gowpall (2015) and Weber (1996), this ensures a reciprocal relationship where both the campus manager and lecturers gain information of value for professional development purposes. Weber's (1996) differs from other theorists who think observations are time consuming if they are to be effective, in the sense that he believes that if observations are done thoroughly and gaps are identified and filled during, for example, class visits, campus managers would be able to initiate better strategies and relevant training for the improvement of students' academic achievement.

Furthermore, Johnson (2016) and Ponnusamy (2010) assert that the core function of instructional leadership is solely about improving teaching and learning. The main aim

of this study is to establish the role that campus managers play in improving instruction. Notably, the positive relationship between the campus manager and lecturers and staff members determines the degree of professional development that lecturers are exposed to and the impact it has on improved teaching and learning, which make it easier for observation and improvement of instruction to happen (Weber, 1996).

3.2.5 Assessing the instructional program

Assessing the instructional program is Weber's (1996) final domain of instructional leadership. According to Kwambanda (2013), Manaseh (2016), Sekhu (2011) and Weber (1996), this domain is pertinent for improving the college's instructional program. The leader in this domain is responsible for initiating and contributing to the planning, designing, administration, and analysis of assessments which are used to evaluate and strengthen curriculum effectiveness. According to Weber (1996), assessing the instructional programme continually allows lecturers to meet the needs of students successfully through the constant revision and refining the learning program. From Weber's (1996) model's domain, this study was able to explore the methods that campus managers implemented to assess the instructional program with respect to effective delivery of curriculum and instruction by lecturers and time spent on assessments and curriculum coverage, as well as what campus managers had in place to minimise and eliminate disruptions of instructional time. These aspects are outlined by Weber (1996) in terms of the domain of assessing the instructional program.

3.3 CONCLUSION

This chapter examined some models based on the theory of instructional leadership. These are Hallinger and Murphy (1985), Murphy (1990), Weber (1996) and Alig-Mielcarek's (2003) models. Weber's (1996) model of instructional leadership was discussed intensively, as it is the model that underpins this study. The following chapter, Chapter 4, focuses on the research design and methodology.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In Chapters two and three, a review of literature on leadership and instructional leadership was presented. The literature review brought an understanding as to how instructional leadership benefits institutions of learning. Furthermore, the review brought to light the significance of effective leaders, especially instructional leaders, in teaching and learning, academic performance, developing an organisation, having a sense of vision, instructional support, and monitoring of learning.

Different models of instructional leadership, i.e. Hallinger and Murphy (1985), Murphy (1990), Weber (1996) and Alig-Mielcarek's (2003) models were also discussed. Since this study is underpinned by Weber's (1996) model of instructional leadership, it was then comprehensively discussed in Chapter 2. The perception of teachers on the school leaders' instructional leadership, barriers, and strategies to overcome barriers to instructional leadership were also discussed. The review of literature gave direction to this study which focuses on instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces.

Chapter 4 will describe and justify the research design and methodology of this study. Table 4.1 summarises what the study's methodology entails.

Table 4.1: Research Methodology Overview

Research Title	Exploring instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in Gauteng and Mpumalanga, provinces of South Africa
Philosophical Foundations of the study	Epistemology and Ontology
Research Paradigm	Constructivist Paradigm
Research Approach	Qualitative
Research Design	Case study

Population and Sampling	Purposive sampling
Data Collection Methods	<ul style="list-style-type: none"> • Semi-structured interviews • Document analysis
Data Analysis and Presentation	<ul style="list-style-type: none"> • Themes • Narrative data
Ethical Considerations	<ul style="list-style-type: none"> • Ethical clearance • Permission
Trustworthiness of the study	<ul style="list-style-type: none"> • Confirmation of credibility of study's results
Limitations of the study	<ul style="list-style-type: none"> • Time • Non-generalisation

Source: Researcher

This chapter elucidates the research paradigm and the research design as well as stating the research methods the study used. The population of the study is outlined in this chapter as well as the sampling process and how a sample was selected from the large population. The description and justification of how ethical considerations were carried out, as well as the study's data collection methods and procedures and presentation are broadly discussed in this chapter.

4.2 PHILOSOPHICAL FOUNDATIONS AND RESEARCH PARADIGM OF THE STUDY

Research philosophy generally refers to the systems of beliefs and assumptions regarding the search for knowledge and development of knowledge. Crotty (1998) suggests that the set of assumptions held under a research philosophy include but are not limited to such concerns like assumptions about human knowledge (epistemological assumptions), the realities one could possibly face in research (ontological assumptions), and the degree to which research processes could be influenced by one's values (axiological assumptions). Taken together, these assumptions affect how one understands research questions in a study, the methods to employ, and how findings are interpreted. It is argued that a well-thought-out and consistent set of assumptions constitute a credible research philosophy that underpins your methodological choice, research strategy, data collection techniques, and analysis procedures.

In general, one can differentiate between positivism and subjectivism. Positivism argues that reality is independent of actors and that one can acquire objective knowledge only through data collection, measurement and analysis that are devoid of personal values and opinions. Viewed in this regard, the positivist will advocate the study of a social phenomenon using the methods applied to the natural sciences that are considered objective by nature. The positivists emphasize the collection of facts that are observable by nature and are measurable. In contrast, subjectivism argues that there is no objective reality; neither is there any universal objective approach to attaining knowledge. Rather, subjectivism argues that the only way to understand a phenomenon is to put the actors or subjects involved into perspective. Saunders, Lewis and Thornhill (2015) assert that subjectivism traditionally reflects the assumptions held by the arts and humanities.

Proponents of subjectivism argue that one can obtain the objective reality from the perceptions of and consequent actions of social actors (people). Subjectivism holds the view that social interactions continually change and therefore, in the study of a phenomenon, one can acquire a lucid understanding by studying the historical, geographical, and sociocultural contexts to understand what is happening or how realities are experienced. In contrast to the objectivist researcher who seeks to discover universal facts and laws governing social behaviour, the subjectivist researcher primarily preoccupies himself with different opinions and narratives that can help to account for different social realities of different social actors. Synthesizing these research philosophical perspectives, this study instead employed subjectivist research philosophical perspectives. This study sought to understand people's perceptions on the role that campus managers play as instructional leaders in influencing students' academic achievement in TVET colleges.

According to Makombe (2017), philosophical worldviews are about the ideas and beliefs that influence research practices. These worldviews, according to Kivunja and Kuyini (2017), in agreement with Makombe (2017), play a significant role in providing explanations to the researcher on deciding on what research design to employ in the study. The whole research process is dependent on the set of basic beliefs and guide the action of the research problem. As it has been highlighted, every study should be grounded in some philosophical assumptions about the natural surroundings of the world, as well as how to acquire the world's information. Additionally, it is important to

know the researcher's position so that the philosophical assumptions are made explicit before the study begins (Makombe, 2017).

This study was structured within the constructivist paradigm to understand people's behaviour on the role that campus managers play as instructional leaders in influencing students' academic achievement in TVET colleges. It is therefore based on this study's paradigm that the philosophical assumption for this study's purpose was viewed as epistemology and ontology. The main reason of employing this philosophical assumption is that this study sought to understand what is happening in TVET colleges and campuses.

According to Khatri (2020), epistemology of a paradigm is about describing how the knowledge came about and knowing the truth or reality. In other words, epistemology focuses more on the nature of human knowledge and the comprehension that a researcher can acquire to extend and deepen an understanding in a particular field of study (Kaushik & Wash, 2015; Khatri, 2020). On the other hand, ontology is concerned with the assumptions that are made to believe that something or the phenomenon that is being investigated is real or makes sense in reality (Khatri, 2020). This element of paradigm, according to Makombe (2017), helps the researcher to understand how to make meaning of the data the researcher gathers.

As mentioned above, a constructivist paradigm was used in this study. Firstly, it is imperative to explain what a paradigm is. Makombe (2017) defines a research paradigm as the pattern, structure, and framework or system of scientific and academic ideas, values and assumptions. A paradigm influences a person's worldview and ultimately changes the person's perceived aspects of reality. This means that in some instances a person may change his or her view, depending on the situation. Kivunja and Kuyini (2017), Norreklit (2017) and O'Connor, Carpenter and Coughlan (2018) postulate that different scholars or researchers propose a large number of paradigms, but Candy (1989) decided to group all those different types of paradigms into three main taxonomies, namely a positivist, constructivist and pragmatic paradigm.

A constructivist paradigm, also known as an interpretative paradigm, according to Carmichael and Cunningham (2017), is about understanding the subjective world of human experience. It focuses on getting to the studied subject to understand and

interpret what the subject might be thinking or meaning contextually (Carmichael & Cunningham, 2017; Norreklit, 2017). In short, a constructivist paradigm emphasises understanding individuals with their own interpretation of the world around them.

This study was structured within the constructivist paradigm to be able to understand the meaning of people's behaviours (Carmichael & Cunningham, 2017). Furthermore, the researcher's aim of using a constructivist paradigm in this study was to engage participants in trying to make sense of their meaning of the world. This was done by talking to them and by the researcher being able to interpret experiences thoughts and opinions of participants in the comfort of their own setting, and cultural and social context. Therefore, the researcher in this study believed that there is an absolute existence of various realities and experiences as far as instructional leadership practices of campus managers in TVET college are concerned. Thus, participants would be able to reflect on their perceptions and personal experiences and the researcher then presented an interpretation of these insights, views and understanding regarding the instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges.

4.4 RESEARCH APPROACH

This study adopted a qualitative research approach. This approach was relevant to the study as, according to Hammersley (2013), it enables the researcher to collect data with rich descriptions in respect of a particular phenomenon to attain an understanding of what is being observed or studied. This means that these rich descriptions are based on how people perceive the studied phenomenon (Crossman, 2018; Hammersley, 2013). However, Crossman (2018) asserts that a qualitative approach is an interactive approach that is rich and holistic, as its focus is on real-life experiences that are lived in a specific setting. Qualitative approach becomes interactive, because people's beliefs and feelings are more important in understanding the world and real life. Crossman (2018) supports that, in a qualitative approach, the participants' spoken words are evident enough in collecting data.

The above definitions of a qualitative approach made this approach suitable for this study. Earlier sections of this chapter discussed different types of paradigms in which a constructivist paradigm is the one that frames this study in ensuring that meanings

of participants' actions are understood (Leedy & Ormrod, 2010). The constructivist paradigm led to the choice of a qualitative approach as the research question and the study's purpose requires an in-depth understanding of the instructional leadership practices of campus managers in TVET colleges.

This study's phenomenon is the instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges of the Gauteng and Mpumalanga provinces. Therefore, the qualitative approach in this study would further assist the reader of the study to have a clearer understanding of the world and the society (Leedy & Ormrod, 2010). Looking at the phenomenon studied in this study, which is exploring the instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces – the perspectives, views or experiences of participants – which are, campus manager, HoD, lecturers and students are considered significant as they illuminate existing relationships between the instructional leadership practices of campus managers and improved students' academic achievements.

Besides qualitative approach being interactive, it is also an emergent design (Iphofen & Toilch (2018). Iphofen and Toilch (2018) further state that emergent design means that when a researcher starts the research study, he or she will have to start it with a clean mind. This means that a research study should be conducted in natural settings without controlling or imposing behaviour and preconceptions should by all means be avoided as they might influence the study negatively. In this regard, the use of a qualitative approach enabled the researcher to study the behaviour and later yield appropriate and useful data from settings that are natural. The main study concern would be answered, which was to explore instructional leadership practices of campus managers in influencing the students' academic achievement in TVET colleges of the Gauteng and Mpumalanga provinces.

4.5 RESEARCH DESIGN

A research design, according to Cardano (2020), is defined as the structure of a research, which is the plan that is used to carry out an investigation, focusing on a central research question. Marczyk, DeMatteo and Festinger (2010) concur with

Cardano (2020) that, most importantly, designing the research may be either positivist or interpretative, but it shows that the researcher has thought about how he or she will be engaged and endorsed in the research process. However, Leedy and Ormrod (2010) emphasises that research design is essential, as it plays a crucial role in minimising chances of coming up with inferences that are not correct from the data collected. In view of the above discussion on research design, it was mentioned earlier in this chapter that the approach that this study took was qualitative. A qualitative approach can be conducted in many ways. Since the approach in this study is qualitative, it is therefore naturalistic, and the researcher was at liberty to use a case study.

4.5.1 Case Study

Creswell (2012) and Yin (2014) describe a case study as a systematic inquiry into an event or events that are aimed at describing the phenomenon being studied. A case study is a system that is restricted, is studied within a specific period and is significant in acquiring in-depth knowledge of phenomenon within a real-life context (Yin, 2014). In short, case studies, according to Fleming and Zegwaard (2018), allow the researcher to contextualise the study situation by adopting principles of phenomenological and methodological paradigms. They also offer the researcher opportunities to view issues from the insiders' viewpoints together with those of outsiders.

In this study, the investigation was undertaken in two provinces, the Gauteng and Mpumalanga provinces. The Gauteng province has seven public TVET colleges of which two TVET colleges were selected. In the Mpumalanga province, there are three public TVET colleges, of which two TVET colleges were selected. Therefore, each selected TVET college was a case. During this study, interviews were used to explore people's experiences through a sequence of questions and answers as well as the meaning they give to their personal experience of campus managers' instructional practices. These were conducted at all four selected TVET colleges and later were combined to form a system called a bounded system to study the role of campus managers' instructional leadership practices in TVET colleges.

Lee and Saunders (2017) and McLeod (2010), describe a case study as the study of an instant action, because it provides examples that are unique of people in real-life

situations. This can allow readers to understand ideas clearly, as they are not presented with abstract theories. Furthermore, the use of a case study in particular may be of help in terms of developing theories of campus managers' instructional leadership in selected TVET colleges that may assist to gain a better understanding of other similar cases with other TVET colleges (Fleming & Zegwaardt, 2018). An understanding of the role of the campus manager's instructional leadership practices in TVET colleges was provided, as the selected TVET colleges provided real-life situations that assisted the researcher to understand the campus managers' instructional leadership practices of other TVET colleges that are similar better. Case studies are furthermore analytical by nature (Lee & Saunders, 2017; McLeod, 2010).

The researcher in this study opted to use a case study, due to its qualities and features that are beneficial in a qualitative approach. These features, according to Tight (2017), are:

- Description of events are rich, clear and relevant to the case.
- The narration is chronological.
- The focus is on the participants and their perceptions on the phenomenon; and
- The researcher is fully involved in the case.

All the above-mentioned features of the case study led to the use of it in this study. The focus of this study was to explore the instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces. Rich and vivid descriptions of instructional leadership practices of campus managers were needed. For the researcher to attain the most relevant information, the campus managers' perceptions on instructional leadership and views of HoDs and lecturers on the campus managers' instructional leadership practices as well as the experiences that students might have on campus managers' practices in their education were pertinent. Fleming and Zegwaard (2018) note that using case studies is beneficial when the researcher must compile a report. This is because an authentic report with information can be produced after using case studies. An in-depth understanding and comprehensive report on campus managers' instructional leadership practices and their roles in influencing students' academic achievement in TVET colleges would benefit not only the readers, but the whole TVET sector in South Africa.

Emmel (2013) and McLeod (2010) argue that case studies do not rely on one source, because it is deemed insufficient. There are different and multiple ways of collecting case study data, which include observations, interviews, and documents (Emmel, 2013). In short, case study data collection is extensive, and its extent is dependent on the research question and situation. In this study, TVET colleges were identified extensively in order to address the phenomenon; that is, the role of campus managers' instructional practices in influencing students' academic achievement in TVET colleges. The type of case study that this study considered useful was a multiple or collective case study. In this regard, four TVET colleges were selected and campus managers, HoDs and lecturers were selected as participants. Lastly, interviews with different participants on different sites and document analysis were used.

Despite the advantages of a case study, Yin (2014) asserts that case studies have elements, and it is very important for the researcher to be aware of these elements in order to mitigate them in different ways. The first main element of using a case study is that the researcher may sometimes find it difficult to choose the best case, as several cases could be available to choose from (Tight, 2017; Yin, 2014). According to Emmel (2013), it is wise to choose a case based on whether it contains all variables the researcher needs to answer the study's main question.

Secondly, the research participants may become suspicious and be hesitant to please the researcher. The researcher may mitigate this by ensuring that as a researcher, prolonging the stay around participants may make participants feel that the researcher is native and part of them (Yin, 2014). The researcher in this study ensured that the TVET colleges that were selected contained all the necessary variables to answer the research question. The researcher also became part of the study's participants. By doing that, the researcher got an opportunity to gain knowledge through direct experience and that made it easy for the researcher to make research enquiries into the campus managers' instructional leadership practices in TVET colleges (Lincoln et al., 2011).

Fleming and Zegwaard (2018) further highlight that case studies may sometimes lack the necessary extreme and thorough check, and this may cause disorder. Should a case study the necessary rigour, biased views may be allowed to influence the direction of the findings and conclusion. Therefore, it is important not to generalise,

but to understand the phenomenon under study (Tight, 2017). The main aim of this study was to explore the instructional leadership practices of campus managers in influencing the students' academic achievement in TVET colleges. Therefore, the researcher's main aim of using the case study data collection was not to generalise, but to understand campus managers' instructional leadership practices in TVET colleges, from their perspectives and of the HoDs and lecturers and students observations on campus managers' involvement in their education as instructional leaders.

4.6 POPULATION AND SAMPLING

4.6.1 Population

McMillan and Schumacher (2010) and Tobias (2011) define population as the group of people drawn from the sample from which the researcher wants to get information from about the study's phenomenon. It is a specific group of people from whom comparisons and generalisations will be drawn based on their characteristics. Furthermore, it is significant for a researcher first to define what a population is to be able to establish the criteria for specifying whom to include or exclude from the population (Draugalis & Plaza, 2009; Tobias, 2011).

Therefore, for this study, the suitable population included campus managers, heads of departments (NCV and NATED), lecturers (NCV and NATED) and students (NCV and NATED students and SRC student) from TVET colleges' campuses in Gauteng and Mpumalanga. This population group was considered suitable for this study, because campus managers are campus leaders, HoDs and lecturers are directly involved in teaching and learning, and students are the receivers of teaching and they learn. This means that all these participants are responsible for the teaching and learning at campuses and they all have roles to play in influencing students' academic achievement. Additionally, campus managers at all selected TVET colleges are responsible for the instructional leadership at all campuses as leaders.

4.6.2 Sampling

Sampling, according to McMillan and Schumacher (2010), is the process whereby a relatively small number of items drawn from a relatively large population are selected

and studied. For this study, a purposive sampling strategy was used. Gay et al. (2012) assert that purposive sampling is very convenient for studies that focus on few cases. Gay et al. (2012) argue that during purposive sampling, participants are chosen based on their ability to satisfy a specific purpose and this type of sampling is mostly used to build a sample that satisfies the researcher's need. The researcher in this study therefore regarded purposive sampling suitable, because the researcher needed specific participants who are exposed to the campus managers' leadership and are familiar with instructional leadership, particularly as the selected population is part of institutions of teaching and learning.

However, it is of high importance to gather information from participants who are knowledgeable about instructional leadership to collect in-depth information (Marshall, 1996; Omona, 2013). According to McMillan and Schumacher (2010), when the researcher selects, people chosen should be knowledgeable. In this study, campus managers were selected because of them being instructional leaders at TVET colleges' campuses, HoDs and lecturers are directly involved in the teaching of students and students are receivers of instruction.

In this study, two TVET colleges were selected from seven public TVET colleges in Gauteng and two TVET colleges from three public TVET colleges in Mpumalanga. From each TVET college, one campus manager, two HoDs (NCV and NATED), two lecturers (NCV and NATED) and five students (two NCV, two NATED and one SRC student) were selected. The first Gauteng TVET college's performance was very poor with an average performance of 38% between 2016 and 2018. The second Gauteng TVET college showed an average performance of 65% between 2016 and 2018. One TVET College in Mpumalanga performed very well at 76% between 2016 and 2018, and one performed at an average of between 50% and 55% between 2016 and 2018 (Ehlanzeni TVET college Annual Report, 2016-2018; Gert Sibande TVET college Annual Report, 2016-2018; South-West Gauteng TVET college Annual Report, 2016-2018; Tshwane South TVET college Annual Report, 2016-2018).

4.7 INSTRUMENTATION AND DATA COLLECTION METHODS

Barret (2018) and Gill et al. (2008) note that qualitative research methods give a better understanding of participants' experiences and perspectives. This thus allows a

researcher to explore how decisions are made and provide detailed insight into how intervene can happen. Barret (2018) further argues that for such insights to be developed, qualitative data that are rich, nuanced, and holistic are required to allow the emergence of themes and findings through careful analysis.

Therefore, Gill et al. (2008) mention that there is a variety of methods of data collection in qualitative study, including interviews, observations, and document analysis. However, according to Mothapo (2019), the methods to use in a study are dependent on whether the method will serve or address the research question or not. In this study, data were collected using interviews (individuals) and document analysis methods. These techniques or methods are discussed below.

4.7.1 Semi-structured Interviews

Gill et al. (2008) define interviews as the most used and favoured method of collecting qualitative data. Interviews have the potential to explore situations such as participants' perspectives, meanings, and experiences (Boyce & Neale, 2006; Gill et al., 2008). These perspectives are then used to define situations and assist in the construction of reality. Furthermore, Gill et al. (2008) argue that interviews give the most direct and straight-forward approach that gather data that are detailed and rich regarding the phenomenon being studied.

Therefore, this study, being a case study, obtained data through purposeful conversations between the researcher and participants. Interviews in this study were found to be suitable to attain information from campus managers as instructional leaders in TVET colleges, as well as from HoDs, as their responsibility is to ensure that all academic issues are attended to and lecturers as people who are directly involved in teaching and learning as well as students are the receivers of instruction. The participants' own words were used to access their interpretation of instructional leadership in TVET colleges.

Barret (2018) continually notes that the type of interview to use to collect data can be tailored to the study's main question, participants' characteristics, and the researcher's preferred approach. Additionally, Gill et al. (2008) state that interviews can mostly be carried out face to face and they vary between types in relation to the degree of

structure. So, open or structured interviews, semi-structured interviews and unstructured interviews may be used whenever the researcher sees a need.

In this study, all interviews that were conducted were semi-structured. According to Barret (2018) and Gill et al. (2008), semi-structured interviews are well-designed to ensure that the researcher captures key areas while still allowing participants to be flexible in bringing their own personalities and perspectives to the discussion. As alluded above, semi-structured interviews were used in this study, these interviews were conducted with campus managers, HoDs, lecturers and students at each selected TVET college campus. Prior to interviews, the researcher prepared a list of questions to be asked as interview guides. Similar questions were used for various categories of participants, depending on the information required from them. The interview schedule was used as a tool that guided the interviews. Questions included the following questions such as: the understanding of instructional leadership, involvement of campus managers in teaching and learning and challenges campus managers face that hinders their instructional practices.

During interviews, the researcher used a voice recorder to record interviews and make notes at the same time. This recording assisted the researcher to transcribe interviews verbatim, but bearing in mind to maintain confidentiality (Katanga, 2016). The transcriptions were then taken back to participants in order check on the accuracy of the data. This is known as member checks (Busetto, Wick & Gumbinger, 2020). According to Busetto et al. (2020) and Lopez and Whitehead (2012), member checks assist the researcher to produce an authentic report. It is, however, noted that all interview guides (questions) were based on the research question, which is how instructional leadership practices of campus managers influence students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces. This enabled the researcher to attain or source relevant data on exploring instructional leadership practices of campus managers in influencing students' academic achievement in Gauteng and Mpumalanga TVET colleges.

Katanga (2016) and Mothapo (2019) outline important steps to be taken when conducting interview. These are:

- Determine participants and appropriate interview type.
- Use adequate recording procedures (use of gadgets and note taking).

- Obtain consent from participants.
- Build rapport with participants.
- Listen attentively to participants and show interest in their responses.
- As much as flexibility should be allowed, focus should be on research objectives.
- Take into consideration both verbal and non-verbal cues that might add meaning to data collected; and
- At the end, data should be accurate and complete.

4.7.2 Document analysis

Bowen (2009) states that document analysis is a procedure for reviewing or evaluating documents (both printed and electronic). For empirical knowledge development, document analysis requires that it be examined and interpreted (Bowen, 2009). Bowen (2009) and Dalglish et al. (2020) further state that the examination and interpretation of such data from documents should be to elicit meaning and to gain an understanding of empirical data. According to Triad (2016), appropriate documents such as memos and minutes of meetings can be used by the researcher to corroborate other evidence from different data collection methods used.

Documents that were reviewed in this study included minutes of meetings (between campus managers, lecturing staff, and students), class visit monitoring tools, attendance registers, leave forms, and teaching and learning plans. The researcher developed a tool (Appendix K) that she used to analyse documents. All these documents shed light on the instructional leadership practices of campus managers in TVET colleges. As mentioned earlier, document analysis is an analysis of text, images and expressions created to read and interpret them (Dalglish et al., 2020). In this study, document analysis was preferred in enhancing accuracy, but most importantly, those documents related to the study's main question, which is: how do instructional leadership practices of campus managers influence students' academic achievement in Gauteng and Mpumalanga TVET colleges?

Prior to the analysis of documents, the researcher had to seek permission from the relevant authorities to access documents personally, instead of accessing them through other channels such as questionnaires (Bowen, 2009). This study analysed

the following documents: minutes of meetings (between campus managers, lecturing staff and students), class visit monitoring tools, attendance registers, leave forms, and teaching and learning plans. For this study, minutes of meetings between campus managers and lecturing staff were analysed. This was to establish whether campus managers do engage lecturing staff in teaching and learning issues. Monitoring tools for teaching and learning as well as classroom visits tools were to check whether campus managers do classroom visits, how often they did if, and to establish whether campus managers have concerns about the process of teaching and learning. In short, these documents were to check if all lecturing staff, together with campus managers, take into consideration the importance of teaching and learning as the core function of the institutions of learning, TVET colleges, particularly.

Moreover, the researcher had to be very careful when evaluating documents that are written by people, because at times, information might be recorded incorrectly and inaccurately on these documents (Triad, 2016). Therefore, this study regarded the usage of triangulation. According to Dalglish et al. (2020) and Triad (2016), triangulation happens when various data collection methods are used and combined for data credibility. In this study, the researcher combined interviews and document analysis to strengthen the study and to ensure that the authenticity of the collected data is checked.

4.8 DATA ANALYSIS AND PRESENTATION

Gay et al. (2012) define data analysis as the process whereby a researcher, after collecting data, orders, structures, and gives meaning to it. This means that in a qualitative study, data collection relates with data analysis, as during data collection, assembling, classifying, printing and reformatting are involved (Barret, 2018). During data analysis, the researcher may choose how he or she would organise his or her data, which may include using a computer to analyse data, as it makes it easier to access files and the computer saves them. A researcher may just analyse data manually, but print it in the end (Anderson, 2010; Barrett & Twycross, 2018).

Fundamentally, according to Gay et al. (2012) and Gill et al. (2008), analysing data is a crucial component of any research study, because in the end, making sense out of the collected raw data is key. In a qualitative study, by analysing data, one interprets

the participants' perceptions in their realities. This study as it used qualitative approach, interpretational analysis was used to examine this case study data with the aim of establishing constructs, themes and patterns that were used to describe and explain the instructional leadership practices of campus managers in TVET colleges. Therefore, data collected from campus managers, HoDs, lecturers and students from selected TVET colleges about instructional leadership practices of campus managers were collected using different methods and participants' views on instructional leadership by campus managers were then analysed using interpretational analysis.

Nassaji (2020) and Silverman (2019) argue that during the process of analysing data, a researcher can examine data and make deductions and inferences from there. During this study's data collection, the researcher collected extensive data on all variables in their natural setting. Creswell (2014) maintains that to complete data analysis; certain steps need to be completed. These steps include the development of themes and patterns by doing content analysis. Even in this study, the researcher used content analysis to develop themes and patterns to analyse the collected data. The researcher also used interpretational analysis to analyse data. According to Silverman (2019), interpretational analysis is whereby the collected data are categorised and themes and patterns are identified. This process of doing interpretational analysis seemed to be suitable for this study, because this study collected data using both semi-structured interviews and document analysis and all these provided the researcher with some important notes. This process enabled the researcher to organise all notes and themes from the collected data.

It is, however, crucial to note that for the analysis of qualitative data, accurate descriptions of the participants' responses should be highly considered (Creswell, 2014). This assists in making patterns that are descriptive findings, and then create themes that categorise and interpret the meaning of patterns (Creswell, 2014). In this study, the above-mentioned steps were taken into consideration when analysing data where the researcher sorted all participants' responses from interviews into broader patterns. Thereafter, these patterns were further divided into sub-themes, taking into consideration the main research question and objectives (Creswell, 2014; Theron, 2014). From those sub-themes, points of comparison were then extracted to draw conclusions on how campus managers' instructional leadership practices play a role

in influencing students' academic achievement in TVET colleges. Most importantly, these conclusions came from the participants' responses.

Besides, when analysing data, coding it is very important. Silverman (2019) describes data coding as the process whereby the researcher, when analysing data, labels and organises data to identify themes and the relationships that exist between them. In short, when coding is done, certain labels or phrases would be assigned to represent certain things. Therefore, the researcher in this study ensured that when coding patterns, reliability was maintained. However, Busetto et al. (2020) refer to data coding as the process whereby:

- Collected data are transcribed and making sense of it.
- Carefully going through one interview after the other to get meaning.
- Develop list of topics and grouping of similar topics; and
- Compare topics with original interview data before coding (abbreviating), e.g., campus manager for first TVET college to be coded as CMA, Head of Department to be HoDA, etc.

Furthermore, the researcher informed the campus managers prior to the interviews that some documents would be needed for document analysis (Silverman, 2019; Theron, 2014). These documents included minutes of meetings (between campus managers and lecturing staff), class visit monitoring tools, attendance registers, leave forms, and teaching and learning plans. These documents were needed to establish whether there are meetings that campus managers convene to discuss teaching and learning matters and whether campus managers were involved in monitoring teaching and learning as well as conducting classroom visits to identify gaps and support all academic staff. Therefore, during document analysis, the researcher requested all the above-mentioned documents, and analysed and interpreted them to give meaning to the study at hand. Triad (2016) asserts that document analysis is an important tool as secondary data for triangulation. He further argues that triangulation could provide confluence of evidence for credibility and potential biasness could be avoided at all costs as data collected are corroborated through different methods (Triad, 2016). This is the reason why the researcher in this study analysed documents to relate them to participants' responses during interviews.

In summary, the researcher in this study opted for a qualitative approach. Therefore, a narrative passage was used to present findings of the study. Meaning from the analysed data was extracted and the researcher compared between information found in literature and theories. In the end, new questions that would derive from the collected data were further discussed in the data presentation section.

4.9 ETHICAL CONSIDERATIONS

Ethics is a philosophical branch that deals with how people conduct themselves. It guides the behavioural standards of people and how they relate with one another (Akaranga & Makau, 2016). Ethics are about what is legitimate or not, or moral procedures that are involved in research. Gay et al. (2012) also mention that when the researcher collects data, maintaining strict ethical standards is important to ensure that there is an appropriate relation between the researcher and participants, or everyone who might be affected by the research. Furthermore, to protect participants from harm, researchers must ensure that moral principles do guide the research and the conducting of the research should be undertaken in a very responsible way that is morally defensive (Busetto et al., 2020; Gay et al., 2012).

This study was conducted at institutions of learning; therefore, the researcher had to seek permission from relevant authorities (Fielser, 2019; Well, 2017). The researcher first applied for ethical clearance with the University of South Africa (UNISA) Ethics Committee (REC). It is essential for all researchers to have ethical clearance before data collection. The importance of this process is to ensure that sound methodology and scientific validity take place (Well, 2017). This is also to avoid conducting research with flaws, as it is a waste of energy, time, money and resources. After the university ethical clearance approval, the researcher further wrote to the Department of Higher Education and Training whereunder TVET colleges operate. This was also to seek permission to conduct a study at all the selected TVET colleges. Lastly, campus managers were written to secure permission to conduct the study at their campuses. The data collection commenced immediately when all the above-mentioned authorities had granted the researcher permission to conduct the study.

Even with the above-discussed step in considering ethics, a researcher should also ensure that all participants are not emotionally and psychologically hurt. Katanga

(2016) claims that a researcher must ensure that human rights are protected and must always respect and treat participants with dignity. Therefore, participants' rights in this study were respected in such a way that all participants were provided with clear and detailed information about the study. Below are ethical considerations that the researcher ought to adhere to, namely informed consent, confidentiality, anonymity, non-maleficence and deception.

4.9.1 Informed consent

Arifin (2018) states that informed consent is the process of obtaining consent and it should be given freely (voluntary). During this process, participants should understand what is asked of them and they must be competent to consent (Akaranga & Makau, 2016). Akaranga and Makau (2016) and Arifin (2018) note that for participants to participate in a study, they need to be furnished with information, or be adequately informed about research and they must be made to comprehend the research information. Therefore, in this study, participants were provided with the nature, purpose, and the procedure of the research. For instance, the main purpose of this study was to explore the instructional leadership practices of campus managers in influencing students' academic achievement in Gauteng and Mpumalanga TVET colleges.

Participants were made aware of the reasons why they were selected and the time that the researcher needed from them (Creswell, 2012). All the above-mentioned information was well communicated to all the study's participants as they were requested to participate. All participants were then asked to sign consent forms if they agreed to participate in the study, (The consent form is be attached hereto in Appendix F). Participants were further informed that their participation was voluntary, and they had a right to withdraw their participation any time they wished to do so, without any consequences (Arifin, 2018; Gay et al., 2012).

4.9.2 Confidentiality

Data that are collected for research purposes should remain confidential and be kept secured (Akaranga & Makau, 2016). The researcher in this study strived to maintain confidential information from participants by ensuring the participants that the information that they provided would not be divulged to the public, but that the research

stands to benefit the TVET sector. In doing so, the researcher ensured that all consent forms that participants signed were strictly confidential and were treated with extreme discretion.

4.9.3 Anonymity

According to Akaranga and Makau (2016) and Gay et al. (2012), anonymity is referred to as keeping a secret by ensuring that ethnic or cultural backgrounds of participants are not identified. This could be done by refraining from referring to them by names or divulging any sensitive information about participants. This is the main reason why this study ensured that the participants' information that they gave in confidence was protected. Participants were made aware that they had the right to remain anonymous during their involvement in the study. To ensure privacy, anonymity and participants' identities, the researcher made use of alphanumeric pseudonyms and codes for their identification in the report (Arifin, 2018; Mothapo, 2019). For instance, the following codes as indicated in table 4.2 were used for this study:

Table 4.2: Coding of Participants

Description	Codes
TVET college	College A (CA), College B (CB), College C (CC) and College D (CD)
Campus Manager	CMA, CMB, CMC and CMD
Head of Department	HoDA, HoDB, HoDC and HoDD
Lecturer	LA, LB, LC and LD
Student	STUDA1, STUDB2, STUD SRC, etc

Source: Researcher

4.9.4 Non-maleficent

Akaranga and Makau (2016) and Mothapo (2019) affirm that non-maleficence is ensuring that no-one is harmed. This means that during data collection, participants should never be exposed or subjected to any harm, be it physiologically or emotionally, socially or even economically by nature. In short, non-maleficence expresses the potential risks that participants might be exposed to during their participation in the study (Mothapo, 2016). Being exposed to harm could be because of asking embarrassing questions, being disappointed at participants' responses, or forcing

participants to divulge information that could lead to anxiety and fear among participants (Fiesler, 2019; Mothapo, 2016). Therefore, during the data collection in this study, the researcher ensured that nothing whatsoever would cause harm to participants and that ethical rules of social research were regarded as fundamental.

4.9.5 Deception

Whenever research was conducted, the researcher had to ensure that he or she told participants the truth (Akaranga & Makau, 2016). Akaranga and Makau (2016) further state that if participants are either told only part of the truth or completely denied the truth, this could lead to total deception. Such cases mostly occur when the researcher becomes more biased when conducting a study in order to protect his or her project (Fleming & Zegwaard, 2018). Therefore, the researcher in this study made it a priority to be as honest as possible and be accountable to participants to avoid deception. This study was purely academic and was presented as such to participants.

4.10 TRUSTWORTHINESS OF THE STUDY

Conducting a naturalistic inquiry is generally not an easy task (Cypress, 2017). Also, qualitative studies are more complex by nature than a traditional investigation. This is the case because Noble and Smith (2015) assert that qualitative research is always criticised for lacking scientific rigour, with adopted methods that are poorly justified and often the findings are merely a collection of personal perceptions and opinions subject to the researcher's bias. This challenge emerges, as in qualitative research, there is no acceptance of consensus about the standards by which research should be judged (Noble & Smith, 2015; Oluwatayo, 2012). Therefore, establishing validity and reliability of research findings in qualitative research, a researcher needs to incorporate some methodological strategies to ensure that findings are trustworthy. These include the following:

- Accounting for personal bias which may influence findings.
- Acknowledge biases in sampling.
- Keep records in order to interpret data consistently and transparent.
- Include rich verbatim descriptions of participants' responses to support findings.

- Apply respondent validation where participants are invited to comment on interview transcripts on whether findings reflect the phenomenon being studied; and
- Data triangulation is very important as different methods and perspectives are used to produce more comprehensive set of findings (Oluwatayo, 2012).

Therefore, the researcher in this study-maintained validity and reliability by carefully selecting TVET colleges and participants for the study. All participants were considered suitable for this study and these participants included campus managers, HoDs, lecturers and students. All these participants are responsible for the teaching and learning at campuses and they all have roles to play in influencing students' academic achievement. For instance, campus managers at all selected TVET colleges are responsible for the instructional leadership at all campuses as leaders and this might be either directly or indirectly. HoDs and lecturers are directly involved in the delivery of instruction. Lastly, students are responsible for learning, and they should be aware of their expectations from their campus managers and lecturers as far as the instruction is concern.

Moreover, all selected TVET colleges and campuses are under the leadership of campus managers and the selection was done in a manner that validity and reliability of data were ensured. The selection of population in this study was carefully carried out to allow the generalisation of findings to the whole population based on the sample that represented it.

According to Mohamad, Sulaiman and Sern (2015) and O'Connor and Joffe (2020), validity is defined as the state of being grounded or justifiable, meaningful, logical, and relevant to accepting all principles or just being well-founded. Validity is rooted from empirical conceptions as truth, objectivity, actuality and evidence in research (Mohamad et al., 2015). It is all about being truthful and trustworthy when drawing findings and the researcher should demonstrate exactly what exists and does that correctly.

In this study, to obtain information that is valid, the researcher ensured that all data from the semi-structured interviews (audiotape and note taking) are recorded, and later archived them in a form that would be retrievable. Data are only retrieved if a need arises or if findings are challenged (Noble & Smith, 2015). Moreover, the

researcher ensured that participants were informed prior to interviews so that, that during interviews, there were no wrong answers and that the research was about what they thought or felt about the instructional leadership practices of campus managers in influencing students' academic achievement. This was to ensure that the researcher was impartial and professional towards participants' views or opinions. For validity, the researcher used participants' words as they would be during data analysis. Member checks were also done to ensure that the responses of participants were interpreted accurately (Noble & Smith, 2015; O'Connor & Joffe, 2020).

O'Connor and Joffe (2020) argue that in a qualitative study, validity and reliability denote credibility and trustworthiness of the study. Therefore, triangulation can be used to ensure validity and reliability (O'Connor & Joffe, 2020). Triangulation, according to Triad (2016), involves the collection of data from different sources or methods and this helps to attain data that are accurate and consistent. This further assisted in ensuring that the research findings are valid. Therefore, in this study, semi-structured interviews and document analysis were used to answer the same questions, resulting in corroboration of findings that played a role in ensuring validity and reliability.

In this study, interviewing different campus managers, HoDs, lecturers and students as well as analysing documents afforded the researcher different perspectives on who the instructional leaders are at TVET college campuses and how they supported HoDs and lecturers in improving students' academic achievement. Lastly, reliability, according to Noble and Smith (2015) and Triad (2016), is the degree an instrument used to produce similar results at different times. Interviews and document analysis were used in this study to ensure that the report is reliable and authentic.

4.11 LIMITATIONS OF THE STUDY

Mothapo (2019) describes limitations as weaknesses or challenges that might have affected the study negatively. In qualitative study, major limitations are time consumption and its non-generalisation. Therefore, in this study, exploring the instructional leadership practices of campus managers in influencing students' academic achievement in Gauteng and Mpumalanga TVET colleges was ideal. However, the usage of semi-structured interviews, which was to capture experiences

of participants, might have taken longer than the administration of questionnaires, confirming that collecting qualitative data can be time consuming.

Well (2017) indicates that qualitative studies that use case studies cannot be generalised beyond the study's context. This investigation was limited to two Gauteng TVET colleges and two Mpumalanga TVET colleges out of about 50 South African public TVET colleges. Only four campus managers, eight HoDs, eight lecturers and twenty students were interviewed in this study. Therefore, generalisation was only on the selected colleges and not to rest of the country.

4.12 CONCLUSION

This study employed a qualitative approach, and it was conducted using a case study. A case study therefore afforded the researcher an opportunity to select TVET colleges where campus managers as leaders employ instructional leadership in their campuses. Campus managers, HoDs, lecturers and students from four selected TVET colleges were participants. To collect data, semi-structured interviews and document analysis were used as data collection instruments. How data were analysed was also discussed in this chapter. Broader discussion on ethical considerations, which include informed consent, confidentiality, anonymity, non-maleficent and deception was done in this chapter. All studies do encounter some challenges; therefore, in this chapter, the limitation of the study was outlined.

However, the subsequent chapter (Chapter 5) presents findings in relation to this study's questions. These findings are broadly discussed using themes that emerged from the participants' responses and document analysis.

CHAPTER FIVE

DATA ANALYSIS AND PRESENTATION

5.1 INTRODUCTION

The previous chapter broadly outlined and discussed the research methodology that was chosen for this study. This included the discussion of the qualitative research design as well as the significance of choosing the qualitative research design. In the previous chapter, the sampling techniques, selection of population, research instrumentation and procedures of collecting data were explained. Lastly, all the issues concerning ethical considerations and trustworthiness in qualitative study were addressed.

The purpose of this study was to explore instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in Gauteng and Mpumalanga provinces. In this chapter, all data collected from in-depth interviews and document analysis were analysed, presented, and interpreted. Data that were collected through semi-structured interviews with campus managers, HoDs, lecturers and students were discussed as research findings; hence analysis and interpretation of collected data are very necessary for the completion of the study.

The analysis, presentation, and interpretation of data in this study were carried out in two ways; that is, the results based on the in-depth interviews with campus managers, HoDs, lecturers and students, and the results based on document analysis. The above-mentioned ways of analysing the results focused on issues that participants raised as well as what the researcher discovered on document presented in relation to the research question. These were presented in different ways, including tables and verbatim quotations from participants. This was to ensure that all data collected through various instruments were correctly captured and interpreted.

5.2 THE DATA COLLECTION PROCEDURE

For the success of the study, it was very significant for the researcher to first build and gain trust with all participating TVET colleges. According to Palmer (2015), ethical and

legal considerations are very necessary for the research data collection. In this study, it was therefore necessary for the researcher to involve human participants by informing them about everything that was entailed in the study. In order to gain access to the sites where the study was conducted, the researcher had to write letters requesting permission to conduct the study to the selected TVET colleges' principals (Appendix B). After the TVET colleges' principals had granted the researcher access to conduct the study in those selected colleges, campus managers were then informed in writing. In these letters, the researcher clearly stated the purpose of the study and then later negotiated convenient times and dates for the meetings at those selected campuses.

The researcher became familiar with the campus managers of the four TVET colleges; hence the researcher had to visit the campuses before interviews to have face-to-face conversations with them. This helped to build an element of trust. During prior visits to the selected college campuses, the researcher was able to inform all participants, i.e. campus managers, HoDs, lecturers and students about the study by letting them read consent forms and then they later signed those consent forms. Dates and times of interviews were discussed. College A was scheduled for 29 April 2022 and 2 May 2022. For College B, it was 12 and 13 May 2022. College C's appointment was on 23 and 24 May 2022. Lastly, interviews with College D happened on 26 and 27 September 2022.

The researcher called each campus manager a week before visiting the site for data collection to remind them about the set appointment dates for interviews. All four campus managers were welcoming and supportive to the extent that Campus Manager C said:

You are more than welcome to come to the campus; I have even spoken to the HoDs to arrange lecturers and students for you so that you do not struggle with your interviews.

Whenever the researcher went to the campuses for interviews, documents were also analysed. These documents included minutes of academic meetings, monitoring tools and class visit tools. This is called document analysis.

5.3 BIOGRAPHICAL DATA OF PARTICIPANTS AND COLLEGES

5.3.1 Coding of participants

The study sites for this research were in the selected TVET colleges in Gauteng and Mpumalanga provinces. In the Gauteng province, there are eight public TVET colleges and only two were selected as study sites. In Mpumalanga, only two out of three TVET colleges were selected as study sites. Additionally, at each college, the campus managers, two HODs, two lecturers and five students were participants of the study. For anonymity, confidentiality, and the agreement with participants not to identify their colleges and them, coding was used. The following codes have been used and are represented in table 5.1 as follows:

Table 5.1: Summary of codes of colleges and study participants

Colleges	College code	Campus managers and codes	Heads of Department and codes	Lecturers and codes	Students and codes
College A	CA	CMA	HoDA NCV HoDA NAT	LA NCV LA NAT	STUA NCV1 STUA NCV2 STUA NAT1 STUA NAT2 STUA SRC
College B	CB	CMB	HoDB NCV HoDB NAT	LB NCV LB NAT	STUB NCV1 STUB NCV2 STUB NAT1 STUB NAT2 STUB SRC
College C	CC	CMC	HoDC NCV HoDC NAT	LC NCV LC NAT	STUC NCV1 STUC NCV2 STUC NAT1 STUC NAT2 STUC SRC
College D	CD	CMD	HoDD NCV HoDD NAT	LD NCV LD NAT	STUD NCV1 STUD NCV2 STUD NAT1 STUD NAT2 STUD SRC

Based on table 5.1, Campus Manager A of College A is referred to as CMA, the Head of Department for NCV of College B is referred to as HoD NCV, Lecturer C of College C for Nated as LC NAT, and SRC student D is referred to as STUD SRC. Student A1 is referred to as STUDA1, etc.

5.3.2 Background information of sampled TVET colleges

The campus of College A is situated in a suburban area. The campus has an estimated average number of students between 700-800, about 33 lecturers, 7 senior lecturers, 2 HoDs (NCV and NATED) and 1 campus manager. Notably, the campus of College A is fed by communities that are not close to the campus; students must travel about 30 to 35 kilometres to the campus. These feeder areas are dominated by informal settlements and parents' sources of income are social grants, domestic work, and informal trading. This, therefore, means that for students to come to the campus, they need to use some mode of transport. Financial constraints contribute a lot to the absenteeism of students. In some cases, the National Student Financial Aid Scheme (NSFAS) does assist in funding some students. However, NSFAS funding is not sufficient, and this led to them being not able to come to the campus. As a result, absenteeism is the main challenge and it affects teaching and learning and automatically affects the academic performance of most students.

College B is also situated in a suburban area, with a population of about 55 lecturers (NCV and NATED), 10 senior lecturers (NCV and NATED) 2 HODs (NCV and NATED), 1 acting campus manager and about 1 500 students (NCV and NATED).

College C is also located in a suburban area. The college has about 1 350 students (NCV and NATED), 53 lecturers (NCV and NATED), 9 senior lecturers (NCV and NATED), 2 HODs (NCV and NATED), 1 deputy campus manager and 1 campus manager.

At the above-mentioned colleges, Colleges B and C, there are similarities in terms of the feeder areas. Most students come from the surrounding townships. Other students can walk to their campus, but some cannot, so they depend on transportation. Attendance due to socio-economic statuses of students, namely that they sometimes do not attend school regularly, affects their performance. Despite those challenges,

these colleges' performance is not bad. College B performs at an average of 76% and College C at 65%.

College D is in a rural area. It has about 500 students (NCV and NATED), 25 lecturers (NCV and NATED), 2 HODs (NCV and NATED) and 1 campus manager. The campus is located within the community and the main source of income in the area for parents working on farms and informal trading. In the light of the fact that feeder communities are close to the college campus, students' attendance is not the main challenge. However, most students bunk classes. The main challenge at this campus is that some students drop out because of the farming activities that are in the area. Therefore, they opt to go and labour on the farms. This, therefore, affects teaching and learning as well as the academic performance of students and the campus.

Furthermore, College A and College D do not perform very well. College A's level of performance is 38% and that of College D 55%.

5.3.3 Background information of participants

The study sampled four TVET colleges' campuses: at each campus, the campus manager, 2 HODs (NCV and NATED), 2 lecturers (NCV and NATED) and 5 students (2 students for NCV, 2 students for NATED and 1 student for SRC Academic Portfolio). The participants' biographical data were obtained during data collection by the researcher. The following tables 5.2; 5.3; 5.4 and 5.5 depict the summary of the participants' biographical data.

5.3.3.1 Biographical data of campus managers

Table 5.2 provides an overview of the biographical data of campus managers of all the four selected TVET colleges.

Table 5.2: Characteristics of Campus Managers

TVET college	Gender	Qualification	Area of specialisation	Work experience	Experience as campus manager
College A (CA)	F	BEd (Hons)	Marketing	13 years	2 years acting campus manager
College B (CB)	F	Engineering plus PGCE	Electrical Engineering	11 years	4 years as acting campus manager

College C (CC)	M	Engineering plus PGCE	Mathematics	27 years	4 years
College D (CD)	M	Agriculture plus PGCE	Farming	20 years	7 years

All the campus managers who participated in the study have working experience ranging between 11 and 27 years of teaching, with the range of between 2–7 years of experience as campus managers. This, therefore, might have given them an understanding of the core business of TVET colleges and how TVET colleges' instruction is managed. Despite their few years of experience as campus managers, their qualifications are relevant to the institutions, even though most of them only have a Post-Graduate Certificate in Education (PGCE) as teaching method and their qualifications mainly do not have an in-depth background of teaching. This, in some cases, might hinder such campus managers to fully execute the instructional leadership in their campuses. Additionally, campus managers for TVET Colleges A and B are appointed on an acting capacity and that might also have an impact in employing instructional leadership in the campus.

5.3.3.2 Biographical data of heads of departments

At each TVET college, two HODs also participated in the study. One HOD was for the NCV program and the other one was for the NATED program. The description of HOD participants is shown on Table 5.3:

Table 5.3: Characteristics of Heads of Departments

TVET College	HoD	Gender	Years of Experience	Years of Experience as an HoD
College A (CA)	HoDA NCV	F	15 years	2 years
	HoDA NATED	F	21 years	8 years
College B (CB)	HoDB NCV	F	18 years	2 years
	HoDB NATED	F	13 years	7 years
College C (CC)	HoDC NCV	F	23 years	8 years
	HoDC NATED	M	10 years	4 years
College D (CD)	HoDD NCV	M	13 years	8 years
	HoDD NATED	M	25 years	5 years

All HODs who participated in this study have good experience as lecturers, which range between 10 and 25 years and most of them have at least 2–8 years of experience as HoDs. The number of years of experience as lecturers plus as HoDs, gave the participating HoDs enough experience in interacting with campus managers. As a result, they have knowledge and understanding of how campus managers lead as instructional leaders in TVET colleges. This includes monitoring of teaching and learning, motivation, and support, as they directly liaise with campus managers.

5.3.3.3 Biographical data of lecturers

Table 5.4 depicts the biographical data of lecturers, both NCV and NATED. As mentioned in the introduction of this chapter, lecturers were also participants in this study.

Table 5.4: Characteristics of Lecturers

TVET College	Lecturer	Gender	No. of years as a lecturer
College A (CA)	LA NCV	F	2 years
	LA NATED	F	9 years
College B (CB)	LB NCV	M	23 years
	LB NATED	F	14 years
College C (CC)	LC NCV	F	30 years
	LC NATED	F	20 years
College D (CD)	LD NCV	F	4 years
	LD NATED	M	10 years

According to Table 5.4, the majority of lecturers have enough experience, between 9 and 30 years, and only two lecturers have less experience, i.e. between 2 to 4 years. Nonetheless, the more experienced lecturers are sought to understand what a campus manager with instructional leadership qualities should execute as his or her duties. These lecturers have expectations that include seeing campus managers being involved in curriculum, instruction, monitoring of teaching and learning and paying class visits to them as the executors of the curriculum.

5.3.3.4 Biographical data of students

In each TVET college, five students participated in this study. Table 5.5 briefly gives a description of the biographical data of the participated students.

Table 5.5: Characteristics of Students

TVET College	Student	Years in the college	Years serving as SRC
College A (CA)	STUDA1 NCV	1 year	2 years
	STUDA2 NCV	2 years	
	STUDA1 NATED	1 year	
	STUDA2 NATED	3 years	
	STUDA SRC	3 years	
College B (CB)	STUDB1 NCV	3 years	1 year
	STUDB2 NCV	1 year	
	STUDB1 NATED	2 years	
	STUDB2 NATED	1 year	
	STUDB SRC	3 years	
College C (CC)	STUDC1 NCV	2 years	1 year
	STUDC2 NCV	2 years	
	STUDC1 NATED	1 year	
	STUDC2 NATED	3 years	
	STUDC SRC	2 years	
College D (CD)	STUDD1 NCV	3 years	1 year
	STUDD2 NCV	3 years	
	STUDD1 NATED	2 years	
	STUDD2 NATED	1 year	
	STUDD SRC	2 years	

All students who participated in the study have been at these TVET colleges for at least 1 to 3 years. They are all familiar with the culture of their colleges, especially those who are 2 to 3 years older than their peers. This assumes that they should know who the campus manager is, and his or her role in the campus.

Furthermore, these students should be familiar with campus managers visiting them in their classrooms, both formally or informally, encouraging them and communicating with them. It is even worse with the Student Representative Council (SRC). As student body, it is assumed that they constantly meet with campus managers whenever students have issues that need the campus manager's attention. However, Table 5.5

shows that SRC members only have one year's experience. This is because, according to the policy of SRC, a student can only serve on the SRC for one year. Then the new SRC gets elected for the following year. However, a student can be re-elected to serve a second term, such as the one for College A (STUDA SRC).

5.4 DATA PRESENTATION AND DISCUSSION

The main aim of the study was to explore instructional leadership practices of campus managers in influencing students' academic achievement in Gauteng and Mpumalanga TVET colleges. The intention of the research questions asked in the study was to clarify how campus managers' instructional leadership practice influences the academic achievement of students. The research questions further provided characteristics of campus managers as instructional leaders. Furthermore, the impact of their instructional leadership practices in the improvement of student academic achievement in TVET colleges was investigated.

The findings and discussion of data generated through semi-structured interviews, as well as document reviews, were facilitated through interrogating the key research questions, literature review and, where appropriate, the theoretical framework that grounds this study. A full discussion of the integration of the relevant theoretical framework is presented in the last section of this chapter. The broad research questions of this study, are re-stated below:

- How do campus managers understand the concept of instructional leadership?
- What are core instructional leadership practices of campus managers that influence the student academic achievement in TVET colleges?
- How are campus managers of TVET colleges perceived by the teaching staff (HoDs and lecturers) in their instructional leadership practices as instructional leaders?
- What are the challenges that campus managers of TVET colleges experience in their instructional leadership practices as instructional leaders?
- What can be recommended to improve on the current instructional leadership practices exhibited by campus managers of TVET Colleges?

Considering the above, findings of this study were presented in the form of themes that emerged through data analysis of the interviews. As mentioned earlier, verbatim quotations were used as empirical evidence throughout the data presentation and discussion. Themes and sub-themes that emerged out of the data analysis are set out in Table 5.6:

Table 5.6: Research sub-questions, Themes and Sub-themes

No.	Research question	Theme	Sub-theme
1	How do campus managers understand the concept of instructional leadership?	5.4.1 Understanding of instructional leadership concept	5.4.1.1 Planning
2	What are core instructional leadership practices of campus managers that influence the student academic achievement in TVET colleges?	5.4.2 Campus manager's role in teaching and learning.	5.4.2.1 Monitoring and Support 5.4.2.2 Training and Development 5.4.2.3 Motivation
3	How are campus managers of TVET colleges perceived by the teaching staff (HoDs and lecturers) in their instructional leadership practices as instructional leaders?	5.4.3 Finding balance between the administrative tasks and instruction 5.4.4 Management of curriculum and instruction	5.4.4.1 Provision of resources 5.4.4.2 Monitoring of students' progress
4	What are the challenges that campus managers of TVET colleges experience in their leadership roles as instructional leaders?	5.4.5 Challenges faced by campus managers	5.4.5.1 Lecturers' and students' absenteeism 5.4.5.2 Conflict between lecturing staff
5	What can be recommended to	5.4.6 Proposed strategies that may	5.4.6.1 Involvement of Campus Managers in

	improve on the current instructional leadership practices exhibited by campus managers of TVET Colleges?	serve as guidelines to improve the current instructional leadership practices by campus managers in TVET colleges.	the formulation of the College vision 5.4.6.2 Reducing campus managers' responsibilities
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Research sub-question 1: How do campus managers understand the concept of instructional leadership?

5.4.1 Theme: Understanding of instructional leadership concept

The theme “Understanding of instructional leadership concept” was generated to reveal the knowledge that campus managers have about instructional leadership and how they practice it in their campuses for the improvement of students’ academic achievement.

Instructional leadership as discussed in chapter 2 (cf. 2.6), as a leadership process where the campus manager’s role is to maintain expectations of teaching and learning, curriculum coordination and monitoring of students’ progress. Furthermore, the campus manager as the campus leader should be the primary source of expertise in terms of education as he or she is directly related to this process of instruction where lecturers, students and curriculum interact with the aim of improving students’ academic achievement.

This study’s findings revealed that all the selected campus managers were aware that as campus managers, they are responsible for teaching and learning as the core business of TVET colleges. When CMA was asked about her understanding of the concept “instructional leadership”. The response was:

Instructional leadership includes the setting of the goals of the campus, allocating resources, monitoring lesson plans, doing lecturer evaluation and class visits.

CMA went on to say:

I give staff members direction on what to do for the day and the week in terms of teaching and learning.

CMB and CMD shared similar understanding of instructional leadership.

CMB said:

In instructional leadership, a leader shows interest and support in teaching and learning and must provide all teaching equipment to ensure that teaching and learning takes place.

CMD explained:

For me, instructional leadership is about the way in which the management of the institution manage anything that has to do with instruction, teaching and learning, curriculum and resources for teaching and learning process to be effective.

However, in comparison with CMA, CMB and CMD, it indicates that CMC had nothing much to say about instructional leadership as in his explanation, it was clear that he not seeing himself as an instructional leader. Below, is the response that CMC gave:

What I know is that instructional leadership is mainly used by high school principals, where the principal manages curriculum and instruction, but in colleges, the case is different. For instance, in our college, all campuses have deputy campus managers whom their responsibilities are to ensure that instruction and teaching and learning is taken care of. The only thing that I do as the campus manager, is to ensure that whatever the deputy campus manager needs for all academic matters, I provide.

It is against the CMC response that I ended up concluding that CMC understood instructional leadership concept, but in his case, he believed that the deputy campus manager is the one who is responsible for the role of an instructional leader as the person responsible for the whole process of teaching and learning.

From the campus managers' responses on instructional leadership, one can draw a conclusion that they are aware of what instructional leadership is and that they are the ones who are supposed to be instructional leaders in their campuses. Also, from the data collected on this theme, campus managers were determined that they need to influence teaching and learning in campuses as leaders. And their views are consistent with Bush and Glover (2014) and Sekhu (2011) who indicated that, instructional leadership is more focused on the core business of the college campus, which is teaching and learning and improved student performance. An instructional leader should be able and willing to offer inconspicuous leadership to everyone who

needs it. Most importantly, instructional leaders should show possession of skills that will ensure that the college performs effectively in accomplishing educational goals and improved students' academic achievement. This means that campus managers need to have updated knowledge of important areas of education, namely curriculum and instruction, as well as assessments. All these will lead to improved student performance.

5.4.1.1 Sub-theme: Planning

Looking at the understanding of instructional leadership concept by campus managers, it made me realise that there was a need to establish whether all these campus managers if they do plan to ensure that teaching and learning is effective. Additionally, it is the role of the campus manager to ensure that plans, including the vision are monitored for their realisation and ultimately to improve students' academic achievement.

In the theoretical framework that forms the basis of this study, the dimension of Weber's (1996) model, defining the school vision and mission, outlines clearly that an instructional leader as pioneer contributes to ideas for planning. Bush and Glover (2014) and Mafuwane (2011) assert that the definition of the school's vision and mission happens during the planning stage, where a leader communicates this to the lecturers, students, parents, and staff at large. Furthermore, an instructional leader needs to be clear in defining the mission of the school and allow all stakeholders to engage in discussing these values and expectations, as these assist in getting all stakeholders new to own the school's vision and mission. During interviews with the four participating TVET colleges, two campus managers acknowledged the importance of communicating the college's vision and mission during a plenary session with the staff.

CMA responded:

One of the things that the campus manager does is to set goals for the campus or college and communicate them to the staff members, allocating resources, monitoring lessons in order to make sure that those set goals of the campus or college are met.

CMB alluded:

In my capacity as a campus manager, I communicate all my expectations (vision and mission of the campus) to all staff members and students, especially during the induction at the beginning of each year.

For other colleges, communicating goals of the college is not done. They claim that the formulation of the college's vision and mission is done by the college council and Senior Management Team (SMT) at head office.

OK, you know, uhmm ... the vision and the mission of the college is created by our head office and pasted in all campuses, so, I assume that all staff members are aware of them. (CMC)

CMD and HoDD NCV agreed with CMC that the vision and mission of the college are put up all over the campuses.

CMD said:

The assumption is that all staff members know the college's vision and mission.

Year planners, calendars and staff diaries have the vision and the mission of the college. (HoDD NATED)

The data show that at all selected TVET colleges, the vision and the mission of the colleges are not clearly communicated. Only the SMT and college council engage in creating and discussing the colleges' vision and mission. This, therefore, denotes that the colleges' SMTs should consider taking the college's vision and mission to campuses for staff members' inputs and discussions, so that all the college staff members could own the vision and the mission of the college.

Research sub-question 2: What are core instructional leadership practices of campus managers that influence the student academic achievement in TVET colleges?

5.4.2 Theme: Campus manager's instructional leadership practices in teaching and learning.

The role of campus managers in teaching and learning is very important, especially as instructional leaders. Weber's (1996) model of instructional leadership has suggested that a campus manager must be aligned with the vision and the mission of the college. Therefore, the campus manager as an instructional leader should practice instructional

practices such as monitoring classrooms through class visits, offer lecturers the required means to provide opportunities to students to achieve better academic results Hassan et al. (2019).

It is in this context that the study's findings under the campus manager's role in teaching and learning generated this theme. This was to find out whether the role that campus managers play in the process of teaching and learning has an impact to all stakeholders for the improvement of students' academic achievement. Therefore, the findings of the above-mentioned theme are broadly discussed under three sub-themes, namely, monitoring and support, training and development and motivation.

5.4.2.1 Sub-theme: Monitoring and support

From the data, there is evidence that campus managers consider their roles in the teaching and learning process to be an important part of their job function as instructional leaders. However, at the same time, data revealed that HODs and lecturers have different opinions with that of campus managers.

All campus managers were of one accord that they do monitor classes on a regular basis.

CMC responded:

Yes, that is why I said at the beginning, that I sometimes go to classes just to check if students and lecturers are early, especially in the morning, just to have a feel.

The statement by CMC above clearly indicates that the campus manager does not monitor teaching and learning, but punctuality and attendance of students and lecturers.

CMB claimed that she did monitoring and support. She stated:

Yes, I do monitor, especially on the newly appointed lecturers because those ones should be inducted first, then I visit them in classes to check if there is where they are lacking, I then give a necessary support. But for those who are already old in the system, I visit them and give them support where there is a need.

CMA alluded:

Yes, in the campus, we do have planned and unplanned class visits. But what I do, I just go to the class anytime to see what is happening but also to support the lecturers and not to find mistakes. I go to a class and sit, may be for five to ten minutes. Also, I do class visits to if lecturers use technological resources or not.

However, Manaseh (2016) and Mafuwane (2011) state that although an instructional leader focuses more on the teaching and learning process for the achievement of improved student academic results, monitoring learning is vital and instructional leaders who are exceling in that, tend to achieve excellent academic results.

On this study's findings, most students and lecturers pointed out clearly that campus managers do the rounds to classes, not to support teaching and learning, but to check if either resources are used or not, or students and lecturers are in class or not. They commented that only senior lecturers did class visits. They further mentioned that senior lecturers sit in classes, listening to how lecturers lecture and give feedback to the lecturers. Some disagreed even on senior lecturers' support.

LA NCV said:

OK, when the campus manager is on the ground as she normally does, I would sometimes bump into her on the corridors, she would ask how I am doing. How students are doing, and she would even ask about the completion of assessments. But the formal and constructive class visits are done by my senior lecturer, and he supports us.

STUDC1 noted:

For us, a senior lecturer once came to do class visit in our class and she even reprimanded us, but that was once.

LD NCV and HoDD NATED denied the fact that campus managers did class visits.

LD NCV noted:

I do not see the support from both my campus manager and senior lecturer, but for the senior lecturer, the only thing he does, is to assist me whenever I need something and he would give me, but never in my class has he ever done class visit. It is worse with the campus manager; his support is zero. I do not see his support; I really do not see his support. I am saying that because, there are lot of things that are happening in the campus and let alone the fact that he is not

involved in my frustrations in teaching and learning. I once bumped into him the other day and I reported that my door handle was broken, he promised to assist me but until today, I am still waiting for my door handle to be fixed.

Yah, for me, what I have observed is that it is not that the campus manager is really concerned about academic issues, but it is about compliant. Our campus manager is conscious only about what the head office would say if there are no class visits done and I feel it is not about support to us as academic staff but for him to be compliant. Also, I have never seen my campus manager doing class visits for monitoring and support but would only see him doing rounds when lecturers have complained about infrastructure, but not for teaching and learning at all. (HoDD NATED)

LB NVC, LB NATED and STUDB SRC pointed out that the only class visits that they remembered from their campus managers were their previous campus managers who would come to their classes, sit and observe and then later give words of support and encouragement.

But the one who is currently in an acting capacity, has never done that.

Eeh ... I can say, we as the campus, we are fortunate because our former campus manager, even though, she would not do it as a formal monitoring, she would come to classes and check around on whether students are in class or not. Even if she did not stay for a long time in class. She would even sit and listen while we as lecturers are teaching, then after, she would give feedback and we would also be able to tell her our frustrations as far as teaching and learning is concerned. (LB NATED)

STUDB SRC said:

Monitoring and support by the campus manager use to happen sometime ago, but it was during the previous campus manager. She would come or visit lecturers and students. The one who is acting now, never done that.

As mentioned earlier, people who mostly do monitoring and support are senior lecturers. Almost lecturers and HODs mentioned that senior lecturers did class visits and completed reports and sent those reports to HODs for consolidation. Thereafter, the campus manager only sent those monitoring reports to head office.

LB NCV highlighted:

The campus manager plays a monitoring role which is distant from the classroom because, the campus manager does not do the classroom visits. She might once off check the lecturers' files that were checked by the senior lecturer and the HOD, but the campus manager does not really go to the classroom to attend to the challenges that us as lecturers might be facing in the classroom.

Also, LA NCV complained:

I would not say much about class visits by my campus manager because, I have never seen her doing class visits. The only person who does monitoring and support through class visits to me is my senior lecturer. Every after-class visit, he would give me feedback.

Generally, it emerged from the data collected that most campus managers are solely reliant on senior lecturers and HoDs in terms of teaching and learning, monitoring and support. Most senior lecturers, HoDs and the lecturers felt that only if campus managers could do some class visits, even if it were for a short time, just to get a feeling of what is happening in class, it could assist in improving academic achievement of students. However, CMC made it clear that campus managers are expected to do a lot of things while time does not allow them to do all academic and administrative duties. The HoDC NCV concurred with the CMC.

HoDC NCV said:

No, our campus manager does not actually monitor and give support to academic staff. But in our case, it is the role of the deputy campus manager to do monitoring through our reports as senior lecturers and HoDs or sometimes her own class visits. She is able to support, for instance, if there is a need of lecturers, she comes in.

You know what? It is not easy for us campus managers to do proper monitoring because we must run a lot of things, such as, infrastructure, examinations and meetings. We literally do not have time, hence as a campus manager, there are people under you. We, therefore, have supervisors, deputy campus manager, HoDs and senior lecturers. (CMC)

Therefore, in short, as much as monitoring and support from the campus manager are essential, there are other factors that hinder the process. These factors that most participants, especially, campus managers, HoDs and lecturers mentioned as

hinderances on campus managers to carry out their instructional leadership tasks, which are monitoring and support, were lack of time and work overload. According to Mafuwane (2011), most campus managers spend most of their time in their offices, doing administrative tasks of the college, forgetting or having not enough time to execute their instructional tasks. On the issue of lack of time and work overload, campus managers are expected to run campuses and be instructional leaders at the same time. For instance, they have multiple roles and responsibilities such as having to write reports, attend endless meetings away from campuses, solving campus issues and concurrently be involved in the monitoring of teaching and learning.

Drawing my own conclusion with regards to the data collected, most campus managers in this study clearly indicated that they do not do class visit or proper monitoring, but if they do, they only do it for paperwork and compliance. This is due to lack of time and work overload. Instead, campus managers are reliant on HoDs and senior lecturers on monitoring and support.

5.4.2.2 Sub-theme: Training and Development

The literature study revealed that training and development activities of teachers are the school leader's responsibilities as an instructional leader. According to Sekhu (2011), continuous in-service training for teachers in the school should be prioritised. Regardless of whether the teacher performs well or not, the training should be provided. Balkrishen and Mestry (2016) agree with Sekhu (2011) that excellent teachers cannot renew themselves, but they also need training opportunities.

Moreover, TVET colleges administer a performance monitoring tool known as an integrated quality management system (IQMS), which according to the Department of Higher Education and Training is "...aimed at enhancing and monitoring performance of the education system." This programme is developmental appraisal and performance appraisal (DHET 2012: 04). To help the appraisee benefit more from the appraisal system, IQMS assists in recommending that lecturers, or appraisees, be trained and mentored by the senior lecturer, HoD and the campus manager. The appraisee's (lecturer's) weak points would be noted and mentored or asked to undergo some training to enable him or her to meet the challenges faced (DHET 2012).

The study revealed that it was the case with TVET college campuses that I collected data from. Participants acknowledged that their colleges do offer training and development for them as academic staff. Most of them maintained that these training normally took place many months after class visits.

However, CMB, CMC, HoDA NATED and HoDB NCV agreed that their colleges do train and develop their lecturers.

Yes, there are trainings that are organised, but we start by checking whether internally, that lecturer cannot be assisted. So, as a campus manager, I liaise with the HoDs and senior lecturers first if that lecturer cannot be assisted internally or not. Then after, I can organise for a lecturer to be trained externally.
(CMB)

HoDB NCV alluded:

Our campus manager treats this issue of training and developing lecturers seriously. In this, she normally does it when a particular resource is not used correctly, and it is important for the benefit of effective teaching and learning. She then organises workshops to train those lecturers. Also, if there is a poor performing subject, she organises the examiner of that subject to train her staff members of that subject. Just recently, two weeks ago, she organised training on digital transformation.

According to data, it was clear that Colleges A, B and C have the same way of arranging training. They first check those lecturers who can train others internally (in-house training) before they outsource trainings.

HoDA NATED noted:

Our campus manager does advice on training needs but does not organise. The Lecturer Support System (LSS) for the college is the one responsible for training lecturers. However, with in-house trainings, in most cases, we use lecturers who are extremely good in specific areas to train others. For instance, there are lecturers who are knowledgeable on technological gadgets, so we let them to train others.

You know ehm ... we have our skills development officer based at our head office. He is the one we liaise with whenever our lecturers need training. We normally use the reports from class visits or Integrated Quality Management

System (IQMS) for identifying training needs. However, if the training need can be solved within the campus, we organise in-house trainings whereby we pair lecturer A and B just to assist each other. In-house trainings are not formal but are done to close the identified gap so that teaching and learning continue.

(CMC)

However, regarding some training, lecturers claimed that they were not even necessary, or they were not what they needed. It was worse during the Covid-19 situation. All lecturers were trained on developing and using PowerPoint presentations. This was fruitless to most lecturers, as they already knew how to use PowerPoint.

What I can say is that, sometimes some of the things are just for compliance. After class visit by the senior lecturer and the gaps are identified, a lecturer should be added on the list for training, but these trainings do not happen as expected and I see these class visits not helping. Sometimes, we find ourselves sitting with resources that we do not use that we should be using for teaching and learning, and the senior lecturer finds that gap, but I am telling you, for a lecturer to be trained, it will take time and that resource would remain unused, and that affect teaching and learning. (LB NCV)

LB NCV further stated:

Trainings are organised centrally by Human Resources Department (HRD) but our wish is that, they should look at what the staff needs before the waste teaching and learning time on training lecturers who do not need that particular training. HRD should consult with the staff via the campus manager.

Ok, when it comes to lecturer training and development, our campus manager is lacking. We even said that in our sectional meeting that we would love to have outsourced trainings or any training that would add value to us and our subjects as lecturers. But that one is still lacking. (LA NCV)

At College C, LC NCV and LC NATED were in disagreement in terms of trainings.

LC NATED said:

Yes, the deputy campus manager, campus manager and HoDs do submit the training needs to head office. They have to wait for the approval and that is when the lecturer can be taken for that specific training.

LD NATED contradicted this:

Eeh ... we had training long ago. We had an assessor training long time ago.

Uhm ... yeah ... at this moment, I do not see any training taking place.

Looking at how participants reacted to the issue of training and development, it was clear that as much as trainings are organised, lecturers seemed not to be fully satisfied on how these trainings are organised. As mentioned earlier, continuous in-service training is vital for the development of teachers; it assists in ensuring that teaching and learning methods used in class are relevant and assist in improving the students' academic results.

5.4.2.3 Sub-theme: Motivation

An instructional leader's role is to ensure that there is effective teaching and learning and improved student academic achievement (Whitelaw, 2021). Even an instructional leader uses transformational leadership skills. This style idealises, influences and provides inspirational motivation and individualised consideration. Lastly, intellectual stimulation happens in order to be able to influence followers in different ways (Avenell, 2015; Whitelaw, 2021). Inspirational motivation is important, as it involves effective communication, especially when an instructional leader instils a vision amongst subordinates. When subordinates are motivated, they get inspired; thus, they can work beyond expectations as they feel appreciated and celebrated.

The data collected suggest that some campus managers do motivate their academic staff by appreciating them with word-of-mouth or tokens of appreciation. However, what emerged from the data in connection with motivation is that, in most cases, motivation was conditional in these colleges. For instance, a lecturer is motivated when he or she performs well in his or her subject.

Students acknowledged that they did get appreciated for performing well. At the same time, sometimes, at some campuses, participants displayed dissatisfaction regarding motivation. Some highlighted that they last got appreciated in the form of awards during their former campus manager's era, while others claimed that they had never been appreciated in any way. It was also noted that different methods of motivation did assist in encouraging both students and lecturers to perform better or to maintain their good performance.

HoDB NATED noted:

OK, basically, our campus manager appreciates even the small thing. Just to say thank you if a person has done well, goes a long way. I think that a simple 'thank you' from the campus manager means a lot. Sometimes, there are tokens of appreciation, like sweets, just small thing, yah ... eeh ... again, on that one, our campus manager motivates students by giving them awards for best performing students and for lecturers who perform above the college target which is 80%, they get acknowledged.

The HoDB NATED's sentiments were shared by the LB NATED, that the campus manager does motivate staff.

I have said, the campus manager would just give a word of encouragement as motivation. For instance, I teach the most difficult subject, so the previous campus manager would come to me and tell me not to give up. So, emotionally, she was good in motivating. Also, certificates would award to the best performing students and lecturers, at least once a year and that actually made us feel good and appreciated. (LB NATED).

Most students at College B emphasised that their current acting campus manager never motivated them. The previous campus manager was good in motivating them and would make them to want to work harder.

STUDB1 NATED alluded:

However, during the previous campus manager's time, she was very involved, and she would motivate us a lot, from the beginning of the year. But, the acting campus manager, only came once, during induction to greet and motivate us, and along the journey, she never motivated us.

The motivation that I remember, is the one from the college, whereby, best performing students were awarded certificates or tokens of appreciation, but not much. (STUDB SRC)

All campus managers who participated also asserted that they motivate lecturers through word of mouth or tokens of appreciation.

CMC noted:

Uhm ... you know, uhm ... we as campus managers, motivation is done on a daily basis. Whatever opportunity that we get to address lecturers, especially during morning briefings on Mondays, we motivate the staff for doing well. Then after, our head office would organise a function where lecturers would be given prizes and some get laptops.

Even CMD mentioned:

With a word of mouth or tokens of appreciation, the college ensures that the staff is motivated.

STUDA1, STUDA2, STUDA3 and STUDA4 noted:

We only receive awards from the college and that is only for students who are in the college top 10 performing students.

However, with the statement from CMD, both HoDs and lecturers were slightly in contradiction with their campus manager.

No, nothing that the campus manager does to motivate us, except with that of the college, whereby, the performance ranking of lecturers would be presented in a form of a book. Other than that, nothing. (LD NATED)

HoDD NATED said:

It is the students that motivate us. So, as academic staff, we feel we owe students hope and giving them hope, motivates us, even if our campus manager does not motivate us. What I do as an HOD, I do buy some little things for my team, just to appreciate them.

As mentioned earlier, students from College C and D said:

NCV students only, not Nated are motivated. We have never given any award for performance. (STDD1 NATED)

With us, nothing we have ever seen done to us as a way of motivating us, even graduations. But our HoD once came to motivate us with word of mouth. (STUDC4 NCV)

According to Dine et al. (2017), motivation in the form of either monetary or non-monetary plays a crucial role in motivating lecturers and students to work in improving

academic achievement. Dine et al. (2017) further argue that lack of motivation has a negative impact on students' academic achievement.

Therefore, the findings on this sub-theme revealed that motivation is indeed done in all participated TVET colleges. But this it is administered by colleges and not campuses. In short, campus managers are not given powers by colleges to motivate lecturers and students with tangible things like certificates, vouchers, trophies, etc. but only the college Head Office. additionally, it emerged from both lecturers and students' responses that they were not happy with the criteria that college Head Offices use in rewarding performance. They feel that hardness of different subjects cannot be measured the same and this always disadvantages those lecturers who are teaching difficult subjects and to students on subjects that are known to be hard.

HoDC NCV suggested:

Yes, I think if this kind of motivation from the college is appreciated but if the college can decentralise it and let campuses do it on their own, both the staff members and students would feel more appreciated.

Research sub-question 3: How are campus managers of TVET colleges perceived by the teaching staff (HoDs and lecturers) in their instructional leadership practices as instructional leaders?

5.4.3 Theme: Finding balance between the administrative tasks and instruction

In the literature study, Mafuwane (2011) argues that most school leaders tend to spend most of their time mainly on administrative duties. That includes meetings and reports, and they even leave their offices earlier than they must, forgetting to execute their duties or roles as instructional leaders. Studies on instructional leadership of school leaders reveal that, school leaders who spend most of their time on administration or management functions, spend less time on instruction and that leads to poor school achievement (Ahmed, 2016).

All campus managers in this study indicated that too many administrative tasks make it very difficult for them to cope and to find balance between administration and instruction.

CMC admitted:

Yeah ... as campus managers, we oversee all activities in the campus. I do not know whether you noticed that I was not here for the past two to three hours. I was running around the campus, dealing with the water pipe burst that happened in the campus. So, like I said, it is very difficult to balance both departments. I can try to do class visits, but, while I am there in class, there can be electricity or water pipe problem, I would have to stop that class visit and attend to the problem.

HoDC NATED's response on the campus manager's balance between administration and instruction was:

Eish ... you see, in this one, I can say, he is trying to balance but what I see is that, he is more focused on instruction since on the administration side, there is a head that is responsible for that section. But eeh ... yah ... he does focus on us as academic. (HoDC NATED)

The above response from the HoDC NATED brought uncertainty to me as a researcher and made me doubt that the CMC does give attention to academic. The conclusion that I drew from his response was that the campus manager focuses more on administration than on academic.

This was because HoDC NATED further stated:

Yeah ... I can say, our campus manager gives 60% attention to administration, then 40% to us as academic. (HoDC NATED)

Even the HoDC NCV uttered the same statement as the HoDC NATED.

HoDC NCV said:

Eish ... that's the tough one. Okay ... I do not see him having the balance. Let me say, it not 50/50, actually it is not balanced. More focus is given to administration than instruction.

However, CMB had lots of complaints on administrative work overload. She mentioned that she tried to balance the administration and instruction, but there are a lot of things that need her on the administration side. For instance, she has to sign most of the things before they are sent to head office and that consumes a lot of her time to also give academic attention.

CMB allude:

With administration, I am mainly dependent on the office manager to check if everything is done properly. But also, because, according to the college or campus plan, there are due dates, for an example, marks submission, reports submission, capturing of marks, etc. So, I have to sign and declare before they are sent to head office.

With Campus D, the case was different, especially according to the lecturer's view.

In terms of balance, I think it is more or less the same. Remember, administration and academic are related. So, still, our campus manager does not support both.
(LD NATED)

Additionally, HoDD NCV seemed to share same sentiments with of the LD NATED, but with a different understanding.

HoDD NCV stated:

I do not think that the campus manager has time to pay enough attention on either the administration or academic. This is simple because our campus manager has too many meetings that he attends at head office. So, he spends most of his time on meetings. Also, our campus manager is fully dependent on the head of administration (HoDA) for administration department and on the HoD for academic department.

In conclusion, in terms of campus managers balancing administration and instruction, all participants; that is, campus managers, HODs and lecturers, allude that, for campus managers to balance the two is difficult. There are lots of reasons from the data that are in agreement with literature study. According to Brabham (2017), in most cases, campus manager's time might be insufficient because for the campus to run, they are needed as managers while, on the other hand, as instructional leaders, they are also needed.

Campus managers are expected to fulfil multiple roles and responsibilities such as writing reports, manage people, solving problems, and meeting deadlines. At the same time, they are expected to do monitoring of teaching and learning, support and motivate lecturers. In the end, all these compromises the role of a campus manager to fully execute his/ her as an instructional leader.

5.4.4 Theme: Management of curriculum and instruction

The data suggest that all campus managers admitted that the Department of Higher Education and Training (DHET) gives the TVET colleges a teaching and learning plan wherein the curriculum delivery plan is outlined. Then, each TVET college and campus focuses on its programs. However, looking at the campus managers' biographical information, some campus managers do have education qualifications from their junior degrees and others have different diplomas with the addition of a teaching diploma at PGCE level only. According to the data, most campus managers have experience in teaching, and they are expected to understand what is happening in the curriculum of their campuses.

CMC explained:

Yeah ... as a lecturer, I started lecturing NATED engineering studies, where I offered Mathematics and Science. I then joined NCV program, where I also offered Mathematics only.

The same sentiments were shared by CMA, namely that it is easier for her to understand the curriculum issues as she had once been a lecturer.

CMA noted:

There was once a subject that was a challenge every year. One year, as an HOD then, I decided to teach it and guess what, students passed the subject with flying colours.

In terms of campus managers being experienced in teaching, even some HoDs and lecturers' responses verified what participating campus managers said.

LA NATED alluded:

In terms of curriculum, our campus manager was once a lecturer, so, she does involve herself in curriculum issues. She even goes to an extent of engaging and talking to students about how their lecturers doing in class.

HoDB NCV stated:

Our campus manager, I think is involved in instruction and she has an understanding of at least on content subject that she taught for many years.

From the collected data on the management of curriculum and instruction theme, one can conclude that most campus managers in selected TVET colleges were once teachers or lecturers. It is therefore, assumed that they are aware that as leaders they need to lead and monitor the delivery of curriculum. Thus, therefore, I saw it necessary to look at how campus managers provide necessary resources as well as monitoring of students' progress academically as they manage curriculum and instruction.

5.4.4.1 Sub-theme: Provision of resources

Kgatla (2012) reports that studies by different researchers revealed that managers who are instructional leaders ensure that an environment that promotes effective teaching and learning is created. This can be done by ensuring that all necessary instructional resources are in place (Hallinger, 2010; Kgatla, 2012). These resources include well-maintained infrastructure, adequate and relevant teaching and learning materials, proper allocation and recruitment of qualified and capacitated teachers. Most importantly, a school leader as a resource provider should ensure that all the above-mentioned resources are available and used effectively for the realisation of set goals. This is supported by the second dimension of Weber's (1996) model of instructional leadership, managing the curriculum and instruction. According to Gowpall (2015) and Sekhu (2011), this domain stresses that instructional leaders should ensure that teachers are assisted to use practices that will equip students to achieve their best.

Half of the participants revealed that their campus managers ensure that they have all the relevant teaching and learning resources. However, some participants' account shows that, for them to get all the required resources is a struggle. The campus manager must make millions of follow-ups from the head office.

According to CMC:

Fortunately, uhm ... we must really recommend our college on the resources, especially for lecturers and students. We never had a problem of resources. If we run short of may be, textbooks, we normally ask from our sister campuses to help us with such. It is not a big deal at all.

Additionally, CMD shared similar feelings about the issue of resources.

CMD commented:

At our campus, we do not have a problem of shortages of resources. Whenever, I order specific resources, I just do follow-ups until all the ordered resources are delivered.

HoDA NATED added:

We have other resources, others we do not have. But our campus manager ensures that resources are ordered and delivered before the academic year, so, we do not have a problem of resources at all, 90%, we have.

Yes, resources are there but we still need some. So, for now, we are using what we have, best. For instance, most institutions have smart boards, us, we are still using overhead projectors. But all resources we have, we utilise them. (LA NATED)

Even STUDA2 NCV concurred with LA NATED on the use utilisation of resources.

STUDA2 NCV stated:

We do not have a problem of resources. We have them and we use them.

Nonetheless, the issue of lecturers not using available resources emerged. The reasons were either that lecturer cannot use them because they do not know how to use them, or they are just ignorant.

CMB made the following statement:

In terms of resources, I check, for an example, a lecturer needs a laptop but he or she does not know how to use it, that lecturer gets trained first on how to use a specific resource. However, if a lecturer does not use the resource deliberately, we check if whatever method he or she uses if effective or not. If it is effective, we let the lecturer to continue using it because sometimes, we enforce the use of certain resources while lecturers feel that those resources are not effective at all.

Also, the procurement delays on procuring some resources were an issue. At some campuses, resources take time to be delivered and this frustrates lecturers as they fail to execute their lessons properly.

Some of the frustrated lecturers, HoDs and students' participants noted:

Ya ... there are shortages sometimes, but very rare. We as the campus, when we do the following year's projections, we always check our resources, whether there will be shortages or not. But it happens sometimes that we order but the head office does not deliver and we are supposed to start with the year. Still our campus manager does make follow-ups through e-mails and phone calls. But the whole process is frustrating. (HoDB NVC)

Furthermore, LB NCV expressed his disappointment in some shortages of resources.

LB NCV commented:

There was a time I did not have speakers in my class as I use them when I teach. They were broken. I needed to order new speakers. I went to my immediate senior lecturer, and he told me that, that was not his responsibility. I was taken from pillar to post. I had to approach the campus manager whom it took her about six months to order speakers for me. Obviously, my lessons were affected.

Students who participated showed some elements of dissatisfaction when it comes to resources. These included computers in the computer laboratories and textbooks.

Shortages of textbooks is always a problem for NATED in particular, even now as I speak, some students do not have textbooks. It is worse now that we are about to write our examinations, with some students not having textbooks. (STUDB2 NATED)

STUDB1 NATED added to what STUDB2 alluded to:

Our campus manager is aware that we do not have textbooks, but she is doing nothing, absolutely nothing. (STUDB1 NATED)

STUDB SRC said:

Computers are an issue. They jam when we are writing computer examinations and that makes us panic and automatically fail. With the textbooks, we do not have that much of a problem, except that they arrive late, and we really do not know why.

However, it emerged from the data that some campuses had a challenge of human resources, i.e. a shortage of lecturers. This affects teaching and learning, because no-one delivers lessons to students when there is no lecturer.

STUDA NCV commented:

We get affected a lot because of the delays of textbooks. It's worse in our case, there was a year where we spent about three months without more than one lecturer. Lessons were on hold for three months in more than one subjects. This really affected our academic performance as students.

Hou and Zhang (2019), Mafuwane (2011) and Manaseh (2016) state that amongst factors that contribute towards failure rates in schools, poor infrastructure is the main one. This factor contributes to the low morale of both teachers and students, which ultimately translate to poor students' academic achievement.

LD NCV and HoDD NATED commented:

My door handle has been broken for some time now. When I bumped to my campus manager, I reported it and he promised to give me feedback, but until today, there is nothing done with my door handle.

Lecturers are still complaining about broken doors and windows. This demoralises me as an HOD and lecturers. Mostly, students get frustrated as they have to attend in classrooms that have broken doors and windows, especially during winter. (HoDD NATED)

Furthermore, STUDA SRC complained:

In this campus, our classrooms do not have air conditioners, it is very cold in winter seasons and that makes us to bunk classes and as a result, we fail.

The findings revealed that the provision of resources was not completely adequate. Different campuses experience different situations when it came to resources. Other campuses complained about resources such as textbooks that normally arrive late and students get affected academically. Others complained about lecturers who would be replaced very late and that negatively affect students. Additionally, college D, particularly cited a problem of poor infrastructure, that is, broken windows and doors in classrooms and this affect their teaching and learning process.

5.4.4.2 Sub-theme: Monitoring of students' progress

Weber's (1996) model of instructional leadership, of which the last dimension is assessing an instructional program, clearly states that instructional leaders are the pioneers that contribute to ideas for planning, administering and analysing different

kinds of effective assessments and evaluation of curriculum (Bush & Glover, 2014; Mafuwane, 2011). This should be to ensure that evaluation of teaching programs is consistent and continuous to enable lecturers to fulfil learning needs of students. This is to ensure that students' academic achievement is monitored and improved.

Furthermore, Manaseh (2016) and Ramraj-Andrisha (2016) further assert that an instructional leader's role is not limited to controlling lecturers' and students' files and books as the only form of supervision and monitoring, but the leader's role is to further facilitate the whole process of effective teaching and learning, which outcome will be reflected in the improved students' performance.

Participants, mainly campus managers and HODs, were in broad agreement that their focus as campus managers is to improve students' academic achievement. This view was illustrated by the following excerpts from the participating campus managers and HODs.

My leadership skill is stronger than of other campus managers. This is because, most campus managers are office bound, but myself, I do monitor, checking on what is happening in the classroom. I get involved in the office of the HoD to know what is happening. For instance, I do not get surprised at the end or when the results are coming out, because I am fully involved. (CMA)

CMB stated:

Yes, that is key because if they do not finish the syllabus, students will fail. So, the one strategy I use, is to monitor, using students' assessment plans against year plans. That is where I check whether lecturers are on right track or not. Also, as a campus manager, I depend on the senior's report on the progress of student syllabus in all subjects.

In terms of assessments and students' progress, the LA NCV verified this, stating:

What I have noticed is that our campus manager monitors our progress in terms of administering assessments. She ensures that marks are submitted to the data capturers and always follow-up if data capturers have captured marks. She would literally go to as far as checking if lecturers have verified captured marks.

However, the data revealed the contradiction at College D. It seemed as if, even when it comes to students' progress, the campus manager is reliant on the HOD's report.

HoDD NCV noted:

The campus manager is fully reliant on me as HOD, fully so, especially with anything that has to do with instruction and results.

This study further revealed that at one of the participating colleges, the campus manager has the deputy campus manager who takes care of all academic issues and students' results analysis.

HoDC NATED said:

So, in terms of curriculum and instruction, our campus manager only takes care of the campus. There is a deputy campus manager who is taking care of the academic issues, so, anything to do with assessments, examination, and students' results, is for the deputy campus manager.

On the other hand, the rest of the participating colleges, campus managers are reliant on HoDs in terms of students' progress.

The HoDD NCV alluded earlier:

As an HoD, I am the one who ensures that marks are captured in the system. Otherwise, the campus manager does not care. He does not have any idea.

In ensuring that instructional practice and students' academic progress are supervised and evaluated, the instructional leader should provide instructional leadership through the discussion of instructional issues, class visits and the provision of feedback and monitoring of students' progress, using results analysis (Kgatla, 2012; Hou & Zhang, 2019). This study revealed that, not all campus managers are involved in monitoring the students' progress, but only the deputy campus manager, HoDs, and senior lecturers do. The assumption is that campus managers rely on reports for the students' progress.

Research sub-question 4: What are the challenges that campus managers of TVET colleges experience in their instructional leadership practices as instructional leaders?

5.4.5 Theme: Challenges faced by campus managers

Instructional leadership, according to Bush and Glover (2014) and Hassan et al. (2019) is a process whereby the school leader establishes a strong foundation for students'

future learning. This kind of leadership focuses mainly on teaching and learning as well as students' performance. However, being an instructional leader who guides, directs, conducts and influences followers, teachers and students within a school setting, there are challenges that they face every day. These challenges include absenteeism and conflict.

5.4.5.1 Sub-theme: Lecturers' and students' absenteeism

Gowpall (2015) and Ramraj-Andrisha (2016) argue that in instructional leadership, a leader is expected to be the commander-in-chief of teaching and learning process. This, therefore, means that a school leader needs to initiate or implement specific policies, behaviour, practices and develop strategies and management instruments to achieve the most important task of the school, which is to achieve the desired students' results.

This study, in terms of absenteeism, revealed that students are the ones who are always absent from the campus or classes. Also, this challenge does not end in absenteeism, but to an extent of dropping out. Campus managers, HoDs and lecturers first outlined the attendance policy for students and procedures to be followed to retain students.

HoDA NCV shared:

In our college, there is a policy called Attendance and Punctuality Policy. This policy states clearly on how a student should attend and at how many percentage, which is, at least 80%. So, what we do, we monitor attendance through class registers. The administration would give class register templates to the HOD, then the HOD send to the senior lecturer, the senior lecturer gives the lecturer to let students sign daily when they attend classes. At the end of each week, signed registers would be submitted to the HOD so that the HOD submits to the campus manager for the monitoring. After the campus manager has analysed the registers, she calls all the students that are always absent to understand their challenges. In that, some students do come back to campus, and some do not.

They revealed that the practice of monitoring students' attendance is similar at some colleges.

CMB noted:

Alright, we have a policy that we follow. After that, we have a monthly report that is compiled by the senior lecturer. This report indicates the students' attendance percentage. So, that is where I come in as a campus manager. I look at the college's and department's attendance target, which is 100%. Immediately I see a drop in attendance, I then call those students who do not attend so that I get to know their challenges that make them not to attend. If I do not get a clear reason, I call their parents and most of the time, those students that I call, do come back and those that I call their parents, come in numbers.

However, many lecturers showed frustrations on the issue of students' absenteeism. They even complained that, mostly, all students who are always absent turn to increase the failure rate in the campus.

LD NATED said:

Absenteeism is too high to an extent that I have tried and exhausted all my strategies to keep students in class. I am expecting my campus manager to intervene, but he does not.

LB NATED stated:

Ehm ... I would first talk about repeaters because they do not attend classes, so, when they come only to write, they fail.

In agreement with LB NATED, LB NCV noted:

"We let students sign registers and at the end of every week, we submit those registers to the senior lecturer. However, there are students who would be absent for many months, but they come only to write. As a lecturer, you ask yourself on what is being done with the registers that you send every week. This affects the students' academic achievement because such students do not do well, academically."

This issue of students' absenteeism was a serious challenge to students themselves, especially, SRC.

STUDA NCV noted:

We travel to school, and we are dependent on NSFAS. When NSFAS does not pay us, we lack transport money, we then resort to not coming to campus. In this

case, we only come to write assessments, that at the end, we don't do well in them as we do not attend classes. This really affects our academic performance.

STUDA SRC concurred with STUDA NCV:

Some students come to campus, but do not attend classes.

We do not attend shame and that affect our results seriously. (STUDC4 NCV)

As mentioned earlier by some campus managers, they try to follow up via phone calls on students who do not attend classes. Some students come back to the campus, and some do not. Alternatively, data showed that even students and the SRC try to assist in monitoring students' attendance, but it is still a challenge. Furthermore, some students blame lecturers who do not attend to students and that causes those students not to go to the campus or just bunked classes.

STUDD NCV said:

Students do not attend classes. They bunk classes and sit there in the blue couch, smoking. Our SRC once advised that the campus management should close the blue couch during teaching and learning time and open it during break only, so that students can attend classes.

STUDB2 NCV shared similar sentiments about students' absenteeism:

It does happen that a lecturer does not attend to us, and we just decide not to come to classes.

Sometimes, lecturers do play a role in increasing students' absenteeism rate because, some, do not teach and students take advantage and bunk classes.

This affects our performance big time. (STUDB SRC)

Considering the above study results, students' absenteeism is a serious issue. It affects students' academic performance, as most participants highlighted that campus managers also complain about students' absenteeism and retention. The study, however, revealed that school leaders as instructional leaders should monitor attendance for the effective teaching and learning.

Lecturer absenteeism emerged as one of the challenges. Some students stated that one of the factors that contribute to their absenteeism is that some lecturers do not come to work regularly, and some do come to work, but do not attend to them as

students. Even though lecturers' absenteeism is minimal, it does affect teaching and learning and, ultimately, poor student performance. However, responses from campus managers, HoDs and lecturers were slightly different from those of students. All participating campus managers stated that lecturer attendance is monitored through leave management policy, registers, and campus manager's monitoring.

CMA stated:

The policy is clear, if the lecturer is not at work, this day, whenever, he or she comes back, he or she must sign a leave form.

CMB echoed:

Lecturers sign the attendance register every day in the morning. Then those who are late, I call them to my office. I do this to monitor the trend in order to address it immediately.

CMB continued:

To those lecturers who are absent, when they come back, the office manager let them sign leave forms. This is the way I use to monitor lecturer attendance.

However, data showed that there are lecturers who come to work, but do not attend to students.

There are lecturers who come to work but do not attend students. (HoDA NATED).

HoDA NATED and HoDC NCV highlighted that they follow up on lecturers who come to work but do not attend to students.

HoD NATED said:

On those lecturers, we do monitoring; we do rounds to classes to check those who are supposed to be in classes, teaching. So, if we do not find them, we phone them to write reports on why they do not attend students. Those who continue, the HRD processes take place.

HoDA NCV added:

Lecturer absenteeism and the tendencies of not attending students affect students a lot. Remember, we have syllabi to complete, and those syllabi cannot

be completed if students and lecturers do not attend classes. At the end of the year, semester or trimester, students would not write or if they write, they will fail.

Furthermore, HoDC NATED revealed that other causes of lecturer absenteeism are personal.

Eeh ... it is only one lecturer who had a problem of absenteeism. I called him and spoke with him. We sat with the lecturer and only to find that he was going through divorce process, he had financial issues and he depressed. We organised counselling for him, and we asked one of our colleagues who used to stay not far from his place to offer him lift to work. He recovered and he is now working hard to teach students. (HoDC NATED)

Analysing these findings, lecturer absenteeism is not a huge challenge that campus managers are facing at these colleges. Campus managers, HODs and senior lecturers are trying their level best to control lecturer absenteeism. Therefore, campus managers as instructional leaders should do constant monitoring of both lecturers and students. Monitoring, according to Chitamba (2018) and Koopasammy (2012), is an important element of effective leadership as it reduces school leaders' pressure because through it, challenges would be detected and rectified as early as possible.

5.4.5.2 Sub-theme: Conflict between lecturing staff

According to Mafuwane (2011) and Ponnusammy (2010), in instructional leadership, a school leader develops the norms of working hard and with dedication towards the success of all students. However, for total instructional system, during planning sessions, an instructional leader should expect and consider that new roles will emerge and his or her expertise is needed. Precisely, as new roles emerge, a school leader should accommodate them, because if not, the leader will have a heavier burden, as he or she would be expected to fulfil those new roles. Therefore, it is of high importance for a school leader to adopt certain skills in order to excel as organisation developers. These roles include the following:

- Being able to engage in activities that are aimed at building the team
- Being able to diagnose and rectify organisational issues such as low morale and communication

The data collected revealed that campus managers do experience conflict due to several reasons. These include personal issues and resources. It also emerged that such conflict between lecturers affects teaching and learning and, eventually, affect students' academic achievement.

HoDB NCV commented:

Yes, our campus manager does intervene. Remember, no matter how small these conflicts may be, they can be bigger and uncontrollable. Then teaching and learning can be affected by these conflicts. However, some conflicts are bound to happen, and they also develop the campus manager's skills of resolving conflicts, for instance, if lecturers are fighting over a computer laboratory, the campus manager would realise a need to add more computer laboratories.

HoDB NCV continued:

Negative conflicts can affect the students' results and those ones; the campus manager intervenes immediately to avoid destructions.

Similar sentiments were shared by CMA.

CMA said:

In our case, most conflicts are not academic but personal. Lecturers would fight over competition amongst themselves. This ends up affecting students and teaching and learning, especially if those fighting lecturers are sharing same students. You would get complaints that the other one releases students late for the other one's class. At the end, teaching time would be affected and automatically students' results.

However, like any other institutions, colleges do have steps to follow in resolving conflict. These were mentioned by participants, for instance, the line function observed at all the participating TVET colleges. A lecturer reports to the senior lecturer, the senior lecturer reports to the HoD, and the HoD reports to the campus manager until the conflict is resolved. But sometimes, the campus manager does not even know if there was conflict, because conflict can be resolved between the lecturer, senior lecturer and the HoD.

If lecturers are having conflicts, the senior lecturer tries to resolve it before the involvement of the campus manager. It would be very unfair to take all issues to the campus manager without trying to resolve them on the ground first. Otherwise, our campus manager has the capability of solving conflicts. (LA NCV).

Nevertheless, the campus manager needs to ensure that all conflict is resolved for the sake of a smooth teaching and learning process and improved students' academic performance.

Research sub-question 5: What can be recommended to improve on the current instructional leadership practices exhibited by campus managers of TVET Colleges?

5.4.6 Theme: Proposed strategies that may serve as guidelines to improve the current instructional leadership practices by campus managers in TVET colleges.

According to Bush and Glover (2014), instructional leadership is about a leader who can influence and ensure that teaching and learning takes place effectively and students' academic achievement is improved. In this regard, the campus manager is an instructional leader in TVET colleges and is expected to be the "commander-in-chief" of the teaching and learning process at the campus. However, the findings in this study showed that campus managers are struggling to execute the instructional leadership role effectively.

The study revealed that most participants were concerned about the vision of their colleges. Gowpal (2015) and Naicker et al. (2013) assert that an instructional leader should not lack the ability to articulate a sense of the college vision, and this hinders him/ her to be able to describe what he/ she thinks about an effective college and ultimately, conveying meaningful plan to lecturers and students can be hindered. They highlighted that their campus managers do not really articulate the visions of their colleges to them. The only thing they know is that they see the visions of their colleges on the colleges' banners, diaries and calendars. This, therefore, makes it difficult for the lecturers to work towards the same vision if campus managers cannot share and articulate the vision to them.

Furthermore, all campus managers, including HoDs that participated in this study were complaining about the scope and the nature of campus managers' positions. Their duties are more than their capacity, they are administrators and instructional leaders at the same time. However, as much as the above two were main issues that emerged as factors that hinder the success of campus managers' instructional leadership in colleges, some participants had concerns and possible suggestions that can alleviate those factors. These included the involvement of campus managers in the formulation of the colleges' visions and the reduction of some administrative tasks from campus managers so that they can have enough time to focus on instruction. These are discussed below.

5.4.6.1 *Sub-theme: Involvement of campus managers in the formulation of colleges' vision*

TVET colleges are institutions of learning where students, lecturers, parents and managers form a system. All these stakeholders should carry the same vision and mission so that they all work towards the same direction in achieving the set goals for the realisation of the vision and mission. Weber's (1996) model of instruction emphasise the importance of instructional leaders in developing and knowing the vision and mission. These leaders or managers need to share the vision and mission with the rest of the stakeholders.

Weber's (1996) in his model further states that a campus manager as an instructional leader should in the process of defining the college vision and mission, afford all college stakeholders a chance to engage in discussing the colleges' values and expectations through the college vision and mission. By doing so, Weber's (1996) believes that all stakeholders, which are, lecturers, students and parents would own the colleges' visions and missions and ultimately work in collaboration to achieve them.

Looking at the study's findings on this issue, the formulation of the colleges' visions and missions is done by SMT and council. Campus managers are never included but only informed when the process is done, and the visions and missions of the colleges are formulated and concluded. The expectation is that campus managers should further communicate and articulate the college vision and mission to the rest of the lecturers and students.

All participants were not happy about the exclusion of campus managers in the formulation of the colleges' vision and mission. CMC commented:

The vision and mission of the college is formulated by our Head Office and pasted in all campuses. I assume that all lecturers and students can see them.

CMD said:

Year planners, calendars and diaries have a vision and the mission of the college, so all staff members know them.

These sentiments suggest that campus managers do not communicate their colleges' vision and mission to lecturers and students but assume that they know them. This becomes an issue because anyone can interpret these visions and missions differently if campus managers are unable to articulate them thoroughly to staff members. This thus, can make one to conclude that campus managers are unable to articulate these visions and missions because they do not have a background on their formulation, hence they do not get invited to the process.

LB NCV suggested:

I am a member of the college academic board and I know that the vision and the mission that the vision and the mission of the college is only formulated by SMT and college council. As for us, we only see them when they are done. I feel it is not fair, that is why I suggest that at least campus managers should be involved when the formulations of the college's vision and mission is done so that they are able to interpret them to us.

Therefore, these findings suggest that campus managers as leaders on the ground where the execution of the colleges' vision and mission is done, that is, teaching and learning, they must also be involved in the process of formulating these visions and missions.

5.4.6.2 Sub-theme: Reducing campus managers' responsibilities

In fact, campus managers, HoDs and senior lecturers should work hand in hand with each other in ensuring that teaching and learning happens in the college. But the campus managers need to lead the process as an instructional because at the, he/she is an accounting officer. However, as mentioned earlier that data revealed that campus managers do not have enough time to take a lead in monitoring the process of teaching

and learning thoroughly. In this regard, some participants had suggestions on assisting campus managers to at least have enough time to focus on instruction for the improvement of students' academic achievement.

CMC suggested:

It was not easy for me to cope with scope of work as a campus manager. I had to oversee all activities in the campus, both administration and instruction. I think you have noticed that I was not here for about 2-3 hours. I was running around the campus because of the water pipe burst. It is not easy to balance administrative and instructional duties. However, since our college introduced a new position of deputy campus managers, at least I do not have to worry much instruction but administration. Therefore, I would suggest that deputy campus managers should focus on administrative tasks then campus managers to focus on instruction for the improved students' academic achievement.

The above statement by CMC suggests that, even though the deputy campus manager reduced the load of the campus manager on the instruction side, the campus managers thought that it would far better if the deputy campus manager was taking care of administration so that the campus manager can focus more on instruction as an instructional leader.

On the other hand, HoDs were concerned about them doing almost everything for the campus managers, including full monitoring of teaching and learning. They made mention of campus managers who are always at Head Office, attending meetings every week and that made campus managers not knowing what is happening on campuses, but dependent on HoDs' reports.

The HoDD NCV said:

If campus managers can be released from some administrative duties, they would not have to attend endless meetings away from campuses and that would assist them in knowing what is happening on campuses.

Furthermore, HoDB NATED suggested:

It is very difficult for our campus manager to balance administration and instruction. The focus is more on administration and instruction is neglected. I have two suggestions, either the campus manager get few days in a month to do monitoring through class visits to get a feel of what is happening in classrooms

or the college or DHET to appoint personnel that would assist the campus manager on administrative duties so that she can get more time to focus on instruction as an instructional leader.

Based on these findings, I can conclude that all participants believed that campus managers do not have enough time and are overloaded to execute both administrative and instructional roles effectively. Instructional roles are mostly neglected and given to HoDs but they are campus managers' responsibilities.

5.5 SUMMARY OF DATA COLLECTED THROUGH DOCUMENT ANALYSIS

This study used documents like teaching and learning plans, class visits monitoring tools, monthly reports, minutes of academic meetings, students' and lecturers' attendance registers and leave forms. These documents were analysed, as they reflect issues that instructional leaders take into consideration for a smooth process of teaching and learning and improved students' academic performance. Document analysis therefore augmented the data collected from interviews.

5.5.1 Teaching and Learning plan

This is the plan produced by the department (DHET), regarding important aspects that need to be considered when the whole process of teaching and learning takes place. These aspects include activities to be accomplished in a particular period. The campus managers and HoDs produced the teaching and learning plan for the college from DHET. In this document, the following aspects are outlined:

- Enrolment preparation: In this section, the college indicated the number of students enrolled in each college campus as well as in each program.
- Classroom teaching and support: this section outlined the issues of lecturing staff, infrastructure, assessments as well as readiness of the college or campus to support teaching and learning, e.g. year plans, lesson plans, lecturer training, etc.

On analysing the teaching and learning document, it transpired that all lecturing staff were qualified. Furthermore, the list of training that had taken place was found at in most participating colleges. In this document, how assessments would be developed and administered was outlined, as well as a person responsible.

In this regard, in all participating colleges, campus managers, HoDs and lecturers confirmed that they follow the teaching and learning plan, but not to the “T”. In some sections, they just do compliance and “box ticking”. In terms of lesson plans, lecturers indicated that they develop lesson plans prior to lecturing every week and submit these to their senior lecturers; the senior lecturers submit these to the HoDs and the HoDs submit all to the campus manager. Campus managers request the lecturers’ lesson plans to monitor if lecturers plan before they lecture.

5.5.2 *Class visit monitoring tools*

These are tools that are used by either the campus manager, HoD or senior lecturer whenever, they visit lecturers to monitor teaching and learning. These tools present different aspects of the actual teaching and learning in class.

What emerged from this document is that not all participating campus managers have complete monitoring tool samples to prove that they did do class visits. The only completed monitoring tools were those of the senior lecturers. Only a few HoDs had them. However, from those completed tools, there are aspects such as tasks completed, lesson plan for that lesson, knowledge and understanding of the content, etc. These gave me an idea that these colleges have ways of identifying gaps for training needs that are necessary. However, when lecturers showed me the copies of their class visits monitoring tools, feedback suggested training, but lecturers said, some training that they attended had nothing to do with monitoring feedback and gaps that monitors identified.

5.5.3 *Monthly reports*

These are overall reports on teaching and learning activities that have taken place. These include attendance statistics for both students and lecturers, monitoring, challenges, etc. These are the reports that, according to data collected through interviews, revealed that most campus managers receive these reports from HODs. The only thing that campus managers do is to consolidate those reports and send to head office without personal proof of some of the things mentioned on these reports.

HoDD NATED said:

Eish ... eeh ... I do not think our campus manager pay enough attention because most of the information pertaining anything to do with academic, he would draw that information from my report, and it seems their role as campus managers is to report on what they hear from the HoDs.

5.5.4 Minutes of academic meetings

These are matters discussed and decisions made at particular meetings. These were used to describe how campus managers as instructional leaders at campuses made decisions that affect teaching and learning and students' academic performance.

At all the participating colleges, participants, campus managers, HoDs and lecturers admitted that they did not really have planned meetings where they sit and discuss issues thoroughly; they only meet with campus managers during morning briefings before they start each day. During those briefings, most lecturers complained that they did not get enough time to air out their frustrations regarding teaching and learning. Some participants indicated that they had meetings with their campus managers to discuss issues, but only occasionally. Some students do meet with campus managers but sometimes only the SRC. Other students meet campus managers during inductions and examination trainings. What I discovered is that campus managers are reliant on senior lecturers to conduct meetings with lecturers and the campus manager only read the reports.

That one, since I joined the college campus, we've never had a formal meeting with the campus manager, but we always hold meetings with our senior lecturer where we discuss our sectional academic issues. (LA NCV)

5.5.5 Students' and lecturers' attendance registers and leave forms

These are the documents that are outlined in the policy of attendance and punctuality from the DHET. This policy is used to monitor both students and lecturers' attendance. Therefore, registers are tools that used to monitor students and lecturers' attendance. For lecturers, leave forms are used to control their attendance.

When analysing these documents, I realised that both the campus manager and HoDs have files that keep attendance registers. However, it was revealed that lecturers provide registers to students to sign. At the end of each week, these registers are submitted to the senior lecturer, then to the HoD and finally to the campus manager.

It emerged that the aim of submitting registers to the campus manager is for the campus manager to follow up on students' absenteeism.

I saw signed students' attendance registers. Some registers were signed by few students in most of the participating colleges. Conclusively, attendance is an issue across all colleges. However, for lecturers, some colleges use different terms on the lecturers' attendance registers. Some call them time sheets and others name them time books. In both registers, there is time in and time out. At all participating colleges, both time sheets and time books are controlled by the campus manager. Leave forms are completed by all absent lecturers and approved and signed by the campus manager.

CMB stated:

I monitor the time book for lecturers every day in the morning and also I am the last person to sign leave forms of absent lecturers.

The researcher managed to analyse all the requested documents. They were useful, even though there were not many. All participating colleges managed to produce these documents, but not all were able to execute or to make use of them. As one of the key roles of an instructional leader, campus managers should not only be in possession of those document templates, but should use them, as they are the ones who should take the centre stage in monitoring everything that happens on campuses concerning teaching and learning.

5.6 CONCLUSION

The presentation and analysis of data collected through face-to-face interviews, which participants were involved and from document analysis, were dealt with in this chapter. The description and characteristics of the participating TVET colleges with participants were tabled to provide a background of the findings. All participated TVET colleges and participants were represented by letters of the alphabet and numbers to protect and shield their identity from any potential harm that may arise during interviews. Data collected from both interviews and documents were transcribed. From the transcriptions, six themes and ten sub-themes emerged and were represented in table

form (Table 5.6). These themes and sub-themes were then discussed. The major themes found were:

- Understanding of instructional leadership concept
- Campus manager's instructional leadership practices in teaching and learning.
- Finding balance between the administrative tasks and instruction
- Management of curriculum and instruction
- Challenges faced by campus managers
- Proposed strategies that may serve as guidelines to improve the current instructional leadership practices by campus managers in TVET colleges.

As a result, the major findings were discovered after analysis. The following chapter provides a summary of the findings, and outlines some recommendations based on these major findings.

CHAPTER SIX

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter, the summary of the study, major findings, and recommendations regarding the research questions are presented to improve the instructional leadership practices of campus managers of TVET colleges. Finally, limitations, future research on campus managers' role as instructional leaders of TVET colleges, the study's knowledge contribution and conclusions are presented in this chapter.

6.2 PURPOSE OF THE STUDY

Chapter 5 focused on the presentation and analysis of data on the views of participants on the instructional leadership practices of campus managers in TVET colleges to improve students' academic achievement. The study aimed to explore the leadership roles and skills that campus managers would need to be instructional leaders to improve the academic achievement of students in TVET colleges and the support that they would provide to the HoDs, lecturers and students to be more effective in the teaching and learning process.

The main research question was: **How instructional leadership practices of campus managers influence students' academic achievement in TVET colleges in Gauteng and Mpumalanga provinces?**

The following sub-questions were also addressed in the study:

- How do campus managers understand the concept of instructional leadership?
- What are core instructional leadership practices of campus managers that influence the student academic achievement in TVET colleges?
- How are campus managers of TVET colleges perceived by the teaching staff (HoDs and Lecturers) in their instructional leadership practices as instructional leaders?

- What are the challenges that campus managers of TVET colleges experience in their instructional leadership practices as instructional leaders?
- What can be recommended to improve on the current instructional leadership practices exhibited by campus managers of TVET Colleges?

Weber's (1996) model of instructional leadership provided a framework for this study. Therefore, the researcher collected data using a qualitative data collection approach and pertinent data were collected from the campus managers, HoDs, lecturers and students at the selected TVET colleges' campuses. An open-ended interview schedule was used.

6.3 A BRIEF OVERVIEW OF THE STUDY

Chapter 1 presented the context of the study by highlighting the research purpose, the rationale of the study, the research question, and sub-questions. It further outlined the aim and objectives, the research design and methodology of the study. Ethical aspects and trustworthiness were briefly discussed. Chapter 1 concluded by acknowledging the delimitations of the study and clarifications of the key terms used in the study.

Chapter 2 outlined a more in-depth discussion on appropriate literature. This was to examine the background of leadership role of leaders in TVET colleges. Furthermore, an overview of leadership in other countries in comparison with of South Africa was done in this chapter. This was to get an understanding of how TVET colleges are led in those countries. This chapter further focused on concepts underpinning instructional leadership in institutions of learning. The chapter outlined the similarities between the school principal and the campus manager's roles and responsibilities in schools and in TVET colleges. It also addressed and discussed leadership, types of leadership, and styles of leadership, as well instructional leadership as conceptual frameworks of the study. It further discussed the perceptions that studies have on instructional leadership by staff and school leaders, barriers to instructional leadership and strategies to overcome such barriers.

Chapter 3 mainly focused on the discussion of the theoretical framework, where Weber's (1996) model of instructional leadership was discussed as the theory that this study is based on.

In **Chapter 4**, the research methodology which guided the study was presented. This included the discussion of the research approach and paradigm that this study opted for. It further addressed the population and sampling, data collection methods, which included the instruments used to collect data. The instruments that the researcher used were semi-structured interviews and document analysis. It discussed how data would be analysed and presented. Furthermore, the chapter outlined the issue of ethical considerations where informed consent, confidentiality, and anonymity were fully discussed. Lastly, the trustworthiness and limitations of the study were briefly discussed.

Chapter 5 presented the analysis and presentation of the obtained data. This analysis and research findings were organised in line with the research questions. In essence, this chapter provided an overview of the participating TVET colleges' campuses, by providing the biodata of all participants. During the analysis of both interviews and document analysis, themes and sub-themes emerged and were discussed. All these themes and sub-themes were gained from the views that participants have about campus managers' roles as instructional leaders of TVET colleges.

This chapter, **Chapter 6** presents the summary of the study as well as the research findings. Conclusions are drawn, and recommendations are made. Finally, the limitations of the study, future research avenues on campus managers' instructional leadership practices as well as the knowledge contribution of the study are discussed in this chapter.

6.4.1 SUMMARY OF FINDINGS OF THE STUDY

Major findings which emerged from the empirical research are summarised in this section. This summary focused on the originally asked question, which is: How campus managers' instructional leadership practices influence the students' academic achievement in TVET colleges in South Africa? Furthermore, the roles and responsibilities that campus managers play in teaching and learning as well as students' academic achievement were given serious attention.

The literature reviewed supports that campus managers as instructional leaders possess power, authority, and ability to guide, direct and influence lecturers with the main aim of achieving shared goals. In this case, the shared goals in TVET colleges as institutions of teaching and learning include the improved students' academic achievement. Therefore, teaching and learning process, curriculum delivery and coordination and monitoring of students' progress lie in the hands of campus managers as instructional leaders.

The summary of the findings is presented under the themes that were generated from the empirical data and these themes emerged during data analysis. These are:

- Understanding of instructional leadership concept.
- Campus manager's instructional leadership practices in teaching and learning.
- Finding balance between administration and instruction.
- Management of curriculum and instruction; and
- Challenges faced by campus managers.
- Proposed strategies that may serve as guidelines to improve the current instructional leadership practices by campus managers in TVET colleges.

Moreover, the above-mentioned themes, the integration of these themes and theoretical framework, which is Weber's (1996) model of instructional leadership, dimensions are elaborated upon. Additionally, these themes are answering the main question and sub-questions as highlighted earlier.

6.4.1.1 GENERATED THEME: *Understanding of instructional leadership concept*

It has been argued several times in the reviewed literature (Chapter 2) that campus managers who do not have skills on instructional leadership, in most cases, produce poor students' academic achievement. This means that there is core relationship between ineffective instructional leadership and poor students' academic achievement. Notably, instructional leadership is about managers who can plan, monitor teaching and learning, support lecturers and students and provide relevant resources for the improvement of students' academic results.

The findings on this theme revealed that campus managers understand the concept of instructional leadership, even though they felt that it is difficult for them to fully execute all the roles of an instructional leader. As they explained instructional

leadership, one could realise that these campus managers, as much as they were aware that they are leaders of campuses, they still showed that, their focus is on administration than on instruction. Campus manager of college C (CMC) praised his college for creating the position of deputy campus managers, responsible for academic or instructional issues. CMC further highlighted that since the deputy campus manager took over on academic issues, his focus is on administrative tasks.

Furthermore, as campus managers tried to define the concept of instructional leadership, the planning in the form of formation the vision and mission of the college emerged as an issue. This is because, the findings revealed that campus managers are not involved in the formation of the college's vision and mission, but only informed about them when the process is completed. Planning and setting of goals are important tasks of instructional leaders. Therefore, campus managers struggled to fully define the concept of instructional leadership as they are not involved in the formation of colleges' visions and missions.

6.4.1.2 GENERATED THEME: The campus manager's instructional leadership practices in teaching and learning

There are several elements of critical leadership in the supervision and monitoring of curriculum and instruction, the discovery in the study is that all campus managers are aware that the monitoring of the execution of the teaching and learning plan from the DHET is their responsibility. Data suggested that most campus managers do monitor the teaching and learning, provide resources, where possible, monitor students' progress and visit classes, but indirectly so.

All participated HoDs revealed that this role of monitoring is mostly done by senior lecturers and HoDs. Campus managers only get to know what is happening in classes through reports from HoDs. The study further revealed that some campus managers who are visible for monitoring only do class visits for compliance and submission's sake, not for support and development of lecturers.

The data further revealed that the DHET provides general teaching and learning plans for all TVET colleges to implement. All campus managers are mandated to ensure that the plans are executed accordingly. In some cases, it seemed easier for campus managers to understand this teaching and learning plan, as most of them were trained

as teachers. However, this implementation of the teaching and learning plan needs physical supervision and monitoring, but according to the study's findings, campus managers do not do physical monitoring of teaching and learning thoroughly. Most campus managers complained about lack of time and work overload. This, therefore made campus managers to rely more on senior lecturers and HoDs for monitoring of curriculum and instruction. So, campus managers, as accounting officers, only report to head office about the progress of teaching and learning using HoDs reports.

Moreover, this study, revealed that campus managers are not fully involved in the monitoring of teaching and learning. Campus managers rely on senior lecturers and HoDs who do class visits to suggest possible training for lecturers where gaps are found. It emerged that, in some instances, lecturers are trained on aspects that do not assist them, and these trainings are fruitless and do not develop them. This ultimately affect the teaching and learning negatively, as lecturers would miss their classes for such trainings, which are worthless and, in the end, fail their students. Also, staff members become demoralised due to this challenge, and campus managers need to verify such training needs before arranging them.

6.4.1.3 GENERATED THEME: *Finding balance between administration and instruction*

Throughout the study, the researcher realised that campus managers do not find a balance between administrative and instructional tasks. The study revealed that managers focus more on other management functions than on instruction. Even though their complaint in terms of balancing the administration and instruction was similar, all of them could not balance the two. The main issue that hindered them was lack of time. Some managers reported that they did not have enough time as they were expected to run the campus and they had multiple responsibilities such as report writing, solving problems, and doing their management work.

Therefore, this lack of balance between administration and instruction was due to insufficient time and work overload, compromising the quality of teaching and learning in TVET colleges. This is because campus managers do not get time to supervise teaching and learning, but only focus on other administrative tasks. As mentioned earlier, campus managers are dependent on delegation; that is, senior lecturers and

HoDs do the supervision, monitoring and send reports to campus managers for consolidation and submission.

6.4.1.4 GENERATED THEME: Management of curriculum and instruction

Data collected in this study revealed that the DHET provides the teaching and learning plan to TVET colleges, and their mandate is to execute that teaching and learning plan. It is the role of campus managers to ensure that the curriculum is delivered effectively through the execution of the teaching and learning plan. The findings of the study showed that campus managers of TVET colleges ensure that all resources are provided to lecturers, especially TLSM, conducive classrooms and good infrastructure. However, only few challenges were mentioned in terms of shortages of resources (textbooks and lecturers). In such cases, data revealed that campus managers do follow-ups on shortages of books, if any, until they receive them and they ensure that lecturers are appointed to teach them.

The other finding was that, as much as campus managers provide lecturers with resources, some lecturers do not know how to use those resources. Then some lecturers get trained on how to use those resources and some are not. Those who do not get trained end up not using the resources and the teaching and learning process get compromised. In some cases, because campus managers do not do thorough class visits as instructional leaders, they end up not knowing whether the resource is used or not.

Despite the above findings, at one college, ageing infrastructure was a challenge. Some classes have broken windows and door handles. This means that teaching and learning are affected negatively, mainly during winter seasons. Both lecturers and students are frequently absent because of cold classes. In short, the poorer the infrastructure, the poorer the attendance and ultimately, the poorer the results.

However, most campus managers of TVET colleges acknowledge the importance of resources in teaching and learning processes, but due to lack of time and work overload, they tend not to see monitoring of curriculum and of students' progress as their primary responsibility. They rather rely on the HoDs' reports after they have done the monitoring of everything, including teaching and learning, curriculum delivery and

use of resources. The feedback on these is mostly from the HoDs and senior lecturers who are directly involved.

6.4.1.5 GENERATED THEME: Challenges faced by campus managers

The study revealed that lecturers and students' absenteeism and conflict are challenges that campus managers must deal with and, if not, students' academic achievement would be affected.

Amongst the above-mentioned two challenges, students' absenteeism was the main finding. Regarding challenges, Gowpall (2015) and Ramraj-Andrisha (2016) emphasise that an instructional leader is a commander-in-chief of the teaching and learning process. Therefore, instructional leaders are expected to initiate or implement specific policies, manage certain behaviours and practices, and develop strategies as well as management instruments to achieve the most important tasks of the school, which is to achieve the desired students' results. As much as the study revealed that, lecturer absenteeism and conflict at the participating TVET colleges were not a problem. This is because campus managers and HoDs were able to manage it well.

This study showed that students' absenteeism is the main contributing factor in the high rate of failure in TVET colleges. Data showed that this challenge of students' absenteeism is prevalent at college campuses that are perform average to poorly, such as College A in Gauteng and College D in Mpumalanga. At College A, students reside far from the campus, and they have to travel by taxi to the campus. Traveling every day becomes a challenge due to their socioeconomic backgrounds. Also, at College Campus D, students' socioeconomic backgrounds lead to most students dropping out and look for jobs in farms as farm labourers as the surrounding areas are rich in agricultural farming. Therefore, the inference that the researcher drew from this finding is that students' absenteeism is the main cause of failure in TVET colleges.

The study revealed that there is a policy, the Punctuality and Attendance policy of the DHET. This policy outlines expectant attendance percentages as well as the consequences of not following this policy. This policy is for both lecturers and students. According to the findings, students sign class registers under the control of their subject teachers. The lecturers then submit the signed students' attendance registers to their senior lecturers weekly, and the senior lecturers send them to the HoD. From

the HoD, these students' class registers are sent to the campus manager so that he or she can do the follow up on those students who are always absent. From the findings, campus managers are expected to call all those absent students to find out their reasons for not attending regularly, but this study showed that only few campuses follow up on absenteeism. The study revealed that most students come back to campus after the campus manager's call. With those campus managers who do not follow up on students' absenteeism, absenteeism remains the main contributing factor in the students' academic achievement.

6.4.1.6 GENERATED THEME: Proposed strategies that may serve as guidelines to improve the current instructional leadership practices by campus managers in TVET colleges

Data revealed that campus managers were not able to define instructional leadership well as they felt that they are just overseers in campuses, not instructional leaders. This is because they are not involved in the formulation of the college vision and mission. Also, lack of time and overload were hinderances to campus managers to execute their instructional leadership as instructional leaders. They mentioned that their work is too much as they are expected to be campus administrators and instructional leaders at the same time.

Different participants suggested possible strategies that can assist campus managers to execute their instructional role. These suggestions included the involvement of campus managers in the formulation of college vision and mission by college SMT and council. Lastly, in the case reducing campus managers' roles and responsibilities, participants suggested that additional personnel would assist in attending administrative tasks and campus manager focuses on instruction. This would give the campus manager more time to do monitoring of teaching and learning with the aim of improving students' academic achievement.

6.4.2 INTEGRATION OF THE THEORETICAL FRAMEWORK

This study adopted a qualitative analysis. The main aim was to obtain a deeper understanding of the role that campus managers play as instructional leaders in ensuring that students' academic achievement is improved in TVET colleges. Therefore, in this section, the main findings were discussed through the lens of the

theoretical framework. It is significant and helpful to refer to such theoretical arguments and propositions. Chapter 3 of this study discussed four models of instructional leadership, namely Hallinger and Murphy's model (1985), Murphy's model (1990), Weber's model (1996) and Alig-Mielcaric's model (2003).

However, Weber's (1996) model of instructional leadership was the one that best suited this study. Therefore, this discussion mainly confines itself to the Weber's (1996) model of instructional leadership. Furthermore, the findings of this study are organised under dimensions of Weber's (1996) model of instructional leadership, as well as by exploring some issues that emerged during the analysis of the collected data. Evidence from participants' responses have been selected and outlined in the section above to corroborate the findings. This integration assisted in making sense of the study's findings so that what was learned in this study can be beneficial to practitioners and other scholars.

This model of instructional leadership developed by Weber (1996) suggests that instructional leadership encompasses all that the campus manager does in supporting the achievement of students and enabling teachers to teach. Generally, Kgatla (2012) strongly believes that Weber, in his model of instructional leadership, emphasizes that an instructional leader's functions focus on providing the resources that are needed for teaching and learning to occur, supervise, monitor, evaluate and develop lecturers. In essence, according to Weber's (1996) model, the campus manager, as an instructional leader, is the pivot point within the college that affects the quality of the lecturers' instruction delivery, the success of the students' academic achievement and the way the college functions. Above all, Weber believes that campus managers as instructional leaders have an influence on the students' academic achievement through their efforts to improve instruction and create a positive teaching and learning climate (Kathrada, 2018; Manaseh, 2016). However, Naicker et al. (2013) assert that Weber's dimensions should not be the sole responsibility of the campus manager but can be achieved through the distribution of tasks across individuals at an institution.

Based on the above argument, Weber's (1996) model of instructional leadership incorporates five domains: defining school mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction

and assessing the instructional program. The discussion of the findings is in relation to the above-mentioned domains.

6.4.2.1 Defining the school's/ college's vision and mission

According to the dimension of Weber's (1996) model of instructional leadership, which is defining the school's mission, campus managers who constantly define and effectively communicate the college mission and goals with lecturers demonstrate commitment to academic goals and provide organisational structures that guide the college towards a common focus.

Weber (1996) argues that planning is essential, as the mission statement means little without a plan to ensure that it is brought to reality. Therefore, putting a college mission into reality rests in the hands of campus managers by engaging all college campus stakeholders in the realisation of the college mission. A manager should create and promote accountability and sense of personal ownership by frequently articulating the mission to the whole school community.

Looking at defining of the school's/ college's mission, the data revealed that at all the selected TVET colleges, campus managers are not involved in the development of the college vision and mission. Only the college council and the college SMT develop the vision and mission of the college. The duty of the campus manager is to only share the already developed vision and mission to the whole campus staff. However, according to the findings of the study, not all campus managers communicate the vision and mission of the college to the staff members and students.

Notably, the responses from participants indicate that campus managers do not communicate the vision and mission of the college; hence, they are also not involved in the formulation, but only assume that all staff members see them on the colleges' documents. Clearly, the campuses staff members do not really own their colleges' vision and mission as they are not clearly articulated to them. This, thus, compromises the accountability for staff members to work towards the same goal of achieving the college's vision. Based on Weber's (1996) model in his dimension of defining the school mission, it is imperative for the SMT and council of TVET colleges to at least consider taking the vision and mission to the campus managers and all staff members, so that they can have a chance to give their inputs and discussions regarding the

college's vision and mission. This will allow all college staff members to own the vision and the mission of the college and work hard towards achieving the set goals. In terms of campus managers' setting and communication of colleges' goals with all the campus stakeholders, the data showed that this aspect has a gap, which suggests that there is no sharing of the college vision and mission but teaching and learning continue.

6.4.2.2 *Managing curriculum and instruction*

Instructional leadership involves setting of clear goals, the allocation of resources for instruction, management of curriculum, monitoring of lesson plans and teacher evaluation (Mafuwane, 2011; Sekhu, 2011) (cf. 3.2). Moreover, the second dimension of Weber's (1996) model of instructional leadership focuses on the leader being a manager of curriculum and instruction. This dimension involves managing a curriculum and instruction in line with the mission of the college. Additionally, according to this dimension, an instructional leader possesses some guiding skills to guide lecturers and all aspects of teaching and learning process, either inside or outside the classroom (Naicker et al., 2013; Sekhu, 2011). This process of guidance would ensure the best learning experience for students. Additionally, this dimension asserts that inside and outside supervision is not enough, but instructional leaders should provide necessary and adequate resources to lecturers for the success of students.

The findings revealed that all colleges highlighted that teaching and learning plans are received from the DHET and colleges only implement this plan. According to data collected in terms of participants' biological data, all campus managers are trained as teachers, and most of them understand what is happening in classes regarding teaching. However, due to lack of time and campus managers' overload, the study revealed that campus managers mainly rely on HoDs and senior lecturers on how far the teaching and learning plan is implemented.

As much as campus managers could not physically monitor the implementation of teaching and learning plans and curriculum delivery, the study revealed that most campus managers ensured that resources are provided to lecturers. These included a good infrastructure, Learning and Teaching Support Material (LTSM) and human resources (lecturers). Even though other participants revealed that textbooks were sometimes short, campus managers do endless follow-ups at head office for quick

delivery. Other campus managers go so far as talking to their colleges' sister campuses asking for a surplus for their students to have textbooks.

Moreover, infrastructure seemed to be a challenge as per the study's findings. Some participants, HoDs and lecturers made mention of poor infrastructure such as broken door handles and windows. These participants highlighted the negative impact that poor infrastructure has on teaching and learning. These include the fact that some students do not attend class in winter because of cold air that comes through broken windows. That affects the students' attendance and ultimately affects the students' performance. According to Hou and Zhang (2019) and Mafuwane (2011), poor infrastructure is the main factor that contribute to high failure rates in schools. This factor contributes to the low morale of both lecturers and students, which as a result, translates to poor students' academic achievement (cf. 3.2.4).

The responses of campus managers showed some compatibility between monitoring of students' progress and the management of curriculum and instruction. Campus managers indicated that their focus as campus managers is to improve students' academic achievement. They further indicated that, while they may not be directly involved with monitoring students' progress, the responsibility resides with the HoDs. As campus managers noted that this monitoring of students' progress role is for HoDs, they do not deny that they as campus managers are accounting officers at the end. They are the ones who are expected to give reports on how students in their campuses perform. Notably, from the study's findings, campus managers rely more on HoDs for monitoring and managing the curriculum and instruction.

However, according to literature, it is the duty of the campus manager to ensure that he or she is a pioneer in contributing to ideas for planning, administering, and analysing different kinds of effective assessment evaluation (cf. 3.2). Furthermore, Manaseh (2016) and Ramraj-Andrisha (2016) assert that the campus manager's role is not limited to controlling lecturers' and students' files and books as the only form of supervision, but to facilitate the whole process of effective teaching and learning, the outcome of which will be reflected in improved student performance (cf. 3.2).

6.4.2.3 Promotion of a positive learning climate

Weber's (1996) model of instructional leadership dimension that outlines that an instructional leader should create an environment that is conducive for all in it and activities thereof. Therefore, a leader should do this by ensuring that he or she builds a better relationship with the college stakeholders and that it is based on trust.

This study revealed that, in essence, campus managers are campus administrators rather than instructional leaders. The focus is more on administrative duties. At all campuses, HoDs and lecturers showed unhappiness on the fact that campus managers neglect instruction and pay more attention to administration. However, even campus managers did acknowledge that it was very difficult for them to pay the same attention to administration and instruction because of time constraints and work overload. Therefore, the study revealed that as campus managers focus more on administration, they give the responsibility of instruction to HoDs and they only get feedback on instruction through HoDs' monthly or quarterly reports. At the same time, campus managers are expected to know "first-hand" everything happening in administration and in instruction, to ensure balance. The negative impact of managers who neglect instruction and focus more on administration is backed by many studies on instructional leadership of managers, which reveals that managers who spend most of their time on administration or management functions, spend less time on instruction and that leads to poor school achievement (Ahmed, 2016). Therefore, according to the third dimension of Weber's (1996) model of instructional leadership that says an instructional leader should create a positive learning climate, based on this finding, it is very difficult for some campuses to have a positive climate because campus managers cannot find a balance between instruction and administration.

6.4.2.4 Observing and improving instruction

The study discovered that, monitoring and support, training, and development, as well as motivation are done at the TVET colleges. This is done through class visits (announced and unannounced). Then, from the observations during teaching and learning, gaps would be identified and closed by organising training, workshops, or seminars. Also, both lecturers and students are motivated, by either monetary or non-monetary means. The above is in line with the fourth dimension of Weber's (1996)

model of instructional leadership that talks to an instructional leader who ensures that he or she is involved in executing the involvement of lecturers' teaching methods and styles as most important interaction opportunity for a campus manager and lecturers. Furthermore, this role of a campus manager would assist in establishing professional developmental opportunities for both the campus managers and lecturers, especially where both parties gain new knowledge by sharing best practices and useful experiences that cannot be found in reading material (Gowpall, 2015). However, during data collection, it was found that, even though campus managers are supposed to do monitoring by means of class visits, they do not visit classes to listen to how lecturers lecture, but only to check if students and lecturers are in class. Some campus managers do class visits for compliance and report submission, not for support and development.

According to Ahmed (2016) and Gowpall (2015), an instructional leader, the campus manager, in the case of TVET college campuses, plays a role in maintaining expectation of both teaching and learning, support, coordinating curriculum and monitoring students' progress. However, according to the study's findings on monitoring and support, training and development and motivation, the case was different. The monitoring was either to ensure that lecturers and students are in class or compliance, but not to address lecturers' challenges and provide training. The training would not address the training need if monitoring by means of class visits was not done properly. Therefore, in the end, it would be a fruitless exercise and students' academic achievement will never improve.

Looking at what the study had revealed about campus managers doing monitoring, support and motivation, the researcher concluded that a campus manager's role plays a significant part in improving students' academic performance. Evidence was that College B's participants, lecturer, and students, mentioned their former campus manager who used to visit lecturers and students in class, checking how lessons were delivered, interviewing students on their experience at the campus, improving the morale of both lecturer and students. Eventually Campus B used to be the best-performing campus.

The study therefore revealed that, since the former campus manager left, Campus B's results have been declining. The opposite is the case with campus managers who are

not supportive and fully reliant on HoDs and deputy campus managers; students' academic achievement becomes poor. Gowpall (2015) and Kgatla (2012) assert in the literature study that supervision, monitoring and evaluation of instructional practices by instructional leaders are significant as that can affect students' academic achievement (cf. 3.9.6).

6.4.2.5 Assessing the instructional program

In Weber's (1996) model of instructional leadership, the last dimension states that an instructional leader who is determined to achieve better and improved students' academic achievement should be able to control the whole process of teaching and learning activities and outcomes, thereof. Therefore, according to this domain, it is campus manager's responsibility as an instructional leader to analyse students' assessments to evaluate them to find ways of strengthening the curriculum delivery if needs be.

Additionally, according to Weber (1996), this exercise of assessing the instructional program should be done continually to allow lecturers to meet the students' needs successfully through the revision and refining the learning programs. Data indicates that campus managers do not have enough time to assess the instructional programs. This is because majority of them indicate that they do not have enough time to assess such programs as they are expected to oversee everything in campuses. Three of four campus managers indicated that this role of assessing instructional programs is mainly done by HoDs and senior lecturers. Them as campus managers are only reliant on HoDs' reports how instructional programs are running and the students' progress.

6.5 CONCLUSIONS

The study explored a wide variety of issues related to instructional leadership practices in relation to the dimensions of Weber's (1996) model of instructional leadership, such as planning and communicating the vision and the mission of the school, ensuring that a positive learning climate and culture is created, assisting in developing teachers, providing support to teachers, monitoring teaching and learning and eliminating all possible barriers to instructional leadership for the effectiveness of the school. Based

on data analysis and the findings that were discussed earlier, the following conclusions are drawn:

6.5.1 Conclusions from the reviewed literature and theoretical framework

Instructional leadership, according to Bush and Glover (2014) and Sahin (2011), is defined as a process or a set of roles and tasks where the campus managers establish a strong foundation for students' future learning and during this process, a campus manager focuses more on teaching and learning. Ponnusamy (2010) further notes that in the process of instructional leadership, the campus manager's role is to maintain expectations of both teaching and learning, curriculum coordination and monitoring of students' progress.

It has been noted in Chapter 2 (cf. Figures 2.1 and 2.2) that Akoojee (2016) and Balkrishen (2016) mention that there is not enough empirical data on the leadership role TVET college campus managers play in influencing teaching and learning and students' academic achievement. More studies have been done on the role of school principals' instructional leadership in influencing effective teaching and learning and improved learner achievement. Balkrishen and Mestry (2016) note that the roles and responsibilities of school principals and those of campus managers in terms of leadership are similar. Therefore, TVET college campus managers play the same role that school principals play at a school, and instructional leadership used by effective school principals is the same approach that is used by campus managers; hence both the school and the college are institutions of teaching and learning.

It is against the above background that campus managers as instructional leaders should not lack the ability to articulate a sense of direction for his or her campus. This means that failure to do so, that kind of a leader would not even be able to describe what he or she thinks about an effective school, which can hinder him or her to convey meaningful vision to lecturers and students as well as parents (Brabham, 2017; Koopasammy, 2012). Therefore, for an effective campus manager, the ability to articulate a vision and to anticipate the kind of education that is relevant to his or her students' futures are essential, as this would be made possible only if campus managers engage a lot in strategic planning aimed at bettering the process of teaching and learning and improved students' academic achievement.

According to Matenda (2016) and Sahin (2011), the campus manager does not work in isolation, but with lecturers to ensure that students' academic achievement is of high quality, but the question remains: what are the expectations that lecturers might also have in an instructional leader? As much as the emphasis is put more on campus managers, lecturers might also have some expectations on the leader's leadership role. Therefore, it is very significant to note that lecturers have different backgrounds and experiences but may not possess the same qualities and abilities in conceptual thinking and their interest levels may also differ. Instructional leaders must ensure that guidance, direction, support, monitoring, feedback and development are provided to lecturers as the direct implementers of teaching and learning plans and curriculum. This would have a positive impact in the students' academic achievement.

Several models have been developed to explain the instructional leadership roles of campus managers. Kathadra (2018) and Kgatla (2012) state that the focus of these models is on the educational leadership regarding the improvement of educational outcomes. These models include Halinger and Murphy's model (1985), Murphy's model (1990) and Alig-Mielcaric's model (2003). Against this background this study was guided by Weber's (1996) model of instructional leadership. This model best suited this study because it directly relates to the research topic of exploring the instructional leadership practices of campus managers in improving students' academic achievement in TVET colleges in Gauteng and Mpumalanga provinces. Weber's (1996) model is based on instructional leadership with specific reference to teaching and learning, which core function is on improving teaching and learning process (Johnson, 2006; Kgatla, 2012). Therefore, this model would assist in the attainment of improved students' academic achievement.

Instructional leadership practices of leaders have provoked many intensive studies, and the focus was on establishing the correlation between instructional leadership practices of leaders and students' academic achievement.

Ahmed (2016) conducted a study on instructional leadership practices in secondary schools of the Assoza Zone, Ethiopia. The purpose of the study was to investigate instructional leadership practices in secondary schools of Assoza, Ethiopia and the research was done by means of a descriptive survey. 153 participants (141 teachers and 12 principals) were sampled, and inferential statistics were applied in the analysis

of data. The study's findings revealed that, among instructional leadership functions, the role of an instructional leader in communicating school goals, supervision and evaluation of instruction, monitoring of school's progress, instructional time protection, maintenance of high visibility, professional development seemed to be at the level of near to average. The study specifically found that instructional leadership practices in the zone were poor.

In his study, Gowpall (2015) aimed to explore the instructional leadership practices of school principals. The research was a case study, and it was conducted at public schools in Pinetown, KwaZulu-Natal (KZN). The study's main objective was to investigate what school principals do to enact their roles of supporting instructional leadership practices in schools, with the experience they have. Two school principals and 8 post-Level 1 teachers were sampled. The results were analysed, using thematic analysis that identified codes, categories and themes. The research findings were that school principals lacked a clear understanding of what their instructional leadership roles entailed to enact this role.

Mafuwane (2011) investigated the contribution of instructional leadership to learner performance in Mpumalanga. The research was explanatory. The objective of the study was to establish whether there is a relationship between instructional leadership and learner performance. 78 principals completed questionnaires and 78 teachers, and 8 principals were interviewed. The findings of the study revealed that all principals who gave more time to instruction, motivated their staff, were doing much better than those who did not.

Mandiudza (2015) examined instructional guidance for marginalised subjects in Zimbabwe, Masvingo district. The study's aim was to investigate the instructional guidance practices that are provided to support the teaching and learning of the vocational and technical subjects in Zimbabwe. The study used a qualitative approach. The objective of the study was to seek or uncover the primary behaviour and practices of a group of instructional leaders with the aim of getting a better understanding of the nature of the guidance and support provided to teachers of vocational and technical subjects in Zimbabwean schools. The study revealed that there was some discord between the structure and function in terms of instructional guidance provided for vocational and technical education. Additionally, the findings showed that most of the

instructional leaders are unable to provide specific leadership in vocational and technical education subjects.

Hou and Zhang (2019) sought to investigate the impact of instructional leadership on high school student academic achievement in China, as well as to determine which specific instructional leadership dimensions have the most important role. The sample included 26 high schools and from those sampled schools, 26 principals and 4 288 students were sampled. The hypothesis was tested using a hierarchical linear model. The results showed that overall, instructional leadership has an influence on school and college entrance scores for students.

Looking at the above studies on instructional leadership practices of these leaders, the findings of this study are like the studies discussed above. It was evident from the research that campus managers could not understand and implement their instructional leadership roles as instructional leaders to ensure effective teaching and learning and improved student academic achievement.

6.5.2 Conclusions from the empirical research

The study revealed that the role that campus managers play as instructional leaders on defining a college's mission, managing curriculum and instruction, promoting a positive learning climate, observing, and improving instruction as well as assessing the instructional program were inadequately implemented (cf. 3.10). Instructional leaders must have a purpose, focus on teaching and learning and, most importantly, be concerned about students' academic achievement. Therefore, such leaders are expected to act with the necessary commitment to achieve the set goals.

The college is expected to have a vision that includes expectations and goals, and from the colleges' vision, campuses should draw their own vision, but in line with the colleges' visions. It is very important to note that leaders can develop goals but cannot achieve those goals without the involvement of lecturers and students. Therefore, an effective instructional leader needs to ensure that the vision of the college is clearly communicated to all staff members. This would assist in all staff members embracing the vision and all working towards fulfilling or achieving it.

For the effective realisation of instructional leadership, the campus managers' involvement in the creation of the colleges' visions was insufficient. The study revealed that the colleges' visions are created by the colleges' SMT and Council. Campus managers are never involved. They are only informed about the vision by the college SMT. Therefore, it becomes very difficult for campus managers to own the vision and to articulate it to their staff members. It was noted during interviews when one participant highlighted that as lecturers, they only see their college's vision and goals on college banners, billboards and diaries. Otherwise, lecturers just teach in order to shape the future of students.

In terms of planning, the study revealed that campus managers receive the teaching and learning plan from the department (DHET) to implement. Implementation of the teaching and learning plan entails monitoring of instruction and curriculum as well as students' progress. For campus managers to monitor instruction and curriculum directly as the teaching and learning plan is implemented, the study revealed that campus managers are not at all directly involved. This exercise is done by the HoDs or deputy campus managers at all participating colleges. The only thing that the campus manager does is to receive reports from the HoD in terms of monitoring of curriculum and instruction.

Instructional leadership focuses on the leader's role in coordinating, controlling, supervising, and developing curriculum and instruction in the school. But monitoring of instruction through class visits would assist in ensuring that there is smooth process of teaching and learning. Moreover, these class visits are to check if lecturers deliver quality instruction in classes and to identify some gaps to be able to close them by developing teachers in all their areas of needs concerning teaching and learning. If a campus manager does not do class visits, he or she would not know where to assist, train and develop lecturers.

This study's findings revealed that campus managers do not do class visits thoroughly. Some do class visits to check if lecturers and students are in their classrooms, or they do class visits for compliance and report submission. The study showed that whatever need in connection with teaching and learning, HoDs are the first to take note of and then report to campus managers for intervention. In this study, it was highlighted by participants and lecturers, in particular that the senior lecturers are the ones who do

class visits and give feedback. Thereafter, training would be offered, but that training is mostly unnecessary or does not address the lecturers' needs. Monitoring shows that a leader has an interest in what subordinates are doing. Therefore, after monitoring or assessing the process, a leader should develop and motivate his or her staff members. The study therefore showed that campus managers do not involve themselves in the process of teaching and learning; they only feature in organising training that are mostly not useful.

The findings of the study suggest that resources affect teaching and learning, especially if they are inadequate. These resources include textbooks, infrastructure, and computer laboratories. Lecturers made mention of infrastructure. Poor infrastructure such as broken windows and doors found to be the leading factors to poor student attendance and absenteeism. This eventually leads to poor student academic achievement. The campus manager as an instructional leader should ensure that the teaching and learning environment is conducive. Good infrastructure and enough resources can enhance effective teaching and learning. In some cases, campus managers would try to ensure that resources are available, but not to full satisfaction.

Furthermore, the lack of time from the campus managers seemed to be the reason that campus managers could not even bother to monitor students' progress. As much as the instructional leaders' role is defined by Weber's (1996) model's domain, that is, assessing instructional program, instructional leaders are viewed as the pioneers that contribute to planning, administering, and analysing various effective evaluation of assessments and curriculum (Bush & Glover, 2014). Campus managers should ensure that teaching programs are continuously evaluated for lecturers to be able to deliver their lessons effectively and fulfil students' needs.

The study disclosed that campus managers rely heavily on HoDs for the analysis of students' results and progress. Different reasons were given from campus managers on not being able to monitor students' progress. Amongst those, lack of time and work overload were the main reasons.

The findings of the study disclosed that the effectiveness of instructional leadership was confronted by the poor attendance of students. This factor severely hampered the effectiveness of instructional leadership in the study areas. In this regard, Gowpall

(2015) and Ramraj-Andrisha (2016) argue that a leader in instructional leadership is a 'commander-in-chief'. The initiation and implementation of policies, specific behaviours and practices and development of strategies and management are the most important tasks of the leader in achieving the desired students' results. In this study, the findings revealed that the DHET provides the Punctuality and Attendance Policy that outlines how attendance of students should be monitored. The lecturers, senior lecturers, HoDs and campus managers are the ones that are involved in the implementation of the policy.

However, at all participating college campuses, the process of monitoring students' attendance stops at the HoD's level. Then, although campus managers are supposed to follow up on absent students via telephone calls, it does not happen adequately. Data even revealed that in cases where absent learners are called by the campus manager, students return to attend again, but where campus managers do not follow up on absent students, students continue to be absent. The strategy of retaining students is expected to be from the campus manager, together with his or her management team (senior lecturers and HoDs).

Instructional leadership is of significance in defining the college goal, managing instructional programs, promoting the conducive college climate, and assessing instruction and students' progress. Therefore, a campus manager who is an instructional leader, needs to be directly involved in the creation and the communication of goals to subordinates, monitor teaching and learning, provide support to subordinates, develop staff and, most importantly, ensure that the teaching and learning process is of good quality for the improvement of students' academic achievement.

The study's outcome showed that campus managers as instructional leaders do not have adequate knowledge and skills of instructional leadership that would ultimately assist them in achieving or improving teaching and learning process and students' academic achievement in TVET colleges.

6.6 CONTRIBUTION TO THE STUDY

It was mentioned in Chapter 2 (cf. 2.6) that many studies were done on the instructional leadership role of school principals and their impact on student's

academic performance. The literature shows that there is not enough empirical data on the instructional leadership role TVET colleges' campus managers play in influencing students' academic achievement. According to the literature study, TVET colleges operate in a similar manner with schools and the main aim of them is to produce good students' academic achievement (cf. Table 2.2).

6.6.1 Contribution to knowledge

The purpose of this study was to explore instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in Gauteng and Mpumalanga provinces. The study tried to respond to the main question:

How do instructional leadership practices of campus managers influence students' academic achievement in TVET colleges in Gauteng and Mpumalanga provinces? (cf. 1.6). This makes a theoretical contribution to knowledge about the importance of campus managers of TVET colleges as instructional leaders. Through this study, campus managers of TVET colleges will know their roles as instructional leaders and that the execution of these roles will have an influence on improving TVET college students' academic achievement.

The findings of this study will add to the theory and body of knowledge by:

- Laying the foundation for further study.
- Giving an insight into the campus managers' challenges as instructional leaders.
- Incorporating the qualitative study approach to research and literature on the role of campus managers as instructional leaders in South African TVET colleges and the potential that campus managers have in improving students' academic achievement.

Through this investigation, the DHET might realise the need for campus managers to be developed not only as campus administrators, but as instructional leaders, as the researcher in this study was able to gather information on the issues that campus managers face.

6.6.2 Contribution to policy debates and policy formation

The research can assist with policy debates and development on different levels. The study's findings provide the essential base for the DHET to review their existing policies to ensure that whenever campus managers are trained, instructional leadership training in particular should be recommended for them. When campus managers are trained thoroughly on instructional leadership, they will know how to use their instructional leadership roles as campus heads and those roles will be implemented more effectively. Additionally, the policy of the colleges' council constitution should add campus managers so that they can also be involved whenever the colleges' vision and mission are formed. This will assist in making it easier for campus managers to articulate the vision and the mission of the college to the campus staff with a better understanding.

6.6.3 Contribution to practice

The purpose of this study was to have a better understanding about the role that campus managers play in the teaching and learning process as instructional leaders. This was done by identifying issues that HoDs, lecturers and students encounter when campus managers employ instructional leadership roles during the teaching and learning process. Therefore, from a practical point of view, the findings that emerged in this study suggest that campus managers and HoDs should clearly distinguish their roles; hence the study revealed that most of the instructional leadership roles that campus managers should play are played by the HoDs and campus managers are dependent only on the HoDs' reports.

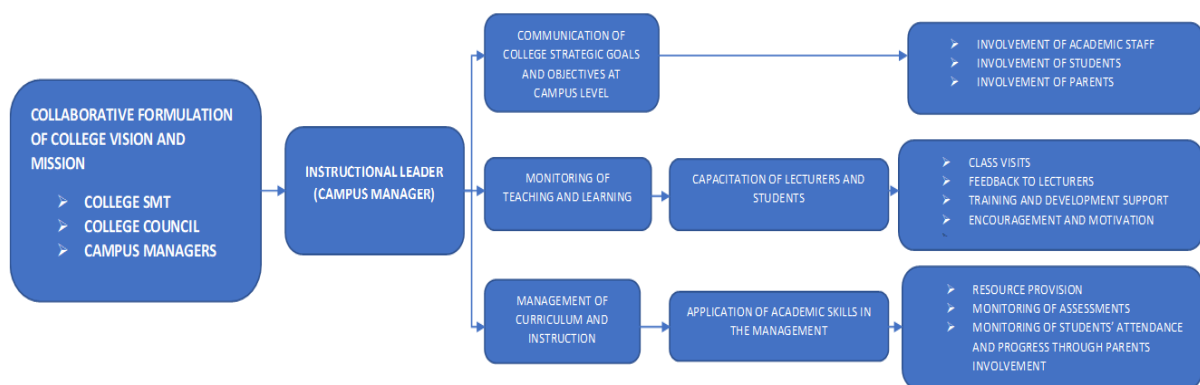
Campus managers as instructional leaders should know what is expected from them, regardless of lack of time and work overload and be directly involved in monitoring the whole process of teaching and learning. Campus managers should be fully involved in the development of the colleges' goals as the implementers of those set goals. This could help in improving students' academic achievement.

Another factor that emerged from the findings is that parents are not fully involved in the learning of their children in TVET colleges. According to the admission policy in TVET colleges, NCV, particularly, the minimum requirements for Level 2 is having passed at least Grade 9. Looking at a Grade 10 student, that student is not yet fully

developed to be completely independent. Parents are still needed to monitor their learning. This includes monitoring of attendance and progress. Practically, campus managers can fully involve parents in the teaching and learning process and this can reduce the load that campus managers have in monitoring the students. The data collected show that whenever campus managers call parents regarding their absent children, those students would return to the college and attend classes regularly. Therefore, a campus manager as an instructional leader has powers to involve parents in the students' education.

The contribution to practice has resulted in the development of a strategic model that campus managers can use to execute their instructional leadership roles in ensuring that the teaching and learning process is effective and students' academic achievement is improved. This model will further assist in ensuring that campus managers create a conducive environment for both lecturers and students for learning to be effective. Figure 6.1 illustrates the suggested strategic model for consideration:

Figure 6.1 is a suggested strategic model for consideration:



Source: Muthumuni (2022)

Figure 6.1: Strategy Model for Campus Management and Instructional Leadership

This suggested strategic model is critical, because it outlines the type of planning that will be implemented by campus managers and how TVET colleges can benefit from it in terms of managing instruction. Planning in TVET colleges, according to Mafuwane (2011) starts from the framing and formulation of the college vision and mission. The campus managers need to define the vision and mission of the college to lecturers, students, parents and staff at large. Furthermore, the campus managers as an instructional leader needs to be clear in defining the college vision and mission and

must allow all stakeholders to engage in discussing all the values and expectations that the vision and mission entail. This process assists in getting all stakeholders involved in teaching and learning as they all own the college vision and mission.

The findings of the study show that the vision and mission of TVET colleges are formed by the college SMT and council. Campus managers are only informed and instructed to take the college's vision and mission to the campuses. Then campus managers ensure that the vision and mission of the college is displayed in all strategic places in the campus, and these include banners, calendars and diaries for both lecturers and students.

Additionally, students' absenteeism emerged as a concern in TVET colleges. All participants noted that high rate of students' absenteeism affect teaching and learning and students who are always absent do not perform well. However, one campus manager mentioned that she sometimes makes telephone calls to parents of absent students and those students do come back to attend. Therefore, it can be concluded that parental involvement in the education of students is necessary.

Therefore, in this new strategy model, it is suggested that campus managers should be fully involved in the formulation of the college vision and mission. There after the formulation of college vision and mission, campus managers can communicate them to lecturers, students, parents and staff and would be able to outline how the objectives would be carried out to realise the college vision and mission at the campus level.

Because the campus manager would have been involved in the formation of the college vision and mission and have communicated them to the staff and students, doing monitoring would be very easy. Lastly, this model suggests that whenever students write assessments, the campus manager should take it upon him/ herself that he/ she evaluates the students' progress and notify parents on the academic student's progress. Even in addressing the students' absenteeism, this model suggests that parents need to be made aware of their children's attendance and absenteeism. In essence, parental involvement is encouraged in this model.

6.7 RECOMMENDATIONS

From the summary of the findings and conclusions, recommendations are made. The recommendations are made to improve the instructional leadership practices of campus managers within TVET colleges' campuses in South Africa in improving students' academic achievement. The following recommendations are made below.

6.7.1 Understanding of instructional leadership concept

It is recommended that the professional development of campus managers be extended. This will be to train them on what role should they play as instructional leaders in the campuses. DHET and head offices of TVET colleges should organise refresher courses, workshops, trainings, or seminars to enhance the instructional leadership concept among campus managers (cf. 3.9.5). Should campus managers' instructional leadership skills be developed, they would be able to assist HoDs in particular in monitoring the whole process of teaching and learning, as they would have been equipped with the knowledge of instructional leadership.

6.7.2 Involvement of campus managers in the formulation of colleges' visions

Another recommendation is that the colleges' SMTs and colleges' councils should involve all campus managers during the drafting of the college vision and mission, goals and objectives. Campus managers are the implementers of these goals and objectives, and if they are involved in drafting them, trust, and good relationship between the college governance (council) and campus managers would be developed. When campus managers convene with their management teams during planning sessions, it would be easier for campus managers to articulate the vision, mission, goals and objectives of the college to the whole academic staff and parents. This engagement would allow all academic staff members to be aware of college and campus set goals and they all eventually would work towards achieving them. The study indirectly revealed that a link exists between leadership style, organisational relationship, and the quality of academic performance.

6.7.3 Monitoring students' progress

It is also recommended that as much as the relationship between colleges and campuses' stakeholders assists in improving students' academic achievement, the involvement of parents can play a huge role in enhancing good academic performance. This is because, college students, NCV, particularly, are students who have passed Grade 9 as per the admission policy. A Grade 10 student is not fully independent, therefore, to involve parents would assist in minimising the absenteeism rates and allow parents to monitor their children's attendance and progress. It is therefore advised that the campus managers should keep in touch with parents. For instance, every after each term, a parents' meeting could be called by the campus manager, where students' progress would be given to parents and challenges where parents may assist can be discussed. Besides meetings with parents, progress reports should be e-mailed to both students and parents.

6.7.4 Training and development of lecturers

Weber's (1996) model of instructional leadership notes that campus managers should prioritise the development of lecturers (cf. 3.8.5). It is therefore recommended that whenever a campus manager decides to train lecturers, training needs analysis should be done so that lecturers are not provided with irrelevant training. This would be made possible if, once a while, campus managers do their own thorough classroom visits so that they know exactly which training lecturers need. It is advisable for campus managers to follow up after each lecturer training to monitor if such training assisted the lecturer. This monitoring might be done may be once per term and not to all lecturers but random selection, so that campus managers can have an idea of what is happening in the classrooms and challenges that lecturers encounter.

6.7.5 Monitoring and support

The trend of campus managers consuming too much time on administrative tasks should be addressed. Campus managers as instructional leaders should spend most of their time monitoring instruction. Campus managers may rather delegate routine administrative tasks to their subordinates, HoDs and senior lecturers. This would give

campus managers more time to engage with lecturers and offer more support and motivation so that students' academic achievement is improved. Additionally, at least once per term, as mentioned earlier, campus managers should do classroom visits, using their specific tools for reporting.

6.7.6 Reducing campus managers' responsibilities

Alternatively, to address the issue of lack of time and work overload of campus managers, the DHET can revisit and revise the job description of campus managers and try to reduce a more administrative load by creating posts for personnel that would be fully focused on all administrative tasks, except a few that would need the direct attention of the campus manager. More time would be created for campus managers to focus more on teaching and learning.

6.8 LIMITATIONS OF THE STUDY

The main aim of this study was to explore the instructional leadership practices of campus managers influencing students' academic achievement at selected TVET colleges in South Africa (Gauteng and Mpumalanga provinces). As a result, the background and full researcher's involvement in the study, institutions involved, the research design, the environment as well as participants in the study had some limitations.

In this research, only two TVET colleges in Gauteng and two TVET colleges in Mpumalanga were covered. No other TVET colleges were observed. Therefore, the small size of the sample, qualitative research is a limitation that is obvious in the study. Possibly, most of the identified issues at all four selected TVET colleges might be unique to other TVET colleges and be limited to only ten respondents from each TVET college. Nonetheless, if time restraints were not an issue in collecting qualitative data, a comparative study could be done between the four selected colleges and the rest of other TVET colleges to get clearer idea of how campus managers exercise their instructional leadership role at their campuses. However, this study could provide insights on how campus managers implement or play their roles as instructional leaders in improving students' academic achievement. From the study's findings, there

are many lessons learned that could be of great assistance to other TVET colleges that are like the four selected TVET colleges.

Besides the study being limited to only four sampled TVET colleges and 40 participants, getting permission to conduct the study at one of the selected TVET college was an issue. However, the researcher was patient, begging, making endless phone calls, sending e-mails almost every day, until the permission was granted. Even during interviews, some participants were intimidated using the voice recorder, and the researcher constantly had to ensure participants about the maintenance of confidentiality, anonymity and use of pseudonyms and eventually those participants were at ease. Nonetheless, despite all the above-discussed limitations, the rich information of this qualitative study provides useful information to be used for future research.

6.9 SUGGESTIONS FOR FUTURE RESEARCH

As the study focused on or was limited to only four TVET colleges out of 50 TVET colleges in the country, maybe it would be wise for other researchers to extend the research to cover more TVET colleges rather than those the study selected. This could assist in generalising the findings. As a result, this study serves as a springboard for future research and knowledge contribution. Also, further research options would be to establish strategies that campus managers could use or employ in TVET colleges to support lecturers and to enhance students' academic achievement.

The current study sampled only the campus managers, HoDs, lecturers and students in establishing the instructional leadership practices of campus managers in influencing students' academic achievement. There is a need for future research also to include senior lecturers and parents as important stakeholders in TVET colleges' campuses.

6.10 CONCLUSION

The purpose of this study was to explore instructional leadership practices of campus managers in influencing students' academic achievement in TVET colleges in the Gauteng and Mpumalanga provinces. The concept of leadership, different types and

styles of leadership were included in this study, as leadership is about influencing others to do the right things. Campus managers are also leaders, and they need to employ other leadership types and styles besides instructional leadership. However, the study was based on the instructional leadership's notion used to manage, monitor, support, develop and improve the process of teaching and learning and, ultimately, improve students' academic achievement.

It is, however, right to argue that it is the responsibility of the campus manager to account for the academic activities taking place on the campus and he or she has obligations. Furthermore, according to literature (cf. 3.4), an instructional leader should be able and willing to offer inconspicuous leadership to everyone who needs it. Most importantly, the success of the learning institution is solely dependent on what is happening in the classroom, which is what teachers do with students in that particular classroom. Therefore, it is imperative that instructional leaders show possession of certain skills that would ensure that the school performs well. An effective instructional leader should have a sense of vision and be able to articulate that vision to his or her subordinates. The instructional leader must be able to develop an organisation by developing the norms of working hard and dedication towards the success of all students (cf. 3.4.3.2).

However, the main finding of the study revealed that campus managers seemed not to have a clear understanding on what role they should play as instructional leaders. Therefore, it was found that almost all academic issues are addressed and monitored by HoDs and the campus managers only know what is happening on campus through the HoDs' reports. Some of the recommendations are that campus managers' administrative tasks should be delegated to HoDs or a special person should be appointed to be responsible for administrative duties. This will grant campus managers more and enough time to focus on teaching and learning process and to be able to monitor, support, and develop all academic staff, lecturers, particularly. This could be a step in the right direction towards improving students' academic achievement. Finally, the study suggested a strategy model that campus managers can employ to ensure that the whole process of teaching and learning is effective.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/11/10

Ref: **2021/11/10/35021470/33/AM**

Dear Ms VM Monamoleli

Name: Ms VM Monamoleli

Student No.:35021470

Decision: Ethics Approval from
2021/11/10 to 2026/11/10

Researcher(s): Name: Ms VM Monamoleli
E-mail address: 35021470@myLife.unisa.ac.za
Telephone: 083 411 9080

Supervisor(s): Name: Prof SP Mokoena
E-mail address: mokoesp@unisa.ac.za
Telephone: 0124294606

Title of research:

Exploring instructional leadership practices of campus managers in influencing student achievement in TVET colleges in Gauteng and Mpumalanga provinces.

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/11/10 to 2026/11/10.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2021/11/10 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



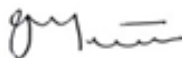
University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2026/11/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2021/11/10/35021470/33/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: DHET APPLICATION TO CONDUCT RESEARCH



To: The Department of Higher Education and Training, South Africa

Subject: Request for Permission to Conduct Research in Your TVET colleges

My name is Ms Veronica Mapaseka Muthumuni, a lecturer at South West Gauteng TVET College. Currently, I am a doctoral student in Education Management at the University of South Africa. I am conducting a study on **"Exploring instructional leadership practices of campus managers in influencing student achievement in TVET colleges in Gauteng and Mpumalanga provinces"** in partial fulfilment for the Degree of Doctor of Education in Education Management. This project will be conducted under the supervision of Professor SP Mokoena (mokoesp@unisa.ac.za) in the College of Education at University of South Africa in the Department of Educational Leadership and Management and you can contact him in case you need any information on the research.

Here, I am seeking your permission to collect data from Campus Managers, Heads of Departments and Lecturers by conducting interviews which will take 45- 50 minutes time. I also want to get permission to use relevant documents from the campuses. The TVET colleges randomly selected for the study are Gert Sibande TVET college, South West Gauteng TVET college, and Tshwane South TVET college. I assure you that the names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participants can also decline from participation at any time.

After completing the research, I will give one bound copy of the findings of the full research report to your office. If I get an article of the research published, I will provide a copy of it to your office.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

If you need further information, please contact me on 0834119080 or 35021470@mylife.unisa.ac.za.

I would appreciate if you could complete the letter of permission at the end of this letter and return it by e-mailing to: 35021470@mylife.unisa.ac.za/ mapasekamuthumuni@gmail.com.

Yours sincerely

Veronica Mapaseka Muthumuni

RESEARCHER (0834119080)



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za



higher education
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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**DHET ODA: APPENDIX 1:
APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN
PUBLIC COLLEGES**

1. APPLICANT INFORMATION

1.1	Title (Dr /Mr /Mrs /Ms)	MONAMOEDI (Ms)
1.2	Name and surname	VERONICA MAPSEKA MONAMOEDI
1.3	Postal address	468 FIREWOOD STREET THATCHFIELD GARDENS CENTURION, 0157
1.4	Contact details	Tel 010 141 1278
		Cell 083 411 9080
		Fax —
		Email muprodanmuthumun@gmail.com
1.5	Name of institution where enrolled	UNISA
1.6	Field of study	EDUCATIONAL MANAGEMENT & LEADERSHIP
1.7	Qualification registered for	Please tick relevant options:
		Doctoral Degree (PhD) <input checked="" type="checkbox"/>
		Master's Degree <input type="checkbox"/>
		Other (please specify) <input type="checkbox"/>

2. DETAILS OF THE STUDY

2.1	Title of the study	EXPLORING INSTRUCTIONAL LEADERSHIP PRACTICES OF CAMPUS MANAGERS IN INFLUENCING STUDENTS ACHIEVEMENT IN TVET COLLEGES IN GAUTENG AND MPUMALANGA PROVINCES
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2.2	Purpose of the study	TO ESTABLISH WHETHER INSTRUCTIONAL LEADERSHIP OF CAMPUS MANAGERS DO HAVE INFLUENCE IN STUDENTS ACADEMIC ACHIEVEMENT
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DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

II. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE

Please indicate the types of research activities you are planning to undertake in the College, as well as the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principal, Deputy Principal, Campus Manager, Support Staff, Heads of Departments), including the number of participants for each activity.

3.1	Complete questionnaires	Expected participants (e.g. students, lecturers, College Principal)	Number of participants
		a) N/A	
		b) N/A	
		c) N/A	
		d) N/A	
		e) N/A	
3.2	Participate in individual interviews	Expected participants	Number of participants
		a) CAMPUS MANAGERS	01
		b) HEADS OF DEPARTMENTS	02
		c) LECTURERS (NEW & REFORM)	07
		d)	
		e)	
3.3	Participate in focus group discussions/workshops	Expected participants	Number of participants
		a) N/A	
		b) N/A	
		c) N/A	
		d) N/A	
		e) N/A	
3.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	Number of participants
		a) N/A	
		b) N/A	
		c) N/A	
		d) N/A	
		e) N/A	
3.5	Undertake observations Please specify	N/A	
3.6	Other Please specify	DOCUMENT ANALYSIS • MINUTES OF MEETINGS (CAMPUS MANAGERS WITH LECTURING STAFF) • CAMPUS MONITORING TOOLS	

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

4. SUPPORT NEEDED FROM THE COLLEGE

Please indicate the type of support required from the College (Please tick relevant option/s)		
Type of support	Yes	No
4.1	The College will be required to identify participants and provide their contact details to the researcher.	<input checked="" type="checkbox"/>
4.2	The College will be required to distribute questionnaires/instruments to participants on behalf of the researcher.	<input checked="" type="checkbox"/>
4.3	The College will be required to provide official documents. <i>Please specify the documents required below</i>	<input checked="" type="checkbox"/>
	A SIGNED FORM THAT GIVES PERMISSION TO A STUDENT TO CONDUCT THE STUDY AT THE SELECTED TURT COLLEGE	
4.4	The College will be required to provide data (only if this data is not available from the DHET). <i>Please specify the data fields required, below</i>	<input checked="" type="checkbox"/>
	N/A	
4.5	Other, please specify below	
	N/A	

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the College		
5.1	Ethics Clearance Certificate issued by a University Ethics Committee	<input checked="" type="checkbox"/>
5.2	Research proposal approved by a University	<input checked="" type="checkbox"/>


DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

5. DECLARATION BY THE APPLICANT

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- I will schedule my research activities in consultation with the said College/s and participants in order not to interrupt the programme of the said College/s.
- I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.
- I will obtain signed consent forms from participants prior to any engagement with them.
- I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research.
- I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.
- I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.
- I will not use the resources of the said College/s in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- Should I require data for this study, I will first request data directly from the Department of Higher Education and Training. I will request data from the College/s only if the DHET does not have the required data.
- I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the said College/s or the Department of Higher Education and Training.
- I will provide a summary of my research report to the Head of the College/s in which I undertook my research, for information purposes.

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE	
DATE	28/01/2022

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

Please tick relevant decision and provide conditions/reasons where applicable		Please tick relevant specific boxes
Decision		
1	Application approved	
2	Application approved subject to certain conditions. Specify conditions below	
3	Application not approved. Provide reasons for non-approval below	
NAME OF COLLEGE		
NAME AND SURNAME OF HEAD OF COLLEGE		
SIGNATURE		
DATE		

APPENDIX C: APPROVAL TO CONDUCT RESEARCH



To: TVET college A,B,C and D

Subject: **Request for Permission to Conduct Research in Your Campuses**

My name is Ms Veronica Mapaseka Muthumuni, a lecturer at South West Gauteng TVET College. Currently, I am a doctoral student in Education Management at the University of South Africa. I am conducting a study on "Exploring instructional leadership practices of campus managers in influencing student achievement in TVET colleges in Gauteng and Mpumalanga provinces" in partial fulfilment for the Degree of Doctor of Education in Education Management. This project will be conducted under the supervision of Professor SP Mokoena (mokoesp@unisa.ac.za) in the College of Education at University of South Africa in the Department of Educational Leadership and Management and you can contact him in case you need any information on the research.

Here, I am seeking your permission to collect data from Campus Managers, Heads of Departments and Lecturers by conducting interviews which will take 45- 50 minutes time. I also want to get permission to use relevant documents from the campuses. I assure you that the names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participants can also decline from participation at any time.

After completing the research, I will give one bound copy of the findings of the full research report to your office. If I get an article of the research published, I will provide a copy of it to your office. If you need further information, please contact me on 0834119080 or 35021470@mylife.unisa.ac.za.



University of South Africa
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I would appreciate if you could complete the letter of permission at the end of this letter and return it by e-mailing to : [35021470@mylife.unisa.ac.za/
mapasekamuthumuni@gmail.com](mailto:35021470@mylife.unisa.ac.za/mapasekamuthumuni@gmail.com).

Yours sincerely

Veronica Mapaseka Muthumuni
RESEARCHER (0834119080)



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
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www.unisa.ac.za



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DHET 004: APPENDIX 1:
APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN
PUBLIC COLLEGES

1. APPLICANT INFORMATION

1.1	Title (Dr /Mr /Mrs /Ms)	MONAMOEDI (Ms)	
1.2	Name and surname	VERONICA MAPASEKA MONAMOEDI	
1.3	Postal address	468 FIREWOOD STREET THATCHFIELD GARDENS CENTURION, 0157	
1.4	Contact details	Tel 010 141 1278	
		Cell 083 411 9080	
		Fax —	
		Email mopasid@muthumuni@gmail.com	
1.5	Name of institution where enrolled	UNISA	
1.6	Field of study	EDUCATIONAL MANAGEMENT & LEADERSHIP	
1.7	Qualification registered for	Please tick relevant options:	
		Doctoral Degree (PhD)	<input checked="" type="checkbox"/>
		Master's Degree	<input type="checkbox"/>
		Other (please specify)	<input type="checkbox"/>

2. DETAILS OF THE STUDY

2.1	Title of the study	EXPLORING INSTRUCTIONAL LEADERSHIP PRACTICES OF CAMPUS MANAGERS IN INFLUENCING STUDENTS' ACHIEVEMENT IN TWT COLLEGES IN GAUTENG AND MPUMALANGA PROVINCES
2.2	Purpose of the study	TO ESTABLISH WHETHER INSTRUCTIONAL LEADERSHIP OF CAMPUS MANAGERS DO HAVE INFLUENCE IN STUDENTS ACADEMIC ACHIEVEMENT

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

3. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE

Please justify the type of research activities you are planning to undertake in the College, as well as the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principals, Deputy Principals, Campus Heads, Support Staff, Heads of Departments), including the number of participants for each activity.

		Expected participants (e.g. students, lecturers, College Principal)	Number of participants
3.1	Complete questionnaires	a)	
		b)	N/A
		c)	
		d)	
		e)	
3.2	Participate in individual interviews	Expected participants	
		a) CAMPUS MANAGERS	01
		b) HEADS OF DEPARTMENTS	02
		c) LECTURERS (MCA & Referrals)	03
		d)	
e)			
3.3	Participate in focus group discussions/ workshops	Expected participants	Number of participants
		a)	
		b)	N/A
		c)	
		d)	
e)			
3.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	
		a)	
		b)	N/A
		c)	
		d)	
e)			
3.5	Undertake observations Please specify	N/A	
3.6	Other Please specify	DOCUMENT ANALYSIS • MINUTES OF MEETINGS (CAMPUS MANAGERS WITH LECTURING STAFF) • CAMPUS MONITORING TOOLS	

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

4. SUPPORT NEEDED FROM THE COLLEGE

Please indicate the type of support required from the College (Please tick relevant option/s)		Yes	No
4.1	The College will be required to identify participants and provide their contact details to the researcher.		✓
4.2	The College will be required to distribute questionnaires/instruments to participants on behalf of the researcher.		✓
4.3	The College will be required to provide official documents. Please specify the documents required below A SIGNED FORM THAT GIVES PERMISSION TO A STUDENT TO CONDUCT THE STUDY IN THE SELECTED TURT COLLEGE	✓	
4.4	The College will be required to provide data (only if this data is not available from the DHET). Please specify the data fields required, below N/A		✓
4.5	Other, please specify below N/A		

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the College		
5.1	Ethics Clearance Certificate issued by a University Ethics Committee	✓
5.2	Research proposal approved by a University	✓

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

5. DECLARATION BY THE APPLICANT

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- a) I will schedule my research activities in consultation with the said College/s and participants in order not to interrupt the programme of the said College/s.
- b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.
- c) I will obtain signed consent forms from participants prior to any engagement with them.
- d) I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research.
- e) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- f) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- g) I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.
- h) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.
- i) I will not use the resources of the said College/s in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- j) Should I require data for this study, I will first request data directly from the Department of Higher Education and Training. I will request data from the College/s only if the DHET does not have the required data.
- k) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the said College/s or the Department of Higher Education and Training.
- l) I will provide a summary of my research report to the Head of the College/s in which I undertook my research, for information purposes.

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE

DATE

[Signature]
26/01/2022

BIET 004: APPENDIX 3: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

Please tick relevant decision and provide conditions/reasons where applicable.

Decision		Tick the relevant option below
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. Specify conditions below The research sessions should not interfere with the business of the College. In a case whereby the research sessions will take place during office hours a prior arrangement should be made with a relevant manager and interviewees.	<input type="checkbox"/>
3	Application not approved. Provide reasons for non-approval below N/A	<input type="checkbox"/>
NAME OF COLLEGE		Gert Sibande TVET College
NAME AND SURNAME OF HEAD OF COLLEGE		Mr Mofisrael Mebe
SIGNATURE		
DATE		07 February 2022

APPENDIX D: TVET COLLEGES' APPROVAL TO CONDUCT RESEARCH



TO: Veronica Mapaseka Monamoleli

From: Acting Deputy Principal: Academic

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
TSHWANE SOUTH TECHNICAL, VOCATIONAL AND
EDUCATIONAL TRAINING (TVET) COLLEGE

DATE: 17/03/2022

Cc: HOS / Principal /Campus Manager – Centurion Campus

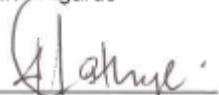
Dear Veronica Mapaseka Monamoleli

Tshwane South Technical and Vocational Education and Training College acknowledges receipt of your letter requesting to conduct research on Exploring instructional leadership practices of Campus Manager in influencing student achievement in TVET College in Gauteng and Mpumalanga Provinces.

Permission is hereby granted on condition that the College will be made privy of the outcome of the research.

We wish you success with your research study.

Kind regards


Ms. H.N. Mathye
Acting Deputy Principal: Academic Services

APPENDIX E: LETTERS TO PARTICIPANTS



Letter to the participants requesting participation in the research

Dear Sir/Madam:

My name is Ms Veronica Mapaseka Muthumuni. I am a doctoral student at University of South Africa. I am conducting a study "**Exploring instructional leadership practices of campus managers in influencing student achievement in TVET colleges in Gauteng and Mpumalanga provinces, South Africa**" in partial fulfilment for the Degree of Doctor of Education in Education Management. The main aim of the study is to **explore instructional leadership practices of campus managers in influencing student achievement in TVET colleges in Gauteng and Mpumalanga provinces.**

Specifically the study tries to:

- To establish the campus managers' understanding of the concept of instructional leadership.
- To establish the core leadership roles of campus managers that influence the student academic achievement in TVET colleges.
- To establish the perceptions of the staff (HOD and lecturers) on the campus managers' practices as instructional leaders.
- To establish challenges that campus managers in TVET colleges experience in their leadership role as instructional leaders.
- To give recommendations on how to improve on the current instructional leadership practices exhibited by Campus Managers in TVET Colleges.

Your critical reflection on the extent of implementation of instructional leadership practice to enhance students' academic achievement is vital to achieve the above objectives. This is because you have first-hand experience regarding instructional leadership practice to



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

enhance students' academic achievement. Without getting in-depth information from you, it would be impossible to finalize the study.

Your participation in the study will be on voluntary basis and you can withdraw at any time from participation without penalty. It takes you about 45-60 minutes to take part in the interviews and to ask questions. I also request to tape record the information you provide for later transcription and reference. The information you provide will be kept confidential and it will be used only for the purpose of completing this study. I assure you that no harm will be caused to you because of your participation. Your name will not be mentioned anywhere in the study. The interviews will take place during your convenient time. In case you want to know the outcomes of the study, one copy of the final report will be given to your school, and city education department.

If you are willing to participate in this study, please sign and return the consent form at the soonest to you to: Ms Veronica Mapaseka Muthumuni at mapasekamuthumuni@gmail.com.

Yours sincerely

Veronica Mapaseka Muthumuni

RESEARCHER (0834119080)



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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APPENDIX F: CONSENT FORM FOR PARTICIPANTS

Consent by the participant:

I, _____, have read and understood the written details provided for me about the research; and agree to participate in the research project. I am willing to participate in the interviews. I have taken note of that my participation is voluntary and I may not continue participating at any time. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential I also understand that my name will not be mentioned in the research and the data will be used only for the purpose of the research indicated in the letter.

I agree to participate in the interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname

Participant Signature

Date

Researcher's Name & Surname

Researcher's signature

Date



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APPENDIX G: INTERVIEW SCHEDULE FOR CAMPUS MANAGERS



Interview schedule for Campus Managers

1. What do you understand about instructional leadership?
2. What role do you play as an instructional leader in influencing students' academic achievement in the campus?
3. Are your lecturers aware of the role that you play as an instructional leader?
4. How do you manage curriculum and instruction in your campus?
5. How do you support your lecturers as an instructional leader?
6. Do you think the support you give to the lecturers has a positive impact in the students' academic achievement?
7. How do you ensure that lecturers and HODs are fully involved in the teaching and learning process?
8. If you identify gaps in the teaching and learning, how do you intervene in closing those gaps as an instructional leader?
9. As a campus head, how do you find balance between administration and instructional leadership role?
10. How do you think lecturers perceive you as an instructional leader?
11. As a leader, how do you deal with challenges that you face in terms of teaching and learning in the campus?
12. How do you think being an instructional leader assists in improving students' academic performance?



APPENDIX H: INTERVIEW SCHEDULE FOR HODS



Interview schedule for HODs

1. What do you understand about instructional leadership?
2. What role does your campus manager play as an instructional leader in influencing students' academic achievement in the campus?
3. Are lecturers aware of the role that the campus manager plays as an instructional leader?
4. How does the campus manager manage curriculum and instruction in your campus?
5. How does the campus manager support lecturers as an instructional leader?
6. Do you think the support that the campus manager give to the lecturers has a positive impact in the students' academic achievement?
7. How does the campus manager ensure that you and lecturers are fully involved in the teaching and learning process?
8. If a campus manager identifies gaps in the teaching and learning, how does he or she intervenes in closing those gaps as an instructional leader?
9. How does the campus manager find balance between administration and instructional leadership role?
10. How do you perceive your campus manager as an instructional leader?
11. How does your campus manager deal with challenges that you face in terms of teaching and learning in the campus?
12. How do you think a campus manager as an instructional leader assist in improving students' academic performance?



APPENDIX I: INTERVIEW SCHEDULE FOR LECTURERS



Interview schedule for Lecturers

1. What do you understand about instructional leadership?
2. What role does your campus manager play as an instructional leader in influencing students' academic achievement in the campus?
3. Are you, as lecturers aware of the role that the campus manager play as an instructional leader?
4. How does the campus manager manage curriculum and instruction in your campus?
5. How does the campus manager support you as lecturers as an instructional leader?
6. Do you think the support that the campus manager gives to the you have a positive impact in the students' academic achievement?
7. How does the campus manager ensure that you and HoDs are fully involved in the teaching and learning process?
8. If a campus manager identifies gaps in the teaching and learning, how does he or she intervenes in closing those gaps as an instructional leader?
9. How does the campus manager find balance between administration and instructional leadership role?
10. How do you perceive your campus manager as an instructional leader?
11. How does your campus manager deal with challenges that you face in terms of teaching and learning in the campus?
12. How do you think a campus manager as an instructional leader assist in improving students' academic performance?



APPENDIX J: INTERVIEW SCHEDULE FOR STUDENTS



Interview schedule for Students

1. What do you understand about instructional leadership?
2. What role does your campus manager play as an instructional leader in influencing students' academic achievement in the campus?
3. Are you, students, and lecturers aware of the role that the campus manager play as an instructional leader?
4. How does the campus manager manage curriculum and instruction in your campus?
5. How does the campus manager support your lecturers as an instructional leader?
6. Do you think the support that the campus manager gives to the you and lecturers has a positive impact in the students' academic achievement?
7. How does the campus manager ensure that lecturers and HoDs are fully involved in the teaching and learning process?
8. If a campus manager identifies gaps in the teaching and learning, how does he or she intervenes in closing those gaps as an instructional leader?
9. How does the campus manager find balance between administration and instructional leadership role?
10. How do you perceive your campus manager as an instructional leader?
11. How does your campus manager deal with challenges that you face in terms of teaching and learning in the campus?
12. How do you think a campus manager as an instructional leader assist in improving your academic performance?



APPENDIX K: DOCUMENT ANALYSIS SCHEDULE

DOCUMENT ANALYSIS ISSUE	RECORDS		COMMENTS ON DOCUMENTS
	YES	NO	
Teaching and Learning Plan <ul style="list-style-type: none"> • Who develops this plan? • How is it executed? • Who implements it? • Who monitors it? 	√		
Class visits monitoring tools <ul style="list-style-type: none"> • Who does these class visits? • What is their purpose? 	√		
Monthly reports <ul style="list-style-type: none"> • Who rights these reports and to who? • Is the information in these reports, a first-hand information? • Who is the last person to consolidate these reports? 	√		
Minutes of Academic Meetings <ul style="list-style-type: none"> • Who normally chairs these meetings? • How often do these meetings occur? • What are issues discussed? 	√		



<p>Students' and Lecturers' Attendance Registers and Leave Forms</p> <ul style="list-style-type: none"> • Are students and lecturers aware of the Attendance and Punctuality policy? • Who monitors class registers and how? • Who monitors lecturers' attendance and leave forms? 	√		
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APPENDIX L: EXAMPLE OF TRANSCRIBED INTERVIEWS WITH THE CAMPUS MANAGER

Researcher: Eehm CMA what is it that you understand on instructional leadership before I go there, my topic is about instructional leadership of campus managers in TVET colleges and I'm looking at how, I'm trying to establish how their instructional leadership practices have an impact in the results of students. So I would like to know your understanding about instructional leadership.

CMA: *okay mam, eeh we need to move on, I would like to explain or to define what is leadership first so that I can give the clarity of instructional leadership so my understanding is leadership is a process whereby a leader must give direction and be able to influence staff members towards the achievement of the set objectives at any given situation. I mean, if you are a leader you have to have a direction to the followers, you must give direction. Then A leader is someone who has an ability to lose her interpersonal skills to lead a group of people, that's a leader, so your question is saying how do I understand instructional leadership. So, I understand it in this way, it's a person who is in control of the curriculum*

Researcher: Okay

CMA: *of the college of the campus and then this includes the setting of the goals of the campus or college depend on where you are working, allocating resources, monitoring lesson plans and doing lectures evaluation, doing class visit, those are the goals of the campus or a certain college. I want to give example in my position as a campus manager*

Researcher: Yes mam

CM: *I communicate, or I send messages to staff members to give them the direction of the day, so I make sure that I give staff members the message of the day, or the week. I give message to students; I communicate with parents so that the parents must know what's happening in the college or where the students study. So the main duty of the instructional leader in to control the day to day states, must do the campus budget, schedule of the year plans to ensure that then timetable is the duty of the campus manager to make sure that the timetable is in place, no matter the campus manager is not the main member who is going to do the timetable but I must make sure that I delegate to make sure that the timetable is in place and then it does not end there in delegation. I must make sure that I monitor the person who I delegated to do the timetable to make sure that when we start the year, because our main business here is teaching and learning and timetable is the core business of the day, the rest is the supporting documents or supporting staff for teaching and learning then instructional leader always arrange academic meetings because without meetings, without meeting, without communication, there is no way forward, so that's academic manager make sure that uhm arrange meeting with staff members to discuss the importance of the service delivery for students and all customers as we know in colleges we have academic, we have admin so both they report under the campus manager and we have to make sure that we accommodate them in a day to day business of the campus. That's how I understand instructional leadership.*

Researcher: okay mam, thank you so much CMA. Yeah, thank you. Then uhhm some of the questions uhm I think you would have answered them with the first question but it doesn't matter you can still repeat. Uuhm as a campus manager, you've explained prior your role and

your duties so how does your role as an instructional leader influence the achievement, the academic achievement of students in your campus?

CMA: my role as a campus manager?

Researcher: yes

CMA: okay like, you said Ill repeat some of the things

Researcher: mmh

CMA: my role is to make sure that the campus runs smoothly, service delivery is happening at the campus and to do that I make sure that I go down to the ground I must move from the office and go to classes to make sure that students are receiving the lessons from their lecturers. Because by checking using the emails, I won't be 100% if it's happening but if I go there physically to sample some the classes because I can't go to all the classes I will just sample some of the classes to make sure that uhh students are getting the service of the day and again I will make sure that frequently I communicate with the HOD as the engine of the campus to request some document, evidence like I said the timetable if they have done that, the lesson plans, the class visit schedule, those are the things like the exercise book of the student to make sure that I check, I monitor to be sure that at the ground there service delivery its happening and to make sure that remember we have eeh student representatives by the same of SRC in out shortcut, I have to make sure that I have regular meetings with them because those are the people that are facing the challenges down there, those are the people who can tell them, they can reflect or tell me the truth of what's happening exactly at the campus so that I, my eye opener if I can say that. So when I have meetings with them they'll tell me the problems of the college or the challenges they are facing and then I have to make sure that every now and then I resolve those issues that the SRC are coming with, without pointing any fingers to anyone but resolving the problem to get the solution so that we have a way forward to move on as a campus. And then again, as a campus manager, we have to recognise the best performing student and then we can, because of the limitations sometimes we must give them the certificate to encourage them to make sure that when they go out or they go back to the classes they will say more to their students, they will encourage other students to say if you do this you're going to get something I know some colleges what they're doing they have trips for students those are performing best, they're having gift and at our campus were having only the, we're giving them the certificate and then we're giving them the gift by giving the t-shirt and the cap of the emblem of the college. To encourage them because we know when other students when they see that they'll be encouraged to say if I perform well, I'll get something like this.

Researcher: okay

CMA: so, it's what I'm encouraging my students and the staff, in a day-to-day business.

Researcher: so, CMA I hear you encouraging the students, so how do you encourage the lecturers who are there on the ground

CMA: thank you man, uhh the lecturers what we did, because they're playing a role uhh in the best performing, best performing campus, best performing college. They're the core or the heart of the college so, to encourage them I rely on our seniors which we call middle managers we rely on our HOD because those are the people who that I'm communicating with them daily, no matter from the cm's office what I can do, After receiving the input from the middle managers what I have to make is to make sure that I give them what they need, more especially the resources because most of the lecturers they need resources, technology in class so I make sure that I deliver I give them the resources so that their result will be best and the if we have those best performing uhh lecturers they're getting something, they're getting money for platinum numbers they're getting the trips to go to overseas if they are the best they're getting the navy jackets, they're getting a lot of gifts, it's the part of encouraging them to do more so we listen to their challenges every day and make sure we close the gap immediately by giving them what they need because I believe that even if we want them to perform best but as a CM if I'm Not supporting them more especially with the resources, I don't think the result will be good because the will be discouraged so I have to make sure that whatever they need which is necessary I make sure that I deliver

Researcher: okay uhhm so now after making sure that there is uuh resources for the lecturers to execute the teaching and learning, do you really go there to check whether they are teaching, or they are using the resources what method do you use to ensure that indeed the curriculum is delivered by the lecturers.

CMA: uuhm mam we have what we call planned class visit we have unplanned class visit. For my office I prefer unplanned class visits because I know from HOD and senior lecturers they do the planned class visit. What I do, I just go to the class anytime I go there and see what's happening but going there to support them not to find any mistake, I just go to the class and then I can sit there for 5-10 minutes to see what's happening but remember I want to check if those gadgets or those resources that are asked from my office, are they using them or they are just what elephant in some of the offices so I make sure that I visit them, I know it won't be 100% or some of them they won't be happy because as a CM they know it's a higher office they will feel like maybe you're coming to see their mistakes while you're going there to support them. So, I know some of staff members they won't be happy but those who understand they'll understand that I'm there to support them to give support not to get something bad or something that is not good about them.

APPENDIX M: LANGUAGE EDITING CERTIFICATE

CORNELIA GELDENHUYS

☎083 2877088
corrieq@mweb.co.za

17 March 2023

TO WHOM IT MAY CONCERN

Herewith I, Cornelia Geldenhuys (ID 521114 0083 088) declare that I am a qualified, accredited language practitioner and that I have edited the following doctoral thesis:

**EXPLORING INSTRUCTIONAL LEADERSHIP PRACTICES OF
CAMPUS MANAGERS IN INFLUENCING STUDENTS'
ACHIEVEMENTS IN TVET COLLEGES IN GAUTENG AND
MPUMALANGA, PROVINCES OF SOUTH AFRICA**

by

Veronica Mapaseka Muthumuni

All changes were indicated by track changes and comments for the author to verify, clarify aspects that are unclear, make the necessary adjustments and finalise. The editor takes no responsibility in the instance of this not being done. The editor also takes no responsibility for referencing not included or not referenced correctly. The document remains the final responsibility of the student to finalise before submission.



.....
C GELDENHUYS
MA (Lin) cum laude, MA (Mus), HOD, HDL, UOLM

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