

UNIVERSITY OF KWAZULU-NATAL

**LEADING A THRIVING CAMPUS IN A DEPRIVED RURAL CONTEXT: A CASE
STUDY OF THREE CAMPUS MANAGEMENT TEAM MEMBERS AT A
TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGE**

By

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**A dissertation submitted in partial fulfilment of the requirements for the degree of
Master in Education in the discipline of Educational Leadership, Management and
Policy, School of Education, College of Humanities, University of KwaZulu-Natal.**

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JUNE 2021

DECLARATION

I, **Sebenzile Basi**, declare that:

- (i) The research reported in this dissertation, except where otherwise indicated is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other sources have been quoted, then:
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Researcher Signature: 

Date: 23 June 2021

SEBENZILE BASI

SUPERVISOR'S STATEMENT

This dissertation is submitted with my approval.

Signature: _____ Date: 23 June 2021

A handwritten signature in black ink, appearing to be 'Dr SB. Blose', is written over a horizontal line. The signature is cursive and somewhat stylized.

Dr SB. Blose

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DEDICATION

I dedicate this study to my late mother, Duduzile Margrett Dlamini for being a positive influence in my life. You may be gone but not forgotten Bongwe Elihle. I also dedicate this dissertation to my lovely daughter Simphiwe Basi, whom I wish to inspire to grow up and become a distinguished woman who will also choose her path in upholding family name in pursuit of excellence.

ABSTRACT

The purpose of the study was to explore the leadership experiences of three campus management team members (one campus manager and two senior lecturers) leading a technical vocational education and training (TVET) college campus in a rural context in KwaZulu-Natal. The study intended to understand the functions of the campus management team members and the leadership practices they exert in leading a thriving campus, despite the rural setting with limited resources. Added to this, the study intended to understand how the rural setting influences campus managers' leadership practices. The study was located appropriately within the interpretive paradigm that views reality as subjective and built from an individual's lived experiences. Besides, the case study as a research method was used to understand the experiences of participants for the study. I generated data for the study using two methods: semi-structured interview and document review. Interviews were conducted during the COVID-19 pandemic and strict adherence to the Covid-19 health protocol was ensured. The data were analysed using the thematic method of analysis. The study found that campus management team in the rural setting with limited resources performed functions such as; investing in planning and setting direction, selection, and placement of students into programs and monitoring of teaching and learning by walking around to ensure quality in its teaching and learning processes at the college campus. The study also found that the campus management team at the TVET college faced challenges such as unavailability of student accommodation, dealing with slow learners who do not fit into the system, and poor infrastructure. However, they used extramural activities to encourage student attendance in a rural setting; they also encouraged the use of cultural diversity as strategies to promote teaching and learning while improving student academic performance at the college campus in the rural setting.

TABLE OF CONTENTS	
Content	Page No.
Declaration	Ii
Supervisor’s statement	Iii
Acknowledgements	Iv
Dedication	V
Abstract	Vi
Table of contents	Vii
CHAPTER ONE	
BACKGROUND AND ORIENTATION TO THE STUDY	
1.1 Introduction	1
1.2 Background of the study	1
1.3. Problem statement	3
1.4. Rationale and motivation of the study	4
1.5. Research Objectives	5
1.6. Research Questions	7
1.7. Clarification of key concepts	9
1.8. Location of the study	9
1.9. Organisation of Work	10
CHAPTER TWO	
LITERATURE REVIEW AND THEORETICAL FRAMEWORK	
2.1. Introduction	11
2.2. Review of related literature	11
2.3. Understanding the concept of campus manager	11
2.4 The leadership roles of campus managers in improving student academic achievements	12
2.5 Leadership and management	17
2.6 Theoretical framework	20
2.6.1 Instructional leadership theory	23
2.6.2 Context-responsive leadership theory	27

2.7 Chapter summary	27
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY	
3.1 Introduction	28
3.2 Research paradigm	28
3.3 Research design	29
3.4 Case study design	31
3.5. Selection of participants	31
3.6. Research method/methodology	31
3.7. Method of data analysis	33
3.8. Trustworthiness	33
3.9. Ethical consideration	35
3.10. Conclusion of chapter	36
CHAPTER FOUR	
DATA PRESENTATION AND DISCUSSION	
4.1 Introduction	37
4.2 Profiling of the participants	37
4.2.1 Mr Vusi	37
4.2.2 Mrs Lindiwe	38
4.2.3 Mr Bheki	38
4.3 Data Preseantation	38
4.3.1 Functions of TVET college managers in a rural setting	39
4.3. Experiences of a campus management team leading a TVET college in a rural setting	39
4.3.3 Leadership practices exerted by campus managers in the rural context	41
4.3.4 The influence of rural context on campus managers' leadership practices	42
4.4. Chapter summary	52

CHAPTER FIVE
CONCLUSIONS AND RECCOMMENDATIONS

5.1 Introduction	53
5.2 Summary of the study	53
5.3 Conclusions drawn from the findings	54
5.3.1 Functions of TVET college managers in a rural setting	55
5.3.2 Experiences of a campus management team in leading a TVET college in a rural setting	56
5.3.3 Leadership practices exerted by campus managers in the rural setting	57
5.3.4. The influence of rural context on campus managers' leadership practices.	57
5.4 Recommendations	57
5.4.1 Recommendations to the Department of Basic Education	57
5.4.2 Recommendations to future researchers	58
5.5 Chapter summary	58
References	59
APPENDICES	
Appendix A: Interview schedule	64
Appendix B: Gatekeeper's consent letter	66
Appendix C: Request for consent letter	67
Appendix D: Participant consent letter	71
Appendix E: Certificate of English Language Editing	73
Appendix F: Turnitin	74

List of tables

Table number	Page number
Table1: Comparison of different scholars, extracted from Leithwood et al (2011)	14

List of figures

Figure number	Page number
Figure1: Leadership roles and practices and their impact on student achievement	13
Figure 2: Weber's (1987) Instructional Leadership Model	22
Figure 3: Teaching timetable	40

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Following the dismantling of the apartheid era, the rise of a new democratic South Africa brought many transformative initiatives. This includes the introduction of a new educational system. The year 1994 was the transition period of South Africa from an apartheid system of governance to an independent democratic country. Although South Africans embraced the democratic changes, these changes brought some challenges. The challenges were political, economic, structural, and educational, hence the need to address the challenges. In education, many countries have in recent years made concerted efforts to prepare staff who will occupy both teaching and managerial roles in the institutions of learning. According to Parvez and Shakir (2013, p.172), “the quality of citizens depends upon the quality of education system, the quality of education depends upon the combined efforts of planners, educationists, administration, and teachers.” The literature on educational leadership gives much attention to schools and leadership thereof, while little about Technical and vocational education and Training (TVET) colleges and leadership thereof is unknown. This study focuses on TVET colleges and aims to understand the experiences of a campus management team leading a TVET college campus in the rural context.

The study explores the experiences of three campus management team members of a TVET college who are appointed to ensure quality, efficiency, and overall achievements in leading a campus. The campus management team include one campus manager and two senior lecturers. To develop this chapter, therefore, I begin by presenting the background of the study, the problem statement, rationale, motivation for the study, and clarification of terms.

1.2 Background to the study.

According to a 2011 report by the Department of Higher Education and Training (DHET), there has been a confirmation of public perceptions that they characterized TVET programs as for people who have low intellectual ability, school dropouts, and/or illiterate. This public impression has contributed to the perception of students pursuing such programs; they also

perceive themselves as low-intelligence learners attempting to learn so-called prominent academic disciplines. These negative perceptions have made damaging inroads into South Africa's second-cycle institutions, in the eyes of the public and even the tertiary institutions mandated to train learners in TVET programs. Paradoxically, these negative perceptions gain patronage from within the intellectuals who can clarify the situation. From ancient cultures to the present, education, whether formal, informal, non-formal, academic, technical, or vocational, has been used to gain knowledge, skills, attitudes, values, and competencies applied to unearth hidden knowledge and achieve socio-cultural, economic, political, and technological developments (Babbie, 2015). Education prepares young people for employment or self-employment in the labour market (Netherlands Organization for International Cooperation in Higher Education, 2010). It is and will continue to be an instrument for humanity's service.

History tells us that many advanced countries in Asia, Europe, America, and others realized the significance of education during their developing stages. They developed systems based on their cultures and philosophies that served as a pivot for their developments. In 2003, educational restructuring began in South Africa. The restructuring widened access to tertiary education, resetting the priorities of the old apartheid-based system of education. For example, smaller universities and technikons (polytechnics) were incorporated into larger institutions to form comprehensive universities. South African universities offer a combination of academic and vocational diplomas and degrees, while the country's universities of technology focus on vocationally oriented education. Some also offer theoretically oriented university degrees according to *Brand South Africa*. My attention in this study is on TVET colleges as another layer of higher education institutions in South Africa.

Since the beginning of the 1980s, most African countries have realized the need for the establishment and promotion of TVET colleges. The persistent graduate unemployment difficulties that have become severely endemic across the African continent, primarily because of an overemphasis on strictly academic education, prompted this demand (Parvez and Shakir, 2013). The continuous focus on academic education has affected the thriving nature of the TVET college sector. Because of the limitations of TVET systems in African nations, it is widely assumed that TVET colleges are second best to conventional academic education (Maiga, 2013). We employ graduates from grammar education in white color jobs while TVET education leads to blue-color jobs that are less prestigious (Maiga, 2013). These perceptions

have affected the motivation for sufficient enrolment and how the campus managers navigate their management practices to ensure success at the college. In terms of management, Bush (2008, p.8) opines that “effective leadership and management are essential for successful student achievement at all educational institutions,” this includes TVET colleges. The Department of Higher Education and Training (DHET) agrees with Bush, stating that without strong leadership, particularly from campus managers, TVET colleges will struggle to provide the high-quality education needed to expand and meet South Africa's skills requirements (DHET, 2013). As a result, if TVET institutions in South Africa are to meet the demands of skilling the youth for unemployment, they must improve their quality and student accomplishment (DHET, 2013). Campus managers' leadership is therefore critical in increasing the quality of TVET colleges and student accomplishment.

A TVET college's campus manager serves in a comparable leadership capacity to that of a high school principal, overseeing the quality of teaching and learning as well as student achievement (Deshmukh & Naik, 2010, McCaffery, 2010). In adding a corollary, Stronge and Leeper (2013, p.58) aver that the campus manager's managerial position has evolved to include a leadership role to promote student learning. While the importance of good leadership in educational institutions is widely recognized, little is known about which specific leadership responsibilities are most likely to promote instruction and student accomplishment (Bush 2008, Leithwood & Louis 2011). This study focuses on one campus management team of a TVET college in KwaZulu-Natal, it aims to explore their experiences of leading a college campus that seems to thrive in a rural setting.

1.3 Problem Statement

According to Robinson (2011), the youth in rural areas face the following issues: a lack of educational facilities, lack of job security, lack of recreational facilities, lack of health education, lack of decision-making chances, and a lack of access to land. The cost of living in rural areas is greater, according to the Integrated and Sustainable Rural Development Strategy (ISRDS, 2000), due to the increased cost of fundamental social services such as food, water, shelter, electricity, health, and education. Transportation and communication services are likewise more expensive. South Africa is characterized by high levels of poverty, particularly in rural areas. According to the Integrated Sustainable Rural Development Strategy (2000),

rural areas are home to 70% of South Africa's impoverished population. Poverty appears to be regarded as a component of rural culture.

Thus, studies on the functions of campus managers of TVET colleges such as Balkrishen and Mestry (2016), Agyarkoh (2013), Bush (2008), Deshmukh and Naik (2010), McCaffery (2010), and others have shown that the quality and standard of TVET colleges are in the hands of the leadership of campus managers. Campus managers are equivalent to high school principals and are to lead the TVET college and ensure the overall success of the quality of student performance and overall achievements of the college. In leading the colleges, campus managers have differing experiences, especially in terms of leadership management. The experiences of campus managers of TVET colleges in the urban areas differ from those leading the college in the rural areas. These differences can be observable in many folds ranging from infrastructure, facilities, and availability of leadership training skills. Despite these, the core mandate of any campus manager is to ensure that the quality of teaching and learning is maintained, and the college enjoys a high-performance standard. Spillane (2012) explains that some managers over the globe find themselves in bargaining conditions that make it hard for them to execute their responsibilities, hence affecting teaching and learning. The experiences of the campus management team members will enable me to understand what it means to lead a TVET college campus in a rural setting.

1.4 Rationale and motivation of the study

The motivation that inspired this study was anchored on two experiences which include personal, and practical experience.

Personal experience: studying in the rural area

I come from a background that is defined by a lot of hardship and economic constraints. My father and mother were low paid because they did not go to school. Because of the lack of opportunity to go to school, they believed that giving me the education they never had was the only way to have a better life. I enrolled in school but the things I needed, like textbooks, transport money, and pocket money to function well as a student, were inadequate. As a result,

I used to sell vegetables on the streets and engage in other petty hawking to complement most of my inadequacies like textbooks, transportation, and pocket money. Involvement in such activities used to affect my attendance. I observed that the school managers found it difficult to cope with the different conditions from students like late coming, and student attendance. This background inspired me to conduct this study in a rural setting.

Practical experience: rurality and leading

Although I faced a lot of challenges as a learner in the rural areas, in Grade 8 of my high school, my performance in Mathematics and Accounting was excellent. My performances attracted friends to me that made me develop confidence. In Grade 10, I received an award of the best accounting student. The award gave me more confidence to do more. To experiment with this more practically, I organized weekend classes for my classmates and others willing to attend. In teaching them, I was also paying attention to them to know where they have a problem. I was leading them in their schoolwork, which was improving their performance. In fact, after my matric, I developed a project called *Sisondelakuwe pilot project*. This project was to assist those taking matriculation examination in Mathematics and Accounting. I oversaw the mobilization, coordination, and teaching of the students.

After graduating and becoming a full-time Accounting teacher in 2008 at a TVET college located in a rural setting, I encountered a different approach from the management team at the college and how they led the college. I noticed that, despite the rural setting of the college, the campus management team members were able to maintain a good academic record and the pass rate was on an increase. This motivated me to explore the experiences of campus management team members leading a campus in a rural area to understand their leadership approaches in successfully leading a college campus.

1.5 Objectives of the Study

The study has the following objectives:

1. To understand the functions of a campus management team leading a TVET college campus in the rural setting.

2. To explore leadership experiences of a campus management team leading a TVET college in a rural setting.
3. To understand the leadership practices exerted by campus management team members in leading a TVET college in a rural setting.
4. To ascertain how the rural context influences the leadership practices of campus management team members.

1.5 Research questions

The following research questions guided the study:

1. What are the functions of a campus management team leading a TVET campus college in a rural setting?
2. What are campus management team's experiences of leading a TVET college campus in a rural setting?
3. What are the leadership practices exerted by campus management team leading a TVET college campus in a rural setting?
4. How does the rural context influence leadership practices of the campus management team members?

1.6 Clarification of key concepts

To have a better understanding of this study, key concepts are defined to enable readers have a clear understanding.

Management

The term management has had different meanings for different scholars. However, despite the differences in the definition of management, such terms associated with it include “efficiency, planning, paperwork, procedures, regulations, control and consistency” (Kraak, 2016, p.141). According to Jackson (2013) management refers to planning, organizing, leading, and controlling the work of the organizations' members and it also involves all available resources to reach the desired goals of an organization. Objectives, resources, people, and procedures are

the primary components of the concept of management. We can define management as a process by which individuals use resources in a coordinated manner to fulfil an organization's goals. Central to the process of management is human resource development within the organization (Kraak, 2016).

We can also define management as labor that entails a variety of manageable educational duties that are carried out by someone in a position of leadership to promote educational training. (Strauss & Corbin, 1990). Lack of proper management means poor output, institutional failure, and lack of accountability. According to Moos and Johansson (2009), management is a process that is used to achieve and accomplish organizational goals. Since every organization has a target, the management style adopted goes a long way in achieving the set goals of the organization. Since this research focuses on campus management and the challenges faced by campus managers in leading a thriving campus in a deprived rural context, the concept of management is important in highlighting the key management areas and how they function in this research.

Leadership

There are as many definitions of leadership as there are people who have attempted to define it. To provide the definitions of leadership here would be inexhaustible. However, according to Hallinger (2003), leadership is the process of providing collective work with a goal (meaningful direction) and prompting willing effort to be expended to attain that purpose. According to Jacobs and Jacques' concept, there will be no effective leadership if there is no purpose. Leadership is the process by which one person establishes the purpose or direction for one or more other people and motivates them to proceed in that direction with competence and full commitment with him or her (in this case, the campus manager and two senior lecturers) and with each other.

Middlewood and Lumby (2013, p.102) describe leadership as "relationship among leaders and collaborators who intend to offer significant changes that reflect their mutual purposes". Leadership, according to Robinson (2006, p.30), is "the skill of mobilizing people to desire to strive for shared ambitions." These and other definitions reveal common features of influence change and leader-follower collaboration. Senge et al. (1999, p.90), for example, describe leadership as "the capacity of a human community to share its future, and specifically to sustain the significant processes of change required to do so". Since the focus of this study is not to

define what leadership is, the definitions provided here help in the understanding of leadership and how it functions in this study

Campus manager

TVET college campus managers have evolved to play important functions like those of high school principals and are frequently held accountable for the quality of teaching and learning as well as student accomplishment (Deshmukh & Naik 2010, McCaffery 2010). Stronge and Leeper (2013) agree and add that the campus manager's core management position has developed to incorporate a leadership role to promote student learning. To add a corollary, according to Leithwood, Louis, Wahlstrom, and Anderson (2010), leadership is one of the most critical elements that influence student achievement in educational institutions like TVET College. While the importance of good leadership in educational institutions is widely recognized, little is known about which specific leadership responsibilities are most likely to promote instruction and student accomplishment (Bush 2008, Leithwood & Louis 2011).

According to a publication by Balkrishen and Mestry (2016) titled “The leadership role of campus managers to improve student achievement in colleges” noted that leadership is one key component of leading a TVET college. Bryman (2007, p.9) stated that “One of the key problems in colleges is that not enough is known about exactly what makes an individual effective as a leader and what, in turn, may make them ineffective”. This position helps in determining the effectiveness or ineffectiveness of campus managers in leading thriving schools.

Rurality and schooling

Internationally, rural contexts are categorized as backward (Grant, 2008). According to Glover and Miller (2000), rural areas are referred to as underserving contexts. This is because rural areas are characterized by high rates of poverty and a lack of basic infrastructure. Gunter (2001) and Greenough and Nelson (2015) share the same view that schools in rural contexts inherit this backwardness. For Hoy and Miskel (1982) and Johnson (1996) rural areas have been marked by structural deficiency, high prevalence of HIV and Aids, high rate of unemployment, poverty, and under-development. Driescher (2016) assert that rurality is characterized by a high poverty rate. Many people in the rural context are unemployed and

depend on social grants for survival. Carl (2009) says many societies are exposed to crime substance abuse and violence.

1.7 Location of the Study

The study will be conducted at a TVET College situated in KwaZulu-Natal province, South Africa. This is a public TVET College, which is government funded, but which is facing a lot of problems arising from either poor management or challenges faced by the campus management assigned to the TVET college in the rural context. The schools are mainly dominated by black African communities (parents, teachers, and learners), where most families are financially underprivileged (lack advantage of affording their food, poor housing, and transportation to school).

1.8 Organisation of the Study

This study is divided into five chapters with each chapter providing the necessary information to enable readers to understand different parts of the research. The chapters are summarised below.

Chapter One:

This chapter focused on the background information that inspired the study. The background is given in the introduction which followed by the problem statement. The rational and motivation of the study is provided as well as the objectives, research questions and the key concepts of the study. This is followed by an outline of the study and then the summary of the chapter.

Chapter Two:

The literature review and conceptual framework are presented. The review starts with an introduction. Scholarly works on international and South African studies were reviewed to locate the gaps that led to this study. Relevant literature on management practice, leadership and campus managers is provided from a detailed perspective. The review starts with the overview of management role in staff development and an overview of international,

continental, and local review of studies related to the critical questions of this study. Following this is the conceptual framework underpinning the study.

Chapter Three:

Here the research design and methodology is unpacked. The chapter pays particular attention to the case study approach which discussed the semi-structured and document analysis as methods of data generation. The chapter also discussed the methods of selection of participants as well as ethical consideration of the study. The chapter ended with a summary of the chapter.

Chapter Four:

This is the data presentation and analysis chapter. The chapter begins by profiling of the participants, thereafter the presentation of data and analysis of data is.

Chapter Five:

Chapter five presents the summary of the study. It answers the research questions and provides conclusion of the study.

1.9 Chapter summary

This chapter provided the introduction and background to the study. Included in the chapter was the statement of the problem, the rational and motivation of the study, clarification of terms, location of the study and the organisation of the study. In the next chapter I present the review of related literature and the conceptual framework.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Introduction

A brief introduction was displayed in the preceding chapter, which highlighted the study's background, the problem statement, research questions, the reason and motivation for the study, the study's location, and clarification of essential concepts. This chapter provides a literature overview as well as a theoretical framework.

2.2 Review of related literature

The review of related literature here shall cover both the international and national literature that relates to a broader understanding of my research study and of how the literature enables my contribution. The chapter presents and interrogates accounts of the views of different scholars and outlines the trends and issues relating to campus management, especially as it relates to the TVET college sector. This chapter therefore starts first with the review of related literature then theoretical framework. I present the review of related literature using two broad themes; the first theme is campus management and campus manager, and the second theme is leadership and management. Following the review of literature is the conceptual framework, which is made up of two concepts, namely the instructional leadership theory and the context-responsive leadership theory

2.3 Understanding the campus manager

The position of a campus manager has become central in defining the leadership head of the Vocational and Technical Education campus, replacing the more generic usage of a high school principal. Deshmukh and Naik (2010, p.154) explain this more profoundly by stating that “campus managers of TVET colleges have today emerged to perform fundamental roles which are like that of a high school principal and are often accountable for the quality of teaching and learning of student achievements”. In a similar vein, Stronge, Xu and Leeper (2013, p.58) concur and add that “the fundamental managerial role of the campus manager has developed

to include a leadership role to improve student learning”. Adding a corollary, according to Leithwood, Louis, Wahlstrom, and Anderson (2010, 3), “one of the most important factors that influence student achievement in educational institutions, such as TVET college, is leadership”. While the importance of good leadership in educational institutions is widely recognized, little is known about which specific leadership responsibilities are most likely to promote instruction and student accomplishment (Bush 2008, Leithwood & Louis 2011).

According to a publication by Balkrishen and Mestry (2016) titled “The leadership role of campus managers to improve student achievement in colleges” leadership is one key component of leading a TVET college. Bryman (2007, p. 19) stated that “One of the key problems in colleges is that not enough is known about exactly what makes an individual effective as a leader and what may make them ineffective”. Teachers in most times navigate through the ranks to occupy the leadership position of a campus manager. Internationally, the literature on career stage promoters focuses greater attention on second-stage teachers who have successfully passed induction and are seeking further career development (Danielson, 2002). These teachers are most of the time appointed to serve as campus managers, and they draw from their professional experiences. Professional development becomes a factor to enable that ease of transfer of duties.

In Australia, development, particularly professional development for teachers, has been recognized as a critical method for assisting school transformation (Hargreaves, 1994). According to research, one of the most important strategies for ensuring that mainstream schools adapt to indigenous students in New Zealand is teacher professional development (Hoy & Miskel, 1982). Many discussions of teacher professional development, on the other hand, focus on the efficacy of various approaches for updating and up-skilling teachers in the years after they completed their pre-service teacher education programs, not for their impact on teaching, but for other careers in which campus management is a part. (House, et al, 2002).

2.4 The Leadership Roles of campus managers in improving student academic achievements

Most studies on educational leadership such as those of Danielson (2002), Jackson (2013), and others have centered on schools as their focus. However, despite the increasing relevance and

presence of the TVET college across the globe and acknowledging that the role of the principal and campus manager is similar in ensuring the academic achievements of the students, not much attention has been given to the TVET college especially in terms of the leadership of campuses. As already explained in the previous section, the campus manager is the head of the TVET college and performs similar roles equivalent to a high school principal.

Campus managers play a wide range of leadership roles. Setting direction, developing staff, developing the organizational culture, and managing the instructional program are among the leadership roles of a campus manager described by Hallinger (2003), Carl (2009), Leithwood, Louis, Wahlstrom, and Anderson (2004), Brosky (2011), and McCaffery (2010). In a study conducted by Balkrishen and Mestry (2016) titled “The leadership role of campus managers to improve student achievement in colleges”, they provided a graphic representation of the leadership roles of campus managers as conceived by Leithwood, Louis, Wahlstrom, and Andershon (2004) presented below.

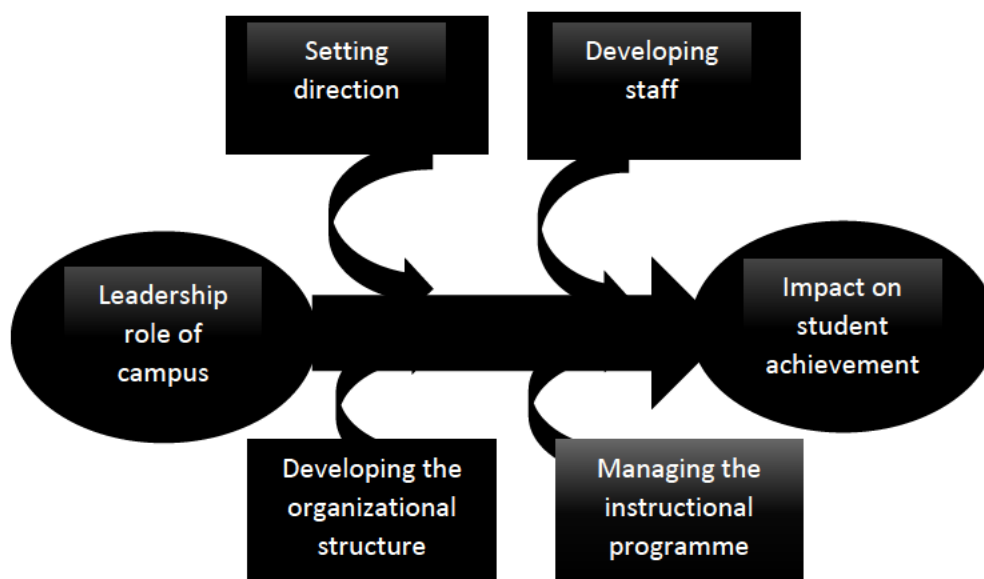


Figure1: Leadership roles and practices and their impact on student achievement (Balkrishen & Mestry, 2016)

Setting Direction

A campus manager's primary leadership responsibility is to set the course for the organization. Developing a vision and mission, creating clear goals and targets, and establishing high performance expectations are all examples of this category of leadership tasks. (Leithwood et al., 2011). Middlewood and Lumby (2013, p.22) take the opposite stance, arguing that “the

direction of the campus should impact the everyday activities of the campus by institutionalizing the practices.” In South Africa, where TVET institutions are required to deliver high-quality teaching and learning in order to promote student accomplishment, the campus manager plays a vital role in ensuring that all activities are carried out in accordance with the mandate.

In another study by Leithwood et al. (2011) they present a comparison of different scholars in terms of the leadership role of the campus manager. This comparison is illustrated in the table below:

Cotton (2003)	Hallinger (2003)	Leithwood et al. (2004)	Marzano et al. (2005)	McCaffery (2010)
Setting direction				
Builds vision	Developing a clear mission	Building a shared vision	Inspires and leads new and challenging innovations	Develops a clear vision and strategic direction
Sets clear learning goals	Framing the institution’s goals	Fostering the acceptance of group goals	Establishes clear goals and keeps them in forefront of all stakeholders’ attention	Sets direction for achieving goals
Focuses on student learning	Communicating the institution’s goals	Communicating the direction		
High expectation for learning for all students	Focused on students’ academic progress	Creating high performance expectations		High performance so as to compete at national and international level

Table1: Comparison of different scholars, extracted from Leithwood et al (2011)

Developing people

After setting direction, the next leadership role, as opined by Leithwood et al. (2011) is that of developing people. According to Stronge, Richard, and Catano (2008, p.50), “the goal of professional development in educational institutions is to increase student learning”. This category of leadership practices encompasses specific practices which the campus manager can use to develop staff. Promoting professional development, recognizing, and rewarding performance, giving interpersonal support, practicing open communication, and maintaining a high level of visibility and accessibility are all examples of these. The fundamental goal of these leadership roles and practices, according to Leithwood et al. (2006), is to improve the capacity of staff, which is required for them to achieve the institution's goals.

Developing the organisational culture

Building a collaborative institutional culture, enabling shared decision making, fostering teamwork and collaboration, seeking continuous improvement, promoting risk-taking, innovation, and creativity, and connecting to a larger college community are all functions of campus managers' leadership (Leithwood et al., 2011). Teaching and learning are the major functions of any school or TVET college, and one of the most important responsibilities of campus managers is to foster an organizational culture that promotes student achievement (RSA, 2013, p. 303). While the benefits of leadership in building organizational culture may not have a direct impact on student achievement, it does create an environment in the institution that is conducive to high-quality teaching and learning, as well as student success (Leithwood et al. 2011, p.14-15).

The definition of organizational culture by Bush and Coleman (2000, p.42) captures the essence of this key idea as an organization's defining spirit and beliefs, as evidenced by conventions and ideas about how people should behave to one another, and the type of working relationships that lead to attitudinal change. Deshmukh and Naik (2010, p.125) view the organizational culture as “an organization’s personality”. Leithwood et al. (2011, p. 59) suggest that developing “an appropriate organizational culture will establish workplace conditions that will enable staff members to utilize their capacities”. Deshmukh and Naik (2010, p.125) propose that an effective TVET college campus culture is one “in which the customs and values foster success for all and where clear boundaries are set, known and agreed to by everyone”. Leithwood et al. (2011, p.59) contend that staff is more motivated when they “believe the

organizational culture is supportive of creating optimum conditions in the classroom” that will augment the quality of instruction. The campus manager develops, advocating, and sustaining an academically rigorous organizational culture for all stakeholders so that overall student achievement is enhanced (Stronge et al. 2013; Grogan 2013).

Managing the instructional programme

This last category of the leadership practice of campus managers is arguably one of the most important practices, as it directly shapes the quality of teaching and learning and student achievement (Leithwood et al. 2011). The campus manager's leadership role in assessment, curriculum understanding, monitoring, and assessing instruction, giving instructional assistance, providing resources, protecting instructional time, leveraging data, and tracking student success are all included in this area. These leadership techniques and the instructional leadership model have a lot in common because they both aim to improve teaching and learning (Stronge et al. 2013). As agreed by Jackson (2013, p.135) and Stronge et al (2013) “Instructional leaders make mastery of instruction more appealing to staff and assist build a rigorous and supportive instructional climate where outstanding teaching and learning may thrive.”

2.4.1 The role of campus managers in Human Resource Management (HRM) within the college sector`

Good managers should behave much like good investors; they should equate their staff to commodity invest in staff development. The management role in staff development is from the side-lines instead of from the front lines. Managers who believe that their job is managing may only effectively practice staff development. Most managers function either as high order supervisors, i.e., traffic cops of work distribution and accountability, or functional gurus. Managers who make staff development a priority internalize the management role as being one of working through people. Hence, they capitalize on every available resource for assisting staff to perform effectively. Capitalizing on human potential can enable managers to accomplish success when management acknowledges the person’s ability to learn and grow; therefore, valuing learning is a strategy to improve performance. Human resource management, according to Hellrieger et al. (2002), comprises the policies and practices that an

organization uses to influence the behavior of its employees. Activities such as training and development, performance assessment, and evaluation are all included.

Even if a company hires only the most qualified employees, it will almost certainly need to invest in staff training and development. These activities can range from a one-day orientation to the formulation of a customized long-term career development plan (Bowmen, 2011). Novel approaches are used to achieve different purposes (Bowmen, 2011). Literature advocates that support the professional development of staff are fundamental to the effectiveness and improvement of the campus and that managers on campus are responsible to provide this service (Botha, 2013). The challenge is that they remain confronted with a series of paradoxical expectations: “think long term but deliver results now, innovate ideas but avoid mistakes, share leadership but keep the responsibility and build capacity but focus on narrow instrumental outcomes” (Bloomberg, 2008. p.42). Bjork & Kowalski (2005) also stress that professional development should be built into the day-to-day work of teaching and it should involve staff in the identification of what they need to learn and in the development of learning experiences in which they will be involved.

A TVET College is well-organized and structured, but it is the people that give it life, the students, and staff. People are complex structures with both orderly and chaotic parts, and a college will have both (Aubrey-Hopkins & James, 2002). Because they can organize and reorganize themselves, human resources are the most sophisticated life form. To be more successful with human resources, the leadership component should manage and guide them as a complex living system rather than a machine.

2.5 Leadership and Management

The terms Management and Leadership are used interchangeably, and most people confuse the diverse attributes of management and leadership. In this study, both are imperative to understand the management of the TVET Colleges. The Department of Higher Education’s National Strategy for FET (1999-2001) acknowledged the important role that TVET colleges had to play in meeting government targets in respect of skills development and job creation. Added to this, the FET Act (98 of 1998) provided a broad legislative framework for systemic reform in the TVET sector.

Teachers must learn and teach disciplinary knowledge, general pedagogical knowledge, practical and work-integrated learning, foundational learning, and situational learning (Berry, 2010). A diploma in vocational education and an advanced diploma in vocational teaching are required professional qualifications. An advanced certificate in vocational teaching, an advanced diploma in vocational education, and a post-graduate diploma in vocational education are examples of post-professional qualifications. TVET college lecturers may also possess other forms of qualifications, such as undergraduate or postgraduate degrees, diplomas, and certificates (DHET, 2012).

Bennett et al. (2003) argue that TVET colleges are expected to make a radical transformation and to make contributions to major policy challenges, yet these institutions are new and fragile and based on historically weak predecessors, it makes this even worse in the rural neglected TVET colleges. Supporting this view, Meyer (2011) points out that many of these colleges are still hampered by severe capacity constraints due to a lack of sufficiently qualified staff and lack of understanding of the workings of the TVET system and the resultant staff turnover.

The challenge posed by the merger of TVET colleges was that the creation of new campuses meant that young people who previously would have had easier geographic access to further education within their more immediate living environment now had to deal with the higher costs that studying away from home inevitably brings (Beauchamp & Thomas, 2009).

2.5.1 Leadership

Since the year 1994, when democracy was declared, the South African government has enacted progressive legislation to improve quality and equity in education. This was out of the fact of South Africa's apartheid past. Two important pieces of legislation have empowered school leaders. Section 16(3) of the South African Schools Act, (No. 84 of 1996) (Republic of South Africa, 1996), and Section 4 (2) of the Employment of Educators Act, (No. 76 of 1998) (Republic of South Africa, 1998), stipulate that professional leadership and management in growing conditions for enhanced teaching and learning are responsibilities of campus managers or school principals.

The definition of leadership is vast and varied, however, three dimensions are essential. According to Yukl (2006, p.3), leadership involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and

relationships in a group or organization”. More so, leadership is increasingly being associated with values, as personal and professional values are expected to predominate (Bush, 2003, Driescher, 2016). Third, leadership is most often associated with a realistic, credible, and positive vision for the organization (De Villeiers & Pretorius, 2010). According to Clarke (2009), there are three managerial strategies to ensure the school’s operational effectiveness. First, planning and budgeting are about setting up the systems, policies, procedures, and timetables to ensure efficiency. It also involves evaluating the school’s physical, financial, and human resource requirements (Clarke, 2009). Second, organizing, staffing, and delegation ensure that all stakeholders understand the requirements from them. Third, specific methods should be in place in schools to track the progress and completion of tasks (Clarke, 2009).

In this study, leadership refers to the processes whereby campus managers influence various stakeholders such as teachers, learners, and the community to achieve the school’s vision of enhancing learning outcomes and school improvement. Management entails using organizational resources (human and material) to achieve its objectives. These concepts are not used interchangeably in this study; however, I view leadership as subsumed in management.

2.5.2 Management

We associate management with words like efficiency, planning, paperwork, procedures, regulations, policies, programs, control, and consistency (Van Deventer & Kruger, 2007, p. 141). According to Stoner and Freeman (1992) management refers to planning, organizing, leading, and controlling the work of the organization's members and using all available resources to reach the desired goals of the organization. Management can also be defined as a process through which an organization's objectives are met by utilizing resources in a coordinated manner. Human resource development is an important part of this process (Pather, 1995).

Management is defined as the type of work that encompasses a variety of manageable educational tasks, implemented by individuals whose authority is to promote education and training Van der Westhuizen (1990). It is an essential aspect of any education service, but the principal goal is the promotion of effective teaching and learning in the TVET colleges. Management should not be being the few; it is an activity in which all members of educational organizations engage (DoHET, 1999).

2.6 Instructional leadership

Southworth (2002, p.79) posits that the instructional leadership concept is “strongly concerned with teaching and learning, including the professional learning of teachers and student growth”. Instructional leaders develop a school vision that demands high expectations and excellence from teachers and learners (Hallinger & Murphy, 1985, Barth, 1990). The goal is quality teaching and learning to improve learning achievement outcomes (Hallinger & Murphy, 1985, Rhodes & Brandreth, 2010).

Instructional leadership is by no means, a new concept. Hallinger (2009) posits that instructional leadership has been part of the educational discourse since the early 1980s. It was subsequently eclipsed by transformational leadership and School-Based Management (SBM) during the 1990s. However, the concept became in vogue during the turn of the 21st century. As Hallinger (2009) further notes, the advent of the accountability movement focused more attention on learning outcomes and school improvement. Thus, the term instructional leadership was coined by Elmore (2000) to emphasize instructional practices, to enhance learner achievement outcomes (Rhodes & Brundrett, 2010).

2.6.1 Instructional leadership practices

The defining of the school’s mission is the first instructional leadership practice that is pertinent (Van Deventer & Kruger, 2009). This domain consists of two aspects, namely: framing the school’s goals, and communicating these goals. Initially, principals work with the staff to develop vibrant, quantifiable, and time-based goals that are primarily focused on learner achievement outcomes. School principals subsequently articulate these goals to all relevant stakeholders to get a buy-in from them (Hallinger & Murphy, 1985).

The second domain is managing the instructional program. Here the focus is on the principals’ management of the curriculum and pedagogical practices. Van Deventer and Kruger (2009) mention that it consists of supervising and evaluating the instructional program, coordinating the curriculum, and overseeing learner progress. Hallinger and Murphy (1985) further state that school leaders are tasked with motivating, managing, and monitoring instructional practices in schools. Therefore, principals should possess the requisite pedagogical skills and be committed to the school’s overall improvement. Hallinger (2009) maintains that the sheer magnitude of the task requires distributed leadership, as the principal cannot go it alone.

The third domain deals with promoting a favorable school environment. This comprises aspects such as: protecting the instructional time, encouraging staff professional growth, principals having a visible school presence, instilling high standards, and giving incentives to teachers, and bestowing rewards to learners (Hallinger & Murphy, 1985; Hallinger, 2005). This dimension is quite broad in scope and intention, and it incorporates aspects such as teacher professional development, continuous learning, and Professional Learning Communities (Hallinger, 2009). Ultimately, principals are required to model the desired values and principles to promote excellence in their schools.

In this study, instructional leadership practices refer to the practical or concrete steps that campus managers enact to enhance the quality of teaching and learning.

2.7 Conceptual frameworks

This study makes use of two concepts to constitute the conceptual framework. These concepts are instructional leadership and context-responsive leadership. Below these concepts are discussed in detail:

2.7.1 Instructional Leadership

According to Sheppard (1996), there are two types of instructional leadership, one is narrow and the other is broad. On the one hand, instructional leadership is defined as acts that are directly relevant to teaching and learning, such as performing classroom observations. This was the common understanding of instructional leadership in the 1980s, and it was mostly employed in the setting of small, impoverished urban elementary schools. (Hallinger, 2003; Meyer & Macmillan, 2001).

On the other hand, all leadership actions that indirectly affect student learning, such as school culture and timetabling procedures, are included in the broad definition of instructional leadership. These could be leadership characteristics that have an impact on the quality of curriculum and education provided to students. This conceptualization recognizes that TVET college campus managers have a good impact on students' learning, but that this influence is mediated (Goldring & Greenfield, 2002; Leithwood & Jantzi, 2000; Southworth, 2002).

The narrow and broad types of instructional leadership are relevant in my research because they provide useful templates in not only assessing the role of campus managers but their experiences in working in the rural areas especially in leading campus in a deprived context. Moreover, related literature says schools, where quality teaching and learning were strong, are demonstrated by instructional leadership, developing school mission and goals, coordinating, and monitoring curriculum, promoting a climate for learning and motivation. As a professional teacher in one of the TVET colleges and an emerging researcher, I believe instructional leadership is a relevant theory for this study because of the focus of the study.

The Weber (1987) model of instructional leadership

For the purposes of this study, Weber’s (1987) model of instructional leadership was adopted. This model is premised on the belief that campus managers/principals are the chief instructional leaders and their leadership responsibilities are sometimes dispersed to improve the efficiency of the institution. It consists of six dimensions, namely: setting academic goals, organising the instructional programme, supervision, and evaluation, protecting instructional time and programmes, creating a climate for learning, and monitoring achievement and evaluating programmes.

Weber’s (1987) framework of instructional leadership is illustrated in Figure 3 below:

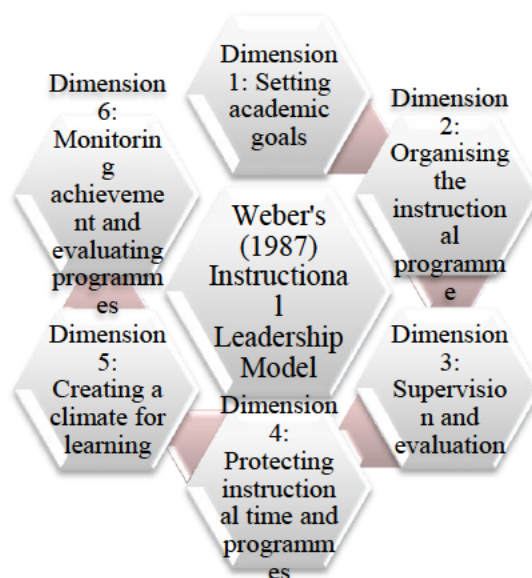


Figure 2: Weber’s (1987) Instructional Leadership Model

Firstly, the manager sets academic goals. Weber (1987) states that the campus managers' or principal's main duty is to develop a vibrant academic mission and subsequently bring all stakeholders on board regarding its objectives. The process of defining the school's mission requires cooperation and reflective thinking by all stakeholders. Ultimately, Weber (1987) asserts that the academic mission of a school is invariably based on the common vision of improving learner achievement outcomes.

The second dimension of organizing the instructional program is closely aligned to the first dimension. To achieve the organizational goals, the campus manager should implement strategies such as allocating the staff, institute learner groupings and organize the curriculum (Weber, 1987). It also involves collaborative planning between the instructional leader, learners, and parents. Weber (1987) recommends that campus managers should exhibit certain behaviors to achieve these objectives. These attributes include communication with the staff and utilizing their recommendations, making resources available, and creating a cooperative environment. In addition, collaborative planning sessions should be performed with the staff, and campus managers ought to keep staff informed of all relevant policy changes in education (Weber, 1987).

The third dimension comprises teachers' supervision and evaluation. According to Weber (1987), this dimension is the foremost duty of any instructional leader. Weber (1987) postulates that instructional leaders must monitor the teaching staff, give constructive advice, and make formative evaluations concerning instructional deficiencies so that they can be improved upon. Therefore, campus managers should be knowledgeable about the curricular program and pedagogical practices to be able to be effective. For Weber (1987), successful instructional strategies include: monitoring teachers' and learners' performance; providing feedback to teachers about observations; and encouraging teachers to express their views about observational data. Further, campus managers should give teachers praise for their achievements and successes and suggest alternative teaching techniques if required. Additional assistance such as pedagogical resources and training programs could be offered to teachers to improve their instructional skills (Weber, 1987).

Aligned to the supervision and evaluation of teachers, is the hiring of new teachers. Weber (1987, p.29) contends that "hiring competent people is vital to the health of an instructional program". Regardless of the emphasis campus managers place on teacher supervision and

professional development, a lot of time and resources can be saved if competent staff is hired in the first place. This is because they are responsible for navigating the instructional program.

The fourth-dimension entails protecting the instructional time and programs. Cusick's (1973) seminal study concluded that approximately three hours of a learners' normal school day was spent on mundane issues. Similarly, teachers used valuable time for taking learners' attendance, allocating resources, and so on. Hence, much teaching time is lost. In addition, instructional time also suffers when learners exhibit disciplinary problems, truancy, and absenteeism (Weber, 1987).

Weber (1987) advocates that to increase academic learning time; campus managers should focus on learners' school attendance and allocate sufficient time for pedagogy. In terms of improving school attendance, attention should be given to identifying problems regarding learner attendance, eliciting parental support, and providing a reward system for good attendance (Weber, 1987). Moreover, the allocated time for instruction has many facets. The campus manager could hold staff meetings to strategize on problems related to instructional planning and minimize any disruptions to the school curriculum. Additionally, there should be classroom visits to observe teachers and learners, and the streamlining of teachers' administrative tasks (Weber, 1987).

Weber (1987) opines that the fifth dimension of creating a climate conducive for learning has a huge impact on learning outcomes and the individuals' self-concept. As such, the professional ethos that the school principal and staff personify strongly influences learner achievement outcomes (Weber, 1987). Therefore, when the whole staff supports core pedagogical values, then the notion of school improvement becomes a reality. Learners' attitude towards academic learning is embodied in the schools' professionals. Thus, the norms that Weber (1987) considers essential to enhance pedagogy are the amount of time allotted for learning, the volume of schoolwork learners receive, and the degree of attentiveness that learners display in their work.

Weber (1987) further indicates that instructional leaders should demand high expectations from all stakeholders to create a positive learning climate. Strategies that could be utilized to improve the learning climate include providing adequate instructional time, having sufficient content coverage, and teachers willing to assist learners. Likewise, it is crucial to give praise to learners for providing the correct answers, and have an adequate response opportunity factor (Weber,

1987). This aspect specifically refers to the number of times learners are called on to answer challenging questions.

The final dimension is about monitoring achievement and evaluating programs. This dimension refers to campus managers who plan, manage, and analyze assessment tasks to ascertain the efficacy of the instructional program. Moreover, whole programs can be reviewed for underlying successes or flaws. However, the effectiveness of the instructional program is generally measured against learner achievement results. Weber (1987, p.54) poses some critical questions such as, “Are they [learners] reaching the objectives proposed?” and “Where are they failing and why?” For Weber (1987), if deficiencies in the education system can be identified, then these learning problems can be remedied. Thus, the constant analysis of the curricular program allows campus managers to address learners’ requirements through trial and error. In the final analysis, the assessment of learners’ academic performance is one of the most crucial components of the instructional program (Weber, 1987).

The instructional leadership models (Hallinger & Murphy, 1985; Weber, 1987) dominate the educational landscape. The similarities between these two models are: defining the school’s mission and encouraging a favorable learning environment. However, Weber’s (1987) model is most appropriate for this study because it is quite comprehensive and has further dimensions. The most important dimension is setting the academic goals, as it potentially involves all other areas of pedagogy and incorporates past experiences when planning for future eventualities. This suggests that the instructional leader does not only theorize, but also uses research and practical innovations. Furthermore, Weber’s (1987) model emphasizes the embedded values of a school, such as perpetual improvement and collegiality, which may motivate all stakeholders to improve their teaching and learning practices.

2.7.2 Context-responsive Leadership theory

Context-responsive leadership is useful as a framework for this study because it helps me to address two research questions. The third and fourth research questions in my study are based on the leadership practices of campus managers in the context of a rural setting. Context responsive leadership theory as proposed by Bredeson and Klar (2008) attempts to locate superintendent leadership as a dynamic interaction represented through specific practices and grounded in the way a leader behaves within settings, rather than a preconceived style. The impact of context on leadership behavior has been recognized in research on education

leadership (Louis, Leithwood, Wahlstrom, & Louis, 2010) and other fields (Yukl, 2002). The studies demonstrate the extent to which school leaders navigate conditions they find themselves in contexts. According to Louis et al (2010, p.94) “Leadership success depends greatly on the skill with which leaders adapt their practices to the circumstances in which they find themselves, their understanding of the underlying causes of the problems they encounter, and how they respond to those problems”. Hallinger, Bickman, and Davis (1996) reported that ‘campus managers’ leadership is affected by both personal and contextual variables. Yet, they also reported that a ‘campus manager’ can influence school effectiveness “through actions that shape the school’s learning climate” (p. 527). The leadership actions of a campus manager can be a combination of personal and situational characteristics called the contingency theory which Yukl considers as the multiple linkages model (Yukl, 2002). According to traditional contingency theory, one type of leader is more likely to be effective under one set of circumstances, while under another set of circumstances a different type of leader is required (Hoy & Miskel, 2003).

The assertion that “leadership effectiveness depends on the fit between personality characteristics of the leaders and the situational variables such as task structure, positional power, and subordinates’ skills and attitudes” (Hoy & Miskel, 2003, p. 235) may be beneficial in matching a specific form of leadership to a specific situation. It does not, however, consider the changing nature of educational leaders' work situations. Successful leaders of turnaround schools, according to Leithwood, Harris, and Hopkins (2008), apply a core set of leadership techniques in tandem with each stage of school development. Leithwood et al (2008). added that, “How leaders apply these leaderships practices- not the practices themselves- demonstrate responsiveness to, rather than dictation by, the contexts in which they work” (p. 31). The lived experiences of the campus management team members selected in this study would be examined from the context of the deprived rural setting of the college and how the personal attributes of the management team members influence their leadership style.

It is imperative to note that, scholars agree that context is very important in terms of leader behavior and its effects. Corroborated evidence of research by Leithwood, Louis, Wahlstrom, and Anderson (2004) noted, “There is a rich body of evidence about the relevance to leaders of such features of organizational context as geographic location (urban, suburban, rural), level of schooling (elementary, secondary), and both school and district size” (p. 10). In a subsequent report, Louis, et al. (2010) re-affirmed the influence of poverty, size, level, and location on educational leadership practices. This position resonates evidently in my study as

it focuses on the lived experiences of campus management team members in leading a thriving college campus in a deprived context. This theoretical perspective is therefore imperative in this study and is justified in its attempt to address two key research questions as posited in this study.

2.8 Chapter summary

This chapter sketched the review of related literature and the theoretical frameworks that underpinned the study. In the first section there was a review of literature surrounding the campus manager, the roles of campus managers in enhancing academic achievement; and the role of the campus manager in human resource development. The section two of the review looked at leadership management, instructional leadership practices of campus managers. Thereafter the conceptual framework, made up of Weber's (1987) instructional leadership theory and the context-responsive leadership theory was presented. These concepts framed my understanding of campus management members' experiences of leading a TVET college campus in a rural setting. The next chapter will focus on the research design and methodology of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter takes progress from the literature review and theoretical framework by presenting the research design and methodology relevant for this study. The chapter discusses the research paradigm adopted for this study, the research design, the case study methodology, the research methods (selection of participants, method of data analysis), and finally the issues of trustworthiness and ethical issues.

3.2 Research Paradigm

This study was located within the interpretive paradigm to understand the experiences of the participants selected for this study. The interpretive paradigm has been viewed as a research positioning that allows researchers to view the world through the perceptions and experiences of the participants (Bloomberg & Volpe, 2008; Creswell, 2013; Willis, 2007). In addition, Shikukutu (2012) states that this worldview provides a deep insight into “the complex world of lived experience from the point of view of those who live in it.” The interpretive paradigm assumes that reality is socially constructed; individuals develop the subject meaning of their personal experience, which gives way to multiple meanings (Bloomberg & Volpe, 2008; Creswell, 2013, Du Plooy-Cilliers, Davis & Bezuidenhout, 2014).

In this study, the lived experiences of the campus management team members were interpreted to understand and draw meanings relating to leading a TVET college campus in a rural setting. Merriam (2002) notes that within an interpretive paradigm, a researcher is interested in understanding how participants make meaning of a circumstance and seeks to discover and understand a situation, an approach, a stance, and worldviews of the people involved. I chose this positioning because it enabled me to understand the situation and approaches of my participants who are leading a thriving college campus in a deprived rural setting. According to Willis (2007), interpretivism believes that an understanding of the context is imperative for the interpretation of data.

3.3 Research Design

There are various types of research designs according to Betram and Christiansen (2014). Quantitative, qualitative, and mixed approaches are among them. Creswell (2014) explains that the researcher does not only select a qualitative, quantitative, or mixed method to conduct research but he or she also needs to decide on a type of study within these three choices. In this study, I adopted a broad category of qualitative research design to understand the experiences of campus managers leading a thriving college campus in a deprived rural context. According to Creswell (2008), an initial stage of the design of a study is to consider not only the suitability of the approach to the problem but also to frame the inquiry (study) within the philosophical and theoretical perspectives. This requires a researcher to bear in mind the epistemological and ideological assumptions of one's study. These assumptions guide the researcher in conducting the study. The philosophical perspective deals with a certain paradigm or worldview, the epistemological assumption would enable me to understand and interpret the knowledge gained through the data generated and what I as the researcher understand and make meaning of from the participant's responses.

The qualitative research design, therefore, allowed me to systematically generate and analyze participant's responses relating to the focus of the study. According to Bertram and Christiansen (2014), "a research design is a plan of how the researcher will systematically generate and analyze data that is needed to answer the research questions". This position is re-emphasized by Nworgu (1999) who maintains that a research design is a plan or blueprint which specifies the way data relating to a given problem should be collected and analyzed.

3.4 Case study Design

This study was conducted using the case study methodology. The case study methodology was deemed appropriate because the study dealt specifically with the experiences of a group of people, namely campus management team members leading in a deprived rural context. According to Hamersley and Gomm (2000), every study is a case study in some way. The phrase "case study" is used to describe a specific type of investigation. The phrase "case study" is frequently used to refer to the kind of data that are collected and how they are analyzed. The aim of case study research should be to capture cases in their uniqueness. The main reason why I decided to use the case study methodology is that the TVET campus managers are responsible for the continued existence of the TVET college campus. This method helped me to understand

the experiences that campus managers have in leading a TVET college in a deprived rural context. This College serves the people in deeply rural areas and is still expanding despite its deprived rural context. My study concentrated on the campus management team of the college campus.

A case study, according to Gillham (2000), is based on the philosophical assumption that human behavior, thoughts, and feelings are partially determined by their context, and that understanding how people behave, feel, and think requires first learning about their world and what they are trying to accomplish in it. Yin (1994, p.13) describes a case study as an empirical inquiry that “investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident”. Case studies also take into account other contextual aspects such as the classroom, the school's culture, and other social elements in the surrounding area.

According to Welman and Kruger (2001), the phrase "case study" refers to the intensive examination of a small number of units of analysis, such as an individual, a group, or, in my instance, a group in an institution. According to Burton (2000), case studies are one of the most used methodologies for doing social science research. There are three sorts of case studies, according to Burton (2000): exploratory, descriptive, and explanatory. Individual case studies, community studies, social group studies, studies of organizations and institutions, studies of events, roles and interactions, and studies of countries and nations are among the classifications offered by Babbie and Mouton (2001).

The fundamental drawback of a case study methodology is that it isn't always generalizable. According to Burton (2000), the most common objection to case studies in social science research is the issue of representativeness, which raises the question of the findings' generalizability. I had no intention of generalizing the results of my study. The study rather investigates the unique experiences of the campus management team members and how such experiences influence the way they lead the college.

Case studies are a flexible method of gathering data which makes it an easier method of gathering data. According to Burton (2000) data collection procedures in case studies are not dogmatic hence are frequently not routinized, and the premium is placed upon question and listening skills. Case studies often require the interviewing of key participants such as professionals, public officials, and other power holders. According to Berg (2001, p.212), “case study methods involve systematically gathering enough information about a particular

person, social setting, event or group to permit the researcher to effectively understand how it operates or functions.”

In my research, I intend to find out what experiences campus managers have in leading a thriving campus in a deprived rural context particularly leadership functions, and the practices they apply in leading the rural college.

3.5 Selection of Participants

For this study, purposive and convenient sampling methods were used to select the participants. First, the purposive sampling method is described by Betram and Christiansen (2014) as a researcher’s decision of people, groups, or objects to include in the sample. The purposive sampling method enabled me select sampling units based on my sense of judgment. According to Adler and Clark (2008), “the purposive sampling allows the researcher to select sampling units’ based on his or her judgment”. In my study, I purposefully selected three senior management team members (one campus manager and two senior lecturers) on a TVET college campus and focused on their lived experiences of leading the campus in a rural setting. The campus management team members were selected because of the focus of the study.

3.6 Data Generation Methods

In this research I decided to adopt semi-structured interviews as the main method and documents review as a supplementary method. These methods are explained below:

3.6.1 Semi-structured interview

The semi-structured interview is a type of interview with pre-determined questions, but the order and wording of the questions can be changed as the interviewer may decide to add, rephrase or explain questions during an interview session (De Vos, 1998, Robson, 2002). Although the semi-structured interviews have pre-determined questions, the order can be adapted based upon the interviewer’s perception of what is the most appropriate (Robson, 2002).

Robson (2002) describes the following sequence as "warm-up" questions that consist of non-threatening questions to ease both parties into the interview; following these will be the major body of the interview, and then closure. When the tape is turned off, participants can sometimes make interesting contributions. According to Robson (2002), there are several options for dealing with this, including turning on the recorder again, making notes, or forgetting about it. The idea is to be consistent in your approach and to explain how you handled the circumstance. It is therefore the responsibility of the interviewer to motivate interviewees to talk freely and openly. The attitude or behavioral conduct of the interviewer has a major influence on the willingness of the interviewee to commit to the interview. Robson (2002) recognized the following qualities in an interviewer: listen more than you speak; be direct and unambiguous when inquiring without being intimidating; avoid signs that drive interviewees to behave in a certain way and enjoy the interview. According to Robson (2002), you should always make sure that you record the entire interview, which you can do by audiotaping and taking notes.

Some researchers, according to Bogdan and Biklen (1982), rely on their memories rather than a recording gadget to capture the interview. This necessitates taking copious field notes both during and after the interview. This can be incredibly challenging, and crucial information might be missed, particularly during extended interviews. Tape recorders, on the other hand, can give the impression that research is simple. However, data transcription takes a long time, and this should be considered when conducting interviews. Bogdan and Biklen (1997) state that good recording equipment is invaluable. The equipment should be easy to operate, and capable of making clear tapes.

3.6.2 Document reviews

Document review as a research method involves the review of available documents including policy documents, past profile documents of participants including portfolio and other institutional documents that are relevant and would enable a fuller understanding of the research topic and which will address the research questions. Data must be reviewed and evaluated to elicit meaning, gain insight, and develop empirical knowledge during document review (Corbin & Strauss, 2008; see also Rapley, 2007). Documents contain text (words) and photos that were recorded without the participation of a researcher. In my study, I will utilize relevant documents that relate to a broader understanding of my research. The document reviews that were utilized included duty allocation and timetable plan to enrich the data.

3.7 Method of Data Analysis

In this study, I will be using the thematic approach to data analysis. This method includes the process of systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset where the data collected will be categorized into themes and then analyzed according to the identified themes and how they help answer the research questions. The thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences. Thematic analysis is a flexible method for me because it allows me to focus on the interpretation of my data in different ways. In my thematic analysis, I will construct my meanings from the data set as well as assumptions and ideas that lie behind what is explicitly stated by my participants. The thematic analysis provides me with many forms that suit my variety of research questions.

3.8 Trustworthiness

The objective of a study's trustworthiness is to pursue a qualitative approach to support the notion that the study's findings are extremely important to pay attention to (Lincoln & Guba, 1985). The study focused on four aspects of trustworthiness: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). According to Lincoln and Guba (1985, p.296), "credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participant's original data." The degree to which the findings can be transferred and applied to different contexts is known as transferability (Shenton, 2004). The quality of data collection, data analysis, and the theory of the data acquired all contribute to dependability (Lincoln & Guba, 1985).

Credibility

According to Lincoln and Guba (1985) credibility establishes whether the research findings can represent accurate information drawn from participants' original data is a correct interpretation of the participants' original views. Explaining further, Lincoln and Guba propound that credibility can be ensured through putting into practice strategies such as interview techniques, member checking and triangulation (Lincoln & Guba, 1985). In this inquiry, I will use an audio-recording device to record narratives of three campus management team members. After recording the narratives, I will transcribe them verbatim to ensure

accuracy of transcripts. The experiences would then be shared with participants (member checking) to verify that they are represented correctly. To ensure credibility, the data is shared with selected critical friends to ensure that the analysis reflect on the collected data.

Confirmability

According to Lincoln and Guba (1985), confirmability is explained as being objective and also as a way of addressing concerns about the researcher's influences and biases in a study. Betram and Christiansen (2014) suggest that the findings of the study must be confirmed by another person to maintain objectivity and eliminate bias. To ensure that biases are eliminated in this study, the participants in this research would be involved at the first level of the analysis. Involving them will help me to re-story their stories to ensure that my biases as a researcher are eliminated.

Dependability

Lincoln and Guba (1985) explain dependability to involve evaluating the findings, interpretations, and recommendations of the study to make sure that they are all supported by the data generated from participants. Explaining further, Bloomberg and Vope (2008) says dependability refers to whether one can track the process and procedures used to generate and interpret data. To ensure dependability in this study, the processes of generating data and analysis were explained.

Transferability

Transferability entails the degree to which results of qualitative research can be transferred to another context. For Lincoln and Guba, transferability does not only concern whether the study includes a representative sample but rather it is about how well the study has made it possible for the reader to decide whether similar processes will be at work in their own settings and communities by understanding in-depth how they occur on the research site. Transferability is not always possible in a case study because this methodology makes use of personal experiences (in this case the leadership experiences) of selected participants.

3.9 Ethical consideration

Ethical consideration is imperative for research which must be followed. According to Kent (2000) there is a set of principles and rules developed that guide the ethical conduct of a research. Burton (2000) went further to identify these principles as autonomy, beneficence, non-maleficence, and justice which can be used to guide ethical analysis.

In every research there are ethical considerations to be followed. A set of four principles and rules was developed by Burton (2000) who identified these principles as autonomy, beneficence, non-maleficence, and justice, which can be used to guide ethical analysis. Let me explain the principles.

Autonomy: the researcher has an obligation to recognise that a person has the right to agree or not agree to take part in a research project. The basis of this is to ensure that informed consent is achieved.

Beneficence: this principle involves the obligation to take positive steps to help others.

Non-maleficence: this principle is concerned with the obligation not to inflict harm or expose people to unnecessary risks. The researcher should not cause harm.

Justice: people should be treated fairly and ensure fair entitlement of resources.

The four rules identified by Kent (2000) are: veracity, privacy, confidentiality, and fidelity.

- ❖ **Veracity:** researchers have an obligation to provide accurate information about the nature of a study. This rule concerns telling the truth and not being deceptive.
- ❖ **Privacy:** this rule concerns the respect for limited access to another person. People have the right to limit access to themselves, physically, emotionally, or cognitively.
- ❖ **Confidentiality:** this rule concerns the right to control information about oneself.
- ❖ **Fidelity:** this rule concerns promise-keeping.

In my research, all participants would have to complete an informed consent letter under the assurance of confidentiality. According to Berg (2001) informed consent means the knowing consent of individuals to participate in an exercise of their choice, unrestricted from any element of fraud, deceit, duress, or similar unfair inducement or manipulation. In my study the consent was obtained and ensured in writing. Ethical clearance would also be issued by the University of KwaZulu-Natal.

3.10 Chapter summary

This chapter presented the research paradigm, research design and methodological processes that were utilised in the study. The chapter began by providing detailed discussions of research paradigm, research design and case study design methodology. The chapter proceeded to discuss the research methods to be used which included the thematic method, data generation methods and the data analysis method were also discussed. The issues of trustworthiness and ethical considerations were then discussed. The following chapter will be the data presentation and analysis.

CHAPTER FOUR

FINDINGS AND DATA ANALYSIS

4.1 Introduction

The previous chapter provided a discussion on the research design and methodology that informed the research process of this study. Among other things, the chapter discussed the methods that were used to generate data; these methods are semi-structured interviews and document analysis. In this chapter, I thematically present and discuss the findings that emerged from the generated data. The identified themes from the data generated are functions of the campus management team leading TVET college campus in a rural setting; experiences of a campus management team leading a TVET college campus in a rural setting, leadership practices exerted by members of the campus management team, and finally, the influence of the rural context on leadership practices of the campus management team.

4.2 Profiling of the participants

The study generated data from three participants. These participants came from the same TVET college to share the leadership experience in leading the TVET college in a rural school context. For anonymity reasons, these participants, and the college in which they serve were given pseudonyms as shown in the table below:

Name	Position at campus	Name of school
Mr Vusi	Campus manager	Chonco Tvet College
Mrs Lindiwe	Senior lecturer	
Mr Bheki	Senior Lecturer	

4.2.1 Mr Vusi

The first participant is named Mr. Vusi for anonymity reasons. Mr. Vusi is between the ages of 50-55 and is the overall campus manager leading Chonco TVET college. Mr. Vusi has close to thirty-two years of working experience and has been leading the college since 2010. The Chonco TVET college strives to provide meaningful education and training, its mission is to equip students with the qualifications and skills to start on a chosen career path. The college has eleven (11) available vocational programs at NQF level 2. Students receive theoretical as

well as practical training in three fundamental learning areas of; language; mathematics and life orientation. Under Mr. Vusi's leadership, the college has been able to produce quality students with an increasing pass rate of student performance at the Matric level. This is evident in the numerous awards he has received since he became a campus manager.

4.2.2 Mrs Lindiwe

The second participant is named Mrs. Lindiwe for anonymity reasons. Mrs. Lindiwe is between the ages of 40-45 years and teaches Life Orientation and computer-related subjects at Chonco TVET college. Mrs. Lindiwe has been teaching since 2012 and was promoted to Senior Lecturer in 2020. She is a member of the campus management team, which is responsible for leading the campus.

4.2.3 Mr Bheki

The third participant is named Mr Bheki for anonymity reasons. Mr Bheki is between the ages of 45-50 years and teaches Tourism and English at Chonco TVET college. Mr Bheki has been teaching since 2008 and was promoted as Senior Lecturer in 2018. He is a member of the campus management team, which is responsible for leading the campus.

4.3 Data Presentation and Discussion

The findings of this study are discussed under four themes which were generated in line with the research questions and research objectives of this study. The themes will be discussed with subthemes to further give clarity and locate context in the data. The major themes will be discussed in this order; functions of TVET college managers in the rural setting; challenges experienced by campus managers in leading a TVET college in a rural setting; leadership practices exerted by campus managers in leading a TVET college in a rural setting; the influence of the rural context on campus managers' leadership practices. Each of the themes will be discussed with evidence drawn from each participant as presented below.

4.3.1 Functions of campus management team members leading a TVET college campus in a rural setting

College managers of the TVET college perform multiple functions in the rural setting. These functions include investing in planning and setting systems, selection and placement of students, monitoring by walking around. Below I present these functions in separate themes with evidence drawn from data.

4.3.1.1 Investing in planning and setting systems

The generated data shows that TVET college managers in a rural setting invest a lot of time in the planning and setting of systems in the college. The campus manager appeared to play a leading role in this regard, while senior lecturers play a support role. In terms of planning and setting of systems, the campus manager ensures there is a teaching and learning timetable and allocation of duty loads to the right lecturers. Mr. Vusi, the campus manager had this to say:

I must make sure that there is a Teaching and Learning Plan in the form of a timetable. So, I devised the timetable together with the Senior Lecturers starting with the duty load and to make sure that everybody has equal duty load on the campus looking at their qualifications...to make sure that I do not assign or allocate a subject to the wrong person...I ensure the right allocation of subjects. Sometimes you will find that a teacher comes into the sector having a theoretical understanding and less practical strength of a particular subject...So, we make sure that we mentor them because what we want is to achieve better results at the end of the day. (Mr. Vusi)

Mrs Lindiwe who is one of the senior lecturers is playing the role of supporting the campus manager. Lindiwe supports the campus manager by performing two roles. First Lindiwe assist with placement of lecturers and devising of timetable. Lindiwe explains below:

I always work together with the campus manager in terms of subject allocation. To this end, we check the qualifications of the lecturers and ask them questions to know if we allocated them right subjects. This is important because the TVET sector focusses on two components, namely: theory and practice; so we need to guard against those small things which may impact on our pass rate...I also

assist the campus manager in devising the teaching and learning timetable and in ensuring that it is adhered to (Mrs. Lindiwe)

Mr Bheki shares similar sentiments with Lindiwe, he had this to say:

I support the campus manager in devising a workable timetable. In the areas of Tourism and computer engineering, I can plan on balancing the theory and practical aspects. So, I advise on the allocation of times that will meet up with the expectations of the college for every academic year (Mr Bheki)

Apart from the interview sessions, Mr Vusi shared with me the teaching timetable as a document depicting the planning they do with other members of campus management. The timetable is shown below as figure 3.

Time	08:00-08:45	08:45-09:30	09:30-10:15	10:15-11:00		11:30-12:15	12:15-13:00	13:00-13:45
DAY	Class Group	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
1	OA L2A	BP [Mfek]RM5	Lop [Mtha] Nlab	ODP [TN] oldlab	NVC [Mthe] RM5	OP [SW]RM5	ENG [Jiy] RM5	Mat lit [Baca] RM5
	OA L2B	Lop [Mtha] Nlab	ODP [TN] oldlab	BP [Seme]RM4	Mat lit [Ngcam]R4	NVC [Mthe] RM4	OP [SW]RM4	ENG [Jiy] RM4
	CIVL2A1	MATHS[LN] RM1	MAS[Mhlo] RM1	MAT [Ngcam] RM	PLANT[Msom]RM	ENG [Jiy] RM1	PLAN[ZW] RM1	LOP [Zondi] Nlab
	CIVL2A2	MAT [Ngcam] RM2	ENG [Jiy] RM2	MAS[Mhlo] RM 2	PLAN[ZW] RM2	PLANT[Msom]RM2	LOP [Zondi] Nlab	MATHS[LN] RM2
	CIVL2C1	PLAN[ZW] RM9	MAT [Ngcam]RM9	PLANT[Msom]RM6	ENG [Mbong]RM9	LOP [Zondi]Nlab	MATHS[LN] RM9	MAS[Mhlo]RM9
	CIVL2C2	LOP [Zondi]Olab	PLANT[Msom]RM8	MATHS[LN] RM8	MAS[Mhlo]RM8	ENG [Mbong]RM8	MAT [Ngcam]RM8	PLAN[ZW] RM8
	CIVL2B1	ENG [Mbong] RM7	MATHS[LN] RM7	PLAN[ZW] RM7	LOP [Zondi]Nlab	MAT [Ngcam] RM7	MAS[Mhlo] RM 7	PLANT[Msom]R7
	CIVL2B2	PLANT[Msom]RM10	ENG [Mbong] RM10	LOP [Zondi]Nlab	MATHS[LN] RM10	MAS[Mhlo] RM 10	PLAN[ZW] RM10	MAT [Ngcam] RM10
	TL4A	Client [Jila] RM6	SOT[Mchunu]RM6	ENG [Mbong]RM6	Sust[Mkhize] RM6	LOP [Thkz] Olab	Mathslit [Mla]RM6	TOP [NN]RM6
	TL4B	SOT[Mchunu]RM3	Client [Jila] RM3	Mathslit [Mla]RM6	LOP [Thkz] Olab	TOP [NN]RM03	ENG [Mbong]RM03	Sust[Mkhize] RM03
2	TL2A1	SOT [Jila] RM1	Client [Mfek]RM1	Lop [Mtha] Olab	Mat lit [Baca] RM1	TOP [NN] RM 1	Sust[Mkhize] RM1	ENG [Jiy] RM1
	TL2A2	Client [Mfek]RM2	Lop [Mtha] Nlab	TOP [NN] RM 2	ENG [Jiy] RM2	Mat lit [Baca] RM2	SOT [Jila] RM2	Sust[Mkhize] RM2
	TL2B1	LOP [TN] Olab	Sust[Mkhize] RM4	Eng [Ngcam] RM4	SOT [Jila] RM4	Client [Mfek]RM4	TOP [NN] RM 4	Mat lit [Baca] RM4
	TL2B2	Mat lit [Baca] RM5	Eng [Ngcam] RM5	Sust[Mkhize] RM5	LOP [TN] Olab	SOT [Jila] RM5	Client [Mfek]RM5	TOP [NN] RM 5
	OAL4A	Maths lit [Mla]RM6	ODP [TN] Olab	BP [SW]RM6	OP [Seme]RM6	NVC [Mthe]RM6	Eng [PG]RM6	LOP [KP] Nlab
	OAL4B	Eng [PG] RM8	OP [Seme]RM8	NVC [Mthe]RM8	BP [Zondi] RM8	LOP [KP] Nlab	ODP [TN] Olab	Mathslit [Mla]RM8
	CIVL4	MAS[Mhlo]RM510	MATHS[LN] RM10	MAT [Xaba]RM10	LOP [Thkz] Nlab	Eng [PG] RM10	Planning [Nyawo]R4	Super[Msom]RM10
	CIVL2A1	MATHS[LN] RM7	MAS[Mhlo] RM 7	PLANT[Msom]R7	MAT [Ngcam] RM7	PLAN[ZW] RM7	ENG [Jiy] RM7	LOP [Zondi] Olab
	CIVL2A2	MAT [Ngcam] RM9	ENG [Jiy] RM9	MAS[Mhlo] RM 9	PLAN[ZW] RM9	PLANT[Msom]RM9	LOP [Zondi] Nlab	MATHS[LN] RM9
3	OAL4A	Maths lit [Mla]RM6	ODP [TN] oldlab	BP [SW]RM6	OP [Seme]RM6	NVC [Mthe]RM6	Eng [PG]RM6	LOP [KP] Nlab
	OAL4B	Eng [PG] RM8	OP [Seme]RM8	NVC [Mthe]RM8	Mathslit [Mla]RM6	LOP [KP] Nlab	ODP [TN] Nlab	BP [Zondi] RM8
	CIVL4	MATHS[LN] RM5	MAS[Mhlo]RM5	MAT [Xaba]RM5	LOP [Thkz] Nlab	Super[Msom]RM5	Planning [Nyawo]R4	Eng [PG] RM5
	TL4A	Client [Jila] RM9	SOT[Mchunu]RM9	ENG [Mbong]RM9	Sust[Mkhize] RM9	LOP [Thkz] Olab	Mathslit [Mla]RM9	TOP [NN]RM9
	TL4B	LOP [Thkz] Olab	Client [Jila] RM10	Mathslit [Mla]R10	ENG [Mbong]RM10	TOP [NN]RM10	SOT[Mchunu]RM10	Sust[Mkhize] RM10
	OA L2A	BP [Mfek]RM2	Lop [Mtha] Nlab	ODP [TN] oldlab	NVC [Mthe] RM2	OP [SW]RM2	ENG [Jiy] RM2	Mat lit [Baca] RM2
	OA L2B	Lop [Mtha] Nlab	Mat lit [Ngcam]R4	BP [Seme]RM4	ODP [TN] oldlab	NVC [Mthe] RM4	OP [SW]RM4	ENG [Jiy] RM4
	CIVL2C1	MAT [Ngcam]RM1	ENG [Mbong]RM1	PLANT[Msom]RM	PLAN[ZW] RM1	MATHS[LN] RM1	LOP [Zondi]Nlab	MAS[Mhlo]RM1
	CIVL2C2	PLANT[Msom]RM7	MATHS[LN] RM7	LOP [Zondi]Olab	MAS[Mhlo]RM7	ENG [Mbong]RM7	MAT [Ngcam]RM7	PLAN[ZW] RM7
4	CIVL3A	MAS[Mhlo] RM 2	PLANT[Msom]RM2	PLAN[ZW] RM2	MAT [Xaba]RM2	MATHS[LN] RM2	English [Jiyane]RM2	LOP [KP] Nlab
	CIVL3B	PLAN[ZW] RM1	MAS[Mhlo] RM 1	MATHS[LN] RM1	LOP [KP] Nlab	MAT [Xaba]RM1	PLANT[Msom]RM1	English [Jiyane]RM1
	OAL3A	LOP [KP] Nlab	Odp [Mtha] Nlab	Mat lit [Baca] RM8	OP [SW]RM 8	BP [Mfek] RM8	Eng [PG] RM8	NVC [Seme] RM8
	OAL3B	Mat lit [Baca] RM6	BP [Mfeka] RM6	NVC [Seme] RM6	Eng [PG] RM6	Odp [Mtha] Olab	LOP [KP] Nlab	OP [SW]RM 6
	TL3A1	LOP [Mthe] Olab	SOT[Mchunu]RM5	ENG [Mbong]RM5	Sust[Mkhize]RM5	TOP [NN] RM 5	Maths lit [Mla] RM5	Client [Jila] RM5
	TL3A2	Client [Jila] RM10	LOP [Mthe] Olab	Sust[Mkhize]RM10	ENG [Mbong]RM10	Mathslit [Mla]RM10	TOP [NN] RM 10	SOT[Mchunu]RM10
	CIVL2B1	ENG [Mbong] RM7	MATHS[LN] RM7	PLAN[ZW] RM7	LOP [Zondi]Olab	MAT [Ngcam] RM7	MAS[Mhlo] RM 7	PLANT[Msom]R7
	CIVL2B2	PLANT[Msom]RM9	ENG [Mbong] RM9	LOP [Zondi]Nlab	MATHS[LN] RM9	MAS[Mhlo] RM 9	PLAN[ZW] RM9	MAT [Ngcam] RM9

Figure 3: Teaching timetable

From the data, it is evident that planning plays a pivotal role in managing the TVET college in the rural setting. The college managers in the rural setting work in hand to make sure that they have a clear academic plan in terms of drafting timetables and allocation of duties. The campus

manager was seen playing a leading role in planning and setting the systems. Two senior lecturers were found playing the role of supporting the campus manager. The planning by the college managers was seen to be effective in the rural context. According to the literature, defining the college's mission is the first instructional leadership practice that is pertinent (Van Deventer & Kruger, 2009). This domain consists of two aspects, namely: framing the school's goals, and communicating these goals. Initially, college managers work with the staff to develop vibrant, quantifiable, and time-based goals that are primarily focused on learner achievement outcomes. Campus managers subsequently articulate these goals to lecturers (Hallinger & Murphy, 1985). The instructional leadership practice shows that campus managers work with the staff (senior lecturers) to develop vibrant, quantifiable, and time-based goals that are primarily focused on learner achievement outcomes. (Hallinger & Murphy, 1985).

4.3.1.2 Selection and Placement of Students to Programmes

Another function performed by the campus management team is the selection and placement of students. The selection and placement of students is done to ensure that students are placed in the right subject areas. Mr. Vusi, the campus manager places importance on the placement of students to programs. He explains below:

I ensure that the college is getting enough admission as per the APP and that the students are placed in the right subjects... (Mr. Vusi)

Again, Mrs Lindiwe also supports the campus manager in the admission of students. She explains:

...it is one of my duties to take care of the placement of the students when they come in on entry point. This involves identifying right students or the right learners according to the different courses that we offer, namely: civil engineering, tourism and office administration. I go through their documents and check if they qualify for civil engineering, tourism or office admin. (Mrs. Lindiwe)

Mr Bheki is also involved in the placement of students: he expatiates:

I am actively involved in the admission and placement of students. You know in a rural area it is always difficult to get enough students, but given our performance, most students travel from afar and come to study here. Most of them don't know what they want to study, they just come. So, myself and the other senior lecturers scrutinize their matric results to determine their placement (Mr. Bheki)

From the data, the campus manager plays a central role in determining that the placement of students to the program is properly done. Data shows that, although the campus manager at the TVET college in the rural setting determines the placement of students, the senior lecturers do the practical job at the point of admission. The importance of the placement of students in the program was seen to be important especially in the rural context because most of the students have difficulties knowing their placements. According to Bush and Coleman (2000), placement of students in the right program creates a climate in the institution that is conducive to high-quality teaching and learning and student success (Leitwood et al. 2011, p.14-15). This function is in line with the context response theory as the rural setting provides the need for the college managers to ensure the right and proper placement.

4.3.1.3 Monitoring of Teaching and Learning by “Walking around”

The college managers at the TVET college in the rural setting also perform the function of monitoring the teaching and learning. The college managers conduct monitoring through what they call “Management by Working Around” (MWAR). This approach is an impromptu visit by the campus managers to supervise classes and to ensure that lecturers are teaching students the right content at the right time. Mr. Vusi, the campus manager explains:

Now with regards to Teaching and Learning we have got a timetable, so the Senior Lecturers are assisting me in ensuring that staff and students are abiding with the timetable that they have devised. So, what we do, is what we call MWAR – that is Management by Walking Around. Why are we doing that? You know if we are going to tell Lecturers that we are going to come and check if they are honoring classes, they will all behave like angels (Mr. Vusi)

Senior lecturers also support the campus manager in performing the function of walking around to supervise teaching and learning. Mrs. Lindiwe explicates:

We make sure that we have a workable timetable and that all the lecturers are adhering to it. Sometimes the campus manager can ask me to go and check classes at random to ensure that the lecturers are not only joking in the classes but that they are teaching the right thing at the right time. If we don't see a particular student in attendance, we ask and try to find out (Mrs Lindiwe)

Mr Bheki added:

The rural setting of the college requires us as managers to be strict in ensuring a good academic plan and student attendance because most students believe that because the college is in the rural areas they can do what they want and attend classes when they want to. Same applies to the lecturers. So, I join the management team in ensuring that discipline is applied and that what needs to be done has to be done... Sometimes we accompany the campus manager to also observe the lecturers as they teach to be sure they are teaching the right thing. We also make our judgement from them and conduct subject reshuffle when necessary. (Mr Bheki)

From the data, the campus manager is seen performing the function of monitoring teaching and learning through what they called “Management by walking around.” Although the campus manager is seen leading in the monitoring, he collaborates with the two senior lecturers who assist him in making sure that students are attending classes and that lecturers are teaching what they must teach and at the right time. Weber (1987) postulates that instructional leaders must monitor the teaching staff, give constructive advice, and make formative evaluations concerning instructional deficiencies so that they can be improved upon. This method was evident at the college from the data and seen to be successful as it made both staff and students to be disciplined in the academic activities of the TVET college which in turn enhanced quality teaching and learning.

Drawing from the context-responsive leadership, the functions of the college managers operate in the rural context in which the college is situated. According to Louis et al (2010, p.94) “Leadership success depends greatly on the skill with which leaders adapt their practices to the circumstances in which they find themselves, their understanding of the underlying causes of

the problems they encounter, and how they respond to those problems”. In this study, Mr. Vusi, explains his functions to be strategic in the context of the rural setting and how the ability to focus on teaching and learning enhances the academic performance of the students despite their rural context. Also, the manager sets academic goals. Weber (1987) states that the campus managers’ main duty is to develop a vibrant academic mission and subsequently bring all stakeholders on board regarding its objectives. The process of defining the college’s mission requires cooperation and reflective thinking by all stakeholders. Ultimately, Weber (1987) asserts that the academic mission of a school is invariably based on the common vision of improving learner achievement outcomes.

4.3.2 Experiences of a campus management team leading a TVET college campus in a rural setting.

Although the participating members of the campus management performed multiple functions to effectively lead the campus in a rural area, they faced a few challenges which they tried to surmount. The challenges are peculiar to the rural setting in which they lead. The challenges identified include unavailability of student accommodation, dealing with slow learners who do not fit into the system, and poor infrastructure. Below I present these challenges thematically.

4.3.2.1 Unavailability of student accommodation

The participating members of campus management pointed out unavailability of student accommodation as one their challenges. The participants mentioned that most of the admitted students came from different places and they require accommodation closer to campus. Although the members of campus management would like students to have a safe, secure, and decent accommodation, the institution does not have student accommodation, and this presents a challenge for the college. The college manager Mr Vusi explains...

Our students are coming from very far and we cannot assist them with accommodation as we do not have. As a result, they are renting outside buildings in houses surrounding the campus. The rooms they are renting are not in good condition and as a campus manager there is nothing much I can do, although I am not happy with the condition of the rooms. (Mr. Vusi)

Mr Vusi's point is re-echoed by Mrs Lindiwe who also pointed out how the unavailability of student accommodation affects the students and their academic aspirations. She ventilates that...

Like my campus manager has said. We have a big challenge of accommodation. Even as a college we don't have residences to cater for the students especially those coming from afar. So, when they come, they will have to look for accommodation and sometimes they find it far away from the college. Most of the houses they rent are very bad and uncondusive for students (Mrs Lindiwe)

Mr Bheki also shares a similar position with Mrs Lindiwe. Mr Bheki associates the challenge of unavailability of student accommodation with late coming. The distance where students rent accommodation is far from the school. As such, it takes them time to travel to school by walking which inadvertently results to late coming. According to Mr Bheki

Most of these learners stay far from campus. So, most times they come late to school because they must walk. Whenever it is raining, most of them are unable to come to school or come very late. So, the challenge of accommodation affects the attendance. (Mr Bheki)

From the data presented above, it is evident that the unavailability of student accommodation in TVET college campus located in a rural setting poses a challenge to managers. These managers sadly are helpless in this regard, yet this challenge presents a challenge of late coming. However, according to the context-responsive leadership, a 'campus manager' can influence school effectiveness "through actions that shape the school's learning climate" (p. 527).

4.3.2.2 Dealing with slow learners who do not fit into the system.

Dealing with slow learners is another problem that the participating members of campus management face in the rural setting. These managers decried that, most of the parents in the rural setting do not understand the purpose of TVET colleges. To them, a college is associated with slow learners, and for this reason, they bring learners who struggle in the mainstream schooling, who do not always fit into the TVET college system. Mr Vusi explains:

We have a challenge here of dealing with slow learners. Right from the entry level you find that both parents and learners who come here don't even know what they want to study. They don't know what the college is about. Some of them even find it difficult to communicate. So, it becomes difficult for us because we must almost start from the scratch so that we can try and help these learners. It is difficult but with the quality of staff at the college, we try to give them some form of direction.
(Mr. Vusi)

Mrs Lindiwe who supports the campus manager also pointed out the challenge of dealing with slow learners who at times do not fit into the system. She explains:

They don't understand what the TVET Sector is. Sometimes we received learners who are slow in High Schools and are referred to us because they think TVET Colleges are meant for slow learners. I normally talk with parents who come here to register their children and have established that they don't even have an idea as to what the TVET College is. They are referred by teachers in high schools when they can't deal the learners. That is a challenge we face. (Mrs Lindiwe)

Mr Bheki also supports Mrs Lindiwe; he explains:

As my colleague has alluded, the stigma about TVET college makes it difficult for us to get learners with the right type of mind and attitude to learn. Most of the learners they push here are not supposed to be here. But we don't like to discourage people, we believe in helping learners, but it is always not easy. (Mr Bheki)

The data presented above shows that there is a lot of misconception about TVET colleges. According to the participants in this study, the misconception comes from both parents and learners who think that college is for slow learners. This misconception puts the campus management in a challenging situation of trying to deal with most of the cases and help the learners. Although this is a challenge to participating managers, they still find ways to assist learners by channelling them to programs in which they can cope. The context-responsive leadership theory has acknowledged the influence of context on leadership behavior and how leaders adjust and create ways to cope. At the TVET college. The college managers understood their rural context including the challenges and deal with the challenges. According to Louis

et al (2010, p.94) “Leadership success depends greatly on the skill with which leaders adapt their practices to the circumstances in which they find themselves, their understanding of the underlying causes of the problems they encounter, and how they respond to those problems”.

4.3.2.3 Poor Infrastructure

The TVET college campus in the rural setting also face a challenge of poor infrastructure. The management in this campus pointed out that their rural context makes it difficult for them to get certain infrastructural needs. They mentioned the poor or lack of park homes, internet connectivity, water, and electricity. The campus manager Mr Vusi explains:

We are not getting the resources that we deserve; you know. Like you see in other campuses if they are saying we want park homes, they will get within a split of a second. But if we say we need a new admin block here or parking bays to accommodate our staff, we don't get. So sometimes we feel like it's because we are in rural areas. (Mr Vusi)

Mrs Lindiwe who supports the campus manager also pointed out the challenge of poor infrastructure such as internet connectivity (ICT) and electricity. Mrs Lindiwe explains that...

I don't know, but because we are in a rural area, we don't get good connection. The connection is poor and our request for an upgrade has fallen on deaf ears. Even electricity, most times we don't have electricity because of we are in a rural area. We need another source of electricity like solar or generator. But we don't get these things; unfortunately, campuses in town do not experience what we experience here; they get everything. (Mrs Lindiwe)

Mr Bheki agrees with Mrs Lindiwe. He explains:

Sometimes we do not have network since we are in a rural area when it rains most of the time or when it's cloudy, we cannot perform our duties. Sometimes we do not have electricity at the campus since we are in a rural area (Mr. Bheki)

The college managers faced the problem of poor internet connectivity because of the rural setting in which they lead. They also mentioned the problem of electricity as a corroborating

challenge. These might be aspects that impact leadership however, the college managers concentrate on teaching and learning so that it does not impact the quality of curriculum and instruction delivered to learners. This conceptualization acknowledges that campus managers of TVET colleges have a positive impact on pupils' learning, but this influence is mediated through these challenges (Goldring & Greenfield, 2002; Leithwood & Jantzi, 2000; Southworth, 2002). According to the context responsive leadership theory, Hallinger, Bickman, and Davis (1996) reported that 'campus managers' leadership is affected by both personal and contextual variables. Yet, they also reported that a 'campus manager' can influence school effectiveness "through actions that shape the school's learning climate" (p. 527).

4.3.3.1 Leadership practices exerted by campus management team members in leading a TVET college in a rural setting.

The managers of a TVET college campus who participated in this study in the rural setting adopted and utilised different leadership styles in leading a campus in a rural setting. The college manager utilises different leadership styles at the college while the two senior lecturers adopt the democratic leadership. This is presented in one theme below:

4.3.3.2 Utilizing different leadership styles.

The generated data shows that the participating campus management does not rely on one leadership approach in a rural setting, instead they utilize different approaches. Mr. Vusi, the campus manager believes that he needs to deploy different leadership approaches at different times. He explains below:

There is no one perfect leadership style. For me I'm using a combination of authoritative leadership style with a little bit of laissez-faire and a democratic style because you cannot be one. The college will not succeed. At times you have to be strict to an extent that people will see the devil in you, you know. But at other times in a situation you need to give them that relaxation...Also, you need to give them a choice democratically to say guys what do you think we need to do. Because one thing that I have learnt in this decade that I am here is that I am not the

cleverest person. So, I use different leadership styles in this campus, and I think it is working very well for me (Mr. Vusi).

In the same light, Mr Bheki also explained that he utilises different leadership styles, and he believes this is important for leading the college in the rural setting. Mr Bheki ventilates:

I am in line with my colleagues because there is no one leadership style that is hundred percent effective. Utilising the authoritative, laissez faire and democratic leadership helps in balancing how we work with each other. (Mr Bheki)

While Mr Vusi and Mr Bheki utilise different leadership styles, Mrs Lindiwe relies on a democratic style of leadership. Mrs Lindiwe explains:

I won't say that I adopt a particular leadership style. But I am more democratic in approach because I work together with everyone and try to calm the situation down when the campus manager is not happy. This democratic approach allows everyone to be free to work with me in the activities assigned to me. (Mrs Lindiwe).

From the data presented above, it is evident that the context of rural settings plays a very important role in influencing the leadership practices exerted by college managers of a TVET college campus. Yukl (2002) has acknowledged the influence of context on leadership behavior. According to Louis et al (2010, p.94) "Leadership success depends greatly on the skill with which leaders adapt their practices to the circumstances in which they find themselves, their understanding of the underlying causes of the problems they encounter, and how they respond to those problems". The college managers of the TVET college campus were seen to adopt different leadership styles that will fit into the context they found themselves. They utilized different leadership styles to be able to balance how they operate with the college management and that of the students in the rural setting.

4.3.4 The influence of the rural context on leadership practices of a campus management team

The managers of a TVET college campus who participated in this study were influenced by the rural context in which they operate. The rural setting influenced their leadership practices; below I discuss two influences, namely the use of sports and traditional music to encourage learning, and encouragement of cultural diversity Below I present evidence from data in themes.

4.3.4.1 The use of extramural activities to encourage student attendance in a rural setting.

The participating campus managers of the TVET college highlight the importance extramural activities such as sports and traditional music as one way they kept students interested in coming to campus. These leaders believe that a campus should not only provide learning activities, but it should also create a space for students to socialize, especially in a rural area where students can feel isolated. Mr. Vusi expatiates:

As a college our responsibility is not only to teach for the sake of teaching and the students to get qualification for the sake of qualification. We need to make an impact in the community. We organise sporting activities and encourage music (including isicathamiya) ... football and music are activities that learners are interested in. Even myself and my colleagues we join the learners during these activities. It makes them happy, encouraged, and motivated. In fact, we have gone on to win a lot of awards as a college and this has boosted the image of the college. (Mr Vusi)

Supporting Mr Vusi, Mrs Lindiwe clarifies the need to keep their campus attractive in a rural area through promoting extramural activities:

Like the campus manager has said, because we are in the rural areas, we need to provide activities that will attract learners in this area. I can confidently say that sports and music have helped a lot in encouraging students learning and attendance. Most of our learners have won prizes for themselves, some have graduated to become professional football players. It all started in this college and am proud of it. (Mrs Lindiwe)

Mr Bheki explains how extramural activities have improved student attendance on campus:

Ten years ago, there were no social activities like music and football. Because of this, there was low enrolment and student attendance in school. But since we introduced sporting activities in the college, there has been tremendous participation from students and an improvement on the attendance. Football has particularly played a role in the way we

plan activities because most times we need to prepare for competition and all that... (Mr Bheki)

The above extracts show that the rural context impacts the leadership practice of campus management members. These leaders promote extramural activities on their campus to enhance student attendance and to keep them entertained in a rural setting. Their practice is context-responsive because they do what works in their context, which is rural. Hoy and Miskel (1995, p.235) propound “leadership effectiveness depends on the fit between personality characteristics of the leaders and the situational variables such as task structure, positional power, and subordinates’ skills and attitudes”. The creativity displayed by the members of campus management appears to impact the campus culture.

4.3.4.2 A need to encourage cultural diversity in a rural setting.

The members of campus management who participated in this study also encourage cultural diversity. This campus is in a rural setting where culture is a foundation. Apart from this, the campus attracts students from different cultural groups and these students reside in the community around the campus. Given that students come from different cultural orientations and that they live in the community with its own culture, the campus managers took it upon themselves to ensure that there is social cohesion both on campus and in the community. Mr. Vusi explicates:

You know this college is in the rural area and most of our learners come from different provinces to study here. They all come with their different cultures and way of life. As college managers we must understand this diversity. We respect the cultural festivals and other cultural activities in this community (Mr Vusi)

Supporting this, Mrs Lindiwe adds:

Like my campus manager has said, we try to understand and respect culture and cultural diversity, the culture of this community and that of the students. We engage with the local community and try to understand their various cultural practices, and how to also integrate them in a school cultural life. It has a lot of influence on how we lead this college. (Mrs Lindiwe)

According to Mr. Bheki...

I think we should try to be accommodative, more especially since we are in an area which is still based on culture. We should try to accommodate cultural diversity. Because you might find that sometimes our learners would come to campus and they will tell you there is a cultural activity that is there. So, as a college we try to bend, sometimes we bend the rules to just accommodate that. Which means now in our shaping we try to work with the traditional leaders as the college so that we all come in and understanding.
(Mr. Bheki)

From the data presented above, it is evident that members of campus management do not only lead teaching and learning, but they also need to attend to the welfare of students. They do this by promoting and accommodating different cultures on campus also by acknowledging the dominant culture in a rural community. These leaders believe that the encouragement of cultural diversity impacts campus operation by ensuring that diverse students feel belonging, in this way their academic performance is not compromised. Yukl (2002) maintains that leaders need to acknowledge the influence of context on leadership behavior.

4.4 Chapter summary

This chapter has presented data and discussed the findings that emerged from the data. The chapter broadly answered the four research questions in four broad themes. These themes were: functions of TVET college managers in rural setting; challenges experienced by campus managers in leading a TVET college in a rural setting; leadership practices exerted by campus managers in leading a TVET college in a rural setting; the influence of the rural context on campus managers' leadership practices. In the next chapter I present the conclusions and recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented the discussion of data and the findings. Four broad themes emerged from data and these themes were then used to present the findings. These themes were, functions of managers leading a TVET college campus in a rural setting; challenges experienced by campus managers in leading a TVET college in a rural setting, leadership practices exerted by campus managers in leading a TVET college in a rural setting, as well as the influence of the rural context on campus managers' leadership practices. In this chapter, I present the summary of the study, the conclusions drawn from the findings, and the recommendations.

5.2 Summary of the study

This study explored the leadership experiences of three managers constituting a campus management team of a TVET college campus which is in a rural setting. The study is reported in five chapters with each chapter presenting a specific component. Below I provide a synopsis for each chapter.

Chapter One:

This chapter focused on the background information that informed the research process of the study. The chapter begins by presenting the background to the study which followed by the problem statement. The rationale and motivation of the study, research objectives, research questions and the clarification of key concepts are presented.

Chapter Two:

This chapter presented the review of literature. The intention of the chapter was to discuss the literature relating to the studied phenomenon. Apart from this, the chapter discussed the Distributed leadership and context-responsive leadership which are theories that constituted the theoretical framework of the study.

Chapter Three:

The third chapter discussed the research design and methodology of the study. Firstly, the chapter discussed the interpretivist paradigm within which I positioned myself in exploring the experiences of sampled campus management. Secondly, the qualitative design which was adopted to understand campus managers' qualitative experiences is discussed. Thirdly, the chapter discussed the case study methodology which guided the research process. Fourthly, the methods including sampling, data generation and data analysis were discussed. Finally, the issues of trustworthiness and ethics were explained.

Chapter Four

This chapter presented the data discussion and findings. The chapter began by presenting the profiles of participants, thereafter, the findings were presented thematically in four themes that emerged from data. These themes are; functions of TVET college managers in the rural setting, challenges experienced by college managers in leading a TVET college in a rural setting, leadership practices exerted by college managers in leading a TVET college in a rural setting, the influence of the rural context on college managers' leadership practices.

5.3 Conclusions drawn from findings

In the next section, I present the conclusions drawn from the findings of the study. These conclusions are linked to the four research questions. Below the research questions are presented to remind readers:

1. What are the functions of a campus management team leading a TVET campus college in a rural setting?
2. What are campus management team's experiences of leading a TVET college campus in a rural setting?
3. What are the leadership practices exerted by campus management team leading a TVET college campus in a rural setting?
4. How does the rural context influence leadership practices of the campus management team members?

5.3.1 Functions of campus management team members in a rural setting

Among other things, the study explored the functions of members of campus management that participated in this study. The campus management included a campus manager and two senior lecturers. The study shows that the campus manager performs a similar leadership role to that of school principals and is responsible for the quality of teaching and learning and student achievement (Deshmukh & Naik 2010; McCaffery 2010, 20). Given that this study was conducted in a rural setting, it emerged that the context also influenced the functions of campus management. Campus managers of TVET colleges in the urban areas with available resources stand a greater chance of functioning better and producing quality and academically sound students. Whereas this study revealed that campus managers in rural settings strive to ensure effective teaching and learning with little resources. To this end, the participants performed fundamental functions including, investing in planning, and setting systems; selection and placement of students to programs as well as monitoring of teaching and learning by walking around.

The participating members of campus management performed different functions that are coordinated and monitored by the campus manager and consolidated by two senior lecturers. Therefore, investing in planning and setting systems came as the number one function of the campus management team which they performed to ensure that there is effective teaching and learning. These leaders invested time in devising a workable timetable, allocated duty loads, and placed lecturers according to areas of specialization. The study found out that, the campus management team comprising the campus manager and two senior lecturers start the process of academic preparation of the students from the enrolment stage. The preparation is done through having a clear academic plan at the college and ensuring that lecturers are assigned the right duty loads and that they are allocated the right subjects to teach. The type of functions the campus management team members play at the college in the rural context validates the context responsive and distributed leadership which are theories that underpinned the study.

One can therefore conclude that the participating campus management team members understood the rural context of the college and placed premium attention in investing in planning, selection, and placement of students to the right programs and then monitoring teaching and learning by “walking around.” These functions performed by the campus

managers encouraged effective teaching and learning and were able to enhance the pass rate at the college despite the rural setting.

5.3.2 Experiences of the campus management team in leading a TVET college in a rural setting

The study established the strategic functions of the campus management team in leading the TVET college campus located in a rural setting; however, the study also found that the campus management team was faced with several challenges. These challenges include unavailability of student accommodation, dealing with slow learners who do not fit into the system, and poor infrastructure. These challenges are peculiar with rural TVET colleges in South Africa. Firstly, the unavailability of student accommodation came first as one of the challenges faced by the campus management team in the rural setting. This challenge arises from the inability of the college to provide accommodation for the students who come from afar. Secondly, dealing with slow learners who do not fit into the system was another challenge due to the rural setting. Most of the learners were either unaware of what the TVET college was about or had problems with learning effectively. The third challenge was that of poor infrastructure in terms of administration blocks, electricity, and poor internet network. Although there is little to be done about some of the challenges in practical terms, the campus managers don't succumb to such challenges but rather focus on teaching and learning as a core mandate for managing the college.

One would say that the participating campus management team members are not in denial of the reality of their setting, but they do recognize the contextual realities. This recognition assisted them in focusing on the key goals of the college including teaching and learning to maintain a good record of academic excellence.

5.3.3 Leadership practices exerted by the campus management team members leading a TVET college in a rural setting

This study also explored the leadership practices of three campus management team members in leading a TVET college in a rural setting. Campus managers are known to exert certain leadership styles for effective college management. The campus management team utilized different leadership styles (authoritative, laissez-faire and democratic). One would say that the participating campus management team utilized different leadership styles that included autocratic, democratic, and laissez-faire complemented one or the other depending on the circumstance they found themselves in.

5.3.4 The influence of the rural context on the campus management team's leadership practices

The study found that the campus management team of the TVET college created activities such as encouraging the use of extra-curricular activities to encourage student attendance in the rural setting. Extracurricular activities such as sports and music played a positive role in encouraging attendance which is the problem for this college.

The study also found that the campus management team of the TVET college encouraged cultural diversity in the rural setting. The encouragement of cultural diversity was seen to improve the social and cultural relationship of learners with the community in which they studied. The leadership practice of the campus management team at the college is greatly determined by a clear understanding of community life and the rural conditions that prevail.

5.4 Recommendations

Based on the generated data, I make the following recommendations. The recommendations are directed to two groupings: Department of Higher Education and Training and to Researchers.

5.4.1 Recommendations to the Department of Higher Education and Training

First, the study found among other things that TVET colleges in the rural setting face the problem of poor infrastructure and unavailability of student's accommodation. I, therefore, recommend that the department of education should invest in TVET colleges irrespective of the setting by providing quality infrastructure, encouraging private investors to invest in accommodation especially in the rural areas. Officials should be selected from the senior officials of the Department to pay visits across the TVET colleges to understand the demographics of the inadequacies in these institutions. Following this, support that will respond to the contextual realities of each institution should be made available.

5.4.2 Recommendations to Researchers

It would be very interesting to explore the views of college managers of TVET colleges on how the under-resourced TVET colleges in rural settings should be improved. Lecturers are curriculum implementers and they have experience in the college. Surely, they can make interesting contributions that can impact positively the improvement of the TVET college campus. I recommend the provision of resources at rural TVET college to enhance academic

performance. Added to this, the Department of Education should partner with private individuals for the provision of student accommodation at the college campus. This will improve student enrolment and attendance at the college.

5.5 Chapter summary

This chapter discussed the summary and conclusions. It provided the introduction to the chapter. The summary of the study was provided highlighting the summary of each of the four chapters. This was followed with the conclusions drawn from the findings drawn from each of the four research questions of the study. The chapter concluded with recommendations to the Department of Education and Recommendation to researchers.

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APPENDIX ‘A’
INTERVIEW SCHEDULE

General question

Tell me a little bit more about yourself and your position at this College.

Specific Questions *(If the participant leaves out any of the following information, I will specifically ask the questions below).*

1. Name:
2. Age:
3. Gender:
4. Position in college:
5. Qualifications:
6. Length of time at the college:
7. Home Language:
8. What are the functions you perform in leading this college?
9. What are the key challenges faced by people in rural areas?
10. How do you see the role of TVET Colleges in rural areas?
11. What do you think this college is doing for the community?
12. What challenges do you experience at this College?
13. What challenges does this College face in general?
14. What are the main differences between your college and other colleges (generally) and between this college and colleges in rural areas?
15. What do you think is responsible for the thriving nature of this college?
16. How do you see this College in ten years' time?
17. What ideas do you have for how the college could serve the community more effectively?

FOR CAMPUS MANAGER

LEADERSHIP

1. How is the leadership of this college structured?
2. Who and who constitutes the management team of this college?
3. What type of leadership style do you adopt in leading this college?
4. Do you think the leadership style of the college influences the academic performance?
5. What specific challenges do you as Campus Head face at this Campus?

APPENDIX 'B'
GATEKEEPER'S CONSENT LETTER



An ISO 9001 and OSHAS 18001 certified organisation.

14 July 2020

Dear Mrs SP Basi

RE: REQUEST FOR USING COLLEGE AS SITE OF RESEARCH

Your communication dated 01 July 2020 refers:

Elangeni TVET College has no objection to you using our campuses as sites of research for *"Leading a thriving campus in a deprived rural context."*

However, the following conditions for external research apply:

The college will have the right to approve content with regard to research instruments and research analysis.

- The relevant 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



T.J. Ayetey
Principal

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

NAME

SIGNATURE

DATE



Central Office, 15 Portsmouth Road, Pinetown, 3610 Postal Address, Private Bag X9032, Pinetown, 3600



Email: info.elangeni@elangeni.edu.za Phone: 031 716 6700 Fax: 031 716 6777

INANDA

KWADABEKA

KWAMASHU

MPUMALANGA

NDWEDWE

NTUZUMA

PINETOWN

APPENDIX ‘C’
REQUEST FOR PERMISSION



Science and Technology Cluster,
School of Education,
College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus, KwaZulu Natal
Date

Dear Student/Teacher/School manager/Parent/Learner

INFORMED CONSENT LETTER college managers

My name is Sebenzile Basi I am a **Master of Education (M.Ed) (qualification which is being studied towards)** student from the Leadership and Management Cluster, School of Education, College of Humanities, University of KwaZulu-Natal. I am conducting research titled **‘Leading a thriving campus in a deprived rural context: A case study of the experiences of three campus management team members at a TVET college campus in KwaZulu-Natal’**.

Several studies suggest that the campus manager of a TVET college performs similar functions like that of a high school principal and is responsible for the effective management and academic achievement of the college.

In view of the foregoing, I intend to explore the experiences of three campus management team members in effectively leading a TVET college campus despite its rural setting.

The objectives of the research are as follows:

1. To explore the experiences of campus managers in leading a TVET college in a rural setting.

2. To understand the functions of the campus managers in leading a TVET college in a rural setting.
3. To explore the leadership practices exerted by campus managers in leading a TVET college in a rural setting.
4. To understand how the rural context influence the leadership practices of campus managers

You are invited to please participate in the study because you are a management team member involved in the leadership of the college campus. You have been identified through consultation with the head of the college Manager as one of the management team members of the college campus.

To gather the information, I am interested in requesting you to participate in this project by reflecting critically on your experiences and how it has shaped your leadership style at the college. Additionally, your leadership experience to effectively lead the college campus despite the rural context would be of importance. I will also ask you some questions during an individual interview, each of 25-30 minutes' duration. In addition, I will also ask you to provide me with the necessary documents reflecting the academic performance of the college during the period of your leadership at the college campus.

Due to the Covid-19 pandemic, I assure that there will be strict adherence to the Covid-19 regulations. Social distance shall be maintained during the interview process as well as sanitizing of hands and wearing of mask. The interview will be tape recorded for the purpose of transcription and your anonymity will be maintained in the study.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number _____).

Please note that:

- Your participation is voluntary. If you do not participate you **will not be penalized** in any way. There is no disadvantage to your work and your career if you choose not to participate. No marks will be deducted from your project if you decline to participate.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion. Strict anonymity will be maintained and any information you provide will be treated with high confidentiality.
- Individual interview will be granted along with document review that support the interview process (1 of each) will last for about 25-30 minutes and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be in the form of interview transcripts and completed portfolios, and will be stored in secure storage and destroyed by shredding after 5 years. Digitally recorded data will be deleted after five years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action. You are free to withdraw from the research anytime you choose not to proceed and you will not be penalized.
- Your involvement is purely for academic purposes only, and there are **no financial** benefits involved. However, it is expected that you will gain insight into the leadership experiences of TVET colleges in the rural setting. The potential benefit is that; the project will assist other college managers in the rural setting to understand the strategies employed by you leadership in effectively leading the college campus despite the rural context.

Thank you

Yours faithfully

Basi, Sebenzile Patricia

My contact details are as follows:

Email: sebenzilebasi@gmail.com



My supervisor is Dr S Blose, he is a lecturer in the leadership and management cluster, School of Education, College of Humanities, Edgewood Campus, University of KwaZulu-Natal

My supervisor's contact details are:

Email: Bloses@ukzn.ac.za

Phone number:0312601870

You may also contact the Research Office at:

University of KwaZulu-Natal

Humanities and Social Sciences Research Ethics

Govan Mbeki Centre

Tel +27312604557

Email: HSSREC@ukzn.ac.za

Thank you for reading this document about this research.

APPENDIX “D”
PARTICIPANT CONSENT LETTER

DECLARATION OF CONSENT

I (Full names of participant) hereby confirm that I have been informed about the study entitled “Leading a thriving campus in a deprived rural context: A case study of the experiences of three campus management team members at a TVET college campus in KwaZulu-Natal’ by Basi, Sebenzile Patricia. I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without negative consequences.

I voluntarily give permission for the interviews to be audio-recorded.

I give permission for my reflective documents to be used as a source of data.

My identity will not be disclosed and pseudonyms will be used to protect my identity

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at ...0825915470..... (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researcher, then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

- I am willing to be part of the garden project and interviews. I am also willing to allow recording by the following equipment, and the use of other data:

Digital audio recording of interv	Willing	Not willing
Use of portfolio of evidence		
Use of reflective diary		

.....

Name of Participant

.....

Signature of Participant

.....

Date

APPENDIX 'E'
CERTIFICATE OF ENGLISH LANGUAGE EDITING

ASOKA ENGLISH LANGUAGE EDITING

CELL NO.: 0783166986

2 ALLISLEA, 73 JOSIAH GUMEDE STR. PINETOWN, 3610, SOUTH AFRICA



DECLARATION

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

**LEADING A THRIVING CAMPUS IN A DEPRIVED RURAL CONTEXT: A
CASE STUDY OF THREE CAMPUS MANAGEMENT TEAM MEMBERS AT A
TVET COLLEGE CAMPUS IN KWAZULU-NATAL**

Candidate: Basi S (219095890)



SATI member number: 1001872

To the best of my knowledge, all the 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.

Director: Prof. Dennis Schauffer, M.A. Leeds, PhD, KwaZulu Natal, TEFL, TITC Business English, Emeritus Professor UKZN, Cambridge University Accreditation for IGCSE (Drama).

APPENDIX 'F'
TURNITIN

Mrs S Basi

ORIGINALITY REPORT

15%	15%	2%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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