AN EXPLORATORY STUDY OF CORPORATE GOVERNANCE IN ENGLISH FURTHER EDUCATION COLLEGES: ASSOCIATION BETWEEN BOARD COMPOSITION AND HIGH LEVELS OF COLLEGE EFFECTIVENESS

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A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENT OF THE UNIVERSITY OF STAFFORDSHIRE FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN BUSINESS AND MANAGEMENT

SEPTEMBER 2025

ABSTRACT

As the board of directors of autonomous colleges, the governing body must exhibit high levels of knowledge and skills to ensure their colleges are highly effective and solvent. The study aims to explore corporate governance in English Further Education colleges and to specifically examine the association between board composition and high levels of college effectiveness. Its objectives are: To investigate whether Outsider representation on the governing board is associated with high levels of college educational effectiveness; to investigate whether Insider representation on the governing board is associated with high levels of college educational effectiveness; to investigate whether Outsider and Insider knowledge and representation on the governing board is associated with high levels of college educational and financial effectiveness; and to investigate whether the representation of the Outsider and the Insider on the governing board working in a team environment is associated with high levels of college effectiveness. Data from a sample size of 215 colleges with 172 Ofsted-inspected colleges from 2010 to 2018 was used in the study. The study adopted a mixed-methodology. First, the study found that the Outsider and the Insider representation on the governing board is associated with high levels of college educational and financial effectiveness, using Generalised Least Squares regression. Second, the study found that the Outsider and the Insider governing board members working as a team are associated with high levels of college effectiveness, using a structural equation model. Third, the Kaiser-Meyer-Olkin (KMO) statistical test was used to determine the suitability of the data. The data and results indicate that the entire governing board (both insider and outsider governors) has a significant association with high levels of college effectiveness. The practical and theoretical implications reveal both insider and outsider governing board

members as education stakeholders who have an association with high levels of college effectiveness.

DECLARATION

I declare that while registered as a research degree student at this University, I have not been a registered or enrolled student for another award of this University or any other academic or professional institution and that no material contained in this thesis has been used in any other submission for an academic award. This thesis is the result of my investigation. All sources used are acknowledged by explicit references. I have appended a bibliography and a data file.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABBREVIATIONS

ABR	Area-Based Review
ACE	Advisory Centre for Education
AoC	Association of Colleges
BEC	Business Education Council
BCCI	Bank for Credit and Commerce International
DEIS	Department for Education Innovation and Science
DBIS	Department for Business Innovation and Skills
DES	Department for Education and Science
ESFA	Education and Skills Funding Agency
FE	Further Education
FEFC	Further Education Funding Council
GDP	Gross Domestic Product
GNVQ	General National Vocational Qualification
HMI	Her Majesty's Inspector
ITB	Industrial Training Board

LEA	Local Education Authority
NAO	National Audit Office
NAGM	National Association of Governors and Managers
NCVO	National Council for Voluntary Organisations
NCVQ	National Council for Vocational Qualifications
NEET	Not in Education, Employment Training
NPM	New Public Management
NVQ	National Voluntary Qualification
OFQUAL	Office for Qualifications
OFSTED	Office for Standards in Education
SAR	Self-Assessment Review
SMT	Senior Management Team
TEC	Technician Education Council

CHAPTER ONE

1 INTRODUCTION TO THESIS

1.0 INTRODUCTION

To set the ball rolling, it is imperative to scoop some insights from the first female and long-serving British Prime Minister, Margaret Thatcher who was reported to have said: "*The Old Testament prophets did not say 'Brothers, I want consensus. They said: 'This is the study faith; this is what I passionately believe in. If you believe it too, then come with me"* (Gamble, 1988:6).

Be it as it may, the above saying of Margaret Thatcher brings to mind two provoking thoughts: consensus building against the strategic vision of a leader (Kob, 2011; Stephens,2014). From this insight, this study puts the two thoughts together in the context of corporate governance, which seeks to address the interests of stakeholders while pursuing the strategic vision of a college. The extent to which corporate governance influences a college in realising its strategic vision is of interest to this study. Therefore, the extent to which this chapter seeks to provide an exposition on the background of the study, its problems and recommendations necessitates the need for this study.

This study explores the experiences and the role of governors and other stakeholders by way of finding out the quality of their governorship in the ever-changing educational environment, which impacts the day-to-day administration of colleges. This chapter, therefore, introduces the study of the association governing board members have with college effectiveness. The paradigm of social constructionism (Burr, 2003) underpins the study and has been used to explain how the governing board and its role are socially constructed through social interaction and then applied to understanding the experiences of particularly outsider governing board members in influencing higher levels of college effectiveness. The study

acknowledges that multiple realities exist in the college environment and attaches this acknowledgement to constructing their leadership experiences. According to the Association of Colleges (AoC, 2015, as amended in May 2019), governors can adopt the Code of Good Governance, which is voluntary; however, when used, it indicates that the college is conducting its business in the best interest of its students and funders. As amended in 2019, the Code includes colleges' senior leadership remuneration. Leadership practices and leadership behaviours, and how these together shape and influence the outcomes of colleges, then come under scrutiny. The college leader (insider governor) and the outsider governing board members run a busy schedule. They are to demonstrate multiple leadership qualities in the event of scarcity and space, and for them to fulfil this aim effectively, governing board members must be able to motivate others to influence change. For this study, leadership/ governorship practices and leadership/governorship behaviours are used interchangeably and are taken to infer a set of actions or activities governors carry out, including sharing a vision (Leithwood et al., 2006; Chait et al., 2017), to shape the desirable outcomes of a college. The rest of the chapter covers the aim and objectives of the study, research questions, significance of the study, summary and structure of the study.

1.1 BACKGROUND OF THE STUDY

The Further Education (FE) sector has undergone and continues to undergo significant reforms since the 1944 Act, which legally formalised this sector. Especially, during the 1980s, there was a heightened search for improvements in college governance (which was seen as a panacea to ineffective colleges) with numerous legislations resulting in education providers being required to cope with the constant changes (Jephcote et al., 2008; Gleeson et al., 2011), resulting in providers being constantly reinventing themselves to meet current

policies. This situation has been referred to by Keep (2006) as policymakers "playing with the biggest train set in the world.'' (Ibid: p.47). This constant change in the sector meant that leaders, governors and education providers faced a daunting set of challenges. Compounding this problem is the paucity of research in the college sector, which could give guidelines on how to manage the ever-changing education provision landscape (Ofsted, 2019a).

In response to the search for effective strategies, a survey conducted by Her Majesty's Inspectorate into eight colleges and six Learning Education Agencies (LEAs) in the period preceding the Education Reform Act (ERA) implementation in 1988 revealed the extent to which governing bodies had implemented patchy and limited policies (HMI, 1998). During the same period, the DES surveyed Fylde College and St. Helens College. Their report confirmed that little research had been carried out into the operation and effectiveness of governing bodies. Literature review showed that governors received little training while also confirming that the demand for governors was growing (HMI, 1992, p. 16); however, the observation was that governors needed the necessary training to exercise the new responsibilities effectively (DES, 1988, Circular 7/88).

In light of the foregoing, and in sync with the thesis, it is therefore justifiable to undertake this study using the social constructionist paradigm because within this paradigm individual governing board members are asked to be aware of the multiple realities that exist and the need, according to Burr (2015: p.5) to be ever suspicious about the assumptions about how the world appears to them and so to be able to construct their realities and to attach meanings to what they observe in a team sitting. For Burr (2015), social constructionism invites us to challenge conventional understandings and to understand the processes by which understanding comes to be seen as natural or true; to the extent that social constructionism

enables people to be the product of social processes who are not assumed to have a predetermined nature, whether provided by biology (nature) or the environment (nurture).

Against this background, the study observes that the FE sector in England comprises a diversified range of providers, including general and specialist colleges, and an estimated 1.7 million learners participate as students yearly (AoC, 20016; 2017). Successive central governments have always believed that the sector is crucial to their strategy to raise productivity and economic growth of the nation and enable it to be at par with their European counterparts, through a thinking they described as the 'competitive settlement' (Avis, 2007a, p. 2). Aligned with this thinking is that all talents need to be mobilised and that the underutilisation of human potential be avoided. Many researchers, including Avis (2007a), believe that what necessitated this thinking of competitive settlement was the circumstances that ensued after the Second World War. The period after the war saw declining social mobility accompanied by increasing polarities in the distribution of income and wealth; therefore, FE colleges, which form part of the further education sector, became identified as being pivotal in addressing the skills gap in the economy. (House of Lords, 2015; HM Treasury,2020). However, these colleges themselves have been plagued by continuous change (Musselin,2005; Norris and Adam, 2017; Gleeson et al., 2011), and the addition to their responsibilities resulted in a lack of policy and qualification coherence. Coupled with this confused educational and management environment was also the observation that since curriculum transition takes many years (Sentence and Waite,2018; Raven,2021) and the wide variation of qualifications which existed did not pave any way for recognition of the sector, the status quo in the administration of colleges should change. Colleges also had their own idiosyncrasies, local context, history, strategic agendas and challenges, all of which together painted an unclear picture of effectiveness. Among this plethora of issues was the recognition

that better governance would play a large part in college effectiveness and ultimately, provide the skills pipeline of the future workforce.

The recognition of the vital importance of effective corporate governance in further education, such as college education, has been increasing over time as a result of growing trends and issues that have affected college performance, either directly or indirectly. Internalisation and rapid expansion of college education, according to Fielden (2008), are important concerns that have piqued the interest of governments in establishing corporate governance frameworks that would assure efficiency and effectiveness in both public and private institutions. According to Salmi (2009; Ramirez et al.2018), high-ranking universities and colleges around the world, for example, have attained their standing as a result of effective corporate governance that they have practised over time.

Taking all the above myriad of concerns into consideration, it was the view of governments that it was the above multitude of challenges that have influenced the inability of colleges to perform effectively, not forgetting factors such as the lack of funding, the wide variety of learner needs and as a result has caused the sector to become demoralised (see Greatbach and Tate, 2018; Augar, et al., 2019); therefore it is against this backdrop that the study sought to explore corporate governance in English FE colleges and to examine the association between board composition and high levels of college effectiveness.

It is the hope that by framing these wider challenges through the consideration of stakeholder perceptions, a much deeper understanding of the current situation would be obtained, since it has been claimed that different groups within an organisation experience different workplace realities (Saunders, Lewis and Thornhill, 2019). Therefore, this study, framed within the stakeholder governing board theory, suggests that the governing board would have different perspectives to solve the challenges due to their commitment to differing roles, which is

aimed at shaping the strategic direction of the college in its bid to satisfy all stakeholder interests.

1.2 STATEMENT OF THE PROBLEM

FE colleges in England are governed by legally constituted corporations (Legislation.gov.uk, 2014) that make them exempt charities, which means they are exempt from registration with, and oversight by, the Charity Commission for England (Gov.uk, 2013). College governing bodies or boards of directors enact the corporation; however, as was discussed in the previous chapter, these boards could not manage their colleges effectively and consequently became saddled with corporate governance challenges, which subsequently affected the performance of FE colleges. The challenges were described as essential, significant in their scale, occurring together, and added to and exacerbated each other. The catalyst for managing these challenges in education management came with the ERA (1988) and the Further and Higher Education Act (1992). These two Acts stimulated the move in education management and governance into a new era of 'new public management' (NPM), which sees the adoption of a business-minded approach with a greater need for measurement and recording of performance and effectiveness. Adjusting to these changes had vexations on the governing board, characterised by relentless tension and turbulence between insider governors and outsider governors in the boardroom. In the main, there are two elements to the challenge faced by FE and their governing boards. First is the impression of Ofsted of a poorly performing FE sector. This impression impacts the sector's overall reputation with related consequences for morale, relationships and funding. Second, there is the heightened risk of an individual college receiving an unfavourable Ofsted inspection outcome. Indeed, the Chief Inspector of colleges, in his 2014/2015 Annual Report (Ofsted 2015), makes clear that the

challenging landscape in the FE sector is making considerable demands on the FE college governing board and observed that those governing board members who could not adapt to these changes (Ofsted 2015, p. 52) might be affected greatly. It soon became clear in the jargon of the stakeholder that a college becomes effective only as much as it satisfies the needs of various relevant college constituencies (Tsui, 1990; Hodgson et al, 2015; Hill et al., 2016).

In the UK, Post Compulsory Education Sector Institutions like FE colleges are inspected by the Office for Standards in Education (Ofsted), a primary stakeholder and an agent of central government, against a Common Inspection Framework (CIF) which assesses the effectiveness of a college's provision, the result of which can have funding implications. One aspect of the inspection is that providers are graded for the quality of their governance and management. As a consequence, the study looks at governors as individuals in the performance of their roles within the effective colleges debate through the application of social constructionism as a phenomenon; proposing that reality is constructed through social interaction in which social actors (governors) create shared meanings and truths in a continual process (Young et al. 2004; Saunders et al. 2019); enabling the emergence of knowledgeable governors as opposed to lay governors.

The later school of thought gave the impression that insider governing board members (principals) have a degree of power and authority in college administration over and above outsider governing board members; so one spirit of this research is to study this phenomenon and to give voice to the outsider governing board members, who immensely think that they share their association with high levels of college effectiveness. Linked to this is the search to identify the skills and knowledge that insider and outsider governing board members must have to influence college effectiveness. The study is also aimed at identifying whether non-

executives (board outsiders) have any behaviours that give a significant association with college effectiveness. Second, to describe how governing board characteristics are associated with college effectiveness in the areas of college financial management and Ofsted graded success rates, and finally, whether the outsider and the insider governing board members working in a team influence college effectiveness.

Measures of indicators for effectiveness assess the extent to which obligations are accomplished and are consistent with the financial and non-financial responsibilities of FE college governors. Considering the fundamental difficulty of many services provided by governments, such as education, determining effectiveness can be a difficult concept to measure. (Hyndman & Anderson, 1997; Hyndman & Eden, 2000). The difficulty of reliably quantifying output, coupled with challenges associated with isolating the impacts of the service (the outcomes) from other factors, the lack of quantifiability of service effects, and the contradictory interpretations of results, can be among the issues (Avkiran 2001; Mojahedian et al. 2020). So, based on the available research literature, examining college performance and effectiveness can be difficult, and performance indicators differ depending on the college's goal, size and provision. In addressing these problems, the study relies on Ofsted performance and effectiveness measurements in addition to exploring the effects and relationships between governance and college effectiveness.

1.3 AIM AND OBJECTIVES OF THE STUDY

The study aims to explore corporate governance in English FE colleges and to examine the association between board composition and high levels of college effectiveness.

The specific objectives of the study are:

1. To investigate the association between governing board composition characteristics and college educational effectiveness.

2. To examine the association between governing board composition characteristics and college financial effectiveness.

3. To investigate how the knowledge of stakeholders influences high levels of college effectiveness.

4. To investigate whether board members working in a team influence high levels of college effectiveness.

1.4 RESEARCH QUESTIONS

The following research questions underpin the study and provide insight into the association between board composition (governors) and higher levels of college effectiveness.

1. Is there an association between governing board composition characteristics and college educational effectiveness?

2. Is there an association between governing board composition characteristics and college financial effectiveness?

3. What knowledge should the board possess to work in a team to ensure college effectiveness?

4. What is effectiveness? If a college is not effective, what does the board do?

1.5 SIGNIFICANCE OF THE STUDY

This study is important because, within the board itself, composition and board characteristics are equally important to the extent that the skills that outsider governors particularly need to

have are necessary to be able to shape how the effectiveness of English FE colleges has become important in an era of change. (Davies,2002; Damien,2011).

Corporate boards as the ultimate control mechanism for managerial actions in the private sector have been emphasised for many years (Jensen, 2001; King's Report 2002). According to Larcker et al. (2007), it is now inconceivable to think of situations where corporate boards are irrelevant for understanding organisational outcomes. (In this study, colleges are referred to as organisations.) Various sources also argue that the relationship between governing boards and organisational outcomes differs between the private sector and public sector because, in the analysis of for-profit organisations, it is assumed that managers choose actions that maximise the present value of their profits. (Jensen, 2001; Eldenburg et al, 2004; Kezar,2006), whereas the concept of 'profit' is non-existent in public sectors. So the purpose of corporate governance in for-profit situations, the authors argue, is to manage the process of maximising the profit objective through incentives. Nevertheless, despite several studies relating to the private sector, there has been relatively very little empirical evidence on the relationship between the governing board and organisational outcomes in the public sector (McDonagh,2006; Ball,2007; Cornforth et al., 2002), with little or no application to FE colleges using the stakeholder theory.

At the outset, this research was exploratory and investigative and clarified the understanding of the nature of Further Education provision and its governance, particularly following several legislative changes. However, it soon became clear that the role of the board of governors and its links with college effectiveness are important in this process and worthy of much more detailed examination. This thesis will provide various contributions and extensions to the existing corporate governance literature from the stakeholder perspective by resolving issues of inquiry. The results of the research could contribute to bettering or comprehending the corporate governance practices in English Further Education Colleges, as

well as revealing how colleges can execute effective corporate governance in a manner aligned with college performance and effectiveness. The research results would also provide indicators of corporate governance useful for both regulators and business people in making policies and taking actions, besides rewarding or punishing colleges with a strong or weak grade, with the desire to strengthen corporate governance through leader behaviour and college effectiveness.

Also noteworthy about this study is the creation of a multi-theoretical approach to corporate governance, particularly in recognising board traits, including the effect they have on further education effectiveness. In the present investigation, the analysis of multiple views revealed that there exists the need to use a holistic approach rather than just one viewpoint to comprehend and to explain the impact created by governing bodies on the performance of English Further Education Colleges (FEC), and in doing so this study constructed a multi-theoretical framework which incorporated many corporate governance techniques aimed at influencing the effectiveness of English FEcolleges.

1.6 DELIMITATION

Contextually, this study explored corporate governance and its influence on college effectiveness, bearing in mind the association between board composition and organisational effectiveness, largely but specifically with high levels of effectiveness of English FEC. In terms of the extent of data, the study was based on primary and secondary data on the performance of the English FEC.

In the context of this study, performance was defined in terms of effectiveness. To do so, the study took as its starting point two definitions of effectiveness: academic effectiveness and financial health.

1.7 STRUCTURE OF THE STUDY

The study has been structured in six chapters, and the disposition of each of the chapters is explained in this section. Chapter 1 sets the scene by discussing the historical, legal, and governance foundations of further education in England. It examines and assesses the differences between the three critical stages of development.

Chapter 2 provides depth to the study through a review of the literature. This chapter narrates the antecedents of English FE and college governance in three stages. It also discusses the influence of different political ideologies, such as the "New Way" and "Third Way", in shaping college governance. The chapter reinforces the continued interest in corporate governance in English FE. It details the impact of market principles, usually referred to as "New Managerialism", on FE governance and administration. The chapter deepens the understanding of the extent of tensions created in the composition and functioning of the governing board, and the knowledge required, particularly of outsider board members, in shaping the effectiveness of colleges.

In Chapter 3, this thesis examines the research models and theories which underpin the study. The theories were reviewed as underpinning models to express the role and functions of the governing board and its application to committee meetings and governor roles.

Chapter 4 of the study develops the philosophical basis for the study and sets the methodology, research design, population and sampling technique in context. The chapter also explains the method and sources of data collection, as well as the data collection procedure. The method of data analysis, validity and discussions of ethical considerations are also presented in Chapter 4.

Chapter 5 discusses the research findings, detailing the acceptance or otherwise of the propositions under study. Results from the regression analysis, structural equation modelling, and reports of board association with college activities at meetings are highlighted. It also discusses the association between board insiders and outsiders and effective colleges. Finally, a discussion of the association between all stakeholders and the outstanding effectiveness of a college through an analysis of board behaviours and board minutes is reviewed. The School Assessment Report (SAR), board meetings, in consideration of the knowledge of governing board members and the overall benefit of a governing board function working as a team, are reviewed.

Chapter 6 is the final chapter, and it presents the key findings of the study, the conclusion and recommendations. It also provides the contributions of the study in terms of theoretical and managerial contributions. The limitations and suggestions for further studies are also provided in Chapter 6.

1.8 SUMMARY OF CHAPTER

This chapter has introduced the background for this thesis, presented the research problem and rationale for this research, aims and objectives, research questions, and explained the importance and significance of the study. With the insight from this chapter, the next chapter provides a review of the existing literature related to the topic under study.

CHAPTER TWO

2   LITERATURE REVIEW

2.0 INTRODUCTION

The literature being reviewed in this chapter provides a survey of academic publications, books, and other materials related to the subject under consideration. In other words, this chapter presents an overview, synthesis, and critical assessment of each publication in the course of the investigation. The review is considered an unbiased, comprehensive synthesis, while a critical critique of each piece of pertinent existing studies and non-research materials concerning the subject under consideration is provided (Cronin et al., 2008; Lee et al., 2013). Its objective is to keep readers completely up to date regarding the most recent scholarship on the subject and to serve as the foundation for another goal, such as justifying potential future studies in the field. The literature review in this chapter is mainly a discussion of key concepts to provide an in-depth understanding of the issues in the study and the empirical studies relating to the topic under consideration.

2.1 CONCEPTUAL REVIEW

2.1.1 CONCEPT OF CORPORATE GOVERNANCE

Corporate governance entails a variety of interconnected as well as actively complementary elements. These elements are focused on increasing transparency and accountability (Shore & Wright, 2004; Ramirez et al, 2018) and reinforcing these elements through proper governance systems. Additionally, it is the considered view that transparency and accountability are aimed at minimising principal-agent difficulties and supporting the long-term goals of stakeholders (Gilardi, 2001; Zhong et al., 2017). Governance, broadly defined, is the act of

oversight, guidance and advocacy. For colleges, governance structures have evolved into complex and sometimes muddled power-sharing arrangements with various groups having jurisdictional responsibility for administration, academic matters, and public service concerns. Ideally, these various works go hand in glove to ensure the effective and efficient achievement of the college's mission. In theory, these groups are stakeholders of the colleges' mission and, therefore, assumed to be loyal to that mission.

So, corporate governance has become a multifaceted term that focuses on organisational accountability and responsibility (Williamson, 1998; 2005; Love, I., 2011).

The concept consists of several elements, including government, capital structures, labour markets, and organizations, as well as their regulatory frameworks, especially the mechanisms which link the frameworks to agents, such as control by management and transparency, rules, regulations, laws, and institutionalized procedures, self-regulatory arrangements and norms (Alawattage & Wickramasinghe 2004; OECD, 2004; Chen et al. 2011). Corporate governance, as defined by the OECD, is the framework through which organisations are controlled and governed (OECD 1999;2004), and encompasses the interactions among the management of a business, its board of directors, shareholders, and other stakeholders. Corporate governance also offers the framework within which the organisation's goals are established, as well as the mechanisms for achieving such goals and assessing effectiveness or performance (OECD 20040) of the organisation, and in this study, colleges.

2.1.2. HISTORICAL PERSPECTIVES OF THE CONCEPT OF GOVERNANCE OF FE COLLEGES IN ENGLAND

There is a large body of research on educational reforms that have taken place in England (Hannagan et al.2007; Lucas et al.2016; Hodgson et al. 2015; Gunter, 2008, 2012) and their impact on the governing board role. In line with Burr's (2003) social constructionism theory and in identifying the historical and political context in which policies were enacted, the processes would best be described as a continuum of social, cultural and emotional construction and interpretation in which policy-makers are shaped by, and in turn, themselves shape wider prevalent discourses; making the governance of colleges a social construct, subject to governments to construct a new discourse. Viewed in this way, the Butler Act, which replaced the Board of Education with a Ministry of Education, was a construction to encourage accountability and standards while also retaining the principle of partnership with LEAs (state actors), which were required to provide a three-tier system of primary, secondary and Further Education. Surprisingly, the Butler Act reduced the number of LEAs from 315 established under the 1902 Act to 154, of which 137 were in England. For purposes of clarity, the study has categorised governance in FE as having gone through three phases: phase one (1944–1970), phase two (1970–1980), and phase three (1980–present).

2.1.3.1 PHASE ONE: THE EMERGENCE OF GOVERNANCE IN SOCIAL DEMOCRACY 1944-1970

Gann (1998) maintained that local political parties had a stranglehold over governing bodies, both by their monopoly on appointments to the board and by their control of policymaking, which was held on to by local authorities regardless of their political complexion; squeezing Governing bodies out of their significant roles and sandwiched between the overriding

powers of the local education authority and the day-to-day handling of the college by the Principal. This position of lay governors illuminates their understanding of the term powerlessness, their awareness of power relations, and the extent to which they manage power relations and influence in their roles.

Contributing to the influence of lay governing bodies on college effectiveness, Deem et al (1995; McNay, I.(2002); Gleeson et al. (2011) maintain that while lay governors brought a great deal of useful knowledge to their colleges, from their previous experience or their current occupations, their 'knowledge about educational institutions and processes sometimes appeared incomplete, fragmented and on occasions, inaccurate' (Deem et al, 1995, p.85); and having views about education at odds with the values and educational philosophies of the institutions they govern' (Deem et al,1995, p.85-86; Gleeson et al. (2011). While these observations could lead to positive interactions, they could also lead to conflict, limit lay governors' involvement, or confine them to other areas than governing.

Therefore, in cognisance of their powerlessness, their responsibilities were limited to inspecting college premises and keeping the local authority informed of their condition, determining the use of college facilities, and appointing the Principal and core staff. The 1944 Education Act required all LEAs to establish and maintain county colleges. It was the case that college administrators and governors were to provide school leavers with vocational, physical, and practical training while ensuring that every local education authority secures adequate facilities for further education. (Act 1944).

Various accounts of the literature review explained that all young people who did not go on to 6th form or university were directed to take up a college education. (Hannagan et al;2007; Gleeson et al. 2011; Hodgson et al. 2015) Although college education was not compulsory, this option was a popular choice because, as the UK economy was coming out of the war

years, skills acquisition for the labour force was considered a viable option for young people. Researchers note that earlier attempts from the central government to enable LEAs to provide education facilities for their local areas had failed because the Act did not prescribe any deadlines to local authorities to secure funds. Meanwhile, as the 1944 Act did not set any specific timetable for how and when the provisions should be implemented, the LEAs only established and maintained county colleges. However, while the purpose of county colleges was to provide school leavers with vocational, physical, and practical training, no extra money was spent on colleges in their first year of establishment. To some observers, it appeared that this was a laissez-faire attitude of the central government towards college education, governance and its funding.

Meanwhile, some undesirable echoes of the 1944 Act, which had earlier signalled a great piece of social legislation, were reverberating throughout England. The legislation had empowered LEAs to serve college attendance notices on under-eighteens who were out of school, requiring them to attend college. This created unpleasant situations for young people. To give meaning to the 1944 Act, the central government further directed that industry cooperate and associate with new colleges so that they might identify skills gaps and provide training tailored to meet these skills. These forms of associations led to the growth of technical colleges, which eventually became institutions for day release and the vocational education of the employed and those serving apprenticeships. The 1944 Act also created for the first time a Minister for Education, whose role, among others, was:

> "*To secure the effective execution by local authorities under his control and direction of the national policy.*" *(Act 1944, p.1) Nevertheless, despite the manifest policy of strengthening the central authority, the 1944 Act only provided the Minister with limited and specific powers. For example, the Minister would not control the*

curriculum or the teachers, but could require LEAs to establish and maintain teacher training colleges'' (Act 1944, p. 62).

It was the case that this vague definition of duties left the power of managing colleges very much in the hands of the Principal and the LEA, because although the conduct and curriculum of the college were nominally in the hands of governors, any encroachment they may have made into college governance would be fiercely resisted by the professionals of the college and those of the LEA. This rendered governors powerless. Indeed, when participant governors in the study were asked to describe their perceptions of power, their responses seemed to describe power concerning their role, supporting Fleming and Spicer's (2014) view that the authority of any actor within an organisation can be implied from their job title. For instance, in the London Borough of Haringey in 1979, the ruling Labour group removed three governors from the governing board after they refused to vote in support of a strike of college caretakers. Unfortunately, the party failed to observe such simple formalities as telling the governors of their dismissal and having the decision ratified by the full council. The local government commissioner stated:

> *"It cannot be good administration, let alone fair to the individuals concerned, to appoint new governors before those they are to replace have been removed from office or even told that they are about to be removed" (Commission for Local Government, 1980, p.7).*

One central component of social constructionism is the meanings individuals attach to situations and events; to the extent that it appears that the emerging picture in college leadership and governance has given governors the cause to attach different meanings to their roles as they were put in charge of different aspects of managing the college. All governors interviewed for this study emphasised their awareness of power relations, and some suggested that power relations had caused conflict and tensions in their teams and at

committee meetings. In line with the study, insider knowledge, such as understanding the rules of the game, became a critical component of becoming a governor, to the extent that outsider governors with little knowledge and skills in finance found themselves risky intruders, while insider governors were considered preferable. (Fitzgerald,2014). Of particular interest and relevance to this point and thesis is the evident rise of a non-elected elite directing public services, which were all hallmarks of New Public Management.

While all these forms of director powerlessness were growing, the number of young people seeking vocational education provisions and college guidance had grown exponentially, having severe implications for administrators and governors. (See Table 1 and Table 2.) which compares enrolment between 1951 and 1965 with that from 2010 to 2021.

TABLE 1: GROWTH OF STUDENT NUMBERS IN FE (000's)1951-1965 AND FROM 2010-2021

Course Type	Year							
	1951	1953	1955	1957	1959	1961	1963	1965
Full-time and Sandwich	55	61	67	89	119	132	176	202
Part-time and others	1965	1831	1985	1960	2063	2398	2584	2856
Total	2020	1982	2052	2049	2182	2550	2760	3058
Day release	-	-	-	-	440	526	586	653

Source: The FE sector in context: FE& Lifelong Learning: Andy Green& Norman Lucas 1999a p36

TABLE 1: NUMBERS OF LEARNERS, COLLEGES, AND GFE IN ENGLAND AND WALES FROM 2010-2021

Yr	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
No/L	3.1m	3.1m	3.1m	3.2m	2.9m	2.6m	2.7m	2.2m	2.2m	2.2m	2.2m	1.7m
No/C	344	344	342	340	336	330	325	325	269	257	244	234
GFE	287	284	281	280	278	277	209	181	174	168	168	163

Sources: Aoc.gov.uk, various: (2016, 2017, 2018, 2019, 2020) www.gov.uk; FE Releases
Note: There were 23 mergers between 2010 & 2015; 53 mergers between 2016 &2018; 20 mergers between
2019 & 2021. GFE General Further Education

Crowther (1959; Wolf 2011), The Government White Paper (1961), Bratchell (1968), and Farley (2022) all show that these increases in numbers emphasise the extent of vocational education in the context of apprenticeships. It was certainly the case that FE colleges had been urged from all sides at this time to be more entrepreneurial and enterprising in their efforts to increase student participation and generate additional income. Evidently, during the 1980s, it was not enough for the sector simply to respond to the changing needs of its customers, and indeed, due to the changing nature of its customers, there was a need for a proactive college which employed a range of business methods to target and attract new customers, including introducing new courses. (Wolf,2011; Farley,2022).

2.1.3.2 PHASE TWO: 1970s TO 1980s

For West (2014; Hall,2023), policy enactments and policy redirections that took place in this phase were clothed in neo-liberal ideas, as college governance changes included parents on governing boards. Parental involvement in the governance of college education was to present parents with a stakeholder objective, offering them the opportunity to contribute to higher standards and higher performance. Cantor et al. (1995; West, 2014; Hall,2023) all observe that during the 1970s and onwards, the government, the primary stakeholder in education, felt it necessary to intervene directly in college governance. Specifically, during the 1970s, there was growing antipathy in England towards the swollen state of the immediate post-war years, mainly concerning the level of public expenditure. Increasingly, this antipathy led to more complications, misunderstandings, and non-cooperation between college governors and the industry. Meanwhile, full participation in FE college governance was steadily increasing, and colleges were required to respond more effectively. Many LEAs attempted to establish cooperation between schools and sixth-form consortia. Other LEAs

removed sixth forms from schools, merged them into sixth-form colleges, and combined sixth forms with FE colleges to form tertiary colleges that provided academic and vocational courses.

A new independent sector of FE was formed, centrally funded by the Further Education Funding Council (FEFC). Corporate status meant that institutions would, for the first time, assume an independent legal identity, the essence of corporate status being the establishment of a legal identity and the ability to take autonomous legal action. The removal of Local Authority control places the governors, as the embodiment of the corporation, in a new position with new powers, duties and responsibilities. ''Governors have now taken on responsibility for the educational character of the college, its solvency and the conditions of staff service'' (Graystone, 1994).

FIGURE 1: DIMINISHING POWER OF GOVERNING BODIES
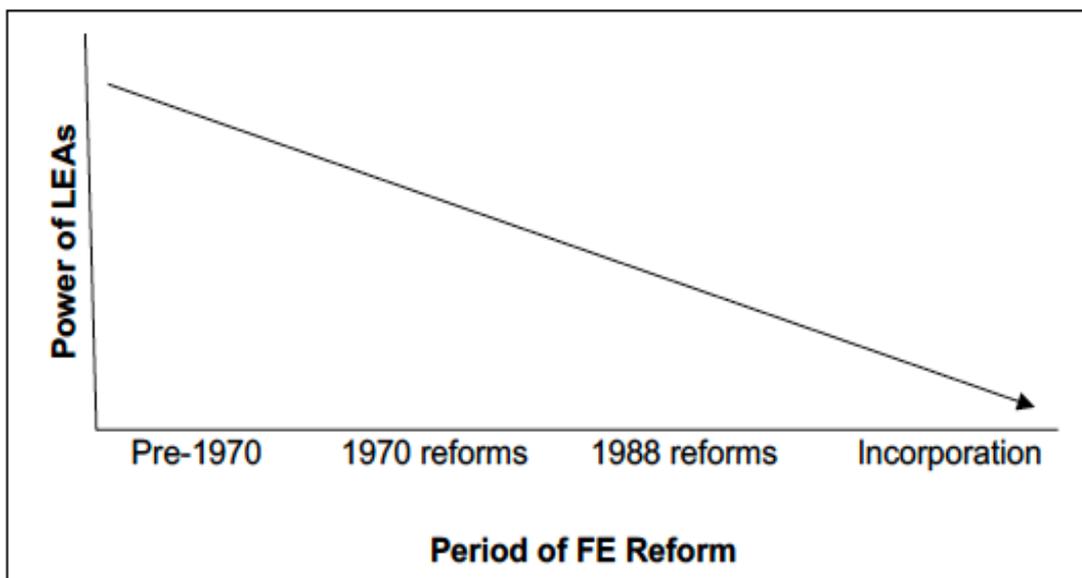
The Education Reform Act of 1988 introduced a new form of management. Under this Act, LEAs were no longer in control of colleges in terms of managing their grants and daily governance as administrators of colleges. The new Act of 1988 required that any college with more than 200 full-time equivalent enrolments could receive funding directly from the

central government through one of its stakeholders, the Skills Funding Agency or the Further Education Funding Council. These changes in the Act (1988) led to the view that 'low standards' meant underperformance and therefore justified an appropriate response of changing lay governors with skilled governors.

The issue of stakeholders creeping into college governance continued to dominate the agenda of college corporate governance, so that in the conceptual framework, the outputs are captured as outcomes that satisfy stakeholders like Ofsted results, parents seeking admission to higher institutions for their wards and employers who are desirous of hiring graduates from colleges with good grades. As earlier discussed, privatising education services and introducing competition created a social construct that reform would lead to 'better colleges and hence better education for all students, and therefore closing the underachievement gap.

So from the 1970s through to the 1980s, the importance of the governing board in the further education sector as a board comprised of a skills-set has continued to be recognised through various reports and texts. One of the most seminal reports that influenced the direction of additional education provision and its governance was provided by Sir Andrew Foster, who led an investigation into the future of Further Education colleges from 2004 to 2005. In his report, Foster (2005) identified a range of strengths within the FE sector, particularly the number of learners who accessed learning programmes through college provision and the way the governing board has steered the affairs of the industry. He recognised and acknowledged the vast diversity of provisions, evidencing a solid commitment to social inclusion by providers who offered flexible and adaptable programmes and recommended adequate training for the governing board.

Another review by Alison Wolf followed the Foster Report because it was observed that, although there was an increase in the uptake of education, the technical and practical skills

imparted were unsatisfactory in meeting the needs of industry and manufacturing. Wolf's review aimed at considering how the United Kingdom could improve upon vocational education for 14- to 19-year-olds, thereby promoting successful progression into the labour market and higher-level education and training routes. According to Wolf (2011), the United Kingdom college education needed a wholesale realignment of incentives. She argued that the existing performance tables, funding systems, and regulatory compliance were pushing education and governance in the wrong direction. Wolf (2011) and Winch et al (2024) concluded that the framework of vocational qualifications required reform to ensure that all those participating in such programmes were given a fair chance of receiving a good education and were well-positioned to obtain a good job. As part of this reform, she identified that all vocational programmes for the future should require all participants to achieve at least a grade 'Of C' in English and Mathematics. In contradiction to the previously developed diplomas, Wolf argued that young people aged 14 to 16 years should continue to spend most of their time focusing their studies on a shared academic core of subjects rather than on any investigation that might be regarded as vocational.

The challenge concerning funding was also identified; the Education Maintenance Allowance (EMA) as a means-tested grant was introduced to offer learners whose household income fell below a certain level. There were three levels of Education Maintenance Allowance, with students receiving £10, £20, or £30 per week to support their travel costs and living costs while attending college.

Under the coalition, the government replaced EMA with a smaller, new grant. Local providers administered this grant to those learners considered to be most in need of financial assistance. This scheme was made up of two parts. The first part consisted of students identified as most vulnerable and received bursaries of £1200 per academic year. The second

part was discretionary and only awarded to students facing genuine financial hardships and used on items such as transport costs.

The Adult Education Budget (AEB) was more closely aligned with the 16 to 19-years-old' vocational education Funding Formula. However, those aged 24 years or older who are employed or not seeking a job are expected to co-fund their qualifications. These students pay 50% of the agreed rate for their course. However, the government still sets the agreed rate based on the number of learning hours in the study, which is regulated by the Office of Qualifications and Examinations Regulation (Ofqual). Thus, with such an inconsistent signal of funding provision, Wolf proposed a fundamental simplification of the educational system for 14 to 19-year-olds.

It is in the context of all these changes outlined in this section, that the governance activity is subsequently explored, observing that there is an increase in interest in governance in Further Education colleges. Table 3 below shows major reforms to further education and skills in governance and administration since 2000.

TABLE 2: MAJOR REFORMS TO FE SINCE 2000

Year	Description of Reform
2000	Introduction of AS levels
2000	Introduction of Individual Learner Accounts (scrapped 2001)
2001	Creation of Learning and Skills Council (scrapped 2010)
2001	Launch of Skills for Life Strategy
2006	Leitch Review of Skill
2006	Introduction of Train to Gain (scrapped 2010)
2008	Removal of the age-25 age limit for apprenticeships
2008	Introduction of 14-19 diplomas (scrapped 2013)
2010	Creation of Young People's Learning Agency (scrapped 2012)
2010	The government target for 2 million new apprenticeship starts (2010-2015
2010	Creation of Education Funding Agency (merged 2017)
2010	Creation of Skills Funding Agency (merged in 2017
2011	Wolf Review of Vocational Education
2013	Introduction of National Funding Formula

2013	Start of rising in education participation age from 16 to 18 years
2013	Introduction of Advanced Learner Loans for Level 3 and Level 4 learners aged 24+
2014	Introduction of English and Maths funding condition
2015	The government target for 3 million new apprenticeship starts (2015-2020)
2015	Introduction of new A-levels
2015	Extension of advanced learner loans to learners aged 19+ and courses at levels 5, 6
2016	Sainsbury Review of Technical Education
2016	Introduction of adult education budget combining three existing funding streams
2017	Introduction of the apprenticeship levy
2017	Creation of Education and Skills Funding Agency
2020	The planned introduction of T-levels

(Authors Compilation)

Undoubtedly, the reforms had a significant impact on the governing body and the dominant understanding of governance at this time was mainly one of structure, process and rule but gradually gave way to new definitions. The Organization for Economic Co-operation and Development (OECD's) definition (2004) of corporate governance as involving a set of relationships was evolving, conceptualising corporate governance as a set of relationships between several parties, and providing a 'structure' through which various activities of governance occur. By this time also, there was a feeling of governance viewed as the 'McDonaldization' of further education (Bryan et al., 2007, p. 68;Hayes 2017, p9-11). As McDonald's has been described as the 'hate brand' of all time; (meaning that if you want to denigrate something, it's easy to prefix it with 'Mc', and people get the idea). The analogy to a college is that a 'McCollege' was an FE college run and governed technically like a McDonald's restaurant precisely because central government as the primary education stakeholder signalled inconsistencies in its provision and was unclear about what colleges should be producing; and in such a confused climate, governors failed to provide strategic direction needed to steer colleges to effectiveness. As commented by Ritzer (1993:2000), "The modern college has become a highly irrational place where many students and faculty

members are put off by its factory-like atmosphere''. (Ritzer, 2000, p.143); to the extent that all who worked in the college setting, including the governing body, "felt like automatons processed by the bureaucracy and computers, and like cattles run through a meat-processing plant'' (ibid: p. 143).

At this time, there were also resentments echoed vociferously by Lord Callaghan. In his famous 1976 Ruskin College speech as the Prime Minister in office, he voiced fears about the quality and governance of education. Lord Callaghan described the teaching profession as: "Complacent and failing to pay sufficient attention to skills and attitudes required to regain Britain's declining prosperity" (Callaghan, 1976, p. 23). Thus, when Margaret Thatcher's new right government was elected, images of teachers and governors as self-serving and monopolistic agents who had been subjected to various reforms to justify greater state control emerged.

2.1.3.3 PHASE THREE: (1980-PRESENT) – THE 1988 EDUCATION REFORM ACT AND COLLEGE GOVERNANCE

By this time, the 1988 Act had redefined the relationship between the central and local governments regarding the role of the governing body. Functions such as financial reporting were removed from LEA control; FE colleges became more answerable to public choice by empowering active consumer participation. This new strategy of reform sought to develop new approaches to empowering citizens, pointing to a situation where the belief was that users and citizens needed to be assigned so that they had more choice and control over the services they received. Because of this shift in education management thinking, consumerism, particularly the notions of 'parental choice' and the 'market', became dominant themes in Conservative education-related thoughts during the 1980s. At this time, also, the government appeared to be attracted to a line of thinking set out by the 'new right'.

The term new right, as explained in Bosanquet (1983; Gibson (2015; Hill et al. 2016), does not refer to any specific group but to a movement represented by a collection of lobby groups concerned, amongst other things, with bringing about the liberation of public services from excessive state control through privatization.

From the new right's viewpoint, the tradition of interested and committed volunteering governors was no longer valued. Consequently, business-oriented governors and a system of self-governed colleges emerged. A typical reorganization of the governing body is represented in Table 4 and Table 5 below. These tables capture the dynamic cultural change in terminology and form, and together representing a board influenced by the 1988 Education Reforms Act. The difference in their composition demonstrates a transition away from a board dominated by LEA representatives.

TABLE 3: BOARD COMPOSITION PRE--1988 ERA

Number	Representation
6	Industry and Commerce
2	Co-opted
8	LEA Councillors
1	District councillor
1	Other LEA councillor
2	Elected Academic Staff
1	Academic Staff appointed by the Academic Board
1	Elected Support Staff
2	Elected Students
2	Headteachers from local schools
1	Principal
1	Other community; Vice-Principal or Parent

Note—Board Composition Pre 1988 Era Period A. A Total of 28 different board members

TABLE 4: PERIOD B (POST–1988) NUMBERS AND CATEGORIES OF GOVERNORS ON COLLEGE BOARDS (POST-1988 EDUCATION REFORM ACT)

Category	Former FE	Former LEA 6th Form	Former Voluntary Controlled 6th Form Colleges
Independent (business)	13	12	12
Co-opted	5	3	3
TEC	1*	1***	1***
Staff	n	2***	2***
Student	1	1***	1***
Parents	0	2***	2***
Foundation	0	0	2
Community	1	0	0
Principal	1**	1**	1***
Range of total permitted numbers	10- 20	10- 20	10- 20

* in FE colleges, a TEC member is counted as a business governor
** unless they decide not to be a governor
*** Maximum of 6 and minimum of 3 drawn from these categories
Source: FEFC, 1994a, p31

Graystone (1999) made an essential statistical contribution to the composition of the FE governing body around this time by showing that the size of a governing body from 1944 to the 1980s ranged from 20 to 40 members with an average of 28; with LEA nominations accounting for 36.6% of this number, while employer memberships were 22.3% (Ibid: p.42). However, under the ERA, (1988 Act), employer memberships formed 60% of a governing body. The reasons behind these reductions were not far-fetched. The 1980s through to the 1990s saw a gradual move towards increased study for FE colleges, a reduction in LEA powers, a change in governing board composition and a reduction to an average size of 20. More recently, Farrell (2005); Hill et al. (2017) studied the extent to which governors were involved in strategy. The context of Farrel's work was the increasing use of private sector boards as models for boards in the public sector. Although Farrell (2005) included schools, the author argues that, inter alia, ''legislative reform had placed significant responsibilities

for governors and strategic development with governing bodies, but found that governing bodies were 'not significantly involved in strategic activity" (Farrel, 2005, p.107).

2.2. FURTHER EDUCATION GOVERNANCE

There does not exist any FE college that does not acknowledge an array of principles for corporate governance that can be effectively applicable to board structures (Edwards & Clough 2005; Gleeson et al. 2011; Hill et al 2017), because colleges are dependent on distinct organizational practices as education providers as well as compliance with the legal, political, and socioeconomic contexts within which they operate. The Cadbury Committee (Cadbury 1992), on the other hand, saw the structure of the governing body as an important corporate governance measure which must of necessity include board size, non-executive director participation, board committees, board functions and obligations, which also must necessarily include leadership mechanisms.

To the extent that they are relevant to providing the workforce of today, FE colleges and universities have emerged as one of the primary foci of governance study in public sector organizations (Dixon & Coy 2007; Edwards 2000; Ferlie et al.2009). The literature surrounding their relevance focus on the size of governing bodies, as well as their duties, responsibilities, relationships, and their composition. (Coaldrake, Stedman, and Little 2003; Wheaton,2022); with Schimank (2005), proposing five mechanisms that operate in university governance regimes namely:

- the state regulation, a 'government prescription model' guided by external stakeholders through advice from government, parliamentary, industry, union, and other bodies:
- the 'academic self-governance' model;

- the 'collegial peer-review based decision making of tradition' model;

- the 'managerial self-governance' model

The previous chapter introduced Carver's Policy Governance model, where colleges practised this model to minimise tensions on the governing board, used as a policy-based 'system of governance' and prescribed not a one-size-fits-all jacket purported to fit all situations, but showed a consensus in educational governance by evidencing that the model is suitable in a multi-dimensional college setting. Its practice represented an invitation to enter the boardroom and reinforces Leblanc's (2004) assertion that "the only possible way to know whether boards operate well is to observe them in action, to see and understand the processes by which they reach decisions'' (Ibid p. 440). In discussing how this is practised, it is important to centre the discussion on Carver's Policy Model as illustrated in Table 6. A discussion of the model is relevant as a reference point because it provides a framework for strategic and visionary board leadership; a subject which would be examined in Chapter 3 (Three). The central tenent of the model and its critical contribution to the study of management and governance is that boards do not control the minute details of the organisation's management; instead, the board focuses on determining the vision; as Carver writes: "The board is about values and vision; anything that trivialises this should be weeded out; the management can manage it" (Carver, 1990, p. 3); thus shaping boards strategic role.

TABLE 5: CARVER'S MODEL OF POLICY GOVERNANCE FOR FE

Policy Category	*Overview of Basic Principles*
Ends	What, for whom, and at what cost?
Executive Limitations	How are the ends achieved guided by principles of prudence and ethics?
Board-staff linkages	How does the board engage with the executive management?
Governance processes	How does the board go about its job?

Under Carver (1990), it is the board that speaks for the ownership, not each member, except as they contribute to the final board product. This observation is an essential innovation in usurping the power and authority of board chairs and imposing decisions on board members (i.e., limiting the ability of autocratic board chairpersons and preventing collusion between chairpersons and CEOs). At the College Board meetings, that this study was involved in, governing body members try to be meticulous in monitoring outcomes, asking probing questions; and focusing on measurable impacts on student learning and the impact of policy on the community. Practised in this manner, the flavour and spirit of the model separated issues of college purpose, which is the ends, from all other administrative matters, the means, thus, placing primary importance on the ends, signifying the importance the model demands of the accomplishment of purpose and openness and only limits the staff's available means to those that do not violate the board's pre-stated standards of prudence and ethics.

So in the boardroom, for instance, there can be dissent at board meetings; however, cases of disagreement are expressed during discussions preceding a vote:and "Once taken, the board's decisions may subsequently be changed, but are never to be undermined" (Carver, 1990, p.3). In practice, roles and responsibilities are derived from individual board members, which in turn are derived from the roles and responsibilities of the board as a group. Hence, in this model, board processes and practices recognize that it is the entire board, (not individual board members), who have authority, and speak with authority when it passes an official motion at a properly constituted board meeting; hence, statements by individual board members have no power; in other words, the board speaks with one voice or not at all. The one-voice principle makes it possible to know what the board has and has not said and minuted by the board secretary. This principle becomes essential when the board gives

instructions to one or more subordinates,such as instructions to the principal. Carver argues that one voice does not require unanimous votes; however, one voice does require all board members, even those who lost the vote, to respect the decision. According to the model, board decisions are changed only by the board but never by individual board members (Carver, 1990). Hence, at the Buckingham College Group (BCG), "it can never be the case that a board chair colludes with a Principal or vice-versa." (Principal).

Consequently, policy governance, practised in this way enables a single delegation point and hold this position accountable for meeting all the boards' expectations for college effectiveness. Using a chief executive officer, in a delegated capacity, the board then expresses its expectations for the entire college without having to work out any internal, often complex division of labour. Carver opines that in this way, all the authority granted by the board to the college is given personally to the chief executive officer, so to the extent that all of the colleges' accountability to meet board expectations is assigned to the chief executive officer, the board, in effect, has one employee. The committee creates the chief executive officer; the chief executive officer does not create the board, and as the board contemplates its accountability to the ownership, the chief executive officer's role in such cases is created and governed by the board (Carver, 1992).

A proper understanding of the multi-dimensional features of college governance and its processes is vital to laying the foundations of college governance. First, in light of history and vision, colleges are the prototype of multi-purpose educational organisations; (Hall1999; Grubb; 2005); in this regard, their claim is that colleges meet the multi-purpose educational and vocational outcomes. If this is the case, then it would only be proper that governors simultaneously consider their effectiveness concerning their environment, internal processes, and human relations within the context of their roles.

Second, it is the established view that colleges get their funds from governments (external dimension); hence, their activities are affected by the policies and financial strategies of the day. Undoubtedly, these environmental situations and policies complicate the college context of governance (Alpert, 1985; Cornforth,2002)), but do provide the context under which the stakeholder theory (discussed in chapter 3) provides an apt analysis; therefore, the two characteristics presented above epitomize the domains of college activity in which an effective governor operates: These domains include an academic environment, emphasizing teaching and professional development for teachers and students; whilst the external adaptation domain emphasises community service and adaptation to external pressures (finance and funding requirements). Added to these domains are an extra-curricular domain which emphasizes the personal, social, cultural and physical development of institution members, including governors, and the moral domain, which highlights the satisfaction and morale of students, and administrators, including colleges, smooth internal processes and an absence of internal conflict.

Given the above considerations, caused Mintzberg, cited in Handy (1993), to simplify the above constructs and competencies into three categories that have specific roles for a governor; in other words, Mintzberg(1993) did see governance as not just about governors or the functioning of an individual college governing board; but considers that governance (and leadership) responsibilities are shared between the board insiders and the board outsiders and the professional as a team, leading Ribbins (2006) to assert that governance identity is a personally constructed but shared political category (Ibid: p.155) As reflected in *The State of School Governing in England* (University of Bath-NGA, 2014), governance succeeds or fails at the meeting point between professional leadership and voluntary management because of the qualities, experience, skills, and attitudes that each governor brings to the mix. This combination of skills is well represented on an 'outstanding' governing board and is

demonstrative of the depth of scrutiny at governing board committee meetings. Table 7 presents the governance roles as argued by Mintzberg (1993; 2016).

TABLE 6: MINTZBERG LEADERSHIP/GOVERNANCE ROLES

Inter-personal roles	Figurehead Leader Liaison	Leading (Board Chair)
Informational roles	Monitor Disseminator Spokesman	Administering (Board)
Decisional roles	Entrepreneur Disturbance handler Resource allocator Negotiator	Fixing (Board members)

Source: Mintzberg in Handy (1993, p. 322)(see also Mintzberg,(2016)

The above examination of the frameworks of governance roles provide excellent insight into the behavioural competencies of governors and principals, and shows how their knowledge, skills and experience may foster college effectiveness. Adding to these competencies, Schein (1998) observed that as the hierarchy of leadership roles grows taller and the leader rises through the ranks, it becomes a matter of balance to focus, be oriented toward people, and be interpersonally competent. Accordingly, such an observation resonates with distributional leadership, where vision is shared. However, Schein (1998); Johnson (2014) caution that 'the ability to be both task and people-oriented cannot be easily acquired' (supporting the position of Mintzberg); and that such characteristics exist only in "a limited number of people" (Schein p.4). It is in this direction that authors like Oplatka (2009); Hill et al (2016) advocate that governors in education need general education in philosophy, sociology and anthropology, a broad knowledge base that provides them with a holistic standpoint of the

collegiate. Such attributes it is argued are usually required of board chairs because governors will not have fully developed their analytical competence, to navigate the complex multi-dimensional roles a college plays in the communities they serve, supporting the contention that governors must possess the know-how to identify, analyse and solve problems (task competence), providing interpersonal competence, coupled with their ability to work with other people and in groups until they are well into their governance positions has become a new knowledge dimension that holds ground.

While the literature submits that it is impossible and often challenging to establish what good governance is and what is relevant to the role, it is argued that "those who generate what is regarded as relevant knowledge about leaders, leading and leadership are those who do it" (Gunter, 2003, p. 3). Accordingly, it is the belief that such leaders have epistemologies based on their phenomenological experiences and perceptions of their work environment. (Sodiq, 2022). So in the outstanding colleges studied, it was observed that full board meetings and committee meetings were a regular occurrence (3 to 4 meetings a year), and attendance was usually strictly adhered to; with reports; information and college performance subjected to scrutiny, discussion, debates, and issues; thus creating evidence for their association with college effectiveness. Kelly (2006); Hill et al.(2016) supported the existence of meetings claiming that meetings are an important part of the work of governors, particularly in the FE sector where meetings are used to shape the vision of the college.

Meetings therefore were used to enhance the learning process and enabled information dissemination, agreeing with Oplatka (2009),and Gleeson et al. (2011) that new governors needed to gain various tools and knowledge to effectively and successfully face the challenges and complexities that characterise their role. With the further education colleges under study, meetings are conducted in a team setting, as authority becomes shared across

professional groups and organisational boundaries at the governing board level in the form of distributed leadership. Distributed leadership, which takes the form of shared leadership practices, are usually underpinned by a willingness to trust others and allow and enable others in a position to own up to responsibilities. Distributed leadership was found to exist in the twenty-six colleges judged by Ofsted as outstanding; with larger colleges having up to three assistant principals. It was also observed that while governing board responsibilities were shared at committee meetings, teams were formed based on competence and skills set in the context of distributed leadership to the extent that the governing board worked as a team in discussing and endorsing committee deliberations as was discussed in Carver (1990). However, while distributed leadership was found to exist in the further education colleges studied; Papadakis (2002) opined that while the features of the principal and the governing board influenced the strategic decision-making process, the principal had the most significant influence; going on further to explain that the modern organisation comprises knowledge specialists where no single knowledge dominates the other in the running of the college. The principal who, however, is tasked with the day-to-day running of the college, reports to the board. It must be emphasised, though, that although the modern organisation is one of 'teams', a 'leaders' role in the current organisation is not to command; instead, it is to inspire,and to enable followers. (- Drucker 1995); so an appointment of a new principal needs to cogitate the balance of agreement required by the governing board to the extent that the appointee can be such a leader. The issue for colleges is that individuals need to be organised into teams (committees) to use their skills and knowledge effectively. Although the governing board is composed of individuals with varying skill sets, it is the board that comes together to recommend an individual to be the principal. The finance committee for example is chaired by an accountant or a person with finance knowledge, and so is the curriculum and standards committee chaired by an education expert.

Another study that influenced this thesis in the discussion surrounding teamwork is the work by (Watkins, 1997) who recommended using Belbin's team role theory in formulating team roles within the governing board. Belbin's approach is mainly framed as a lens to view the functions of governing board meetings in this thesis (Belbin, 2010). Its use in analysing the board phenomenon depicts the true association between board composition and high levels of college effectiveness, particularly on college boards where reliance rested on governors specific skills and knowledge in shaping a college's vision and direction as leaders (Ofsted 2012). To shape the image of the college, Watkins et al. (1997); Tempest et al. (2006) recommend the use of Belbin's team role theory shown below in Table 8 to formulate team roles. However, Vilkinas et al. (2006) take this a stage further by incorporating a range of board governance behaviours; which ultimately shape the association that the governing board working as a team has on the college. So using their Integrated Competing Values Framework (ICVF), and illustrating their roles as in Tables 8 and 9, the study demonstrates the ideal characteristics of governing board members as described under Belbin's theory. This chapter ties in neatly with our review of further education governance mechanisms in our next sub chapter (chapter 2.3)

TABLE 7: BELBIN'S TEAM ROLE DOMAINS

Plant	Plants are creative, often unorthodox and generate lots of innovative ideas.
Resource Investigator	The resource investigator gives a team enthusiasm at the start of the project by pursuing opportunities and creating opportunities, though they omit small details.
Coordinator	A Coordinator is likely to be the team chairperson since they have the talent for stepping back to see the big picture. They are usually confident, stable and mature, recognising the abilities of others; they are very good at delegating tasks to the right person for the job.

Shaper	The shaper pursues objectives and needs to achieve them- for the shaper, winning is the game's name. The shaper is committed to attaining and will show ends and 'shape' aggression in pursuing achievement. Two or three shapers in a team, according to Belbin, can lead to conflict, aggravation, and in-fighting.
Monitor Evaluator	Monitor Evaluators are observers and judges of what is going on in the team and are often the ones to see all options with clarity and impartiality. They take a broad view when problem-solving and move slowly and analytically. They can become critical and dampen enthusiasm for others.
Team Worker	Teamwork is a good listener and a diplomat. They avoid conflict, they can go unnoticed and unappreciated until they are absent, when the team begins to argue, and small but essential things cease to happen. Because of an unwillingness to take sides, a Team worker may not be able to take decisive action when it is needed.
Implementer	The implementer turns their colleague's ideas into action. They are efficient, self-disciplined, and motivated, often taking on jobs everyone else avoids or dislikes.
Finisher	The Finisher is a perfectionist and will often go the extra mile to ensure everything is 'just right. They set very high personal standards rather than working on the encouragement of others. They may frustrate their teammates by worrying excessively about minor details at the expense of meeting deadlines and by refusing to delegate tasks that they do not trust anyone else to perform.
Specialist	Specialists are passionate about learning in their particular field; they are likely to be a fountain of knowledge and enjoy imparting it to others. Specialists bring a high level of concentration, ability, and skill in their discipline to the team but can only contribute to that specialism and will tend to be uninterested in anything which lies outside its narrow confines.

Culled from Belbin,(2010) Managerial Teams. Routledge: Vilkinas et al (2006) The

Integrated Competing Values Framework

TABLE 8: BELBINS'S TEAM ROLES DOMAIN IN PRACTICE

Innovator	Come up with inventive ideas
	Explore new concepts and ideas
Broker	Exert influence in the study area (scrutiny)
	Influence program-related decisions made within the study area
Monitor	Maintain control of resources (scrutiny)
	Detect discrepancies in reports and documents
	Monitor compliance with policies and procedures
	Check for errors and mistakes in any activities in the study area
	Keep track of what happens in the study area
Deliverer	When required, set the study area's goals
	Anticipate workflow problems
	See that the study site delivers on stated goals
	Clarify the study area's priorities and direction to staff in the area
	Make the study area's goals clear to the stakeholders
	Bring a sense of order and coordination into the study area
	Coordinate activities across the study area
Developer	Treat people in a sensitive, caring way
	Show empathy and concern for staff
	Encourage participation in decision-making
	Surface key issues amongst staff members and work together to address them
Integrator	Learn from the study experiences in the study current position
	Change the study behaviour after reflection
	Respond to others appropriately
	Accurately interpret signals in either the study's internal or external environment.
	Respond appropriately to situations.
	Focus on the most critical signals in either the study's internal or external environment.

Source: Vilkinas & Cartan (2001; 2006).

2.3. FE GOVERNANCE MECHANISMS

2.3.1 INTERNAL GOVERNANCE MECHANISMS

College internal governance mechanisms are the structural components that are used to manage performance. Internal governance methods, such as governance structure, do integrate five variables: (i) the size of the governing body; (ii) board independence and oversight committees as the structural composition of the governing body; (iii) board meetings and transparency of reporting as board procedure and responsibilities; and (iv) board leadership structure (Khanchel, 2007;Middlehurst, 2013)). Internal governance procedures denote the amount to which specific internal governance mechanisms are concerned with the college/university's systems and practices. Furthermore, these processes are substantially interdependent in that success is contingent on the holistic acceptance of all of those elements (Chen, Elder, & Hsieh, 2005).

However, internal governance procedures, are simply one component of a strong and effective college corporate governance structure; and so internal governance systems must be complementary to and linked with external governance processes (Rashid et al., 2008;McTavish, 2006) so as to ensure a holistic approach in college administration.

2.3.2. EXTERNAL GOVERNANCE MECHANISMS

External governance mechanisms are the structures through which players outside of a college or university's direct administration or management exert authority over its performance (Weir, Laing, & McKnight, 2002). In this regard, external governance procedures deal with the factors that ensure that principals secure agent conformity with the stated and implied aims of principals (Beiner & Schmid, 2005); therefore external

governance systems constitute agent commitments that underlie principals' desired goals as well as their accomplishment (Salter & Tapper, 2002).

As stated by Fielden (2007), governments, being the main source of financing for publicly financed colleges and universities, strive to monitor and hold colleges accountable for results, outputs, and outcomes, while preserving colleges' independence and freedom from interference in academic works as documented in this thesis.

However, the manner in which academic institutions are answerable to public bodies regarding performance is a further component of external governance mechanism (Guthrie & Neumann, 2006), and this component especially pertains to the amount and degree of reporting (Guthrie & Neumann, 2006). Over the past twenty years in England, there has been a commitment, by governments of different political complexions, to free market ideology (Glatter, 2012). At the same time, central government has taken a stronger and more active role in its external governance mechanism while giving colleges more control over their resources (Wood & Simkins; 2014). These stronger and more active control took the form of centralization of power and the creation of an enduring state controlled 'markets' .(Ibid: p4). The policy developments that ensued demonstrate government control over other actors, in particular, local authorities and their governing bodies(Masunga, 2014; Windzio et al. 2005)

Another source of external governance issue is how the governing board takes into account outside stakeholders, demonstrated largely by the sources and varieties of college financing; so colleges are free to run extra courses,or generate other sources of income through course or contract brokerages; so students, employees, donors, contractors and the community as a whole in which the college is located are all considered stakeholders;however, how the interests of stakeholders are handled in college management becomes a crucial aspect of good corporate governance (Freeman, Wicks, & Parmar, 2004; Masunga, 2004). In this

regard, three major issues are involved. Stakeholder engagement, stakeholder opinions and preferences, and stakeholder objectives are seriously incorporated into college governance frameworks (Nelson 2003), otherwise, the involvement of stakeholders becomes primarily verbal. All these variations in governance led Windzio et al. (2005) to conclude that the variations were all forms of governance that constituted a specific form of co-ordination of social actions and interactions with the aim of streamlining regulations intended to ensure enduring patterns of social interaction (Windzio et al. 2005 p.5) necessary in order to foster some degree of college – wide performance.

2.4. FURTHER EDUCATION PERFORMANCE

Various approaches exist for defining performance and in the public sector, however, conflicts about what constitutes performance for different stakeholders often exists. (Berry, Coad,Harris,Otley & Stringer,2009). While, Gilbert; (2007) agree that performance measurement is a good exemplar of the public sector performance measurement controversy because this sector usually has a large number of stakeholders often with varying interests, they concur that it is not always clear what constitutes a perceived failure and a perceived effectiveness and from whose perspective. In terms of education, performance may be construed as the quantity of usefulness or benefits acquired by stakeholders from the college (Rashid, Islam & Anderson, 2008),and in this study higher levels of effectiveness is considered in terms of the accomplishment of college objectives, however, in contrast to profit-driven businesses, there are no market charges for the college's input and output. Consequently, performance metrics such as profitability on assets or return on investment are inadequate for measuring college performance (Warning, 2007). The goals of a college as discussed in earlier chapters are overlapping and so is their aims; therefore these need to be addressed in order to accomplish numerous purposes at a given time. Consequently, college

performance becomes defined as multifaceted as well as dimensional (Neumann & Guthrie, 2006); and it is these multifaceted and multi dimensional dimensional nature that makes the attempt to measure high levels of effectiveness vague. Nevertheless literature is of the considered view that college performance may be assessed using several tangible measures and aggregate measures of performance derived in terms of the connections between college outputs and/or inputs (Worthington & Lee, 2005) and national competitiveness standard observations; such as Ofsted scores as used in this study. (Williams, R. & Van Dyke, 2004). Comparisons of performance can also be assessed in terms of quantified measures of college outputs (e.g. total graduations per year, patent results, and courses completed etc.). These measures may then be combined with quantified measures of college inputs (e.g. extent of public funding, specific allocation to a college; private sector investment, etc.) to obtain broad productivity and effective measures (Balderston & Balderston, 1995;Arum et al;2015).

Performance and for that matter high levels of effectiveness in colleges could also be measured through the assessment of stakeholder perceptions of outcomes and processes such as graduate destination survey results, especially in the view of parents as stakeholders (Guthrie & Neumann, 2006), which is an example of student evaluations of the 'quality' of their degree and the 'satisfaction' with the institutions which is conducted especially by the Graduate Careers Council Australia and Graduate destination surveys (UK) (Guthrie & Neumann, 2006; Guthrie & Neumann, 2007; Neumann & Guthrie, 2006), and in further education colleges across England through Ofsted.

As stated by Crowther (1996); Gleeson et al. (2011), performance is decided in the eyes of the stakeholder group who considers that performance and college effectiveness as a yardstick by which parents can assess a college. As a result, identifying the viewpoint of the outcomes of the review requires an assessment of stakeholders in the college. (Crowther,

1996). Performance metrics have been criticized in tertiary institutions (Linke, 1995); Flynn (2002). These objections stem from the institutions' inherent complexity, which necessitates the adoption of surrogate metrics (Cave et al., 1997); Flynn (2002). According to Link (1995); Flynn (2002, performance measures should represent the 'real aim of college education'. Another objection focuses on the ambiguity of measure definitions (Neumann & Guthrie, 2006); (Arum et al.(2015)

In the context of this study, performance was defined in terms of effectiveness. To do so, the study took as its starting point two definitions of effectiveness: Ofsted outcomes and Financial scores. Other different definitions of effectiveness are all concerned with improving the quality of educational outcomes. In that regard, education should cause a client/learner to significantly add to their understanding and development in ways that would not happen without such experience.

Effectiveness is defined as "the ability of a college to meet the demands and expectations of its various stakeholders, those individuals or groups with influence over the business; known in research as 'doing the right thing" (Thompson, 2001, p. 12). In other words, effectiveness is the ability to satisfy the demands of the range of constituencies (stakeholders) inside and outside the organisation so that continued support in terms of resources such as labour, custom, investment, supplies and legal approval are obtained and the college is enabled to survive into the long-term (Watson, 2002,p.467).

Various strands of the literature argue that colleges are composed of individuals acting together to achieve a common purpose. They contend that the boundaries of colleges may be delineated legally, by economics or by a shared moral imperative; and that a college is likely to be defined by all three; however, the challenge to identify these individuals and to allocate them to comprehensible stakeholder groups exists. These groups need not share a common

purpose in the first instance but can be developed. It is also the observation that `that the most effective colleges and organisations are also those characterized by paradoxes i. e. contradictions, simultaneous opposites, and incompatibilities' regarding how they have attained 'effectiveness' and what it means to them (Cameron 1986: 539) . Cameron further maintains that the literature contains many explanations of what makes firms effective, although they often use terms such as excellent, high quality, productive, healthy or possessing vitality, as `proxies for the concept of college effectiveness' (Cameron 1986: 539); and that despite the many terms used and the difficulty in agreeing a definition of college effectiveness, the term has conjured a central performance concept in organisational theory. (Goodman and Penning (1980); and Cameron and Whetten (1983). Consequently despite the attempts by some authors to dispense with the term effectiveness, it is clear that it remains central, and that major stakeholders are continually making judgments about effectiveness.

Other authors also contend that determining effectiveness can be problematic (Hyndman & Anderson, 1997; Hyndman & Eden 2000; Arum et al. 2015), given the inherent problem of the output of public services such as education. These problems they cite, include the inability to accurately measure output, difficulties in isolating the effects of the service (the outcomes) from other factors, lack of quantifiability of the effects of services and conflicting interpretations of results (Avkiran, 2001). Although it may be generally agreed that it is impossible to obtain a consensus on the best set of indicators of effectiveness (Cameron 1986), and this appears particularly so in `non- profit' organisations (Rojas 2000). Nevertheless, some of the earliest models of effectiveness were goal-based (Etzioni 1960).

Table 10 provides various dimensions of college effectiveness in English FE colleges.

TABLE 9: DIMENSIONS OF ORGANISATIONAL EFFECTIVENESS IN ENGLISH FE COLLEGES

Dimension	*Definition*
Student educational satisfaction	The extent to which students are satisfied with their educational experience
Student Academic Development	The extent of the academic growth, attainment, and progress of students
System openness and community interaction	The extent of interaction with adaptation to and services provided for the external environment by the college
Ability to acquire resources (Board outsiders serve this domain)	The ability of the institution to acquire needed resources, e.g., high-quality staff, and finance
Organisational Health	The extent to which the internal processes and practices in the institution are smooth-functioning and benevolent

Adapted from: A study of Organisational Effectiveness ASHE (Cameron, 1983, p.16)

2.5. EMPIRICAL REVIEW

From the above chapter and analysis, it is clear that the evidence on FE college effectiveness and its association with governance, if any, is frustratingly mixed, as further demonstrated in van der Ploeg and Veugelersy (2008). In their study, these authors observed that there is relatively little hard data and analysis on the link between governance and effectiveness and the evidence, if any, is not in favour of a unique optimal model in the context of European Further Education colleges and universities.

Waduge (2011) also found mixed results in a study of 37 public universities in Australia, where the author examined the relationship between governance structures, practices, and the effectiveness of the university industry, utilising data from the annual reports of the universities and other university education sector bodies. However, in the UK as a whole, the

formation of council committees was discovered to have a strong beneficial association with the institutions' overall research and financial success, citing the report of the DfEE (1997).

In their report, the DfEE remarked that "the quality of the governing board often makes the difference between the success and failure of a college" (DfEE, 1997, p.46). Accordingly, the report argued that "good governors can transform a college; poor governors can block progress and achievement" (DfEE, 1997, p. 46).

So what is clear from the college inspections carried out in this study is that solid and effective governance makes a critical difference to the quality and standards within colleges, as Ofsted, the government inspections watchdog, promoted behaviours, shared vision and goals as essential factors in determining college effectiveness (Sammons et al., 1995).

As there was a strong association between the governing board, and the effectiveness of colleges, as gleaned from the earlier discussion on team meetings(see Belbin's exposition in Vilkinas & Cartan, 2006,p.41); this study tested the relationship between the governing board as leaders and decision-makers with college effectiveness, adapting (Leithwood & Levine (2005) exposition on effective schools to contribute to the literature. This study is premised on Carver's (1990) observation that the entire governing board makes decisions for and on behalf of a college; therefore, whether a college succeeds or fails is dependent on the decision-making body, i.e. the board of directors. The study adapted the structural equation modelling framework to the college set-up by first employing Leithwood and Levine's work (2005) on schools in determining the board of directors' characteristics.

The study also benefited from Paramitha, Agustia, and Soewarno's work (2017), who conducted a study in Australia where they examined the relationship between governance structures and found that the formation of council committees was discovered to have a strong beneficial association with the institutions' overall research and financial success. A

detailed literature review study conducted in Indonesia, Paramitha, Agustia, and Soewarno (2017) reported a conceptual association between excellent corporate governance and university effectiveness. However, their study proposed that additional research on the relationship between corporate governance and effectiveness be performed based on the author's conception to determine whether such a relationship was substantial or not. Garaika, Siswoyo, and Zainal (2018), on the other hand, discovered no effect of corporate governance on the effectiveness of private institutions in the same country in a quantitative research of 240 instructors. In their study, corporate governance was defined as openness, accountability, credibility, and justice. Based on Kaplan and Norton's (1996) balance scorecard theory, the authors measured effectiveness using financial, and customer satisfaction, internal procedures, and perspectives on innovation and growth.

Following that finding, a detailed review of the Department for Business Innovation and Skills 2012 simplification plan, aimed at reducing complexity and the administrative burden on the governing board, found that although some progress had been made, a more serious effort was needed before significant improvement would be attained (NAO, 2014). Therefore, what is clear from all these studies is that, the relationship and association between the governing board and college effectiveness is fraught with challenges and therefore not clear. So solving these challenges would limit the need for governors to be 'thinking all the time about change' and their ability to produce a more stable atmosphere to work in. It is believed that when this is done, there could be a better focus by governors on long-term strategic goals rather than the 'reactionary and short-termist' approach to governance, as argued in Smith and O'Leary (2013, p.251), lending credence to the frustrated picture of the governing board and its association with effective colleges.

Furthermore, although scholars also desired a collaborative board, the concept of what constitutes collaboration needed a more thorough definition; this research did not delve into

what constitutes collaboration; rather opted for a teams setting, consequently this study recommends a much more in-depth study in the area of collaboration. The study's observation on board meetings however reveals that : On the one hand, board members wanted to make it clear to managers that the board was a severe and essential force in the college and that managers could no longer pull the wool over their eyes; however, on the other hand, their own experiences as managers were such that they wanted strong leadership from senior management with a robust strategic vision and the capacity and willingness to put it into effect. Similarly, managers wanted a stronger and much more effective board, one whose contribution would justify the time put into servicing it, but not one that interfered with their authority as managers. As already discussed, the function and roles of the Principal (board insider) and governors (board outsiders) are unclear. Although the governing board monitors and scrutinizes the operations of the board insider (Principal), a much more rigorous monitoring and scrutiny process is envisaged, particularly in an era where the central government, as the primary funder and stakeholder, insists on accountability of public finances.

A detailed literature review argues that on the one hand, larger board sizes are connected with a broader range of talents, business relationships, and expertise while on the other, smaller board sizes do lack, providing a higher possibility of gaining vital resources (Haniffa & Hudaib, 2006) for larger board sizes. In a similar vein, this school of thought argues that larger boards provide greater insight regarding the firm's outside setting, reducing uncertainty and facilitating the acquisition of vital resources such as financing, basic supplies, and contracts (Goodstein et al., 1994; Pearce & Zahra, 1992).

In an earlier work, Weir et al.,(2002) contend that larger board committees are associated with greater effectiveness because by performing speciality actions, board committees improve corporate responsibility, credibility, and legitimacy (Ibid: p.16); and that by

performing oversight responsibility, the larger board committee helps to reduce financial misconduct and boost company worth.

Departing from the issue of board sizes, further work along the issue of effectiveness was carried out by (Chait et al., 1991; 1996; 2005). In those studies, the authors developed the idea that there are different 'modes of governance-fiduciary relationships; ('concerned with the stewardship of tangible assets'), and strategic, involving the 'creation of a strategic partnership with management') and generative (a critical source of 'leadership'); (Chait et al., 2005, p. 6-7). These ideas seemed important and were incorporated in the study, particularly in the UK context because of the influence on Schofield's (2009) work on college effectiveness; however, those influences were not be overstated, as Schofield himself refers to Chait et al's (2005) work as the first of his 'enablers' of effective governing body roles.(see p.7). The relevance to the study from all these viewpoints is that many governance issues require a move from linear thinking and simple choices to seeing them as paradoxes as expressed in Handy, (1995;Collis,2004)). In his earlier work, Handy (1995) for example explained that managing the various paradoxes means embracing and exploring tensions and differences rather than becoming judgemental about them.(Ibid: p.26) . Accordingly, "Boards should be able to see a problem in advance'', and this foreknowledge should enable them to deal with the problem when it arises" (Lewis, 2000, p. 772). Therefore, this research follows the pattern that effectiveness and governance impacts are multidimensional constructs and relate to many college activity domains whose impact on college effectiveness can be measured e.g. by the outcomes. In light of this, Cameron (1985); Arum et al (2015) propose that 'because the most appropriate criteria of effectiveness is often difficult to identify, other more readily available criteria be substituted' (see Cameron 1985, p.54). In this light, Cameron (1984) and Smith (1998) extended the debate by identifying eight commonly used models of college effectiveness. Of these Cameron claims that the Strategic Constituencies

Model, in which `all strategic constituencies (stakeholders) are at least minimally satisfied', is the most useful `when constituencies have powerful influence on the college and has to respond to their demands. ' (Cameron 1984: 276).

The authors conclusion stems from the observation that with further education colleges, which are greatly influenced by a number of powerful constituencies of stakeholders;including central government, Ofsted, and the further education funding council, a level of satisfaction from all the stakeholders is sufficient to define effectiveness. Accordingly, their model, which is usually referred to as the multiple constituency model in the literature is considered to be the most appropriate one for exploring effectiveness in not-for -profit organisations (Rojas 2000). This viewpoint influenced the research to the extent that this study reinforces a multidimensional approach to assessing the association board of directors have with higher levels of college effectiveness; consequently, the researcher aligns with the research design's multiple methods and mixed methodology approach which is discussed in later chapters.(chapter 4).

Continuing in this line of thinking and in consonance with Buellens et al. (2002: p.96), the study is guided that 'Multiple criteria are necessary in evaluating college effectiveness. The study proposes a set of guidelines for choosing the appropriate criteria that recommend using the strategic constituencies approach when powerful stakeholders such as government policy can and do significantly benefit or harm an organisation. This dimension suits the case of colleges and are in sinc with the stakeholder theorists even though these theorists believed that stakeholders were not interested in the organisation's gains per se; instead, it was the college's overall sustainability that mattered to them. So, in applying this theory to the study, this research seeks to share in the observations and to finally come to understanding why all board of directors'interest on the college governing board should be considered with aligning their interests with higher levels of effectiveness of colleges.

Following on from considerations in the above chapter, there is concensus among researchers that a critical attribute of an effective board is its ability to act as a team. (Forbes and Milliken,1999; Carver,1999; Belbin, 2010)); and the first place to start building teamwork on the board is arguably experiencing shared responsibilities and shared/distributive team leadership; terms described fully in the next chapter. (Congler and Lawler,2009). Distributed team leadership relates to a process in which the behavioural roles of the governing board are played by multiple individuals (Gronn, 2002). The argument is that among governing boards, due to the diversity of members (Conger and Pearce, 2003), shared responsibility of boards (Clarke, 2007) and board members' high level of knowledge matters, (Lorsch, 2009) enabling board leadership on college governing boards to be practised collectively, (Vandewaerde et al, 2011), and in tandem with the understanding that the governing board first has to work collectively as a team (Carver, 1999; Belbin (2010), lending justification to the choice of teamwork in this study.

2.6. SUMMARY OF CHAPTER

The foregoing chapter has critically reviewed existing literature on corporate governance and its association or not to modern colleges and universities. The chapter considered definitions of governance before reviewing aspects of the literature concerning its association with the concept of effectiveness. The review in this chapter demonstrates attributes of boards of directors; including structure, composition, functions, and board behaviours, highlighting the performance-conformance role of the governing board under 'marketization' ideology of the Thatcher years. In particular, the chapter discussed how the governing board exercises empowered, effective governance while ensuring that the executive is accountable to the governing board in providing desirable outcomes for the college. It is also the case that the

policy environment under which colleges have operated has exerted several pressures on deciding who governs them, who leads and manages them, and what style their governance must take. These considerations and pressures include the need for the governing board to perform effectively in the quasi-market and for boards to consider a more customer-result focused approach to those they serve.

Having discussed that examining what constitutes college effectiveness is a difficult venture, and that effective indicators differ depending on a college's primary goal,(as some are technical and vocation inclined), the effectiveness measurements utilised in the existing research, in addition to their effects and connection of governance and university performance, have been extensively explored. The next chapter discusses the research model and its application to college governance and association with college effectiveness.

CHAPTER THREE

3   RESEARCH MODEL AND HYPOTHESES

3.0 INTRODUCTION

The previous chapter reviewed the literature on corporate governance, concepts and historical antecedents of governing board association with English college effectiveness in the light of key educational reforms in England. It sought to provide a social constructionist perspective of educational reforms from the Butler Act of 1944 and its impact on college governing bodies. It is now appropriate to set the governance arrangements within English college education in the broader discussion of governance within the stakeholder context. In this chapter, the study provided an exposition of the underlying theories and the theoretical framework. Based on the goal of the study and the theories reviewed, the study presented the research model development. The other areas covered in this chapter are research model and hypothesis development.

3.1. THEORETICAL REVIEW

In this section, the study discussed the stakeholder theory and leadership theories. Even though several theories are aligned with corporate governance, these two theories are found to be more applicable to this study.

3.1.1. STAKEHOLDER THEORY

Stakeholder theory suggests that the firm has a responsibility to serve all the stakeholders who are affected by the decisions and activities of the firm (Freeman, Wicks & Parmar,

2004).; and it is also concerned with who has input in decision-making as well as with who benefits from the outcomes of such decisions. (Phillips et al.;2003). This approach would result in reporting to broader stakeholder groups which require higher transparency to gain the confidence of the influenced groups and hence lead to better performance and college effectiveness in the long term. Stakeholders in education comprise a diverse group of individuals, organizations and entities that have a vested interest in the quality and outcomes of education; and as expressed in Freeman's 1984 book, 'Strategic Management; 'A Stakeholder's Approach', Freeman defined a Stakeholder as 'any group or individual who can affect or is affected by the achievement of the organisation's objectives'. (Freeman:1984 p. 246). More recently, Freeman provides a more instrumental definition of Stakeholders as 'those groups who are vital to the survival and success of the corporation'(Freeman,2004 p.58) In the case of FE colleges, these stakeholders include government agencies, teachers, parents, students, administrators, non-governmental organizations (NGO's) and the broader community (Gouedard et al,2020). Each stakeholder brings a unique perspective, expertise, and resources to the table, influencing the overall effectiveness of education. In the view of UNESCO, government agencies are central stakeholders, responsible for formulating policies, allocating resources and establishing regulatory frameworks. (UNESCO, 2015). Their role extends beyond the administrative domain to shaping the broader socio-economic context that impacts education. Educational institutions, including colleges and their boards of directors are frontline stakeholders involved in the day-to-day delivery of education. Research emphasizes the importance of parental involvement in enhancing student's academic achievement (Henderson & Mapp, 2022). Students too, are active participants, consumers and stakeholders in the education system; and empowering students to take ownership of their education is linked to increased motivation and academic success (Zimmerman, 2022); whilst administrators are responsible for creating a conducive college

environment, managing resources, and supporting teachers in their roles,ensuring compliance with educational policies and creating a positive college culture that promotes learning. (Leithwood and Riehl, 2020).

Despite its beauty in sharing responsibilities and outcomes, criticisms of Stakeholder Theory remain. According to Smallman (2004), the main criticism of stakeholder theory is focusing on identifying the problem of who constitutes genuine stakeholders besides meeting stakeholders' interests also leads to corruption, as it offers agents the opportunity to divert the wealth away from real shareholders to others (Smallman, 2004); however, stakeholder theory, as applied to governing bodies, is based on the premise that "organizations should be responsible to a range of groups (or stakeholders) in society other than just an organization's owners or shareholders." (Hung, 1998, p. 106).

So the consensus among this school of thought is that, by responding to different stakeholders, colleges will be more likely to respond to broader social interests than the narrow interests of one group. The theory focuses on how colleges and their governance systems manage the organisational relationships with critical stakeholders (Freeman, 1984), because the claim is that some stakeholders are outsiders (financiers, beneficiaries, government), while others are insiders (managers and CEOs, employees, volunteers); which makes a college to be responsible for various groups in society. This theory emphasizes that stakeholders have different and varying interests ; hence, the governing board's role becomes a balancing one; sharing responsibilities on the board and targeting not one but many goals of the college.. The governing board balances additional stakeholder requirements controlling individual needs, and tailors such needs to meet overall higher levels of college effectiveness. The theory has been used to examine board roles and behaviours and demonstrates how it relates to addressing the needs and interests of stakeholders (Abzug & Webb, 1999). In an earlier chapter (two); the study discussed how Young (2011) proposed a Stakeholder

Governance Model that explicitly links board membership to the contributions of specific stakeholders.

Other researchers are of the view that the primary remit of this model is to extend managers' focus beyond the traditional interest group of shareholders to understand the needs, expectations, and values of groups previously perceived to be external to the organisation. In this sense, stakeholders of a firm are extended to mean individuals and constituencies that contribute, either voluntarily or involuntarily, to its wealth-creating capacity and activities and who are, therefore, its potential beneficiaries and risk bearers (Post et al., 2002).

So that by including diverse stakeholders on the board, it is argued that organisations will be more likely to respond to broader social interests than the narrow interests of one group.

In furtherance of stakeholder involvement, the Taylor Report (1977, p.12) recommended that a college governing board have the four principal stakeholder groups represented equally: The Local Education Authority, staff, parents, and the local community; and added that such representation should take due account of all the expectations of the local community and all the various external pressures and demands made on the college (such as those of employers, examining bodies, funding bodies or institutions of higher education) in college governance. The study takes this stance and applies the stakeholder theory to further education colleges so as to identify the importance of the theory in determining how a stakeholder (Ofsted) determines college effectiveness. Using this theory, the study also provides additional perspectives on how to determine effective leadership and parental norms and parental expectations and definition of effective colleges i.e. societal norms on colleges by identifying relevant stakeholders and determining their requirements (O'Donovan, 2002). In the further education sector, many colleges operate through various forms of leadership structures in providing the same services. The existence of multiple providers of the same services to

multiple communities invariably leads to concern over relative effectiveness. On the one part, this raises accountability issues, such as the quality and effectiveness of the services provided (Harrison et al. 2012); however, there is concensus among scholars that by the application of Ofsted reporting measures; high performing colleges are identified from low performing colleges and disparaties are addressed quickly. (Freeman, Harrison and Wicks,2007). These researchers saw great advantage in the theory and contend that the stakeholder theory promotes a practical, and ethical way to manage complex organisations such as colleges, where evidence from the primary stakeholder, (Ofsted) is then used to sift colleges with high costs per student and/or colleges of low levels of academic outputs relative to colleges with students of high levels of academic outputs from similar educational backgrounds.

Birnbaum (2004) consented to the above views and and went on further to add that the stakeholder structure assumes more professional authority, occupied by the board of directors who possess trusteeship authority. Drucker (2001) was also of the opinion that the combined efforts of the governor pull in the same direction to form a strategy. The significance of the teams' approach was again highlighted by Bush (1998) when he suggested that providing the link between the vision and its operational management helps to ensure integration between ''different parts of the college'' and so becomes the more considered approach (Ibid: 1998, p. 13).

Putting all the (stakeholder) theory to test, one observation from this narrative is that both board 'insiders' and board 'outsiders' work from the stakeholder theory in a team-based setting and in the study's observation, (in college A and college B of the Ofsted adjudged outstanding colleges studied) , governors were noted to exhibit challenging, debating and scrutiny characteristics in team meetings, providing dominant components at committee meetings. From the study research into the twenty-six outstanding colleges, as judged by

Ofsted, the chairs required a vote on each critical issue from the entire governing body. It, therefore, seems convincing, as suggested in Handy (1991), that "wise organisations realise that intelligent individuals can only be governed by consent and not by command'' (p.19). That obedience cannot be demanded. Instead, a collegiate culture of colleagues and a shared understanding is the only way to make things happen.

Indeed, the point goes that modern contemporary business planning and target setting in the FE business climate actively encourages governors to partake in decision-making as a team in the hope of taking ownership. It is, therefore, one school of thought that education reforms that have adapted the stakeholder theory in their colleges since 'marketization' years of Thatcher have resulted in enhanced responsibilities and accountabilities in governor roles (Leithwood 2006) and have reinforced the importance of distributed leadership in higher levels of college effectiveness. In such cases, the CEO's function is no more than a delegated responsibility, Carver (1990, p10); with the task of ensuring higher levels of college success.

3.1.2. LEADERSHIP THEORIES

While the study does not seek to delve into the conceptualisation of leadership theories, in as much as governors are seen to be influencers, the study provided an outline of the different leadership approaches, some of which are discussed in this research study. In this study, the researcher shows that leadership of a college is a product of social interactions and social relations as in (Grint,2003) because the researcher sees the asymmetrical power relations that exist with colleges: enabling knowledge and responsibility to be shared between senior managers on the one hand and between senior managers and the college board of directors (governing board) on the other, and how these groups or individuals together socially construct the realities of everyday life of a college. This approach reveals how corporate

governance is negotiated among these social agents and the reality of everyday life further presents itself as a world that people share in.

In light of the above, Burns (1978) conceptualised two factors to differentiate ordinary from extra-ordinary leadership, and transactional from transformational. What this section of the study shows is to seek to illuminate the application of social constructionism in presenting transformational, and transactional leadership theories and advancing their relationship with some of the ideas presented in this thesis, for example, when one considers the impact of educational reform in shaping the role of college board of directors, it always takes the form of individuals sharing ideas together to shape an agreed vision which then shapes the direction of how a college attains its goals.

Like Fairhurst and Grant (2010), Day (2000, p. 582) asserts that leadership is socially constructed in social interaction processes that ''generally enable groups of people to work together in meaningful ways'' to produce leadership outcomes. In other words, a constructionist perspective considers the process of social construction and emergent practices that reflect common understandings through which leadership gains legitimacy and produces outcomes (Ospina & Uhl-Bien, 2012). The thesis shows that knowledge cannot be understood in isolation from reality, because understandings of what it means to have knowledge are invariably shaped by the environments' wider social values.

To fully understand educational leadership practices, Eacott (2011) suggests that educational leaders need to recognize that the context of their practice is socially constructed rather than fixed. In addition, to fully understand the educational context in which the governing body works, it is suggested that leaders must have an understanding of collective, unconscious (cultural or educational), assumptions of their work, and the value placed on their work by a diverse range of societal forces (community, social) and power relations (influential

stakeholders); given rise to the multiple constituency theories; which brings the discussion to types of leaders.

3.1.3. TRANSACTIONAL LEADERSHIP

Stiger and Hiebert (1999); had earlier asserted that transactional leadership involves planning, controlling, allocating resources and maintaining the status quo, thereby providing a predictable, orderly and positive college environment necessary for teachers to be able to play a role in the decision-making process. That is to say, transactional leaders leave employees alone to do their jobs unless problems occur. Only then will these leaders intervene to correct, sanction or criticise behaviour.

3.1.4. TRANSFORMATIONAL LEADERSHIP

In contrast to transactional leadership, transformational leadership is widely recognised as being central to the implementation of educational reforms (Lambert, 2007). Educational leadership research and publications on transformational leadership suggest that the impact of successive neo-liberal Thatcherite governments, followed by New Labour governments, created leadership and governance arrangements to run colleges as small businesses (Thompson, 2005, 2009; Gunter & Thompson, 2009). However, it was Burns (1978) who first conceptualised transformational leaders as those who mobilise their efforts to reform organisations, by partly raising followers' consciousness beyond personal interests to be more in line with organisational goals and vision; so in a college situation, this is a vertical leadership style emanating from the formal leader of a team to a follower. Bass (1985) developed this theory and argues that through group interactions, visions emerge, consensus is built and plans are discussed, thereby increasing buy-in and accountability among team members. This buy-in is usually associated with a leader's ability to influence others by fostering a shared sense of purpose and direction (Simkins, 2005); influencing others to adopt

shared goals through a process of what Bass (1985) describes as promoting intellectual stimulation, inspiring, motivation and considering each members' needs. Leithwood and Jantzi, (2005); Leithwood and Sun, (2009), developed the theory more specifically for use in the educational context, so you often see the designation Principal followed by Assistant Principal in some colleges observed in the study.

3.1.5. AUTHENTIC LEADERSHIP

In response to the criticisms levelled against transformational and transactional models of leadership, research has moved to consider alternative perspectives on the nature of leadership as an ethical exercise rather than a performance by a charismatic individual. Ethical forms of leadership model, such as servant or authentic variants, consider the interaction between an authority figure and their followership, not in terms of efficiency but in terms of morality and ethical standards, and one based on personal integrity and transparency. (Begley and Stefkovich,2007; Beddoes-Jones,2011). The creators of authentic leadership contend that socially responsible leaders are better suited to lead through contemporary organisational life and the seeming proliferation of ethical standards (Cooper et al., 2005).

3.1.6. SHARED/DISTRIBUTIONAL TEAM LEADERSHIP

Shared team leadership was observed in practice on every governing board during the study period especially in their role as vision and direction setters. In the context of the board, shared leadership is seen to be practised in different ways, for example, in situations when board members collectively perform some leadership tasks, such as participating in the board's goal-setting process, reviewing the performance of individual board members, the CEO, and the board collectively, and jointly making corporate decisions (Congler & Lawler,2009). Shared leadership does enable a board to accept some board members who are

better positioned on the subject matter to lead the team, to effectively fulfil its diverse control and service tasks, enhance board task effectiveness, share and integrate knowledge, collaborate, and make joint decisions in the network in line with (Vandewaerde et al., 2011); study. Sharing in this way results in higher board effectiveness through members' contributions. This is seen as distributed leadership, and in the study, this is practised in small and in large colleges.

The thesis' positive stance on the benefits of shared leadership was enhanced by Conger and Pearce (2003) who emphasized the importance of how shared leadership does influence board teamwork and higher levels of college effectiveness. Nonetheless, as Vandewaerde and colleagues (2011) have recently claimed, there is almost no research on how shared leadership enables the governing board to effectively enhance the effectiveness of colleges. Most studies in the board literature have focused on the relationship between board characteristics, outsider/insider board composition ratio, board members' knowledge and board effectiveness (Finkelstein & Mooney, 2003).

Considering the above arguments on the positive role of shared/distributed leadership on board effectiveness, identifying antecedents that enable shared/distributed leadership in boards can be a necessary line of research and theorizing (Vandewaerde et al., 2011); and could be explored further in subsequent studies, however this study details the team role performed by the board of directors with antecedents of good board behaviour.

Linking (governors) the board of directors as a team that associates with higher levels of college effectiveness has also been proposed by many scholars including Forbes and Milliken (1999) and Carver (1999). These authors suggest that characteristics of boards satisfy, to some degree, the essential characteristics of a team as discussed in the team literature (Kozlowski & Bell, 2003); including the board performing organisational goals; board

members sharing common goals; board members exhibiting task interdependencies; and board members maintaining organisation's boundaries and especially in (Watkins et al., 1997) who particularly recommended the use of Belbin's team role model. This model greatly influenced the research study as the board of directors was modelled as a team working at all board meetings and utilizing Belbin's team role approach (see Table 8 & Table 9).

3.1.7. LINK BETWEEN LEADERSHIP AND EFFECTIVE COLLEGES

As a follow up to the above chapter, a review of the Leithwood and Levine (2005) study suggested that solid leadership in the form of good governance contributes (associates) to student achievement and college effectiveness; however, there was little methodological guidance about leaders' characteristics that enables it to make a difference. Subsequent literature reviews to investigate the phenomenon have employed the structural equation modelling approach (Leithwood & Levine, 2005) in schools but not in FEcolleges. In framing this method, the study began by asking questions about the relationship (association) in the context of education among leadership, governors, learning, students, and parents as stakeholders and their relations as deduced from Ofsted's findings on outstanding colleges in the study. College education takes place within the community or society, so parents are able to figure out a failing college and then link this to an ineffective board. The study discovered that leadership (governors) exist within social relationships and serve social ends, particularly as a college education is partially meant to provide vocational opportunities to the local communities they serve. So from their study, Leithwood and Levine (2005) concluded that Principals and, by extension, governors all matter in school effectiveness, corroborating the view held by many writers that that educational leadership effects exist in any discussion about the effectiveness of colleges. However, apart from a significant work carried out by

Bredeson (1996), who asserted that "there is ample evidence that effective governance does positively affect college and student outcomes" (p.255), not much research has been done using the structural equation modelling approach to examine this association in English FE colleges.

The structural equation modelling approach as discussed and illustrated in detail in chapters four (4) and five (5), is a statistical approach to testing hypotheses about the relationships among observed and latent variables In framing this method, for the qualitative part of the study, the researcher began by asking questions about the relationship (association) in the context of education among leadership, governors, learning, students, and parents as stakeholders and their relations as deduced from Ofsted's findings on outstanding colleges in the study. College education takes place within the community or society. The study discovered that leadership and governors exist within social relationships and serve social ends, particularly as college education is partially meant to provide vocational opportunities to the local communities they serve.

3.2 THEORETICAL FRAMEWORK

The theory upon which this study is anchored is the stakeholder theory.(discussed in chapter 3.1.1) The theory connects corporate governance principles to stakeholders of FE colleges (Faust, 1997). Each of the stakeholders represents a network node which is connected to the college. (see Figure 2 p. 69). The relevance of the connections varies (Visconti, 2019). Figure 2 (p.69) depicts several connections of stakeholders which exist in FE colleges. The study argues that in investigating corporate governance and the performance of English FE Colleges, satisfying the interests of stakeholders is important in ensuring the effectiveness of FE Colleges.

A college governing board does have principal stakeholder groups which include the local education authority, staff, parents, and the local community. Educational institution representation should take due account of all the expectations of the local community and all the various external pressures and demands made on the college (such as those of employers, examining bodies, funding bodies or institutions of higher education) in college governance. The governing board in the further education sector works to satisfy all stakeholders including parents, students, funding bodies and Ofsted. Above all, the primary justification for the use of the stakeholder theory in the governance structure of the FE college is that all persons or groups with legitimate interests participating in an enterprise do so to obtain benefits; and that there is no prima facie priority of one set of interests and benefits over another.

Drucker (2001) argued that the combined efforts of the governor pull in the same direction to form a strategy. The significance of the teams' approach was also earlier highlighted by Bush (1998) when he suggested that providing the link between the vision and its operational management helps to ensure integration between ''different parts of the college'' and so becomes the more considered approach. (Ibid:1998, p. 13; Bush,2017). The narrative of this study postulates that both board insiders and board outsiders work from the stakeholder theory in a team-based setting and that governors were noted from Ofsted summary findings to exhibit challenging, debating and scrutiny characteristics. These were the dominant components of committee meetings. Further, from the study research into the twenty-six outstanding colleges as judged by Ofsted, it was observed that the chairs required a vote on each critical issue from the entire governing body. It, therefore, seems convincing, as suggested in Handy (1991), that "wise organisations realise that intelligent individuals can only be governed by consent and not by command'' (p.19), and that obedience cannot be

demanded. Instead, a collegiate culture of colleagues and a shared understanding is the only way to make things happen, exhibiting some form of distributive leadership.

It was undoubtedly the case that the study is influenced in part by the above governance arrangements and supporting the entire governing body through other frameworks in delegation and monitoring, thereby supporting management with the right mix of skills, giving them the power to make decisions on behalf of the entire college.
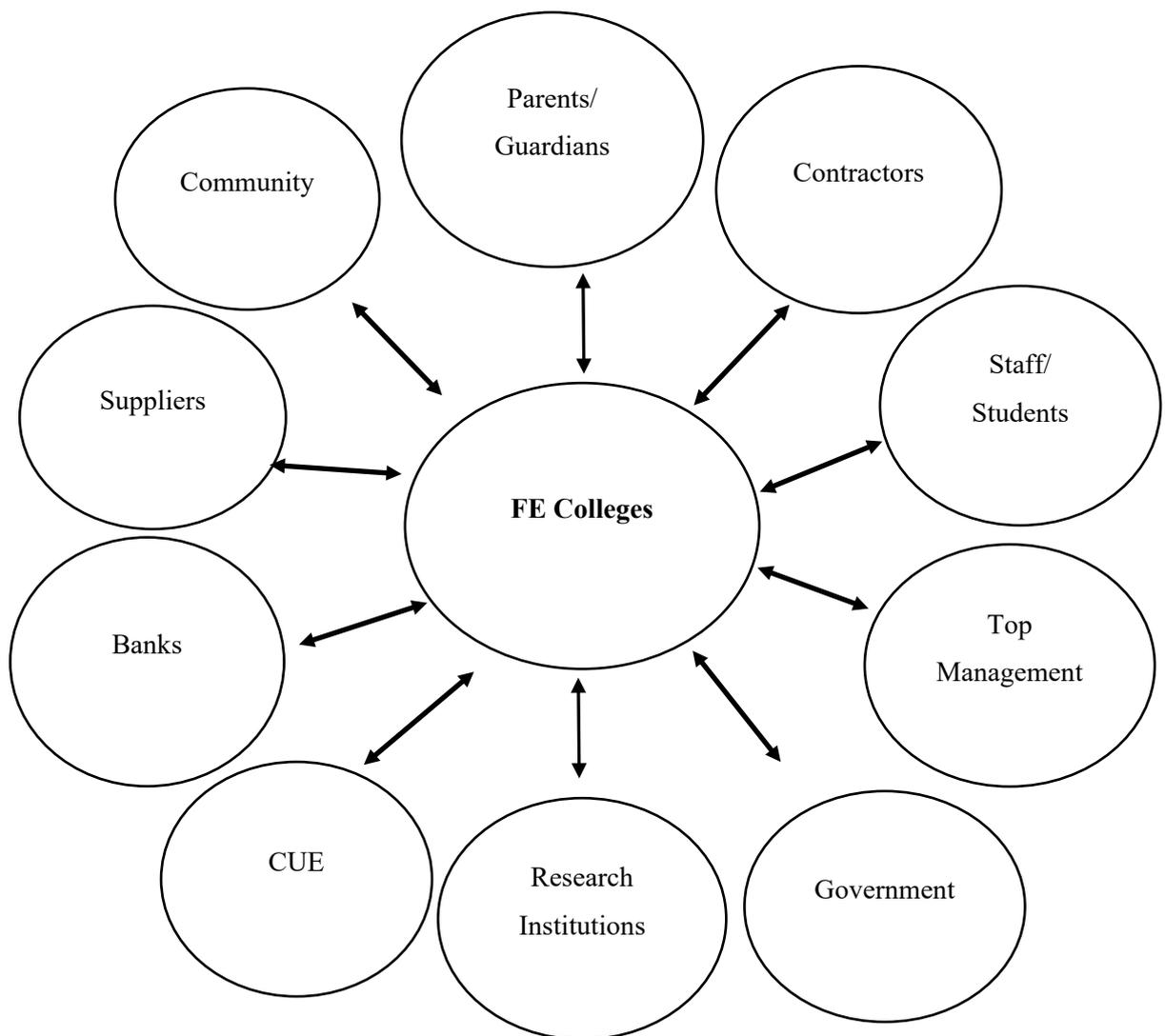
FIGURE 2: FE COLLEGES AND STAKEHOLDER RELATIONSHIP

Source: Adapted and modified from Donaldson and Preston (1995: p. 12)

In Figure 2 above, all stakeholder relationships are depicted in the same size and shape and are equidistant from the black box of the firm in the centre. The size, shape and equidistance from the 'black box' connote a shared and equal relationship. More importantly, because several stakeholder factors have determined the current corporate governance framework, it is essential to note whether such forces are still exercising an influence in considering adequate governance arrangements that ensure effective colleges or not. In contextualising educational reforms and the impact these had on college governance, the report draws on Burr (2003) and Gergen and Gergen (2007) to elucidate and apply social constructionist theories. These authors including Cox (2001) identify social constructionism as an elegant label for a perspective that emphasises cognitive factors in explaining behaviour and social outcomes. In so doing, the lived experiences of insider and outsider governors and their interpretations of their association with higher levels of college effectiveness are considered. In doing so, governance becomes a social construct, subject to governments and other primary stakeholders to construct new discourses that facilitate reform.

Given the current limited literature on the governing board and its association with college effectiveness, the scope of this chapter is substantial and includes the following:

- A history of existing FE corporate governance since 1944.

- An informed assessment of the composition and role of the Corporate Board in the NPM paradigm

- The role of stakeholders (Ofsted, FEFC; FE Commissioner Funding Agencies, Government) in higher levels of college effectiveness.

- The potential for a multiple constituency approach to link board composition, senior management and stakeholders in achieving board strategic roles and outcomes more effectively.

One inference from the study is that good governance arrangements and frameworks support effective leadership by providing strategic direction for governors. In all the outstanding colleges studied, the college governor has become more associated with college success than ever before. These viewpoints make the application of stakeholder theory to the study more significant. Proponents of the stakeholder theory explain the benefits that can accrue to an organisation in its normative (moral/ethical) form appeals typically for organisations such as colleges that make it appetising. What is clear about this theory is that, first, it insists that there remains the responsibility to meet the legitimate claims of all stakeholders, and second, that it must have the responsibility to maximize organisational wealth (Donaldson & Preston, 1995; Jones, 1995; Jones & Wicks, 1999; Mason et al., 2014).

What the Kantian argument meant was a reference to the idea of mutual benefit. Arguing along with the claims of mutual benefit, like social entity theory, a corporation serves multiple interests of stakeholders rather than shareholders' interests alone. Viewed in this way, it legitimizes stakeholder value not based on its intrinsic worth but as an effective means to improving efficiency, profitability, competitiveness and economic success. Therefore, stakeholders who make firm-specific investments and contributions and bear risks in the corporation participate in corporate decision-making to enhance corporate efficiency (see, for instance: Blair, 1995; Kelly and Parkinson, 1998; Mason et al., 2014). The claim is that "stake-holding is not an end in itself but must be seen as an effective means of achieving specific goals common to society''. (Stoney et al., 2001, p. 3). In the case of colleges, therefore, the common community goal is to offer effective educational goals;within the communities they are situated i.e. to enable learners to progress into vocations or other higher educational areas of learning and or to enter into vocationsand to contribute to the national workforce.

Such a portrayal of college governors as a group of well-meaning stakeholders with a sense of social responsibility has contributed to an environment in which the status and expertise of stakeholder governance remain grounded in college governance and has therefore become important so as to undertake this study.

Some researchers think that grounded social research (Glaser et al., 1967;Bryman,2008) enables a practical analysis when used in a study to understand the roles and characteristics of boards. This theory ignores *a priori* all prior knowledge, including ideas and models proposed in the literature, and any knowledge that the researcher may hold about the phenomenon being investigated, enabling the researcher to capture all aspects of the stakeholder phenomenon under investigation.

 In all the outstanding colleges studied, the college governor has become more associated with high levels of college success. These viewpoints make the application of stakeholder theory to the study more significant, particularly when parental choice becomes a commodity that needed to be bought by colleges.(Ball,2007). Proponents of the stakeholder theory explain the benefits that can accrue to an organisation in its normative (moral/ethical) form and appeals typically for organisations such as colleges that make it appetising; e.g. when parents choose high performing colleges over weaker ones. What is clear about this theory is that, first, it insists that there remains the responsibility to meet the legitimate claims of all stakeholders,(Freeman, 2004;Harrison et al., 2012) and second, that it must have the responsibility to maximize organisational (college) wealth (Donaldson & Preston, 1995; Jones, 1995; Jones & Wicks, 1999; Zahra & Pearce;2008); hence, the governing board in the further education sector works to satisfy all stakeholders including parents, students, funding bodies government and Ofsted.

3.3 RESEARCH MODEL DEVELOPMENT

The extensive review of the literature reveals that the growing adoption of private sector practices in college governance makes it relevant to develop the board of directors (governing board) as stakeholders which would have influences in understanding the relationship between boards and higher levels of college effectiveness. While Bradshaw et al (1992); and Cornforth,(2002); focused on the relationships between board structures and processes and board performance, and between board performance and organisational effectiveness. Chait et al (1991); and Leithwood et al.,(2005) sought to identify board competencies or behaviours that were associated with board effectiveness. Green and Griesinger's study, (1996); and lately, Cornforth;(2002) focused just on the relationship between board performance and organisational effectiveness. However, no study has concentrated on English further education colleges. Therefore, the goal of this study is to explore corporate governance in English Further Education Colleges with a particular focus on investigating the association between board of directors and overall higher levels of college effectiveness; thereby contributing to the literature. To address this goal and help to bridge the empirical gap, there is a need to develop a model to guide the study. Based on the extensive literature review discussed in the previous chapter and the theoretical underpinning of the study, this research developed a conceptual framework (Figure 3: p.76) to examine the association between board composition and higher levels of college effectiveness; illustrating the outside corporate governance systems, internal corporate governance structures, moderating variables, control variables, and relationship with effectiveness costructs.

The independent variable is the governing board composition and this consists of insider governors and outsider governors. The dependent variable is effectiveness which represents performance outputs of FE collection (outputs) and these consist of financial (financial

position) and non-financial performance (SAR reports and Ofsted scores, graduation outcome – employment). The extent of influence on the disclosure of financial and non-financial performance indicators significantly relates to the quality of output indicator (Parker, L et al. 2005).

Also, the study employed moderating variables in the form of processes which involve organizing and running the board, full board meetings, sub-committee meetings and college self-assessment reports. In the framework depicted in Figure 3, (p.76) governing board members (insider governing board members and outsider governing board members) are depicted as stakeholders who hold the three main inputs, passing through processes. These processes have become formalized and include the existence of sub-committees, who bring clarity to issues, providing clarity to job roles, clarity on the frequency of meetings and clarity on college assessment reports. Through these processes, outputs-which are effectiveness scores such as high Ofsted scores and financial scores are realized.

Furthermore, board external stakeholders' characteristics, such as skills, and knowledge were captured as control variables. Control variables are significant because they influence the interaction between the independent and dependent variables (Rashid, Islam, & Anderson, 2008). Warning (2004; 2007) revealed that size has a positive effect on college and university performance when using size as a control variable to measure the performance of institutions; this was revealed in the results. All stakeholders with the requisite knowledge in education and accounting/finance are necessary to ensure college effectiveness, and was demonstrated through a critical qualitative study and examination of two Ofsted outstanding colleges' SAR reports, attendance at two committee meetings, including (audit and finance); and Curriculum and Standards committee meetings of two different colleges.

Linked to the discussion on moderating variables is the search to identify the skills, knowledge and experience that insider and outsider governing board members may have in order to influence higher levels of college effectiveness. The entire study is also aimed at in particular to identifying whether non-executives (board outsiders) have any significant association with higher levels of college effectiveness. Second, the study was also to describe how governing board characteristics are associated with college effectiveness in the areas of college financial management and Ofsted graded success rates; and finally the study aimed to check whether the entire governing board working as a team has any association with higher levels of college effectiveness. Effectiveness has been understood to mean the extent to which outputs or outcomes achieved meet pre-stated targets, objectives or policy directives (Hyndman and Anderson, 1997; Cornforth,2001);and in our study; Ofsted educational, and Financial scores are effectiveness measures.

In the words of (Herman et al, 1997;Harrison et al.,2012) effectiveness is viewed as a social construction hence it is proper to base the thesis on the perceptions of several different stakeholders and their roles in ensuring higher levels of college effectiveness. The thesis draws parallels with the study by Cornforth (2001); on public sector board effectiveness,when the author associated board effectiveness with 'board inputs' (board members' skill and experience and the time they had available to act as board members), alongside the specification of 'clear board roles and responsibilities', a shared vision of how to achieve their goals', and periodic reviews of how 'board and management work together' (Cornforth, 2001, p. 217).

In so doing, this study adopted and modified the conceptual framework below:

FIGURE 3: CONCEPTUAL FRAMEWORK
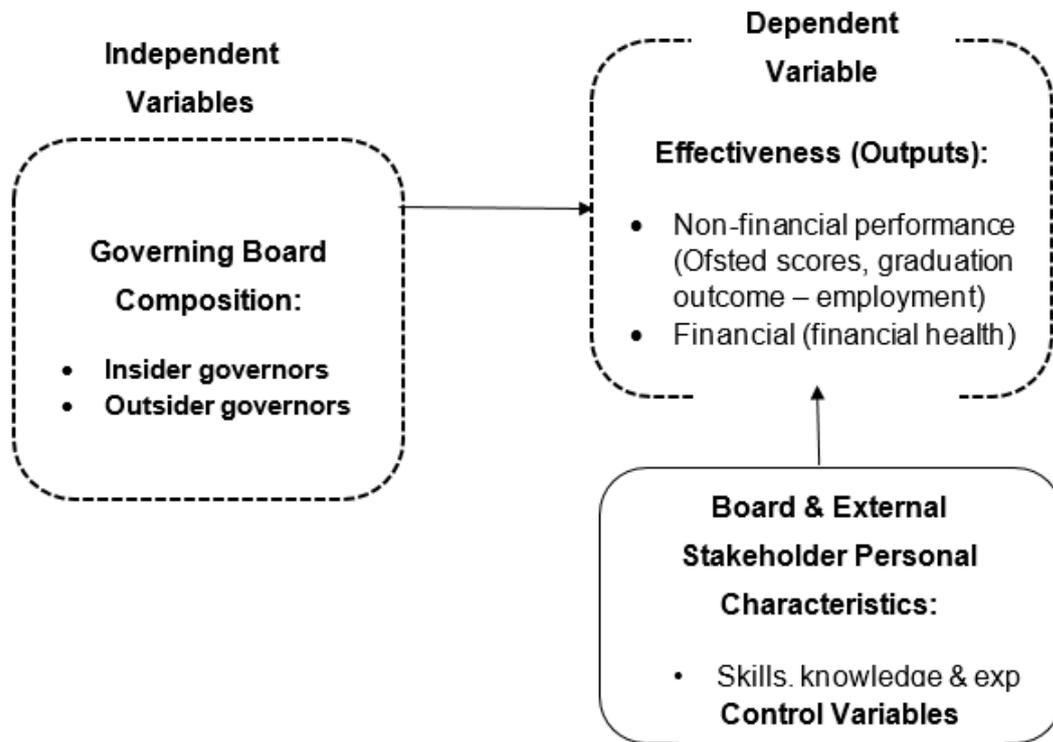
Source: Adopted and modified from Cornforth (2001)

So, in line with the discussion to data, it is important to contextualise this research, using a social constructionist lens, to understand the historical development of corporate governance practice and its association with General English FE Colleges, the involvement of stakeholders and the effect of market principles on governing board practice in achieving college goals.

Cornforth and Edwards (1999;2002) considered the factors influencing the effectiveness of boards in the public sector; good meeting practice and the quality and quantity of information available to the board were all identified as being important factors in determining whether boards were effective or not (Cornforth and Edwards, 1999, p.361). The overall picture that

emerged was one in which board practices and personal interactions were frequently identified as important contributions to effectiveness to which this study draws important inferences.

3.4 HYPOTHESES DEVELOPMENT

The hypotheses (propositions) for this study are explicit assertions regarding what will occur in the investigation. They are created herein by taking existing facts and reasoning to predict whatever might occur within the particular situation of interest, thus, the higher levels of effectiveness of English FE Colleges. The identification of determinants of corporate viability and organisational effectiveness is a primary concern of management and organisational studies.Consistent with this concern, a number of studies have examined the relationship between the composition of boards of directors, defined in terms of either 'outsiders' or 'insiders' to the total number of board members and the effectiveness of the organisations they oversee(e.g. Daily &Dalton,1992:2003; Zahra & Pearce,1992:2008). In these studies 'outsiders' have been identified as directors who are not current employees or officers of the firm and 'insiders' have been identified as directors who are employees or officers of the firm. (Kesner & Johnson,1990; Zahra & Pearce,1992:2008).

At the outset,insider/outsider research is based on the premise that boards of directors in general, and the compositional characteristics of boards in particular,should influence organisational performance. Although the subject is of considerable debate (e.g. Drucker,1981; Lorsch,1989:2017), this way of thinking grows out of various conceptual analyses which suggest that a firm's board of directors contributes to the process of corporate governance by selecting and evaluating the firm's chief executive officer (CEO) and other top managers, shaping the firm's strategic direction, setting organisational directives, and

assessing the organisations success; and that some or all of these governance activities have discernable effects on the firm's effectiveness.(e.g. Hambrick and Mason,1984; Carver,1990; Cannella;2001).

Consistent with this viewpoint, major stakeholders have targeted insider/outsider board composition as a key concern, advocating that boards of directors should be controlled by outsider directors beholden to the interests of stakeholders and not by insiders who might compromise those interests to the concerns of other managers in the organization.(Fama & Jensen, 1983; Cannella,2001; Bacon & Brown, 1973; Vance, 1983). According to some governance theories, outsider governors play a vital role when a firm needs legitimacy (Sundaramurthy & Lewis, 2003). On the other hand, some argue that insiders are valued for their operational expertise and firm-specific knowledge that can boost their abilities and hence the overall effectiveness of the organization (Zahra & Pearce, 1990;2008).Derived from this school of thought (agency) is also the supposition that the presence of insiders, especially those who are themselves managers, should result in boards that are unlikely to represent owner's interests or exert control over managerial opportunism. Organisational performance and effectiveness is expected to suffer under such conditions. However, Forbes & Milliken, (1999); Pearce & Conger, (2010) , were of the view that the co-existence of insiders and outsiders enhances board decision-making, problem-solving and board strategy role performance, while Baysinger and Hoskisson (1990:2019) hold the view that both insiders and outsiders do enhance both control and service role effectiveness. Unfortunately, previous empirical research has not been able to uniquely support either of these arguments, and the tension of co-existence between proponents of control versus collaborative approaches for practising board governance dominates the literature with a majority in support of insider preference. (Clarke, 2007). Additional evidence exists that among researchers, beliefs about the importance;performance effects and the effectiveness of insider

or outsider board composition on the organisation is not uniform. This lack of agreement in part, is due to inconsistencies in the findings of empirical research. Some studies of the relationship between outsider ratios and organisational performance have produced positive correlations as large as .33(Zahra & Pearce,1992:2008) but others have revealed negative correlations between .15 and .20 (Kaufman & Taylor,1993; Montgommery&Kaufman,2003). Conversely,some studies of the relationship have yielded positive correlations as large as .54(Pearce,1983), while others have produced negative correlations in the range of .05 to .12 (Boyd,1994;Kesner,1987; Montgommery & Kaufman,2003). Adding further confusion to the phenomenon are the results of studies of insider or outsider ratios and organisational performance/effectiveness that have revealed zero or near-zero effects (e.g. Kesner,1987; Rechner & Dalton,1986;Nicholson & Kiel,2004).

Disagreement among researchers was also traced to the differing conceptual interpretation that have shaped research on insider/outsider compositional effects. Much of this research has been based on Pfeffer and Salancik's (1978) resource dependence perspective and the idea that outside directors play a crucial role in facilitating the acquisition of resources needed by firms to reduce operating uncertainty and to survive and function effectively(Nicholson & Kiel,2004). The resource dependence perspective has also been interpreted as suggesting that outside directors are more important to be on boards because of the greater breath of knowledge and experience they bring with them from external sources (Cannella,2001). Growing out of this point of view is the expectation that boards composed primarily of outsiders should be generally superior to boards of insiders in contributing to managerial organisational effectiveness. Similarly, grounded is the argument that the presence of outsiders on a board should be associated with greater representation of ownership (stakeholder) interests and reduced managerial opportunism (e.g. Zahra & Pearce,1992,2008; Walsh & Seward,1990;2016), so that:

Proposition 1a

Outsider representation on boards of directors is associated with high levels of college educational effectiveness.

However, a lesser number of researchers working within the resource dependence and agency theory perspectives have rejected this prediction and argued instead for the presence of the opposite, insider effect. Offered by this minority is the suggestion that insider directors have specialized knowledge and expertise about their organisation that comes from personal experiences not available to outsiders (Hoskisson et al., 1994; Baysinger & Butler,2019). Also suggested are that inside directors play an important role in educating outside directors and in providing boards with more detailed information (;Baysinger & Butler,2019), and that insiders may actually do a better job of monitoring top managers due to their familiarity with and understanding of their organizations (e.g. Baysinger & Butler,2019); leading Baysinger et al.,(1991; 2019), to the conclusion that insider representation on boards can enhance top management commitment and willingness to pursue risky, though potentially successful, research and development activities of the organisation. All of these observations suggest that the presence of insiders should better enable boards to function effectively,leading to the proposition that:

Proposition 1b

Insider representation on boards of directors is associated with high levels of college educational effectiveness.

The arguments above lead the study to critically examine board members' knowledge, skills and experience and to investigate whether these characteristics associate with higher levels of college educational effectiveness. For a start, boards are the most important part of corporate

governance, with the authority of decision-making in an organization (Gillan, 2006). In this regard, experienced and expert members are designated to make sure that they have enough knowledge and skills to make strategic decisions (Vandewaerde et al., 2011). Expertise and experience diversity on boards are translated into a greater variety of perspectives (Forbes & Milliken,1999) which enhances members' decision-making and monitoring capabilities across different work disciplines(Sundaramurthy & Lewis, 2003). According to Vandewaerde et al. (2011a), situational proficiency refers to a process in which individuals with the most relevant skills and expertise emerge as temporary leaders of the team in a specific situation; that is board members rely on a member or members considered better experts in that area (e.g., finance, education) (Conger & Lawler,2009); and can therefore become 'influencers' to an organisations effectiveness. They argue that when a board is diversified concerning the main issues of the organization, the likelihood of shared/distributional leadership grows based upon situational proficiency and the extent to which board members count on each other for solving various issues in different contexts also grows thus enabling organizational effectiveness;(Harrison et al.,2012); and the knowledge base they possess enables board of directors to provide exemplary leadership which can motivate followers to achieve organisational objectives and create value added organisations (Parsons, 2015), leading Bush (2013) to contend that 'distributed' leadership has become the normatively preferred leadership model in further education colleges, however, it remains to be seen how this is implemented in English further education colleges effectively to engender organisational effectiveness (Bush,2013 p.13). Some scholars also argue that the positive relationship between board diversity and shared/distributional leadership which leads to organizational effectiveness are specifically enhanced by teamwork and sharing knowledge in the form of effective communication (Van Knippenberg et al., 2007). Thus, the proposition is that board

members' knowledge in finance and education is associated with college Ofsted rating and college effectiveness, enabling the study to propose that:

Proposition 2

Outsider and insider knowledge and representation on the governing board is associated with high levels of college educational and financial effectiveness.

From the extensive review of the stakeholder theory (see earlier chapters), the study is of the opinion that no single stakeholder benefits from organisational effectiveness, rather all the stakeholders do, especially in a college setting.(Harrison et al.,2012) In addition, the shared/distributional leadership literature indicates that board members shared/distributed authority and accountability enhance board-shared leadership goals. (Burke et al., 2003); and as pointed out by Preece and Iles(2009) and by Balkundi et al (2005); the board of directors constitute leadership and as such construe leadership as social capital that collects around certain individuals sitting together as a team and designated as leaders. In line with these schools of thought, a number of studies (e.g. Bolden,2011; Fitzgerald et al. 2013; Fausing et al. 2015) indicate a positive relationship between distributed/ leadership and organisational performance. In the specific context of further education; scholars have reviewed the evidence for the effectiveness of leadership (Harris,2008; Jones et al.; 2014) and developed a toolbox of leadership skills for college leaders (McBeth, 2008). Their findings indicate that leadership plays a key role in college effectiveness, influences college climate and teacher capacities and overall motivation of learners. Further, work by Gronn (2002) indicate that if members of a team act interactively, this form of distribution becomes concertive in as much as the leaders tightly connect with each other to fulfil organisational goals. To buttress this point, Zhang and Faerman (2007:),indicate that organisational goals are fulfilled where 'knowledge is shared and interdependent roles (spearheading, co-ordinating, supporting,

collaborating, and steering) are shared by several individuals'(Ibid: p 479); leading the study to propose that:

Proposition 3

Representation of the outsider and the insider governing board members working as a team is associated with high levels of overall college effectiveness.

3.5 RESEARCH MODEL

Establishing models is regarded as a successful research technique, because it helps researchers as well as other scholars connect with realities more precisely. It additionally allows researchers to explain, forecast, make inquiries, or comprehend complicated systems or processes more readily; and in this sense, models serve as the basis for an investigation. Models can take either the form of real items or abstract representations which include sketches, equations, or diagrams, and therefore becomes a conceptualization, an analytical structure for system study, and entails simplifications of real-world occurrences (Busha & Harter, 1980; Minkler,2004).

As identified earlier, there is a paucity of research into board association with higher levels of college effectiveness. Further, insider governors and principals of colleges are increasingly recognising that higher levels of effectiveness can be achieved when experienced outsider governors bring their expertise to bear on college governance. As stakeholders, some researchers are of the view that board composition consisting of insider governors, outsider governors, Ofsted and funding bodies are all expected to work collaboratively to ensure high success rates and to provide and apply resources effectively and equitably in order to achieve desired outcomes. By "composition'', the study considers specific board characteristics such as board size; and the mix of insider and outsider board members often referred to as

executives and non-executives. Insiders include senior management, such as the principal and other senior officials, while external stakeholders include all members who do not work on a day-to-day basis with the organisation.

The study conjectures "Characteristics' to be consisting of two components: (a) the board member's background (knowledge, experience, and skills) and (b) the behavioural qualities that transcend board members' individual or collective characteristics, as in the seven Nolan principles referred to earlier and reflect the 'personality' of the board. It therefore becomes the considered view of this research that composition influences characteristics which in turn helps to shape internal processes. The term 'influence' is the capacity to affect the character, development or behaviour of someone or something (Oxford English Dictionary, 2010). However, whether the capacity (to influence) is exercised or not and whether the desired effect is achieved or not does not nullify the existence of the capacity or its potential to have an impact. In considering board composition therefore, the study referred to Fama and Jensen (1983), who proposed one of the first theories in this direction. The authors argued that an effective board has a mix of insiders and outsiders, with outsiders being more likely to challenge the (the dominant insider governor) - CEO on strategy and policy.

The study configured in earlier chapters that the approach to measuring college effectiveness and board effectiveness as defined by Ofsted judgements and scores is identified by two indicators: Meetings of the board and minutes after that are thoroughly examined for authenticity; and proposing an Ofsted inspection score and a college financial score as two dependent variables. Data on gender and knowledge of the governing board members concerning their association with college effectiveness was also collected and analysed to inform the study. A college obtained an Ofsted score after an Ofsted visit. The financial health guidance provided the methodology for the computation of a college financial health

score for further education colleges, which have contracted with the Education and Skills Funding Agency (ESFA, 2017). To compute this score, the ESFA calculated financial health elements using each college's profitability, solvency, and gearing at the end of each financial year. The study further conducted a field survey of two of the 26 outstanding colleges to gather the views of experts such as two principals and two clerks, to validate the qualitative and quantitative results, enabling the researcher to see whether they throw light on the issues to be addressed (Cousin, 2005). Some researchers believe that a researcher must consider criteria external to specific characteristics (Saunders,et al., 2012); hence the study combines quantitative models in propositions 1a; 1b; and 2 whiles mixing qualitative method to address proposition/model 3.

The models are developed to address the Propositions: 1a; 1b, 2 and 3. Model [1a; addresses the first proposition that "Outsider representation on boards of directors is associated with high levels of college educational effectiveness".

$$ofstedsc_i = \alpha_0 + \beta_1 bout_i + \beta_3 bsize_i + \beta_4 bkedu_i + \beta_5 bgen1_i + \varepsilon \ldots \ldots [1a]$$

And Model [1b], That Insider representation on boards of directors is associated with high levels of college educational effectiveness

$$ofstedsc_i = \alpha_0 + \beta_1 bins_i + \beta_3 bsize_i + \beta_4 bkedu_i + \beta_5 bgen1_i + \varepsilon \ldots \ldots [1b]$$

Model [2] addresses the proposition that Outsider and Insider knowledge and representation on the governing board is associated with high levels of college educational effectiveness.

$$Fsascore_i = \alpha_0 + \beta_1 bout_i + \beta_2 bins_i + \beta_3 bsize_i + \beta_4 bkfin_i + \beta_5 bgen1_i + \varepsilon \ldots \ldots [2]$$

The qualitative structural equation modelling was used to address Model [3] proposition that Representation of the Outsider and the Insider governing board members working as a team is associated with high levels of college effectiveness.

Where:

ofstedsc denotes the Ofsted score of the effectiveness of FE college

Fscore denotes financial health score of FE college

bout denotes board outsiders

bins denote board insiders

bsize denotes board size

bkfin denotes board knowledge in finance

bgen denotes board gender

bkedu denotes board knowledge in education

bexpski denotes board experience

bexpski denotes board skills

shskls denotes stakeholder skills

sexp denotes stakeholder experience

α denotes the constant term

ε denotes the error term,

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ are coefficients

3.6 SUMMARY OF CHAPTER

This chapter began with a discussion of the theories underpinning this study. The study explained the stakeholder theoretical framework, and it was justified as the appropriate theoretical model for the study. It also explained the conceptual framework from which the research model was developed. The chapter also developed hypotheses/propositions as inputs

in the framework which then translates through meetings and processes into outputs. In the next chapter, the research philosophy is developed, and the methodology employed in the study is explained.

CHAPTER FOUR

4   METHODOLOGY

4.0 INTRODUCTION

Previous chapters have guided us to understand that theories of governance provided at best tensions and interactions between stakeholders such as the Further Education Funding Council of England (FEFCE; ESFA) and the board of directors on the one hand, and on the other, senior management and the board of directors. These tensions provide a lens through which to view the research philosophy.

The critical focus of this research study is to explore board insiders' and outsiders' (governors) skills, knowledge and experiences as inputs that enhance higher levels of college effectiveness (outputs in the areas of high Ofsted scores, high college financial health and learner progression into vocations and higher institutions of learning). In addition, the study also seeks to understand how governors' experiences and know-how could be shared to 'teach' others who may be considering governorship as an option, thus providing insights into what it means to be an effective governor in the modern context of corporate governance. This chapter discusses the methodology and the ethical foundations for the study, by first discussing the philosophical approach adopted by the research. It then proceeded to explain the researcher's ontological and epistemological stance, followed by the argument that whilst distinctions are made between qualitative and quantitative approaches, mixed methods were considered appropriate for the study. These discussions enable the qualitative dimension to be particularly influenced by social constructionism theory. Details of the data collection technique and the process of analysing the data are provided and evaluated, considering issues such as validity (or trustworthiness) and reliability. Ethical issues are discussed (BERA, 2011). In addition, in line with BERA (2011) guidelines, informing each participant

of their right to anonymity whilst being reflective as a lecturer and a college governor was provided. (see Appendix 3).

This chapter describes the researcher's position, focusing on insider-outsider issues (Minkler, 2004) and providing accounts of how the research may have been influenced by the researchers' actions and, to some extent, how the researcher may have been perceived and accepted by the research participants as an FE lecturer who also has experience as a governor. The researcher was mindful of the issue of reflexivity and therefore incorporated the examination of self, including the author's attitudes and beliefs (Saunders, Lewis and Thornhill, 2012) into the study. Upon reflection, consideration was given to the researcher's position in the reporting of findings, grounded in the view expressed by Freire (2000), that we have to acknowledge who we are as individuals and as members of groups, positioning ourselves somewhere and moving within social positions. (Ibid p.49); however, while acknowledging that to achieve pure objectivism is a naïve quest, and that researchers can never truly divorce themselves from subjectivity (Ibid p. 50), this researcher has been careful not to interpret data as if the researcher was speaking on behalf of participants.

4.1 RESEARCH PHILOSOPHY

To examine the changing roles of the governing board in the various policy spaces that the study has travelled, and to frame any association between the governing board and high levels of college effectiveness, the study began with paradigms which are (a set of basic and taken-for-granted assumptions), and which were relied upon as a lens to look at the research study.

4.2 PHILOSOPHICAL PARADIGM FOR THE RESEARCH

Every inquiry, every quest for knowledge and understanding, contains assumptions about the world and the relationship of the human experience to it. These assumptions provide relevance and define the philosophical stance or paradigm upon which the research is based (Guba & Lincoln, 1989). The assumptions establish the framework that grounds and legitimises the logic of a research process and its criteria.

The various in-depth reviews of the literature point out that the philosophical paradigm of any research has four components or dimensions. First, it has ontological assumptions about the nature of reality and the human relationship to it. Second, it has epistemological assumptions about the nature of knowledge and how we "know." Third, it has assumptions about the axiology or the relationship of values such as ethics, aesthetics, and spirituality to the human experience (Guba & Lincoln, 2000). Finally, it has the methodological determination of how the researcher can legitimately go about creating knowledge (Guba & Lincoln, 1989, 2000).

So, the philosophical paradigm from which this research was conducted fits in the often-combined interpretivist/constructionist paradigm (Creswell, 2003; Guba & Lincoln, 1989, 2000; Mertens, 1998). The following paragraphs examine the four dimensions of the interpretivist/constructionist paradigm and discuss how they apply to this research effort.

The interpretivist/constructionist philosophy of the nature of reality disavows absolute truths and single realities in human perceptions and experiences (Crotty, 1998; Mertens, 1998). This philosophical stance assumes multiple, sometimes contradictory and conflicting, social realities that are the result of human intelligence. It implies an imperative to understand the nature and experiences of a person, society, culture, and historical context to comprehend its unique set of perceptions, or "truths"(Lincoln and Guba, 2000).

Additionally, on this side of the "great divide", and in the field of education in the U.K., wherein human perception is recognised to give the world meaning, researcher subjectivity is not only acknowledged, it is embraced, as multiple, socially constructed realities are assumed for researchers as well as research participants (Crotty, 1998; Creswell,2003).

Therefore, the ontological position of this research effort is based on the view that leadership results from the subjective perceptions of leaders and followers, where leadership is referenced to the board of directors, senior managers and teachers as followers. Their perception is based on their interpretations of reality through their own cultural lenses. Leadership actions do not speak for themselves; they must be interpreted (Birnbaum, 1992; Leithwood et al., 2005). Leadership, as discussed in earlier chapters, is a wholly human invention without substance in the physical world. Therefore, our understanding of leadership is dependent on our understanding of the perceptions of people and the cultural environment in which leaders operate (Birnbaum, 1992; Leithwood et al., 2005).

The second component of a research philosophical paradigm that this study draws from is the epistemology or philosophy of the nature of knowledge. The theory of knowledge in the interpretivist/constructionist paradigm contends that each of us is presented throughout life with cultural sets of meanings. These meanings are taught to us in a "complex and subtle process of enculturalization" (Crotty, 1998, p. 79). Therefore, knowledge is not discovered; it is constructed within the framework of meaning defined by human culture (Crotty, 1998; Creswell,2012).

The epistemological dimension for this research assumes that the meaning of leadership and followership have been framed and defined by the pre-existing cultural settings in which those processes occur (Schein, 1985; Creswell,2012); therefore the researcher can only know

those meanings only through understanding the meaning assigned by the people within those cultural settings (Crotty, 1998; Hartley,2010).

Going on, the distinction between constructivism and constructionism is important to this research and must be clarified. Constructivism contends that the individual human being engages with objects in the world and makes sense of them. Constructionism, however, contends that the cultural framework for meaning is largely pre-established by society for an individual and not usually created by the individual when confronted with a social scenario. Meaning is provided for us and taught to us within a social environment; therefore, the cultural framework of existing society largely pre-empts the process of the creation of meaning implied in constructivism (Crotty, 1998; Gergen et al., 2007). This research assumes that the cultural framework for perceptions of leadership effectiveness already existed within the contexts of the colleges inspected.

The third dimension of the interpretivist/constructionist research paradigm, its axiology or value system, is based on assumptions that values are not separable from the human experience, either for research subjects or for researchers. A sense of what is right, important, and beautiful frames everything in the human experience. This dimension is undeniably part of any research perception or conclusion and should be identified (Guba & Lincoln, 2000).

The axiological position or value system of this study is a spirituality that endorses the sanctity of the individual and individual human rights. Additional values included respect for the rule of law, learning, and the aesthetic perceptions consistent with those of popular, U.K. culture and practice in the early 21st Century.

The final dimension of the research philosophical paradigm is the methodology of the study (Creswell et al., 2007; Tashakkori et al., 1998; Guba & Lincoln, 1998). This research follows a mixed methods approach, combining the socially constructed nature of reality,

relationships, and situations (Denzin & Lincoln, 2003), to understand data produced by the quantitative method.

To lay hold to the above claims, further reference was made to Hammersley (2013), who concurs that, educational research has several competing views of the social sciences, and that these views are often referred to as paradigms; so in cementing the foundation for this study, reference was made to Hammersley (2013, p. 13) who portrays paradigms as 'not simply methodologies; they are ways of looking at the world; different assumptions about what the world is like and how the researcher can understand or know about it'. In other words, a paradigm is a way of pursuing knowledge through a shared set of beliefs and principles (Hammersley 2013; Kuhn 1962); and accordingly summarizes paradigms by the three following fundamental questions: First, by answering the ontological question,(i.e.what is the nature of knowledge); Second, the epistemological question,(i.e. what is the nature of knowledge and what is the relationship between the knower and that phenomenon that would be known); and Third, the methodological question as regarding the appropriate approach to the inquiry; while gleaning from Lincoln and Guba (1985), who added a fourth- axiology (i.e. what the ethical grounding of the research is). Recently, the author, Lukenchuk (2013), argues that the term 'paradigm' was popularised and given a contemporary meaning by the theorist Thomas Kuhn (1970) when Kuhn, the researcher, adopted the word to refer to a set of practices and beliefs that define a scientific discipline. That belief notwithstanding, a fundamental characteristic of paradigms is that they are significant in underpinning researchers' approaches to methodologies. To the extent that this research is concerned with understanding how the board of directors associate with and therefore influence higher levels of college effectiveness, the researcher takes the for granted assumption that individual board of directors construct their own multiple realities based on their day to day life experiences and knowledge; and so the study falls within the social science discipline in which the

meanings that the board of directors hold are part of their construction of the world around them (Giddens,1976; Burr,2003).

The detailed scope of the literature review suggests that paradigms are themselves social constructions that generate debates, into the philosophies of positivism and interpretivism. These philosophies fall into the two central conceptions of social reality. The study itself is concerned with understanding how the representation of board of directors working as a team on the governing board is associated with high levels of college effectiveness; so that while positivism relates to the philosophical stance of the natural scientist and entails working with an observable social reality to produce generalisations, interpretivism emphasises that human beings are different from physical phenomena because they create the meanings they study (Saunders et al., 2019); hence the board of directors are seen as individuals creating meanings and working in a team environment; making meaning: the reason why the researcher views individual college governors as constructing their own multiple realities based on their day-to-day life experiences. So, as an interpretive study, the research looks at the governance of colleges from the perspective of different groups of stakeholders, creating desirable outputs for all its members. It means that throughout this thesis, the phenomena to be researched are about human experiences creating meanings on the governing board, and so the ontological beliefs become multiple realities. Further, because this study also takes the form of an in-depth historical analysis of how governance in the GFE college has changed over time, the researcher's knowledge of the phenomenon is historically situated and shaped by the product of its time. Therefore, the social facts acquired are social constructions agreed on by the participants and for that matter, the research philosophy underpinning this study is that of social constructionism.

4.3. A NOTE ON SOCIAL CONSTRUCTIONISM

Linking this chapter to the previous discussion, social constructionists see the world as being socially constructed; for example, they see a 'world' consisting of multiple and different realities (Stokes et al., 2016). In this case, the views of individuals are predicated on interpreting the 'world' through individual and unique interpretations, meaning is shared, thereby constituting a taken–for–granted reality. In essence, the board of directors of the college is a group of individuals who are interpreting knowledge as it occurs to them, rather than recognising knowledge as an objective reality.(Schwandt, 2003). To that extent, there is no single way to describe social constructionism; neither is there one feature that could be said to identify a social constructionist position. (Burr,2003:p.2). Therefore, while social construction may be viewed as a term applied to the theories that emphasise the socially created nature of life, others like Burr (2003) went further to think of social constructionism as an approach which has at its foundation one or more of four critical underlying assumptions. Firstly, Burr (2003) argues that social constructionism insists that the researcher takes a critical stance toward the taken-for-granted ways of understanding the 'world'. In doing so, the notion of reality as objective, fixed and knowable is challenged. Secondly, the author argues that the understanding of the world around us must not be seen as static but historically situated, changing and developing over time, supporting the view earlier held by Berger & Luckmann (1991) that change is brought about by human activity. Thirdly, Burr (2003) suggests that knowledge is sustained through the daily interactions between people during social life, noting that while reality is always defined, it is individuals and groups of individuals who define it. To buttress this point, Cohen et al. (2004) assert that the construction of knowledge is a negotiated process in which specific interpretations are a privilege, whilst others are eclipsed. Fourthly, knowledge is viewed as an interactive process; hence, the focus on teams and teamwork at board of directors meetings was given priority in

this research. Considering all these factors made the researcher question whether the significant conceptions of social reality are essential. For example, the researcher thought of concepts such as ontology, epistemology and paradigm which are philosophical perspectives and are viewed as a set of assumptions which structure a research approach; and how that research is conducted so that ontologically, the researcher adopted a social constructivist stance, bearing in mind that social phenomena and their meanings are in a constant flux of change (Bryman, 2016). Therefore, in this thesis, the assumptions of ontological conceptions concerning the nature and purpose of the phenomenon being investigated are of a socially constructed spirit. Further consideration was given, and the distinction drawn that while ontology is concerned with the spirit of reality, epistemology is the nature of knowledge or what it means to know (Cohen et al., 2000), so in considering ontology, the researcher pondered over some questions which came to mind in conducting this study. For example, the researcher questioned his worldview and how he has come to understand association by pondering and asking rhetorical questions like, for example, what is association? And is association natural? Is reality one of an objective nature or the result of individual cognition? The researcher continued to enquire by asking, following Cohen et al. (2000), whether reality is given or whether one's mind creates it. Later, as the researcher's enquiry developed through research, the researcher discovered that these are questions stemming from philosophy as the normalist-realist debate. The conception is that the normalist view holds that objects of thought are merely words and that there is no independently accessible thing constituting the words' meaning. In this regard, normalist view reality as being the individual's creation; and in the study, the meanings that are attached to various committee findings become significant. The board of directors played the role of actors socially constructing their individual experiences, in their various ways of seeing the world as educationists, accountants, finance persons and as managers.

Grounded in the conviction that social constructionists view knowledge and truth as created, and not discovered by the mind, it becomes clear that the social world is a reality constructed through people's perceptions and interactions with others (Denscombe, 2009); and to create knowledge, one needs all activities against shared interpretations and practices between people. (Saunders et al. 2019). Therefore, in considering the association between the board of directors and higher levels of college effectiveness, great emphasis is placed on everyday interactions between the insider governors and their staff on the one hand and between insider governors and outsider governors working together in a team setting.

Further, it is important to highlight that the college governing board (board of directors) creates meaning from the externalities imposed on them by the central government through the funding body, Ofsted, and parents in their attempts to construct the effectiveness of colleges. To this extent, their taken-for-granted realist position is influenced by external considerations and imposed on them as long as governors are also bound by the Articles and Instruments by which they must govern, including the policies enacted by the central government. Further, external considerations were imposed on the board of directors/governing board in performing their duties in line with the seven Nolan principles of good governance. Social constructionists like Grint (2000, 2005), therefore, are likely to problematize the variability in actors' roles by addressing the conditions that create them. Viewed in this way, the social constructionist view of effective leadership focuses on and is shaped by influences, relationships and socialisation and the changes in meaning and ways of becoming educational leaders and board of directors in a world of education that is continually changing is being constructed; so this is why Grint (2000, 2005) presents a social constructionist view of governance that has significant implications for governing board members and the meanings they attach to their governance roles and behaviours, perceptions and beliefs as a changing construct in a continually changing educational landscape. It is

these perceptions that shape the board of directors' multiple realities (Burr, 2003, 2015) and are what then define a true association between the board of directors and the higher levels of college effectiveness, premised on their worldview.

Putting all these ideas together, the researchers' conception of taken-for-granted reality is that the truth about an association between the board of directors and high levels of college effectiveness refers to outcomes (outstanding or otherwise in the case of Ofsted judgment), and is observable by other stakeholders. As a consequence, the research becomes located in the interpretive paradigm because the researcher wants to understand the methods by which individuals create, modify and interpret the world in which they find themselves as college governors. So then it becomes clear that the epistemology - the very basis of knowledge- its nature and forms, regarding how learning is acquired and communicated to other people, helped to develop an understanding of the ontological components of the social world (Mason, 2017) of the participants.

 A final reflection on the researcher's practice as an FE lecturer and a college governor, and how this experience may impact the research study, was considered. Consequently, the best approach was to research corporate governance in English FE colleges, bearing in mind their stakeholder constructs, and the interpretations of the world within which the board of directors of an effective college sees itself. The relationship between the researcher and the colleges and their stakeholders, i.e. the research epistemology, is quantitative (using figures to constrain the belief) and inductive (qualitative) (i.e. mixed) to enable the researcher to construct and develop the board 'outsider' and board 'insider' association with higher levels of college effectiveness. As Blaikie (2007, p.9) explains:

"Qualitative research aims to describe the characteristics of people and social situations and then to determine the nature of the patterns of the relationships and the networks of

relationships between these characteristics. Putting all these ideas together, the research developed, bearing in mind, limitations and the overall justifications (discussed in later chapters) and opted for a mixed methodological approach.

4.4 RESEARCH DESIGN

The use of mixed methodology would be justified in a later chapter (Chapter 4.7) as a more complete and contextualised understanding of the causal mechanisms in research. (Creswell,2003; Onwuegbuzie,2003a). But for now, the study's design of a mixed-method has necessitated two phases of study: a quantitative phase (regression and structural sequential equation modelling), followed by a qualitative phase where social constructionism (discussed above and in Chapter 5) as a phenomenon was considered. This study opted for a mixed-methods approach, using both quantitative and qualitative procedures.

4.5. A NOTE ON MIXED METHODS

The development of theory regarding high levels of college effectiveness and its association with effective governance institutions has been discussed as proceeding inductively and deductively. Deductively, by drawing upon general theories of human behaviour in the literature, and inductively, by drawing directly from Ofsted reports and the lived experiences of governors, clerks, and lecturers themselves (Steers, 1975). Using theories of leadership and human behaviour in organisations, for example (Steers,1975; Savage,1987), and drawing upon documentary sources, such as codes of governance and responsibilities of college governors, it was possible to derive concepts and propositions about what constitutes effectiveness for governors. While goal attainment, stakeholder satisfaction, and resource acquisition have been emphasised in various theories as the requirements for understanding effective colleges (Holland, 1988; Freeman,2004), this study seeks to further understand the

different characteristics of governors and how these characteristics associate with higher levels of college effectiveness, thereby contributing to the literature.

In addition, while goal attainment, stakeholder satisfaction and resource acquisition suggest some essential general functions that boards perform, the emphasis in the study is the association with the insider and outsider theory; and how this association translates into college effectiveness; the requirement of specific skills and knowledge of board members for the board to effectively discharge its key responsibilities; and in doing this, it is essential to emphasise a mixed-methods approach as espoused by Tashakkori and Teddlie (2003); as essential to examine the quantitative and qualitative aspects of a phenomenon. This approach entailed collecting, analysing, mixing and integrating quantitative and qualitative data at some stage of the research process within a single study (Creswell, 2005). Mixed methods as argued in earlier chapters is used in this study to help to capture the complexities of defining 'effectiveness' and the trends and details of situations, such as the complex issue of 'association' between the board of directors and higher levels of college educational and financial effectiveness.

4.6. JUSTIFICATION FOR USE OF MIXED METHODS

One argument posited by proponents of mixed methods is that they address much more comprehensive research purposes than do quantitative or qualitative methods alone(Newman, Ridenour, Newman, DeMarco,2003). Consistent with this assertion, Green et al. (1989) had earlier categorized five purposes of mixed methodology studies:(i), triangulation(seeking convergence and corroboration of findings for different methods that study the same phenomenon); (ii) complementarity (seeking elaborations, illustration, enhancement, and clarification of the findings from one method to help inform the other method) (iii) development (using the findings from one method to help inform the other

method) (iv) initiation (discovering paradoxes and contradictions, that lead to a re-framing of the research question) (vi) expansion (seeking to expand the breadth and range of inquiry by using different methods for different inquiry components) so, for example the method has helped the researcher to explain relationships emerging from the quantitative data to inform the qualitative phase. By applying mixed methods to the study, the research has revealed flexibility in addressing the complex issues of 'association' and 'effectiveness' in further education with much more clarity. This approach has also helped the researcher to develop a holistic conceptual framework; (figure 3), guiding the lay person and to validate quantitative regression results by linking the information extracted from the qualitative phase of the study, thereby placing the researcher in a better position to combine empirical precision with descriptive precision. (Onwuegbuzie,2003a); by helping the researcher to probe further into the dataset to understand its meaning and to use the quantitative findings to verify findings from the qualitative method and vice versa (Onwuegbuzie & Teddie,2003); thereby enhancing the interpretation of significant findings, resulting in a clearer understanding of the phenomena. Through the qualitative method, the research has been able to explain relationships emerging from the quantitative data. As the study combined both qualitative and quantitative methods similar to Brannen and Moss (1991); Creswell et. al,(2007) finding as they did, the study finds that in general the data analysed qualitatively proved useful in the identification of conceptual issues; the qualitative analysis fleshed out the coded responses, elaborating the meanings already encapsulated in the codes and added new meanings' (Brannen and Moss 1991: 19); (Creswell et al, 2007). This was especially the case in the qualitative analysis and construction of board of directors(governing board) functional, behavioural and college leadership constructs.

A further advantage of this mixed-methods approach is that: It is often said that research should be reflective with a critical reflection upon the process and the outcomes. Reflexivity

is perhaps the most distinctive feature of qualitative research (Tindall 1994); Creswell et al (2007), as it is an attempt to make explicit the process by which the material and analysis are produced. It is a concept which is particularly central to research, and it is evidenced in this thesis, where the researcher is using a questionnaire in the construction of knowledge about college desirable outcomes and the association with governor behaviours. According to Wilkinson (1998: 493), at its simplest, however, the questionnaire process was considered to be disciplined self reflection; and in developing this concept to identify the personal, functional and disciplinary reflexivity of the researcher, the researcher acknowledges whom he is as a researcher, revealing how his personal interests and values as a teacher and a college governor may have influenced the research process; thus enabling functional and disciplinary reflexivity; and acknowledging his position as researcher in the construction of knowledge, including how who he is may have directed and shaped the course of the research. This process of reflexivity should enable the reader to judge the content of the research in the context of the values, assumptions and biases that the researcher brought to it, allowing the validity of the research to become focused on personal and interpersonal qualities rather than on method. In this way, the study has become `a knowledge in process, which is tied up with a particular knower' (Reason and Rowan 1981: 250; Bryman et al. 2015).

The added benefit of mixed methods is that they complement each other and provide a complete picture of the research questions (Tashakkori & Teddlie, 1998).

So, following the above considerations, the study used a sequential explanatory mixed methods design consisting of two distinct phases. In this design, the quantitative data is collected and analysed first, while the qualitative information is collected and analysed second to explain or elaborate on the quantitative results obtained. The quantitative data

helped identify a potential predictive power of selected external and internal influences on college Ofsted scores—college effectiveness and purposefully selected board insiders and outsiders as governing board characteristics for the second phase.

For example, the significance of quantitative findings was amplified. In line with determining the significant findings, the study showed the statistically significant indices (i.e., p-values). The p-values estimate the probability that results from the sample could have occurred if the null hypothesis is true. If the null hypothesis is true, the probability of the sample result is no greater than ψ (the level of significance that is set in advance by the researcher (i.e. a priori)); and if ψ is small(e.g., 0.05), the researcher would reject the null at the a priori level of significance. The converse may happen, in which case the null may not be rejected. The quantitative findings also reveal a practical significance in revealing the effect size of the data. Effect sizes measure the size of the difference; thus, providing information about the theoretical significance of a result (Thompson,2002). So in the study, the researcher computed and interpreted R^2(uncorrected effect size) and adjusted R^2 (corrected effect size). The quantitative study also measured the clinical significance, i.e, looking at the amount of change, large or small enough to make meaning to the study.

Then, the study used a qualitative case study approach to explain why certain external and internal factors were significant predictors of association with high levels of college effectiveness, knowing that the goal of a qualitative study is to obtain insights into a phenomenon (Connoly,1998; Bogelan and Biklen, 2003) by helping people to negotiate meanings.

Consistent with Salomon (1991), the study found that the issue in this research is not quantitative versus qualitative methods, but rather it is whether the researcher is taking an analytic approach to understanding a few controlled variables and developing a systemic

approach to understanding the interaction of variables and data in a complex environment, such as in the field of education governance.

In summary, whilst the quantitative data and results provided a picture of the research study, the qualitative method and its analysis refined and explained the statistical results by exploring in-depth board insiders' and outsiders' behaviours regarding their presence by addressing 'how' and 'why' so that at the end of the research, an understanding of the phenomena is provided.

4.7. LIMITATIONS OF MIXED METHODOLOGY

Although it is clear that the researcher has opted for a mixed-method approach to the study, some researchers have criticised this method due to some drawbacks. Creswell and Plano Clark (2007) were of the view that mixing different ontological and epistemological considerations (two opposing worldviews) in a single study was not a suitable thing to do in their belief of the dichotomy of worldview, with Guba (1987); emphasizing that 'one worldview precludes the other just as the belief in a round world precludes belief in a flat world' (ibid p.31). Another limitation of the mixed methods approach often cited is that in a mixed method approach, there is a requirement that the researcher has at least sufficient knowledge of both quantitative and qualitative methods independently and a knowledge of how and at what stage to mix these methods appropriately to achieve good study outcomes.

Identifying and measuring statistical significance can also be a drawback. The argument here is that although p-values helps the researcher to rule in or to rule out chance as an explanation for an observed finding, statistical significance testing testing is often subjected to mis-understanding and mis-interpretation; misuse or abuse because of lack of understanding (Thompson,2002); as some believe that a p-value of $p<.05$ is less important or less significant than p-value of $p<.001$

Further, an additional downside to significance testing is that all p-values represent a function of the underlying sample size; i.e. the smaller the sample size, the smaller the probability of obtaining a statistically significant result (Fan,2001). Additionally, some researchers claim that effect sizes can vary as a function of the researcher's research objective, as outlined by Onwuegbuzie & Levine (2003), and that clinical significance is only relevant in clinical studies. As a result of all these observations, policy makers and consumers may become confused, find it difficult to understand and interpret findings, to the extent that even a researcher's prejudice may lead to bias in findings.

However, given the drawbacks as cited, this researcher is of the view that mixing quantitative and qualitative methods for the study has highlighted a true association between the college governing board and how this association has influenced high levels of college educational and financial effectiveness, with the board working in a team setting.

4.8. DATA COLLECTION & DATA ANALYSIS

In this chapter, an explanation of how the data were collected and analysed is presented in each stage. The quantitative part of the study involved setting a Generalised Least Squares Regression model (GLS), employing the STATA software package 12, where the effects of board composition variables on college effectiveness were explained. Generalised Least Squares regression (GLS) is a statistical method for estimating the parameters of a linear regression model when the residuals are correlated or have unequal variance. The researcher applied the GLS method because the ordinary least squares (OLS) estimator was not the best linear unbiased estimator (BLUE). Thus, the (using GLS) approach minimises the weighted sum of squares (WSSE) where the weights are inversely proportional to the variance of the error terms. An added advantage of using GLS is that it allows for heteroscedasticity (unequal variance) and autocorrelation (correlation among error terms) in the error structure.

To begin with, correlational analyses, robustness and heterogeneity checks on data, including Hausman and GMM tests on whether to use fixed or random effects, were employed to test data quality, validity and reliability. Statistical observations were also reported. The results are summarised in this chapter and reported in Chapter 5, which indicates that board insiders, board outsiders and learner success rates are positively associated with high levels of college effectiveness measured by Ofsted score of success and college financial health.

The entire study revolves around the Insider-Outsider debate, sitting within the framework of stakeholder theory, and viewing concepts of board insiders as principals, board outsiders as non-executive directors and critical stakeholders such as Ofsted, FEFCE, teachers, parents and the skills funding agency as essential partners. In educational settings, board insiders and board outsiders form the leadership of a college.

Further information was gleaned from Kerr and Glade(1989) to support the importance and the significance of improving the effectiveness of English Further Education colleges. The researcher tested the Insider-Outsider Theory in corporate governance literature on inspected English General Further Education colleges between 2010 and 2018; starting with some hypotheses, seeking to push the statement that there is an association between board composition and high levels of college effectiveness , and proceeded to adopt the views in Table 11 below.

TABLE 10: PHILOSOPHY

Issue	Interpretive Paradigm
Philosophical basis	Reality: is socialy constructed
The role of research	To see the world as NOT static but changing and developing

	brought about by human activity
Role of researcher	Neutral (but close) observer
Theoretical Approach	Rationale, using mathematical models.
Methods	Mathematical models to validate, reject or refine the propositions and Qualitative; aligning with a theory
Analysis of society	Search for order. Knowledge is constructed by the daily interactions of individuals

Source: Author's construct

From the GLS quantitative analysis, the study proceeded with the qualitative part of the study utilizing a thematic approach where characteristics such as the vision of the governor and his ability to map out constructs for college effectiveness emerged as essential considerations. This part of the study commenced with a questionnaire to governors, principals' professional colleagues and lecturers. The questionnaire was designed to gauge participants' interpretation of Ofsted value statements on effective leadership and higher levels of college effectiveness and governance characteristics categorized under a competing values framework. (see Figure 7). The Competing Values Framework represents a phenomenon that describes the core dimensions of a distinct set of organisations. (College) The core dimensions are represented as quadrants and each quadrant stands for a distinct set of organisational and individual characteristics based on the study's claim that human service organisations (colleges) operate simultaneously in several domains. The quadrants identify the criteria for college effectiveness. These characteristics as summarised by Ofsted were grouped under themes: vision, ability to develop people, ability to redesign an organisation and ability to maintain external relationships all of which would lead to the higher levels college effectiveness (See Chapter 5 for a detailed explanation and relevance). The results are linked to the discussion in chapter five. The thematic analysis model was used because its benefits have been summarized by Boyatzis (1998) as follows:

Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes the data set in detail. However, it frequently goes further than this and interprets various aspects of the research topic.

So, following an exhaustive examination of the literature review, and the response gleaned from participants, a two-phase sequential explanatory procedure was designed and developed culminating in our results shown in chapter five. The study achieved the above results by considering colleges as separate 'organisations' within which governance operates. Ofsted's observation reports and transcripts identified vital effective leadership and governance themes. The competencies identified as being essential for effective management necessary for an association with a college are specified and informed by Insider-Outsider Theory, within the stakeholder framework. More importantly, the themes of interest conjectured from the literature as potentially significant to effective board contributions were evident in the decision sequence data. As highlighted in this chapter, performance inflexions were associated with four sequences, namely (vision, developing people, developing organisation and managing external relations, including scrutiny), implying that the joint exercise of these themes may have been material as effective contributors with the board exerting influence on college effectiveness. The researcher also observed individual board members as skilful and robust in drawing on experience to provide strategy, vision and direction.

For a final consideration and justification for choosing this method, the study concurred with Bliss et al. (1983), who maintain that a word or phrase does not contain its meaning as a bucket contains water. Hence, the stand in this research is that qualitative data analysis does bring more profound meaning and understanding to the research questions. By combining both methods, the results of the quantitative and qualitative phases were integrated during the discussion of the outcomes of the entire study (Creswell et al., 2003) because, overall,

"combined quantitative and qualitative methods create a stronger outcome and enable exploring greater complex aspects" (Malina et al., 2011, p. 11). In Table 12, below the study presents a visual diagram of the mixed methods methodology-based sequential explanatory procedure the study employed in this study.

TABLE 11: VISUAL DIAGRAM OF MIXED METHODS METHODOLOGY SEQUENTIAL EXPLANATORY PROCEDURE

Phase	Procedure	Produce
Quantitative data	Panel web-based questionnaire	Numeric data
Quantitative data analysis	GLS (generalised linearity, coefficients), panel data	Descriptive statistics, p values
Case selection using a purposeful sample		
Case selection	Outstanding colleges in inner London (N=2)	
Qualitative data	Developing interview questions, individual in-depth interviews, elicitation of materials	Interview protocol, text data, documents, coding, and themes
Integration of qualitative and quantitative data	Thematic analysis, interpretation, and explanation	Discussion, implications, and future research

Source: Author's analysis, 2023

4.9 POPULATION

The population chosen for the study was Ofsted inspected English Further Education Colleges. The sample size was two hundred and fifteen colleges out of two thousand two hundred and fifty-one general further education colleges (2010-2018); however, only one hundred and seventy-two were Ofsted inspected and judged within the period. The study is based on these inspected and Ofsted-judged colleges. There is little guidance in the literature concerning sample size; and can be hard to estimate in the initial stages of the research exercise; therefore, in this instance, the study was limited to the observable phenomenon of Ofsted. All these colleges were incorporated as Further Education Colleges with governing

boards. Primary data about each college, including enrolment numbers, success rates, Ofsted inspection grades and date of inspection, the board size, outsider board numbers, insider board numbers, gender, qualifications, and experience of board members as well as committees served on is kept on each college website together with financial statements. Where all or some of such information was unavailable, a phone call was made to the board's secretary.

Outsider board members are the non-executives, while insider board members are the executives, including principals and vice-principals, who are involved in the day-to-day leadership of the college. Usually, there is more than one vice principal because colleges tend to appoint vice-principals for separate functional areas, in line with the distributed/shared leadership discourse discussed in chapter three. So, a college may have a vice principal for curriculum and teaching; and a vice principal for management and human resources; however, the number of vice-principals a college may have and their designation depend on each college's needs and size. The consideration is that prominent colleges do appoint a chief executive officer whose role is separate from the principal's. In all cases, the principals and the chief executive officers are set by the governing board through its search committee. The search committee advertises the role externally and makes appointments after an interview to find candidates with the requisite skills and knowledge. In practice, some colleges may appoint vice-principals by a recommendation and an interview from the senior management team without needing external advertisement.

There were a total of 2251 English General FE colleges from 2010-2018 (compiled from AoC: Key facts: 2016-2021; and gov. uk statistical releases); however, 172 English General FE colleges were Ofsted inspected within the study period (2010-2018); therefore, participant college sample consisted of 172 Ofsted examined Colleges in England while response data

were collected from 215 colleges. Ofsted's judgement scores informed the inclusion of 172 colleges in the study. Out of the 172 colleges, Ofsted found 26 colleges to be outstanding and effective. The lived experiences of the clerk to the governing body also influence the study as the minutes and views shared enable insider board members, and outsider board members to consider their interpretations of their association with college effectiveness. In this regard, governance becomes socially constructed, becomes a product of socio-historical and collective meaning and is negotiated on an ongoing basis through the interplay of stakeholders (Collinson, 2006) all aimed at one goal:-producing effective colleges.

4.10. SAMPLING TECHNIQUE AND SAMPLE SIZE

Participants of this study were selected using a purposive sampling approach where the geographical location of colleges was paramount but also bearing in mind the interpretive paradigm with the intuition that participants selected would provide data for the study. It is a non-probability form of sampling, because the researcher does not seek to sample research participants on a random basis. One of the significant benefits of purposive sampling is the wide range of sampling techniques it employs. The main goal of using this approach is to enable the researcher to focus on characteristics of the population that are of interest to the research so that those sampled are relevant to the research questions that are being posed (Bryman, 2012 p. 418); selecting units i.e. people, organisations, documents, departments for example, and making direct reference to the research questions being asked.

The specific groups the research targets are board insiders and outsiders who are experts. The "characteristics' of knowledge, skills, and expertise of governing board insiders and board outsiders are required during the exploratory phases of the study. These "characteristics' are employed as independent variables to establish board association with college Ofsted score and financial score (constructs of effectiveness).

As noted, 172 colleges were Ofsted inspected out of a total of 2251 colleges in England between 2010 and 2018. Table 13 below shows Ofsted scores of colleges included in the study. Twenty-six (26) colleges were judged outstanding in the study. The 172 colleges comprised 26 outstanding colleges, 102 good colleges, 14 satisfactory colleges and 30 unsatisfactory colleges as shown in Table 13 below.

TABLE 12: SUMMARY OF OFSTED SCORES OF COLLEGE EFFECTIVENESS

(Ofsted grade)	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*	*2018*	*Total*
Outstanding (1)	5	4	1	4	2	1	2	4	3	26
Good (2)	22		2	1		6	26	31	14	102
Satisfactory (3)	14									14
Unsatisfactory (4)	1						3	14	12	30
Inspected Sample	42	4	3	5	2	7	31	49	29	172
Not inspected	233	280	277	273	274	267	174	132	145	2055
+notice-concern	12	0	1	2	2	3	4	0	0	24
Grand Total	287	284	281	280	278	277	209	181	174	2251

Source: Ofsted.gov.uk (2018): AoC Publications (2016-2021)

4.11. RESEARCH INSTRUMENTS

Close-ended questionnaires were used to collect data of a qualitative and quantitative nature from the participants (Appendix 2, 3 and 4). Having gathered numerical data, the study followed this procedure by constructing a panel-based generalised least squares regression. Third, the study proceeded to select two outstanding colleges and conducted individual in-depth analyses via questionnaires on two clerks together with an examination of their Self-Assessment Reports (SAR) (Appendix 4). Fourth, the study ran a documentary analysis and coding search from Ofsted observation narratives to determine the "characteristics" of governing board members (Appendices 5 and 6). Fifth, a questionnaire was administered to all board secretaries to determine their interpretation of the concepts of college effectiveness, board effectiveness, insider/outsider orientation, board size, and individual characteristics.

The questionnaire was designed to gather information about each of the specified areas of composition including board member skills and experiences (Appendix 2). Finally, the study performed structural equation modelling (explained and discussed in later chapters), using the governance and leadership characteristics summarised from Ofsted's observation records as associated with 26 outstanding colleges shown in appendices 5 and 6., including vision, developing people, developing organisation, managing external relations; and redesigning the organisation.

The study's first phase involves quantitative data collection through questionnaires administered to the participants, with secondary research data on General Further Education colleges collected via the college's websites. However, because only 172 GFE colleges were Ofsted inspected within the study period, the study was limited to these 172 FE colleges. The second phase, the qualitative phase, was conducted with 26 outstanding colleges (out of the total of 172 FE colleges), two Principals, and two clerks. The selection of participants for the qualitative phase was based on Ofsted's outstanding judgement scores. The final stage of the study was undertaken via the twenty-six colleges' websites to examine and note down the characteristics of governing board members that may have influenced their colleges' effectiveness(outstanding) scores.

4.12. DATA COLLECTION PROCEDURE

The selection of participants is of central importance to any study and to this extent, Horsburgh (2003) maintains that the selection of participants should be made based on their ability to provide relevant data. The author argues that situational, rather than demographic representativeness is what is sought. With this in mind, the researcher gathered data for this study from various sources, including United Kingdom government statistical releases, United Kingdom Department for Education (DfE) releases, English FE Dataset, the

Association of Colleges website and two hundred and fifteen colleges' websites. Following Horsburgh's standpoint, a postal survey of two hundred and fifteen colleges was carried out to gather sufficient data to answer the research questions within the timescale of resources available to the researcher. The researcher considered other methods; however, due to time constraints, these would be unsuitable. The postal survey of 215 colleges could have been extended to cover the entire two thousand two hundred and fifty-one GFE colleges for the study period; however, time constraints for this study, and others including sample size constrained by challenges such as gaining access to colleges and their academic secretaries, the response from the survey questionnaire and therefore, the lack of participants to conduct interviews constrained this step.

Also, the researcher gathered additional data in the form of qualitative information to corroborate findings in a separate interview with the clerks of two college governing boards (see Appendix 4 for the interview questionnaire). Richards (2014) distinguishes quantitative coding as data reduction and qualitative coding as data retention. Data transformed into numbers at the point of collection become decontextualized, nuances in expression are lost, and the meanings attached to the numbers by the researcher differed from those held by the respondents. During de-contextualisation, the data was assigned codes to units of importance in the texts. In re-contextualisation, the codes' similar utterances were brought together, forming patterns and then reintegrated, organising, and reducing the data around central themes which culminated in the performance inflexions of vision, developing people, re-designing the organisation, and managing external relations (scrutiny) This interpretive method described by Starks and Brown-Trinidad (2007) distils textual data to a set of categories or concepts from which the final product was withdrawn. This is the method adopted to capture and assign data values in the competing values framework model (explained and discussed in later chapters), and adapted in the spirit of Leithwood and Levine

(2005) in the qualitative data reduction phase of the study. The thematic analysis method adopted for the qualitative section of the survey was appropriate because it fulfilled several conceptual requirements. Firstly, its academic freedom provided a flexible and valuable research tool that provided rich, detailed, yet complex data accounts. Second, it allowed themes to emerge which had not been considered before Ofsted's observation and transcripts. Third, it provided the potential for illuminating real-life situations through their narrative structure (Phoenix et al., 2010), thereby contributing to new knowledge and educational policies.

The competing values framework, developed by Robert Quinn in 1984 and revised in 1988, was used to explain the various governor roles required for personal effectiveness for leaders in complex college environments. For purposes of clarity, the competing values framework represents a phenomenon that describes the core dimensions of a college. At the heart of the competing values framework is the observation that there are two crucial dimensions to the effective management of colleges, a flexibility-stability dimension and an external-internal focus dimension. At the core of a college are four quadrants with each quadrant standing for a distinct set of college and individual factors. The quadrants identify the criteria for effectiveness that must be pursued by the college. Quinn (1984) argued that these two dimensions require the effective governor to be adaptable and flexible yet must be controlled and goal-oriented. At the heart of the study's claim is that these dimensions and domains, each of which has a different set of legitimizing norms, and each generating particular governing principles, success measures, structural arrangements and work represent the position of the study that colleges and college governance are the prototypes of multi-purpose organisations that must meet educational and vocational outcomes, hence governors must consider their effectiveness with regards to the environment, internal processes yet maintain the human relations that are external yet impinge on the effectiveness of the college.

Therefore, applying the competing values framework (see Figure 7) and using secondary data from the World Wide Web and questionnaire on observed colleges, the researcher devised and adapted Quinn's framework to gather and analyse Ofsted reports from Ofsted's observation judgement reports of the 172 observed colleges.

4.13. DATA ANALYSIS TECHNIQUE

Throughout the research, data has been constructed to create knowledge. As the creation of knowledge cannot be separated from the social environment in which it is formed, data is constructed as a process of active knowledge construction within and from social forms and processes; thus the concensus held between individuals is the ultimate criterion upon wich to judge the veracity of knowledge. One result is that this view requires alternative conceptions of a 'failed' or a 'failing' college. Colleges who previously might be judged to have failed can alternatively be said to have inadequately synthesized information in order to relay a socially acceptable interpretation. Thus failure resides not in a lack of absolute rightness, but rather in personal interpretation having less accurate predictive validity within the mediated socialenvironment. Bearing all these in mind, it is then but a step to note that in order for the governing board to create effectiveness, the entire board must be enabled to access those social elements of learning and support that will promote their development and social interpretation.

This study forms an integral part of the 'world' in which the researcher works. Seen in this light, the researcher's actions may have influenced the meaning and context of the experience under investigation hence researcher subjectivity becomes a real risk when using an interpretive paradigm. However, to the extent that questionnaires from principals, governors and clerks drew on other voices as they do, some more powerful than others, and given that it is virtually impossible to eliminate all bias in what one chooses to pay attention to and report

on, in any context there was 'little the researcher could do but to position himself somewhere to say something at all' (Hall,1990, p.18). So, for example, when drawing the questionnaire and analysing data, the researcher considered whether he was addressing the participants as colleagues and expecting their responses to be of a certain nature. In the circumstances, all that a researcher can do is aim to be aware of this potential: of the fact that a researcher's judgements are never value-free but are informed by the researcher's ideology and values. (Horsburgh,2003). Be that as it may, this thesis has moved in the continuum between deductive and inductive approaches.

From this perspective, some researchers argue that the deductive element- i.e., the research contentions- arises from an inductive source, i.e. from the researchers' previous position as a college governor. Therefore, from this point of view, the research becomes grounded in Glaser et al.'s (1967) conception of the term. This was followed up with examining what and, if so, which statistical techniques would be appropriate and sufficient for the analyses; and whether more complicated regression methods are necessary, given that simplicity may help disseminate information to the layperson at work and in educational research. The study has previously used basic statistical methods, such as Chi-square and linear regression. Multiple regression techniques were new to me; however, the study was keen to develop knowledge because this technique gave a detailed examination and produced useful business management information on the validity and statistical interpretation of the results; hence the main reasons for examining the appropriateness of the multiple regression approach.

The variables for the theoretical framework are explored, detailing the dependent variables; represented as the Ofsted score and financial score (Ofsted score and SFA score) and the independent variables (board composition characteristics) constructed in a GLS model

(discussed in earlier paragraphs). Correlations were computed to examine the degree of association between the independent and dependent variables.

The dependent variables were Ofstedsc and Sfascore, representing Ofsted educational judgement (outcome) success scores and Ofsted financial judgement (result) financial scores, respectively. The independent variables were board size, board outsiders, board insiders, board gender, knowledge of board members in education, knowledge of board members in finance, number of learners, and success levels. The study applied the Generalised Least Squares (GLS) which is a statistical method for estimating the parameters of a linear regression) on the fixed-effects and random-effects models to test the various hypotheses/propositions; after considering the Ordinary Least Squares (OLS) model. The preference for the GLS method over pooled OLS regression was explained earlier as due to the critical assumptions of homoscedasticity (i.e. the assumption that the variance of different groups being compared is similar or equal) and no serial correlation (i.e. a measure of the relationship between a variable's current value and its past values) in pooled OLS (Wooldridge, 2002). Wooldridge, (2002) argues that pooled OLS requires the errors in each period to be uncorrelated with the explanatory variables in the same period for the estimator to be consistent and unbiased. A GLS regression is more suitable for the study in that it corrects for the omitted variable bias and the presence of autocorrelation (i.e. a measure of the relationship between the same variable at different points in time) and heteroskedasticity (unequal scatter) in data.

Regression analysis was used to test the propositions and to reveal the relationships between corporate governance instruments, control variables and college performance. The ordinary least square (OLS) estimation was used to diminish the residuals of the models for the current study function (Hair et al. 1998). OLS estimation minimises the residual of the model and

enables the sample regression function to explain the maximum portion of the regression function (Cuthbertson, Hall & Taylor 1992).

The study performed various diagnostic tests including Testing for Multicollinearity; Robustness tests, Testing for endogeneity, Testing for Heterogeneity, applying the Hausman Test (for Fixed and Random Effects) and the GMM Test for the General Means of Moments. A summary of the results is shown below Table 13a.,which then provides a link to chapter 5.

Table 13 a SUMMARY OF GLS DIAGNOSTIC TESTS LINKING DISCUSSION TO CHAPTER 5

TEST	RESULT	IMPLICATION
Collinearity/Multicollinearity To test whether several Independent variables are correlated. 2 variables are considered perfect collinear if their correlation coefficient is +/-1 (see page 259-260)	Sig at 1% with p<0.01 (p=0.01) NO ISSUES	Data quality is good and not manipulated/correlated. Independent variables in the study include bins, bout, and gender (male). Multicollinearity among variables results in less inference.
Endogeneity		
To test whether one variable is Being influenced in movement by the other (Woodridge 2002) Refers to this as simultaneous causality. (see Table 18 p262)	Variable of interest=board insider. Bins sig at 1% with p<0.8 (p=0.1) NO ISSUES	The dependent variables in the study (Ofstedsc + Fsasc) do not cause the independent variables (bout, bins, bkeduc, bkfin) to move simultaneously.
Using 2sls to test the association Bins vrs success (Ofstedsc) (see page267)	The variable of interest Ofstedsc) Success (Ofstedsc) sig at 1% with p<0.01 (P=0.01	Board insiders as leaders influence Ofstedsc
Hausman Test: to choose between Fixed effects and	To decide if the p-value is small(less than 0.05), the	The null hypothesis is that the preferred model is

random effects

(See page 266) | study rejects the null hypotheses. log of success is significant at 1% with P=0.01. Fixed effects were preferable. | random but this was rejected. It accepts the hypothesis that college success level (Ofstedsc) depends on college financial health. |
| **GMM Test**: To check for endogeneity caused by measurement errors, or momentum constraints (in other words, how true is Ofstedsc as a measure of college success? (see Table 25, p 267-268) | Here the variable of interest is college success as measured by Ofstedsc Success is sig at 1% with p<0.01 | There is a true association between scores that Ofsted inspectors give and college grading... This means that Ofsted is most likely capable of scoring adequately. |

Integrating qualitative content analysis with the quantitative counterpart has helped the researcher uncover something new (in the form of uncovering leadership characteristics necessary for college effectiveness) to add to the knowledge area. For a study to be successful, Trochim (2006) refers to two "broad methods of reasoning as the inductive and deductive approaches" (p. 2). Specifically, induction is moving from the specific to the general, while deduction begins with the general and ends with the specific. Accordingly, arguments based on experience or observations are best expressed inductively, while opinions based on laws, rules, or other widely accepted principles are best expressed deductively. This supports Creswell and Plano-Clark's (2007) observation that the deductive researcher works from the top down, from a theory to hypotheses to data, to add to or contradict the theory. While the researcher benefitted from these two schools of thought, the study followed the latter school of thought because the researcher was convinced that the process of developing and testing a theory does not begin with an inductive enumeration of observational data but

rather with deductive reasoning. Therefore, in the qualitative method, the study viewed the college as a community within the stakeholder context. In this regard, the college is an organisation that maintains relationships with several groups, and these relationships affect college outcomes through its governance structure.

For the quantitative study, the panel data were unbalanced. The study covered 172 GFE English colleges that were Ofsted inspected from 2010 to 2018 at random intervals in 2010, 2016, and 2018; a total of 516 observations. Using panel data is the first remedy to address cross-college factor-specific heterogeneity. According to Green (2011) and Wooldridge (2013), panel data structures allow for modelling the dynamics in an investigation. The potential heterogeneity within the selected colleges may influence or bias the results, leading to a correlation between an entity's error term and the predictor variables.

Similarly, failing to account for potential dynamics in the analysis is usually associated with biases in the estimates. One other benefit of using panel data is the ability to model the dynamics of adjustments. Since this investigation uses data from 2010 to 2018 for the selected variables, modelling the dynamics is a viable estimation approach.

The effects of board composition variables on college effectiveness are explained. P-values are reported to 2 decimal places. There are 172 Ofsted-inspected FE colleges observed in 2010, 2016, and 2018, giving a total of 516 observations. The study applied correlational analyses to examine the association between college effectiveness and board composition characteristics. Fixed and random effects on colleges were performed.

4.14. VALIDITY AND RELIABILITY

Validity means the accuracy of the result. Authors like Silverman (1993) refer to it as "truth", which can be interpreted as the extent to which an account accurately represents the social

phenomena to which it relates, leading Vaus (2001) to suggest internal and external forms of validity. According to this author, internal validity is the extent to which the structure of a research design enables the reader to draw unambiguous conclusions from the results. In this study, we find that board insiders and outsiders are associated with college effectiveness through the quantitative analysis of GLS regression results. Further, the structural equation model depicts board insiders and outsiders as leaders and associating themselves in various ways within the college framework to ensure Ofsted college effectiveness. This study also employed multiple regression results to test the first two hypotheses, the idea being to establish the evidence and reliability for the hypothesis and, by extension, the objectives and validity of the study by employing Karl Pearson's coefficient of correlation to measure the degree of relationship between the variables. All these measures feed into our discussion of results in Chapter Five. They together shape the college's vision and redesign it to attain effectiveness.

External validity, accordingly, is the extent to which the results from research can be generalised "beyond the particular study" (Vaus, 2001, p. 28). As the study previously noted, 172 Ofsted inspected General Further Education colleges out of 2251 (AoC Publications 2010-2021; Ofsted.gov.uk) in the study period. However, 26 Ofsted inspected outstanding colleges (see Appendix 1), representing 15% out of 172 inspected colleges, while representing 1.16% of the total population of 2251 colleges. The second search, using documentary evidence from the web-wide world on the characteristics, knowledge, and expertise of 323 governors out of 551 governors of the 26 outstanding colleges, represents 59%. These sample sizes may be considered small in this research by some scholars who may argue that it may be problematic to generalise the results of the entire study. Nevertheless, Cohen et al. (2007) posited that it is the understanding of a phenomenon which is more paramount in a study rather than its validity. More importantly, it is the trend that the issues

and themes that emerge from this study will inform and lend credibility to the research questions. The research design and methods used to collect and analyse data were selected as appropriate to the worldview, and a mixed-methods approach was adopted. The validity of the methods used is provided by Polonyi (1958), who explained that the basis of personal knowledge in a decision to understand the world from one's point of view is an individual claiming originality and exercising judgment responsibly.

Therefore, the quantitative method was complemented with a qualitative study and questionnaire to evaluate and validate any claims of association between board composition and college effectiveness and to lend credence to the study.

4.15. ETHICAL CONSIDERATIONS

The procedure for setting up the research involved various steps. First, the colleges were contacted by letter, and the intent and purpose of the research design were communicated. To protect the colleges' privacy as well as the rights of interviewees, the researcher made it clear to the participants that the entire process would be done anonymously and that no participant would be identified in any reports (Appendix 2, 3, 4).

The importance of ethics in this study cannot be overemphasised. Ethics refers to rules of conduct; typically, the analysis means to conform to a set of principles or a code (Masunga, 2013). Ethical issues are essential to research because the 'right to know' should be balanced against the participant's right to privacy, dignity, and self-determination (Robson,2002). A graduate of the University of Staffordshire would be required to observe these requirements to the letter, especially at the questionnaire development and soliciting stage. This study was undertaken with the highest importance placed on ethics. The guidelines (BERA, 2004) emphasise the confidentiality and anonymous treatment of participants' data, and were strictly adhered to in this study. At the start of the study, data collection was undertaken;

colleges, principals, clerks, and governors were informed of the purpose of data collection; assurance was given to them that confidentiality and anonymity would be maintained while disseminating the results of this study. A written informed consent (see Appendix 2) was sent to the participants. Participants were made aware of the general purpose of the research and their right to withdraw from the study at any time if they were not comfortable. The initial findings were conveyed to participants in the form of analyses and reports on all the data as the study analysed it.

In framing the SEM model to give validity and reliability to the quantitative findings, the study began by asking governors questions about the roles and relationships (association) in the context of education and board effectiveness. The overall aim was to identify and map direct and indirect causal and associative relationships between the governing board characteristics and college outcomes. The sampling strategy was to take the summary of Ofsted findings and characteristics of 26 (twenty-six) outstanding colleges. Confirmatory factor analysis was adopted to explore the underlying structure of the response data and to test the extent to which the features outlined in Ofsted statements of outstanding colleges challenge in response to governor characteristics. Four governor characteristics were summarised under the survey of outstanding colleges to include: Vision, developing organisation, developing people, and external/scrutiny relations, discussed fully in chapter five (5).

TABLE 13: SURVEY SCORES OF FOUR GOVERNANCE DIMENSIONS

Survey scores	Vision	Developing people	Redesigning organisation	Scrutiny/use of data for external relationships
Score	1	10	2	8
	3	11	5	20
	4	13	9	0
	6	17	18	0
	7	19	23	0
	8	25	24	0
	12	26	0	0
	15	0	0	0
	16	0	0	0
	21	0	0	0
Total	93 (0.29)	121 (0.37)	81 (0.25)	28 (0.09)

Source: Author's analysis of latent variables response of Outstanding colleges derived from Ofsted summary of 26 outstanding colleges from 323 governors/principals (2022): if n=323, Governor questionnaire returned 8 colleges for Vision, 10 colleges for Dev people; 5 colleges for Re-designing Org and 3 colleges for Data/external relations

Given that n=323 (sample size of governors), then close to 50% of respondents think of developing *people as* the best characteristic of a leader/governor to be associated with effective colleges. However, adding all together sums to one; Σ (0.29) + (0.37) + (0.25) + (0.09) = 1 (which suggests all latent variables are competing and important to equal Ofstedsc score of 1, which indicates an outstanding college). Mirror this result with the intuition behind Figure 8, the two-way interwoven relationships for college effectiveness and with Figure 7, the competing values framework, to highlight the study's claim that service organisations (colleges) and their leaders/governors operate simultaneously in several domains, each competing with the other to ensure effectiveness. (Ofsted score of 1). N in our chart above translates to a college with an average of twelve (12) governors

4.16. SUMMARY OF CHAPTER

This chapter has discussed the methods employed in the execution of the research investigation, which included ontology, epistemology, axiology, research philosophy and approach to theory development. The philosophy for the study was discussed, and this provided an understanding of the belief regarding the phenomenon of interest in this study. The research design and population were also discussed, and so was the sampling method used in the selection of the actual research participants. The data collection procedure and the techniques for data analysis, validity and reliability, and ethical considerations were discussed. A summary of the GLS diagnostic tests performed and the latent variables underlying the responses to survey questions is provided as a link to the next chapter. This chapter helped to understand how the methods will be applied in the subsequent chapter to analyse the results obtained for the study. The position of the researcher regarding these aforementioned methodological factors is summarised in Figure 3a below: In:

FIGURE 3a: METHODOLOGICAL CHOICES & ASSUMPTIONS:

AXIOLOGY Value-bound	Meaning is constructed, not discovered Multiple and contradictory but equally valid accounts of the world (the college) can exist Knowledge is perspectival. There are knowledges
ONTOLOGY Critical Realism	Researchers are part of what is researched, subjective. Researcher interpretations are key to contributions Researcher is reflexive
EPISTEMOLOGY **Social** **Costructionism**	There is one reality but this is blocked by a 'subjective lens'. Focus on explaining what we see and experience Our senses deceive us so context is important Often takes place within social and organisational structures
RESEARCH **PHILOSOPHY** Interpretivism	Assumes that social reality is subjective Aims to explore the complexity of social phenomena Attempts to map the variety of perceptions and views people take on a given research topic (e.g. association between governing board and college effectiveness)

CHAPTER FIVE

5   RESULTS AND DISCUSSIONS

5.0 INTRODUCTION

This chapter analysed the results, intending to investigate the propositions of the study. To begin with, Section 5.1 of this chapter analysed the demographic data on the research participants to gain a better insight into the participants involved in the study. Section 5.2 presented the diagnostic test results. In Section 5.3, the study examined the association between governing board composition characteristics and college educational effectiveness. Section 5.4 examined the association between governing board composition and college educational and financial effectiveness. Section 5.5 assessed how the knowledge, experience, and skills of stakeholders working in a team environment influence college effectiveness. The findings of the study are discussed in Section 5.6.

5.1. ANALYSIS OF DEMOGRAPHIC CHARACTERISTICS AND BOARD FUNCTIONS

This section analysed the demographic characteristics of the board and its functions. This is to help understand the category of the population used in this study and the nature of their work in the FE colleges under study. Furthermore, it helps in getting a better insight into how to interpret the results of this study.

5.1.1 ANALYSIS OF DEMOGRAPHIC CHARACTERISTICS

The findings regarding the characteristics of college governors in the overall sample of 172 GFE-inspected colleges are indicated in Figure 4 below. In this figure, it is revealed that nearly 42% of governors have had the experience of an occupation related to the educational

sector. Also, the results show that almost 48% of governors have had knowledge in a career related to finance. Figure 4 indicates that 5% of governors have had experience in banking and law, and 5% of governors have had experience in managing estates.
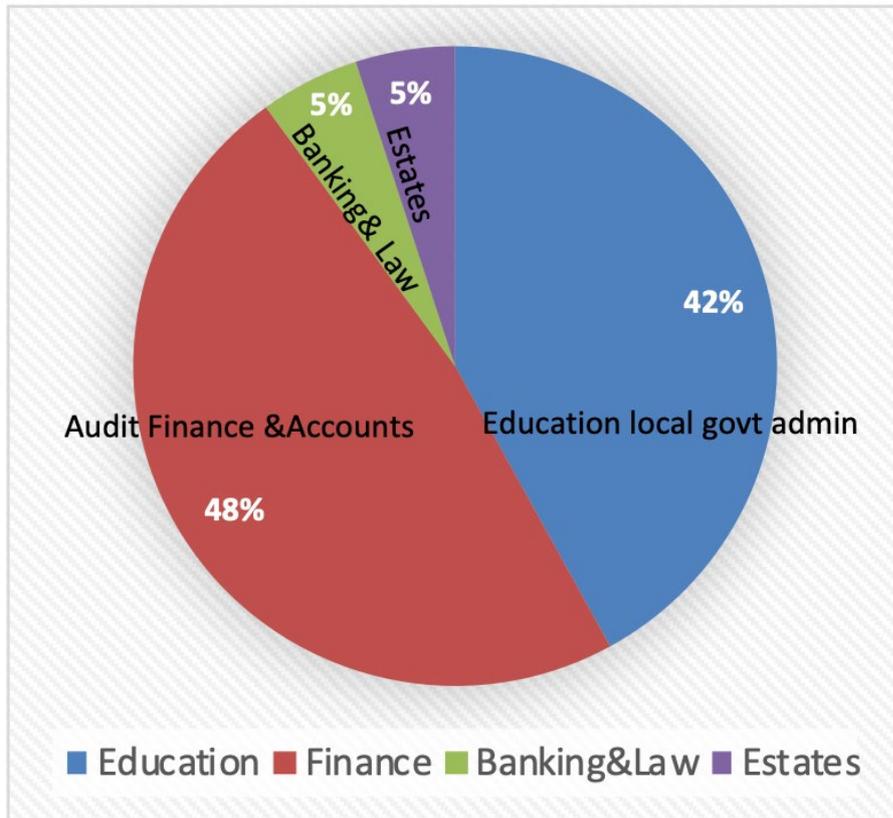
FIGURE 4: EXPERIENCE AND BACKGROUND OF COLLEGE GOVERNORS

The study homed in on two separate but interrelated studies. The larger sample size of 172 Ofsted inspected FE colleges, and the smaller sample size of 26 FE Ofsted inspected outstanding colleges drawn from the larger sample. Based on the study data, the 172 English Ofsted Inspected Colleges had 516 observations in 2010, 2016, and 2018, with 3,160 governors. Of the 26 outstanding colleges, 60% were male, and 40% were female. However, of the number of principals, 54% were male, and 46% were female as presented in Table 15 below.

TABLE 14: BOARD SIZE AND COMPOSITION: GENDER

Colleges (N=172)	Total	Per cent
Male	1918	61%
Female	1242	39%
Total	3160	100%
N=26		
Male	332	60%
Female	219	40%
Total	551	100%
N=26	Principal	Principal
Male	14	54%
Female	12	46%

Source: Author's computation from the study, 2023

5.1.2 BOARD COMMITTEE AND FUNCTIONS

Figure 5 below, illustrates board representation at committees presenting five main committee areas: audit and finance; curriculum standards and quality; search and governance; resources and strategy; appointments, management, and remuneration. In their attempt to re-design their colleges, governing board members are expected to associate themselves with one or more of these functional committees. Overall, the most frequently convened committees were those dealing with finance, audit, and standards. Working groups and ad hoc committees typically included those dealing with areas of vision setting and have curriculum, standards, and quality; employer links human resources and appointments; search and governance; remuneration, appointments, and governance; and resources and strategy.

FIGURE 5: BOARD REPRESENTATION AT COMMITTEES

Committees

- Audit
- Search&Gov
- Strategy
- HR

5.2 DIAGNOSTIC TEST RESULTS

5.2.1 TESTING FOR MULTICOLLINEARITY

No multicollinearity issues detected: In Table 16 below, board outsiders, insiders, and gender (male) are significant at 1%. Correlations were computed among seven independent variables. The correlations in the main variables of interest, i.e. board outsiders and board insiders were significant at 1% with P=0.01. The results in Table 16 below, indicate that there are no large and significant multicollinearity issues that may undermine the independent variables' statistical significance. Generally, multicollinearity occurs when two or more independent variables are highly correlated with one another. This situation arises when an independent variable is predicted from another. In instances where the degree of correlation between the variables is high, the fit of the model and its interpretation can be wrong. Green (2011) and Wooldridge (2013) recommend that multicollinearity is significant when the variance inflation factor is greater than 10 (ten). However, developing the rationale behind

this phenomenon is not within the scope of this study as the study finds no issues of multicollinearity. Below are results from Generalised Least Squares Regression indicating Ofstedsc with all variables:

TABLE 15: GLS OFSTEDSC ON INDEPENDENT VARIABLES (CORRELATION MATRIX)

Variables	Ofstedsc	
Bout	0.86***	(0.02)
Bins	0.78***	(0.02)
Bkeduc	-0.02	(0.03)
Bkfin	0.03	(0.03)
bgen1	0.14***	(0.02)
Bexpski	0.21	(0.00)
Learners	-0.00	(0.00)
Success	0.00	(0.00)
Constant	1.19***	(0.44)
Observations	516	
Number of ofstedsc	5	

Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1

5.2.2 OFSTEDSC ROBUSTNESS TEST

In Table 17 below, (p. 128), the test shows that board insiders are significant at 10%. The positive association of board insiders with ofstedsc is repeated here strengthening the case for reliability of the data. This is the diagnostic robustness test the study performed to examine to what extent the GLS regression coefficients behave and whether they perform effectively. At the same time, the study tests the response of the independent variables with the dependent variable to examine underlying assumptions. The study finds one variable of interest, board insiders (bins), significant at $p=0.1$; means board insiders associate with college effectiveness

TABLE 16: ROBUST TEST

Variables	ofstedsc	
Bsize	-0.05	(0.05)
Bout	0.05	(0.05)
Bins	0.08*	(0.04)
bgen1	0.00	(0.02)
Bkeduc	-0.05*	(0.03)
Bkfin	-0.05*	(0.03)
Learners	-0.00	(0.00)
Success	-0.01**	(0.00)
Constant	3.51***	(0.46)
Observations	516	
R-squared	0.04	

*Robust standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.2.3 OVTEST RAMSEY RESET

Table 18, below (p. 129) shows the Ovtest diagnostic test. This is to test that the model has no omitted variables. The study performed this test to determine whether non-linear combinations of the fitted values help explain the response variable. The significance of the independent variable of interest, board insiders (bins), does not appear to have altered with the dependent variable; which was significant at 10% with p=0.1.

TABLE 17: OVTEST RAMSEY RESET

Variables	Ofstedsc	
Bsize	-0.05	(0.05)
Bout	0.05	(0.05)
Bins	0.08*	(0.04)
bgen1	0.00	(0.02)
Bkeduc	-0.05*	(0.03)
Bkfin	-0.05*	(0.03)
Learners	-0.00	(0.00)
Success	-0.01**	(0.00)
Constant	3.51***	(0.46)
Observations	516	
R-squared	0.04	

*Robust standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.2.4 TESTING FOR ENDOGENEITY

No endogeneity issues were identified. Endogeneity is a statistical concept that occurs when there is a correlation between an independent variable and the unexplained variation in a dependent variable, meaning that the errors in a model are not truly random. Endogeneity can lead to biased results which can undermine the validity of inferences and incorrect conclusions.

 In Table 19 below, (p. 130), the test for endogeneity showed that the model had no endogenous regressors. The study used the method of instrumental variables to estimate if there are causal relationships between the dependent variable and the independent variables. By doing this, the study wanted to test if there is an endogeneity problem, that is- to test whether the dependent variable correlates with an error term. Wooldridge (2002) indicates that endogeneity bias may be caused by simultaneous causality; accordingly , simultaneous causality is a phenomenon which occurs when one or more independent variables are jointly

determined with the dependent variable, i.e. when independent variables and dependent variables simultaneously cause each other to move (Wooldridge, 2002). In this study, the independent variable of interest, board insiders, remains significant, p=0.1.

TABLE 18: TEST FOR ENDOGENEITY

Variables	β (ofstedsc)	
Bsize	-0.05	(-0.05)
Bout	0.05	(-0.05)
Bins	0.08*	(-0.04)
bgen1	0	(-0.02)
Bkeduc	-0.05*	(-0.03)
Bkfin	-0.05*	(0.03)
Learners	0	0
Success	-0.01**	0
Constant	3.51***	
Observations	516	
R-Squared	0.04	

*Robust standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.2.5 TESTING FOR HETEROGENEITY USING GLS

No heterogeneity issues were detected: Recall that heterogeneity tests for unequal scatter in statistical results, so to trust a study's results, it is important that the residuals have a constant variance. Generally speaking, a researcher would look for patterns in the residuals and if there is one, then the researcher can conclude that there is a problem and the results may not be trusted or relied on.

Table 19 below, (p.131) shows the results of model heterogeneity using GLS. The study performed this test because researchers claim that statistical heterogeneity is not a good or

bad thing in and of itself; however, it is helpful to know how to interpret the analysis. In the test, the study found many significant relationships, denoted by p-values. In this test, the study finds board insiders; the independent variable of interest significant, p=0.05; board knowledge in education; and board knowledge in audit and finance are also positively significant at p<0.01. This is an essential finding of the research as these results mean that these characteristics are important for the board to have in order to make any positive association with college effectiveness. Incidentally, the curricular and standards and audit and finance committees are the most regular and governing board members meet more regularly on these committees than on other committees.

TABLE 19: HETEROGENEITY USING GLS

Variables	Ofstedsc	
Bsize	-0.06*	(-0.03)
Bout	0.04	(-0.03)
Bins	0.08**	(-0.03)
Bkeduc	-0.03***	(-0.01)
Bkfin	-0.03***	(-0.01)
Learners	0	(0)
Success	-0.01***	(0)
Constant	3.47***	(-0.31)
Observations	516	
Number of urns	156	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.2.6 GLS LOG OFSTEDSC LOG SUCCESS

In Table 21, below (p.132), the study computed the relationship between logofstedsc and log of success rate to find out if indeed Ofsted scores can be equated to success (effectiveness). The study found a strong association between logofstedsc and logsuccess.(effectiveness) This

result indicates that for a college to become outstanding, it must attain an outstanding ofstedsc of 1. This is a test to validate Ofsted judgement of effectiveness because a college cannot be deemed outstanding if Ofstedsc is not equal to 1.(Ofsted effectiveness measure is tested and accepted).

TABLE 21: GLS LOG OFSTEDSC LOG SUCCESS

Variables	logofstedsc	
Logsuccess	-0.667***	(-0.201)
Constant	3.755***	(-0.887)
Observations	460	
Number of urns	155	

*Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1*

5.2.7 THE HAUSMAN TEST

The Hausman endogeneity test consists of running the second stage regression with the residual from the first stage added and testing the null hypothesis that the coefficient of the residual is zero, so the study used the Hausman test. Table 22;(p.133) below, helps choose between the fixed and random-effects models.

The null hypothesis is that the preferred model is random effects. The null hypothesis states that there are no systematic differences between the two models (Wooldridge, 2002). Essentially, the Hausman test looks to see if there is a correlation between the unique errors and the regressors in the models. To decide if the p-value is small (less than 0.05,) the study rejects the null hypothesis. In this case, the log of success level (logsuccess) is significant at 1% with p=0.01 therefore, the study rejects the null and accepts the hypothesis that the success level depends on financial health (SFA score). The SFA score explains how successful a college is in managing its finances, which success then draws more money to it.

Incidentally, an outstanding Ofsted college must also have an outstanding financial score. This is a significant finding since a college can be closed and/or merged with an outstanding college by the FSA if a college's financial health is rated poor by Ofsted. (AoC, 2017). Colleges overcome this weakness by recruiting governors with financial and auditing expertise on their governing boards who give scrutiny to college finance.

Besides the above-outlined findings, the analysis relies on the Hausman test to confront the decision of which is the most appropriate estimator for this investigation (Hausman, 1978). The Hausman test checks whether the assumption of conditional independence between the intercept and independent variables holds.

TABLE 20: HAUSMAN TEST FOR FIXED AND RANDOM EFFECTS

Variables	*logofstedsc*	
Logbins	0.0967	(-0.0609)
Logsuccess	-0.656***	(-0.208)
Constant	3.521***	(-0.935)
Observations	451	
Number of urns	152	

*Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1*

TABLE 21: FIXED EFFECT LOG OFSTEDSC

Variables	logofstedsc	
Logbins	-0.00735	(-0.0882)
Logsuccess	-0.482**	(-0.236)
Constant	2.961***	(-1.068)
Observations	451	
Number of urns	152	
R-squared	0.014	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

TABLE 22: RANDOM EFFECT

Variables	logofstedsc	
Logbins	0.0967	(-0.0609)
Logsuccess	-0.656***	(-0.208)
Constant	3.521***	(-0.935)
Observations	451	
Number of urns	152	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.2.8 OFSTEDSC VS BINS AND SUCCESS

In the study, the Dependent and Independent variable error terms are not correlated:

The study used the two-stage least squares regression method, as presented in Table 25 below, to check if the dependent variable's error terms are correlated with the independent variables. This method provides consistent regression equation estimates when controlled experiments are impossible. Again, the study finds the success rate significant at $p < 0.01$.

TABLE 23: 2SLS: OFSTEDSC VS BINS AND SUCCESS

Variables	ofstedsc	
Bins	0.0325	(-0.0204)
Success	-0.0121***	(-0.00446)
Constant	3.035***	(-0.371)
Observations	516	
R-squared	0.023	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.2.9 GMM

The GMM is a generic method for estimating parameters in statistical models. The GMM estimator minimises a quadratic form in a sample mean. In cases of endogeneity,

138

measurement errors and momentum constraints, GMM is used to capture the dynamics of different grades to recognise patterns.

Table 26 below shows a strong positive association between Ofsted inspectors' judgment of college effectiveness and college results.

TABLE 24: GMM

Variables	ofstedsc	
Bins	0.0325	(-0.0204)
Success	-0.0121***	(-0.00446)
Constant	3.035***	(-0.371)
Observations	516	
R-squared	0.023	

Robust standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1

5.2a RESULTS TO CONFIRM STUDY PROPOSITIONS USING GLS METHOD

Proposition 1a (ACCEPT)

P. (1a)H$_1$ Board Outsider (Bout) representation on boards of directors is associated with high levels of college educational effectiveness.

P.(1a) H$_o$ Board Outsider (Bout) representation on boards of directors is NOT associated with high levels of college educational effectiveness

TABLE 27: BOUT REPRESENTATION & EDUCATIONAL EFFECTIVENESS

Variables	Ofstedsc	
Bout	0.86***	(0.02)
Bins	0.78***	(0.02)
Bkeduc	-0.02	(0.03)
Bkfin	0.03	(0.03)

bgen1	0.14***	(0.02)
Bexpski	0.21	(0.00)
Learners	-0.00	(0.00)
Success	0.00	(0.00)
Constant	1.19***	(0.44)
Observations	516	
Number of ofstedsc	5	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

The test above (Table 16) shows that Board Outsiders are significant at 1%; p =0.01 with an effectiveness score of 0.02. Success rate is positive at (0.00), with a significant level set at 0.05; computed p<0.01, therefore the study rejects the null, H_o and accepts H_1.

Proposition 1b (ACCEPT)

P.(1b)H_1 Board Insider (Bins) representation on boards of directors is associated with high levels of college (Ofstedsc) educational effectiveness.

P.(1b) H_o Board Insider (Bins) representation on boards of directors is NOT associated with high levels of college (Ofstedsc) educational effectiveness.

TABLE 28: BINS REPRESENTATION & EDUCATIONAL EFFECTIVENESS

Variables	ofstedsc	
Bsize	-0.06*	(-0.03)
Bout	0.04	(-0.03)
Bins	0.08**	(-0.03)
Bkeduc	-0.03***	(-0.01)
Bkfin	-0.03***	(-0.01)
Learners	0	(0)
Success	-0.01***	(0)
Constant	3.47***	(-0.31)
Observations	516	
Number of urns	156	

In Table 16 above, Board insider (Bins) representation on boards of directors is associated with high levels of college educational effectiveness (Ofsted). It is significant at 5% ($p=0.05$) or (0.08**) with Ofstedsc at 0.03. The learner success rate at positive (0) is an indicator of college effectiveness; with a significant level set at 0.05; computed $p<0.05$, therefore the study rejects the null, H_o and accepts H_1.

Proposition 2 (ACCEPT)

P.(2)H₁ Board Outsider and Board insider knowledge and representation on the governing board is associated with high levels of college educational and financial effectiveness.

P.(2)H₀ Board Outsider and Board Insider knowledge and representation on the governing board is NOT associated with high levels of college educational and financial effectiveness

TABLE 29: BOUT & BINS KNOWLEDGE ON THE GOVERNING BOARD

Variables	Ofstedsc	
Bsize	-0.06*	(-0.03)
Bout	0.04	(-0.03)
Bins	0.08**	(-0.03)
Bkeduc	-0.03***	(-0.01)
Bkfin	-0.03***	(-0.01)
Learners	0	(0)
Success	-0.01***	(0)
Constant	3.47***	(-0.31)
Observations	516	
Number of urns	156	

Board Outsider (Bout) and Board Insider (Bins) are represented here with Board Insider significant at 5% ($p=0.05$); (0.08**). The board of directors must know about education (Bkeduc) at 10% ($p=0.10$) and knowledge in finance (Bkfin) at 10% ($p=0.10$) to be

associated with higher levels of college effectiveness; with a significant level set at 0.05; computed $p<0.05$, therefore the study rejects the null, H_o and accepts H_1.

TABLE 30 BOARD KNOWLEDGE IN FINANCE Vrs COLLEGE EFFECTIVENESS SFASCORE WITH SUCCESS

Variables	ln_fsascore	
ln_success	0.96***	(-0.3)
Constant	0.77	(-1.35)
Observations	460	
Number of urns	155	

*Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1*

When computing the log of finance score (ln_fsascore) with the log of success (ln_success), the study noted a significant relationship. Here, the log of success rate (ln_success) is significant at 1% $p=0.01$ at (0.96***); with a significant level set at 0.05; computed $p<0.01$, therefore the study rejects the null, H_o and accepts H_1); accepts that board knowledge in finance associates with college effectiveness.

This results in the success level of a college being determined by its financial health(effectiveness), implying that colleges with outstanding financial health have outstanding outcomes. In other words, more money follows effective colleges (colleges with outstanding results). Thus, a financially healthy college is an effective college (showing a strong and positive association between a college's financial health and its success rate). This result therefore supports proposition (2) that "Outsider'' and ''insider'' board knowledge and representation on the governing board are associated with high levels of college educational and financial effectiveness.

Proposition 3 (ACCEPT)

P.(3)H_1Representation of the board outsider and the board insider working in a team is associated with high levels of overall college effectiveness.

P.(3)H_o Representation of the board outsider and the board insider working in a team is NOT associated with high levels of overall college effectiveness.

TABLE 31: REPRESENTATION OF BOUT & BIN IN A TEAM SIZE

Variables	Ofstedsc	
Bsize	-0.06*	(-0.03)
Bout	0.04	(-0.03)
Bins	0.08**	(-0.03)
Bkeduc	-0.03***	(-0.01)
Bkfin	-0.03***	(-0.01)
Learners	0	(0)
Success	-0.01***	(0)
Constant	3.47***	(-0.31)
Observations	516	
Number of urns	156	

*Standard errors in parentheses*** $p<0.01$, ** $p<0.05$, * $p<0.1$*

TABLE 32: SUMMARY OF PROPOSITIONS

Proposition	Significant level	Result	Accept	Reject
1a. Outsider representation on boards of directors is associated with high levels of college educational effectiveness	$p<0.05$	$P<0.01$	√	
1b. Insider representation on boards of directors is associated with high levels of college educational effectiveness	$p<0.05$	$p<0.05$	√	
2a. Outsider and insider knowledge and representation on boards of directors are associated with high levels of college educational effectiveness	$p<0.05$	$p<0.05$	√	
2b. Outsider and insider knowledge and representation on boards of directors are not associated with high levels of college educational effectiveness				Rejects null Accepts 2a
3a. Representation of the insider and outsider board of directors working as a team is associated with a high level of overall college effectiveness.	$p<0.05$	$p<0.05$	√	
3b. Representation of the insider and outsider board of directors working as a team is not associated with a high level of overall college effectiveness.				Rejects null Accepts 3a

In Table 31(p.139), board outsiders and board insiders are represented here in a board size of 10% (p=0.1); with characteristics in knowledge in finance and education significantly indicated at 1% (p=0.01). These are shared in a socially constructivist manner; so, with a significant level set at 0.05, computed $p<0.05$, therefore the study rejects the null, H_o and accepts H_1, implying: accepting that representation of board outsiders and board insider working in a team is associated with high levels of college effectiveness.

Continuing to confirm proposition 3 (three), the study also conducted a qualitative study using a structural equation model, which confirmed and accepted the proposition that the board of directors under the study had certain behaviours which associate them with high levels of college effectiveness. (see figure 6 below for SEM social and behavioural relationships: with full explanation from pages 156-160).

FIGURE 6: SEM BEHAVIOURAL SOCIAL RELATIONSHIPS.
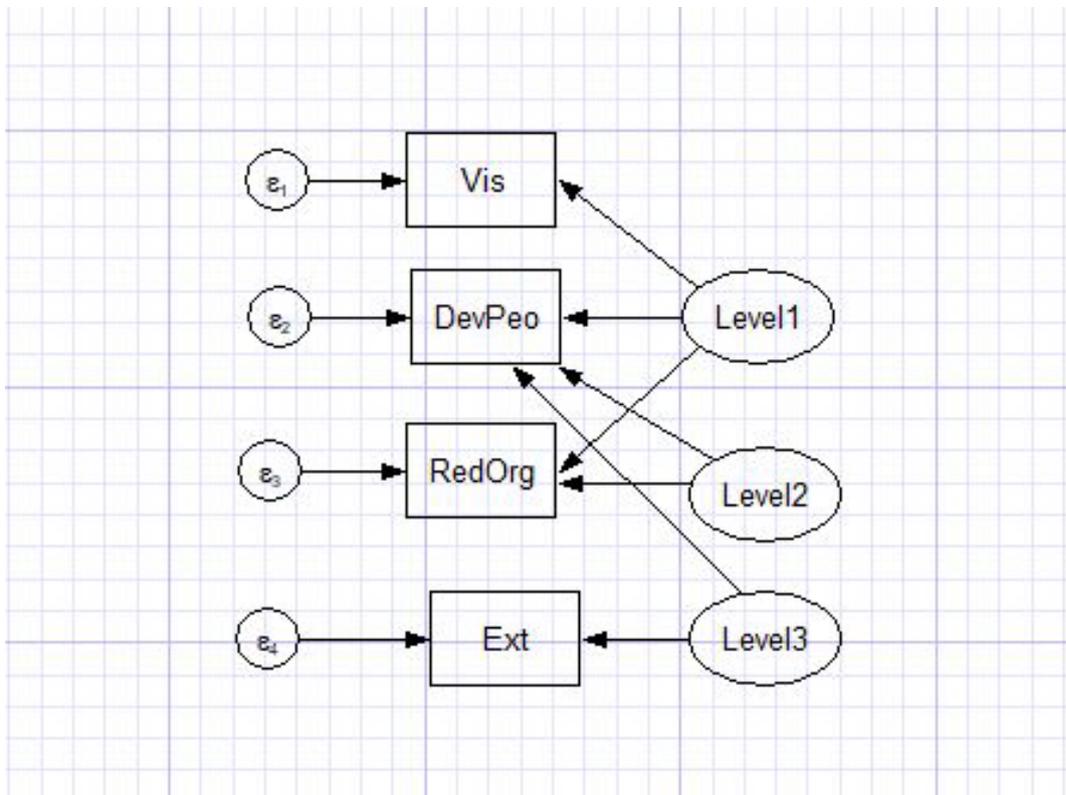
(depicting effective social and behavioural relationships of the board of directors in developing the vision, developing people, re-developing the entire college and maintaining external relations (stakeholders) at different levels of the college to construct college effectiveness/association).

Finally, the study tests the acceptability or otherwise of all the propositions by employing a series of multiple regression tests, which are summarised below.

5.3. RESULTS TO CONFIRM STUDY PROPOSITIONS USING MULTIPLE REGRESSION.

Multiple regression techniques were used to further test the acceptability or otherwise of the propositions of this study. These regression analyses enabled the researcher to determine both the degree to which the relationship between an outcome (the dependent variable) and the predictor (independent) variables exists. To establish the evidence for the propositions and, by extension, the objectives of the study, Karl Pearson's coefficient of correlation (r) was used to measure the degree of relationship between the variables. Applying Saunders et al (2012), the definition of r; if the value of r falls between 1 and a positive value of r; it indicates a positive correlation coefficient between the variables, while a negative value of r indicates a negative correlation. The study also explains that a zero value of r shows that there is no link between the two variables; that r = (+) 1 indicates perfect positive correlation, and that r = (-) 1 indicates perfect negative correlation and effect. The results of these are presented in the following subsections.

5.3.1 PROPOSITION 1A (ACCEPT)

P.(1a) Board Outsider representation on boards of directors is associated with high levels of college educational effectiveness.

Usually, independent variables are what the study expects to influence dependent variables. A correlation is a statistical measure that expresses the extent to which two variables are related. A correlation between variables indicates that, as one variable changes in value, the other variable tends to change in a specific direction, so a positive correlation shows a relationship between two variables in which both variables move in the same direction; and suggests that one variable increases as the other increases, while a negative correlation indicates that as one variable decreases, the other decreases. Evidenced in the tables below:

TABLE 33: MODEL: BOARD OUTSIDER ON - COLLEGE OFSTED EDUCATIONAL EFFECTIVENESS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.748^a	0.560	0.552	0.57756

a. Predictors: (Constant), bkeduc, bout, bgen1, bsize)

In Table 33 above the regression R has a value of 0.748 and adjusted R square of 0.552. These results indicate the extent to which a change in board composition affects changes in college educational effectiveness. Thus, the R and adjusted R square values show that a unit change in board composition such as board outsider, leads to R = 74.8% adjusted to 56% change in college Ofsted educational effectiveness. The result implies that board composition with board outsider (has a positive influence) and therefore is associated with high levels of college Ofsted educational effectiveness.

5.3.2 PROPOSITION 1B (ACCEPT)

P.(1b) Board Insider representation on boards of directors is associated with high levels of college (Ofstedsc) educational effectiveness.

TABLE 34: MODEL –BOARD INSIDER ON COLLEGE OFSTED EDUCATIONAL EFFECTIVENESS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.748[a]	0.560	0.552	0.57756

a. Predictors: (Constant), bkeduc, bins, bgen1, bsize)

In Table 34 above, the regression R has a value of 0.748 and an adjusted R-squared of 0.552. These results indicate the extent to which a change in board composition affects changes in college educational effectiveness. Thus, the R and adjusted R-squared values show that a unit change in board composition, such as a board insider, leads to an R = 74.8% adjusted to 56% change in college Ofsted educational effectiveness. The result implies that board composition with a board insider(has a positive effect) influences high levels of college Ofsted educational effectiveness.

5.3.3 PROPOSITION 2 (ACCEPT)

P.(2) Board Outsider and Board insider knowledge and representation on the governing board is associated with high levels of college educational and financial effectiveness

TABLE 35: COEFFICIENTS a – COLLEGE OFSTED EDUCATIONAL EFFECTIVENESS

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.666	0.344		7.752	0.000
	bsize	0.183	0.060	0.212	3.041	0.003

bout	0.156	0.067	0.162	2.342	0.020
bins	-0.183	0.064	0.200	-2.855	0.005
bgen1	0.272	0.064	0.287	4.263	0.000
bkeduc	0.220	0.070	0.234	3.126	0.002

a. Dependent Variable: ofstedsc All significant values (p-values) are less than the set significant level of 0.05; therefore, the study rejects the null. Rejecting the null means the results are statistically significant

In Table 35 above, all the independent variables (board size, board outsider,board insider, board gender (male), and board knowledge in education) all have significant effects on college Ofsted educational effectiveness; therefore the study accepts the proposition that Board Outsider and Board insider knowledge and representation on the governing board is associated with high levels of college educational and financial effectiveness

TABLE 36: MODEL SUMMARY – FINANCIAL HEALTH

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.874[a]	0.765	0.760	0.43841

a. Predictors: (Constant), bkfin, bins, bout, bgen1, bsize

In Table 36 above, the model shows R and adjusted R Square values are 0.874 and 0.760, respectively. These results indicate that board outsider and board insider representation on the governing board is associated with a high level of college financial effectiveness to the extent that a unit change in governing board composition (outsider to insider) leads to a 87.4% to 76.0% change in college financial effectiveness of 43.8%.

TABLE 257: ANOVAa – FINANCIAL HEALTH

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.471	5	32.112	167.075	0.000[b]
	Residual	114.244	167	0.192		
	Total	118.715	172			

a. Dependent Variable: Fsascore

b. Predictors: (Constant), bkfin, bins, bout, bgen1, bsize

The regression results presented in Table 37 (ANOVA-Analysis of Variance) represent a significant finding. The independent variables, such as board knowledge in finance, do show a significant and strong association with the financial health of a college. It is important to note that an effective or outstanding college is also a college with exceptional financial health. This finding supports research proposition 2 (two) and the study's claim that board insiders and board outsiders with the requisite knowledge in finance have a significant positive association with college financial effectiveness, and that a college with effective and outstanding financial health is also an effective college.

5.3.4 PROPOSITION 3 (ACCEPT)

P.(3) Representation of the board outsider and the board insider working in a team is associated with high levels of overall college effectiveness.

TABLE 26: ANOVAª – COLLEGE OFSTED EDUCATIONAL EFFECTIVENESS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	109.184	5	21.837	65.462	0.000[b]

Residual	85.729	167	0.334
Total	194.913	172	

a. Dependent Variable: ofstedsc
b. Predictors: (Constant), bkeduc, bins, bout, bgen1, bsize

TABLE 27: COEFFICIENTS a – COLLEGE OFSTED EDUCATIONAL EFFECTIVENESS

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.666	0.344		7.752	0.000
	bsize	0.183	0.060	0.212	3.041	0.003
	bout	0.156	0.067	0.162	2.342	0.020
	bins	-0.183	0.064	0.200	-2.855	0.005
	bgen1	0.272	0.064	0.287	4.263	0.000
	bkeduc	0.220	0.070	0.234	3.126	0.002

a. Dependent Variable: ofstedsc
All significant values (p-values) are less than the set significant level of 0.05; therefore, the study rejects the null. Rejecting the null means the results are statistically significant; the proposition is accepted.

In Table 38 above, when read together with Table 39, it shows that a college with higher levels of Ofsted educational and financial effectiveness is also a college with an outstanding /effective governing board. All the predictors, including the board insider, board outsider, board knowledge in education, board gender(male) and board size, have a significant effect on higher levels of college educational and financial effectiveness.

5.4. FURTHER EVIDENCE TO SUPPORT PROPOSITION 3 FROM SEM METHOD

P.(3) Representation of the board outsider and the board insider working in a team is associated with high levels of overall college effectiveness.

Earlier (p.141), the study noted that as a further check on the authenticity of the results in proposition 3 (three), the board outsider and the board insider are represented as working in a team, which is associated with high levels of college effectiveness using the SEM approach.

In drawing evidence from the social constructionist perspective, and to further test this proposition, the study used selective coding- selecting the core category, and systematically relating it to other types, and validating those relationships (Strauss et al., 2006). The study chose core categories using a range of criteria, including:

- Centrality, where all significant categories are related

- A high frequency of appearance within the data

- A logical and consistent explanation of these relationships between primary and core categories. Coding and analyses were conducted from Ofsted observation records of each outstanding college.

The study then summarises governance characteristics as adapted from Leithwood and Levine (2005), and applying the above steps, the qualitative data are then summarised, coded and then linked to variables: 1-2-3-4 as shown in Figure 7 below.

FIGURE 7: EMBODIMENTS OF LEADERSHIP AND GOVERNANCE
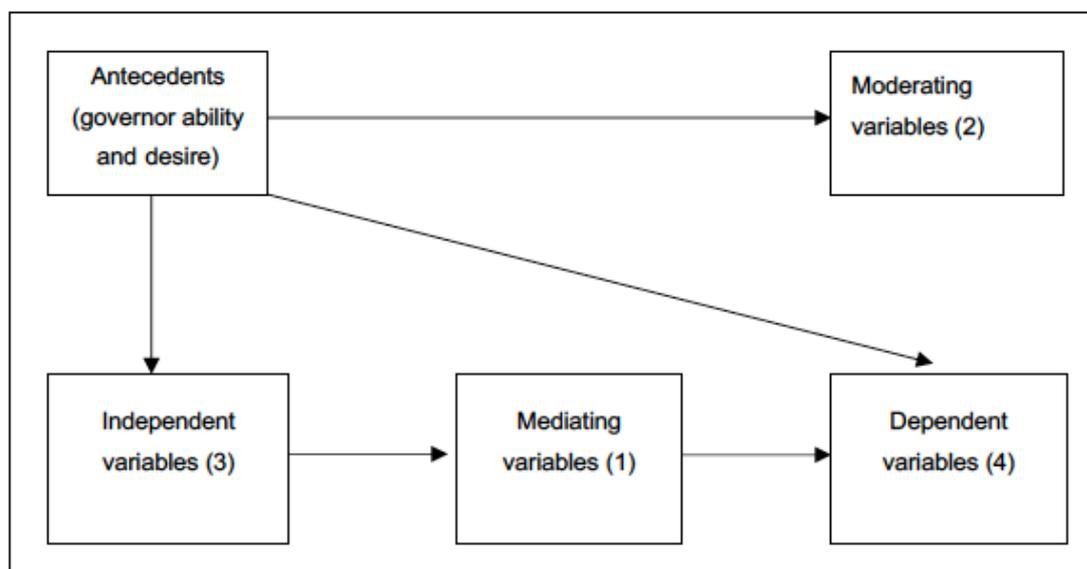
The embodiments of leadership and governance have four) latent variables (dimensions). These are stated above as Developing People, Redesigning Organisation, Vision, and External Relationship.

TABLE 40: GROUPINGS AND RANKINGS FROM COLLEGE RESPONSE DIMENSIONS/VARIABLES

Dimensions	Indep. var	Mediat var	Moderat var	Dep var
	Vision (3)	Developing people (1)	Redesigning college (2)	Success (4)

Note. See Appendix 5, competing values framework: 1,2,3,4 are used to denote leadership variables/characteristics. Source: (Adapted from Quinn 1984, p.85)

The intuition behind the groupings (themes) is that successful governance characteristics or behaviours, i.e., the independent variables in the study data, tend to develop and emerge through antecedent/dependent variables, e.g., ofstedsc and (financial)SFA score variables, because components such as knowledge, education, and skills-set are acquired over long years of practice and experience with the intuition that one tends to gain a more profound understanding of a subject or insight into practice the longer one practices these

characteristics. (Leithwood and Levine,2005). Consequently, those governance behaviours or practices, in turn, have direct and indirect effects on a wide range of other variables, including the quality of teaching and learning. Some variables, for example, accounting and auditing, scrutiny for teaching and management styles, moderate (enhance or mute) governance effects; while others 'link' or mediate governance practices to influence college effectiveness (see Appendix 1). Once identified, these governance themes are summarised in Appendix 1.

Moving on, the study collated the above characteristics into themes (interactions and behaviours: vision, developing people, re-designing organisation and external relations/data); and compiled these to form one model by applying a competing values framework to aid the grouping index, as indicated in Figure 8 below.

FIGURE 8: COMPETING VALUES FRAMEWORK
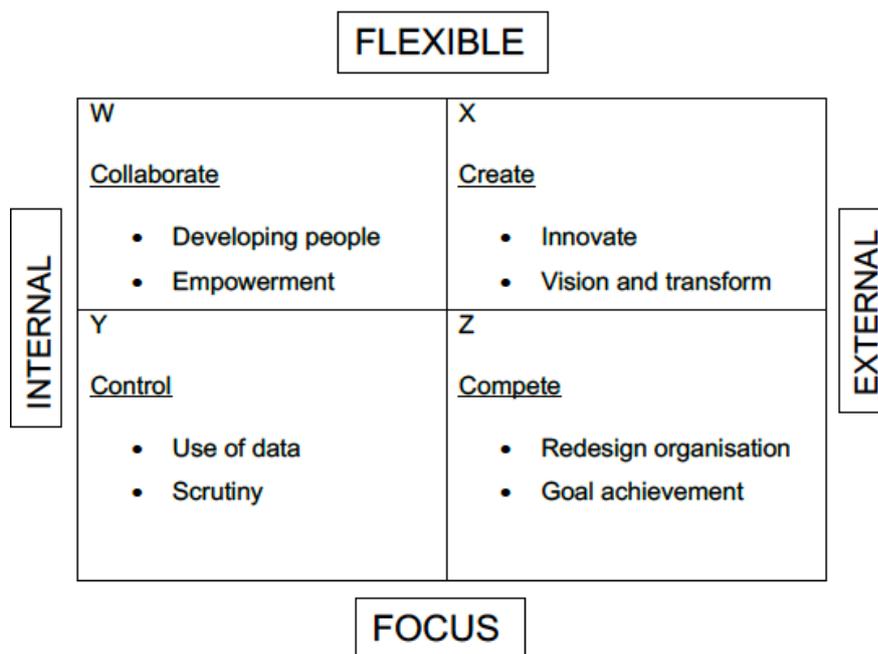
Adapted from: Competing Values in Organisations (Cameron et al., 2007p.35)

At this point, it is important to highlight the application of the competing values framework to a college governance setting. The study's inference from The Competing Values Framework demonstrates the multi-theoretic and multidimensional character of the college setting within which the governing board undertakes a plethora of functions, often with equal importance. The four quadrants identify the criteria for college effectiveness and functions which must be undertaken simultaneously by the governing board; and notable about these four competencies (quadrants) is that they represent opposite or competing assumptions or realities in the case of a college. Each dimension or quadrant represents a core value of the college that is opposite from the value of the other end of the continuum ie, **Flexibility** vrs **Focus; Internal** vrs **External** with the meaning that a college governor must be flexible to adjust yet must be focused to achieve effectiveness, and at the same time must look internal to re-design and re-develop the personnel yet must look external to achieve and attract stakeholder demands.

The dimensions, therefore, produce quadrants that are also contradictory or competing, specifically because governors' functions under the college framework are also competing and contradictory, each requiring the same attention at the same time.

Having demonstrated the reasoning behind this framework and the importance of the skills set and knowledge of governors in FE, it is necessary to consider how these skills influence and associate with college effectiveness, by explaining the visionary characteristics of governors as leaders, and showing how these characteristics are associated with high levels of college effectiveness. In this regard, the thesis is that the vision of the governing board is translated into (success) effectiveness levels (i.e., achievement) and is enhanced by an

interwoven relationship between themes such as setting directions, developing people, redesigning the college, and maintaining external relations. (see two-way relationship).

FIGURE 9: TWO-WAY INTERWOVEN RELATIONSHIPS FOR COLLEGE SUCCESS (EFFECTIVENESS)
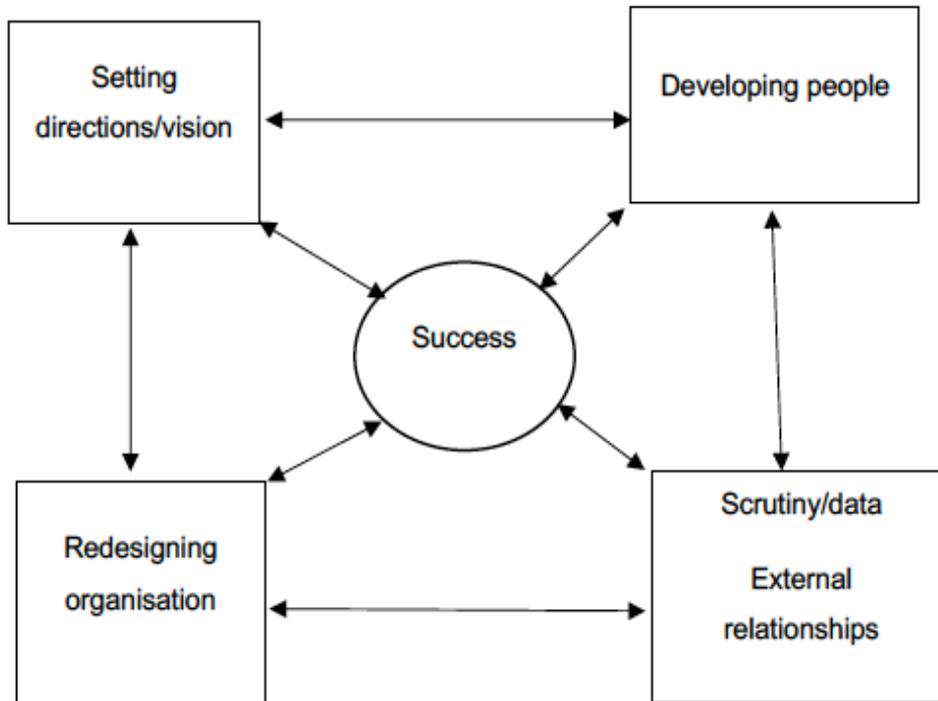
Source: Author's analysis showing two-way interwoven relationships for success (with Ofstedsc score of 1)

In developing these themes, the study mapped the above relationships with the roles and functions of board insiders and board outsiders as vision setters, re-designers of the college (redorg) with the knowledge they possess; considering how they develop the people they manage (devpeo), and finally considering how governors utilise their links with external stakeholders (ext) to bring resources to the college and in so doing creating college effectiveness (success). Correlations between dimensions concerning governance practice were constructed using the above four themes and compiled using the competing values framework. The scores are tabulated from the competing values survey questionnaire (see Competing Values Framework, Appendix 5).

The study revealed that out of 551 (five hundred and fifty-one) governors/clerks from 26 outstanding colleges at 18 governors/clerks each, 323 (three hundred and twenty-three) governor character searches were done, representing 12 governors on each college board. So, the study constructed structural equation modelling using the embodiments of governance having four latent variables (dimensions) which are: Developing People, Redesigning the Organisation, Vision, and External relationships as shown in Table 41, below, culled from survey scores and tabulated from excerpts from Ofsted reports of 26 outstanding colleges. (Appendix1.)

TABLE 41: SURVEY SCORES OF FOUR GOVERNANCE DIMENSIONS

Survey scores	Vision	Developing people	Redesigning organisation	Scrutiny/use of data for external relationships
Score	1	10	2	8
	3	11	5	20
	4	13	9	0
	6	17	18	0
	7	19	23	0
	8	25	24	0
	12	26	0	0
	15	0	0	0
	16	0	0	0
	21	0	0	0
Total	93 (0.29)	121 (0.37)	81 (0.25)	28 (0.09)

Source: Author's analysis of latent variables of 26 Outstanding colleges derived from Ofsted response of 26 outstanding colleges with 323 of governor responses (2022), n=323

Given that n=323, then Developing People is close to 50% of responses that consider this characteristic to be significant in outstanding colleges. However, Σ (0.29) + (0.37) + (0.25) +0.09) = 1 (which suggests all latent variables are competing to equal Ofsted measure of effectiveness score of 1) (mirror this finding with Figure 8) Two-way interwoven relationships for college effectiveness score of 1 (success) and with (Figure 7:) competing values framework which demonstrates the claim of this study that colleges and their governing boards operate simultaneously in several dimensions,

each of which has a different set of legitimizing means or claims to effectiveness.(governing principles, success measures, structural arrangements). N translates to a college with an average of twelve (12) governors (see discussion in earlier chapters)

Following this step, Ofsted summary narrations of leadership/governance characteristics for effective colleges were grouped in Table 41 above according to four (4) major categories of governance/ leadership characteristics identified in the initial literature review. Overall, developing people were cited most commonly (a total of 121 responses out of 323 responses representing 37%) of the actions and strategies listed. This is followed by the vision of the board, cited (93 times or 29%), closely followed by redesigning the college, cited 81 times, representing 25% and finally scrutiny, managing external relations and use of data, 28 times, representing 9% of the total. These results in the study link with the role of the principal as an instructional leader, discussed in Hallinger (2005), who conjectured leadership and governance as processes with mutual influence in which instructional leaders influence the quality of college structures by shaping college mission and providing the alignment of structures to promote a focus on continuous improvement and high expectations centred on raising quality of teaching, learning and college administration to impact results(Ibid: p.34).

In this regard, examples of written actions and strategies reported in the Ofsted survey of twenty-six (26) outstanding colleges concerning principals, governors and participants' behaviours in the dimensions questionnaire returned (Table 42, p. 156 below), include:

- Leadership: The Principal, senior managers and governors provide outstanding strategic direction. Evidence of collaborative work with partner

- leaders and senior managers sets a clear and ambitious vision and strategic priorities.

Investigating the relationships between governance, vision, outcomes, and college processes led the study to perform exploratory factor analysis followed by confirmatory factor analysis

to test the hypothesised dimensions identified as important governance characteristics. To identify underlying dimensions relevant to governors/ leaders and college effectiveness outcomes, both exploratory and confirmatory factor analyses were adopted to explore the underlying structure of governance in the college setting and to test the extent to which the features of governance practice identified as important in the literature review could be confirmed using data for the sample of outstanding colleges in the study. These derived dimensions were then related to hypothesised models of the proposed links between different features of governance practice as earlier discussed; as vision, developing people, ability to redesign the college, ability to maintain external stakeholder relations; /data/scrutiny.

5.4a. A NOTE ON STRUCTURAL EQUATION MODELS (SEM).

The in-depth literature review indicates that various studies have adopted the structural equation modelling approach to construct the above phenomenon. Structural equation modelling is a statistical approach to testing hypotheses about the relationships among observed and latent variables. Latent variables cannot be measured directly, so they are defined in terms of observed variables and used to represent them. This approach provides an essential means for investigating college processes that comprise important mediating variables in formulating college outcomes and the association that governors as leaders have with colleges. For example, Hallinger and Heck (1990), quoted in Leithwood et al.(1996), argued that when studying the interrelationships between governors and college effectiveness, the structural feature of educational institutions that operate with multiple stakeholders' interests takes on particular importance with each stakeholder having different interests; so as long as parents for example, have a different interest from the funding council; while the entire governing board has the long-term success of the college at the heart of its mandate, divergent interests must be satisfied. This approach is also illuminating because it

permits the variability of dependent and independent variables when deciding what constitutes college effectiveness and the duty of governing board members who work across different levels of the college, to meet the different perspectives. With the above considerations in mind, the study performed the structural equation modelling (SEM) in order to construct and reveal the relationships between dimensions relating to governance processes. A four-factor model of governance practice was identified for the sample, as shown below in Table 42 (see samples of grouping and full narration in Appendix 1)

TABLE 42: A DIMENSIONS OF THE RETURNED QUESTIONNAIRE

Dimensions	Questionnaire Items
Setting Direction/Vision	1a Modelling high aspirations and exemplary leadership 1b Demonstrating high expectations for raising standards 1c Demonstrating high expectations for success 1d Driving vision and contributing skills to strategic direction.
Developing People	2a) Encouraging staff to work relentlessly and embrace new ideas for their teaching. 2b) Promoting leadership among Teachers through a transparent and inclusive plan, 2c Inspirational culture in which everyone thrives 2d) Encouraging and challenging staff to think of learning beyond the academic curriculum.
Re-designing Organisation	3a: Encouraging competency and collaborative work among staff. 3b Improving internal review procedures, reviewing and Reducing complex procedures 3c) Allocating resources strategically based on pupils' needs. 3d Restructuring and Critically challenging the Organisation to facilitate work.
Use of Data/External Relations	4a) Encouraging staff to use scrutiny, data and to relate to external bodies. 4b Encouraging all staff to use data in Planning for pupils' needs.

Source: Author's compilation

Structural Equation Modelling analysis was conducted with data from 26 outstanding colleges, with the idea of identifying patterns of relationships. The model identified relationships between dimensions relating to college governance processes at three (3) levels.

Level 1 comprises three dimensions: vision, redesign org, and developing people. There is a strong positive correlation between vision, redesigning the organisation and developing people.

Level 2 comprises two dimensions: redesigning org, and developing people. There is a strong positive correlation between redesigning the organisation and developing people.

Level 3 comprises two dimensions: developing people and external relationships. There is a strong positive correlation between developing people, maintaining scrutiny/data, and maintaining external relations.

Initially, to derive the SEM, the study performed the Factor intercorrelations from CFA using the study's four dimensions/characteristics discussed earlier to include Vision, developing people, Redesigning the Organisation and External relations.

Table 43: FACTOR CORRELATION MATRIX

	VISION	DEV PEO	RED ORG	EXT.R
VISION	1	0.994	0.597	0 .006
DEV PEO	0.994	1	0.426	0.994
RED ORG	0.597	0.426	1	0.426
EXT RELATIONS	0.006	0.006	0.426	1

In the above computation, one loading per factor is fixed to one, to set the scale for each factor and to assist the overall model estimation, with variables relating more strongly to their

factor. So, for example, the factor intercorrelations indicate strong positive relationships between vision, developing people and Redesigning the Organisation. However, the study went on to probe further through Exploratory Factor Analysis to produce the result below.

FIGURE 10: SEM OUTPUT
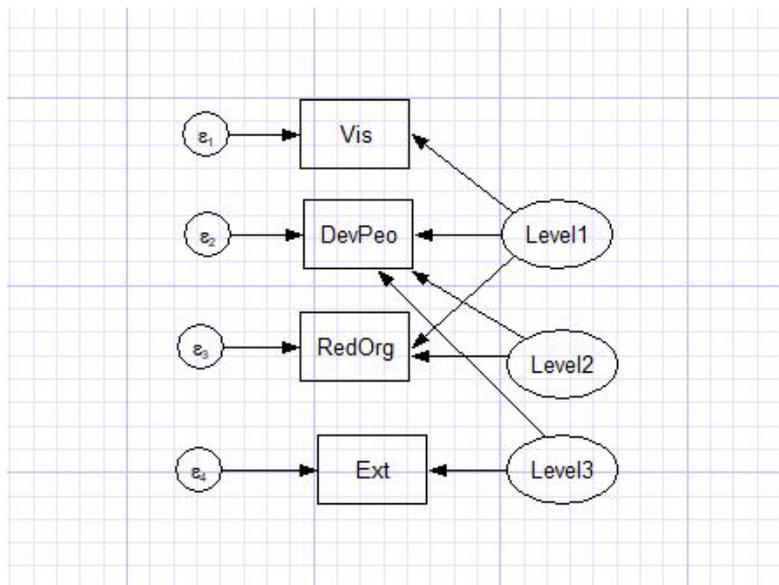
(Above SEM output/ result depicting effective social and behavioural relationships of the board of directors in developing the vision, developing people, re-developing the entire college and maintaining external relations at different levels to construct /associate with college effectiveness).

In the above output, the three latent variables or factors (circles) are each estimated by four observed variables/dimensions (rectangles). The straight line with an arrow at the end represents a hypothesised effect one variable has on another. The ovals on the left of each rectangle represent the measurement errors (residuals), and these are estimated in SEM.

Further Exploratory Factor Analysis (EFA) was conducted on the governance dimensions. The goal of EFA is to find fundamental variables which explain the consistent trend of correlations in a set of observables (governance) variables. Thus, the goal is to reduce the governance dimensions (variables) namely vision setters, re-designing the college (redorg)

and developing the people (devpeo) but to maintain external stakeholders (ext); in line with Thompson (2007); who describes EFA as an effective method for reducing a large number of variables that are observed to a relatively small number of factors. By doing so, EFA allows the investigator to focus on the main elements to learn regarding the functioning of their relationships, and to perform exploratory factor analysis, the data matrices needed to possess appropriate correlation (Lin, 2012).

5.4b. STATISTICAL TESTING OF SEM RESULTS SHOWING ASSOCIATION.

The Kaiser-Meyer-Olkin (KMO) (Kaiser, 1970) samples accuracy indicator and Bartlett's (Bartlett, 1950) sphericity testing were used to determine whether the EFA approach was appropriate. This test is a statistical measure that determines how suitable the data is for factor analysis. KMO measures the sampling adequacy of each variable in the model and the model as a whole. The test is then calculated based on the correlation between the variables and ranges from 0 to 1. Values closer to 1 indicate that the variables are correlated and the data is well-suited for factor analysis, and values less than 0.5 are unacceptable. The outcome of the sample adequacy test results is shown in Table 44 below. Based on the results, the KMO measure of sampling accuracy was 0.613, and Bartlett's test of sphericity was significant ($p < 0.001$), indicating, therefore, that the variables were suitable for EFA (Kaiser, 1974). In other words, the KMO test displays the adequacy of each observed variable as well as the overall model. KMO considers the fraction of variation among all observed variables, which was in the range of 0 to 1. As a result, the result supports the sample adequacy, and so all observed variables can be used for further analysis.

TABLE 44: KMO AND BARTLETT'S TESTA

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.613
Bartlett's Test of Sphericity	Approx. Chi-Square	224.927
	df	3
	Sig.	0.000

a. Based on correlations

Check for communality (i.e., a state or quality of being communal) and sharing dimensions or having shared interests. Communality, therefore, is the sum of the squared factor loadings for all the variables identified.

The results on the communalities of the variables are shown in Table 36 below, and this is the total of the squared loads for each variable used to calculate communalities. Communality alludes to the amount of common variance, which typically varies between 0 and 1, with a number near 1 representing a greater degree of volatility. Before rotation, the initial communalities describe the relationship with the variable and all other variables (i.e., the squared coefficient of multiple correlation with the item and all other items).

The results in Table 45 below display the initial set of communalities before rotation. It is worth noting that all of the early communalities are more than 0.30, which is a favourable sign. The small number of samples has a greater probability of affecting results if most or all communalities are lower than 0.30. The results in Table 45 below display the initial set of communalities before rotation. It is worth noting that all of the early communalities are more than 0.30, which is a favourable sign, and this is good.

TABLE 45: COMMUNALITIES

	Initial	Extraction
visset	0.425	0.518
redorg	0.850	2.241
devpeo	0.812	2.124

Extraction Method: Principal Component Analysis

Check for Principal Component Analysis (PCA). Principal Component Analysis is a statistical method used to simplify a large data set into a smaller set, while still maintaining significant patterns and trends, i.e. removing the noise in data. In our study, the initially conducted run of principal component analysis (PCA) revealed 3 factors (components) aligning with eigenvalues greater than 1, as shown in the scree plot shown in Figure 11. The number of components, however, is excessive, and a parallel study was performed. The mean of parallel analysis above the original eigenvalue was 1 (one) component, as shown in Table 46 below. As a result, the study proposes a total of 3 factors. In addition, the main component analysis was repeated to yield the factor extraction with 3 components shown in Table 46 below.

TABLE 46: PRINCIPAL COMPONENT ANALYSIS

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.193	73.104	73.104	2.193	73.104	73.104
2	0.609	20.290	93.394			
3	0.198	6.606	100.000			

Extraction Method: Principal Component Analysis.

A scree plot, therefore, is a line plot of the eigenvalues of factors or principal components in our analysis, showing a flattening of an arm; here at 2.

FIGURE 11: SCREE PLOT
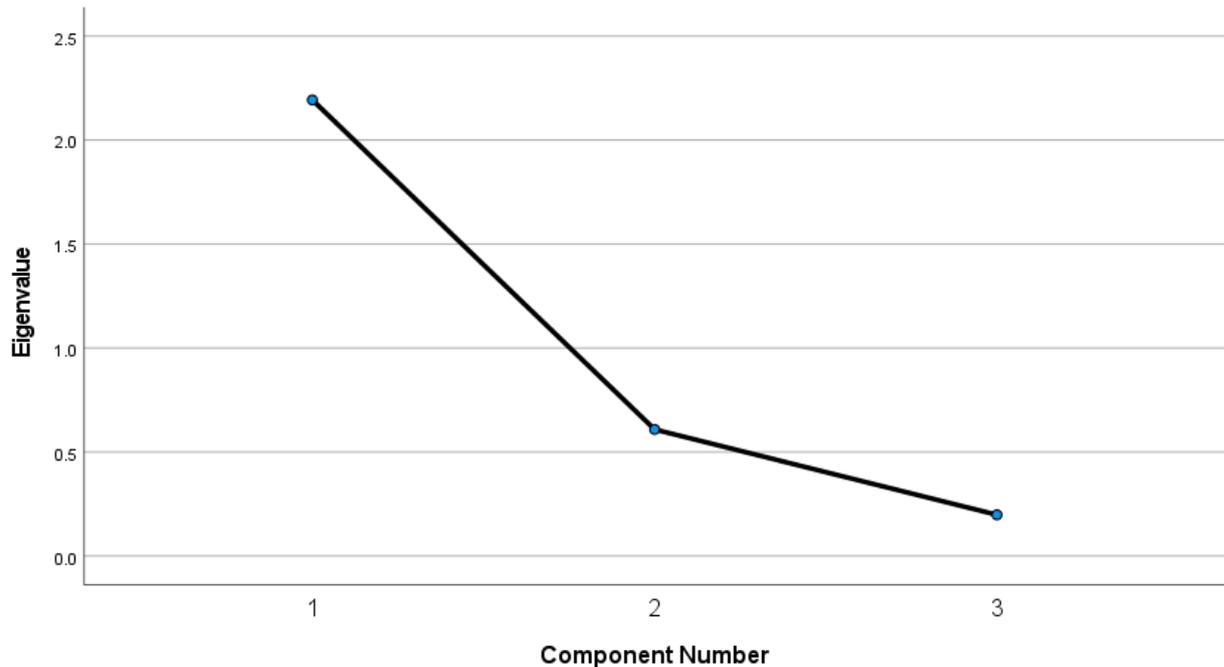
Eigenvalue: Eigenvalues are a special set of scalar values that are associated with the set of linear equations in the matrix equation. It is a non-zero vector that can be changed by its scalar factor. The eigenvector is the direction of that line, while the eigenvalue is a number that tells us how the data set is spread out on the line.

The initial Eigenvalues are displayed on the Scree Plot. It is worth noting that the scree plot and eigenvalues both support the conclusion that these 3 variables can be reduced to 1 component. It is also worth noting that the scree plot flattens out after the second component.

The graph in Figure 12 below shows the structural equation factor model.

FIGURE 12: STRUCTURAL EQUATION MODEL
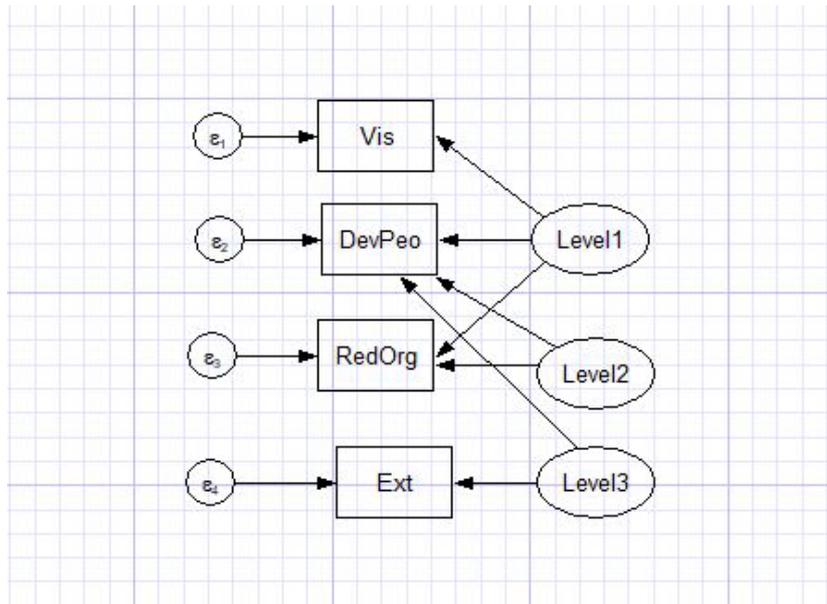
Analysing Figure 12 above (constructed using STATA and can also be constructed using LISREL, SPSS, AMOS) shows a measurement model relating observed responses (or indicators) to latent variables. In this model, the three latent variables or factors (circles) are each estimated by four observed variables/dimensions (rectangles). The straight line with an arrow at the end represents a hypothesised effect one variable has on another. The ovals on the left of each rectangle represent the measurement errors (residuals), and these are estimated in SEM. In framing the SEM approach, the study began by asking questions about the relationship (association) in the context of education among leadership, governors, students and parents as stakeholders and their relations as deduced from Ofsted's findings on outstanding and effective colleges. To the extent that college education takes place within the community, governors exist within and perform their functions in the social constructivist context and serve social ends, so their knowledge of the local area informs their experiences and behaviours in shaping effective colleges. It was therefore appropriate that, in performing the structural equation modelling in line with Leithwood and Levine (2005), the study

considered the vision of the governing board as an increasingly essential component of effective governance for college effectiveness. In this inference, the research draws on Beare et al. (1992) and Bennis and Nanus (1985). Both of these authors articulated certain features about governing board characteristics relating directly to vision and stating, among others, that:

An outstanding board of directors have a vision for their colleges

Vision is communicated in a way that secures commitment among members of the organisation

Communication of vision enables communication of meaning

Attention is given to institutionalising ideas if governance is to be successful (Author's inference).

The research study became reliable as the findings from SEM validated the findings from the GLS regression model earlier performed to test the correlation between the dependent variable Ofstedsc and seven independent variables.

5.5. RELIABILITY OF RESULTS AND FINDINGS

5.5.1 THE STUDY FOUND TRUE ASSOCIATION IN ALL THE PROPOSITIONS OF THE STUDY WITH COLLEGE EFFECTIVENESS.

TABLE 47: GLS OFSTEDSC ON INDEPENDENT VARIABLES (CORRELATION MATRIX)

Variables	Ofstedsc	
Bout	0.86***	(0.02)
Bins	0.78***	(0.02)
Bkeduc	-0.02	(0.03)
Bkfin	0.03	(0.03)
bgen1	0.14***	(0.02)
Bexpski	0.21	(0.00)
Learners	-0.00	(0.00)
Success	0.00	(0.00)
Constant	1.19***	(0.44)
Observations	516	
Number of ofstedsc	5	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

Generally, the p-value assumes the test hypothesis/propositions are true. The p-value indicates the degree to which the data conforms to the pattern predicted by the test hypothesis/propositions and in the study, the researcher has presented the study values using the asterisk rating system and quoted the p-value: $p<0.1^*$, $p<0.05^{**}$, and $p<0.01^{***}$.

So for example in Table 47 above, Board outsider, board insider indicating p values were significant at 1% showing a strong positive association with college Ofsted score of effectiveness. Thus, this study presents the view that both outsider and insider governing board members have positive effects on high levels of college effectiveness.

While there were no issues of heterogeneity see Table 48 below, (dissimilarity in data), in the test for heterogeneity below, as earlier explained and represented for emphasis below board

insider, the independent variable of interest was significant at p=0.05; board knowledge in education; and board knowledge in audit and finance positive and significant at p<0.01. The study indicated that this result shows an essential finding of the research because these characteristics are essential to have in order that the board of directors would have any association with high levels of college effectiveness. Incidentally, and to support this assertion, in some colleges the audit and finance committees had up to five meetings in the year, compared to three in other committees.

TABLE 48: HETEROGENEITY USING GLS

Variables	Ofstedsc	
Bsize	-0.06*	(-0.03)
Bout	0.04	(-0.03)
Bins	0.08**	(-0.03)
Bkeduc	-0.03***	(-0.01)
Bkfin	-0.03***	(-0.01)
Learners	0	(0)
Success	-0.01***	(0)
Constant	3.47***	(-0.31)
Observations	516	
Number of urns	156	

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

5.5.2 ASSOCIATION BETWEEN FINANCIAL SCORE (Sfascore) WITH COLLEGE EFFECTIVENESS.

The researcher tested and explained whether a college's financial health is associated with college effectiveness (success.(using GLS) The test showed effectiveness (success rate) is significant at 1% with sfascore. The outcome revealed that this is an important result and a positive finding, contributing to the second proposition. When computed, the dependent variable, the financial score log (ln_fsascore) and with the log of success (ln_success), -the

170

study noted a significant relationship; making the log of success rate (ln_success) significant at p=0.01. This suggests that the success level (effectiveness level) of a college is also determined by its financial health, suggesting that colleges with outstanding financial health have high levels of effectiveness. In other words, more money follows effective and outstanding colleges, which are those colleges with exceptional results. Thus, a financially healthy college is a successful and effective college. (The GLS results are repeated below in Table 49 to remind the reader)

TABLE 49: FSASCORE WITH LEVEL OF SUCCESS (EFFECTIVENESS)

Variables	*ln_fsascore*	
ln_success	0.96***	(-0.3)
Constant	0.77	(-1.35)
Observations	460	
Number of urns	155	

*Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1*

Furthermore, the study showed that Table 50 below indicates R and adjusted R Square values are 0.874 and 0.760 respectively. These results indicate that board outsider and board insider representation on the governing board is associated with college financial effectiveness

TABLE 50: MODEL SUMMARY – FINANCIAL HEALTH

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.874[a]	0.765	0.760	0.43841

c.   Predictors: (Constant), bkfin, bins, bout, bgen1, bsize

TABLE 28: ANOVAa – FINANCIAL HEALTH

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.471	5	32.112	167.075	0.000[b]
	Residual	114.244	167	0.192		
	Total	118.715	172			

a. Dependent Variable: Fsascore
d. Predictors: (Constant), bkfin, bins, bout, bgen1, bsize

What both findings in Table 50 and Table 51 (ANOVA-Analysis of Variance) mean is that board insiders and board outsiders have a positive association with college effectiveness. These results were subjected to various tests to support the study's initial contention that if board insiders and outsiders are construed to mean leadership and governance of a college, resulting in high levels of college effectiveness, then this study contributes to the literature on corporate governance in English Further Education Collegs by showing that both outsider board of directors and insider board of directors are associated with high levels of college effectiveness. Indeed, Ofsted contends that an excellent governing body enables an outstanding college. (Ofsted, 2011) Consequently, and in practice, in all intervention strategies, the Further Education Commissioner (FEC), a government regulator, is deployed to assess the capacity and capability of leadership and management in bringing about improvements to weak colleges; and in some cases, some weak-performing governing boards are dissolved by the FEC.

The study re-emphasises the financial health of a college as a significant influence on college effectiveness. This is evident in the observation that as a college becomes successful, more learners are drawn toward such a college, which necessitates more funding, as discussed in

the parental choice debate. As a result of the increase in the number of learners, funding is directed to such colleges to cater for such numbers. This observation is evident in the current funding criteria in English FE colleges.

The study also noted that using the structural equation modelling approach and analysing the SEM output represented below:

FIGURE 13: SEM RESULT
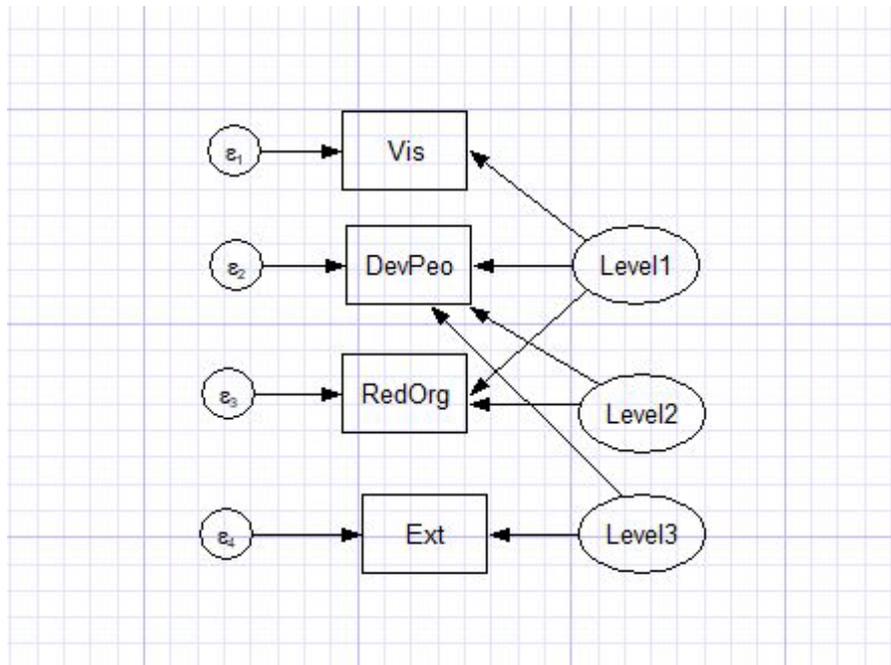
 Indicate an association between the governing board and college effectiveness at three levels: Namely:

Level 1 comprises three dimensions: vision, redesign org, and developing people. There is a strong positive correlation between vision, redesigning the organisation and developing people. These characteristics enable the governing board to design an overall new vision for the college.

Level 2 comprises two dimensions: redesigning org, and developing people. There is a strong positive correlation between redesigning the organisation and

developing people. These characteristics enable the governing body to redesign the college in all sectors.

Level 3 comprises two dimensions: developing people and external relationships. There is a strong positive correlation between developing people, maintaining scrutiny/data, maintaining external relations, encouraging staff to use data, monitoring parental voice, and working to the financial parameters set by Ofsted to enable a college to achieve outstanding grades.

5.5.3. SELF-ASSESSMENT RECORDS (SAR) AND COLLEGE EFFECTIVENESS

This study would not be complete without referencing the association (SAR) reports have with college effectiveness, so in line with the social constructionist paradigm, an examination of college (Self-Assessment Records) SAR, documents and researcher observation at two separate board meetings were conducted with both observations supporting the claims of the study: that there is a positive and strong association between representation of the outsider and insider governing board members working as a team with high levels of college effectiveness thereby lending credibility and validity to this research. The study's observation of committee meetings (especially finance and education committees) found meetings chaired by experienced professionals who demonstrated their knowledge and competence through critical examination of meeting documents; probing and challenging records, thereby demonstrating their interest, skill-set and thoroughness with college effectiveness.

The study extends the findings from GLS estimation with data from the study's qualitative research, particularly aimed at identifying the qualities and values of board insiders and board outsiders that led to this positive association. In doing so, the study is aware that a researcher must be cautious about interpreting the results obtained from a regression analysis that seeks

to quantify an association among two or more variables; therefore, to lend validity to the study findings above, the study performed a qualitative study.

The study's reason for undertaking the qualitative study was to validate the study claims found in the quantitative study and to add the governing board characteristics dimension to college effectiveness. Are governing board insiders and board outsiders associated with college effectiveness?

To provide an answer to this question, the study turned to the work of Diamond and Spillane (2016), which takes governance activity as the unit of analysis, where multiple people within the college are involved in governing activity, making the focus shift away from the heroic governor/ principal to the distributional/transformational governor be it whether it is the chair (outsider governor) or the principal (insider governor).

5.5.4. ALIGNING STAKEHOLDER CONSTRUCTS WITH RESEARCH FINDINGS

The findings in this study prove that an understanding of the college's stakeholders' constructs is central to achieving any improvement in a college's level of effectiveness. These considerations were evident in our research analysis because the study applied mixed methods to inform this study. The findings in this study extend the boundaries of our understanding of college 'effectiveness' and 'association' by explaining the importance and reconciling the different constructs used by stakeholders. For example, the study showed that an effective college achieves its goals, and these should be measurable, achievable, and time-bound. The research accepts that there are many groups who have valid claims and rights to a college's operations and outputs and that these stakeholders are vitally important in determining a college's effectiveness.

The study also reveals the importance of the processes of achieving effectiveness, in addition to the achievement of outputs appropriate to the stakeholder needs. During this research, the stakeholders were taken to be students, National Governments, and their agencies(notably, the FEFC, Ofsted, local community, parents and employees. It was noted that these groups affect the college and influence its objectives and operations. Assumptions and doubts were referred to by authors who claim that stakeholder needs cannot be met; however, what was obvious throughout this research was that students, the community and local authority were the main consumers of a college's activities.

One of the study's considerations is the characteristics of the college board, in particular, composition, board skills-set, knowledge and how this is shared to influence a college's effectiveness. The quantitative findings indicate an association between the board of directors and college effectiveness, the qualitative findings not only confirmed this but went on to indicate that there is not only an association but it is the social interrelationships that do provide closer directions of association; thus focusing on interactions between individuals and conceptualising governance as socially constructed (Denis, Langley and Rouleau, 2010). Social constructionism was selected in the qualitative section to provide meaning to the study because of the research paradigm, and more so because the study concurs with Spillane (2005) that governance is not solely concerned with roles and positions but also with the social interactions between people as they work together for goal attainment. (Ibid: p20)

At the start of the research, the study set propositions, and the study used the data gathered to address all these, including:

1. (A) Outsider representation on governing boards is associated with high levels of college educational effectiveness

1. (B) Insider representation on governing boards is associated with high levels of college educational effectiveness

2 Outsider and Insider knowledge and representation on the governing board are associated with high levels of college educational and financial effectiveness.

3 Representation of the Outsider and the Insider governing board members working in a team is associated with high levels of college effectiveness.

Testing the study hypothesis/propositions and arriving at findings took the form of setting and rejecting the null, thus:

H_1a: Outsider representation on boards of directors is associated with high levels of college effectiveness.

H_0: Outsider representation on boards of directors is not associated with high levels of college effectiveness.

H1b: Insider representation on boards of directors is associated with high levels of college effectiveness.

H_o1b: Insider representation on governing boards is not associated with high levels of college effectiveness.

H2: Outsider and Insider knowledge and representation on boards of directors are associated with high levels of college educational and financial effectiveness

H_o2: Outsider and Insider knowledge and representation on boards of directors are not associated with high levels of college educational and financial effectiveness.

H3: Representation of the Outsider and Insider board members working as a team is associated with high levels of college effectiveness.

H_o3: Representation of the Outsider and Insider board members working as a team is associated with high levels of college effectiveness.

5.6.1. BOARD OUTSIDER REPRESENTATION ON BOARDS OF DIRECTORS IS ASSOCIATED WITH HIGH LEVELS OF COLLEGE EDUCATIONAL EFFECTIVENESS

For this chapter, the study clarifies the link between the results and theory. First, the study points out that although outsider board of directors were found to be associated with high levels of college effectiveness, they could not have done this on their own, and that both board outsiders and board insiders are positively associated with high levels of college effectiveness. In principle, though, Board insiders (e.g. Principals) may decide to be members of their college governing boards, and in all the colleges examined, they did, confirming the stance by (James et al., 2011). However, as discussed, their membership raises an issue concerning their level of influence on the board. There is evidence in the literature suggesting that board insiders can be influential members of governing bodies, so there is a need for board outsiders to critique and challenge them. Munn (2000) agreed with this assertion and argued that: ''much power and authority remain with the board insider, as board insiders are charged with the day-to-day running of the college'' (p. 26); so board outsiders must be knowledgeable to critique in a social constructivist sense, and this was the case in the study.

The above discussion could ignite thoughts of the conflict board model. Interestingly, this study finds that the conflict board model has given way to the collaborative team board model, where board insiders and board outsiders work together in teams (committees) to improve the effectiveness of a college. Through the social constructionist paradigm, the study showed that the board of directors comprises individuals from various backgrounds and

comes with different kinds of expertise, and is responsible for the overall conduct of the college in the medium and long term, using the skills-based model of the board constitution. This condition for recruitment onto the board is premised on the belief that those with the requisite skills best govern institutions, and in the interim, this perspective is being infused rigorously into college governance. Despite their onerous responsibilities, the board governance role comes without remuneration, and all recruitment procedures fall in line with the DfE (2015).

The presence of the governing board helps to legitimise colleges as institutions. However, the work of college governors is overloaded as they are responsible for the character of the college, college finances, strategic management, and the college's overall effectiveness. Board outsiders appoint the Principal and the chief executive officer to steer the affairs of a college in such a competitive environment. In such settings, it appeared that a harmonious recruitment and selection process was difficult to prescribe as the skills and knowledge required to do the job have not yet been fully defined and articulated, particularly in cases where knowledge comes with several years of practice. The study found that what complicates the recruitment process is that governing bodies must comply with numerous central government regulations that apply to all colleges regardless of their size. Governors are required to manage several conflicting roles, including support, challenge, and representational roles, and this study has demonstrated just that through the competing values framework approach. Besides, governors must decide which of these responsibilities they have to delegate. These functions have made their work unnecessarily complex, challenging, and demanding. Even though there remains a job description for principals, the selection board continues to use a variety of techniques and strategies that lack any real objective value. Their recruitment practice is mainly based on personal likes and dislikes of individuals, which do not necessarily identify an individual's successful acquisition of a

recognised skills and knowledge set. It was the case that short interview processes were supported by a random task that does not measure any of the traits associated with being a good principal, save for meeting the 'market-oriented' philosophy. This study recommends that further research is needed into the skills and knowledge required by principals so that these are articulated in a way that supports job specifications, as this process will inform the recruitment and selection process to ensure that, as Bush (1994) and Armstrong (1992) suggest, not only are the best principals recruited but also retained; as principals of successful colleges prefer more explicit guidance on job descriptions and what milestones they need to put in place so that they work towards targets that ensure effectiveness in an objective manner rather than the adhoc legislation often prescribed by external bodies.

5.6.2 BOARD OUTSIDER AND BOARD INSIDER KNOWLEDGE AND REPRESENTATION ON THE GOVERNING BOARD IS ASSOCIATED WITH HIGH LEVELS OF COLLEGE EDUCATIONAL AND FINANCIAL EFFECTIVENESS.

The study observed a strong positive association between the board of directors and both the FSAScore (financial score) and the educational score. Ofstedsc. Both variables of interest, board insiders (bins) and board outsiders (bout), are positively associated with an outstanding educational score (Ofstedsc.) and financial score (fsascore), denoting higher levels of college effectiveness. This association shows that the governing body is functioning as a single body taking overarching responsibility for the direction and setting the college's vision. In other words, the board is acting with one voice (Carver, 1990).

These findings indicate that governors with relevant skills in education and finance add value to a college's success as they contribute to college improvement through their monitoring and

challenging role, their role in appointing the board insider, and particularly their role in setting the strategic direction and vision of the college. This observation is more prevalent today because board membership at all colleges requires a skillset and a behavioural pattern from governors, coupled with their ability to work in teams. It also emerged from this study that governors are a diverse group of people with different educational and professional values and backgrounds seeking voluntary enthusiasm to help colleges during their identity transformation periods; however, the study considers board knowledge in education and finance as crucial prerequisites of board composition characteristics.

5.6.3 REPRESENTATION OF THE OUTSIDER AND THE INSIDER GOVERNING BOARD MEMBERS WORKING AS A TEAM IS ASSOCIATED WITH HIGH LEVELS OF COLLEGE EFFECTIVENESS.

The study tests the dependent variable (ofstedsc) with success levels, and finds that success levels have a significant relationship with ofstedsc (dependent variable), $p=0.01$. This observation is interesting because it confirms what parents as stakeholders do in practice. Parents as stakeholders are associated with colleges' scores as effective colleges, and so prefer these colleges. This finding supports the 'marketised' policies of the Thatcher and Blair years. As discussed in Chapter 3, Thatcher and Blair's policies empowered parents. Parental choices gave parents the power to demand admission and to select their wards for such successful colleges.

In conclusion, the propositions of this study have been tested, each with a positive and compelling association with high levels of college effectiveness. The findings show that the board model for governing in English colleges is based on the stakeholder model. Additionally, board insiders and outsiders are significantly positively associated with and associated with high levels of college effectiveness; membership is typically composed of

people interested in governing FE colleges and happy to serve and provide skills freely without remuneration. This practice separates the handling of colleges from those responsible for their day-to-day operation, with board insiders being paid administrators and delegated representatives of the board of directors. The provision of strategy, checks and scrutiny from board outsiders, as it was evident from the survey response questionnaire, is particularly relevant in pursuing stakeholder objectives.

The above observation was noted in line with DfEE directives as the DfEE had earlier remarked that "the quality of the governing board often makes the difference between the success and failure of a college" (DfEE, 1997, p.46); accordingly, this study agrees with the assertion that "good governors can transform a college; poor governors can block progress and achievement" (DfEE, 1997, p. 46).

It is clear from the college inspections carried out and from this study that solid and effective governance makes a critical difference to the quality and standards within a college, and supports Ofsted's approach of measuring effectiveness in the college sector as a necessary tool to indicate effectiveness to funding bodies.

The study points to a strong association between board insiders, board outsiders, board knowledge, board gender, and success levels with college, testing the relationship between the governing board as leaders and decision-makers. The entire governing board makes decisions for and on behalf of a college; to ensure college effectiveness by adapting the structural equation modelling framework, as in Leithwood and Levine (2005), to the college set-up.

5.7. SUMMARY OF CHAPTER

This chapter emphasises that the research study is thorough in terms of philosophy, methods, and ethical considerations. The thesis has considered it essential to locate the research project in a social constructivist paradigm.

While considering the study of philosophical beliefs, the chapter has also explained issues of ontology (understanding of reality) and epistemology (the process by which the study has come to know or understand the world; 'association'; effectiveness) as the basis for the choice of mixed methods. Therefore, despite its limitations as discussed earlier in the study, by combining quantitative and qualitative research methods to examine the association between the governing board and high levels of college effectiveness, a piece of additional knowledge and contribution has been provided to the literature and to the extent that the vision of governors has been captured to be an essential characteristic of board insiders and outsiders in enabling association with high levels of college effectiveness.

An implication from the discussion above is that using mixed methods to collect and analyse data, integrating the findings, and drawing inferences using the GLS (quantitative); structural equation modelling, coupled with the competing values qualitative questionnaire framework (Leithwood and Levine, 2005), extended the frontiers of knowledge in as far as using a mixed methodology to test an association of board of directors with high levels of college effectiveness is captured. The study has added a new understanding to the phenomenon of corporate governance in colleges. In particular, the competing values strategy, which the study employed to capture the four governance characteristics (setting directions, developing people, redesigning organisation, and mapping external relations), as adapted from Leithwood and Levine (2005), is an essential characteristic for board members to have for a board to be associated with high levels of college effectiveness. The significance of applying

the competing values framework to the study of board functions in colleges is paramount because the college governor functions in a multi-dimensional set-up, such as a college with competing demands that need careful consideration. This approach is in line with the philosophy of pragmatism, which advances the notion that under mixed methods, researchers are free to determine what works to answer the research question (Johnson & Onwuegbuzie, 2004).

The critical research finding is that in outstanding colleges, all board members are associated with college effectiveness because, as found in the study, they all belong to functional decision-making committees of the college. Therefore, all board members are responsible for the success or failure of the college, and in issues concerning college solvency, this function of the governors becomes paramount. In the chapter that follows, Chapter 6, the study discusses research findings.

CHAPTER SIX

6   CONCLUSIONS AND RECOMMENDATIONS

6.0 INTRODUCTION

The objective of this research was to examine whether an association exists between the governing board and high levels of college effectiveness and, in so doing, respond to calls for more investigation on boards and corporate governance generally in colleges. The study sought to contribute to the corporate governance literature by observing boards in session (the point at which corporate governance- and the "means by which companies are directed and controlled'' (Cadbury, 1992, p.15-) is understood to happen and to add to research findings: detailing the association between the insider/outsider board governors on high levels of college effectiveness; adopting a mixed method. The study critically examined the board association with high levels of college effectiveness and, in so doing, described the characteristics that influential board members have to associate with high levels of college effectiveness. The study began with several propositions. First, to see if the rubber stamp model of the board still holds significance and, more importantly, to test for an association between the governing board and higher levels of college effectiveness in many ways. Several important quantitative and qualitative works have been conducted with an extensive review of the literature, which has reinforced the meaning and the study understanding of corporate governance in colleges within a market-oriented environment. The study's proposition included a team model of board-management social interaction that enabled the interpretation and the adoption of meanings to high levels of college effectiveness. Corporate governance in colleges emerged with a significant new meaning, activated by boards and directed at exerting influence from and beyond the boardroom.

Main findings were:

> 1a Outsider representation on the board of directors is associated with higher levels of college educational effectiveness.
>
> 1b Insider representation on the board of directors is associated with higher levels of college educational effectiveness
>
> 2 Outsider and Insider knowledge and representation on the governing board are associated with high levels of college educational and financial effectiveness.
>
> 3 Representation of the outsider and the insider governing board members working as a team is associated with higher levels of college effectiveness.

The study also reveals that reforms have led to leaner governing boards that must operate with a business ethos; however, these reforms led to a blurring of the lines between insider and outsider governors' functions. This knowledge was reinforced by the study, which revealed that the introduction of quasi-market structures and top-down national policy directives and other powerful stakeholders had been found unsuitable, especially for outsider governing board members, who were volunteers with little or no skills to work at a 'market-determined' pace. Besides, the response of individual colleges and their entire governing board did not always align with national policy directives. Constant policy directions and challenges came from a range of sources, including the Government, funding bodies and Ofsted, and as a result of austerity measures and area-based reviews, the character and shape of college governance was continually changing, culminating in a continuous focus on efficiency (balancing resources) with emphasis on higher levels of college effectiveness, with the necessary implication of the governing body to become quickly adaptable to these changes.

The study suggested that one approach to improve role clarity for governors, reduce challenges and reduce overload would be to redefine the outsider governor role so that the boundaries are clear. Nevertheless, despite this lack of role clarity between insider and outsider governors and their challenges, the study found a positive association between the governing board and higher levels of college effectiveness. Other effectiveness themes were the attendance at committee meetings, attendance and reports of sub-committee meetings and the provision of timely information by the clerk to the governing board. The extent of meeting documentation considered was a major factor in defining effectiveness alongside the length of deliberations and discussions.

6.1 FURTHER KEY FINDINGS

Previous Study	**This Study**
Agency Theory	Stakeholder Theory
Resource Dependency	Stakeholder Theory
Lay Governors (Education Act 1944), Governors as education stakeholders	
Governors without knowledge	Outsider governors with knowledge
Outsider governors as risky intruders	Outsiders as education stakeholders

The objective of this research was to examine whether an association exists between the entire governing board and higher levels of college effectiveness and, in so doing, to respond to calls for more investigation on effective boards and effective corporate governance in colleges. The study sought to contribute to the corporate governance literature by observing boards in session (the point at which corporate governance- the "means by which companies

are directed and controlled'' (Cadbury, 1992, p.15)- where corporate governance is understood to happen. It studied board association with college effectiveness and, in so doing, described the characteristics that influential board members must have to associate with high levels of college effectiveness. Findings from the survey include a recommendation of a team model of board-management social interaction that appeared to be conducive to board contributions. Corporate governance emerged, activated by boards and directed at exerting influence on the study from and beyond the boardroom. Critical findings were:

1a Outsider representation on the board of directors is associated with high levels of college educational effectiveness.

1b Insider representation on the board of directors is associated with high levels of college educational effectiveness

2 Outsider and Insider knowledge and representation on the governing board are associated with high levels of college educational and financial effectiveness.

3 Representation of the outsider and the insider governing board members working as a team is associated with high levels of college effectiveness.

The tables and figures below, presented and discussed in the thesis and shown here for emphasis, show a diagrammatic presentation of the true association between the governing board characteristics and college effectiveness as findings discussed in the study. For example, Table 34, Figure 7, Figure 8, and the Structural Equation Modelling all represented below show a true association of governor characteristics with high levels of college effectiveness.

TABLE 52: SURVEY SCORES OF FOUR GOVERNANCE DIMENSIONS

Survey scores	Vision	Developing people	Redesigning organisation	Scrutiny/use of data for external relationships
Score	1	10	2	8
	3	11	5	20
	4	13	9	0
	6	17	18	0
	7	19	23	0
	8	25	24	0
	12	26	0	0
	15	0	0	0
	16	0	0	0
	21	0	0	0
Total	93 (0.29)	121 (0.37)	81 (0.25)	28 (0.09)

Source: Author's analysis of latent variables response of Outstanding colleges derived from Ofsted summary of 26 outstanding colleges from 323 governors/principals (2022): if n=323

If n=323 (sample size of governors), then close to 50% of respondents think (Developing *people*) is the best characteristic of a leader/governor to be associated with effective colleges. However, Σ(0.29) + (0.37) + (0.25) +0.09 = 1 (which suggests all latent variables are competing) (mirror this with Figure 8). Two-way interwoven relationships for college effectiveness, and with the competing values framework (Figure 7). N translates to a college with an average of twelve (12) governors.

FIGURE 14: COMPETING VALUES FRAMEWORK

FLEXIBLE

INTERNAL	W Collaborate • Developing people • Empowerment	X Create • Innovate • Vision and transform	EXTERNAL
	Y Control • Use of data • Scrutiny	Z Compete • Redesign organisation • Goal achievement	
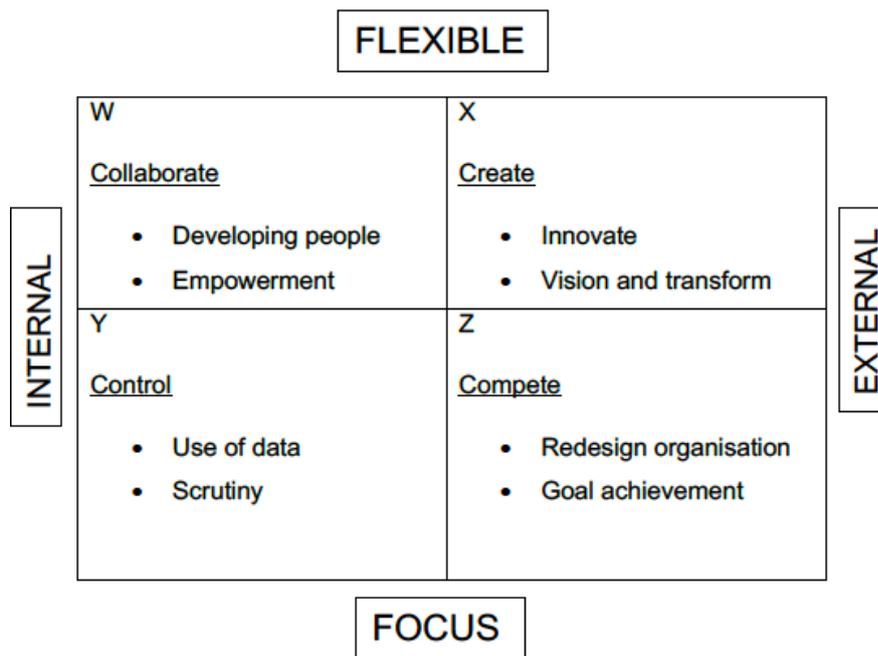
FOCUS

Adapted from: Competing Values in Organisations (Cameron et al., 2007, p. 35)
Showing the four quadrants of the college, its internal and external dimensions, and the inherent ability of the governor to be flexible yet focused.

FIGURE 15: TWO-WAY INTERWOVEN RELATIONSHIPS FOR COLLEGE SUCCESS (EFFECTIVENESS)
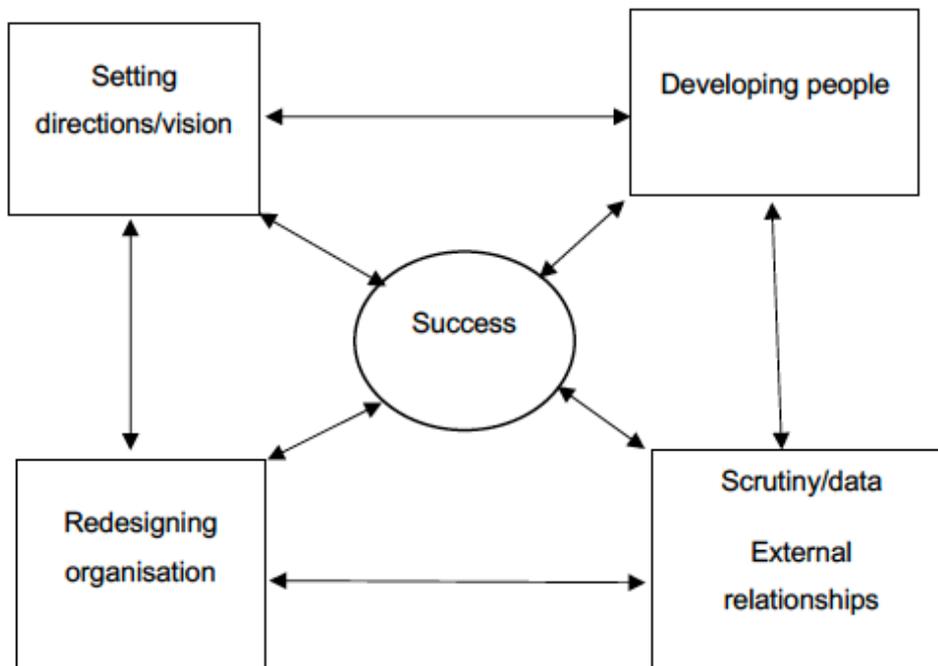
Source: Author's analysis showing two-way interwoven relationships for success.

FIGURE 16: SEM 3
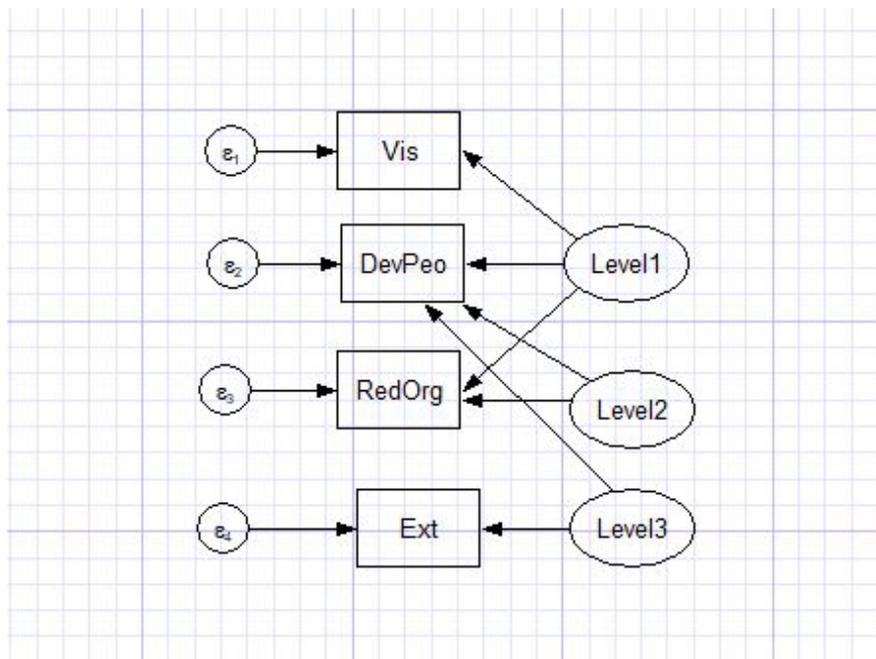
A Structural Equation Model showing 3 levels of true association with governor/leader/ principal characteristics and abilities for an effective college was also discussed in the study.

The strength of this research lies in its contribution to the insider-outsider debate. Among researchers, beliefs about the importance and performance and effectiveness effects of insider or outsider composition on the board are not uniform.

One viewpoint has been that the board of directors should be controlled by outsider directors because insiders might compromise their interests with the interests of their owners (Agency theory: Fama and Jensen, 1983). As initially described by Berle and Means (1932), the central tenet of agency theory was that managers who are themselves not owners but who serve as agents for owners will sometimes work to further their interests at the expense of owners' well-being. It follows that the absence of effective checks on managerial discretion will promote a growing divergence of interests and increase managerial opportunism, and organisational performance suffers. Disagreement among researchers has also been traced to the differing conceptual interpretations that have shaped research on the insider/outsider compositional effects. Much of this research has been discussed in the studies and is based on

Pfeffer and Kalanick's (1978) resource dependence perspective and the idea that outsider directors play a crucial role in facilitating resources for the organisation. The resource-dependence perspective has also been interpreted by some researchers as important because of the greater breadth of knowledge and experience outsiders bring with them from external sources (Bacon and Brown, 1973). Growing out of this point of view is the expectation that boards composed primarily of outsiders should be generally superior to boards of insiders, contributing to managerial effectiveness and organisational performance. This study adds to the body of knowledge.

Of significant interest to the organisational effectiveness debate is the finding in this study that boards perform effectively when the insider and outsider are on the board using the stakeholder theory, and working together in a team setting, contrary to the views expressed by Fitzgerald (2014) that outsider governing board members are risky intruders in education.

6.2 CONCLUSION

The study has characterised and associated effective colleges with effective good governance based on the criteria for what constitutes good governance, including the behavioural tendencies of the governing body. Using these constructs of effectiveness, it has become imperative that for college effectiveness to endure and be sustained, continuous knowledge enhancement be entrenched in the governing body role, making governors assess themselves continuously against stakeholders' definition of effectiveness. Second, to achieve the utmost college outcomes, as evidenced in the Carver model, additional independent measures of monitoring and scrutiny of all college activities are necessary. For example, to ensure independent oversight, an independent stakeholder (e.g. a Funding body representative) is represented in board deliberations, thus ensuring that a collaborative team approach on the governing board is present to ensure issues are thoroughly debated. To this extent, it is

recommended that any effort at applying the teams' approach should start with using Belbin's (2010) team roles study as a guide. Doing this independent scrutiny may prevent collusion or interface between board insiders and board outsiders, especially with the introduction by the government of liability on the board outsiders, in cases of college insolvency, as this approach may help curb collusion of any kind on the governing board, in cases where familiarity may breed contempt.

For now, though, FE governors are an elite group with diverse backgrounds who join college governing boards for a variety of reasons. This means governors may have divergent views, priorities, and interpretations of FE governance. As observed by Carver (2006), governors arrive at the table with dreams; they have visions and values, but they need support in their quest to seek a new identity as FE governors in an ever-changing educational climate.

6.2a. A SUITABLE FRAMEWORK FOR EFFECTIVE GOVERNORS' ROLE

The study has proposed a stakeholder framework that colleges could use to better prepare governors for their eventual corporate governance roles, including governors' possession of vision, behavioural attributes in developing people, redesigning a college and the governor's ability to embrace external relations. For explicit association with college effectiveness, governing body roles are developed to include: meeting legal and regulatory requirements; overseeing the activities of the college and monitoring institutional performance; determining the future direction, and approving the mission and strategic vision and long-term plans; ensuring that appropriate controls exist to assess and manage risk; and governors assessing themselves on regular basis so to ensuring accountability to stakeholders.

This study has also shown that chairs, Principals, and other outsider and insider board members could be elected onto the governing board for three or more terms, i.e., 12 to 20 years, but bringing issues of familiarity and collusion on the board should give way to

objectivity. Consequently, while further research is needed, the findings from this study contribute to the understanding of insider and outsider boards, providing a rich association with college effectiveness.

6.3 RECOMMENDATIONS

The main recommendation is that the distinction between the roles of governors (board outsiders) and principals (board insiders) in practice is very important and should be pursued, as governors are not appointed to become managers or principals of their colleges. This is particularly true in the turbulent environment where the central government has enunciated a solvency policy placing the onus of successful colleges squarely on the head of the governing board. Therefore, the outsider board of directors must remain a critical friend to the insider board of directors, probing as the need arises.

A review of the Department for Business Innovation and Skills 2012 simplification plan, aimed at reducing complexity and the administrative burden on the governing board, found that although some progress had been made, a more serious effort was needed before significant improvement would be attained (NAO,2014). Solving these challenges would limit the need for governors to be 'thinking all the time about change' and produce a more stable atmosphere to work in. It is believed that when this is done, there could be a better focus by governors on long-term strategic goals rather than the 'reactionary and short-termist' approach to governance, as argued in Smith and O'Leary (2013, p.251)

The study has conducted quantitative tests using GLS regression models to test the association between board composition characteristics and college outcomes. The results reveal a significant association between board composition (insiders and outsiders) and its attributes, such as knowledge in ensuring college effectiveness.

The structural equation modelling was used to test the idea of association in a qualitative framework to support the governing board's association with high levels of college effectiveness. The study found a significant association of the governing board with college effectiveness, particularly when setting vision, developing people, redesigning the organisation and enhancing external relations are envisaged as constructs of the governor's job role.

The main recommendation is that the distinction between the roles of governors (board outsiders) and principals (board insiders) in practice is very important, and role clarity should be pursued as governors are not appointed to become managers or principals of their colleges. This is particularly true in the turbulent environment where the central government has enunciated a solvency policy placing the onus of successful colleges squarely on the head of the governing board.

To this extent, further research may need to be conducted on principal-governor appointments so that any future model may capture the relationship and association of board insiders and board outsiders distinctively and their roles in college effectiveness more succinctly. Nevertheless, this study has enormously contributed to the literature by pointing out the way to an association between the governing board and college effectiveness. One downside of the study is that the representative sample of outstanding colleges may not be entirely a permanent representation of Ofsted's judgement because judgements change from year to year, and so does the basket of Ofsted-observed colleges. A college adjudged weak this year may turn around to be outstanding in the next four-year Ofsted observation cycle. Further, Ofsted observers are selected from a pool of inspectors with different perceptions, so that judgements may change yearly. Only when these factors are considered can the study be

conclusive as far as an association between board composition and college effectiveness is concerned.

The second challenge is that the structural relationships tested using the structural equation model indicate that behavioural practices instruct organisational governance at three levels. However, there could be more levels for analysis. For example, factors outside the immediate control of the governing board, such as broader governmental policies, the socio-economic status of the governors, the climate and the immediate environment of the college, the governor's leadership style in terms of monitoring, and instructional effects, all remain to be tested for practical policy analysis and policy recommendations. In all, it is significant that governing board members must set a vision, develop their organisations, create their people and provide scrutiny to ensure college effectiveness.

Although scholars desired a collaborative board, much more in-depth research needs to be done in this area. The study on board meetings reveals that: On the one hand, board members wanted to make it clear to managers that the board was a severe and essential force in the organisation and that managers could no longer pull the wool over their eyes; however, on the other hand, their own experiences as managers were such that they wanted strong leadership from senior management with a robust strategic vision and the capacity and willingness to put it into effect. Similarly, managers wanted a stronger and much more effective board, one whose contribution would justify the time put into servicing it, but not one that interfered with their authority as managers. As already discussed, the function and roles of the Principal (board insider) and governors (board outsiders) are unclear. Although the governing board monitors and scrutinises the operations of the board insider (Principal), a much more rigorous monitoring and scrutiny process is envisaged, particularly in an era where the central government, as the primary funder and stakeholder, insists on accountability of public

finance. Therefore, putting all these together, the substantive results that can be drawn from the study are:

1a Outsider representation on the board of directors is associated with high levels of college educational effectiveness.

1b Insider representation on the board of directors is associated with high levels of college educational effectiveness

2 Outsider and Insider knowledge and representation on the governing board are associated with high levels of college educational and financial effectiveness.

3 Representation of the outsider and the insider governing board members working as a team is associated with high levels of college effectiveness.

6.4 POLICY IMPLICATIONS OF THE STUDY

Outsider governing board members need to have the skills, knowledge and experience, particularly in modern trends in further education; funding requirements, reporting, accounting, auditing and its entire financial architecture, which implies that some form of training is required.

The funding system proposed by the Bradley Review (2009) requires an appropriate public accountability framework to ensure that governments and the community can have confidence in college and higher education and to ensure the efficient and effective use of public funding. Transparency in reporting plays a very important role in ensuring confidence in the effective use of funding and accountability, especially as solvency issues are cropping up in education management. There have been increasing concerns among colleges over the last few years about the nature and cost of accountability requirements (Birrell et al. 2009). However, this study did not delve into the argument that colleges should be compelled to disclose their performance and their effectiveness in Ofsted league tables, teaching and

financial aspects, which positively influence accountability according to the governance literature, although recommending such a move could be a desirable way to solve issues of effectiveness or otherwise in the college sector, as found by this thesis.

6.5 CONTRIBUTIONS

This research has explored the way college effectiveness can be interpreted and encouraged and has attempted to answer, first: what is effectiveness; second, if a college is not effective, why is it not effective, and third, what can be done to make it effective.

In an earlier study, Gleeson (2004) had observed that board composition and college effectiveness had been under-researched, so this study offers an addition. The Skills for Jobs white paper published in January 2021(Department for Education, 2021d) has indicated the potential for a renewed focus on the FE sector; however, there is still a sparse amount of research investigating the sector.

The study has undoubtedly contributed to the insider/outsider debate in the college effectiveness literature, particularly using the stakeholder theory to arrive at the finding that outsider governing board members and indeed both insiders and outsiders are required on the governing board to ensure high levels of college effectiveness.

This study has also shown that chairs, Principals, and other outsider and insider board members could be elected onto the governing board for three or more terms, i.e., 12 to 20 years; however, bringing issues of familiarity and collusion on the board should be avoided to ensure objectivity in board roles.. Consequently, while further research is needed, the findings from this study contribute to the understanding of insider and outsider boards, providing a rich association with high levels of college effectiveness. This thesis finds that boards perform effectively when the insider and outsider are on the board working as a team, sharing ideas in a social constructivist form.

6.5.1 THEORETICAL CONTRIBUTIONS

The research findings make contributions to the dominant stakeholder theory, revealing that there is a contribution that board insiders, together with board outsiders, make to high levels of college effectiveness. Stakeholder theory has it that no single stakeholder benefits from organisational effectiveness, rather all the stakeholders do.(Harrison et al.,2012), In this study, active participation has been encouraged from parents, outsider board members, insider board members, learners, funding bodies, Ofsted and central government directives, all aimed at ensuring that high levels of educational outcomes are achieved in a college setting. As stakeholders, some researchers are of the view that board composition consisting of insider governors, outsider governors, Ofsted and funding bodies are all expected to work collaboratively to ensure high success rates and to provide and apply resources effectively and equitably to achieve desired outcomes. To the extent that outsider board of directors do not get paid for their role on the governing body, they are seen as volunteers whose aim is to see a just outcome for learners, much as outsider governing board members aim for a just, equitable society and workforce.

Recent research supports the view that board effectiveness is related to using specific prescribed board characteristics and practices, including board knowledge and certain behavioural tendencies that ensure social interaction in a team environment. However, while several models of board involvement in strategic organisational direction have been proposed (e.g. Hendry et al., 2010), a consensus on the appropriate degree of participation in practice is far from universal, while no direct reference has been made to the impact of outsider governing board members, in particular, on further education colleges in England.

6.5.2 ALIGNING THE INNER ENVIRONMENT WITH THE OUTER.

The ideas signalled in the findings corroborate the analytical study in Pettigrew (1986). In that study, the author argued that there is a continuous interplay between the outer (environment) and the inner (organisation), to the extent that governing bodies have been conditioned to imbibe market conditions as a requirement for success; and must continually align the college with the needs of the outer environment such as Government and National policies, the economic environment and the consideration of competitors. This is evident in their roles and has been exacerbated by demands from funding bodies. These requirements are legacies of the continuing entrenchment of the market phenomenon. Choice, customer focus, external competition in the job market and charter marks have become accessories of the marketplace, and governing bodies of English FE colleges have become engulfed in this environment. However, no matter the changes in governance roles from the welfare periods in the Butler Act of 1944 to the ensuing years of incorporation, a herculean task of dismantling the quasi-market phenomenon exists, given the associated intricacies of governance that have become entrenched in education governance. Interestingly, it is because of the dominant phenomenon of change in governing bodies' composition and characteristics and its association with college effectiveness, which has until now not been researched, that this study makes a unique contribution to the literature.

6.5.3 COLLEGE GOVERNING BOARD AS EDUCATION STAKEHOLDERS

One of the take-home messages from this study is that, because of the continued rise in youth unemployment and funding issues conditioned upon the problems of modern society and college education, college governance has fostered a new kind of civic partnership with industry to enhance college effectiveness. This message is corroborated by West (1996), who

refs mainly to board outsiders as becoming "education stakeholders" (p. 92) who are working to ensure college effectiveness amid central government policy directions.

The findings in this study suggest that there is only a single way forward: to find a continued way of collaboration between board insiders and outsiders and swing board composition away from a tension model to one that ensures college effectiveness. The research demonstrates that corporate governance occurs within the boardroom, especially when the board is in session, because social interactions reinforce and update the learning process, which then translates into vision.

6.5.4 CLARIFICATION OF AMBIGUITIES IN STAKEHOLDER DEFINITIONS

This study has clarified what was seen as an ambiguity in the development and definition of the stakeholder objectives. The study clarified that students were the main customers, and although taxpayers contributed their quota to national governments, they were not necessarily stakeholders except to the extent that they were parents. Outputs in the further education sector were measured and must be smart, specific, and time-bound; therefore, although 'education' was construed as a public good, it was quantifiable. Hitherto, powerful professional stakeholders such as teachers and the FEFCE and inspectors often conceive the value of the service, without testing their constructs with the customer or clients, and this measure, which resulted in a false view of what constitutes core competencies of a college, has now been debunked by this study.

This research identifies parents' and students' constructs of effectiveness to mean the college's acceptance and readiness to meet the legitimate needs of its stakeholders. In doing this, the research identifies customer perceptions of the college's services, which are central in determining a college's effectiveness.

6.5.2 MANAGERIAL CONTRIBUTIONS

6.5.2.1 LEADERSHIP AND ITS INFLUENCE ON COLLEGES

Although the study pointed out that defining leadership can be a difficult venture, it showed that many writers define it in terms of the models, roles and behaviours that are used to describe it, and suggested that a consensus coalesces around the leader as someone who organises others and takes decisions, thus agreeing with Mullins (1996: p.278; Drucker, 2001), and essentially pointing out that leadership influences and moves the college in a strategic direction. Hitherto, the management literature has been inundated with seeing the task of management as the execution of existing processes, so with this thesis an interesting parallel can be made between leaders and managers on the one hand and effectiveness and efficiency on the other to the extent that leaders can now be seen in the light of this thesis that they are people who do the right thing; i.e. effectiveness, whilst managers are people who do things right, i.e. carry out tasks efficiently; so that as the study points out: there now is a broad consensus on what leaders do, whilst there are many varying theories on what makes an effective leader and how best to lead, which leads us to the next point of discussion.

6.5.2.2 LEADING /MANAGING COLLEGES IN TURBULENT TIMES

So, if we accept, as the study does, that a college operates within an increasingly turbulent environment, then managing change becomes an essential strategic capability. The thesis enumerated recent events which have caused great changes in the management and leadership of colleges, including 'marketisation' and 'McDonaldization'(explained under Thatcher's market philosophy and its influence on further education colleges) and summarised under the following triggers:

- Changes in National Education Provision

- Increased competition and the growth of new entrants

- Changing leadership; deteriorating outcomes (educational and financial)

- Changing customer profile and reputation of the college sector

These triggers of change usually fell into one or more of five categories: namely, a college's market (clients or suppliers); Government and regulatory bodies, the economy, climate and technological advances. Once these triggers have been identified, there is a need to analyse the relationships between them that may cause interaction. Planning for change and helping people (re-designing the organisation as the thesis proposes) to accept it and not resist change becomes fundamental to the management theorist. So that the success of management in turbulent times becomes a priority for managers. This will obviously involve the board taking people through change management processes, and this is particularly vital to the board in people-based organisations such as colleges; hence, it becomes an addition to the contribution to management.

This study highlighted the role of the board of directors as leaders in improving teaching and overall educational effectiveness and financial viability through the effective utilisation of financial and human resources of FE colleges.

6.5.2.3 LEADERS AS DESIGNERS IN LEARNING ORGANISATIONS

If leaders need to be designers in a learning organisation such as a college, then the development of policy should be, as (Mintzberg, 1987) puts it ''an emergent phenomenon. Mintzberg argues that successful organisations craft strategy, as they continually learn about the changing environment and balance what is desired with what is possible. Although the governing board may not get it right completely, at least they would be moving their colleges towards effectiveness.

Some complementarity with universities in Australia was made. In addition, the role of the regulatory authority and the majority stakeholders as external governance mechanisms in disciplining the council and the CEO of colleges and universities was addressed. In the Australian case, the result suggested that stakeholder theory and stewardship theory held an important role in university governance in Australia. That study also extended the findings about the role of complementarities of the governance instrument in affecting the performance of universities. The results of that study, however, did not support the central argument in the thesis, that the governance of universities has a positive relationship with the performance of universities in Australia, while it holds positive for FE colleges in England. It appeared that agency theory could provide alternative insights into explaining the relationship between governance and the performance of colleges and universities universally. Nevertheless, this thesis does not address a consistently significant relationship between external governance mechanisms and college effectiveness specifically. This diversity of findings in the Australian study may be attributed to the endogeneity problems with the selected variables, such as reverse causality (Kole 1997), joint-endogeneity (Hermalin and Weisbach 1991, 2003; Zhou 2001) and unobserved heterogeneity (Himmelberg et al. 1999)., therefore the mixed findings in that study may need to be further carefully analysed to include all important variables and appropriate operational measures as suggested by Gietzmann and Ireland (2005), Williams (2004) and Gelb and Zarowin (2002).

This study also characterised and associated outstanding colleges with good governance, including insiders and outsiders, and highlighted criteria for what constitutes good governance. Second, with the behavioural influence of the governing body, it is imperative that for college effectiveness to endure and be sustained, continuous knowledge enhancement be entrenched in the governing body role, and governors need to assess themselves continuously against stakeholders' definition of effectiveness.

6.5.2.4 LEADERS AS SELF-EVALUATING AGENTS

To achieve the utmost college outcomes, as evidenced in the Carver model, additional independent measures of monitoring and scrutiny of all college activities are necessary. For example, to ensure independent oversight, an independent stakeholder (e.g. a Funding body representative) may be represented in board deliberations, thus ensuring that a collaborative team approach on the governing board is present to ensure issues are thoroughly debated. To this extent, it is recommended that any effort at applying the teams' approach should start with using Belbin's (2010) team roles study as a guide. Doing this independent scrutiny may prevent collusion or interface between board insiders and board outsiders, especially with the introduction by the government of liability on the board outsiders, in cases of college insolvency. It may help curb collusion on the governing board, where that familiarity may breed contempt.

This study has suggested that the outsider board of directors of FE colleges are an elite group with diverse backgrounds. They join college governing boards for a variety of reasons, indicating that governors may have divergent views, priorities, and interpretations of FE governance, which are potentially not suitable for practice. As observed by Carver (2006), governors arrive at the table with dreams; they have visions and values, but they need support in their quest to seek a new identity as FE governors, and so continuous training and induction are recommended.

The study has proposed what colleges could use to better prepare governors for their eventual corporate governance roles, including possessing vision, developing people, redesigning the organisation and the ability to embrace external relations. For explicit association with college effectiveness, governing body roles include: meeting legal and regulatory requirements; overseeing the activities of the institution and monitoring institutional

performance; determining the future direction, approving the mission and strategic vision and long-term plans; ensuring that appropriate controls exist to assess and manage risk; assessing themselves regularly and ensuring accountability to stakeholders.

6.6 LIMITATIONS AND FUTURE WORK

While the study has progressed largely with less intrusion, sample size, framing and size of the questionnaire, and the choice of selective respondents were limiting factors.

First, the sample size was taken from 172 Ofsted-inspected FE colleges in England between 2010 and 2018. The assumption is that if all inspected FE colleges in the UK were taken, more data could have enabled the reliability and 'richness' of the study. However, it is not always the case that more data produces better results in research.

Second, apart from data issues, due to the nature of an interpretivist approach, the researcher did enter the world of research participants to try to understand their perspective (Saunders, Lewis, and Thornhill, 2019). Some authors argue that this can lead to bias as the researcher interacts with those involved in the research process and through the analysis and interpretation of the acquired data. (Collis and Hussey, 2014). However, this may not apply in this study because a comprehensive overview of the research process has been documented, since this is what can give transparency and clarity.

Third, due to the nature of the research, it would not be possible to have the same outcome if the study were repeated with the same participants, as the interviews and perspectives provided are a product of their time and the context that surrounded the individuals in those specific circumstances.

Fourth, interpretivist and qualitative research are often seen as being subjective or biased (Saunders, Lewis, and Thornhill,2019), meaning that multiple researchers can interpret data

in different ways. Hence, given that the data collected and analysed in this study was conducted by just one sole researcher, this means that although a rigorous process was employed to reduce any bias, another researcher may have interpreted the data differently, through reflexivity, as people see and interpret events differently. To this extent, further research may need to be conducted on some aspects, including principal-governor appointments, so that any future model may capture the relationship and association of board insiders and board outsiders distinctively, so as to examine and interpret their roles in college effectiveness more succinctly. Nevertheless, this study has enormously contributed to the literature by pointing out the way to an association between the governing board and college effectiveness.

Fifth, the representative sample of outstanding colleges may not be entirely a permanent representation of Ofsted's judgement because judgements of colleges change from year to year due to so many factors, including teaching effectiveness, learner demography and accounting practices, and so does the basket of Ofsted observed colleges. A college adjudged weak this year may turn around to be outstanding in the next four-year Ofsted observation cycle.

Sixth, Ofsted observers are selected from a pool of inspectors with different perceptions, so that judgements may change from year to year. Only when these factors are considered can the study be conclusive as far as an association between board composition and higher levels of college effectiveness is concerned.

Seventh, the structural relationships tested using the structural equation model indicate that behavioural practices instruct organisational governance at four levels. However, there could be more levels for analysis. For example, factors outside the immediate control of the governing board, such as broader governmental policies, the socio-economic status of the

governors, the climate and the immediate environment of the college, the governor's leadership style in terms of monitoring, and instructional effects, all remain to be tested for practical policy analysis and policy recommendations. In all, it is significant that governing board members must set a vision, develop their organisations, develop their people, provide scrutiny and manage their external relations to endanger organisational effectiveness.

Eight, a weakness of the study was that the sample did not have an equal representation of each stakeholder type, or an equal distribution of personal characteristics (e. g. gender, years of experience etc.), so that in the qualitative section, if interviews had been conducted with more stakeholders per individual college, this may have provided the opportunity to undertake a more thorough analysis of perspectives between colleges, as opposed to limiting questionnaires to insider and outsider governors.

Ninth, the power relationship between each participant and the researcher is a limitation. Within an interview, and in a questionnaire, this relationship is typically described as being hierarchical, whereby the researcher was in control of the interview/questionnaire, through determining the agenda, timing, duration and content of what should be covered in the interview. (Cohen, Manion, and Morrison, 2018). This was the case when the researcher was observing and questioning the board of directors during their meeting sessions. Some authors argue that power relationships occur during an interview, based on how participants perceive the researcher. (Braun and Clarke, 2013). These can be based on factors such as status, position, knowledge and role (Cohen, Manion, and Morrison, 2018), and this can influence how an interviewee answers questions and their willingness to disclose information, as seen particularly in this research study, as the researcher was conducting these interviews/questionnaires with his teacher and college governor colleagues.

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APPENDICES

I Qualitative data/ Excerpts from Ofsted reports

2 Second stage Interview questionnaire Part A, B, C

3 Ethical Considerations-Requests

4 Qualitative Interviewing-Governing clerks

5 CVF field survey

6 CVF (governance effects)

7 Data Files

APPENDIX 1: EXCERPTS FROM OFSTED REPORTS OF (26) OUTSTANDING COLLEGES INSPECTED FROM 2010- 2018

urn	Region	Leadership	Governance
131095 *merged with 133053	London	Leadership: The Principal, senior managers and governors provide outstanding strategic direction. Evidence of collaborative work with partners	Governance is exemplary, providing scrutiny, support and challenge.
130733	SE	Leadership and Management are outstanding. The high overall success rate	Senior Managers and Governors promote high aspirations
130720	Outer London	Leadership and Management are outstanding and highly effective. Strategic, operational planning	Governors, leaders, managers, and focused Governors contribute significantly.
130659	NE	Strategic leadership is outstanding	Governors monitor performance and support leaders
130803 *merged 2016	SW	Leadership is strong at communicating vision	Governors are committed to the success
130735	NW	The Principal provides solid strategic leadership	Robust systems in place. Financial management is outstanding.
130686	SW	Leadership is outstanding	Governance is exemplary
130689	SE	Clear vision and ambition of the Principal	Governors provide a strong critical challenge
130446 *merged with 131864	London	Leadership and management at all levels are committed to raising standards. High success rates	
130692	SE	All staff and learners share the clear and	Governors have a

		consistent vision of the Principal.	wealth of skills.
130739	NW	Principal and senior managers promote high aspirations. The principal has taken decisive action to make improvements. This has enhanced the morale and motivation of staff.	Governors are effective in ensuring that the college is led and managed well.
130483	West Midlands	Leaders have an ambitious vision for the college. The principal sets a clear strategic direction.	Governors provide excellent support.
130849	SW	The leadership and management of the college are outstanding	
130595	Yorkshire	The Principal, governors and senior managers have a transparent and inclusive strategic plan. The whole community owns the college's mission.	
130806	SW	Leaders and senior managers set a clear and ambitious vision and strategic priorities.	Governors understand the work of the college and support the leadership.
130843	SE	Success rates are outstanding. Leadership is outstanding. The Principal and senior managers have communicated an ambitious strategic vision and direction.	Governors bring expertise to their roles and support leadership.
130708	SE	Senior Leaders are highly competent. Success rates are high. Almost all students who enrol in long courses complete	
130629	SW	Leaders and managers work relentlessly to ensure learners experience outstanding teaching.	Governors are well-informed on all aspects of college performance.
Sc050962 130667	SE	Leadership and management are outstanding. A calm sense of authority which is motivating and engaging	
130524	Yorkshire	Leadership and management are excellent. Strong relationships with external agencies.	Governors have good oversight.
130585	Yorkshire	The Chief Executive Officer and her leadership teams have worked relentlessly to secure outstanding success rates. They have a clear	Governors have a clear vision.

		strategic vision.	
Sc061273 130692	SE	The senior management team provides exceptional scrutiny	
Sc041920 130623	NW	Leaders and managers show outstanding levels of competency. They model commitment, collaboration and dedication.	
130687 *closed 31/7/18	SW	Senior leaders have a clear and well-planned strategy. Leaders are not afraid to make complex decisions regarding apprenticeship numbers. Managers and staff work collaboratively.	Governors are well-informed about all aspects of the college. They have a wide range of relevant skills and use them effectively.
Sc061177 130698	SE	Senior leaders and managers are highly competent and experienced in maintaining an inspirational culture in which everyone thrives. They work collaboratively with external agencies.	
Sc050563 133108	West Midlands	Leadership is outstanding because they implement excellent procedures to monitor and review support.	The governing board actively contribute to the strategic management plan.

APPENDIX 2

2nd Stage Interview/research process:

Dear Sir/Madam: I am Godwin Adjei; an academic researcher at Staffordshire Business School and an FE Lecturer. This request for Information is made under the Freedom of Information Act 2000. Information will be used for research study only. Please spare only 10mins to complete. Thanks for your help.

LIST OF INTERVIEW QUESTIONS FOR THE GOVERNING BOARD: PART A & PART B

PART A: FOR OUTSIDER NON- EXECUTIVE GOVERNORS

Governor Background: (To answer: knowledge, skills & experience of governors)

1 Is there anything in your background, that you think inspired you to be a governor?

(a) potency (b) competence (c) capacity to make a difference X (d) desire to give back to society

2 What made you think that you can make a difference in this college?

 (a) motivation X (b) availability, (c) reasons of principle- i.e. education; (d) functional-i.e. taking part on behalf of an organisation)

3 As a governor who sits on the committee (Finance &Audit; Education & Standards) can you please describe briefly what you do in practice, remit and responsibilities commensurate with this role? **conduct termly reviews of the risk register, and report likelihood of risks occurring to the board**

 4 In your view, is there a clear distinction between what you do as an outsider non-executive governor and what the insider executive governor does in practice? (Probe: can you elaborate?

YES. There is a clear division of responsibility. The roles of the Chair and that of CEO are separate. The Corporation considers that each of its non-executive members is independent. Risks include Government funding; Tuition Fee policy; adequate funding; accommodation strategy.

5 In your role what have you found to be the essential key skills, necessary to perform your role? (a) Degree (b) Experience (c) Professional Qualification X (d) Network

Other_____

PART C

Governance Effects Questionnaire Items underpinning the 4-Factor CFA Model

Q1: Apart from governors' knowledge in Education and Finance to what extent do you believe your governance practices and actions have changed concerning the following over the past 10 (ten) years   Rank put (X)   1st very significant 2nd little 3rd not at all   1st   2nd little   3rd Not at all   Don't know

(a) Modelling high aspirations and exemplary leadership   □ □ □ □

(b) Demonstrating high expectations for raising standards   □ □ □ □

(c) Demonstrating high expectations for success   □ □ □ □

(d) Driving vision and contributing skills to strategic direction   □ □ □ □

Q2 Apart from governors' knowledge in Education and Finance to what extent do you believe your governance practices and actions have changed concerning the following over the past 10 (ten) years

 (a) Encouraging staff to work relentlessly and embrace new ideas for their teaching   □ □ □ □

(b) Encouraging staff to work relentlessly and embrace new ideas for their teaching   □ □ □ □

(c) Promoting a range of CPD experiences among all staff (inspirational culture in which

 everyone thrives)   □ □ □ □

(d) Encouraging and challenging staff to think of learning beyond the academic curriculum   □ □ □ □

Q 3 Apart from governors' knowledge in Education and Finance to what extent do you believe your governance practices and actions have changed concerning the following over the past 10 (ten) years

(a) Encouraging competency and collaborative work among staff   □ □ □ □

(b) Improving internal review procedures; reviewing and reducing complex decisions   □ □ □ □

(c) Allocating resources strategically based on pupils need   □ □ □ □

(d) Restructuring and critically challenging the Organisation to facilitate work   □ □ □ □

Q4 Apart from the governor's knowledge in Education and Finance to what extent do you believe your governance practices and actions have changed concerning the following over the past 10 (ten years

(a) Encouraging staff to use scrutiny, and data and to relate to external bodies   □ □ □ □

(b) Encouraging all staff to use data in planning for individual pupil needs   □ □ □ □

THANK YOU

Godwin Adjei (PhD Student)

APPENDIX 3: ETHICAL CONSIDERATIONS

Staffordshire University

Researcher: Godwin Adjei

<u>RE: Request for permission for access to interview the principal and governors at your college for Doctoral Research purposes</u>

Dear- (Principal)

I am writing to request your permission to access your college for a small scale piece of research.

I am a Further Education (FE) qualified lecturer (PGCE;MA Finance) with more than 15years teaching/lecturing experience part of which has been spent working as a school governor. I am also a member of the Institute of Learning (IfL) and hold a current enhanced CRB search status. I am currently researching for a Philosophy Degree (PhD) in Business and Management at the University of Staffordshire. I am researching on FE college governance and how it contributes to college performance. The research specifically focuses on the views of governors who sit on the Board including the incumbent principal, regarding their views on the contributions of governance to college performance in the light of changing legislation.

It is for this reason that I request for your permission to carry out research in your college this term (...........................) to interview governors and the principal. If you grant your permission, on the first visit, I would need about an hour to interview your principal. After interviewing the principal, I would also need to interview a cross- section of selected governors and these interviews will last for 45minutes to about an hour and will be carried out at mutually convenient times- say an hour before or after governors' term general meeting.

Staffordshire University
College Road
University Quarter
Stoke-on-Trent
Staffordshire ST4 2DE

Governors/Principal - Questionnaire: From Godwin Adjei (PhD Research)

The contents of this form are absolutely confidential. Information identifying the correspondent will not be disclosed to a third party save for educational purposes in the School of Business, Staffordshire University.

As part of my PhD studies with the University of Staffordshire, I am currently researching the association between governing board composition and further education college effectiveness. I am therefore interested in your expert opinions and experience on the link between governing board composition and college effectiveness.

PART A: Below are 26 Ofsted judgements of Outstanding Colleges.

Using the Framework below, label each judgement opposite with the values W,X, Y and Z

To be completed by **18 /12/19** and sent to godwin.adjei@fecolleges.london. Thank you

APPENDIX 4
COMPETING VALUES FRAMEWORK

	FLEXIBLE	
W Collaborate • Developing people • Empowerment		**X** Create • Innovate • Vision and transform
Y Control • Use of data • Scrutiny	FOCU	**Z** Compete • Redesign organisation • Goal achievement

INTERNAL — EXTERNAL

FOCUS
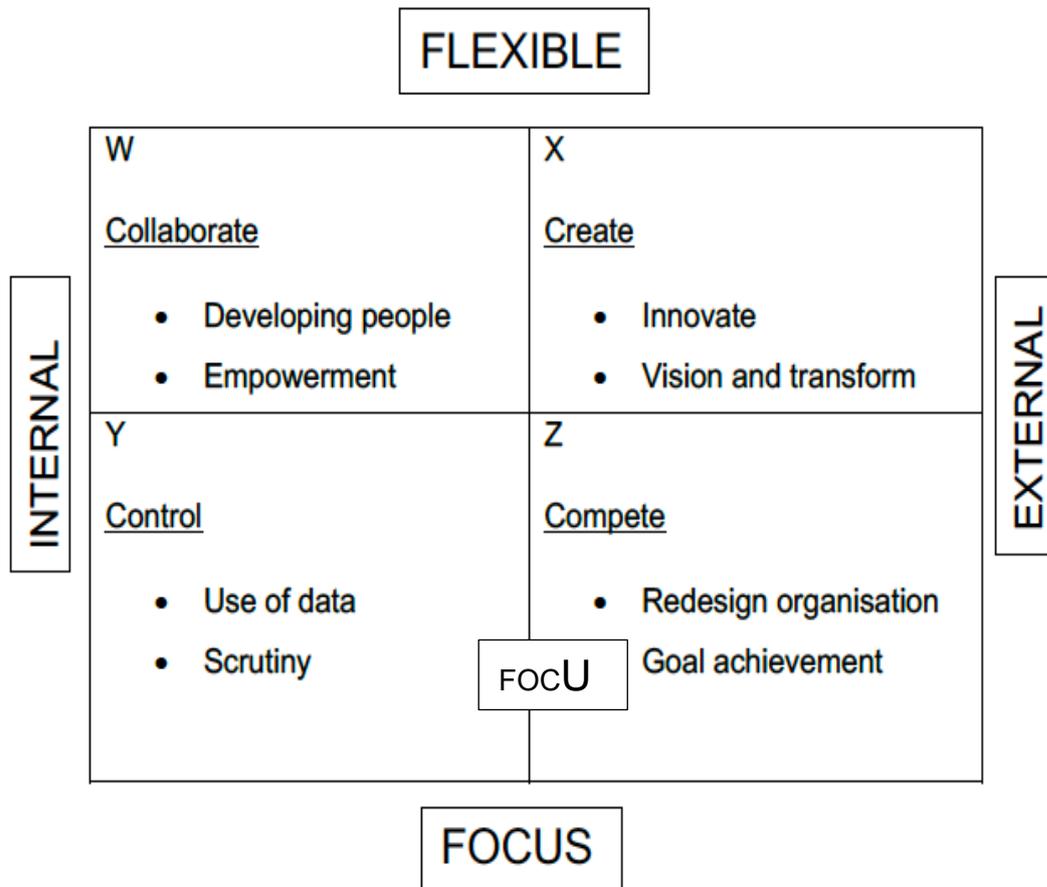
(Adapted from Cameron et al., 2007; Competing Values in Organisations, Northampton, MA Edward Elgar)

APPENDIX 5 (CVC FIELD SURVEY)

	Leadership (Board Insiders)	Values		Leadership (Board insiders)	Values
1	Strategic direction-collaboration		14	Mission owned by the community	
2	High success rate		15	Ambitious vision	
3	Strategic planning		16	Success rate: vision and direction	
4	Strategic planning		17	Competent leadership	
5	Communicating vision		18	Relentless effort to ensure outcomes	
6	Strong strategic leadership		19	A calm sense of authority and engaging	
7	Outstanding Leadership		20	Strong relations with external agencies	
8	Clear vision		21	Clear vision	
9	Committed to raising the success rate		22	Exceptional scrutiny	
10	Shares vision		23	Model commitment, collaboration and dedication	
11	Making improvements-enhancing morale		24	Not afraid to make difficult decisions	
12	Ambitious clear vision		25	Maintaining an inspirational culture	
13	Outstanding leadership and management team		26	Monitoring and providing support	

APPENDIX 6 (GOVERNANCE EFFECTS)

	Governance	Values		Governance	Values
1	Scrutiny, challenge & support		**14**	Good oversight	
2	High aspirations		**15**	Clear vision	
3	Focus		**16**	Information flow – Good and timely	
4	Monitoring & support		**17**	Actively contributes	
5	Committed to success		**18**		
6	Robust systems		**19**		
7	Exemplary		**20**		
8	Strong critical challenge		**21**		
9	Wealth of skills		**22**		
10	Ensuring college is managed & led well		**23**		
11	Providing excellent support		**24**		
12	Understand the work of college and support.		**25**		
13	Has timely information		**26**		

PART B

Indicate against each question below:

1= Outstanding

2= Effective

3= Partially Effective

4=Ineffective

Strategic Vision

A. Does the Principal engage appropriately and effectively in the creation of key college strategies? ---

B. What progress has the Principal made in establishing a vision, ambition, and culture? -----------

Board Behaviour

C How effectively do members hold the Principal to account in an open, constructive and challenging manner? ------------

Board Responsibilities

D How effectively does the board ensure the effective and efficient use of resources? ---------

Adding Value

E Do governors make a difference? ------------

ACADEMIC STUDY- CORPORATE GOVERNANCE IN ENGLISH FE colleges

Points for Discussion with Mr Graham Drummond (Clerk to the Governing Board CCG)

Following the Insider (executive)-Outsider (non-executive) Theory-

1. Is the clerk employed by the college? (which makes him an insider?)

The clerk may be employed by the college. In this case the clerk has to maintain his independence. It used to be the case that a clerk to the governing board be employed by the college. It is no longer the case. In my case, I started as an employee and have since maintained my position and my professional independence. I guess the longer a clerk spends in his position the more independence he assumes as he learns his roles.

_____

2. With your experience and knowledge- do all English FE colleges follow the same pattern in question 1 ?

No every college operates differently

_____

3. How long have you been in this position?

Altogether eight years

_____

4. How many committees are there on the CCG board?

You can glean this from company accounts

_____

5. Do all insider (executive) and outsider (non-executive) members serve on committees?

It is best if all governing members serve on committees

_____

6. Is the position of outsider (non-executive) governing board member advertised?

Not usually. From Word of mouth; Local Authority; or interest within the local community

_____

7. In your opinion do you think outsider (non-executive) governing board members should possess:
8. Skills knowledge and experience in Education?__YES_____
9. Skills knowledge and experience in Finance ____YES___
10. Have a wide network of contacts for resources?-----------------YES---

Date: 09/01/20

Thank you- I would like to thank you for your time. This is for academic study purposes only.

Godwin Adjei

APPENDIX 7: DATA FILES

http://www.filedropper.com/godwinadjeidatafiles

URN	ofsted sc	dep var1 Fsa score	dep var2 bsize	ind var1 bout	ind var2 bins	indvar3 bgen 1	indvar4 bgen0	indvar4 bkeduc	indvar5 bkfin
131888	2	2	17	10	7	9	8	6	3
131094	3	3	20	13	7	15	5	5	4
130558	4	4	18	12	6	9	9	5	4
130709	3	3	17	13	4	11	6	5	7
130759	2	2	20	14	6	11	9	5	5
131347	2	2	18	14	4	11	7	6	3
130622	2	2	19	13	6	11	8	6	8
130754	2	2	18	12	6	9	9	8	4
130423	3	3	22	16	6	15	7	8	4
130461	2	2	19	14	5	14	5	11	2
130490	2	2	22	16	6	13	9	7	5
130473	3	3	21	14	7	13	8	7	4
130521	3	3	23	12	11	12	11	7	5

130607	2	2	22	13	9	13	9	5	8
130531	3	3	20	14	6	11	9	7	4
130434	3	3	17	3	14	9	8	2	3
130576	3	3	20	16	4	15	5	8	7
130677	4	4	19	12	7	7	12	5	3
130720	1	1	17	10	7	11	6	3	5
130618	2	2	24	14	10	15	9	6	4
130797	4	4	20	13	7	9	11	0	3
130481	2	2	21	16	5	15	6	8	5
130495	3	3	19	13	6	14	5	1	3
130509	2	2	17	12	5	13	4	2	6
130627	2	2	19	15	4	13	6	8	5
130750	3	3	16	11	5	10	6	4	3
130407	2	2	18	14	4	12	6	9	5
130493	3	3	17	12	5	8	9	7	6

130549	3	3	21	12	9	11	10	3	3
130710	2	2	17	13	4	10	7	5	9
133053	3	3	15	11	4	9	6	4	7
130493	3	3	17	12	5	8	9	7	6
130549	3	3	21	12	9	11	10	3	11
130710	2	2	17	13	4	10	7	5	9
130743	2	2	17	12	5	12	5	4	6
130796	3	3	17	12	5	12	5	5	3
130818	2	2	21	15	6	17	4	4	8
130456	3	3	18	11	7	12	6	4	3
130713	2	2	17	13	4	11	6	8	7
130721	3	3	14	12	2	7	7	4	4
130733	1	1	20	15	5	10	10	6	5
132053	2	2	20	15	5	10	10	6	5
130659	1	1	15	9	6	8	7	5	2

130803	1	1	22	14	8	17	5	5	4
130735	1	1	15	10	5	11	4	5	3
130686	1	1	14	10	4	8	6	6	10
130689	1	1	14	10	4	8	6	6	10
130446	1	1	17	12	5	10	7	4	5
130439	3	3	28	18	10	17	11	6	4
130836	3	3	17	13	4	12	5	5	4
130587	2	2	15	10	5	12	3	4	10
130692	1	1	14	12	2	9	5	5	5
130410	3	3	17	10	7	11	6	7	3
130739	1	1	17	11	6	9	8	4	3
130483	1	1	23	16	7	20	3	8	5
130849	2	2	18	13	5	13	5	9	4
130842	2	2	23	17	6	17	6	7	7
130595	1	1	23	17	6	15	8	8	4
130806	1	1	18	11	7	7	11	6	6

130843	1	1	17	12	5	8	11	7	6
130418	2	2	15	12	4	14	7	4	4
130430	3	3	21	17	14	14	7	4	4
130633	2	2	18	9	9	11	7	7	5
130835	2	2	20	12	8	10	10	7	8
130579	2	2	17	11	6	8	9	7	5
130404	2	2	17	12	5	13	4	5	4
130708	1	1	23	15	8	13	6	3	4
130547	2	2	19	11	6	16	4	8	6
130676	2	2	20	14	6	11	9	2	3
130683	2	2	18	11	7	11	7	2	3
130688	3	3	24	18	6	11	13	4	3
130555	3	3	19	12	7	10	9	5	3
130448	2	2	19	14	5	15	4	4	5
130472	2	2	24	20	4	14	10	10	5

130627	2	2	21	13	8	12	9	7	4
130629	1	1	18	13	5	11	7	7	4
130421	2	2	14	9	5	8	6	6	4
130634	2	2	15	9	6	9	6	4	5
130649	2	2	15	10	5	11	4	3	5
130652	2	2	12	9	3	6	6	5	4
130658	2	2	15	10	5	11	4	6	4
133585	3	3	16	10	6	12	4	3	4
130754	2	2	22	16	6	12	10	4	5
130805	2	2	21	13	8	15	6	3	5
130818	2	2	23	16	7	17	6	8	4
130845	3	3	25	14	11	10	15	4	4
130776	3	3	22	15	7	13	9	3	4
130822	2	2	23	15	8	12	11	8	6
130444	1	1	20	13	7	14	6	5	3

130451	2	2	17	11	6	11	6	3	3
130582	2	2	21	15	6	10	11	7	3
130534	3	3	18	13	5	10	8	7	5
130413	4	4	20	14	6	14	6	3	5
130588	4	4	17	10	7	11	6	2	3
138670	3	3	27	20	7	22	5	6	5
130667	3	3	22	15	7	13	9	7	5
130524	1	1	18	8	10	11	7	5	4
130532	3	3	21	15	6	15	6	4	3
130714	3	3	17	5	12	12	5	6	5
130720	1	1	38	16	22	26	12	9	8
130721	3	3	18	4	14	16	2	6	7
130730	2	2	19	13	6	6	13	6	4
130740	3	3	16	11	5	10	6	7	6
130681	4	4	19	0	19	14	5	6	5
130696	3	3	19	12	7	14	5	4	5

130699	4	4	13	13	0	13	0	6	6
130585	2	2	22	17	5	8	14	3	4
130454	4	4	24	15	9	13	11	9	5
130467	2	2	24	15	9	15	9	4	4
130476	2	2	22	11	11	10	12	7	4
130621	4	4	20	14	6	9	11	6	5
130438	2	2	21	16	5	15	6	5	4
130648	1	1	23	16	7	16	7	5	3
130672	4	4	20	13	7	12	8	6	5
130487	4	4	24	18	6	14	10	6	4
130488	3	3	14	8	6	9	5	5	3
130493	3	3	22	8	14	13	9	6	3
130495	3	3	26	18	8	18	8	6	5
130812	2	2	25	16	9	18	7	5	4
130823	3	3	19	9	10	14	5	5	4

130825	3	3	20	8	12	15	5	7	3
130773	3	3	22	15	7	16	6	4	5
130777	2	2	20	10	10	9	11	6	5
130797	4	4	24	14	10	12	12	5	4
130809	3	3	21	11	10	11	10	6	5
130824	2	2	21	13	8	11	10	5	4
130851	2	2	21	13	8	10	11	5	3
130434	4	4	20	14	6	11	9	5	4
130440	3	3	21	13	8	11	10	4	5
130466	3	3	19	12	7	11	8	6	4
130474	3	3	21	13	8	10	11	5	6
130584	2	2	17	13	4	7	10	0	3
130690	1	1	19	14	5	13	6	3	5
130401	2	2	20	14	6	9	11	5	5
130408	3	3	23	14	9	13	10	5	7

130415	3	3	29	20	9	16	13	1	8
130692	2	2	19	14	5	8	11	4	4
138948	3	3	13	13	0	10	3	4	3
138171	3	3	12	12	0	7	5	6	6
130623	2	2	22	16	6	16	6	7	5
130478	1	1	13	13	0	10	3	7	6
130521	3	3	23	14	9	10	13	8	5
130653	4	4	19	14	5	13	6	5	8
130537	3	3	26	20	6	15	11	8	6
130722	3	3	18	12	6	12	6	5	6
130723	3	3	22	12	10	7	15	3	6
130725	3	3	15	10	5	10	5	6	4
130679	3	3	20	16	4	16	4	5	7
130697	2	2	19	14	5	10	9	0	8
130698	2	2	19	12	7	11	8	5	3
130552	3	3	14	11	3	11	3	3	4

130591	3	3	17	12	5	10	7	7	2
130632	3	3	21	14	7	14	7	5	5
130432	3	3	18	13	5	10	8	5	5
130447	3	3	17	9	8	8	9	3	3
130667	3	3	22	14	8	13	9	7	5
135771	3	3	24	18	6	17	7	7	4
135658	3	3	24	13	11	15	9	6	5
130815	3	3	24	17	7	14	10	5	6
130592	2	2	16	13	3	8	8	3	4
130535	2	2	25	14	11	12	13	5	7
130542	3	3	18	10	8	14	4	8	5
130687	2	2	19	15	4	14	5	5	6
130653	4	4	0	0	0	0	0	0	0
130727	4	4	18	9	9	9	9	5	4
130505	3	3	22	15	7	14	8	9	3

130772	2	2	24	19	5	17	7	13	4
130674	3	3	19	12	7	11	8	7	3
130484	3	3	20	13	7	13	7	4	4
130603	2	2	19	13	6	12	7	5	5
130606	3	3	16	10	6	11	5	5	3
130734	2	2	23	15	8	9	14	7	5