**TABLES:**

**Table 1: Comparison of core leadership practices: setting direction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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  Focuses on student learning | Framing the institution’s goals  Communicating the institution’s goals | Fostering the acceptance of group goals  Communicating the direction | Establishes clear goals and keeps them in forefront of all stakeholders’ attention | Sets direction for achieving goals |
| 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 |

Source: Adapted from Leithwood et al. (2011)

**Table 2: Comparison of core leadership practices: developing people**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cotton (2003)** | **Hallinger (2003)** | **Leithwood et al. (2004)** | **Marzano et al. (2005)** | **McCaffery (2010)** |
| **DEVELOPING PEOPLE** | | | | |
| Emotional and interpersonal support | Providing incentives for teachers | Providing individualised support and consideration  Emotional understanding and support | Recognises and rewards  individual accomplishment  Demonstrates awareness of personal aspects of teachers  and staff | Reward systems in place  Pay and reward framework  Inspires trust  Displays emotional intelligence |
|  | Promoting professional  development | Offering intellectual stimulation | Is willing to and actively challenges the status quo  Ensures faculty and staff are well informed about best practice/fosters regular discussion of them | Develops staff  Emphasises continuous professional development  Enhances motivation |
| Open communication and interaction  High visibility and accessibility | Maintaining high visibility | Modelling appropriate values and practices | Has quality contacts and interactions with teachers and students | Makes a personal impact and leads by example  Manages staff performance |

Source: Adapted from Leithwood et al. (2011)

**Table 3: Comparison of core leadership practices: developing the organisational culture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cotton (2003)** | **Hallinger (2003)** | **Leithwood et al. (2004)** | **Marzano et al. (2005)** | **McCaffery (2010)** |
| **DEVELOPING THE ORGANISATIONAL CULTURE** | | | | |
| Building an institutional culture that encourages shared leadership and decision-making  Fosters collaboration  Expects continuous improvement | Providing incentives for learning | Building a collaborative culture | Fosters shared beliefs, sense of community, cooperation  Recognises and celebrates institutional accomplishments  Involves teachers in the design and implementation of important tasks | Inspiring staff to work together and give of their best  Leads learning communities, creating the conditions to foster creativity  Seeks continuous improvement |
| Community outreach and involvement |  | Connecting the institution to the wider community | Is an advocate and spokesperson for the institution to all stakeholders | Connecting the institution to stakeholders and partners |

Source: Adapted from Leithwood et al. (2011)

**Table 4: Comparison of core leadership practices: managing the instructional**

**programme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cotton (2003)** | **Hallinger (2003)** | **Leithwood et al. (2004)** | **Marzano et al. (2005)** | **McCaffery (2010)** |
| **MANAGING THE INSTRUCTIONAL PROGRAMME** | | | | |
| Discussing instructional issues  Supporting teacher autonomy | Supervising and evaluating instruction  Coordinating the curriculum | Providing staffing and instructional support | Establishes set of standard operating procedures for teaching and learning  Directly involved in instruction and assessment practices | Focus on learning, teaching and curriculum  Trusts staff to take decisions  Tackles poor performance |
| Observing classrooms and giving feedback  Monitoring progress and using student progress data for programme improvement | Monitoring student progress | Monitoring progress of students, teachers and the institution  Aligning resources | Monitors the effectiveness of institutional practices and their impact on student learning  Provides resources necessary for the job | Quality assurance  Measures teaching effectiveness  Giving feedback to staff  Sets targets and monitors progress |
| Protecting instructional time | Protecting teaching time | Buffering staff from distractions in their core work | Protects teachers from influences that would detract from their teaching time or focus | Risk management plans in place |

Source: Adapted from Leithwood et al. (2011)

**Table 5: Academic performance of FET colleges in 2013.**

|  |  |
| --- | --- |
| **Mpumalanga FET colleges** | **Average certification rate in 2013 examinations** |
| College A | 34% |
| College B | 42% |
| College C | 59% |

(Source: DHET 2014: 1)

**Table 6: Rankings of items in Section B**

|  |  |  |
| --- | --- | --- |
| **Most important items in leadership and setting direction (Section B)** | **Number/**  **%** | **Mean/**  **Rank** |
| B8… creates high academic expectations amongst students - 1st, 2nd, 3rd important summed | 115 | 3.30 |
| 42.40% | 7 |
| B4… sets clear goals with targets - 1st, 2nd, 3rd important summed | 88 | 3.39 |
| 32.50% | 3 |
| B7… creates high academic expectations amongst staff - 1st, 2nd, 3rd important summed | 84 | 3.53 |
| 31.00% | 1 |
| B6… communicates the campus’s goals to students - 1st, 2nd, 3rd important summed | 80 | 3.15 |
| 29.50% | 8 |
| B5… communicates the campus’s goals to staff - 1st, 2nd, 3rd important summed | 77 | 3.47 |
| 28.40% | 2 |
| B10… ensures that all activities are aligned to the shared vision of the institution - 1st, 2nd, 3rd important summed | 73 | 3.31 |
| 26.90% | 5 |
| B1… provides a clear vision - 1st, 2nd, 3rd important summed | 70 | 3.34 |
| 25.80% | 4 |
| B3… provides strategic direction - 1st, 2nd, 3rd important summed | 70 | 3.31 |
| 25.80% | 5 |
| B2… conducts a SWOT analysis to determine the needs of the campus - 1st, 2nd, 3rd important summed | 51 | 3.10 |
| 18.80% | 10 |
| B9… obtains the support of stakeholders when developing the vision of the institution - 1st, 2nd, 3rd important summed | 49 | 3.11 |
| 18.10% | 9 |

**Table** 7**: Rankings of items in Section C**

|  |  |  |
| --- | --- | --- |
| **Most important developing people items (Section C)** | **Number/**  **%** | **Mean/**  **Rank** |
| C2… motivates staff to perform better - 1st, 2nd, 3rd important summed | 147 | 3.27 |
| 54.60% | 3 |
| C10… is knowledgeable about curriculum matters - 1st, 2nd, 3rd important summed | 95 | 3.35 |
| 35.30% | 1 |
| C4… promotes continuous professional development for staff - 1st, 2nd, 3rd important summed | 94 | 3.13 |
| 34.90% | 8 |
| C6… provides a good example for staff to follow - 1st, 2nd, 3rd important summed | 90 | 3.28 |
| 33,50% | 2 |
| C8… manages staff performance to improve teaching - 1st, 2nd, 3rd important summed | 75 | 3.15 |
| 27.90% | 7 |
| C1… recognises individual staff accomplishments - 1st, 2nd, 3rd important summed | 65 | 3.24 |
| 24.20% | 4 |
| C9… supports mentorship programmes for new staff - 1st, 2nd, 3rd important summed | 56 | 2.87 |
| 20.80% | 10 |
| C5… encourages feedback from staff on professional development programmes - 1st, 2nd, 3rd important summed | 45 | 3.22 |
| 16.70% | 5 |
| C3… builds a relationship of trust amongst stakeholders - 1st, 2nd, 3rd important summed | 44 | 3.08 |
| 16.40% | 9 |
| C7… maintains high visibility - 1st, 2nd, 3rd important summed | 37 | 3.20 |
| 13.80% | 6 |

**Table** 8**: Rankings of items in Section D**

|  |  |  |
| --- | --- | --- |
| **Most important organisational culture items (Section D)** | **Number**  **%** | **Mean/**  **Rank** |
| D9… inspires staff to work together as a team - 1st, 2nd, 3rd important summed | 115 | 3.26 |
| 42.30% | 1 |
| D4… promotes continuous improvement in all academic processes - 1st, 2nd, 3rd important summed | 88 | 3.21 |
| 32.40% | 2 |
| D2… encourages shared decision making - 1st, 2nd, 3rd important summed | 86 | 3.06 |
| 31.60% | 7 |
| D1… shapes the organisational culture of the campus - 1st, 2nd, 3rd important summed | 77 | 3.06 |
| 28.30% | 7 |
| D10… encourages the use of technology to enhance instruction - 1st, 2nd, 3rd important summed | 76 | 3.19 |
| 27.90% | 3 |
| D6… provides incentives to staff to encourage high student achievement - 1st, 2nd, 3rd important summed | 75 | 2.80 |
| 27.69% | 10 |
| D3… distributes tasks to staff effectively - 1st, 2nd, 3rd important summed | 73 | 3.09 |
| 26.80% | 5 |
| D5… implements processes to create an orderly campus environment - 1st, 2nd, 3rd important summed | 72 | 3.13 |
| 26.50% | 4 |
| D7… provides incentives to students to encourage high achievement - 1st, 2nd, 3rd important summed | 64 | 3.11 |
| 23.50% | 6 |
| D8… networks with the wider community - 1st, 2nd, 3rd important summed | 34 | 2.92 |
| 12.50% | 9 |

**Table** 9**: Rankings of items in Section E**

|  |  |  |
| --- | --- | --- |
| **Most important instructional management items (Section E)** | **Number/**  **%** | **Mean/Rank** |
| E7… provides resources for teaching - 1st, 2nd, 3rd important summed | 130 | 3.22 |
| 47.80% | 4 |
| E1… establishes a focus on teaching - 1st, 2nd, 3rd important summed | 111 | 3.31 |
| 40.80% | 1 |
| E3… manages poor staff performance - 1st, 2nd, 3rd important summed | 101 | 2.98 |
| 37.10% | 9 |
| E6… monitors student academic progress - 1st, 2nd, 3rd important summed | 83 | 3.23 |
| 30.50% | 3 |
| E2… provides instructional support to staff - 1st, 2nd, 3rd important summed | 75 | 3.12 |
| 27.60% | 6 |
| E8… provides feedback to staff after monitoring teaching activities - 1st, 2nd, 3rd important summed | 64 | 3.09 |
| 23.50% | 7 |
| E4… ensures staff preparedness for effective instruction - 1st, 2nd, 3rd important summed | 61 | 3.03 |
| 22.40% | 8 |
| E9… ensures that instructional time is protected - 1st, 2nd, 3rd important summed | 53 | 3.27 |
| 19.50% | 2 |
| E10… uses data to improve campus performance - 1st, 2nd, 3rd important summed | 52 | 3.21 |
| 19.10% | 5 |
| E5… observes classroom instruction - 1st, 2nd, 3rd important summed | 36 | 2.98 |
| 13.20% | 9 |

**Table 10: Significance of differences between the four highest and four lowest achieving campus groups in the FET Colleges**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Factor** | **Group** | **Mean** | **t-test**  **(p-value)** | **Effect size (r)** |
| Leadership and setting direction (FB1) | Lowest | 2.36 | 0.000\*\* | 0.53 |
| Highest | 4.11 |
| Leadership and developing people (FC1) | Lowest | 2.19 | 0.000\*\* | 0.61 |
| Highest | 4.07 |
| Leadership and developing organisational culture (FD1) | Lowest | 2.03 | 0.000\*\* | 0.66 |
| Highest | 3.99 |
| Leadership and managing the instructional programme (FE1) | Lowest | 2.05 | 0.000\*\* | 0.62 |
| Highest | 4.06 |

\* = Statistically significant at the 5% level (p>0.01 but p< 0.05)

\*\* = Statistically significant at the 1% level (p<0.01)

Effect size –Small (r=0.1 to 0.29); Moderate (r=0.3 to 0.49); Large (r=0.50+)

**Table 11: Each factor with the corresponding sub-factor with the highest mean**

**score**

|  |  |
| --- | --- |
| **Factor** | **Sub-factor with highest mean score** |
| FD1 - developing an organisational culture | D9… inspires staff to work together as a team |
| FB1 - setting direction | B7… creates high academic expectations amongst staff |
| FC1 - developing people | C10… is knowledgeable about curriculum matters |
| FE1 - managing the instructional programme | E1… establishes a focus on teaching |

**Table 12: The coefficients in the regression model with dependent variable effective leadership in a FET college**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | | Standardized Coefficients | t | Sig. |
| Beta |
| 1 | (Constant) |  | -.321 | .748 |
| FB1. Setting direction | .269 | 114.761 | .000 |
| FC1. Developing people | .244 | 87.834 | .000 |
| FD1. Developing an Organisational  Culture | .272 | 86.668 | .000 |
| FE1. Managing the instructional  programme | .273 | 101.154 | .000 |