

UNIVERSITY OF KWAZULU-NATAL

**Leading instruction in TVET college campuses: Learning from experiences
of five campus managers in two colleges**

BY

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the discipline of Educational Leadership, Management and Policy, School
of Education, College of Humanities, University of KwaZulu-Natal**

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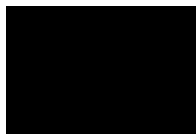
DECLARATION

I, Bubele Nogcantsi, declare that:

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- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Date: 25/01/2022

SUPERVISOR'S STATEMENT

This dissertation is submitted with my approval

Signature:



Date: 17.01.2022

Dr S.B. Blose

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DEDICATION

Firstly, I would like to dedicate this study to my children Lulo Thandolwethu Nogcantsi and Langaletu Nogcantsi; I wish to encourage them to invest in education in order to unlock their future and live a reasonable life ahead.

Secondly, I also dedicate this study to my mother Nomazizi Nogcantsi for giving me an opportunity to study. Today, I am a better person because of her and I am grateful.

ABSTRACT

The purpose of the study reported in this dissertation was to explore campus managers' experiences of leading instruction in Technical Vocational Education and Training (TVET) college campuses. It is responsibility of a campus manager to create a conducive environment for teaching and learning, and also to improve the quality of teaching and learning in TVET colleges. This phenomenon has received little research attention, yet it is important to find out how campus managers perceive leading instruction and how they, through their experiences of leadership create learning environments that are conducive for teaching and learning. The instructional leadership concept, particularly Hallinger and Murphy's 1985 model was adopted to frame my understanding as I engaged with campus managers' experiences of leading instruction.

A qualitative case study within the interpretive paradigm was adopted to explore the campus managers' experiences of leading instruction in five campuses of two TVET colleges. Data was generated through semi-structured interviews. National and international scholastic literature was interrogated in order to shed light on the research topic.

The analysis of the generated data led to the findings of the college campus managers' experiences, challenges and responses to the challenges that emerge when they are leading instruction in their campuses. The findings were presented in themes in sequential form that was based on presenting answers to the key research questions. Nine themes were developed to answer the research questions. In addition, in the themes, it emerged that campus managers displayed high levels of collaborative leadership approach as instructional leadership practices in their campuses. It was also concluded that there are challenges which campus managers face in their TVET colleges campuses and some of these challenges are historical and may not be easily fixed by campus managers.

LIST OF ABBREVIATIONS

AB	Academic Board
CET	Continuing Education and Training
CM	Campus Manager
CMT	Campus Management Team
Covid-19	Coronavirus
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
FTE	Full Time Equivalent
HE	Higher Education
HEI	Higher Education Institution
HoU	Head of Unit
ICASS	Internal Continuous Assessment
IQMS	Integrated Quality Management System
ISAT	Integrated Summative Assessment and Training
KZN	KwaZulu-Natal
M+3	Matric plus three years National Diploma Qualification
NATED	National Accredited Technical Education Diploma
NC(V)	National Certificate Vocational
NDP	National Development Plan
NPDE	National Professional Diploma in Education
NSDS	National Skills Development Strategy

NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
ODP	Office Data Processes
PGCE	Post Graduate Certificate in Education
PPN	Post Provision Norm
PQM	Programme Qualification Mix
R191	Report 191
SACE	South African Council of Education
SAPCO	South African Principal Council Organisation
SETA	Sector Education and Training Authority
SLO	Student Liaison Officer
SRC	Student Representative Council
T and L	Teaching and Learning
TVET	Technical Vocational Education and Training
WIL	Workplace Integrated Learning

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

South Africa is declared as a country that has a huge number of people who live with poverty and high unemployment rate especially among youth (NSDS 111, 2011). Despite numerous attempts by the South African government to reduce the rate of unemployment, the rate of unemployment still remains high (Buthelezi, 2018). The lack of skills has been identified as one of the factors that create the high unemployment rate and poverty in the country (NSDS 111, 2011). To project what South Africa must achieve in its transformation, the Government has adopted a National Development Plan (NDP) 2030. The purpose on NDP 2030 according to Buthelezi (2018) is to eliminate poverty and reduce the inequality by 2030. According to the NDP 2030 vision plan, South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and also promoting leadership and partnership throughout society. Furthermore, amongst other things the NDP suggests, is a skilled and capable workforce to support an inclusive growth path. The National Development Plan (NPD) is a document that is led by the President. Then, the President delegates duties to the ministers based on their expertise for ensuring the implementation and realisation of this document. To this end, South Africa has different ministers that are expected to execute their duties as delegated (Buthelezi, 2018).

It is for this reason that the Minister of Higher Education proffered 5 key outcomes that are to be implemented in Higher Education (HE) institutions. These outcomes include; (1) Establish a credible institutional mechanism for skills planning, (2) Increase access to programmes leading to intermediate and high level learning, (3) In occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills, (4) To increase high level occupationally-directed programmes in needed areas, and (5) Research, development, and innovation in human capital for a growing knowledge economy. These outcomes are aimed at the realization of a skilled and capable workforce in South Africa as suggested in the NDP 2030 (DHET, 2013). However, according to DHET (2013) only outcome one and two may be achieved through TVET colleges. The delivery sites of above stated outcomes is at TVET college campus where campus managers lead. Then, the campus managers' leadership and management need to be monitored, assessed and evaluated in order

to ensure the performance of campuses are contributing to the realisation of the two key outcomes. Judging from my review of literature, the attention given by scholars to leadership of TVET college campus is little, while these campuses are key areas to make a TVET college achieve its organisational mandate (Dugan & Komives, 2007). The lack of research attention to leadership in TVET colleges developed my interest in studying this phenomenon. In this study I pay attention to campus managers with an intention to bring their leadership experiences to light.

This chapter is set to provide a broad understanding of what this study is about and why it was conducted. In developing this chapter, I begin by discussing the background, motivation to the study, problem statement, significance of the study, questions of the study, delimitations of the study. In addition, I provide the definitions of the key concepts and the outline of chapters.

1.2 Background

Before 2007, Technical Vocational Education and Training (TVET) colleges in South Africa were known as Further Education and Training (FET) colleges which specialised in skills' knowledge development by focusing more on practical knowledge. These college institutions were then changed to Technical Vocational Education and Training (TVET) colleges in 2007; the purpose of this change was to address the skills-gap and also to integrate the theoretical and practical knowledge (Mgijima & Morobe, 2012). The programmes of TVET colleges target youth and adults with or without a matric certificate (DHET, 2007). Those with a matric certificate qualify to do a National NATED Diploma (National N Diploma), while those without a matric certificate need to have completed at least grade 9 to qualify for the National Certificate Vocational. Apart from these qualifications, TVET Colleges are also responsible for occupational programmes such as learnerships, internship and apprenticeship programmes (Mgijima & Morobe, 2012).

The Department of Higher Education and Training in South Africa established fifty TVET colleges in 2002. This was done with the purpose of meeting a high demand of skills development to its people especially the youth for both small business establishment and or to become employable (Jansen, 2004). These TVET colleges were demarcated to accommodate both rural and urban areas, and to attract all communities with their unique cultural diversity (Buthelezi, 2018). However, most TVET Colleges in South Africa inherited infrastructure from

Technical college schools and colleges of education; this infrastructure in most cases do not have enough facilities or resources that are required by a TVET College (Mgijima & Morobe, 2012). Each TVET college has different campuses wherein the skills development programmes take place. For example, Esayidi TVET college in KwaZulu-Natal has 6 campuses. The skills programmes offered in each TVET college campus are determined by economic possibilities of the community and its surroundings where the campus is situated (Buthelezi, 2018).

The management in the TVET colleges is expected to set up management and leadership systems that will enable colleges to achieve their mandate. Mgijima and Morobe (2012) argue that the TVET sector adopts management systems and policies from the basic education sector, and this sometimes makes it complex to lead and manage TVET colleges which are located under the Department of Higher Education and Training (DHET). Given that TVET colleges are higher education institutions, they are expected to provide skills programmes and also attract relevant people and industries (Nzembe, 2017). Unlike schools whose performance is measured through learner performance at matric, TVET colleges are assessed based on predetermined certification and throughput by DHET (Buthelezi, 2018).

The TVET college leadership is hierarchically structured like any other big organization (Bush, 2008). At the apex, there is DHET directorate, Regional directorate, Rectorate and Campus Management that guide and monitor the work done by the colleges through the college leadership as stipulated by DHET policy guidelines. This means that each TVET College shall have a college council, college rectorate led by the college principal, campus management led by the campus manager as guided by the policies (DHET, 2012). The college principal is accountable and responsible for the functioning of the entire TVET college campuses. The principal then reports to DHET regional office directorate. In each campus, the campus management is responsible for ensuring that the skills programmes in their respective campuses are attained (Mgijima & Morobe, 2012). The campus managements normally comprise of the campus manager, Head of Units (HoUs) and senior lecturers. In addition, the number of senior lecturers and or HoUs depends on number of fulltime equivalents (FTEs) students enrolled in a campus. For instance, a TVET college campus with a larger size of FTEs will have a greater number of senior lecturers and HoUs than a TVET college campus with a smaller size of FTEs (DHET, 2012).

The TVET college campuses are seen to be the primary level for the execution of the colleges' reason of existence which is skills programmes. Therefore, campus managers who report

directly to the college principal play a primary role of ensuring that the quality of skills programmes is achieved in their campuses as they are the accounting officers for their campuses (Robertson & Frick, 2018).

1.3 Motivation for the study

I am currently employed as a campus manager at Esayidi TVET College in Kokstad Campus. I took on this role in 2019 April after serving ten years in the TVET sector; four years as a Head of Unit of the engineering studies and six years as a lecturer. Through this service I have acquired vast knowledge about TVET colleges. For the purposes of this study, I will focus on my experience as a campus manager.

Although I have been a campus manager for only two years, I have experienced a lot; I have managed to understand, from the leadership perspective, the TVET College's organisational and operational systems that are put in place to achieve the organizational goals. I have communicated these goals with my campus community i.e. staff, student representative council (SRC), union campus representatives and stakeholders. I have also ensured that the enrolment of students is in keeping with enrolment numbers approved by DHET; that the teaching and learning tools are developed and implemented accordingly; that the establishment of campus management monitoring and evaluation tool is applied to improve quality student achievement.

Moreover, I have managed to increase the throughput and certification rate. In addition, I have established good relations with other campus managers from other colleges with an aim to share good college practices and experiences. However, there are some challenges I have experienced in my role. These challenges include: the placement of students for their learning experience remains low compared to the pass-rate percentage, development of adequate teaching and learning practical workshops, recruitment of professionally qualified lecturers and increase in the infrastructural capacity to accommodate more students. The above experience triggered my interest in exploring other campus managers' experiences.

There is literature written about TVET colleges in the South African context. However, this literature in most cases is not enough and it does not focus on campus managers' leadership and management as key role players in the execution of TVET Colleges' goals. For instance, some scholars focus on poor performance of TVET colleges and others speak about lecturers and also challenges faced by colleges (Nkalane, 2018). For example, Mushwana and Chiromo

(2020) explored an investigation into the adequacy of infrastructure in engineering and related design (ERD) at technical and vocational education and training (TVET) colleges South Africa. Other topics include Developing Leadership Capacity in College Students (Dugan & Komives, 2007); Leadership style of lecturer influence on Academic Performance of TVET Student (Kusin 2015); Lecturers Perceptions of Leadership Traits Which Promote Motivation in a South African Technical and Vocational, Education and Training (TVET) College (Nzembe, 2017); Poor Performance at TVET Colleges: Conceptualising a Distributed Instructional Leadership Approach as a Solution (Badenhorst & Radile, 2018); Conflicting priorities: The dichotomous roles of leadership and management at TVET colleges (Robertson & Frick, 2018).

1.4 Problem statement

To lead the instruction in a TVET college campus in South Africa may not be viewed as an easy task. Campuses deal with, among other things, an excessive number of applications for enrolment while the space approved by DHET is limited, an insufficient budget, inadequate professionally qualified lecturers to teach in the TVET college sector lack of updated machines for practical assessments, recruitment of industries for the placement of students to do their practical learning work experience, numerous infrastructural challenges and high number of protests by different stakeholders (Balkrishen, 2019).

For instance, Mgijima and Morobe (2012) argue that most TVET college lecturer are regarded as professionally unqualified due to their qualifications that are content based, and not teaching qualifications. Some of these lecturers do a Post Graduate Certificate in Education (PGCE) qualification to link their qualification to the teaching profession. Given the above-mentioned challenges, how campus managers as heads of campuses lead teaching and learning is interesting.

According to DHET, a campus manager is expected to assist the senior college management and DHET in ensuring high effectiveness of teaching and learning in the college in terms of leadership and administration. A campus manager needs to ensure relevant quality teaching and learning tool is developed and implemented in the campus, implement integrated quality management system (IQMS) as part of staff development, establish good relations with stakeholders, manage the staff professional development and training, registration, tuition and examinations of students, and also lead the process of monitoring and evaluation in the campus (Mgijima & Morobe, 2012).

Judging from these expectations, and considering contextual realities in each and every campus, the work of campus managers appears to be complex, yet little is known about how they carry out their duties and their experiences of leading instruction in TVET college campuses. The campus managers' work needs to be monitored at all levels in order to ensure that the goals of their TVET colleges are realised at their campuses. With that said, the leadership experiences of campus managers are important to be explored for the purpose of good practice sharing of information with other TVET college campus managers or colleagues in order to improve their styles to lead instructions of quality of teaching and learning. Therefore, to make the information available or develop more literature around the TVET sector is vital. This present study therefore aims to explore the campus managers' experiences of leading instruction in TVET college campuses.

1.5 Significance of the study

The important role of the campus managers cannot be underestimated during this period of transformation to lead and manage TVET college campuses to ensure that they become the institutions of choice in providing the intermediate directed skills required by societies. The findings of this study show selected campus managers' experiences of leading instructions in TVET college campuses. The findings confirm the notion of Balkrishen and Mestry (2016, p.16) that it is the campus managers' leadership that "sets the tone within and beyond the campus, ensure a conducive environment for learning, the level of professionalism and morale of lecturers and the degree of concern for what students may or may not become, deal with campus challenges that impact that may impact on teaching and learning, and maintain the deliverance of quality education in their campuses.

This study attempts to inform a broader professional forum, namely the decision-makers in the Department of Higher Education and Training, supervisors, campus managers, and other stakeholders about the leadership experiences of college campus managers. It might give insight to policymakers on how best to design policies that could lend support to campus managers regarding their personal growth in ensuring that campuses produce quality education. I believe that this study can make a small contribution to the current debate on how campus managers can best be trained and capacitated to create learning environments that open up opportunities for student success. In addition, this study may also assist campus managers to learn the importance of sharing best practices in their leadership to deal with challenges that

impact teaching and learning. Again, campus managers may learn from this study the significance of collaborative leadership and regular monitoring of teaching and learning to improve their leadership of teaching and learning.

1.6 Research questions

1.6.1 What are campus managers' experiences of leading instruction in campuses of two South African TVET colleges?

1.6.1.1 What leadership practices do campus managers exact in leading instruction in campuses of TVET colleges?

1.6.1.2 What challenges do campus managers experience in leading instruction in TVET colleges?

1.6.1.3 How do campus managers respond to the challenges they experience in leading teaching and learning in campuses of TVET colleges?

1.7 Definitions of the key concepts

Below I provide working definitions of key concepts definitions:

1.7.1 Leadership

Nieman and Bennet (2006) define **Leadership** as the process of influencing employees in order to get them to perform in such a way that organizational objectives can be achieved. In line with this notion, Bryman (2007) defines leadership as influencing people so that they come to share common goals, values, and attitudes and work more effectively towards the achievement of the organization's vision (Bryman, 2007). In a TVET college sector, I perceive leadership as a process of influencing staff, students and stakeholder, which is important to achieve quality teaching and learning that promotes student achievement. Campus managers in a TVET college sector are not only expected to encourage or inspire people but also influence and develop a college culture which will enable a TVET college campus to achieve its organisational goals.

1.7.2 Educational management

Ibrahim (2017), the process of educational management consists of five basic functions; a manager uses these functions to achieve educational organisation goals and objectives of planning, organisation, directing, coordination, evaluation and controlling. Stuart and Philip, (1996) define educational management as a process that involves the arrangement and

deployment of systems that ensure the implementation of policies, a set of integrated practices in order to achieve educational goals. Similarly, Bush (2005), refers to educational management as maintenance of organisational arrangements in order to effectively achieve educational goals. The campus manager in a TVET college campus is required to apply educational management to plan the curriculum management, teaching and learning and assessment schedule for staff to ensure the instruction in their campus is achieved. The campus manager also delegates, arrange, assess and evaluate if the delegated duties to staff are achieved to enhance quality.

1.8 Outline of chapters

Below I provide brief accounts of what each chapter entails:

Chapter one:

This chapter provides an introduction and orientation to the study. The chapter covers the problem statement, background, motivation and research questions of the study and the outline of the chapters. Leadership and Management are also defined in this chapter as the key concepts of the study.

Chapter two:

Chapter two provides a literature in both international and South African TVET college context. This chapter reveals what literature is available about the TVET college leadership and management. The conceptualisation of leadership and management is undertaken. Moreover, this chapter retrieves how leadership is understood and what are some of the challenges that affect teaching and learning in the TVET college sector. Then, the conceptualisation framework of this study is also discussed at the end of this chapter.

Chapter three:

In this chapter I provide an outline of the research design, research approach, methods, instruments, sample and sampling procedures used in the research. Also the data analysis procedures and ethical considerations are discussed. The limitations of the study are also discussed in this chapter.

Chapter four:

Chapter four provides the findings obtained in this study. All qualitative findings are summarized and presented in a clear and comprehensive manner.

Chapter five:

This chapter provides a reader with a summary of the study, conclusion and recommendations.

1.9 Delimitations of the study

Theofanidis and Fountouki (2019) define delimitations as the limitations consciously set by the authors themselves. The delimitations are concerned with the definitions that the researchers decided to set as the boundaries or limits of their work so that the study's aims and objectives do not become impossible to achieve. In this respect, it can be argued that delimitations are in the researcher's control (Theofanidis & Fountouki 2019). Thus, delimitations are mainly concerned with the study's theoretical background, objectives, research questions, variables under study, and study sample.

The following delimitations apply to this study: This study confined itself to exploring the campus managers' experiences of leading instructions in TVET college campuses. Only five campus managers participated in the data collection of this study. Data were not generated from lecturers, students, or parents as these stakeholders would not have provided relevant data.

1.10 Chapter summary

This chapter introduced the introduction and background of the study. The introduction briefly explained the importance of TVET colleges in South Africa and what happened in the delivery sites wherein campus managers are leading. The introduction, background, motivations to the problem statement, study and research questions are discussed to provide a clear understanding how, where and why the study was conducted. The chapter also provides an outline of chapters so as to make a reader see what to expect in other chapters of this study. In the next chapter, I present the literature review on leadership, TVET colleges and the conceptual framework of the study.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

The previous chapter presented the introduction to this study, which explored the campus managers' experiences of leading instruction in their college campuses. To introduce the study, a background, rationale, problem statement, and research questions were presented among other things. This chapter presents the literature related to instructional leadership in TVET colleges; the literature covers national, continental and international perspectives. In addition, the chapter presents instructional leadership as a conceptual framework that underpins the study. To develop this chapter, I firstly present a conceptualisation of educational management and educational leadership. Secondly, I explain what TVET colleges are and their purpose in the South African context, along with the roles and responsibilities of campus managers in TVET colleges. Thirdly, the challenges faced by campus managers in leading instruction in TVET colleges are also discussed. Lastly, the conceptual framework is discussed.

2.2 Conceptualisation of Educational Management and Educational Leadership

Below I present a conceptualisation of two key concepts, namely: educational management and educational leadership.

2.2.1 Educational Management

Educational Management and Educational Leadership are seen to be two distinct terms but sometimes are used interchangeably. There are many definitions of educational management; according to Ibrahim (2017) educational management consists of five primary functions, which a manager uses to achieve the goals and objectives of an educational organisation; these functions are planning, organisation, directing, coordination, evaluation and controlling. Bush and Coleman (2000) define educational management as a process involving the arrangement

and deployment of systems that ensure policies are implemented along with a set of integrated practices to achieve educational goals. In line with this view, Nhlapho (2017) who writes from the context of TVET colleges refers to educational management as the maintenance of TVET college campus organisational arrangements to achieve college goals effectively.

Educational management can therefore be seen as a process by which people as a human resource are engaged in planning, arranging, controlling, cooperation, directing, policy development, execution, coordination and delegation in a systematic way in order to lead, organise, guide and direct institutions to meet educational goals (Bush, 2005; Nhlapho, 2017; & Nkalane, 2018). In a TVET college context, campus managers are responsible for executing educational management and educational leadership activities daily on their campuses (Mestry, 2016). According to Buthelezi (2018), campus managers are to manage their campuses by managing small groups of internal and external stakeholders, which comprises: students, employers, employees, parents, and lecturers, as they try to manipulate complex dilemmas concerning value conflicts. This assists campus managers in their campus to achieve the organisational goals.

2.2.2 Educational Leadership

Scholars define educational leadership in different but linked ways; some scholars say it is a process of influencing others while others argue that it is goal setting, visioning and motivating (Bush, 2008, Harris, 2010, & Nhlapho, 2017). According to Nieman and Bennet (2006) educational leadership may be defined as the process of influencing employees to get them to perform so that organizational objectives can be achieved. In line with this notion, Harris (2010) defines educational leadership as influencing people to come to share common goals, values, and attitudes and work more effectively towards achieving the organization's vision. In the context of TVET colleges, educational leadership needs to be understood as an activity that, if applied effectively, can lead, direct, and influence a TVET college to achieve instructional goals (Nhlapho, 2017).

Bryman (2007) asserts that "in educational institutions the importance of leadership is as crucial as in any organization for better performance and achievement of goals." Jansen (2010) cited the importance of leadership in technical and vocational education, claiming that without

proper leadership in Technical and Vocational Education and Training (TVET) programmes, the goal to prepare people to be self-reliant will not be possible. Therefore, to realise the TVET college goals, TVET college campuses are expected to be both efficient and effective with high levels of student achievement; they need to see to it that teaching and learning is taking place.

2.3 TVET Colleges in the South African context

In South Africa, the TVET college sector has become particularly crucial for responding to the jobs and skills crisis which dominates the popular press headlines (Mgijima & Morobe, 2012). According to Jansen (2004), TVET colleges were developed by the DHET to provide youth and adults with short-term and long-term skills programs that will improve their employability or enable them to create small businesses. Therefore, TVET colleges are expected to play a decisive role in providing relevant vocational skills to achieve these goals (Balkrishen, 2019).

South Africa has a large number of youth citizens who are not in education and training programmes or jobs; again, there is a shortage of skills, and all this has provided the necessary impetus for TVET colleges to become a significant element of the overall response to development (Nzembe, 2017). TVET colleges are set to address the skills gap, and this takes place on campuses. According to Balkrishen (2019), instructional leadership is vital and may be implemented by the campus management team to ensure that the college goals are met by those involved in teaching and learning.

TVET colleges are big educational institutions, and they are hierarchically structured in terms of leadership (Robertson & Frick, 2018). At the apex there is a Department of Higher Education and Training (DHET) directorate responsible for all TVET colleges in South Africa; below this level is a Regional directorate responsible for TVET colleges' functioning and leadership in different provinces; below this level is Rectorate at each college responsible for the functioning and leadership of the entire TVET college, including all its campuses; at the bottom is Campus Management which is led by campus managers responsible for the functioning and implementation of their TVET colleges' strategic outcomes.

There are fifty public TVET Colleges created to merge former technical colleges, colleges of education and training centres in South Africa (Balkrishen, 2019). However, the sector has

undergone reform and restructuring programmes in recent years (Mgijima & Morobe, 2012). Subsequent to that, the merger caused recapitalisation in 2002, policy amendments in 2005 and Further Education and Training Act of 2006 in 2012 to strengthen the sector to qualify and match its mandate (Nhlapo, 2017). It seems that plans for restructuring the TVET colleges were employed by DHET to respond to their needs. The most critical pillars of higher education transformation are institutional and sectoral governance, management and leadership transformation (Nkalane, 2018). Moreover, the latest policy breakthrough in the form of a White Paper on post-school education (DHET, 2013) provides essential insight on TVET colleges' envisaged role in the national education and training space; it views the proper management and governance of all the TVET colleges as a core task in tackling the structural inequalities in our education system as a whole (Nzembe, 2017). The restructuring and reform process was also expected to increase efficiencies, responsiveness, and equity across the country. However, as an educational institution, a TVET college sector must apply educational management to achieve this process (Buthelezi, 2018).

Without adequate, efficient, dedicated, and motivated leadership, the colleges will not provide the quality education and training that many South African young people require (Badenhorst & Radile, 2018). As the first attempt by the newly formed post-school education Ministry, the TVET college programs represents the quest for 'an expanded, integrated and effective' system while ensuring that changes to earlier legislation are implemented, including migrating colleges from provincial authorities and ensuring that effective governance and administration systems are put in place in what is referred to as a turnaround strategy (Buthelezi, 2018).

2.4 Role of campus managers in TVET college campuses

Campus managers are part of the college management and are based at the TVET college campus level (Nzembe, 2017). With the primary business of TVET colleges set to be teaching and learning, the main task of the campus managers is to ensure that all managerial and leadership activities that support teaching and learning are exercised (Buthelezi, 2018). The campus managers must be skilled and knowledgeable in providing leadership on curriculum delivery for their TVET colleges to produce quality teaching and learning results (Balkrishen & Mestry, 2016). Similarly, the campus managers' fundamental role in the TVET college campus is to perform managerial and leadership functions as set in the DHET guidelines (2011)

to ensure the achievement of teaching and learning in their campuses (Nhlapho, 2017). It is for this reason that Dunn (2014), maintains that the campus manager's role has significantly evolved over the past two decades. To further elaborate on this point, Dunn (2014) argues that besides the management-related responsibilities of the past, today's campus managers are expected to lead their TVET college campuses with the ultimate goal of improving student achievement.

Mgijima and Morobe (2012) emphasize that campus management needs to have monitoring and evaluation tools to improve the campus. Campus managers as campus principals are not only expected to assess employees' performance or implement DHET policies but they also need to be involved in the development of monitoring and evaluation tools (Nzembe, 2017). They also need to communicate to the staff and stakeholders the college campuses' goals (Buthelezi, 2018). In addition, Campus Managers receive too much pressure from internal and external stakeholders (Nhlapho, 2017). Similar sentiments are shared by Badenhorst and Radile (2018) who argue that the campus managers are placed under enormous pressure by all stakeholders and are held accountable for the performance of lecturers and students in all facets of a TVET college life. In order to achieve high levels of performance in an ever-changing and turbulent environment such as TVET colleges, a particular type of person, one who can adapt to contextual circumstances while still maintaining high-performance levels, is needed (Robertson & Frick, 2018). Therefore, the roles of campus managers are to lead and manage their campuses to ensure quality teaching and learning, which consequently results in improved student achievement.

2.4.1 Campus Managers' leadership roles in the TVET college campus

The importance of managing a TVET college is essential to employ quality delivery of the organisational goals. According to Nzembe (2017), only the management of a TVET college that is well-trained, skilled, and competent with management and leadership skills can lead to quality delivery of effective and efficient TVET college organisational goals. Improving managers' management and leadership skills capacity in TVET colleges timeously is a crucial dimension to reducing youth unemployment and poverty in South Africa (Buthelezi, 2018). Adding to this assertion is Balkrishen (2019) who explains that the quality delivery of student achievement in a TVET college sector relies mainly on the managers' professional

development that can enable them to address challenges faced by their institutions. To this end, the management of the TVET college need to undergo continuous professional development timeously in order achieve quality delivery of the organisational goals in their TVET colleges.

As part of leadership in a TVET college campus, campus managers are expected to provide leadership in the campus community as a vehicle to deliver quality of student achievement and progress in their campuses. Leadership is referred to as a process to influence, direct, motivate and inspire others to achieve organisational goals (Bush, 2005; & Bennet & Niemen, 2006; Dugan & Komives, 2007). TVET college leaders must not only have a vision, mission and values, they also need to influence people within their institutions to work towards achievement of the vision, mission and values in order for student achievement to be realised in their colleges (Bush, 2009; Dunn, 2014; Ibrahim, 2015; & Badenhorst & Radile, 2018). According to Mgijima and Morobe (2012), campus managers in their campuses are expected to communicate the mission and vision of their TVET college campuses and promote practices that will lead the campus to the attainment of its vision.

Apart from the above, Campus Managers are required to lead the implementation of the post provision norms (PPN) in their campuses. Nzembe (2017) explains that campus managers play an important role in implementing the PPN structure by influencing the decision taken during its development that are set to enable their campuses to achieve the organisational goals. In line with this view, Buthelezi (2018) maintains that campus managers are expected to lead and manage the implementation of the PPN document based on their FTEs. The post-provisioning norm is a guiding structure, which determines a staffing structure in keeping with student enrolment (full-time equivalent) in TVET colleges (Jansen, 2020). The PPN document seeks to support the implementation of section 20 of the CET Act, authorizing the DHET minister to establish posts, within a structure that are remunerated in accordance with Department of Higher Education and Training budget and strategy (DHET, 2016). For instance, the DHET allocates FTEs per college based on the allocated budget of a particular TVET college (Mestry, 2016). Therefore, the number of academic and support staff members in a TVET college campus is calculated according to the number of FTEs enrolled in a campus according to the PPN document (Sibiya & Nyembezi, 2018).

Moreover, Jansen (2020) states that a PPN structure for TVET colleges is not fully developed. The PPN document specifically for TVET colleges was only documented in 2016 (Buthelezi, 2018). As a result, the PPN document that the TVET colleges used all these years was borrowed

from basic education (Mgijima & Morobe, 2012). DHET has a new PPN document developed in 2016 for TVET colleges which is intended to be implemented fully by 2022.

The PPN document for TVET colleges is enforceable by the DHET Minister via the Public Service Act, holding the college principals accountable and responsible for the implementation of DHET departmental human resource policies and procedures. The Public Service Act 20, subsection (1) and (2) of the Continuing Education Training Act 16 of 2006, as amended, requires the DHET minister with regards to the appointment of staff in TVET colleges to: (1) Ensure that the staff of public colleges consists of persons appointed by the DHET Minister in terms of the public service Act in posts established on the organisational structure of DHET and identified as posts to the respective colleges, and the college council posts established in addition to posts contemplated.

2.4.1.1 Campus managers' leadership role in National Development Plan 2030 vision:

South African TVET college strategic plans and operations are sought to be deduced from the country's vision. In line with this assertion, the literature presents a link between NDP 2030 and TVET college strategic plan. The instructions and guidance of campus managers on the implementation of strategic plans, which translate to NDP 2030 vision are provided. Generally, South African TVET colleges are driven by some of the outcomes presented in the National Development Plan Vision 2030 (Nzembe, 2017). NPD 2030 is a national document positioned to articulate the country's vision to reduce unemployment and inequality by 2030 (Buthelezi, 2018). According to Jansen (2020), NPD consists of 15 chapters to articulate the country's vision, and some of the NPD chapters concentrate on TVET colleges. For example, Chapter 9 of the NDP addresses "improving education and innovation" and directs the government to improve the capacity of TVET institutions to become institutions of the first choice for vocational education (Buthelezi, 2018). The NDP 2030 envisages the TVET colleges as crucial for implementing its objectives of tackling the skills shortage (Nhlapo, 2017). To this extent, the government thus sought to increase the number of student enrolments by 1.25 million. To achieve this goal, the government has built more TVET colleges and called for college leaders to improve the quality of students' achievement progress to attract South African community members, especially the youth.

In addition, to achieve the NPD 2030 country's vision, TVET colleges are set to develop five years' strategic plan. TVET colleges in the South African must develop a five-year strategic plan that enables a TVET college to project how it is planning to achieve its organisational goals (Nzembe, 2017). The strategic plan of each TVET college is a documented plan of a TVET college that is submitted to the Minister of Higher and Training for approval before its implementation (Jansen, 2020). However, campus managers play a vital influential role of advising TVET college senior management of the critical issues to be captured on the strategic plan to ensure the increase of access and quality of teaching and learning outcome in their campuses (Badenhorst & Radile, 2018). For example, a campus manager in the strategic plan meeting needs to assist senior management in identifying skills programme courses to be offered in their campuses that are in line with economic possibilities of the area where the campus is located (Mgijima & Morobe, 2012). This seem to make campus managers playing a key role not only development of strategic plan but also its implementation when it is approved by the Minister.

According to DHET (2013), a strategic plan document is implemented at campuses wherein the campus manager and the campus management team are expected to derive and implement a campus programme qualification mix (QPM) plans, enrolment plans, teaching and learning plans, human resource management plans, work-integrated learning plans, infrastructure and maintenance plans and annual performance plans that are linked to the attainment of the strategic plan in general.

2.4.3 Professional Development of Campus Managers

Professional development of both management and staff is important to achieve the quality of teaching and learning in TVET college campuses (Buthelezi, 2018). The professional development of both campus management and staff contributes to the effectiveness of teaching and learning. On the one hand, the literature reveals that campus managers need to develop managerial and leadership skills for them to guide and direct staff and students effectively. On the other hand, the professional development of lecturers in the TVET colleges is also important and campus managers need to manage the professional growth of staff.

According to Badenhorst and Radile (2018) campus managers must clearly define their roles and lines of accountability for teaching and learning among their campus staff and students in order to add stability. In addition, campus managers need to offer proper instructional guidance to lecturers and students (Buthelezi, 2018). To this end, campus managers need to undergo a continuous professional development in order to improve their leadership capabilities on leading instruction to staff and students on a day to day basis (Badenhorst & Radile, 2018).

TVET colleges have not delivered on the expectation of becoming institutions of choice and assisting in alleviating the plight of skills shortages in South Africa (Buthelezi, 2018). Badenhorst and Radile (2018) share similar sentiments and further claim that, this failure of TVET colleges to operate as institutions of choice is caused by poor performance of college management, who are unable to see to it that campuses achieve quality education, and quality student achievement. To realise the goal of making TVET colleges institutions of choice, continuous professional development of campus managers and staff needs to be prioritised and implemented in order to improve performance in student achievement (Balkrishen & Mestry, 2016). However, according to Nzembe (2017) the lack of leading instruction by campus managers sometimes emanates from the campus manager appointment position and as a result of that, most TVET college campus managers are incompetent to lead qualification programme mix, students and staff in TVET college campuses. Nkhalane (2018) further claims that the appointments of TVET colleges campus managers in most cases lie in the hands of the college principal as there was no standardisation on their appointment before 2013. Badenhorst and Radile (2018) suggest the implementation of professional development of campus managers to improve their capacity on leadership in order to achieve quality education, and consequently make colleges institutions of choice.

The professional development programmes for TVET college management were implemented in 2016 (Badenhorst & Radile, 2018). The professional development for TVET college campus managers focuses on improvement of leadership capacity and accountability to lead instructions (Buthelezi, 2018). Most importantly, TVET college campus managers need to give guidance and instruction to lecturers who are diverse in terms of qualifications (Kusin, 2015). Campus managers are to encourage and source professional development training that serve the needs of their diverse lecturers.

Generally, the ultimate goal of professional development in educational institutions is to increase student learning (Buthelezi, 2018). Most lecturers currently teaching vocational

subjects in TVET colleges are regarded as professionally unqualified. Some of these lecturers possess three vocational professional qualifications, not a professional education qualification (Balkrishen & Mestry, 2016). According to Balkrishen and Mestry (2016), lecturers who have education professional qualifications in most cases lack adequate vocational subject content knowledge in the subject that they are allocated for teaching. The professional capability to teach in the TVET college sector was gazetted in the 2013 DHET document. Most lecturers currently employed in TVET Colleges do not have this qualification (Nzembe, 2017). Some of the lecturers who are regarded as unqualified professionals opted to do a Post-Graduate Certificate in Education (PGCE), and some opted for a National Diploma in Education (NPDE) to be regarded as professionally qualified lecturers and that they have a better knowledge to deliver the subject content (Jansen, 2020). This means that, some of the lecturers who are appointed at the TVET colleges are not professionally qualified to teach and some are professionally qualified but do not have full knowledge of the subject content that they teach. For these reasons campus managers are required to put in place professional development supporting measures that will enable their campuses improve the quality of teaching and learning.

In addition, Balkrishen (2019) suggests that vocational subject lecturers need to be placed on a continuous development learning program known as workplace integrated learning (WIL) to learn more about the content they teach students in a classroom. Therefore, the leadership roles and practices comprise specific practices which the campus manager can use to promote and support staff development, such as: Promoting professional development, Recognising and rewarding achievement, Providing interpersonal support, Practising open communication, and Maintaining high visibility and accessibility.

Apart from an individual lecturer's participation in professional development, there is an organised quality system used as a teacher appraisal to develop and monitor teaching and learning delivery at TVET colleges (Keshav, 2012). Lecturers are assessed based on an Integrated Quality Management System (IQMS) in a TVET college sector (Middlewood & Bush, 2005). Campus managers are responsible for implementing the IQMS in their campuses to identify lecturers' skills gaps to produce quality teaching and learning. In addition to that, an IQMS tool helps the campus management to evaluate teaching and learning taking place in classrooms and to support the professional development of lecturers (Keshav, 2012).

2.4.3.1 Campus Managers role in the Integrated Quality Management System (IQMS)

In South African schools, Integrated Quality Management System (IQMS) is used as teacher appraisal and development tool. This system was introduced in 2003 by the Department of Higher Education and Training (DHET) after several methods introduced before to transform education to eradicate the injustices of the past caused by the apartheid era. Middlewood and Bush (2008) claimed that during the apartheid era, teacher evaluation was done through an inspectorial system, and it was not developmental. To this extent, the apartheid system was seen to undermine black schools to such an extent that there was no evaluation scheduled to take place in black schools (Ingersoll & Strong, 2011). Similarly, Keshav (2012) claims that the apartheid system seemed to oppress the teachers by virtue of their colour and segregate schools based on their diversity and culture. Middlewood and Bush (2008) add to this sentiment by saying that the system was also very autocratic and highly subjective in approach. It was accused of dividing schools based on diversity. It, therefore, meant that, in a democratic country like South Africa, there was a need to change the inspectorate apartheid system to eradicate the injustices of the past. Therefore, DHET in South Africa adopted IQMS in line with South African constitution pillars, which was meant to improve quality education and lecturers' and students' performance. It was also composed in line with section 29 of the Republic of South Africa Constitution, Act No. 108 of 1996 and the National Education Policy Act NO. 27 of 1996, which emphasised quality education, putting systems in place for monitoring and evaluation (Keshav, 2012). South African Council of Education (SACE) was also involved in establishing the South African teacher appraisal model to maintain the quality of teacher continuous professional development and promote the ethical behaviours expected from a teacher in a school fraternity (Middlewood & Bush, 2008).

IQMS assists the college institutions to lay a sense of accountability by lecturers in the classroom whilst, on the other hand, it is simultaneously assessing lecturers to improve on the professional teacher development in the school (Keshav, 2012). In this way, according to Middlewood and Bush (2008), the campus manager or deputy campus manager are to observe the quality of an individual lecturer/s in classroom/s during teaching and learning, then follow-ups on the standards that an individual/s are required to achieve during their classroom delivery. On one hand, Keshav (2012) claims that IQMS fits the intended purpose of individual self-development. On the other hand, IQMS is important because it influences lecturers' development, arranges an agreed set of principles and scores, and uninterrupted systematic

process aimed at helping particular lecturers with their professional evolution and career planning (Middlewood & Bush, 2008). IQMS in a South African context is an integration of three critical components intended to intensify accountability, evaluation and monitoring of teachers and maintain a quality education system (Middlewood & Bush, 2008).

2.4.4 Role of campus managers on the improvement of teaching and learning

Teaching and learning is a core business of colleges' cause of existence (Nzembe, 2017). College campus managers are responsible for producing quality teaching and learning on their campuses (Buthelezi, 2018). Dugan and Komives (2007) share similar sentiments that a quality production of teaching and learning depends on three aspects which are; admission and registration of students, tuition and examination. Therefore, a campus needs a capable workforce and resources to successfully produce quality teaching and learning despite challenges (Balkrishen & Mestry, 2016). With that said, college campuses remain a community hope to perform this significant role of quality teaching and learning delivery.

In line with what is said in the above paragraph, campus managers are at the central role to create a culture that is conducive for teaching and learning in their campuses. Bryman (2007) emphasises that, the campus manager needs to create a culture of monitoring and evaluation of instructions in their campuses to intensify and promote teaching and learning as the core business of the campuses. As a result, the learning environment for students should be at the heart of the campus manager to ensure quality teaching and learning and that safety is attained in their campus (Kusin, 2015). The quality of teaching and learning in a TVET college campus depends on the quality and effectiveness of its campus management by the employment of good culture (Buthelezi, 2018).

For instance, the campus managers and their campus management team members are also expected to develop a strategy that will improve student throughput, certification, and retention rate on their campuses (Sibiya & Nyembezi, 2018). The improvement of throughput, certification and retention rate in the TVET college is required in all TVET college programmes (Jansen, 2020). Campus managers as senior managers in campuses have a critical role to play in achieving these expectations. In addition, good governance of a TVET college plays an important role to enact quality teaching and learning also in improving student

achievement and progress. According to Fukuyama (2013), governance is defined as the ability of the governing body to make and enforce rules and deliver services, regardless of whether that government is democratic or not. According to Nhlapho (2017), TVET college campuses are governed by the college council, academic board, Student Representative Council (SRC) and senior college management. The college council of each TVET college is the highest decision-making body of the college functions (Robertson & Frick, 2018). However, this present study focuses more on the academic board. An academic board is a constitutional college structure that is directly responsible for the execution of college teaching and learning.

The academic board (AB) structure reports on the TVET college performance and makes recommendations to improve quality teaching and learning to the college council for approval. As a result, the campus managers' are to present their academic reports to this structure on the teaching and learning progress on a particular term (Buthelezi, 2018). Subsequent to this, the AB structure develops resolution and recommendation lists that seeks to improve and strengthen the delivery of teaching and learning in campuses. Once the college council approves the academic board's recommendations, they become policy and that they are implemented by the college (Buthelezi, 2018). According to DHET (2013), an academic board composition comprises the College principal, College Deputy principal/s, campus managers, lecturers, member of the college council, and Student Representative Council (SRC) members. Buthelezi (2018) adds that the governance functions of the AB are:

1. Teaching and learning, research and academic position of the college.
2. Promotion of the participation of women and disabled in the learning programme.
3. Establishing internal academic monitoring and quality promotion mechanism.
4. Ensuring accrediting requirements against standards and qualification in the national qualification framework.
5. Performing other functions delegated or assigned by the college council.
6. Advise Council on a code of conduct and rules concerning students.

Jansen (2020) adds that AB must determine the learning programmes subject of the college and any other applicable policy subject to the approval of the college council (Jansen, 2020). The college principal is appointed to be a chairperson of the AB, and the deputy principal academic is the deputy chairperson (Buthelezi, 2018). The campus managers are responsible for presenting their campus academic matters reports in AB meetings, intending to account for and influence their campuses' recommendations.

In essence, the campus managers are to ensure that key areas are achieved when leading instructions in their campuses. According to Badenhorst and Radile (2018) good campus managers distribute instructional leadership to management, staff and students in order to achieve the organisational goals. The important characteristic of the distribution of instructional leadership is based on the distribution of leadership between formal and informal leaders. Shared leadership is in the distribution of leadership and it does not signify how an individual undertakes a specific task compared to others (Buthelezi, 2018). As a result, distribution of leadership approach claims that leadership in educational institutions is a complex process that involves balancing technical and symbolic demands (Bush, 2008). Therefore, the involvement of people who have expertise to be part of the teams and work in collaboration may contribute to the ownership and trust of the entire stakeholders in the decisions taken by the organisation.

Moreover, the distribution of leadership may consume time to arrive at the decision because of the different opinions and ideas coming from different leadership representing their constituencies (Sithole, 2019). Most importantly, Bush (2008) emphasises that the distribution of instructional leadership provides the basis for leadership as opposed to focusing on individual leader. Buthelezi (2018) shares the same sentiments and adds that the distribution of instructional leadership places a quality interaction processes of stakeholders involved in production of quality teaching and learning. Below I present key areas of the distribution of instructional leadership by campus managers as per Badenhorst and Radile (2018).

1. Management

The campus manager needs to share his/her vision to all members of the campus management team and work in collaboration with them to achieve the vision in the campus. CM must create favourable conditions for the ownership and shared leadership of this vision. Most importantly, campus managers must clearly define teaching and learning, consequently student achievement performance targets to all members of the management and staff. This help CM to work in collaboration and allow participation of CMT members to achieve quality of teaching and learning. For example, the involvement of campus management team in decision making is one of key important elements that campus manger need to employ in their campuses when leading instruction. The fundamental proportion beyond participation is the belief that individuals will adopt and support the decisions when they are involved in decision making (Bush, 2008). Participating in administrative decision making may positively or negatively affect staff

behaviour in educational organizations (Balkrishen & Mestry, 2016). Studies show that bigger impact is achieved in teaching when the number of teachers participating in decision making mechanisms is higher (Bush, 2008).

2. Lecturing staff

CM must promote and organise continuous professional development for lecturing staff in their campuses to foster the production of quality teaching and learning in their classroom. Mentoring and coaching between campus management and lecturing staff must take place to both newly appointed lecturers and old lecturers in order to share skills and knowledge of the curriculum delivery in the classroom (Buthelezi, 2018). In addition, the campus manager must encourage the lecturing staff to work in collaboration to promote team teaching. Teamwork is defined as “a joint action by a group of people, in which each person subordinates individual opinions to the unity and efficiency of a group” (Nzembe, 2017). This does not mean that independent work is no longer important (Bush, 2008). To produce the most effective teamwork, all individuals must harmonize their contributions and work towards a common goal. An important vehicle for distribution of leadership is teamwork and, specifically, the work of campus management team.

3. Students

CM to work in collaboration with CMT, lecturing staff and Student Support Services team to motivate students. The CM through the SRC must promote teaching and learning and share responsibilities in terms of communication to the students. The student support services, career guidance and adequate resource in line with needs of workshops must be in place during teaching and learning of students and campus managers are to make sure that these services are available for students.

4. Culture of learning and teaching

Culture is seen as an influence to attitudes and behaviours possessed in institutions. The culture may also be viewed as one of the key role players to achieve an affective school learning; it involves norms, beliefs and values of an organisation. Badenhorst and Radile (2018) state that every institution has its own culture with a distinctive set of values, norms, customs and history, as well as righteous conduct and relational codes. Similarly, Buka et al. (2020) define culture as a compound pattern of standards, attitudes, values, ceremonies, norms, rituals and traditions

which are greatly implanted in each aspect of an institution. CM are responsible for the creation of a conducive environment for teaching and learning in their campuses. The CM work in collaboration with lecturing staff as classroom managers to promote conducive environment for teaching and learning of their students.

5. Quality Management

CM must create monitoring, systems procedures and processes, and performance management for their campuses to ensure quality teaching and learning, and consequently student achievement. To this end, CM with CMT must establish moderation committees to moderate teaching and learning progress, assessment and examinations. The CM are also required to ensure that DHET and college policies are adhered to and implement accordingly in their campuses (Nzembe, 2017).

6. Student Support

CM need to identify and prevent all issues that are related to barriers to learning. The campus manager is required to promote academic support programmes in the campus to both students and staff. CM is required identify socio economic challenges and community development needs in the area where the campus is located and address these challenges through the programme mix offered in their campuses. In addition, the campus manager in collaboration with student support officer need to assist the needy students to apply for NSFAS bursary and also source some other means to support students' social ills (Kusin, 2015).

2.4.5 Challenges faced by TVET college campuses in South Africa

A range of challenges currently besets the TVET colleges in South Africa. Some of the difficulties the TVET colleges have include, among others, professional qualifications, distribution of posts, and borrowing of policies from the Department of Basic Education. Jansen (2020) argues that the professional qualifications and a correct structure like post provision norms (PPN) for TVET colleges are not yet implemented in TVET colleges after more than 15 years after the TVET colleges were established in South Africa. Another challenge is that the basic education policies and structures, which TVET colleges have adopted, lead to poor leadership performance in the TVET colleges; Jansen (2020) recommends that TVET colleges develop their policies that will speak to the needs of the

sector. Jansen (2020) adds that the TVET Colleges have been neglected for many years in terms of specific policies and structures, which has considerably weakened the sector.

Technical Vocational Education and Training (TVET) colleges attract a diverse population of students with different backgrounds in terms of culture, social norms, language, disabilities, race and family structures (Sithole, 2019). All students have a right to equal education (Buthelezi, 2018). However, according to Buka et al. (2020), there is still limited access and support for students with disabilities. The management of TVET colleges in most cases experience challenges to support students with disabilities due to inadequate infrastructure, funding, lecturer-training, and shortage of staff to support students with disabilities (Nkalane, 2018).

In addition to the challenges, the TVET college leadership is associated with, is inadequate throughput (The Presidency, 2012; DHET, 2012). Amongst other contextual factors faced by TVET college leadership, particularly the campus management, is the enrolment in the public TVET colleges sector that had increased radically after 2010, with a particularly sharp increase between 2011 (400 273 learners) and 2012 (657 695 learners) with the same infrastructure challenges (Mestry, 2016). This increase in student enrolment at TVET colleges has not been accompanied by complementary increases in human or infrastructural resources. Mgijima and Morobe (2012) claim that the other challenges faced by campuses in TVET colleges are managing the disbursement of Bursaries, particularly the National Student Financial Aid Scheme (NSFAS).

The lack of support systems and unclear processes are a challenge to teaching and learning. According to Kanyangale and Sibanda (2020) there are four types of systems and processes impeding teaching and learning in TVET colleges. Firstly, the weak system of managing students' facilities and equipment fails to integrate information communications and technology with vocational pedagogy for students to develop skills using computer laboratories and workshops. In some cases, TVET colleges use the outdated software and old computer which impedes on the development of skills of students in computer related subjects.

Secondly, the persistence of the late delivery or lack of learning material impedes on the student-centred learning and leads to poor performance in student achievement. Thirdly, the system of scheduling classes which runs from morning to afternoon impedes the learning of some students who are tired and hungry to concentrate during the afternoon lessons. In some

cases, there are clashes in the timetable. Lastly, the congestion of deadlines for assessments around the same period reflects a lack of coordination by lecturers regarding formative assessment.

Nkalane (2018) argues that the student progression rate in TVET colleges is low compared to Universities and mainstream in the Department of Basic Education due to the management of student attendance policy. Mgijima and Morobe (2012) add that one other factor contributing to the low student progression rate is the low number of qualified professional lecturers teaching the skills in the TVET sector and poor classroom attendance by students.

These challenges impact on the leadership of TVET colleges and have led to poor performance and a low rate of student achievement compared to DHET targets. Some TVET colleges are faced with infrastructural challenges such that most TVET college infrastructures were not developed to meet the basic requirement for teaching and learning programmes, particularly practical activities (Jansen, 2020). Most infrastructure for TVET college campuses were inherited from the old institutions known as colleges of education, and some were inherited from senior technical colleges (Mgijima & Morobe, 2012).

In addition, the lack of student support services to campuses to support students' social ills and socio-economic needs is another challenge. According to Buka et al. (2020) TVET college campuses are supposed to have qualified persons to deal with students' supports services that include social ills. In most cases TVET college student support services are located at central offices and in other campuses there is one not even person responsible for students' support services. To extent that this creates many challenges in terms of dealing with students support services such as; student career guidance, counselling of students, assist with bursary applications and other extra mural activities available at the campus (Nkalane, 2018). Moreover, Nkalane (2018) further explains that these services in most cases are attended to by the campus management that in most cases is not qualified to render these services.

According to Balkrishen and Mestry (2016), DHET needs to put an adequate budget in place to reduce infrastructural challenges in campuses to provide students with quality teaching and learning. DHET introduced an infrastructure and maintenance grant to improve TVET colleges' infrastructure, but this grant is not enough in most cases as some TVET colleges continue to have infrastructural challenges (Jansen, 2020). These infrastructural challenges in TVET colleges threaten the achievement of quality teaching and learning as most TVET colleges

vocational subject programmes need to be updated. This includes computer laboratories, practicum rooms, simulation rooms, practical workshops for their integrated summative assessment task (ISAT) practicals and in most cases, campuses do not have these updated facilities (Balkrishen & Mestry, 2016).

Nzembe (2017) emphasises that without effective and efficient leadership, especially by campus managers, TVET colleges will not be able to provide the high-quality education and training needed for the college sector to expand and meet South Africa's skills needs. Balkrishen and Mestry (2016) share similar sentiments with Nzembe, stating that DHET needs to identify and strengthen core leadership roles and practices that campus managers in TVET colleges can apply to improve their leadership effectiveness and efficacy.

This will help with the quality of teaching and learning, and student achievement progresses. These leadership roles by campus managers need to be clear and measurable. The campus managers are assessed based on the instructional leadership they provide for quality teaching and learning, consequently, student achievement and progress.

2.4.7 Conceptual framework

Hallinger and Murphy's (1985) instructional leadership model constitutes the conceptual framework underpinning this study. This model helped me to interpret the leadership of campus managers as I engaged with their experiences. The instructional leadership approach has been a dominant leadership approach used by many education institutions to influence quality student achievement. In this study, Hallinger and Murphy's (1985) conceptualisation of instructional leadership was adopted to understand campus managers' experiences and leadership practices as principals of their campuses in South African TVET colleges.

According to Hallinger and Murphy (1985), instructional leadership is a principal's role, which involves three dimensions, namely, defining the school mission, managing instructional programs, and promoting a positive learning space. Although this leadership approach focuses on principals of schools, I had used this approach to understand the experiences of campus managers in TVET colleges in this study. School principals lead teaching and learning in schools, and they ensure quality student achievement. Similarly, in TVET colleges, campus

managers lead teaching and learning, providing quality student achievement. Given these similarities, the instructional leadership approach is deemed relevant for TVET colleges as well.

Regarding the first dimension (define school mission), Hallinger and Murphy (1985) assert that this involves two functions, namely: framing the school's (TVET college's) goals and communicating its goals. To achieve this, a campus manager needs to work with staff to ensure that the purposes of the campus are clear, measurable, time-based, and focused on students' academic progress (Hallinger & Murphy, 1985). The campus manager is also responsible for ensuring that these goals are widely communicated and supported by the TVET college community (Hallinger & Murphy, 1985).

In terms of the second dimension (managing instructional programs), this is concerned with the coordination and control of instruction and curriculum. This dimension involves three functions: supervision and evaluation of instruction, coordinating the curriculum, and monitoring student progress. In this dimension, the TVET college campus manager must be involved in stimulating, supervising, and monitoring teaching and learning (Hallinger & Murphy, 1985).

The third dimension involves several functions, including protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learners. In this dimension, TVET college campus managers create a culture of continuous where both teachers and learners are rewarded for practices aligned to teaching and learning. Besides, this dimension emphasises the campus managers' visibility generally and specifically in the classrooms, workshops, modelling values and practices that create and support continuous improvement (Hallinger & Murphy, 1985).

2.5 Chapter Summary

In this chapter I presented the literature review on the continental and international phenomena about TVET colleges. I began by conceptualising educational management and educational leadership as key concepts of the study. This was followed by a brief definition of TVET

colleges in the South African context. The role of campus managers was also discussed along with challenges faced by campus managers in the campuses. Again, this chapter also incorporated the conceptual framework that underpinned the study. The next chapter presents the research design and methodology that informed the processes that were followed in carrying out the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was used for this study and the rationale for using it. It also elaborates on the method of collecting data and the procedure for data analysis. Again, it explains the limitations and the ethical principles that were observed during the conduction of this study. This chapter follows on the discussion of the literature review which was presented in the previous chapter (Chapter two). Moreover, in developing this chapter, the researcher begins by presenting the research site of this study. Lastly, I discuss ethical issues of the study along with this chapter's conclusion.

3.2 Research paradigm

A paradigm may be perceived as a particular understanding or view of the world. According to Creswell (2009) paradigms are worldviews; they are a fundamental set of beliefs that guide action. Research paradigm represents a worldview that defines, for its holder, the nature of the world, the individual's place in it and the range of possible relationships to that world (Guba & Lincoln, 1989).

There are different types of paradigms used in research; this includes among others, positivism, post-positivism, interpretivism and critical paradigm. The research paradigm within which I located myself to engage with the experiences of campus managers in this study is the interpretivism paradigm. This paradigm believes that the researcher and the studied phenomenon are interactively linked; the interactive relationship between the researcher and the studied phenomenon intends to understand the real world of the first-person (subjective experience) (Guba & Lincoln, 1989). According to Creswell (2009), the interpretive paradigm is viewed as a research paradigm that enables a researcher to discover the truth through the views of participants, their background and experiences about phenomena. Guba and Lincoln (1989) perceive interpretivism paradigm and qualitative methods as linked because they both focus on exploring the experiences, understandings and perceptions of participants to discover the reality.

Every paradigm is based upon its own ontological and epistemological assumptions (Guba & Lincoln, 1989). According to Creswell (2005) ontology is defined as the study of being and that the ontological assumptions are concerned with what constitutes reality, in other words, what is... Researchers need to take a position regarding their perceptions of how things really are and how things really work (Creswell, 2011). Therefore, the ontological position for this study is taking is relativism. Relativism is the view that reality is subjective and differs from person to person (Guba & Lincoln, 1989). The participating campus managers presented their different views as realities. Apart from this, the interpretive epistemology is one of subjectivism which is based on real-world phenomena (Cohen et al., 2011). The world does not exist independently of our knowledge of it (Creswell, 2009). This means that things are constructed through the interaction of people between consciousness and the world. Epistemology is concerned with the nature and forms of knowledge (Cohen et al., 2011). This study concentrates on subjective realities between the researcher and campus managers who are participants. The participants construct meanings through their consciousness of the world around them. Again, the epistemological assumptions are concerned with how knowledge can be created, acquired and communicated; in other words, what it means to know (Guba and Lincoln, 1989). Since all assumptions are conjecture, the philosophical underpinnings of each paradigm can never be empirically proven or disproven (Creswell, 2009). Different paradigms inherently contain differing ontological and epistemological views; therefore, they have different assumptions of reality and knowledge which underpin their particular research approach (Cohen et al., 2011).

This study aimed to explore Campus Managers' experiences of leading instructions in a TVET college campus. To this end, I engaged with different campus managers and generated multiple realities in terms of the dynamics of leading a TVET college campus. I further explore the campus managers' viewpoints to grasp their understanding of leading their campuses through their presentations during interviews in order to gather more insights and information about their experiences. I did that on the basis that in this study, I relied on the participating campus managers' subjective experiences as they have first-hand information.

3.3 Research Design

The research design is a logical structure of the research, and there are different research designs including qualitative, quantitative and mixed methods (Guba & Lincoln, 1989). To understand the leadership experiences of campus managers, I have adopted the qualitative

research design. According to Creswell (2007) the qualitative research design aims to understand, describe and sometimes explain social phenomena from the inside using various ways. Similarly, Guba and Lincoln (1989) define qualitative design as an attempt to describe and interpret some human phenomena, often in the words of selected individuals (the participants). Creswell (2005) adds by describing qualitative research design as a systematic subjective approach used to describe life experiences and give them meaning.

The qualitative research design was adopted in this study to enable the researcher to answer the research questions using campus managers' experiences. The campus managers who participated in this study were given an opportunity to describe and explain their real experiences of leading their campuses. According to Anderson et al. (2004) argue that qualitative research focuses more on words rather than a quantification collection and analysis of data. Furthermore, Anderson et al. (2004) suggest that a qualitative research strategy may focus on the inductivist, constructivist and interpretivist features to do their research but some researchers do not always rely on all these features. Firstly, Inductivist is defined as an approach of the relationship between theory and research in which the former is generated out of the latter (Anderson et al., 2004). In this study, I got my research findings primarily from the analysis of the data that was generated through semi-structured interviews. The data was examined in relation to the reviewed literature to conceptualise and identify issues that led me to the findings and conclusions of this study. Secondly, Constructivist is defined as ontological position that declare a social phenomenon and their meanings are continually being achieved by social actors (Anderson et al, 2004). Through this understanding as a researcher, I have gathered the campus managers' views and perspectives about leading instruction in their campuses. The insights and understanding of these views, perspectives and issues were constructed through the interaction between me as a researcher and individual campus managers at each site. The campus managers presented their views and perspectives of their daily work experiences of leading instruction in campuses. I have then considered their presentations as a researcher and constructed my analysis and interpretation. The position of constructivist had enabled me to have a deeper understanding of how to lead instructions as a campus manager in a TVET college campus.

In this research, I have applied all these three features to explore the experiences of leading instruction in TVET college by campus managers.

3.4 Research Methodology

The research methodology summarises the way in which the research was carried out and it is also linked to a specific chosen research paradigm that informs the study (Wahyuni, 2012). In this study, the researcher has utilised the case study methodology. Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area and a very limited number of individuals as the subjects of study. The same way this study specifically selected five Campus Managers from two different TVET colleges. Creswell (2009) further discusses that, case studies, in their true essence, explore case study as a research method to investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. Wahyuni (2012) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Many case studies focus on a case (individuals selected) to generate insight about the case (Guba & Lincoln, 1989). Furthermore, the case study methodology is a qualitative approach in which the investigator explores a case or cases over time through detailed, in-depth data collection involving multiple sources of information for example observations, interviews, audio-visual material, documents and reports of a case description (Creswell, 2007). A case study is described as a decision about what is to be studied and it explores in detail how complex a particular problem is (Babbie & Mouton, 2001). Wahyuni (2012) concurs with the latter statement when he states that a case study focuses on what is to be studied and develops a broader inside knowledge of a single case or multiple cases. The campus managers from selected TVET colleges were a focal point. They were the sources of data.

In this study, a case study was employed to explore the complexity of how to lead instruction in the TVET college campus. This was done to more than one campus managers as leaders of TVET college campuses with the aim to secure a number of cases.

3.5 Research population and sample

In this study participants were selected based on non-random criteria; not every individual had a chance to be included. The purposive and convenient sampling methods were used, which are sampling techniques that qualitative researchers use to sample participants who can provide in-depth and detailed information about the phenomenon under investigation (Creswell, 2007).

According to Etikan et al. (2016), convenience sampling is a method of sampling applied by a researcher on data collection from individuals who are conveniently available to participate in a study. This sampling technique involves acquiring participants wherever a researcher can find them. In this study, the convenience sampling method was chosen on the grounds of affordability and accessibility. The researcher is employed at Esayidi TVET College.

The purposive sampling is defined by Babbie and Mouton (2001) as a “type of non-probability sample” in which a researcher selects the unit for the study based on her/his judgement about which participants will be the most useful to represent the study. Etikan et al. (2016) maintain that purposive sampling involves the selection of research participants that are proficient and well-informed about the research problem. In this study, the purposive sampling method was adopted to select campus managers of TVET colleges with a particular experience, that will be able to assist with the research investigation. This was applied to ensure that the participants had both experience and knowledge of the TVET College.

Given that this study focused on campus managers’ experiences of leading instruction, campus managers were purposefully selected based on their experience in this leadership position and availability. I selected campus managers with at least five years of experience on their position in a TVET college sector. Five campus managers from two TVET colleges were hand-picked for their relevance to the study; three campus managers from Godlo TVET college out of six campus managers were selected and two campus managers out of nine campus managers from Tera TVET College. However, the TVET colleges are given pseudonyms for anonymity reasons. Furthermore, to recruit the campus managers, I requested the list of all campus managers with a brief information about their employment service at human resource offices from each of the two TVET colleges. I then identified campus managers who are the more experienced than other campus managers in each TVET college.

3.5.1 Location of the study

This research was conducted in two TVET colleges in South Africa, in the province of KwaZulu-Natal. One of these TVET colleges is located in a rural area, while the other one is located in a semi-urban area. The TVET college located in rural areas consist of nine campuses while the one located in semi-urban areas consists of six campuses. Five campuses were selected across the TVET colleges; two in the first college and three in the second college. Among other programmes, the selected campuses offer National Accredited Technical Education Diploma (NATED), National Certificate Vocational (NCV) and Occupational

programmes in the business and engineering studies. The programmes are in accordance with the National Qualification Framework (NQF) standards.

3.6 Data generation method

Generally, there are three types of interviews, namely: structured, semi-structured and unstructured (Guba and Lincoln, 1989). This study used semi-structured interviews. A semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions (Wahyuni, 2012). This method is useful for investigating complex behaviours, opinions and emotions and for collecting a diversity of experiences (Bryman, 2016). Similarly, Creswell (2007) views a semi-structured interview as a flexible one-on-one interaction in which the interviewer is allowed to have a set of predetermined questions to ask participants in the interview and can also ask probing follow-up questions based on the answers of the participants.

In this study, I interviewed the campus managers to elicit the information about their experiences of leading instruction in their campuses. The interview schedule was developed to guide the interviews proceedings with each campus manager and it was designed in a way that include open-ended questions. According to Creswell (2007), the interviewer can design an open-ended questions schedule in a sequential form that can guide the interview proceedings to form an order in terms of the key questions. The interview process in this study took place through face to face meetings. However, in some cases where the country was still under strict lockdown restrictions due to the Covid-19 pandemic, online platforms for meeting were used. This included platforms such as WhatsApp chat, Zoom meetings, video calls and records.

This information generally provided knowledge on what and how leadership was undertaken by campus management during our meetings. The information provided in the meeting was authentic and valid for example, the minutes of meetings of the interviews helped me understand about how leadership practice was undertaken during teaching and learning at the individual campus. Again, I got an opportunity to understand issues, particularly relating to teaching and learning, that they deal with as they experience their role as campus managers.

3.7 Data analysis

Qualitative data analysis can be described as the process of making sense from research participants' views and opinions of the situation, corresponding patterns, themes, categories and regular similarities (Guba & Lincoln, 1989). The qualitative data analysis is the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulated to increase the understanding of the phenomenon (Wahyuni, 2012). In this study, a thematic data analysis approach was used. Thematic analysis is a method for systematically identifying, organising and offering insight into patterns of meaning across a data set (Creswell, 2005). The thematic analysis helped me to analyse the data which was gathered through the semi-structured interviews and document review. The patterns of the meaning that each campus manager provided me with assisted to find important relations about what was presented in order to answer the research questions.

I have developed the themes for analysing the data, by drawing on the research questions and key issues identified in the literature review. The organising data stage comprises of breaking data into manageable units that can be easily coded. Therefore, I have developed steps to collect the data in this way (Macmillan & Schumacher, 2014): (1) I wrote the research questions and sub-questions; (2) the interview guide; (3) themes and concepts utilised by other researchers; (4) the knowledge and experiences of the researcher; (5) collected data.

The process of analysing involved coding or categorising the data. This involves scrutinizing segments of data and giving codes. Maree (2011) describes and categorises data coding by putting together codes and making sense of data. Basically, it involved making sense of huge amounts of data by reducing the volume of raw information, through identifying significant patterns, drawing meaning from data and subsequently building a logical chain of evidence (Creswell, 2005). In this study, I used a voice recorder to record all interview sessions.

Following this, I had to listen to individual interview voice records, transcribe voice note into text to prepare for analysis of which I did. I then read the transcripts and documents (quarterly academic reports, minutes of the meetings and internal policies), and apply coding to identify themes emerging from data. This transcription stage where I had to utilise notes and information collected to turn them into a usable format for analysis. This entails writing in words what is stored in the recorder and visual material (Macmillan & Schumacher, 2014).

In development patterns stage, I have tried to find a link between aspects of how people behave, their beliefs and how they think (Macmillan & Schumacher, 2014).

After that, I related the data to the themes that I have developed and formulated primary findings. I then have discussed these primary findings in connection with literature review that was analysed in study.

3.8 Trustworthiness

Trustworthiness is a qualitative enquiry that seeks to support the argument that inquiry's findings are worth paying attention to (Guba & Lincoln, 1989). Trustworthiness is an umbrella term for the components of data quality control in a qualitative study as depicted and described in the following areas. Quality control refers to the ways in which the data is stocked and maintained (Guba & Lincoln, 1989). As described above, this present study made use of interviews and a focus group discussion. According to Etikan et al. (2016) the trustworthiness of qualitative studies is often presented by using these criteria; credibility, dependability, conformability, and transferability. To this end, this study also used these criteria to ensure the trustworthiness of the study.

3.8.1 Credibility

Credibility of the study is the first and most important criterion, which refers to the confidence in the truth of the study and in its finding (Creswell, 2007). A number of techniques to address credibility including activities such as prolonged engagement, persistent observation, and data triangulation (Guba & Lincoln, 1989). To ensure credibility in this study, I had used one method of generating data, namely: semi-structured interviews; this will allow for triangulation. Moreover, I performed peer-debriefing, member checking, and checking that analysis and interpretation of findings are congruent with documents, recordings and the participation of the participants (Creswell 2007).

3.8.2 Dependability

In order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, not necessarily to gain the same results (Guba & Lincoln, 1989). In study I had applied the proper research standards accepted in research so that the reader can develop an understanding of the research process undertaken. To achieve dependability, I ensured that the research process was logical, traceable, and clearly discussed. This was done by providing thick descriptions of the research

processes. In addition, the researcher ensured dependability by firstly determining relevant research instruments prior to data collection. During the data collection process, dependability was assured by securely keeping all documents, including records that were collected and other notes for verification.

Secondly, by ensuring that during data collection interviews are conducted in a conducive environment to develop trust with and privacy for participants, and lastly, by making certain that the data analysis process is done correctly and documented to enable readers to see how decisions were taken and how the researcher arrived at interpretations (Guba & Lincoln, 1989).

3.8.3 Transferability

Transferability refers to the generalizability of inquiry. The researcher cannot know the sites that one may wish to transfer the findings; however, the researcher is responsible for providing thick descriptions, so that those who seek to transfer the findings to their own site can judge transferability (Wahyuni, 2012). In this study, I provided evidence on the research findings and all information relating to the process; transferability was left to the readers. The study therefore described the context and findings in such a way that readers are able to determine whether it is relevant to their context as well. This means that readers will be able to relate the findings of this study to their own context. Findings of the study are written in such way that it will be easy for readers to contextualise them to their real life situation. The researcher achieves this by collecting detailed descriptive data.

3.8.4 Conformability

Conformability was achieved by ensuring that the researcher's interpretations and findings are clearly derived from the data; this required me to demonstrate how I arrived at the conclusions. Conformability refers to the objectivity of the research during data generation; to this end, I had ensured accuracy in handling and interpreting data (Wahyuni, 2012). I used the quotations from the interviewed campus managers to some parts of the reports that are connected to the study. In this study, I also utilised single data collecting technique, such as semi-structured interviews to develop confirmability

3.9 Limitations

Theofanidis and Fountouki (2019) defines limitations of any particular study as potential concerns and weaknesses that are usually out of the researcher's control, and are closely associated with the chosen research design, statistical model constraints, and funding constraints, or other factors. In this respect, a limitation is an 'imposed' restriction that is therefore essentially out of the researcher's control (Creswell, 2012). Still, it may affect the study design, results and ultimately, conclusions.

There were two limitations identified when I was conducting this study. Firstly, there is a limited number of scholars who wrote about the TVET college sector in the South African context. This is precisely because most scholars who wrote about TVET colleges solely focused on the TVET colleges' lecturers, whereas some of the scholars wrote about the performance of TVET college and how TVET college were formed in South African and international contexts. This predicament created a limitation in terms of getting more information for the literature review. However, I have applied the available literature on how the TVET colleges were formed, how leadership and management of instruction in education is perceived by scholars in a general phenomenon. Then, the leadership and management of TVET colleges' literature was retrieved based on how it is perceived in the basic and higher education institutions.

Secondly, the coronavirus (Covid-19) pandemic posed some challenges, in the sense that it has affected some of the activities and events that I have planned to do with the campus managers' in their TVET college campuses during the collection of data for this study. These activities or events were affected in this way in this study, change of dates of visits and delays caused complication in terms of getting the other important documents to be used in this study. For instance, the Covid-19 alert level 3 and alert level 4 phases were imposed on the country when this study was conducted.

So, all campuses in their TVET colleges were adhering to rules and regulations or Covid-19 protocols. This was a challenge only because some of the selected campus managers for this study had comorbidities and were only allowed to work from home during these times of Covid-19 alert levels. Some campus managers were not allowing visits to their sites due to the strict measures imposed by their Covid-19 committee that looked up to adherence of Covid-19 protocols and members of the staff were attending on a rotational basis including the secretaries of some campus managers. To overcome this limitation, I had to send the dates and questions

to be asked in the interviews prior to the dates of the visits in order to secure their availability and preparedness. I have also sent the certificate as a proof that I have been vaccinated against Covid-19 pandemic in order to ensure confidence to campus managers that I will not infect them with Covid-19. This included booking for visits in advance and making sure that all coronavirus protocols are adhere to during face-to-face meetings. For example, face masks, extra face mask carried, sanitizers, temperature check thermometers were with me during my visits.

In cases where face-to-face meetings were impossible, the virtual meetings such as Zoom and Microsoft teams were conducted to ask some clarities from the campus managers where it was necessary and information was shared using WhatsApp and Emails.

3.10 Ethical issues

De Vos, et al. (2005) define research ethics as “a set of moral principles suggested by an individual or group, that are subsequently widely accepted, and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents”. Cohen, et al. (2011) note that it is crucial for researchers to adhere to strict ethical principles in order to anticipate problems that may arise during fieldwork, and also to protect the rights and autonomy of the participants.

With above in mind, I have decided to pay careful attention on ethical issues of this study since I am also working in the TVET college sector as a campus manager. My attention on ethical issues was based on the address of the following ethical issues before and when the study was conducted. The ethical issues were address as follows:

3.10.1 Access and Permission

The permission to conduct research at the five TVET College campuses was requested by me in writing to two TVET college principals’ at Godlo TVET College and Tera TVET College. However, the names of these two colleges were pseudonyms for anonymity reasons. I was granted the permission in a written letter via an email. In the email, the names of the campus managers with their contact details were written. At Tera TVET college two campus managers and at Godlo TVET college three campus managers were released by the principals to

participate in my study. I then contacted these campus managers who were to be interviewed in this study to request them to accept and share some information for participating in the study. After I explained the purpose of the study and shared the interview questions, the campus managers agreed to participate in the study. I then proceeded. I also had applied for ethical clearance through the Ethics Committee with assistance of my supervisor at the University of KwaZulu-Natal and the application was approved (Appendix A).

3.10.2 Informed consent

Informed consent was obtained from all participants in the study. The study also required permission from the TVET Colleges to conduct interviews and this was granted (Appendix B). An informed consent detailing the purpose of the study, participant's role and their choice to either participate or not was given to all potential participants, and were expected to offer consent by signing (Appendix C). At the start of the interview, I checked that participants understood the contents of their participation and that I have explained that the interviews were completely voluntary and also explained their rights for participation in the study. Each campus manager to be interviewed was given an information letter, a consent form and an interview schedule before the interview day. The interviewees all signed the consent form and submitted back to me (Appendix C).

3.10.3 Confidentiality

The study required basic principles, namely respect for the person, beneficence and justice. The principle of beneficence means acting in such a way to benefit other people's welfare and safety. Risk in this study was assessed and taken into considerations in order to ensure that this study was free of harm, free from loss of privacy, free of discomfort and all participants are safe. In addition, the confidentiality and anonymity of the participants was secured. Anonymity was observed throughout the process as no unique or personal identifier of participants were used. The names of participants and their campuses were not revealed. Again, the participants were informed that all the information shared with me will remain confidential and will be disclosed only with the permission of participants or as required by law.

3.11 Chapter summary

This chapter presented the research design and methodology that I followed in conducting this study. Among other things, the chapter presented the interpretivism research paradigm, qualitative design, case study methodology, semi-structured interview method, thematic analysis method and trustworthiness issues. In the next chapter, data is presented and discussed.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In Chapter Three, I presented the research design and methodology applied in this study. This included the interpretive paradigm, qualitative design, case study methodology and methods among other things. In this chapter, I present and discuss the data generated through semi-structured interviews from five campus managers in two TVET colleges in KwaZulu-Natal province. The data centres on the campus managers' experiences of leading instruction in TVET college campuses. Thematic analysis was used to analyse data; for this reason, data is presented thematically. This chapter begins by presenting profiles of the participants, and brief information about their TVET colleges and campuses. Thereafter, the presentation and discussion of themes that emerged from the generated data are presented.

4.2 Profiling of the participants

This study generated data from five campus managers who participated. These campus managers came from five campuses of two TVET colleges. The table below shows these campus managers and their TVET colleges; pseudonyms were used to refer to participants and their colleges. Following this, brief profiles of participants are presented.

Name	Name of the Campus	Name of the College
Mrs Tesh	Fullness Campus	Tera TVET College
Mr Mpiyakhe	Pink Campus	
Dr Gungqu	Groom Campus	Godlo TVET College
Mr Trigo	Rietsflei Campus	
Mr Orro	Mosco Campus	

Table 1: Names of participants and their institutions

4.2.1 Mrs Tesh

The first participant is named Mrs Tesh for anonymity reasons; she is between the ages of 55-65 years old. She is a campus Manager of Fullness campus, which is one of ten campuses of Tera TVET College. Mrs Tesh started as a lecturer in 1986; in year 2000 she was promoted to the position of senior lecturer. Again in 2005, she was promoted to the position of head of department. She served only one year as a head of unit as she was promoted to the position of campus manager in 2006. Her campus offers ministerial programmes both National Certificate Vocational (NCV) and Report 191 (R191) studies. The NC(V) programmes include Transport and Logistics Level 2 to Level 4, while R191 programmes include Business Management and Financial Management N4 to N6. The Fullness campus does not offer occupational programmes at the moment. Mrs Tesh has been successful in increasing the pass rate of students in her campus and the campus has been doing well in terms of managing enrolment under her leadership.

4.2.2 Mr Mpiyakhe

The second participant is named as Mr Mpiyakhe for anonymity reasons. He is between the ages of 40-50 years old. He is a campus manager of Pink campus, which is one of the ten campuses of Tera TVET College. Mr Mpiyakhe started as a student in 2000; in year 2003 he was appointed as a lecturer, again in 2013 he was promoted to the position of senior lecturer, He served a senior lecturer position for three years as he was promoted to the position of the campus manager, he became a campus manager in the year 2018. His campus offers ministerial programmes both NC(V) and R191 studies, and occupational programmes. On one hand, the NC(V) programmes include Hospitality and Electrical Engineering Level 2 to Level 4, while R191 programmes include Hospitality N4 to N6 and Electrical Engineering N1 to N6. On the other hand, the occupational programmes include Learnerships in electrical and boiler making L3 to Level 4 programmes. Mr Mpiyakhe has managed to increase the number of programmes offered in his campus and the retention rate of his campus has also improved under his leadership.

4.2.3 Dr Gungqu

The third participant is named after Dr Gungqu for anonymity reasons; Dr Gungqu is between the ages of 50-60 years' old. He is a campus manager of Groom campus, which is one of the six campuses of Godlo TVET college. Dr Gungqu started as a lecturer in year 2001, and in 2007 he was promoted to the position of Assistant Director for Quality Assurance. He served as an Assistant Director for six years as he was promoted to the position of the campus manager, he became a campus manager in the year 2016. His campus offers ministerial programmes only in NCV and occupational programmes. The NC(V) programmes include Early Childhood Development and Office Administration Level 2 to Level 4. While the occupational programmes include Learnerships for end user computing and electrician Level 3 to Level 4. Dr. Gungqu has successfully managed to increase the ministerial programmes offered in his campus. Again in 2022, the campus will start to offer R191 studies and increase access of students to enrol in the education fraternity in his area. The certification rate of his campus has gradually increased since 2018 under his leadership.

4.2.4 Mr Trigo

The fourth participant is named as Mr Trigo for anonymity reasons. He is between the ages of 50-60 years old. He is a campus manager of Rietsflei campus, which is one of the six campuses of Godlo TVET college. Mr Trigo started as a lecturer in year 1999, and in 2003 he was promoted to the position of a senior lecturer, thereafter in year 2006 he was promoted to the position of the head of unit, and he served as the head of unit only for three years as he was promoted to the position of the campus manager. He became a campus manager in the year 2017. His campus offers ministerial programmes both NC(V) and R191 studies and occupational programmes. On one hand, the NC(V) programmes include Electrical Engineering and Office Administration Level 2 to Level 4, While R191 programmes include Public Management and Business Management N4-N6, and Electrical Engineering N1-N6. While on the other, the occupational programmes include Learnerships and apprenticeships in Electrical Engineering Level 2 to Level 4. The campus has successfully managed to capacitate his academic staff through professional development trainings and as a result of that, the throughput rate has drastically changed in the past two years under his leadership. Again, he continued to work with the college management to increase the infrastructure in order to accommodate the programme's needs.

4.2.5 Mr Orro

The fifth participant is named as Mr Orro for anonymity reasons. Mr Orro is between the ages of 55-65 years old. He is the campus manager of Mosco Campus, which is one of the six campuses of Godlo TVET College. He started as a lecturer in year 1982, and year 1990 he was promoted to the position of senior lecturer, thereafter in year 1994 he was promoted to the position of deputy principal, and he served as a deputy principal for 12 years as he was moved to the position of the campus manager. He became a Campus Manager in the year 2006. His campus offers ministerial both NC(V) and R191 studies and occupational programmes including the trade test. On one hand, the NC(V) programmes include Mechanical Engineering and Financial Management Level 2 to Level 4, while R191 programme include Mechanical Engineering and Electrical Engineering N1 to N6, and Financial Management N4 to N6. Whilst on the other hand, the occupational programmes include electrician and mechanical boiler maker Learnerships and apprenticeships Level 2 to Level 5 and the trade test certificate for electrician. Under the leadership of Mr Orro, Godlo campus has successfully partnered with all the big motor dealers and electrical engineering registered industries in the district. As a result of this partnership, the campus managers to place over 90% of its students for practical and work experiences. The campus has also increased access to the campus by 25% in the past 4 years. The campus has also dominated in the world skills competition in 2020.

4.3 Presentation and discussion of each themes

4.3.1 The generated data is presented based on what individual campus managers shared during the interview sessions on their campuses. This section sought to present answers to the key research questions in a sequential form. In this way, there are three main subtopics presented as a way to answer the three key research questions of this study. The subtopics are; Campus managers' experiences of leading instruction in campuses, Challenges experienced by campus managers when leading instructions, and Campus managers' response to challenges. The first subtopic sought to answer the first research question, the second subtopic sought to answer the second key research question and the third subtopic sought to answer the third key research question. Each subtopic provides its own themes as presented below. As a result, there are nine themes presented in this chapter. Under the first subtopic, there are two themes presented, under the second subtopic there are four themes presented, and under the last subtopic there are three themes.

Below is the list of themes presented in this chapter:

1. Leading through collaboration to achieve quality teaching and learning.
2. Regular Monitoring of teaching and learning.
3. Instructional time loss resulting from student protests and absenteeism.
4. Inadequate infrastructure and resources.
5. Lecturers with inadequate skills.
6. Pressure to improve throughput, certification and retention.
7. Developing and enforcing internal policies to mitigate absenteeism.
8. Continuous solicitation of funding assistance from donors.
9. Encourage staff to engage in professional development activities

4.3.2 Campus managers' experiences of leading instruction in campuses

Below I present the first set of two on the nine themes that emerged from the data presentation. The first set of two themes provides answers to the first research question: *What are campus managers' experiences of leading instruction in campuses of two South African TVET colleges?*

4.3.1.1 Leading through collaboration to achieve quality teaching and learning

The generated data indicates that campus managers work together with their campus management team to achieve a smooth running of their campuses. The interviewed campus managers narrated that they collaborate with campus management team, lecturers and support staff in different settings to achieve quality teaching and learning in their campuses. Two of the five participating campus managers raise a similar issue that leadership is mostly collaborative. For instance, Mr Orro and Mrs Tesh who were most experienced in the TVET college sector as campus managers view their leading through collaboration as an important tool to maintain quality teaching and learning in their campuses. Although they prioritize collaboration with their campus management team members; they also collaborate with some of their academic staff members to ensure that teaching and learning activities are of a high quality standard.

Mr Orro explains;

We sit as the campus management team, which is made up of Head of Units and senior lecturers and work together to plan for the upcoming academic year before its

commencement. The CMT meets every Thursday to identify challenges around teaching and learning and work as a team to address all challenges. We also have one on one meetings where we work together to solve problem or individual departmental challenges where there is a need. In addition, the HoUs also conduct staff meetings that promotes team teaching in the campus. To maintain quality education, you need to work together with the staff not in isolation. It is for this reason that in my campus, the achievement of students is not a victory of an individual but it is a victory of all team members because we work as a team.

Similarly, Dr Gungqu explains his ways of working in collaboration;

As a campus manager, I need to work together with the campus management team to manage the campus. We do this through monitoring and evaluation of teaching and learning of staff and students, and also through analysis of the examination results per programme and per subject to improve teaching and learning. There are many activities that need the campus managers' attention in the campus and to maintain quality of teaching and learning you need to work as team. To work in collaboration with campus management team make things easier for me to lead as an accounting officer. Through this strategy, we are able to identify where there are gaps, then work in consultation with senior management and in collaboration with campus management team to ensure that training is implemented and the necessary support is provided to lecturers in order produce quality teaching and learning.

Mr Trigo shares a similar sentiment as other campus managers; he had this to say;

Currently, the whole campus is run by the management team in collaboration. We as a Campus management team start from planning until the project is accomplished; we are working together and supporting one another to achieve the good performance of the campus in the end. During planning, my campus management team share ideas and information that will enable us to work together to get a good plan.

Given the above extracts, it is clear that part of the campus managers' experiences of leading instruction in their campuses is to lead through collaboration in order to get the work done, while at the same time creating a platform for colleagues to learn from one another. The extracts show that the interviewed campus managers share some of their leadership roles and functions with HOU's and Senior Lecturers; they work in collaboration with other members of management teams to achieve quality teaching and learning in campuses. This perception

seems to be in line with the literature review which suggests that it is ultimately the campus manager who instigates meetings, often being the person who sets the agenda of collaborative working to achieve the quality of teaching and learning and also to improve student academic results (Balkrishen & Mestry, 2016; Buthelezi, 2018; & Nkalane, 2018). Again, in the literature, scholars emphasized that part of campus managers' role is not only to set a direction and communicating clear vision with academic staff and stakeholders but it is also to create a culture of sharing leadership responsibilities and work together with other stakeholders to achieve the campus vision (Mgijima & Morobe, 2012; & Nzembe, 2017).

The campus managers' approach of leading through collaborating with the management is in keeping with Hallinger and Murphy's (1985) instructional leadership model. These scholars identify the definition of an institution's mission as one of the functions of a principal; they suggest that a principal need to work together with staff, students and stakeholders to communicate and set goals and to ensure that the goals are clearly defined, measurable and achievable. Though Hallinger and Murphy's (1985) model focuses on school principals; this model was also relevant in this study as the role of principal is similar to that of a campus manager.

4.3.1.2 Regular monitoring of teaching and learning

In this theme, the generated data indicates that the participating campus managers considered as their main important function to have regular monitoring and evaluation of teaching and learning in their campuses. The campus managers presented that they are accountable for teaching and learning delivery in their campuses and for that reason, it is important to have a monitoring tool that will enable them to check and support their campuses towards a right direction to achieve good performance. In this aspect, campus managers are seen to have a common understanding and emphases on regular monitoring as accounting officers of their campuses. For instance, Mr Mpiyakhe and four other interviewed campuses managers articulated that it is part of their duties to monitor the implementation of teaching and learning on a regular basis through various strategies to achieve quality. In addition, the interviewed campus managers also perceived monitoring and evaluating of teaching and learning as helping them to support and promote Teaching and Learning in their campuses.

Mr Mpiyakhe explains;

I am an accounting officer at my campus, so the achievement of quality teaching and learning and quality student performance depend on my leadership and management capabilities. I, with the campus management team monitor and evaluate if the teaching and learning effectiveness is achieved in the campus. As the campus manager I set a monitoring and evaluation time table that assists me and my campus management team to monitor classrooms regularly. As a result, every two days of the week classes are monitored. Additionally, I monitor through moderation of lecturers' and students' portfolios of evidence. In this way I check if the teaching and learning, and assessments are done in line with DHET guidelines.

Dr Gungqu echoed similar sentiments; he explains;

I am at the implementation site of what is dictated by the DHET and the college rectorate. As a Campus manager, I monitor all activities that take place at the campus including the security services. I and the CMT begin by planning for all teaching and learning activities at the beginning of the term/year. Thereafter, I then begin the monitoring process from enrolment processes to teaching and learning including site based assessment and examinations. Regarding the teaching and learning, I monitor if my lecturers use teaching resources efficiently and I see to it that the resources are available on time to staff and students for teaching and learning. I have a personal timetable and checklist that I use to monitor if classes are attended by students and lecturers timeously. I work with the campus management team in monitoring and evaluation of teaching and learning to staff and students and also analysis of the results on the assessments and examination per programme per subject/s to see the students' achievements. Monitoring assist me to support teaching and learning at all times.

Mrs Tesh shared her similar experience when she explained;

A regular monitoring and evaluation on the implementation of teaching and learning is one of my major responsibilities. I ensure that students receive quality education at all times. I work as a team with the campus management not only to develop a month to month monitoring tool but also to implement this tool by monitoring teaching and learning regularly. We also have a checklist that helps us as a campus management team to see what do we monitor each quarter of the year. We monitor and evaluate the

registration processes, class attendance by students and lecturers, assessments, examinations and the use of resources.

The explanations given above by the campus managers clearly shows that, campus managers take it as their duty to monitor the progress of teaching and learning in their campuses. Apart from the monitoring, the participating campus managers stated that they are accountable and responsible for ensuring that quality teaching and learning takes place in their campuses. According to the participating campus managers, they support learning through their regular monitoring strategies and give instructions on regular basis during teaching and learning processes where it is necessary. The participating campus managers also claimed that they monitor teaching and learning regularly through various ways, including class visits, students' class assessments performance, moderation of portfolio of assessment (POA) for lecturers and portfolio of evidence (POE) for students, students' performance on the final exam results. Scholars such as Mgijima and Morobe (2012); Balkrishen and Mestry (2016); Buthelezi (2018); &Robertson and Frick, (2018) have emphasised that the practice of monitoring and evaluation of staff performance ensures effective teaching and learning in TVET colleges and it is an important function of campus managers. Buthelezi (2018) maintains that campus managers need to ensure that teaching and learning resources are available before the commencement of classes; also, if teaching and learning resources are used effectively. Again, monitoring and evaluation are important practices to support and promote teaching and learning in education institutions (Nzembe, 2017).

Monitoring of teaching and learning may be located within the second dimension of Hallinger and Murphy's model of instructional leadership. Hallinger and Murphy (1985) maintain that managing instructional program is linked to the monitoring and evaluation of teaching and learning as part of leading instruction. This function involves monitoring and evaluating the transmission of teaching and learning in campuses through the supervision of instruction, coordinating curriculum and monitor students' progress. Hallinger and Murphy (1985) add that the monitoring of teaching and learning in campuses helps to maintain high visibility, promote professionalism and support instruction taking place in their campuses.

4.3.3 Challenges experienced by campus managers when leading instructions

Below I present a set of four themes of the nine themes in this chapter. The second set of four sought to provide answers to the second research question of this study; *what are the challenges that a campus manager experience when leading instruction in TVET colleges?*

4.3.2.1 Instructional time loss resulting from student protests and absenteeism

The generated data in this theme indicates that the participating campus managers identified the time loss due to students' different behaviours as one of the challenges they encounter. During interviews sessions participants presented their frustrations about students losing time due to protests, absenteeism and dropouts. Some of the participating campus managers are seen to still have challenges with absenteeism and protests of students regarding of the measures they put in to mitigate these challenges. For example; Mr. Trigo and Mr. Orro reported that they experience teaching and learning challenges concerning the none-adherence of students in their attendance policy and as a result of ongoing students' protests which continues to disrupt teaching and learning. Campus managers reported that students at the beginning of the term undertake an induction programme where they are informed about the attendance policy and rights. Furthermore, campus managers presented that in induction programmes, students are urged to sign the code of conduct in the presence of Heads of Units and the student liaison officer.

Mr Trigo explains;

My campus deals with a lot of student protest as a result of the NSFAS bursary, pending final exams result and other academic resources issues. These protests take a lot of teaching and learning time especially at the beginning of the term. They affect registration and tuition of students and sometime leads to deviation to meet time frames for reporting and submission to DHET. As a campus manager, I ended up involving the community leaders to prevent the campus strikes. There is also a high number of absenteeism and dropout students which affects teaching and learning.

Dr Gungqu shared similar sentiments and he explained;

I have worked for schools and Universities but I have never experienced such a high number of absenteeism and dropout by students. Management and Distribution of

NSFAS bursaries to students in campuses cause a lot of challenges. Sometimes I feel that NSFAS bursaries are misused by the students for this reason; when NSFAS funded students receive their allowances, they will bunk schools for days until their allowances are finished. Again, lecturers and HOU's reported that NSFAS allowances disturb their day to day class attendance because once the allowances are paid most students do not come to school. Sometimes students who do not receive these NSFAS allowances resort to strike or dropouts which affects teaching and learning and consume a lot of time. It is rare to find students in my campus protesting for teaching and learning; they are more concerned about the other issues which hamper teaching and learning, the main reason for being at school.

Mr Orro echoed the sentiments and he explains;

In my campus we experience a lot of time loss in teaching and learning due student protest and staff. These protests in most cases take place at the beginning of each term due to the delay or pending of examination results, NSFAS queries and student debts. During the term we do experience time loss due to student absenteeism, late coming to class and lack of textbooks in some cases however, it is not as strong as in the beginning of the term.

The above explanations by the participating campus managers show that the campus managers experience students' absenteeism, dropouts and protests challenges when executing their instructional day to day duties in their campuses. They indicated that these challenges are mostly caused by variety of issues including NSFAS bursary disbursement to students, pending results, and other social issues. Again, according to their explanations, it is also clear that the students' protests and absenteeism leads to time loss. These findings resonate with that of Sithole (2019) who states that TVET colleges are faced by poor performance, high number of students' absenteeism and dropouts. Buthelezi (2018) shares similar sentiments and adds that, TVET colleges experience student protests due to issues related to NSFAS bursary matters and examination results and this results in the loss of time for concentrating to teaching and learning. Additionally, Kusin (2015) states that the students' dropout, absenteeism and protests continue to threaten teaching and learning in TVET Colleges regardless of the interventions made to improve students' attendance and NSFAS bursary disbursement.

According to DHET (2013), students need to meet a certain school attendance requirement in order to qualify to write their final examination or to complete a programme. The DHET (2013)

document presents a number of days to be met for attendance in DHET school attendance policy. Again, DHET (2013) document outlines the rights of students including the right to protest. Kusin (2015) presented that the TVET college students misuse their right to exercise activities that at times compromises their reasons for being at the TVET college.

4.3.2.2 Inadequate infrastructure and resources

The generated data indicates that there are challenges experienced by participating campus managers concerning their campus infrastructure when leading teaching and learning instructions. The participating campus managers have mentioned different difficulties in relation to infrastructural challenges. On the one hand, the campus managers mentioned that they have enough infrastructure but do not have adequate resources as a requirement to deliver learning. Whereas on the other hand, some campus managers mentioned that they do not have adequate infrastructure. In the campus managers' interviews, all campus managers stated that they are aware of the kind of infrastructure and resources their campuses require. For instance, Mr. Mpiyakhe and all four other interviewees mentioned that in their campuses they have the infrastructure for teaching and learning however, this infrastructure in most cases does not have adequate equipment for the implementation of their teaching and learning programmes. For example, Dr Gungqu stated that in his campus there is a programme offered which needs a fully equipped simulation room and internet for teaching and learning but it is fully implemented because in some cases the College is complaining about not having enough funds attended to do infrastructural issues. Mr Orro complained about the outdated technology and equipment to teach the current curriculum in his campus.

Mr Mpiyakhe explains;

In my campus I have enough classrooms and buildings that accommodate students for teaching and learning in all programmes. This infrastructure was inherited from a technical college before the merger to TVET college in 2002. However, this infrastructure is old and needs more maintenance, parts of the buildings need to be revamped to accommodate the current curriculum delivery. For example, we offer electrical engineering for both NCV and R191 in the campus. This programme requires us to have fully equipped workshops for practicals and ISAT. I have six fully equipped

workshops with old machinery that are outdated for the current curriculum delivery. The college is trying to replace these machineries with new machines that will be relevant for the current curriculum delivery but the pace of replacement is too slow. It is slow because the college is complaining that these machines are expensive and need a lot of funding which they do not have.

Mrs Tesh also explains her challenge;

My campus does not have adequate equipment and proper machinery to facilitate successful teaching and learning. Another observation is that the infrastructure is getting old and obsolete. However, I am doing my absolute best to maintain the old building that I have with few resources that I have. As a result, in some cases, the shortages or inadequate infrastructure make it difficult for the campus to train and educate students who will make meaningful contributions to the industry. The college state that the prevailing situation is blamed on insufficient budget allocation by DHET.

Mr Trigo shares similar sentiments and he explains;

We do have a challenge with the infrastructure. We do not have enough space, and that results in to lack of classes. Students at times walk around with the lecturer looking for some spare venues to conduct their classes. At the same time, I do not get support at least in a form of prefab. We do not have a venue for science experiments and I have been writing letters to the Head office and they promise to visit the campus and see my challenges. When it comes to resources, my campus offers engineering related subjects and at times it is difficult to get relevant textbooks for students in some of our vocational subjects. As a result, we request textbook copies from other colleges to make copies for our students because of the shortage.

And Dr Gungqu added;

Teaching resources have been an issue in my campus especially for vocational subjects, you will find that the campus had procured textbooks and these textbooks in most of the time take time to be delivered. NCV run ISAT as their practical assessment. These ISATs need specific requirements for resources from DHET. Some of these ISAT/s need simulation rooms, practicum room and computer internet connected laboratories. My campus does not have a fully equipped simulation room for these

practicals and that this has caused some problems. There are resources we procured through SCM but they are not yet delivered and sometimes are claimed to be expensive and the college cannot afford to build them.

Infrastructure of my campus is too small compared to the demand from the community and some of the buildings are very old and cannot meet the requirements of the current curriculum. This affects the enrolment of student because the campus ends up with low enrolment numbers compared to the demand, this affects the access to learning in the TVET college sector. There are also challenges of internet, water and electricity and these challenges cause lot of problems when it comes to teaching and learning. Sometimes classes will be terminated early or not attended to on times due to these challenges.

The participating campus managers have infrastructural challenges in their campuses. In all interviews, campus managers stated that the infrastructural challenges that they have create a huge impact on the curriculum delivery in the campuses. These challenges in some cases prevent their campuses from meeting the curriculum requirements as stipulated in DHET assessment manual guideline of 2007. According to the campus managers, the infrastructural requirements are supposed to be fully met by their campuses in order to produce quality teaching and learning as required by DHET. On the literature review, the challenges of infrastructure in TVET colleges are evident. For instance, there is a strong evidence that quality infrastructure improves learners' academic performance and reduces dropout rates (Mushwana & Chiromo, 2020). Well-planned infrastructure, clean, quiet, safe, comfortable and healthy environment are important components of successful teaching and learning (Mestry & Balkrishen, 2016). Balkrishen and Mestry (2016) and Jansen (2020) emphasise that DHET needs to put enough budget and improve infrastructural grant in order to reduce infrastructural challenges faced by TVET colleges. Again, Buthelezi (2018) says that despite the infrastructural grants provided to each college to deal with infrastructural challenges, this grant is not enough as colleges continue to have infrastructural challenges and these challenges compromises teaching and learning quality delivery. DHET (2010) report presents the kind of infrastructure and resources that each programme requires in order to execute its curriculum. NCV and R191 (2007) assessment manual guidelines stipulates the kind of infrastructure and resources which include computer laboratory, practicum rooms, simulation room, internet for curriculum and assessment delivery.

The third dimension of instructional leadership model by Hallinger and Murphy (1985) is concerned about coordination and control of the curriculum delivery in a sense that includes the evaluation of instruction and curriculum. Hallinger and Murphy (1985) maintain that the curriculum must be delivered in a conducive environment for learning to succeed.

4.3.2.3 Lecturers with inadequate skills

Another finding on the generated data presented in this theme indicates that the participating campus managers are experiencing challenges concerning lecturers with inadequate skills who teach in their campuses. In the campus managers' interviews, all five campus managers cited that they are experiencing challenges to get enough lecturers with skills to teach in the TVET sector especially the vocational subjects. The campus managers also stated that most lecturers who possess professional qualifications are scarce and some do not want to teach in the TVET sector and this challenge results in the appointment of lecturers with inadequate skills. For instance, Dr. Gungqu and Mr. Trigo mentioned that there are a number of lecturers in their campuses who do not have enough skills to teach and some do not possess a professional qualification to teach in the TVET sector.

Dr Gungqu explains;

Some of my academic staff members especially those who were employed before 2015 are not professionally qualified to teach vocational subject content and some are professionally qualified lecturers but they have been reported to be struggling to teach vocational subjects in the TVET college sector because the standard is high. It is difficult to get professionally qualified staff to teach in the TVET sector and some lecturers leave the college/s early claiming that they are paid lower than industries and what they have studied for. There is no clear policy that speaks to staffing in TVET colleges; the PPN that is used isn't directly linked to what is done in the TVET sector. It is only now that PPN was approved for staffing in TVET sector will be fully implemented by 2024.

Mr Trigo share similar sentiments and he explains;

The staff in my campus are not fully competent in the subject matter. People believe that the TVET College only requires a teaching qualification, which is wrong. The teaching qualification needs some administrative qualities in order for a candidate to

have an understanding of how to do the paper work etc. Currently, some academic staff do not have a teaching qualification and there are members of staff that are teaching subjects in which they are not competent. This is a headache to me since, I need to make sure that quality teaching and learning is delivery at all costs.

Mr Mpiyakhe echoed the sentiments and added he explains;

In my campus, we enrol a very large number of NCV and R191 electrical engineering programme. These programmes need lecturers who are specialists in electrical engineering subject content in most cases. Again, the campus has always been struggling to get enough lecturers to teach vocational subjects in electrical engineering programmes. Only eight of seventeen lecturing staff are highly skilled to teach these programmes and this has always had a huge impact on students' examination results in some of the subjects. Nine of these lecturers possess less skills and our campus has been assisting them with a number of training programmes to get them skilled'. The campus has been placing these lecturers on WIL programme to assist them upgrade their skills but we do experience challenges of less skilled lecturers'. It is worse when it comes to recruitment of candidate to teach electrical vocational subjects. It takes very long to find a suitable candidate because they are scarce.

The data shows that campus managers experience a challenges of lecturers who are less skilled in their campuses. According to the campus managers, the issue of the academic staff with less skills is not only limited to the existing staff in their campuses but also when it comes to recruitments, it is difficult to find a lecturer with enough skills to teach vocational subjects. Campus managers view this challenge as entirely a frustration and it prevents them from producing quality teaching and learning; for a campus to improve or maintain student achievement they feel that they need to have competent academic staff members in all levels of teaching and learning. In the literature review, TVET college are diagnosed to have lecturers with less skills and that impacts hugely on the production of quality teaching and learning (Buthelezi, 2018). However, Campus managers mentioned that, lecturing in the TVET sector is regarded as a profession that requires lecturers to have special professional qualification as per DHET (DHET, 2013). According to DHET (2013) lecturers must possess an M+3 teaching qualification to be appointed as lecturers in the TVET sector. Again DHET (2013) states that lecturers who possess an M+3 profession qualification outside the field of education need to do either a teaching professional qualification or post graduate certificate in order to qualify to

be lecturers in the TVET sector. Buthelezi (2018) claims that a poor performance of TVET colleges in student achievement is partly caused by some incompetent lecturing staff who do not have relevant skills to teach. The lecturing qualification for TVET colleges was adopted in the white paper document in 2016 and this indicates that most TVET college lecturers use basic education qualification or non-teaching qualification to teach in TVET sector (Nzembe, 2017). Again, Kusin (2015) add that, despite the fact that the number of lecturing staff has increased from 28% to 52% TVET colleges are still experiencing a number of lecturers with less skills and that has a huge impact on teaching and learning.

According to Hallinger and Murphy (1985), the second dimension of instructional leadership emphasizes on managing instructional programmes. The curriculum needs to be evaluated and be measureable. The curriculum delivery needs qualified and skilled people to achieve quality teaching and learning. Hallinger and Murphy refer to the school principals, in this study Campus Managers are responsible for ensuring that their staff is competent to deliver teaching and learning in their campuses.

4.3.2.4 Pressure to improve throughput, certification and retention

The generated data in this theme indicates that the participating campus managers have been put under so much pressure to improve the throughput, certification and retention rates in their campuses. They narrate that besides all other challenges that affects teaching and learning that they are faced with in their campuses, DHET puts a tremendous amount of pressure on them seeking for the achievement of good throughput, certification and retention rates to prove that their campuses are best performing. For instance; Mr Trigo and Mrs Tesh stated that their campuses work very hard to improve the current throughput, certification and retention rates so as to meet DHET demands. Currently, they feel that the throughput, certification and retention rates have not met DHET's target which is a challenge that they experience as accounting officers of their campuses where teaching and learning is implemented.

Mr Trigo explains;

In our last academic meeting we realized that there is a huge challenge with the throughput rate, not only in our campus but in all colleges throughout the country. There is a problem with pure mathematics level 4 and ODP level 3 and 4 office data processing in the office administration programme. It was also reported that around

28% of students dropped out in 2020 academic year. This has posed lot of challenges in my campus as we are trying to improve our throughput and certification to meet DHET targets. DHET expect our throughput to be at 60% and certification rate to be at 65% and we as a campus are at 33% throughput rate and 46% certification rate. Despite the fact that we have not met the DHET target we have improved from the previous academic terms.

Mrs Tesh explains her challenges regarding throughput, certification and retention rates;

In terms of certification rates we still have a challenge, students can get 100% in 6 subjects and get 20% from one subject. This affects our certification and throughput rate in the campus. In trying to improve this, I once spoke with SRC members and I asked them which lecturers that they are not happy with in terms of delivery because it is difficult for me to pick them unless we get the results at the end of the year. As much as we do monitor and check when they are reporting monthly or quarterly but as an SRC there is a class representative if there are issues they report to me, and SCR report to SLO eventually it gets to my office then we know there is an issue. DHET want us to at least meet 60 % on the throughput rate whilst on the certification it is 65%. If these targets are not met, we must write a report giving the reasons why these targets were not met.

Dr Gungqu share same sentiments and he explains;

The campus has been on constant improvement on the certification rate, throughput rate despite the fact that we still experience a challenge of not meeting DHET targets but we have improved. The main issue for not meeting these targets is caused by that, there are subject/s like Mathematics, English, Accounting and ODP which are failed by students and this impacts on the certification rate and throughput rate of the students. At the end of the term I as a campus manager need to account for not meeting the required targets by DHET. The dropout and absenteeism are some of the key issues that affect teaching and learning in the campus due various known and unknown reasons.

Given the above extracts, it is clear that as much as campus managers have improved on their throughput, certification and retention rates, it is still low and that they have not met DHET targets which poses a challenge to them. The participating campus managers, stated that they are given a minimum percentage to meet for throughput, certification and retention rate. If they

do not meet these targets, they have to account to DHET explain why these targets are not met and their campus performance depends on these targets. Again, DHET (2013) document presents that TVET colleges are required to enrol students who will become employable or create their own small business in the end. According to the document of DHET (2013), all enrolled students are propelled to complete the programmes that they have enrolled in. To check if TVET colleges meet this demand, DHET (2013) document outline that TVET colleges are assessed through their throughput, certification and retention rates against their enrolled students in each academic year period.

In line with the above notion, the scholars in the literature review state that TVET colleges are suffering from poor performance in terms of their throughput, certification and retention rates (Mgijima & Morobe, 2012; Mestry & Balkrishen, 2016; Nzembe, 2017, Buthelezi, 2018; Nkalane, 2018; & Jansen, 2020). For instance; Nkalane (2018) stated that the lack of adequate resources and incompetence of leadership in the TVET college sector continue to weaken the progression rate of student in terms of their throughput, certification and retention. Mgijima and Morobe (2012) blame the poor progression rate of students in terms of throughput, certification and retention on professionally unqualified and incompetent lecturers. Campus managers do experience the existence of this challenge in their campuses despite the low pace of improvement that has been seen.

Hallinger and Murphy (1985) state that one of the principal's roles, campus managers in this study, is to set a culture that will improve student progression rate in their campuses. Hallinger and Murphy (1985) emphasis that campus managers as a principals need to influence leadership that will promote quality student achievement. If the student achievement is good in campus then it influences good throughput, certification and retention rates. The campus that has good throughput, certification and retention is regarded as a good performing campus and recommended.

4.3.4 Campus managers' response to challenges

Below I present a set of three themes to provide answers on the third research question; *how do campus managers respond to the challenges they experience in leading teaching and learning in campuses of TVET colleges?* These themes are presented as follows;

4.3.3.1 Developing and enforcing internal policies to mitigate absenteeism

The generated data indicates that the participating campus managers are involved in the development of internal college policies; they also insure that the implementation of these policies takes place. In this way they respond to campus challenges. The participating campus managers indicated that their colleges have developed students' attendance and punctuality policy to assist their campuses to mitigate the late coming and absenteeism amongst other things. For instance, Dr. Gungqu and four other campus managers have mentioned that they are not only responsible for teaching and learning, student attendance and punctuality policy development, but they are also responsible for the implementation of policies in their campuses.

Dr Gungqu explains:

In my campus I used the attendance and punctuality policy that was developed in 2017 before the commencement of the coronavirus lockdown. This policy was developed by the quality assurance assistant directorate, recommended and supported by the academic board college structure that I form part of as member and approved by the college council. This policy has improved student attendance and punctuality at my campus because if students do not attend or come late to classes, there is a clause that say they must explain in writing to the principal as to why they were absent or late to classes.

Mr Trigo shared similar sentiments;

In my campus, there is a clear policy that deals with students' class attendance and punctuality. This policy is communicated to all staff and students during their induction before the commencement of teaching and learning. The policy was developed by the college late in 2016 to assist campuses to improve and control student class attendance for teaching and learning. As a result of this policy, students have improved their attendance. As a campus manager, I can confidently confirm that the campus has improved on the student attendance and punctuality.

Mr Mpiyakhe echoed similar sentiments and he explains;

We as a campus management and office of student support services in the campus work together to develop internal policies that deal with among other things student conduct and other student academic related issues. The policies that we have developed adhere with DHET policies such as admission and registration policy and

students' punctuality and attendance to accommodate the diversity of our campus. I as a campus manager I make sure that these policies are shared with all students and staff before their implementation. These policies help me as campus manager and my management team to manage the campus.

Deducing from the above extracts, it is clear that campus managers are involved in the policy development, communication of the policies and the implementation thereof. The participating campus managers make an example with the attendance and punctuality policy that deals with student absenteeism. The participating campus managers also confirm that this policy is developed at the college level and it had improved students' absenteeism in the years after it was implemented in campuses. According to the literature review; scholars have argued that absenteeism in TVET colleges is rife and has a huge impact on students' achievement and quality education (Mgijima & Morobe, 2012; Mestry & Balkrishen, 2016; Nzembe, 2017; & Nkalane, 2018). This is supported by DHET (2016) which mentioned that TVET colleges that are required to devise some strategies that deal with students' absenteeism. According to this circular, TVET colleges are facing a very high number of absenteeism and the absenteeism is not clearly recorded or accounted for by the TVET colleges and this sometimes leads to student dropout (Nkalane, 2018). Again, the DHET (2013) document gives rights to TVET colleges to develop their own policies to meet their organisational goals. In line with this notion, this circular of DHET (2016) further presents that, the campus management and rectorate of the college are responsible for the control of students' attendance. Mgijima and Morobe (2012) claim that TVET Colleges are a very high number of absenteeism and dropouts and this has an impact on the results into the college academic poor performance. Nkalane (2018) explains that most TVET colleges have developed their policies to deal with teaching and learning issues including the policy that deals with the improvement of class attendance by students.

Hallinger and Murphy (1985) states that principals' needs to define the school mission and one of their functions include communication. Campus managers in this study need to set a campus culture that will make the campus improve quality education. Furthermore, Hallinger and Murphy (1985) emphasis that the role of the campus manager as head of the campus is communication. The campus managers in this study seem to have applied this as they have communicated policies with both staff and students as they attempt to mitigate late coming and absenteeism.

4.3.3.2 Continuous solicitation of funding assistance from donors

The participating campus managers have embarked on the continuous solicitation of funding assistance in both public and private sector in order to mitigate funding challenges faced by campuses. The participating campus managers indicate that the funding assists them to improve infrastructure that is needed for teaching and learning. The campus managers stated that in their colleges they offer some occupational programmes to source funding that will assist their campuses to improve funds to run teaching and learning activities. Apart from this, they have strategic plans (refer to a document review on the strategic plan) which also indicates the methods they utilise to generate funds. Dr Gungqu, Mr Orro and Mr Trigo during their interviews presented that their campuses offer different skills programmes through funding from SETAs not only to provide directed occupational skills programmes but also to boost their college's funds in order to meet the needs for teaching and learning. According Mr. Trigo their college has sourced funds from National Skills Fund (NSF) to assist their lecturers' upgrade qualifications.

Dr Gungqu explains;

My campus works with the principal and corporate services unit to source funding from SETAs through offering occupational directed programmes. This funding has helped the campus to build simulation room that is used for NCV teaching and learning practical assessment as part of the requirement. The strategy of sourcing funds came after a long struggle to develop an equitable infrastructure that will assist teaching and learning. I remember that we applied for funding from the college and DHET, and we were told that the college does not have enough funds to build the practical workshop. They always mention that the college budget gets finished by the maintenance, requisition and procurement of the small projects. Currently, the campus offers two occupational programmes. One from MERSETA and other one from W&RSETA.

Mr Orro echoed the same sentiments and he explains;

Through the funding that we source from different SETAs, Industrial and NSF, the campus has developed drastically from what it was before. Again, the campus has offered training programmes for both management, lecturing staff and support staff. We have the biggest mechanical engineering workshop with the current technology for practical assessment for NCV and R191 programmes. As a result of quality education

we produced in this campus, most surrounding industries have partnered with us, and we benefit from these partnerships as we also place students in these industries. All we have done, we have applied for funding from Mercedes Benz and they offered this workshop to us.

Mr Trigo added and he explains;

In my campus, we partnered with a biggest electrical engineering industry in the coast. This industry has sponsored us with a fully equipped electrical engineering workshop in order to provide ISATs, practical's and practical assessment tests in our campus for both NCV and R191 programmes. We use this workshop to provide occupational directed programmes from SETAs to source more funds for the college. This also increase access to both youth and adult of the local community as a response to the rate of unemployment as required by DHET. Without external sources of funds, we wouldn't have met the teaching and learning requirement because the college always complains about not having funds to meet certain requirement needed for teaching and learning and that is frustrating to the campus management.

Given the above extracts, it is clear that campus managers need to source funding from different departments as part of the responses to mitigate challenges in their campuses to deliver quality teaching and learning. According to the participating campus managers, the funding that the campuses receive from DHET allocated budget does not meet the needs to run the campus, the participating campus managers have mentioned that SETAs and other private sectors assist their campuses to meet the teaching and learning requirements especially for practical assessment. In addition, campus managers revealed that they have been helped by funding from NSF to run staff training in their campuses. The lack of enough funds to provide fully fledged teaching and learning at campuses is also revealed in the literature review. Scholars states that colleges have not been given attention in-terms of the allocation of budget in order to execute their mandate (Mestry & Balkrishen, 2016; Buthelezi, 2018; Nzembe, 2017; & Nkalane, 2018). According to Mestry and Balkrishen (2016) TVET colleges need special attention in terms of the government budget allocation to improve their colleges to meet the current teaching and learning technology applied in the TVET sector. Government allocates two sets of budget to TVET colleges, one to run teaching and learning and the other one is maintenance and infrastructure grant for TVET colleges but these budget allocations are not enough to meets challenges faced by TVET colleges (Buthelezi, 2018). Nzembe (2017) reported that colleges

have been using external sources to boost their resources in order to improve teaching and learning at campuses and to reduce the pressure on the campus managers for the shortage of resources.

4.3.3.3 Encouraging staff to engage in professional development activities

The data indicates that the participating campus managers encourage staff particularly the academic staff to engage in the professional development as means to respond to challenges of skills and college performance. The campus managers further presented strong views that campus managers, lecturers and support staff in the TVET colleges need to undertake among other things continuous professional development programmes in order to improve their poor academic performance. For instance, three participating campus managers have indicated during interviews that they encourage and support their academic staff to engage in professional development training and reskilling. Mrs Tesh and other four campus managers have stated that they believe that continuous professional development will improve their campus academic performance.

Mrs Tesh explains;

In my campus, we take professional development of staff very serious. The professional development that our campus has been engaging in is onsite and offsite professional training of staff for both campus management and academic in general. I encourage my academic staff members to form team teaching which improves not only the quality of teaching and learning to the students but it is developmental to individual lecturers. One of the other tools that my campus implemented is the implementation of the IQMS. This has assisted me as a campus manager to identify lecturers training needs. As a campus manager I organise the training that will develop my staff in order to maintain professionalism in the workplace and improve teaching and learning at our campus.

Dr Gungqu explains his support professional development;

In 2010, the campus was diagnosed to have more than 60% of lecturers who were professional unqualified to teach. As a result of this, the campus was regarded as the most poorly performing in the college. To address this, I have worked with Human Resource unit to find ways to assist the college improve their performance given the

fact that most lecturers were not qualified to teach. We have worked with HR to source funding from NSF and supported these lecturers to enrol with universities to get their professional qualifications. These lecturers have studied for free and completed their qualifications. As a result of this program, the academic performance of the campus has improved. In addition to this, some of these lecturers were promoted to be senior lecturers and some HoUs in the college.

Mr Trigo explains;

The success or failure of teaching and learning of the campus to a large extent depends on the expertise and wisdom of competent lecturers in their classroom, on account that their responsibility is to be responsible for the day-to-day teaching and learning of the campus and has all the authority necessary to perform this function. As a campus manager, I ensure that from time to time professional development training onsite and offsite is undertaken just to keep lecturers up-to-date and equal to their tasks. We place lecturers to WIL and some back to universities and sometimes provide onsite training for our staff. We do this only because we want to improve our quality teaching and learning methods. Pertaining to incompetent staff, I try to request educational training for them.

The participating campus managers' in their discussions believed that when their staff is fully developed, their campus will escape poor academic performance. In line with this notion, the literature also reveals that campus managers need to support their academic staff professional development if they are serious about improvement of quality education in their campuses (Mgijima & Morobe, 2012; Buthelezi, 2018; & Nkalane, 2018). According to Mgijima and Morobe (2012) TVET colleges have a large number of incompetent academic staff, and this hinders the offering of quality tuition in their campuses. Campus managers are responsible for the implementation of the training to all staff members in order to improve quality. IQMS can be used as a primary source to identify skills gaps (Buthelezi, 2018). Nkalane (2018) states at least above 65% of lecturing staff have been reported to have professional qualification. According to Nkalane (2018) this improvement is projected as a drastic improvement of the TVET college campus managers to encourage their staff to continue with professional development and it is a sign for campus managers to better their campus academic performance. One of the functions of a principal according to Hallinger and Murphy (1985) is

creation of a culture that promotes teaching and learning. The continuous promotion of professional development shown by participating campus managers is a good culture.

4.4 Chapter summary

In this chapter I presented and discussed the findings that emerged during the analysis of the generated data. I began by profiling each of participants; the participants' campuses and TVET colleges were given pseudonyms to ensure anonymity. Following the profiles, the generated data were presented using themes that were identified during data analysis. The next chapter will present the summary, conclusions and recommendations of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter has thematically presented and discussed the data generated through semi-structured interviews of the campus managers. In this chapter I provide the conclusion of the project. To achieve this, I present brief summaries of each chapter, conclusions drawn from findings, as well as the recommendations.

5.2 Reflective study summary

This study explored the experiences of campus managers leading instruction in TVET college campuses. In presenting this study, five chapters were developed; below I provide brief summaries of chapters.

Chapter One presented an introduction and background to the study. This chapter presented the following aspects: the background to the study, motivation for the study, problem statement, key research questions, definition of the key concepts, and the outline of the chapters was presented.

Chapter Two focused on the review of the related literature and the discussion of the conceptual framework. In terms of literature review; firstly, I have conceptualised educational management and educational leadership. Secondly, I presented TVET colleges understanding in South African context. Thirdly, I discussed the role of campus managers on leading instructions in their campuses. Lastly, the challenges faced by TVET college campuses were presented. Regarding the conceptual framework, I discussed Hallinger and Murphy's (1985) Instructional leadership model as the conceptual framework of this study.

Chapter Three presented a detailed explanation of the research design and methodology. In this way, I adopted and discussed the interpretive research paradigm as the qualitative design of this study. Thereafter I presented the case study as the research methodology wherein the purpose and convenient sampling methods were applied to select the participants of the study. The semi-structured interviews were employed as means to generate data and the thematic approach used to analyse the generated data in this study.

Chapter Four presented the generated data from five participants of campus managers in the campuses as they are the focus of this study. The study was about exploring the experiences of campus managers leading instruction in their campuses. Therefore, the generated data was presented according to nine themes emerged from data analysis as a form to answer three research question of the entire study.

Chapter Five presents a synthesis of the key findings of the research on the basis of which conclusions were drawn and recommendations made on the basis of the emerged findings.

5.3 Conclusions

The ultimate goal for researchers when interpreting data is to make findings and draw conclusions (Maree, 2011). According to Maree (2011) each conclusion should be based on verified findings from the data, in relation to what is already known, in order to reveal new insights or corroborate existing knowledge. Conclusions thus serve as a final comment or judgement about a specific study. Maree (2011) however, argues that conclusions cannot be generalised to the larger population but is specifically confined to the study participants in their own context. This is termed a “bounded conclusion” (Maree, 2011, p.113). This study sought to explore campus managers’ experiences of leading instruction in TVET college campuses. The main research question for this study were as follows: *What are campus managers’ experiences of leading instruction in campuses of two South African TVET colleges? What are the challenges that a campus manager experience when leading instruction in TVET colleges? and how do campus managers respond to the challenges they experience in leading teaching and learning in campuses of TVET colleges?*

The conclusions presented below are presented based on the findings emerged from the nine themes presented in the chapter four. The following conclusion are presented in a sequential form as per the response to the research questions.

Below I present the conclusions that seeks to answer the key research questions.

5.3.1 *Campus managers’ experiences of leading instruction in campuses of two South African TVET colleges.*

An important conclusion made from this study’s findings was that participating campus managers work in collaboration with the campus management team. The participating campus

managers presented that they work together with their CMT members in their practice in leading and managing their campuses in order to provide support to teaching and learning. In fact, campus managers share some of their responsibilities with members of campus management and work together to achieve curriculum delivery. Again, three visionary participants mentioned that they are offering occupational programmes and trade testing centre certificates in their campuses; in this way they expand employment opportunities for students and also opportunities to create their own jobs once they leave the campus.

The above notion is in line with the socio-economic milestones of the National Development Plan (NDP) 2030. According to the participating campus managers, this work is achieved through using the collaborative leadership style as among other things. On the one hand, all campus managers revealed that they are responsible and accountable for their campuses. They create a conducive environment for teaching and learning to take place. On the other hand, the campus managers encounter numerous challenges that compromise teaching and learning in campuses; these leaders make an effort to minimise interruptions of curriculum delivery. To achieve this, collaboration with the campus management team is paramount.

Another finding that emerged in the study is monitoring of instruction. All five participants' provided clear methods on how they do their regular monitoring in the campuses. Apparently, one of the active participants stated that they develop a timetable to visit teaching and learning in the classroom including their workshops. They work together with the campus management to apply moderation of assessments to ensure that the learning take place in their campuses that they are aware of and is of the desirable quality. In addition, the participating campus managers focused on monitoring the curriculum, lecture practices and students' academic performance. This took place the form of classroom visits, and the monitoring of students' books and lecturers' programmes. The study also showed that the campus managers used management by walking around to enhance the monitoring process.

5.3.2 Challenges experienced by campus managers in leading instruction in TVET colleges

The study also revealed a number of challenges that campus managers faced in relation to leading instruction in their campuses. The participating campus managers mentioned that the challenges that their campuses are facing disturb the delivery of quality teaching and learning. According to the participating campus managers these challenges in some cases affect assessments and they sometimes prevent them from meeting the standard requirements by

DHET and that they have a negative impact on their campus student academic performance. The participants mentioned the following challenges:

1. Instructional time loss resulting from student protests and absenteeism.
2. Infrastructural and resources challenges.
3. Lecturers with inadequate skills and some professionally unqualified.
4. Pressure to improve throughput, certification and retention.

5.3.3 Campus managers' responses to the challenges they experience in leading teaching and learning in campuses of TVET colleges.

The participating campus managers indicated that most findings in relation to challenges are caused by the historical background of TVET colleges. The participating campus managers mentioned that they have old buildings and in some cases the lecturers' do not have adequate skills to teach vocational subjects. According to the participating campus managers, these historical challenges do not only include inadequate infrastructure or old infrastructure but they also include limited funding from DHET to overcome these challenges.

In their response to the above challenges, the campus managers presented three strategies; these strategies are itemised below:

1. Campus managers' supporting and encouraging staff to engage in professional development activities.
2. Campus managers with college senior management engaging to continue solicitation of funding from donors in both public and private sector.
3. Campus managers' engaging on developing and enforcing implementation of internal policies to mitigate student absenteeism.

5.4 Recommendations

Based on the conclusions of this study, four sets of recommendations were arrived at. The first set of recommendations is directed to campus managers, the second set of recommendations is directed to the Rectorate of the Colleges, the third set of recommendations is directed to DHET directorate, and the last set of recommendations is directed to researchers.

5.4.1 Recommendation directed at campus managers

The study revealed that leading instruction in TVET college campuses is complex and it needs high skilled campus managers. The study also established that campus managers are responsible and accountable and are to work in collaboration to achieve quality teaching and learning. For instance, the first theme speaks about leading through collaboration to achieve teaching and learning (see Chapter 4, page 4-6) and the second theme speaks about regular monitoring of teaching and learning in their campuses (see Chapter 4, page 7-9). I therefore recommend collaboration in all aspect of leading instruction to campus managers. This should include collaboration with the SRC to solve challenges related to students in their campuses. A regular continuous professional development of their academic staff to be supported in all aspects of academic life in order to promote teaching and learning.

5.4.2 Recommendation directed at the rectorate of TVET colleges

It is found in the study that part of campus managers' experiences is to link senior management of the college (Rectorate) with their campuses to get to know other activities for teaching and learning. The campuses set up standardised assessments and policies to run the campuses. Again in line with the themes presented in chapter four, one themes presented the inadequate infrastructure and resources in campuses for teaching and learning and other presented lecturers with inadequate skills (refer to chapter four, page 11-14). I therefore recommend that; 1) the Rectorate develop standardised college policies that deal with students' code of conduct, absenteeism, late coming and student dropout amongst other things. 2) the Rectorate work in collaboration with campus managers so source more funding that will enable the campuses to develop an infrastructure that meets teaching and learning current requirements. 3) the Rectorate organise capacity building leadership programmes for campus managers at-least annually. 4) the Rectorate set a clear budget for each campus for the professional development of the academic staff.

5.4.3 Recommendations directed at DHET

One of the challenges experienced by campus managers is the delay in the release of the final examination results which affects teaching and learning and sometime lead to time loss. It is also found that NSFAS causes a lot of student protests which result in teaching and learning

time loss student dropout and absenteeism. I recommend that DHET develops strong policies for disbursement of NSFAS and review their policies that deals with student code of conduct. On the delay of the results, I recommend that DHET must at least release the examination results two weeks before the commencement of the next academic term.

5.4.4 Recommendations directed at Researchers

The literature that focuses on the campus managers' leadership especially in the South African context is very limited. I therefore recommend that researcher pay attention to the experiences and challenges faced by campus managers in the TVET sector. In this study I only involved 5 campus managers, in only two TVET colleges to explore experiences of leading instruction. The findings may not represent all campus managers in the country; for this reason, I recommend a large-scale research on this phenomenon.

Other issues that researchers may tackle include teaching and learning in the TVET colleges, capacities of campus managers leading instruction in their campuses, professional qualification offered for lecturers to teach in the TVET college sector, and collaboration leadership approach to improve student academic performance in colleges.

5.5 Implications for the research study

The implications of this study are that; firstly, campus managers' leading through collaboration style may yield positive results to improve the quality of leading instructions in their campuses. Again, regular monitoring of teaching and learning makes campus managers aware that they are accountable for the achievement of quality education in their campuses. In addition, this research may assist the significant authorities in DHET to identify some of the challenges that the campuses are facing. Secondly, it would be judicious to conduct an in-depth quantitative study on the leadership practices of campus managers. More research would assist campus managers to enhance their instructional leadership practices.

5.6 Chapter summary

This chapter outlined the summary of the entire research study. The chapter briefly summarized all the five chapters developed in this study. In this chapter, the key research questions were

retrieved and brief answers to these questions were presented as part of conclusions. Apart from this, recommendations were made to mitigate the challenges that are faced by the campus managers when they are executing their day to day work in their campuses.

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APPENDICES

Appendix A: Ethical Clearance letter



01 October 2021

Bubele Nogcantsi (213570732)
School Of Education
Edgewood Campus

Dear B Nogcantsi,

Protocol reference number: HSSREC/00003370/2021
Project title: Leading instruction in Technical Vocation, Education and Training college campuses: Learning from experiences of five campus managers in two TVET colleges
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 14 September 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 01 October 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,

Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8330/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/research-ethics>

Founding Colleges: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

Appendix B: Permission letters from Colleges



Central Office
P O Box 2364
Port Shepstone
4210
Tel (039) 684 0110
Fax (039) 684 0280
Email: rector@esayidifet.ac.za



Mr B Ngeantshi
BA 9135 Mambisa
KOKSTAD
4700

By e-mail: now12766.bn@gmail.com

Dear Mr B Ngeantshi

LETTER OF ACCEPTANCE TO CONDUCT RESEARCH AT THE COLLEGE

I acknowledge receipt of your request for permission to conduct research at our campuses on the topic: "Leading Instruction in TVET College Campuses: Learning from experience of five campus managers in two TVET colleges".

Esayidi TVET College has evaluated your request and it is my pleasure to inform you that your request to conduct the above research had been granted. As part of your research, it is noted that you will collect data, conducting one-on-one interviews with campus managers.

I wish you all the best in your research study.

Yours Sincerely

Mr Casper de Koker
College Principal
Date: 13/8/2021

Bayenyezi Campus Tel: (039) 685 5482/3 Fax: (039) 685 4135	Gamulalche Campus Tel: 039 318 1693 Fax: 039 318 1184	Port Shepstone Campus Tel: 039 685 4824/5 Fax: 039 685 4848	Kolcorad Campus Tel: 039 337 8062 Fax: 036 549 253	Umzimkhulu Campus Tel: 034 175 4240
Community Development Centre	Sturanti Campus Uthukela Campus	Uthukela Campus Tel/Fax: 039 379 4138	Uthukela Campus Tel/Fax: 039 379 4138	Uthukela Campus Tel/Fax: 039 379 4138



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



15 August 2021

Dear V. E. Roussouw

RE: REQUEST FOR USING COLLEGE AS SITE OF RESEARCH

Your communication dated 15 August 2021 refers:

Umgungundlovu TVET College has no objection to you using our campuses as sites of research for research study titled: "Leading instruction in TVET College can provide learning from experiences of five Campus Managers in five TVET Colleges" through the University of KwaZulu-Natal's School of Education.

However, the following conditions for external research apply:

The college will have the right to approve or not with regard to research instruments and research analysis:

- The research documents MUST be forwarded to the Rector and approval of usage will be given by the Rector in writing.
- The name of the college or any of its sites cannot be used in any documents.
- The name/s of staff employed by the college cannot be used.
- The use of any findings that reflect negatively on the College, its partners or any related body must be approved in writing by the Rector.

Please note that failure to comply with all of the above conditions will result in the necessary legal action being taken against you.

Your cooperation in this regard will be highly appreciated.

Yours sincerely

College Principal

I have read the content of this letter and I accept the conditions

FULL NAME

SIGNATURE

DATE

15/08/2021

Central office - 44 Burger street, Private Bag X5003, Pietermaritzburg 2200 • Tel: 033 341 2130 • Fax: 033 341 5967
Campuses - Idendale - Garden street, Idendale - Midlands - Dr Pine street and Mayors Walk, Pietermaritzburg
• Inunduzi - 114 Pietermaritzburg Street, Pietermaritzburg • Northdale - Cheltenham and Newmarket Way, Northdale
• Pietermaritzburg - B5 Smith Road, Idendale

Appendix C: Consent letter

SCHOOL OF EDUCATION

Informed Consent Form

Dear Participant,

My name is Bubele Nogcantsi (213570732). I am a Masters candidate studying at the University of KwaZulu-Natal, Edgewood College Campus. The title of my research is: Leading instruction in TVET college campuses: Learning from experiences of five campus managers in two TVET colleges. The aim of the study is to Understand campus managers' experiences of leading instruction in campuses of South African TVET colleges. I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about 30 minutes.
- I will request the you to provide with the following documents; the quarterly campus academic board meeting reports for past four quarters, minutes of at least two meetings on teaching and learning, and campus developed policies relating to teaching and learning.
- The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a

Appendix D: Interview questions

Research title: Leading instruction in TVET college campuses: Learning from experiences of five campus managers in two TVET colleges.

Research questions and sub-questions

What leadership practices do campus managers exact in leading instruction in campuses of TVET colleges?

- What duties do you as a campus manager perform in your campus in relation to leading instruction?
- Do you think your leading of teaching and learning impacts on the academic performance of your campus? Explain
- What is your role in your campus management team?
- How do you as campus manager ensure the instructional programs are attained in your campus? Elaborate

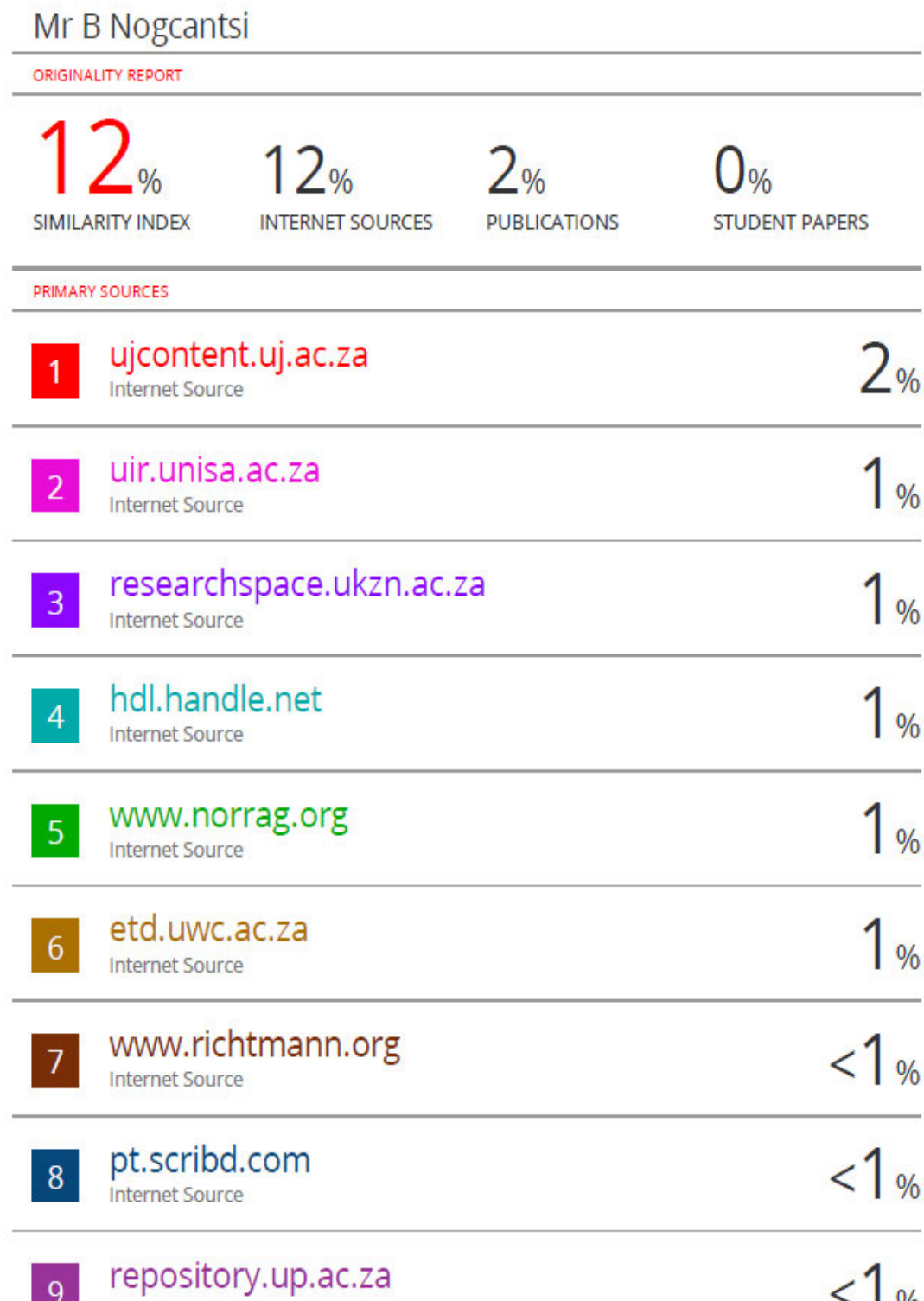
What challenges do campus managers experience in leading instruction in TVET colleges?

- What challenges do you as a campus manager experience in leading instruction in TVET colleges?
 - o Challenges relating to staff?
 - o Challenges relating to teaching resources?
 - o Challenges relating resources and infrastructure?
 - o Challenges relating to low throughput, certification and retention rate?
 - o Challenges relating to policies?

How do campus managers respond to the challenges they experience in leading teaching and learning in campuses of TVET colleges?

- How do you respond to the challenges you cited?
 - o Challenges relating to staff?
 - o Challenges relating to teaching resources?
 - o Challenges relating resources and infrastructure?
 - o Challenges relating to low throughput, certification and retention rate?
 - o Challenges relating to policies?

Appendix E: Turnitin certificate



Appendix F: Language Clearance Certificate

25 Maple Crescent
Circle Park
KLOOF
3610

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

Dr Saths Govender

26 JANUARY 2022

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

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

Leading instruction in TVET college campuses: Learning from experiences of five campus managers in two colleges, by Bubele Nogcantsi, student no. 213570732.

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

Yours faithfully



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