

**THE CHANGING ROLE OF THE SECONDARY
SCHOOL PRINCIPAL IN BUILDING
SUSTAINABLE COMMUNITIES**

by

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DEDICATIONS	(i)
ACKNOWLEDGEMENTS	(ii)
DECLARATION	(iii)
EXECUTIVE SUMMARY.....	(iv)
TABLE OF CONTENTS	(v, vi, vii, viii, ix)
LIST OF TABLES	(x, xi)
LIST OF APPENDICES	(xii)

DEDICATIONS

This work is dedicated to my immediate family, my loving parents, Jan and Annie Sauls, my two older brothers, Jan and Ephraim Sauls and their families and the late oom Otto Hendrickse, his children and grandchildren.

This work is finally and most specially dedicated to my loving daughter, Jeneen Souls.

Above all I give thanks to God Almighty for guidance and wisdom and for surrounding me with family members and circle of friends.

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Finally and most importantly, I thank God the Almighty for giving me strength and good health to pursue this challenging study.

DECLARATION

I herewith declare that “THE CHANGING ROLE OF THE SECONDARY SCHOOL PRINCIPAL IN BUILDING SUSTAINABLE COMMUNITIES” is my own work. It is submitted for MAGISTER EDUCATIONIS DEGREE in the subject EDUCATION MANAGEMENT at the University of South Africa (UNISA) in Pretoria. It has not been submitted before, for any degree or any examination at any other university.

November 2005.

EXECUTIVE SUMMARY

The aim of the study was to investigate the changing role of the secondary school principal in building sustainable communities.

It is supposed that communities that are not sustainable affect secondary schools. The focus is on how the secondary school principal should go about building, sustaining and uplifting the school community. The direct and indirect involvement of secondary school principals in community issues, could contribute to sustainability within the community, which gradually becomes a reality. The task of the secondary school principal is realised through the results of effective educative teaching and learning practices.

Through literature study it was found that the role of the secondary school principal in enhancing sustainable communities would contribute to the upliftment of communities. The qualitative approach was successful in obtaining information about how the changing role of the secondary school principal in building sustainable communities is viewed. Recommendations were made concerning research findings for stakeholders and officials to note.

Key terms: changing management role, secondary school principal, sustainable communities, building relationships, planning, leading (also known as guiding), organising, quality control, influential factors, effective educative teaching and constructive learning practices.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTORY ORIENTATION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	3
1.3 MOTIVATION FOR THE STUDY	6
1.4 STATEMENT OF THE PROBLEM	7
1.5 AIM OF THE INVESTIGATION	8
1.6 PROPOSED RESEARCH METHOD AND DESIGN	8
1.6.1 Introduction	8
1.6.2 Sampling	9
1.6.3 Data collecting Techniques	9
1.6.4 Data Analysis	10
1.7 LIMITATION TO THE RESEARCH	11
1.8 EXPLANATION OF MAIN CONCEPTS	12
1.8.1 The (changing) management role of the secondary school principal	12
1.8.2 Sustainable Communities	12
1.8.3 Constructive learning	12
1.8.4 Effective teaching.....	13
1.8.5 Influential factors.....	13
1.9 ORGANISATION OF CONTENT	13
1.10 SUMMARY	14

CHAPTER 2: THE CHANGING MANAGEMENT ROLE OF THE SECONDARY SCHOOL PRINCIPAL IN ENHANCING SUSTAINABLE COMMUNITIES	15
2.1 INTRODUCTION	15
2.2 THE CHANGING ROLE OF THE SECONDARY SCHOOL PRINCIPAL	18
2.2.1 Introduction	18
2.2.2 Planning as a management task	20
2.2.3 Organising as a management task	28
2.2.4 The leading (also known as guiding) task of the secondary school principal	33
2.2.5 Quality control as a management task	41
2.2.6 Other management tasks of the secondary school principal	46
2.2.7 Conclusion	52
2.3 THE NATURE OF SUSTAINABLE COMMUNITIES AND HOW THE PRINCIPAL IS GOING TO BUILD SUSTAINABLE COMMUNITIES.....	54
2.3.1 Introduction	54
2.3.2 Types of sustainability	55
2.3.3 The ten features that characterise sustainable communities through effective secondary schools	57
2.3.4 Conclusion	60
2.4 THE RELATION BETWEEN THE CHANGING ROLE OF THE SECONDARY SCHOOL PRINCIPAL AND THE BUILDING OF SUSTAINABLE COMMUNITIES	61

2.4.1 Introduction	61
2.4.2 Orientation	63
2.4.3 The planning of school community relationships	63
2.4.4 The organising of school community relationships	65
2.4.5 Giving guidance with to school community relationships.....	67
2.4.6 Exercising control in conjunction with school community relationships	69
2.4.7 Conclusion	72
2.5 CONCLUSION	74
CHAPTER 3: QUALITATIVE RESEARCH DESIGN	74
3.1 INTRODUCTION	74
3.2 RESEARCH METHOD DEFINED	75
3.3 RATIONALE FOR CHOOSING THE QUALITATIVE METHOD	77
3.4 CHARACTERISTICS OF THE RESEARCH MEASURING INSTRUMENT	79
3.4.1 Validity in qualitative research	80
3.4.2 Reliability in qualitative research	81
3.5 SAMPLING AND DATA COLLECTION	82
3.6 COLLECTING DATA IN QUALITATIVE RESEARCH	83
3.6.1 Interviews	84
3.7 PRESENTATION OF DATA	87
3.8 CONCLUSION	87
CHAPTER 4: DATA ANALYSIS AND INTERPRETATIONS	89
4.1 INTRODUCTION	89
4.2.1 Presentation of interview data	89

4.2.2	Analysis from interviews conducted with secondary school principal.....	104
4.2.3	Analysis of interviews conducted with secondary school deputy principals.....	113
4.2.4	Analysis of interviews conducted with secondary school heads of departments (HoDs)	120
4.2.5	Analysis of interviews conducted with secondary school educators.....	127
4.2.6	Analysis of interviews conducted with School Governing Body chairperson	135
4.3	CONCLUSION	144
CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS		145
5.1	INTRODUCTION	145
5.2	SUMMARY OF THE STUDY	145
5.3	FINDINGS	147
5.3.1	Findings with regard to the first aim of the research: to clarify and describe the (changing) management role of the secondary school principal	147
5.3.2	Findings with regard to the second aim of the research: to clarify and describe the nature of sustainable communities and how the principal is going to build sustainable communities	149
5.3.3	Findings with regard to the third aim of the research: to clarify and describe the relation between the role of the secondary school principal and the building of sustainable communities	152
5.4	RECOMMENDATIONS	155
5.4.1	Recommendations with regard to the first aim of the research	155
5.4.2	Recommendations with regard to the second aim of the research	156
5.4.3	Recommendations with regard to the third aim of the research	157

5.4.4 Recommendations for further research	158
5.5 CONCLUSION	158
6. BIBLIOGRAPHY	160-168

LIST OF TABLES

Table 4.1	Explanation of what the changing role of the secondary school principal should be	90
Table 4.2	Description of the instructional role of the secondary school principal	91
Table 4.3	Effective contribution of responses in tables 4.1 and 4.2 to the building of sustainable communities in our townships	91
Table 4.4	Programmes to be put in place by secondary school principals to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment prevails	92
Table 4.5	Implementation of the above programmes to contribute to the upliftment of the school community and the community at large	93
Table 4.6	Perceptions of a sustainable community	94
Table 4.7	Advantages of sustainable communities	95
Table 4.8	Performance of secondary schools which are situated in sustainable communities	96
Table 4.9	Description of involvement of main stakeholders of secondary schools which are situated in sustainable communities	97
Table 4.10	Contributions and influences of sustainable community secondary schools towards other schools where there is a great need for sustainability	98
Table 4.11	Proper planning as a demand in building sustainable communities in relation to the changing role of the secondary school principal	99
Table 4.12	Contribution of a well organised (and balanced) school community to a healthy and sustainable community	100
Table 4.13	The importance of giving guidance with regard to school community relations. How the school community can be motivated and effectively communicated with to welcome and accept guidance	101

**Table 4.14 The exercising of quality control in conjunction with
the school community 102**

**Table 4.15 The viewpoints of respondents regarding the relations between
the role of the secondary school principal and the building of
sustainable communities 103**

LIST OF APPENDICES

APPENDIX A: Request to Department of Education to conduct research.

APPENDIX B: Approval from Gauteng Department of Education to conduct research.

APPENDIX C: Interview schedule.

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

In this study, the authenticity of the role of the secondary school principal, in building sustainable communities, is determined. To build sustainable communities, is to ensure that educational systems and structures, such as policies, plans and programmes are in place, to enhance and facilitate the teaching and learning process effectively in the classroom (Mda and Mothata 2000:23). Quality teaching is the school's primary task – the excellence of the secondary school should be measured against the quality of teaching and learning experiences learners have in the school. The effect a teacher has on the learning experiences of learners, will always be the most important dimension of the school's experience in the community. Clearly, then, the secondary school principal should, through the teaching staff, be geared to making effective teaching and learning possible, so that the community at large benefits.

The secondary school principal is also responsible for processes like administration, organisation and work processes, which will contribute to the building of sustainable communities. However, the main responsibility of the secondary school principal is to create conditions in the school in which the learners can receive quality instruction both inside and outside the classroom. According to Drake and Roe (1986:151), the secondary school principal's major tasks (in building sustainable communities) is to provide educational leadership to improve learning. A great deal of research has been done in identifying the characteristics of efficient schools. One of the most general conclusions of this "effective school" research, is that a principal can have a significant effect on the effectiveness and success of the school (Bossert, Dwyer, Rowan & Lee 1982:34; Hawley, Rosenholtz, Goodstein & Hasselbring 1984:53).

In addition, changes are taking place in education the world over, that are resulting in the decentralisation of decision-making powers to school management level, which is further reinforcing the role of the principal as a key figure in the provision of effective teaching and learning (Beare, Caldwell & Millikan 1989:153; Duke 1982:1). Much research has already been done on the ways in which a principal can influence the instructional programme of the

school. This research, has gradually identified this responsibility of the principal or this dimension of the principal's task as the instructional leadership role (Duke 1982:1).

Schools, especially secondary public township schools, must therefore form systematic and ordered structures in which people are grouped together in the interests of educative teaching and learning. However, these schools have their own individual characteristics. The role of the secondary school principal is therefore broadened to one of a community leader. The effective educative teaching and constructive learning of a functional public secondary school can only be determined by its contribution to the upliftment of the community. In other words the theory in the school situation is put into practice in the community at large. It is therefore hoped, that the role of the secondary school principal in building sustainable communities will become a reality.

There is a general opinion, both in the Republic of South Africa and abroad, that the role of the secondary school principal has changed from being pedagogical-didactical to more managerial and leading in nature (Van der Westhuizen, 1999:3). It is therefore clear, that the role of the secondary school principal, goes beyond the office into the school community and the community at large. This makes sustainable communities largely dependant on schools where people are grouped together in orderly, hierarchical structures of authority in order to attain a common objective, namely effective educative teaching and constructive learning.

The above makes it clear, that the management role of the secondary school principal in building sustainable communities, cannot be interpreted in terms of teaching and learning in the classroom, but also a supporting component which lies in the performed field of teaching and learning outside of the classroom in the school community and the community at large. For effective educative teaching and learning to take place, there are a number of activities which must be carried out in teaching (the secondary school) and which lie outside the field of the teaching and learning situation, in other words, within the community, without which effective education would not be possible. This includes sporting and cultural activities.

It is therefore clear, that the secondary school principal is dependent on people, such as teachers, to be able to fulfil his/her calling in building sustainable communities as a result of good education, teaching and learning practice. Where s/he is in control of people's activities and wants to provide direction by means of leadership, in order to achieve mutual goals,

instructional management is necessary and present. In this sense, the management role of the secondary school principal also involves the thought processes and actions by which problems, stress, solutions and decision making are approached in both the school and the school community. This makes the secondary school principal not only an educational leader of the school, but also a community leader.

1.2 BACKGROUND TO THE STUDY

There is a growing interest and demand in the role of the secondary school principal in building sustainable communities in the education of our country. The national Department of Education (DoE) even launched the Whole School Development Plan (WSDP) and School Improvement Plan (SIP) in 2004 precisely to improve the effectiveness of the management role of the secondary school principal (and all other main stakeholders) in building sustainable communities (Gauteng Department of Education 2004:14). Irrespective of the above attempt of the DoE, it seems that the secondary school principal and the community are still working in isolation. The legislation covering schools is largely silent on the role of the secondary school principal as community leader, youth and empowerment programmes supported by secondary schools and the impact of secondary schools on youth, families and the community at large. In essence, secondary schools are authoritarian structures, which allows the secondary school principal to build, sustain and uplift the school community and the community at large.

The latter will not materialise whilst the secondary school principal and the community are working in isolation. Clearly, this is not a waste of money or resources. These matters count; but the primary waste is that of human life, the life of children in the community while they are at school, and afterwards because of inadequate and perverted preparation (Dewey 1965:64). The secondary school principal's management role influences the school itself as a community of individuals, in its relation to other forms of social life. All waste is due to isolation. The school and the community are expected to get educative teaching and learning - in order to uplift, develop and empower the community holistically so that they work easily, flexibly, and fully. Therefore, in speaking of wasted education, the desire is to call attention to the isolation of various parts of the school system, the lack of unity in the aims of education, the lack of coherence in its studies and methods.

According to Dewey (1965:65), the school system, upon the whole, has grown from the top down. Since 1995 the management role of the secondary school principal has changed in such a way that inputs from ground level, that is the school community and the community at large, influences the role of the principal and ultimately the education system. In other words, it is expected from the secondary school principal to become directly and indirectly involved in community issues, so that sustainability within the community become gradually possible and a reality. Surely, this will contribute to the management role of the secondary school principal in building sustainable communities.

The secondary school principal typically must subordinate functions associated with instructional improvement to routine managerial activities (Duke 1987:44). This makes the task of the principal difficult in building sustainable communities. The secondary school principal lives in a world where the primary mode of communication with the community is the spoken word. It is also a world where opportunities for reflection are few and where interpersonal relations are characterized by brief meetings, affording little occasions for in-depth discussions and community involvement. It is found, that most of the time of the secondary school principal is occupied with matters of organisational maintenance, providing information to parents and dealing with learner attendance. Truly, this leaves little time for the secondary school principal to become actively involved in the community as one of the community leaders. However, the secondary school principal remains the most important connection between the secondary school in the community at large and to contribute to the building of sustainable communities.

In providing local leadership, it is expected that the secondary school principal must work cooperatively towards improving the quality of living in the community (Sea 1953:198). This contributes to health needs, religious preference, trade and industry, property ownership and community boundaries. These contributions of the secondary school principal make a difference in the community and it improves the standard of living in the community at large. Clearly the management role of the secondary school principal in building sustainable communities cannot be overemphasized. Most of our townships communities are still very much dependant on local governments to provide for their needs. This disjunction can also be addressed by the school as one of the contributing organisations of the community. The involvement of the secondary school principal in other community structures like health and

welfare, safety and security and religious organisations will clarify the role of the secondary school and contributions which can be made to build and sustain communities.

The above makes it clear, that secondary school principals are important layers in the education system. They are closest to the school community and the community at large and thus allow their impact to be felt. They also have an important role to play in driving systematic reforms in the community. Secondary school principals have difficulty in redesigning secondary schools and thus depend on the co-operation and full support of communities for continuous and long-term improvements. Fullan (1991:203) puts this more succinctly “The (secondary) school will never become the centre of change (in building sustainable communities) if left to its own devices.” Given the importance of the management role of the secondary school principal, it is appropriate that it improves the quality of schooling and ultimately that of the community.

However, crime and violence have risen in our township schools and communities at large. This has a negative impact on the young families and the community at large. Sustainable communities create employment that can only be encouraged by the management role of the secondary school principal. This calls for “welfare-to-workfare” programmes in the community. (Fauri, Wernet & Netting 2004:98). These problems above are viewed as outgrowths of limited educational, recreational and entrepreneurial opportunities for the youth. Life on the street, as it was, offers rewards of affiliation and money that, for youth across communities, might be more easily accessible and satisfactorily attained via regular school and community programmes. This includes the management role of the secondary school principal in his/her attempt to build sustainable communities. But compounding the problems of the youth of our communities, are conditions faced by many of their families. Evidence is cited of familial disintegration, increased reports of domestic violence, drug and alcohol addictions, spousal separations and divorce, and associated challenges presented to single-parent-headed households with dependants that have all but overrun the local social service system. Like many social welfare agencies elsewhere, where imbalances exist between the numbers of people, the diversity of their needs and the limited resources available, the relationship between the community and the school becomes a frustrated experience on both sides. This makes the management role of the secondary school principal a challenging one, in striving to build sustainable communities.

1.3 MOTIVATION FOR THE STUDY

The researcher, after being a primary school principal for approximately three years, has been seconded to a poorly performing secondary public school in Ennerdale, a township south of Johannesburg. Ennerdale is an area surrounded by informal settlements and other areas namely Lawley, a feeder area of Ennerdale Secondary School. The Ennerdale community consists of six primary and three public secondary schools. It is because of this background, that the role of the secondary school principal will be investigated in building sustainable communities.

The researcher has noticed and experienced the fact that most principals of secondary public schools find their role in building sustainable communities extremely challenging. The researcher has, therefore, decided to investigate the possible reasons for this disjunction.

The commitment to excellence in academic work, sport and cultural activities, by both learners and teachers contributes to the fact that sustainable communities are built. Because of the pride in their schools, the learners seem to take care not to harm the good reputation of their school. The above activities keep the community together and busy, and it develops and empowers them (Van der Westhuizen 1996:95-98).

It is also necessary and important that parents are involved in school activities as partners in education to identify with the role of the secondary school principal. The researcher agrees with Dekker and Lemmer (1993:154-157) whereby they firstly quoted Nibett (1957:50): “A good school in fact has something of the creative vitality of a good home.” They argue that ‘Home Start’ is far more important than ‘Head Start’. When parents and educators realise that they need each other, they will have no option but to co-operate at all levels in the school. The school management must involve parents (and learners) as soon and as quickly as possible to stimulate their interests. The secondary school, as an organisation, will therefore be regarded as a key avenue to economic advancement as well as having a value of its own within the community. Through participation, parents are represented sufficiently on all levels and effective communication will take place in an organised manner. One of the main reasons why parents are partners in education, is because they want the best (education) for their children at all times for the betterment of our community at large. This is strongly supported by Dekker and Lemmer, (1993:157) namely, that nowhere in education is the

principle of partnership more important than at the level where the question of how to provide the most effective education, for all children, in South Africa is addressed.

It is hoped that the study of the role of the secondary school principal, in building sustainable communities, should contribute constructively to existing knowledge and also that it will provide new insights and understanding to those who are involved in education. Education planners and policymakers may find the data contained in this dissertation relevant to situations where transformation in education is in progress. School principals, educators and learners may also find data contained in this dissertation worth reading for their academic advancement and personal enrichment.

The focus thus moves to the role of the secondary school principal in building sustainable communities and its effects on and implication for education.

1.4 STATEMENT OF THE PROBLEM

From the previous sections, the problem can now be posed;

What is the role of the secondary school principal in building sustainable communities in secondary public township schools?

The research (main) problem is too broad to be investigated. The division of the main problem into the sub-problems, makes the research problem more manageable. The whole is composed of the sum of its parts and this is a universal law. He continues by stating: “Resolving the sub-problem will ultimately resolve the main problem.”(Leedy 1993:14).

The main problem can, therefore, be sub-divided into the following sub-problems;

- What is the changing management role of the secondary school principal?
- What is the nature of sustainable communities and how is the principal going to build sustainable communities?
- What is the relation between the role of the secondary school principal and the building of sustainable communities?

1.5 AIMS OF THE INVESTIGATION

The researcher proposes that an in-depth study be done into the role of the secondary school principal in building sustainable communities. The purpose of the research would, therefore, be to analyse, explore and describe the role of the secondary school principal in building sustainable communities. The aim will consist of the following objectives:

- to clarify and describe the changing management role of the secondary school principal.
- to clarify and describe the nature of sustainable communities and how the principal is going to build sustainable communities.
- to describe the relation between the role of the secondary school principal and the building of sustainable communities.

1.6 PROPOSED RESEARCH METHOD AND DESIGN

1.6.1 Introduction

The purpose of this study is to be **descriptive**, namely to reveal the nature of situations, settings, processes, relationships and systems of the main stakeholders at secondary public township and other public secondary schools. The researcher will also be able to gain insight by **interpreting** the nature of the challenges that exist in secondary public township schools.

This will allow the researcher to **test** and **verify** the validity of his assumptions, claims, theories, or generalisations within the real word context. It will, therefore, enable the researcher to **evaluate** and judge the effectiveness of particular policies, practices and innovations (Leedy 2001:148). Hence, according to Mac Millan & Schumacher (2001:393), the research will contribute to theory, educational practices, policy making and social consciousness.

Against the above background, the researcher proposes that the present study be conducted within a qualitative paradigm. Mouton (2001:194) acknowledges the fact that one of the major distinguishing characteristics of qualitative research is the fact that the researcher attempts to understand people in terms of their own definitions of their world.

“Qualitative research is classified as interactive or non-interactive research, termed analytical research” (Mac Millan & Schumacher 2001:393). Furthermore, design elements in qualitative research are usually worked out during the course of the study (Mouton 2001:195). It is against this background, that the research design of this study (case studies of school management and classroom practices) as outlined by Vithal & Jansen (1997:17), will be presented in fairly broad terms. The aim for the use of a case study is to provide an in-depth description of the chosen sample (mouton 2001:149).

1.6.2 Sampling

The **selection of cases (sampling)** will be “site selection, by which sites (secondary public schools) are selected to locate people involved in particular events” (Mac Millan & Schumacher 2001:401). Four secondary public schools (one in each area) in the following areas will be targeted as samples for this research:

Ennerdale – a traditional House of Representatives area, **Lenasia** – a traditional House of Delegates area, **Soweto** – a traditional Department of Education and Training School area and **Mondeor** – a traditional Model C school area. The four schools represent the different areas in which our school are and were situated in South Africa and would give a fairly well balanced view of the changing role of the secondary school principal in building sustainable communities.

The school principal, the deputy principal, one Head of Department (HoD), one educator and the chairperson of the School Governing Body (SGB) will be used as samples of the research. Face-to-face interviews with five people per school (in total 20 people) would be sufficient information to ensure a well balanced view of the study.

1.6.3 Data Collecting Techniques

The study will use face-to-face interviews as data collection. According to Leedy (2001:158) the primary advantage of conducting face-to-face interviews is flexibility: the researcher can easily shift focus as new data comes to light. However, he continues by stating that the major disadvantage is that the presence of the researcher may alter what people say and do as

significant events unfold. Given the latter obstacle, the interviews will be conducted as part of the qualitative study according to the suggestions offered by Leedy (2001:158) namely:

- to identify methods that will work best for the researcher,
- introduction and purpose of the study, and
- developing relationships so that people take the researcher into their confidence.

The study will utilise qualitative interviews as described by Leedy (2001:159); these (a minimum of 4x5=20 interviews) interviews are either open-ended or semi-structured and revolving around a few central questions. This model of qualitative interviewing, is more flexible and likely to yield information that the researcher hadn't planned to ask for. The interviews will provide the most direct evidence of the involvement, contributions and cooperation of the main stakeholders (school principals, deputy principals, HoDs, educators and the SGB chairpersons) to ensure school effectiveness. The semi-structured interviews will allow the researcher to probe initial responses (Vithal and Jansen 1997:22).

The school principal, deputy principal, HoD, educator and chairperson of the SGB at the four secondary public schools represent all stakeholders in the research.

Documentation such as magazine articles, newspaper and media reports, and information available on the Internet will be integrated with data obtained and the researcher will attempt to add any other nuances that might reside in these sources.

1.6.4 Data Analysis

The **data** will be **analysed** using the approach of Rubin and Rubin (1995:226-227) and they describe it as follows: Data analysis begins while the interviews are still under way. This preliminary analysis explains how to design questions to focus on the central themes as the researcher continues interviewing. After the interviews are completed, the researcher will begin a more detailed and fine-grained analysis of what the conversational partners told him. In this formal analysis, the researcher may discover additional themes and concepts and build towards an overall explanation. To begin the final data analysis, the researcher will put all material from all the interviews that speak to one theme concept into one category. The material within the categories are compared to look for variations and nuances in meanings.

The researcher will compare across the categories to discover connections between themes. The goal is to integrate the themes and concepts into a theory that offers an accurate, detailed, yet subtle interpretation of the research arena. The analysis will be completed when the researcher feels that he can share with others what interpretation means for policymaking, for theory and for understanding the social and political world. The above analysis involves “breaking up” the data into manageable themes, patterns, trends and relationships (Mouton 2001:108).

The above process will be assisted by making use of available computer-aided software for the analysis of qualitative data, which will be used as a “tool” or “instrument” to aid the management of textual data, for the storage and retrieval of information, as well as the functions that these programmes offers.

1.7 LIMITATION TO THE RESEARCH

The approach of Vithal and Jansen (1997:35) will be used to acknowledge the limitations of the research. This will empower the researcher to appreciate what constraints will be imposed on his study and to understand the context in which the research claims are set. The following are noted:

- Access to schools may be limited to two weeks per term by the GDE.
- Principals and other main stakeholders may change schools during the research.
- Data may not always be found/available.
- One or more schools may withdraw from the study at a critical stage of the research process.

Although the use of interviews, as an existing instrument, have the advantage of saving time and costs and thus has high validity and reliability (Mouton 2001:100), the interview has its own risks, namely the fact that the sample sizes can be too small. Data sources can be incomplete and legal and ethical constraints on access to certain identified stakeholders.

Given the above possible constraints, the research design will be adjusted accordingly as set out in the methodology and design section.

1.8 EXPLANATION OF MAIN CONCEPTS

1.8.1 The (changing) management role of the secondary school principal

There is a general opinion, both abroad and in the RSA that the secondary school principal's role has changed from being pedagogical-didactical to more managerial in nature (Van der Westhuizen, 1999:3). The role of the secondary school principal goes beyond the classroom into the school community at large and includes aspects such as regulative tasks or actions executed by the principal in his/her position of authority in a school management field or area of regulation so as to allow formative education to take place. This implies that the principal's management role is also a human act, that people are involved and that it is therefore subject to norms and that his/her management role is an interwoven act.

1.8.2 Sustainable Communities

Sustainable communities face an array of good and healthy social, economic, moral and environmental conditions. Such communities are well established, empowered, developed and self-reliant. Sustainable community development recognizes and supports people's evolving sense of well being – including a sense of belonging, place, worth, safety (and security) and a sense of connection with nature (Fauri, Wernet, Ellen 2004:92-93). This results in the community's capability to provide goods and services that meet people's needs for example, social sustainability provides a safe and nurturing environment for the most vulnerable learners in the absence of their parents, moral sustainability creates a well-disciplined environment where the principle of a just and equal society is promoted and economic sustainability provides first preference to businesses in the community.

1.8.3 Constructive learning

Constructive learning is an active process in which the learner uses sensory input and constructs meaning out of it.

1.8.4 Effective teaching

Effective teaching is the guiding, interaction between the educator and the learner to enable the learner to perform the task of constructive learning.

1.8.5 Influential factors

Influential factors are factors such as effective communication between stakeholders, partnerships in community, sharing successes, knowledge and respect for various cultures, etc., which positively contributes to enhance the teaching and learning process, uplift the community and assist the secondary school principal to maintain sustainability.

1.9 ORGANISATION OF CONTENT

Research findings are arranged into separate chapters for the sake of logical exposition and presentation of data. However, the chapters are not separate entities as information in one chapter may be linked and related to information in another chapter.

Chapter 1 contains the introduction, background to the study and motivation for the investigation. This chapter also attempts to delineate the origin and extent of the problem statement and sub-problems. The aims and objectives of the research are formulated. The methodology of the research to be undertaken and the value of the investigation will be described. The main concepts will be briefly described and explained.

Chapter 2 gives a review of the literature namely, the (changing) role of the secondary school principal and the building of sustainable communities in our township schools. The knowledge and insights obtained from various sources are integrated.

In *Chapter 3* the research design is described and the research method(s) are explained. This chapter also deals with the description of the population, procedures and description of the tools and its application.

In *Chapter 4* the collected information is conveyed, analysed and a discussion of the results that will be provided, is given. The data collected will be presented and interpreted.

Chapter 5 will be the concluding chapter. In this chapter a summary will be given of the research results, supported or not, and conclusions and recommendations are made. Finally, interpretations and further suggestions for this study will also be made.

1.10 SUMMARY

In this chapter, an introductory background of the study is given. The motivation for the study and awareness of the problem is outlined. From the previous sections, the problem statement is posed. The aim and objectives of the investigation and the research method and design, are proposed. Finally, the limitation to the study, the explanation of the main concepts and the organisation of the content are explained.

In the next chapter the (evolving) management role of the secondary school principal and the building of sustainable communities in our township schools are intergrated from various sources.

CHAPTER 2

THE ROLE OF THE SECONDARY SCHOOL PRINCIPAL IN ENHANCING SUSTAINABLE COMMUNITIES

2.1 INTRODUCTION

In this chapter the author will elucidate the (changing) management and instructional role of the secondary school principal in building sustainable communities in our township public schools. The literature study will focus on the management and instructional role of the secondary school principal and the building of sustainable communities. The following questions will be investigated.

- What is the management and instructional role of the secondary school principal in secondary public township schools?
- What is the nature of sustainable communities in secondary public township schools and how is the principal going to build sustainable communities?
- What is the relation between the changing role of the secondary school principal and the building of sustainable communities?

In answering the above questions, the author will separate and sub-divide the management role of the secondary school principal and the building of sustainable communities in order to give detailed definitions and explanations of the latter concepts and how they relate to education. In doing so, the hope is that the main problem in this study namely: “what is the management role of the secondary school principal in building sustainable communities?” shall be investigated and ultimately be addressed. The nature of sustainable communities in secondary public schools and how the principal will build sustainable communities will also be discussed because it is part and parcel of the characteristics of the management role of the secondary school principal in building sustainable communities in education. The relation between the changing role of the secondary school principal will also be discussed in detail.

In spite of the general acknowledgement that the management and instructional role of the (secondary) school principal has been investigated, relatively little research has been carried out to determine how this vital role of the (secondary) school principal can contribute to the

constructive building of sustainable communities especially in our townships. The term management role of the secondary school principal includes instructional leadership of the secondary school principal. To build sustainable communities in our townships, the secondary school needs good management as well as good leadership. The changing management and instructional leadership role of the secondary school principal are not different; they go together because secondary school principals cannot be good managers without being good leaders or good leaders without being good managers.

Louis & Miles (1990:15) separate management and leadership as follows:

LEADERSHIP	MANAGEMENT
Leaders set the course for the organisation.	Managers make sure that the course is followed
Leaders make strategic plans.	Managers design and oversee the way that plans are carried out.
Leaders stimulate and inspire.	Managers use their influence and authority to get people to work productively.
Leaders make new things happen.	Managers keep things on track and headed in the direction that has been set.

Given the roles of management and leadership above, surely they should not be separated because it is not helpful in building sustainable communities. Good management in secondary schools requires qualities of instructional leadership, and good leadership requires the qualities of effective secondary schools where both qualities are needed. Without doubt, management and leadership in secondary schools go together; they are undoubtedly two sides of the same coin, which can be distinguished but not separated. Good management in secondary schools involves good leadership and good leadership involves good management to ensure sustainable communities in our secondary township schools and in the community at large. It is therefore clear that secondary school principals, School Management Teams (SMTs) and educators need both management and leadership skills. In addition to the above the management and instructional role of the secondary school principal will also be discussed in relation to the different types of the term sustainability, namely: social sustainability, economic sustainability, moral sustainability and environmental sustainability. Physical aspects such as the nature of sustainable communities in relation to education will also be discussed.

The advance in science and technology has changed the demands and needs of school communities and communities at large regarding education. To sustain communities in our townships the Department of Education (DoE) must be responsive to the demand – through the changing management and instructional leadership role of the school principal. These changes reveal themselves in the pattern of life and social relations (Mathiba 1998:15). According to Rowney (1989:5) modern society is pervaded by technicians who have operational roles which range from determination of policy issues that are relevant (technical) secondary schools, to decision on the allocation of resources and deployment of workers. To achieve their aims, secondary school principals should use their management and instructional leadership roles through education to equip secondary school leavers with skills to enable them to effectively carry out their responsibility ties and become assets to their communities.

Educational ends and outcomes are important for optimal societal functioning in our modern age and according to Aronowitz and Girowouz (1987:1) the school has become an adjunct to the labour market. The DoE must continuously be responsive to the secondary school principal who ensures that prescribed curriculums are implemented to meet the demands of the labour market. This view emanates from the fact that education serves as a provider of skills necessary for production and quality in labour and consequently vocational guidance and vocational education have proliferated in secondary schools. This chapter also focuses on the DoE's control over education and appropriate education as characteristics of education as required in our secondary schools in the modern era. It will be indicated that the role of the secondary school principal in building sustainable communities has required the creation of efficient management systems so as to ensure the productivity of education. Consequently, education systems have manager teams comprising of highly qualified personnel who have the basis of the necessary amount of knowledge and specialized knowledge in their field of work. This chapter therefore, investigates three particularly potent forces: the changing and the relation between the changing role of the secondary school principal and the building of sustainable communities. The ability of secondary school principals to remain effective will possibly be linked to how well they handle these issues.

2.2 THE CHANGING ROLE OF THE SECONDARY SCHOOL PRINCIPAL

2.2.1 Introduction

Secondary school principals have formal authority and status in the secondary school; they work with people, they work with information and they make decisions (Mintzberg, 1990:17) The fact that secondary school principals spend a lot of their time with other people, makes their role an interpersonal one. The interpersonal role is very important in the managerial work of the secondary school principal. There are three interpersonal roles that come from the formal authority and status of the secondary school principal, namely figurehead, leader and liaison officer.

As the figurehead of the school the principal is tasked with the symbolic and ceremonial role of the school, such as at assemblies, prize-giving functions and receiving of awards on behalf of the school community. Although the figurehead role is sometimes routine, it is important for the smooth running of the school. As leaders of secondary schools, principals are responsible for the work of educators and learners at school. The leadership role of the secondary school principal is also to motivate and counsel (when things go wrong) both the staff and learners (and sometimes parents too). Secondary school principals have to look outside as well as inside their own schools. They need to liaise (communicate) with other principals, District officials, members of the Education Department (provincial and national) and teacher organisations. They also need to establish links with businesses, NGO's, other organizations and parents. The liaison role is an important one which cannot be neglected. The informational (communicational) role of the secondary school principal makes him/her the "nerve centre" of the school. Secondary school principals may not know everything that happens, but they usually know more than others do. As a monitor, the principal watches and reports. Interpersonal contacts inside and outside the school give the principal access to information. Getting information and processing it is a key part of the principal's job. Secondary school principals use various means to get information, from formal sources (such as the Education Department) and also from informal sources (including gossip). In secondary schools, principals and the School Management Team (SMT) need to monitor teaching and learning. They need information about staff performance and learner achievements.

The disseminating role of the secondary school principal is to pass in information to all stakeholders although some information must always be kept confidential. But principals must share as much (key) information as they can with educators – and even learners, when this is appropriate. Information should be disseminated in regular and systematic ways, e.g. in daily or weekly staff briefings, staff meetings, weekly assemblies and monthly or quarterly circulars to parents and other partners (allies) in education. This role is of course crucial because the principal is a member and the leader of a leadership team.

Secondary school principals also need to speak on behalf of the school community at large. As such, they are spokespersons. For example, if news reporters want to know about a recent happening at the school, they would talk to the principal (or another member of the SMT). The spokesperson in this regard would also speak with the permission of and on behalf of the Gauteng Department of Education.

Principals (and SMT members) play a major role in decision-making in the secondary school. Good secondary school principals use their formal authority to make decisions, based on the information they have. The decisional roles of the secondary school principal are fourfold, namely entrepreneurial, disturbance handling (problem-solving or conflict management), resource allocating and negotiating.

Good secondary school principals go the extra mile to improve their schools. They are always on the lookout for good and “fresh” ideas and they initiate new developments and projects (which they often delegate to others). Public secondary schools are the same as businesses because they exist exclusively to provide an unconditional service, free of charge, rather than to make a profit. But secondary school principals also need entrepreneurial skills; they should always be on the lookout for interesting possibilities or opportunities for the school.

If any problem emerges in the secondary school, the principal needs to take action. In fact every secondary school principal needs to spend time responding to disturbances inside the school and in its environment. When dealing with human relations in secondary schools, some powers and responsibilities are delegated. If, for example, a problem arises in the classroom, the educator, as a classroom manager, is expected to deal with it. If it is a more serious problem, a senior member of staff (according to the organogram or flow chart and

disciplinary system of the school) should deal with it. The principal should be the ultimate resource; s/he should not spent time dealing with small problems. S/He should build the confidence and authority of educators to deal with these problems (according to the school's Learner Code of Conduct).

The secondary school principal is also responsible for ensuring that the school has adequate resources. This is a very important role as required in both section 20 (paper budget allocation as controlled by the Provincial Education Department) and section 21 (monitory budget allocation as controlled by the school itself) schools. The principal is also responsible for “who gets what” in the secondary school because s/he is the chief accounting officer of the school. “Perhaps the most important resource the secondary school principal allocates is his or her time” (Mintzberg,1990:81). This is a fact because the principal must have time for almost everyone and everything at school. In secondary schools, resources take different forms, and senior members of staff usually allocate them. For example, when drawing up a timetable, resources (time) are being allocated. When allocating classrooms, space is being allocated. When budgeting for the school, money is being allocated. The allocation of these resources is an important job, and it needs to be carefully managed by the secondary school principal.

The different changing management and instructional tasks of the secondary school principal will be discussed with the above in mind. The secondary school principal has four main tasks, namely planning, organizing, leading (also known as guiding) and quality control. All the other sub-tasks will be discussed under the four main tasks. Other tasks such as financial management, resource management and secondary school marketing will also be discussed.

2.2.2 Planning as a management task

2.2.2.1 What is planning?

Marx (1981:211) regards planning as the management task of the secondary school principal that is concerned with deliberately reflecting on the objectives of the secondary school, the resources, as well as the activities involved, and drawing up the most suitable plan for effective achieving these objectives. Allen (1964:109) aptly says: “Planning is the work a manager does to master the future.” Set objectives are realized through careful planning.

Planning is an integrated task and each of the various has a planning element. According to Teichler (1982:42) planning may be seen as a reflection of a basic or theoretical manner, policy, rules, procedures, strategies, methods, skills and expertise by the secondary school resources. This is a fact, because it is only through the staff, learners, parents and the availability of the necessary physical resources that the secondary school principal will succeed in his/her management and instructional leadership task.

Planning can be regarded as one of the most important tasks of secondary school principals and it forms the basis of all other management tasks. How well the other manager tasks are carried out will depend on the quality of the planning. Planning is an intellectual activity; it involves thought processes by means of which future activities are pre-enacted to achieve certain objectives. Planning is a way to anticipate and offset change (Robbins 1980;128). Through planning the secondary school principal is forced to look ahead and see what can and will happen, from the point of view of existing information. In this sense, the planning action may also direct and focus attention on objects that should be achieved. Overlapping thus can be eliminated and various activities coordinated sensibly.

According to Marx (1981:208) planning is possibly the management task that receives the least attention. This should not be the case, even though it takes a fair amount of time it may be regarded as a thinking activity that must take place. The planning task of the secondary school principal must be carried out with sufficient enthusiasm. Although change or renewal is not always acceptable, resistance to proper planning should not be tolerated. Secondary school principals should not fall back on the defense mechanism of being satisfied with existing conditions.

Planning usually follows the identification of objectives. The focal point of planning is usually how to achieve an objective or how to implement a decision. According to Gorton (1976:51) the nature of planning is based on what kind of activities will have to take place to achieve objectives, the resources required to achieve the objectives, how activities should follow one another and what would be the most effective way to coordinate resources to realise teaching and education and the time schedule that should be followed. The above important aspects of the planning action will certainly assist secondary school principals, to determine priorities or the importance of matters. In this way priorities can be identified as of prime importance. Through planning, aspects of greater and lesser importance can be

separated from one another. In this way, attention is directed at that which requires attention and time allocation is determined. Planning, therefore, serves as a resource for effective allocation and utilisation of time. Each plan should be able to contribute to achieving set objectives. Although the various management tasks are not disassociated from one another, the planning activity is of importance as it not only formulates objectives, but also anticipates reaching them. From this point of view, planning and control are inseparable. Planning presupposes control and unplanned actions or activities cannot be controlled. By means of planning the affairs and activities of people are directed and arranged according to those that are urgent and less urgent, those that can be dealt with and completed immediately and those that will be dealt with at a later stage. Therefore, planning as an action is systematic and continuous.

Planning as a management task of the secondary school principal remains of vital importance. The importance of effective planning is as follows (cf. Koontz and O'Donnell, 1964:79-81; Marx 1981:215-216):

- It is the starting point of the management action. This means that the management task of the secondary school principal starts with planning. This is the firm foundation on which all other tasks will be built.
- Planning is the means of establishing whether the secondary school is still moving in the direction of its set objectives. These objectives must contribute to the building of sustainable communities in especially our township schools.
- It provides time for reflection. The secondary school principal must take time to reflect on his planning so that possible gaps that may occur are filled as soon as possible.
- It forces the secondary school principal to think ahead. The secondary school principal should be a visionary thinker who sees possibilities and/or problems ahead to avoid reactive or “fire fighting” management. Thinking ahead will ensure that the secondary school principal is proactive as far as s/he possibly can be.
- It causes the secondary school principal to think continually about set objectives. This ensures that the secondary school principal’s planning is done on a daily basis – not necessarily written planning, but continuous implementation of the action plan.
- It helps towards the pursuit and achievement of objectives. The action plan and the reflection on the initial planning make the latter possible.
- It provides the opportunity to consider alternative plans. This is one characteristic of proper and effective planning; it keeps the planning flexible to suit the unforeseen

situation. Secondary school principals must be in a position to change or add to plans for the better.

- It can lead to the better utilisation of people and resources. The secondary school principal must know the abilities and skills of educators, learners, parents and the auxiliary staff members. The latter makes proper and effective planning easy and it simplifies the task of the secondary school principal; resources can therefore be easily and fairly allocated and distributed.
- It reduces the chances of overlapping. The delegating task of the secondary school principal becomes easy and as fair as it possibly can because s/he knows his staff and other stakeholders well.
- It should be undertaken in accordance with in the formulated policy of various authorities. Proper and effective planning will ensure that all policies concerned will be obeyed and implemented.
- It provides direction to those concerned and leads to team efforts, cooperation and better coordination. Knowledge and key information make the staff willing to work together towards goals. It is the duty of the secondary school principal to ensure that this is properly disseminated.
- It can be adjusted through effective control. Planning needs to be monitored and controlled by the secondary school principal so that initial planning is not be hampered by possible adjustments that need to be made.
- Possible problems may be foreseen and suitable preventative measures taken. As the plan(s) are implemented, problems do sometimes occur, but proper and effective planning ensures that suitable preventative measures are taken by the secondary school principal.

From the foregoing, it is clear that planning is one of the most important tasks of the secondary school principal and it forms the basis of all other management actions. How well the other management actions will be carried out will depend to a great extent on the quality of planning. Planning always implies planning for the future (to anticipate the future) and it implies that planning should take into account what is going to be done in the future, when it is going to be done and by whom it will be done. Planning is, in a certain sense, a bridging action between the present and the future (Hechter, 1981:6). The secondary school principal therefore should use the knowledge, experience and capabilities considered in this respect. Timely planning of the secondary schools needs is closely linked to timely planning of staffs

needs. All those concerned with planning should be well informed and the situation should be clear-cut. The most important characteristic of effective planning is still that the particular responsibility and position of everyone involved should be clearly indicated. Without this, the feeling of being in full partnership will be lost. Clearly proper planning will ensure that the role of the secondary school principal in building sustainable communities is realised.

2.2.2.2 Goal defining as a management task

Kroon (1986:110) maintains that planning is a management task, which concerns the purposeful reflection on future goals and objectives. Goals and objectives cannot be formulated unless the secondary school's mission is clearly described. The mission of the secondary school includes educative teaching and learning as a primary task of the school. The formulation mission of the secondary school is therefore the task of top management, which includes the secondary school principal who must ensure that the formulated goals and objectives will contribute to the building of sustainable communities. The goals and objectives should be formulated with reference to the mission (Van der Westhuizen, 1991:144) statement of the secondary school. Clearly without goals (and objectives) public township schools would increase the tendency of entropy (a lack of pattern – secondary schools which results in disorganisation and chaos.)

Goals are generalised, broader and are usually formulated over the long term. A goal is usually operationalised into objectives (Van der Westhuizen, 1991:145). This makes it clear that, although the secondary school principal regards the building of sustainable communities as a goal, namely that the latter will materialise in the long term, this specific goal can be subdivided into operational objectives which operates in the short term. Thus, the aim is to improve the quality of educative teaching and learning as the primary task of the secondary school and it can be operationalised into practical objectives. The secondary school principal must ensure that it is evident that set objectives must be attainable and capable of being evaluated and should be the driving force behind the event, which describes the objective(s). The determination of goals is part of the planning task of the secondary school principal. When the planning task is evaluated, it is necessary that there should be a clearly delineated goal with which to carry out evaluation. The goals must be executed. This can be done by means of planning and then by embodying what has been planned in the form of policy with a view to the achievement of the goals (Van der Westhuizen, 1991:145-146). It is therefore

clear that goals provide direction to individuals, members of the SMT and the different departments within the secondary school. The HoDs as members of the SMT can draw up a part plan in cooperation with educators in the various departments. All these plans can be brought to the SMT. Under the guidance of the secondary school principal a total plan can be drawn up for the school. Planning should be scrutinised to evaluate what has been achieved at the end of the year and this should assist the secondary school principal in his/her task in building sustainable communities.

2.2.2.3 Policy making as a management task

The secondary school principal should also consider policy in the planning action. Planning is effected in terms of a prescribed policy and it also may be embodied in an operational policy. It is therefore apparent that various tasks should be carried out to be able to plan.

This aspect of the planning task of the secondary school principal is to incorporate the goals in a policy. Goals and planning are normally influenced by external factors such as the political policy, provincial policy, social and economic considerations (cf. Stone, 1981[b]:127). Policy making as a management task of the secondary school principal will now be examined. According to Van der Westhuizen (1991:150) planning includes the formulation of policy. Policy is the resource by means of which goals are interpreted and certain broad guidelines are laid down to serve as the basis of decision-making. Decision-making is the daily task of the secondary school principal. Clearly policy, which should be regarded as a general statement or guideline for decision-making to guide those (secondary school principals) who are involved in the implementation or execution of planning (cf. Allen, 1964:159) will make the task of the secondary school principal easy in this regard. As important as policy implementation is to secondary school principals, they should consider the interwoven nature of policy formulation with existing policy so that its value and implementation contributes to sustainability within the school community and possibly the community at large. Clearly at the secondary school, planning is undertaken with fixed policy at national and provincial level in mind. The goals are formulated and form part of the unique policy at the secondary school. Surely this confirms the fact that as the secondary school principal strives in his/her role in building sustainable communities in the long term, this is in line with national and provincial education policy.

It is therefore important that in planning at the secondary school, the guidelines of existing government policy should be taken into account. At the secondary school, planning can only be done in relation to the set policy (Hechter, 1981:225), and in the classroom the educator can only implement planning activities in relation to the secondary school policy. It is therefore clear that policy making is essential as part of the planning action since the implementation forms and reforms school communities – from the staff room to the classroom and from the school as a whole into the school community. It is hoped that the community at large will be influenced positively in this regard. According to Rue and Byars (1980:102) a policy has two characteristics – it provides general guidelines and contributes to decision-making to enable a final decision to be made. The secondary school principal should therefore always plan with a view to national (and provincial) educational policy and may then embody his/her planning in secondary school policy. On the same basis, class policy and subject policy may be compiled in accordance with a view to school policy. On the other hand the existing policy may be evaluated by the control talk to make adjustments. This leads to re-planning with a view to the goals.

Educational policy is the basis of planning departmental policy, the latter forms the basis of secondary school policy and school policy, in turn, forms the basis of classroom policy. From this point of view, the secondary school principal would have to take note of all levels of policy, as these policy levels would have to be considered in planning action. According to Cloete (1980:58-64) policy making is a dynamic and changing management task and has to be constantly adapted to changing circumstances not only in educational situations but also, for example, in social, political and economic environments. Surely this will contribute to the holistic development and empowerment to our school community and communities at large especially in our townships. Policymaking can only be realised if participatory decision-making is practiced by the secondary school principal and the SGB so that the school community and the community at large are well informed and empowered.

2.2.2.4 Decision making as a management task

Decision-making is regarded by many researchers as the most important of management actions. It plays a determinative role in both school and classroom management. This involves mainly choosing between various alternatives. In virtually every situation there is

an alternative way of acting. Before making a decision, secondary school principals should diagnose the situation and various ways of acting (Lipham and Hoeh, 1974:150).

Purposeful and effective planning depends on effective decision-making. Decisions are made by all people at all levels of society but we are dealing here with decision making on the part of certain people to achieve the aims of the school, in other words, management decision making in the context of an organisation. Decision-making is a thought process that is carried out consciously (sometimes unconsciously) to direct the achievement of goals. Decision making could be regarded as a process of consciously choosing the most suitable way of action to solve or handle a particular problem or situation once the various alternatives and possibilities have been considered for the achievement of the desired goal (cf. Robbins, 1980:64; Marx, 1981:125).

Most decisions made by secondary school principals at schools are made on the basis of certain information (management information). It is the secondary school principal's tasks to design an effective information system which can provide related information to serve as a basis for the taking of decisions. Decisions are made within the framework of the goals and planning. Goals are important, as the educational leader should know why a decision is being made. According to Hechter (1981:329), purposeful and effective planning and decision-making are interdependent. Problems will occur in the planning task. Gorton (1976:60) states that the secondary school principal's ability to make effective decisions is of great importance to his/her problem-solving role. The secondary school principal can therefore influence the school community and community at large for the better.

2.2.2.5 Problem solving as a management task

Problems arise in any organisation and more so at schools where mainly people are present. A characteristic of management is that it also makes provision for the solution of problems. There can be no effective planning if it is vitiated by problems, and for this reason, problem solving is of great importance in the planning task.

Problems that occur in the educational context vary in importance, urgency and intensity. The educational leader will always have to determine which problems should receive priority and which can be dealt with later. Some problems should be dealt with immediately while

others need a degree of consideration before a decision can be made. The secondary school principal needs to have a considerable insight when solving problems. The way in which he deals with problems is one way of determining his/her success as a secondary school principal.

What might seem to be a problem for one person is not necessarily one for another. This means that problem solving is a subjective process and that there is generally more than one solution to a problem. The “correct” solution to a problem is in many instances only a partial solution. Robbins (1980:53) maintains correctly in this context: “It is where you are, and what perspective you take, that determines what you see”. This subjectivity is clearly illustrated by Getzels (1979:5-6). He explains it by means of the following example. A number of people are traveling on a lonely road in a motor car. The vehicle gets a flat tyre. The passengers discover that there is no jack in the boot and their problem is where to get a jack. They remember that they passed a garage a few kilometers back and decide to walk to the garage to get a jack. While on their way there, another motor car comes from the opposite direction and also has a flat tyre. The passengers of this motor car also have no jack. Their problem is how to lift up the car. Nearby they see a barn with a hoist for lifting the bales of hay to the attic above the barn. They push the car to the barn and lift it up with the hoist, replace the tyre and resume their journey while the passengers of the first vehicle are still on their way to a garage. Getzels shows the subjectivity of problem solving since both groups have the same problem but their solutions differ. From this example, the connection between planning with what is at hand, and the solution of the problem, can be seen. After the secondary school principal has completed his/her planning, it has to be put into practice. This is done during the course of the organising task to make the task of the secondary school principal easier in building sustainable communities.

2.2.3 Organising as a management task

2.2.3.1 What is organising?

Organising is that management task which is performed to initiate planning, and to establish connections with the various parts so that goals may be realised and attained effectively (Allen, 1964:173). Certainly, a well-organised secondary school has direction. The secondary school principal’s planning strategy will be connected with its goals in the long

term, namely to build sustainable communities in our townships and also to simplify this in operational objectives in the short term. Krouz and O'Donnel (1964:214) state "organising is a process by which the secondary school principal brings order out of chaos, removes conflicts between people over work or responsibility, and establishes an environment suitable for team work." The secondary school principal must put his managerial skills and abilities into practice in this regard. A good, open and frank working relation with all staff members, learners and parents will realise the latter statement. This means that good planning ensures and secures good organising.

Organising endeavours to introduce order, and this ordered planning must be done by people. This means that the secondary school principal organises his/her tasks, creates an organisational structure, delegates and co-ordinates (Allen, 1973:50). Our public township secondary schools need to introduce order. The only people who can do this are all the stakeholders of the school who "own" the school and the people to whom the school "belongs". The bringing of order in our public secondary schools mean the changing of the attitudes of our school communities. The delegating and co-ordinating tasks of the secondary school principal become easy and pleasant if stakeholders of secondary schools portray positive and optimistic attitudes. Marx (1981:235) supports these management tasks of the secondary school principal since he even gives a broader description of organising and he states that it is the management task which deals with arranging activities and resources of the institution by allocating duties, responsibilities and authority to people and divisions, and the determination of the relationship between them to promote collaboration and to achieve the objectives of the undertaking as effectively as possible.

In the context of a secondary school, this means that organising as a management task subdivides various tasks and allocates them to specific people so that educative teaching may be realised in an orderly manner. It follows that in the process of organising, duties and tasks, as well as responsibilities and authorities are allocated (Van der Westhuizen, 1991:162). This brings order in especially public township schools. The secondary school principal must use his/her authority as prescribed and supported by the DoE to change the chaos in the school into order for the betterment of our communities in the townships. Surely the secondary school principal will not be able to do this on his/her own, but he/she will have to make good use of the staff who are professionally trained and equipped for this purpose. Allen (1973:52) rightly saw the purpose of organising as the ordering of related tasks so that more may be

achieve by fewer people. To do this, there must be collaboration between the people concerned, and this is no easy task as each person has a will of his/her own and cannot be forced physically (Cloete, 1980:51-52). This challenges and calls for secondary school principals to know their staffs and their capabilities. S/he must also know their commitment and dedication to the school and their interests outside of the school by going the extra mile and render additional and unconditional service, outside of their job description and workload, to the community at large. This dream of any secondary school principal can only be realised by a handful of committed and dedicated staff members.

It is therefore clear that successful organising consists of the principal that tasks should be carried out effectively by teaching staff members to ensure effective educative teaching and learning in public secondary township schools. It is apparent from this that matters such as creating an organisational structure, delegation and co-ordination are an integral part of the secondary school principal's management task, namely organising. In other words, a structure of authority should be created for the secondary school principal and his/her SMT. It is therefore also the task of the secondary school principal to create an organisational structure so that the task of organising can be carried out well and effectively in his/her effort to sustain the community.

2.2.3.2 Delegating as a management task

Delegating is the task carried out by the secondary school principal in entrusting duties, with their attendant responsibilities, to others (subordinates) and to divide the work meaningfully and so ensure its effective execution by making people responsible for the results or the achievement of objectives. Koontz and O'Donnel (1964:56) state that delegation is so important in the management action (of the secondary school principal) that they refer to it as the "cement of organisation (of the secondary school). The aforementioned facts makes sense because our public township school can only benefit out of this and thus become responsive to the market demand in our communities. Cooperative staff members make the task of the secondary school easy and pleasant if they perform the duties as delegated to them meaningfully, responsibly but also fairly. This also creates a healthy working relationship among staff members who ensure that set objectives are achieved. The above statement by Koontz and O'Donnel (1964:56) is a fact that cannot be argued by any secondary school

principal and staff who are serious about building sustainable communities. Secondary school principals should build on this (delegation) foundation and make good use of it.

From the above, two important concepts emerge – responsibility and authority.

- **Responsibility** refers to the duties of a person in terms of his/her post and the work allocated to the person. The work needs not necessarily be done by the person him/herself; S/he may delegate some of it with its attendant responsibility, but, in the final instance, s/he is responsible for the execution of the work (Allen, 1964:199). The responsibility of the secondary school principal in building sustainable communities in our townships is a vast and enormous one. But, if this responsibility can be shared by meaningful and fair delegation, his/her difficult task becomes an easy one. This does not only involve the staff member, but also parents on the SGB and parents of the school community and secondary school learners. To build and sustain our township communities must be an inclusive effort by as many stakeholders and community members as possible. We are, after all, equally responsible to sustain our communities although secondary school principals must be the “driving force” who execute the duties.
- **Authority** is the lawful right that a person has to carry out and complete certain actions. Authority is linked not only to a person (i.e. the authority figure), but also to a position (Robbins, 1980:240), and may therefore be delegated for the execution of a delegated task. As an authority figure, the secondary school principal does have authority and is therefore in an authoritative position. It is also the lawful right of the secondary school principal to delegate tasks to staff members. It is therefore important that staff members know and understand the authority of the secondary school principal so they execute their delegated duties well and without resistance. This also contributes to healthy working relationships and excellent teamwork at the secondary school whilst staff members are being developed and empowered. The same cooperative culture is taken to the classroom and learners benefit and this spreads into the school community, which is represented by different township communities.

The foregoing is confirmed by Schmuck and Runkel (1988:234) and Robbins (1984:224-227) respectively, namely that the secondary school principal can maintain and execute his authority in various ways. S/he can execute his/her authority because s/he also has the necessary source of power or power bases. Power is the ability to and manner in which the secondary school principal executes his/her authority. Van der Westhuizen (1991:173)

maintains that to complete the delegated task not only responsibility and authority are required, but also accountability. Accountability refers to a person's duty to give an account of having executed his/her work in terms of set criteria and determined stands. In other words, whether the work has been satisfactorily completed. This means that if a staff member or a person has responsibility and authority, s/he is responsible to his/her head to complete the task satisfactorily. In spite of the fact that delegation means that responsibility and authority are entrusted, the secondary school principal i.e. the delegator remains primarily responsible and accountable for all activities as well as their execution. This compels the secondary school principal to delegate certain tasks in the secondary school organisation if s/he wishes to execute his/her task effectively. By doing this, the secondary school principal would give more attention to planning, renewal and teamwork. But only tasks which another person is capable of doing may be delegated and not all of them. Van der Westhuizen (1991:175) makes it clear that, when a secondary school principal delegates a task s/he should ask him/herself the question: "What information would I like to have if my superior delegated the same task to me?" Surely this will give secondary school principals direction in their delegating task, because it is always good and challenging to practice the "go into the sea" theory to get the work effectively done. This is an opportunity for the secondary school principal to influence the staff, learners and school community at large for the better, namely by changing their actions (behaviour) and attitudes for the sake of a better, sustainable community. Secondary school principals must ensure that they do not lose control after delegating. This surety is contained in effective co-ordination. Attention will now be given to this aspect. It is always necessary (especially in our public secondary township schools) to coordinate the activities of staff members because they need to work together as a team to complete the same or even different tasks aimed at achieving the same or common goal which need to contribute to the building of sustainable communities.

2.2.3.3 Co-ordination as a management task.

Co-ordination as a management action may be seen in a broad or a narrow context. Broadly speaking, coordination occurs during planning, guiding and controlling. From this viewpoint, coordination between goals, policy and decision-making while planning, and there should also be co-ordination between planning, organising, guiding and controlling (Marx, 1981:89). Therefore, co-ordination is interwoven with all other management actions. Once more I emphasises the interdependence in various management actions of the secondary school

principal. The researcher therefore agrees with Vegter (1980:169) that it would be a one-sided view if co-ordination were regarded as merely being an organising action. Co-ordination is linked to organising as it mainly occurs there (although not solely).

It is therefore necessary that the secondary school principal must coordinate, through delegating of course, in relation to organising due to the fact that various tasks, the staff and even learners have to be coordinated. Coordination is also necessary when delegation is referred to as part of the organising activity. Co-ordination is therefore also means to be able to provide guidance effectively and to have knowledge of group dynamics. In this respect, Marx (1981:201) maintains that each secondary school principal must be responsible or good (instructional) leadership whereby coordination is promoted as far as possible – inside and outside of the secondary school to reach the school community and the task of the secondary school principal is a special management task and should occupy a special place in the management activity of the secondary school principal in building sustainable communities in our townships.

2.2.4 The leading (also known as guiding) task of the secondary school principal.

2.2.4.1 Leadership in the guiding role of the secondary school principal.

True instructional leadership in the guiding task of the secondary school principal means that s/he should earn his/her leadership role or position of leader. This is important since modern culture and a more sophisticated population does not provide the secondary school principal with followers as a matter of course unless s/he deserves leadership (Van der Westhuizen, 1991:192). The secondary school principal should also remember that certain leadership techniques could be acquired. The expression that leaders are born and not made no longer applies. Leaders can be born and made. Clearly instructional leadership techniques can be acquired in the same way that knowledge is gained to enable the secondary school principal to give professional guidance to staff members, guidance to learners, guidance in the school's extra-mural programmes and guidance in the organised life of the community. According to Swartz (1979:4) the secondary school principal cannot influence staff members and even learners with his/her personality alone. As a professional instructional and educational leader, s/he should have a clear view of the needs, responsibilities and duties of leadership.

S/he has to develop a “we” approach to common secondary school problems and cease to speak of “my school” and “my educators”.

Although the latter approach refers to possessiveness, which must not be encouraged at secondary schools, the emphasis should be on ownership of the school, which means it “belongs” to the stakeholders and the community. The secondary schools therefore, initiated by the principal, should be used to develop, empower and sustain communities in our townships. It means getting the school and community to take some sort of purposeful action. In other words the secondary school principal also becomes a community leader.

The secondary school principal as an instructional leader must get things done in and outside of the school. This is not always easy, but as a democratic leader who does not limit others, force his/her will on others, not oppose by change, welcome co-operation, not fear that differences may arise, provides leadership by means of conviction and reason, not seek his/her own gain, use his/her authority to serve common progress and maintains and respect the ideals of those s/he is leading. Clearly if this does not happen, instructional leadership – in guiding stakeholders and the community at large – is meaningless and does not provide guidance and direction, i.e. if it does not aim for the realisation of effective education and schooling to the community.

But for the above to be realised, professional guidance to the staff is needed which includes guidance during staff and subject meetings, lessons, class visits, demonstrations, discussion, orientation, supervision, control, planning and preparation. Guidance to learners includes negotiation, investigations, control of work and so forth (Potgieter 1972:188). Potgieter (1972:192) continues by stating that extramurally, guidance is needed in cultural and sporting activities. Guidance is needed in community affairs at meetings, planning, organising and executing tasks. From an impressive list of participation in positions of leadership, the secondary school principal takes the lead or helps to take the lead in a variety of organisations, teachers’ organisations and youth organisations. The researcher agrees wholeheartedly with both statements above. The first are formal developments and the second one is informal or outside of the formal curriculum. The secondary school principal should actively engaged in both of the above because it contributes to the holistic development of the learner and ultimately empowers the school community and the community at large. The active involvement of the secondary school principal in extra-

curricular activities will make him/her aware of the needs of our township communities. As a community leader the secondary school principal will involve other community leaders and organisations to become involved in the school as a community structure and this will give more meaning to schooling by giving meaningful direction to learners and educators. Surely secondary schools in our township must give meaning to the community and the community therefore, meaning to the school. This is an indication that the secondary school principal practices participative management, which includes educators, learners and the community. This promotes the instructional programmes of the school. It also places a premium on the orderly running of the school.

It seems clear that instructional leadership in the guiding task of the principal is necessary to initiate and maintain the improvement process (Purkey & Smith, 1983:443) of the secondary school in our townships. The secondary school principal is uniquely positioned to fill this role, and certainly his or her support is essential very early on. Instructional leadership tasks can also be delegated to staff members. This will contribute to staff stability. According to Purkey & Smith (1983:443) a secondary school experiences success by keeping its staff together. This maintains and promotes further success in all aspects of schooling and it also sustains communities as far as possible. Butler and Christie (1999:10) maintain that instructional and school leadership (principals, SMT and other leaders) need to work towards more democratic ways of running schools. Instructional leadership needs to provide opportunities for educators, learners, parents and community members to participate in the running of secondary schools. This is a great challenge for secondary school principals in building sustainable communities in our townships. From the foregoing discussion it would appear that the type of person a secondary school principal is, as well as the way in which s/he behaves as an instructional leader in guiding his/her staff and other stakeholders involved in the school, will determine how his/her management tasks are executed. It is also clear that instructional leadership requires certain techniques and skills, which may and should be mastered by secondary school principals. Instructional leadership is therefore not merely a position but something, which should be effectively executed.

Instructional leadership is the guiding task of the secondary school principal and as a management task it also implies that secondary school principals work with people (colleagues, learners, parents and other community members) within the context of the secondary school. These people have to be mobilised and put into motion to achieve the

desired goals in the long term so that the community at large benefits out of it. To achieve these common goals and set objectives as operational goals, knowledge of motivation and human behaviour in a secondary school context is therefore required in order to contribute to the building of sustainable communities. This brings another management task of the secondary school principal to the forefront, namely motivation, which involves the use of people in such a way that they willingly join in to carry out set objectives. Attention will now be paid to motivation as a management action.

2.2.4.2 Motivation as a management task

“Motivation” can be defined as “getting results through people” or “getting the best out of people.” The second definition is slightly preferable since “the best” which people can offer is not necessarily synonymous with “the results” which we might initially want from them, though it should be in line with the overall goals and ethos of the secondary school (Morris, 1978:20). The secondary school as the motivating figure must ensure that the staff is working towards goals that they have been involved in setting and to which they therefore feel committed.

According to Megginson (1977:357) “Management is motivation.” This means therefore that motivation is so important in the entire management and leadership action of the secondary school principal that it is elevated to the position of most important of all management tasks. Motivation is the spark, which ignites and influences the course of human action. The positive influence of the secondary school principal can contribute to the cooperation of staff members.

The key to effective management of the secondary school principal is the ability to get results from his/her staff. This is possible if relationships and motivation are good and the staff will readily accept and overcome some administrative and environmental flaws. The secondary school principal must ensure that the staff participates and becomes involved in decision-making in matters that affect them directly. Their involvement will help in achieving objectives although the secondary school principal remains accountable for taking the final decision and for the results.

The staff can also be motivated through effective communication and the necessary recognition. Information about achieved objectives ensures that the staff cooperates more and feels that they are part of the secondary school in its striving to build sustainable communities. Recognition and work satisfaction ensures that staffs work harder and go the extra mile for learners by sacrificing their time for the sake of our township communities. It is also the duty of the secondary school principal to inform the staff about changes and progress in the school, in other words the staff, learners and parents should be updated on issues pertaining to the school on a regular basis. Criticism should also not be leveled immediately after giving positive recognition (Van der Westhuizen, 1991:203). This can demotivate staff and learners and it may ultimately have a negative impact on the school community at large. The secondary school principal should give recognition to staff, learners and sometimes parents as a person (human orientated) and not as a human resource (task orientated).

The secondary school principal must have faith in his/her staff and thus should be prepared to delegate authority to capable people. This means two things: one, that the principal knows his/her staff and two, that s/he develops and empowers the staff. This also means that the principal shares responsibility and accountability unselfishly. In other words more people such as HoD's and grade coordinators and even the learner leadership structure, namely the Representative Council of Learners (RCL) at the secondary school will be allowed to make decisions themselves in connection with their work within the set guidelines. This responsibility, especially given to learners will contribute to sustaining our township communities.

The above indicates that certain factors determine individual motivation. Potas (1969:30) classifies motivating factors into four groups: personal needs, work characteristics, the social system and management methods. In other words for successful motivation, the secondary school principal should not only have some knowledge of the staff, but should also bear some factors in mind which can enhance or weaken the effect of motivation. These are factors inherent in human beings, factors in education (the work), management factors and community factors (cf. Venter, 2971:12-14).

Factors in education refers to the fact that the secondary school principal in cooperation with the SGB put mechanisms in place to meet the needs of all stakeholders, but more especially those of the staff because through them, learners and parents are motivated and this leads to

motivation in communities. The needs of staff (and learners) include among others, recognition, expectations, achievement, authoritative figure, value system, self-respect and a friendship relationship. The need for work security, for instance, arises when an educator is appointed in a temporary capacity. A personal and professional attitude should also be created. Kleynhans (1980:30) supports this fact namely that a sense of responsibility should be cultivated as well as pride in the quality of work done. Work related factors may also serve as a means of motivations, for instance the meaningfulness and interesting nature and type of work, the opportunities for group identity, chances of promotion, the work environment, the opportunities for challenges of the work, i.e. the opportunities for creativity and renewal. Post and work rotation as initiated and implemented by the secondary school principal can also motivate staff members. Merit awards and promotion can also give the necessary recognition of achievement by educators.

The quality of secondary school principal's management action affects behaviour, attitudes and effort (Van der Westhuizen, 1991:204). It is one of the most challenging (and difficult) management tasks of the secondary school principal to ensure that community values such as religious, economic, cultural, political or social should not demotivate educators especially if it differs from theirs. Instead, a sense of tolerance in the diversity of the secondary school should be inculcated. This is irrespective of the fact that the relationship of the educator with his family will influence his behaviour. This should be respected by all stakeholders within the context of the secondary school. The foregoing will make the task of the secondary school principal easy, because according to Van der Westhuizen (1991:204) s/he has little control over such motivating factors and would have to deal with the situation should it have a negative effect on the work of the educator.

It would therefore seem that to motivate staff, the secondary school principal should have knowledge of the needs of people, their work circumstances, the requirements of the community and effective management style so that s/he (on behalf of the DoE) can be responsive to all these needs as far as possible. This would enhance the role of the secondary school principal in building sustainable communities.

Motivating and guiding further presume effective communication.

2.2.4.3 Effective communication as a management task.

Van Schoor (1977:13) describes communication as the mutual exchange of ideas and interpretation of messages. He adds that these mutual exchanges of ideas and interpretation of messages are not only the basis of all forms of communication, but are also the root of man's existence. Communication is thus a way of life, an ontological concept of being. Clearly this emphasises how imperative effective communication is. The secondary school principal should make good use of this irreplaceable skill as part of his/her management action as a channel or vessel to reach and update all stakeholders.

Communication areas of the secondary school principal in education has arisen from the interest in using sound communications to present the numerous misunderstandings and misinterpretations that occur in human relationships (Van der Westhuizen, 1991:209-210). It is therefore vital that the secondary school principal should create channels for transferring instructions and commands and receiving feedback. Communication is the interaction between the secondary school principal and his/her staff and way of exerting influence. It is also a way of making contact on a spiritual level (Bester, 1970:77). The researcher agrees with the above authors although they did not mention the fact that the secondary school principal should also develop the skill of active listening which is also a means of communication. Surely this and the aforementioned would assist the principal in his management task, not only in the secondary school, but also in his/her interaction with parents and the DoE.

According to Van der Westhuizen (1991:210) communication is essential for motivating people, implementing, planning, putting organising into practice, providing the necessary guidance and transferring ideas of the secondary school principal to other people in and outside of the school. Knowledge of other people, especially of the school community and how the secondary school principal appears to them, depends to a great extent on the facts, the feelings and the impressions, which take place in the course of interaction during communication. The secondary school principal has many relationships outside the school during which s/he has to communicate, and for this purpose various means of communication resources are needed. The most important areas of communication outside the context of the secondary school are among others for the purpose of building sustainable communities, local churches and other organisations, the parents, former learners and local businesses.

It is clear from this task description that communication should take place on a high and professional level. It should also be borne in mind that the secondary school does not function in isolation (Getzels et al., 1968:56). Clearly to build sustainable communities there should be interaction between the school and bodies outside the school, whether for official or professional reasons, or because of parental interest and involvement in education. In the course of this interaction, effective communication plays an important part.

In this context Zanders and Meyers (1977:339) make the following statement:

To be effective, a school administration must (1) understand the school's role as an institution, (2) know the community it serves (3) understand the role in the public relations programme and (4) master and use the various media and skills involved in maintaining good public relations.

The above statement makes it clear that the secondary school principal faces an increasing demand to interact and communicate outside the secondary school to institutions such as the community, informal educational institutions, parents, churches and so forth. It is also apparent that parents are having a greater say in education in the new educational dispensation. An example of this is the fact that an interviewing panel cannot be formed without parents and an SGB meeting is only legitimate if the majority of members are parents.

This implies that the secondary school principal is in partnership with parents to the extent that we are looking at co-management in this regard. It would therefore seem that the secondary school principal's position is interwoven with various outside bodies and that his/her management actions are related to this, and that s/he in consequence, should communicate with them. Clearly this makes the role of the secondary school principal in building sustainable communities very interesting. This enormous and vital task cannot be successful in isolation, but only with the secondary school principal between the parents and the community and the professional staff of the school. This means that the secondary school principal becomes the mediator between professionals in the school and the community outside the school. Surely this will build and sustain better relationships between our township communities and the secondary school.

After giving the necessary guidance and having organised the planning, the secondary school principal should introduce the necessary control and checks. Clearly the various management actions cannot be executed effectively without proper control actions. Quality control will now be addressed in the following subsections.

2.2.5 Quality control as a management task.

2.2.5.1 What is quality control?

Different terms can be used to describe the external monitoring of instructional activities (Duke, 1987:219) in the secondary school. Whilst evaluation, supervision and assessment are frequently used, quality control is the preference of this study. According to Duke (1978:219) quality control (as a management task of the secondary school principal) refers to a variety of activities designed to determine the extent to which organisational goals are being achieved. In this case of secondary schools, these activities may range from educator observations to learner tests to accreditation visits. More than simply the gathering of information on performance, quality control encompasses generating and implementing suggestions for improving quality performance as well as follow up to see if performance has actually improved. The primary concern of this subsection is the role that the secondary school principal can play in instructional quality control.

Clearly no secondary school as large and complex as it is, can be operated on the premises that all staff members automatically will conduct themselves in a way that will serve the common good. Even if self-interest did not sometimes intrude on professional judgment, educators still would need occasional monitoring. Any educator, no matter how capable and well intentioned, can overlook important details, forget set key goals, or neglect instructional concerns. The constant pressure on educators to serve large numbers of learners for small segments of time is by itself sufficient justification for monitoring.

Allen (1964:324) explains quality control as “the work a manager does to assess and regulate work in progress and completed. Quality control is the manager’s means of checking up.” From this it can be deduced that quality control is subsequent to the secondary school principal’s other tasks. By controlling, the planning and execution of the plan are linked and brought together. In other words the secondary school principal should plan and organise

his/her activities as well as possible and provide the necessary guidance. It should also be ensured that each person does the right thing at the right time and place. Marx (1984:284) adds that the secondary school principal should ensure that his/her planning works. It is therefore clear that the aforementioned fact can assist the secondary school principal in his/her effort to sustain township communities.

De Wet (1981:86) describes quality control as the umbrella term that includes all management activities as its aim to determine whether the activities of the organization still coincide with the goals of the organization. This means that the secondary school principal achieves the set objectives and that planning, organising and guiding are correctly implemented. Clearly the purpose of quality control is to realise planning, to evaluate planning and, if necessary to make adjustments. Vegter, (1980:267) adds that its purpose is to establish if the actual activities are the same as the planned activities. This management task is very important for the secondary school's principal's relationship with the staff. Clearly without this, effective teaching and learning would hardly be controlled and evaluated. By executing the latter, van der Westhuizen (1991:217) agrees that positive control ensures that staff will do their preparation, that learners will be taught and evaluated and that tasks will be carried out timeously. This working spirit and attitude influences the community positively.

2.2.5.2 The exercising of quality control.

Quality control is centralized and delegated to the person in control lower down. This means that quality control is not only applied by the secondary school principal but may occur at all levels throughout the school. Surely the secondary school principal as the highest authority figure is finally responsible for the quality control of all delegated tasks. Quality control may therefore, like delegating, take place in a hierarchical way. This means that the secondary school principal may exercise control in two ways, namely in a delegating manner or in a direct manner. In other words the secondary school principal should exercise control according to his vocation and authority in a direct or indirect manner. Van der Westhuizen (1991:219) maintains that the nature and extent of control by a secondary school principal, will be mainly indirect, while in certain cases, there may also be some direct or personal control exercised, for instance, visiting the classroom. The HoD (also the subject head) is

more directly involved in exercising control, and in many cases, daily control will be exercised.

Quality control instructions by the secondary school principal are not necessarily used to ensure that tasks are carried out, but to ensure that tasks are carried out effectively. By doing this, a standard is set for what is expected and how the task will be evaluated. It is therefore important that the staff should be aware of what is expected of them. The secondary school principal must ensure that there should be clarity on matters such as quality, time, what has to be done, official policy and what adjustments can be made. Guidelines should be drawn up and be available. For instance, an educator should know that class visits are to take place, what is being noted and what criteria should be satisfied. Criteria that are set should be realistic, acceptable, flexible, understandable and capable of evaluation. Notwithstanding the aforementioned, “drop in” supervision can also assist educators in their daily task. This means support to them and learners. If quality control is monitored in the correct way by the secondary school principal and the SMT, quality in communities should also be visible in the process of sustaining the community. The criteria for quality control are determined during planning and will be contained in objectives, programmes, policy, rules, procedures and so forth. It is hoped that exercising of quality control would improve the role of the secondary school in building sustainable communities.

2.2.5.3 Control instructions, observing, and measuring work.

Control instructions are not used to ensure that tasks are carried out, but to ensure that tasks are carried out effectively. Control instructions set a standard for what is expected and how the task will be evaluated. Therefore it is important that people should know what is expected of them. There should be clarity on matters such as quality, time, what has to be done, official policy and what adjustments can be made. Guidelines should be drawn up and be available. For instance, a teacher should know that class visits are to take place, what is being noticed and what criteria should be satisfied. Criteria which are set should be realistic, acceptable, flexible, understandable and capable of evaluation. In Japanese management, great emphasis is placed on the contribution of staff (workers) in setting standards. A specific management system has been designed for this purpose, known as ‘quality control circles’ according to which workers (i.e. staff) are mutually responsible for compiling, maintaining and executing orders and standards. The criteria for control are determined

during planning and will be contained in objectives, programmes, policy, rules, procedures and so forth.

There should be feedback on work done so that actual performance may be compared with the set standards. The report may be in written or oral form. Furthermore, personal control may be exercised by finding out whether work has been done in the class situation, or on the sports field in accordance with expectations. At secondary schools with 50 or more teachers, personal observation and measurement of work becomes an increasingly difficult task for the secondary school principal.

2.2.5.4 Evaluating work

All aspects of management presume evaluation. Thus, evaluation is also of importance among others, during policy making, because policy-making includes making goals known. Therefore, continuous evaluation is present in all of the management tasks. During the control task, evaluation is also of the greatest importance and plays a role in product evaluation or final evaluation. Evaluation is that task, according to Reynders (1977:132), which has as its purpose the identification of the merits and the deficiencies and is an integrative part of the control task. The quality and functionality of tasks are measured by means of evaluation. It is clear that not everything can be evaluated, but that the efficacy, quality, extent and results achieved by executing tasks may be evaluated. Therefore evaluation indicates careful, thorough, and objective analysis of each individual, group, product or programme to determine strong and weak points (Gorton, 1976:62).

The secondary school principal should give attention to the following in the course of his evaluation:

- The evaluation of others (teachers)
- The evaluation of the school in terms of educative teaching, and
- The evaluation of himself/herself as the leader of the school.
- Careful and well-planned evaluation is a prerequisite for the development and improvement of the organisation.

Evaluation also presupposes monitoring the progress made with regard to goals and also entails the correction of actions that have deviated from the goals. It is also the principal's task and duty to evaluate the tasks of staff. This is a delicate matter and requires wisdom and

insight on the part of the evaluator. De Wet (1981:89) notes that evaluation is a useful means of determining whether a person has carried out his given task, whether a person is helping to achieve set objectives, and to determine where a specific person with his unique qualities and specific talents may give the best service.

To determine the quality of work it has to be analysed and interpreted. This may be done either on a continuous basis or sporadically. This step in exercising control is often used to determine whether teachers should be promoted or receive merit awards on the basis of the prior criteria set for their work.

2.2.5.5 Corrective behaviour

According to Allen (1964:343), corrective behaviour is the last phase in the activity of controlling. To set control measures and to evaluate is of no use if corrective steps are not taken when deviations are noticed. Corrective action can thus be seen as those steps that an educational leader should take to deal with potential or real deviations. This is why corrective action is referred to as remediation. Marx (1981: 298) defines corrective action as the correcting of deficiencies as quickly and effectively as possible and the possible prevention of future repetition of the same deviancy. The purpose of corrective action is thus to ensure that the execution of the plan is carried out smoothly and if there is any deviation, the plan should be adjusted. Corrective action can be taken in two ways. It may take place with the person who is carrying out the task or by the educational leader – the person who did the planning in the first place – if a mistake is found there. This means that corrective action can lead to replanning as a new management activity and result in replanning, re-organising and renewed guidance and control measures (Allen, 1964:364). In taking these steps when it is not necessary, and secondly, not to take corrective steps when it is necessary. The final criteria for corrective action is to take the right steps at the right moment. It is important to mention that the secondary school principal's task of planning, his organising task, his leadership style and management style, how he builds relationships and other aspects of the control task are all combined. Quality control is the combination of a secondary school principal's entire management activity. The latter idea places the interwovenness of various management tasks to the forefront. Other management tasks of the secondary school principal will now be discussed.

2.2.6 Other management tasks of the secondary school principal.

Other management tasks of the secondary school principal, namely financial management, resource management and marketing will be discussed in this sub-paragraph.

2.2.6.1 Financial management

The secondary school principal, assisted by the SMT and SGB should prioritise and allocate funds as stated below. Once the budget items have been determined and the various programmes of the school have been prioritised, the amount for each of these items can be allocated. When prioritising the expenditures of the school, the following guidelines could be used (Thornhill & Hanekom 1979:78):

- Essential expenditure. Not implementing these services could seriously prejudice the school's interest.
- Desirable expenditure. Programmes in this category include activities that should be given priority by virtue of the special advantages they could have for the school and community.
- Useful expansion. Expenditures in this category concern activities which can be dispensed with, but which should nevertheless be undertaken in the school's interest.
- Dispensable expansion. Into this category fall activities that could be postponed without materially prejudicing the school's interest. Such activities would therefore be undertaken only if money is readily available.
- If costs have to be cut, this group of services would be the first to be dispensed with.

Monitoring the budget is a continuous process – it goes on throughout the year. It involves observing differences between the planned financial status at a given time and the actual financial status at that time. Monitoring the budget requires the following:

- Check expenditures against the budget allocations.
- Check whether resources are mobilised effectively.
- Evaluate and re-organise if and where necessary.
- Deal with small problems immediately.

- Note if there is a surplus or deficit at the end of the year and whether there is a possibility of building reserves.
- Control and check the expenditures by means of
 - monthly statements
 - quarterly statements
 - annual report
- Before agreeing to any expenditure the availability of funds must be checked.

You need to explain how these aspects of the budget are monitored at your school.

An important aspect of classroom administration is the handling of money. It often happens that teachers are obliged to handle money. To protect the teachers and the learners the handling of money should be administered accurately.

Examples of money or finances, which are sometimes handled by the teacher in the classroom, are the following:

- School fees that are paid in by the teacher
- Traveling fees
- Money for class resources

The teacher should design and apply an effective system for handling money accurately.

Important aspects of such system are:

- Keeping a record of payments
- Responsible spending of funds
- Safekeeping of money
- Paying money to secretary

2.2.6.2 Resource management

The present-day need for an effective administrative system for the management of the school's resources is very important. The financial situation in the country and the amount budgeted for each of the various provincial education departments make it essential to manage stock, equipment and the physical facilities of a school carefully and effectively. The increasing demand for effective teaching and learning in schools means that the best equipment and stock should be used in each classroom. One of the key management roles of the secondary school principal is the maintenance and operation of the school building and the school grounds. Billions of rands have been spent on constructing and equipping schools

in South Africa. In the current economic situation the state cannot afford to build a large number of new school buildings, which are needed. Proper care and maintenance of existing schools are important. Neat and clean buildings help establish and maintain a sound culture of teaching and learning (Buchel 1992:192).

The following are regarded as important reasons for managing the facilities, stock and equipment in a proper and acceptable way:

- To build and equip a school costs millions of rands. The maintenance and running of a school is also an expensive enterprise. Good management of the buildings and the grounds of the school prevent unnecessary repair costs and reduce the running costs.
- In trying to providing equal education opportunities optimal use will have to be made of existing facilities. The decreasing number of learners in the white population has resulted in underutilisation of existing teaching facilities while facilities in the former black education sectors are underdeveloped, overburdened and inadequate (Success College [sa]:219). Only limited resources are available to meet the increasing need for physical facilities so that maintaining and managing the facilities at each school is very important.
- Schools are also one of the most important assets of a community and the school building and grounds should be the pride of the community (Barnard 1995:490). According to Davidoff and Lazarus (1997:117) the maintenance of school facilities and other resources is an area in which learners, parents and other local community members can play a central role. It is a way of facilitating ownership of the school.
- Apart from these reasons good management of the physical facilities is also important for educational reasons. Well-cared-for school buildings will have a direct influence on the performance of the staff and the learners.

A good administration for the school forms the basis for all the other programmes of the school. Without efficient administration and an administrative centre for the school, teachers may not be able to carry out their tasks effectively. As we move toward more school-based management practices, the principal becomes responsible for the effective functioning of all aspects of the school, which requires a well-managed administrative section.

The following are some of the basic administrative management duties which are often the responsibility of school managers and administrative personnel:

(1) The office environment

The administrative offices of the school form the nucleus of the school's administrative organization and visitors are usually received in this part of the building. The first administrative task is to efficiently organise and manage the office environment and to keep it attractive, tidy and inviting.

(2) Communication

Managing the communication network of the school is another important administrative duty of the principal and the administrative staff. The communication network of the school can be subdivided into the following three subsections.

- External communication
- Internal communication
- Correspondence

(3) Dealing with reports

This mainly involves storing, summarising and retrieving information so that it can be supplied to organisations that require it (eg the regional office and education department usually require a variety of information).

(4) School organisation matters

A variety of activities in the school have to be organised and publicised, for example:

- The school timetable
- Examination and test timetables
- Invigilation rosters
- Duty rosters
- Adjustment to the daily programmes

(5) School attendance

Drawing up guidelines on and controlling school attendance and keeping the daily attendance registers are additional aspects of routine school administration.

(6) Dealing with stock

School stock included expendable items and durables as well as equipment such as typewriters and furniture. The management of the school's inventory is a comprehensive task.

(7) School finance

For the administration of the school the financial management of a school requires a systematic bookkeeping system. Another requirement is that schools have a financial committee comprising representatives of the parent body to ensure that the school's finances are managed correctly.

(8) Physical facilities

The school and the community are responsible for the proper management and maintenance of the school buildings. Besides considerations such as responsibility and state ownership of school buildings, proper management and maintenance of buildings also have value for the teaching and learning activities. The school administration ensures that the buildings are kept in good condition and that the heating, ventilation, lighting and cleaning services in the school function properly.

(9) Public relations

The secondary school principal should constantly foster good relations with outsiders, learners and the administrative and professional staff.

(10) Dealing with crises

The secondary school principal and his or her administrative staff should be prepared for any emergencies. They should, for example, be able to deal quickly and effectively with power failures, bomb threats, self-defense drills and first-aid needs. Dealing with conflict is also sometimes necessary for effective management.

2.2.6.3 Secondary School Marketing

As school marketers, the secondary school principals can employ the following principles of school marketing profitably (McCowage, 1995:4):

- Make sure that the school remains visible. The school's target groups remain aware of all the positive features of the school.
- Make all target groups feel important. This can be accomplished in various ways. Invite important target people to school events individually. Ensure that a prominent staff member is on hand to see to the needs of a target person at such an event. Moreover, it is preferable to visit a target person at his or her office, unless it would be in his or her interest to visit the school.
- Ensure that all publicity (Letterheads and other documents that are seen by the public) is always presented professionally. This is also true for school functions, sports events, etc. (Neglecting to do so makes the school just another struggling welfare organisation.)
- Self-confidence ties up with the above points. People are keen to support organisations that go about things with self-confidence. One needs to be careful not to confuse this with arrogance or snobbery.
- Enthusiasm is extremely contagious, and it creates the impression that the secondary school really believes in what it is doing.

According to Michael (1990:12) the secondary school principal should keep the following in mind when liaising with other role players:

- Invite key people in their turn to attend school functions as guests of honour.
- Distribute a quarterly newsletter to all key people.
- Use the local newspaper to acknowledge large donations. (First make sure, however, that the publicity suits the donor.)
- Arrange coverage in the local newspaper for school achievements and other highlights.
- Mount an annual exhibition of selected projects and invite parents and donors to the school.
- Organise functions such as golf days for raising funds and entertaining donors.

Pardey (1991:89) states that a marketing instrument can be used profitably to market the secondary school is the school logo. An effective school logo should meet the following requirements:

- Distinctiveness: The logo should be striking so that the school is distinct from other competing schools.
- Association: It should be easy to associate the logo with the school. This is possible if the logo contains an easily recognisable emblem of the school.

- **Adaptability:** The logo should not only reflect the marketing strategy of the school, it should also complement it.
- **Simplicity:** The simpler the logo the easier it will be for all those concerned to identify with it.
- **Aesthetic appeal:** An attractive logo will encourage the staff and learners (and other role players) to identify with the school.

2.2.7 Conclusion

From the discussion up to this point and from the formulated presupposition, not single management task should be absolutised. The management tasks have been determined normatively, as their execution should take place according to management principles. Each management task has its own character but within unique character there is a certain genericity of management tasks. These management tasks are based on authority, freedom and responsibility, which are carried out by the secondary school principal in the process of dealing with certain situations.

Planning as a management task is the starting point of all the management tasks. Clearly without effective planning the secondary school will not develop to be responsive to the demands and needs of the local community. Although the task of planning is a universal one, each individual task is unique. Each task in planning is individually unique since both the particular situations, the values and the norms present will influence planning. The secondary school principal tries to give form to his/her control of the creation by means of the planning tasks, and to bring about a specific given reality, i.e. to realise education so that it takes place according to its intrinsic nature thus enabling a child to become a total human being. This means that planning is a way which the secondary school principal can and should order and control a particular reality, namely educative teaching and learning, and how s/he anticipate the future in his/her attempt to be responsive to the community demands and needs in building sustainable communities in our townships.

The formulation of goals and policy making is a dynamic and changing management task which should not only take into account changing circumstances in education, but also social political and economic – hence community – values. The task of organising follows on the management task and the various organising tasks are also interdependent. The task of the

secondary school principal is to bring about order in the school. To create order, particular structures have to be brought into being. Thus, order and creating order make organising possible. But to organize and create order also fulfils a calling, since in this way, harmony and co-operation are ensured within the secondary school especially in our townships. This is the management task of the secondary school principal.

Delegation comes about when people with particular abilities and interests help to carry out a task, which the secondary school principal would not be able to do equally well. Clearly if tasks were to be delegated without necessary co-ordination, disorganisation and chaos would result. Coordination therefore refers to wholeness, the totality. After organisation, delegation and coordination have taken place, effective guidance should be given to the person involved. Guidance, on the other hand, does not replace authority, instead, authority comes for God while guidance may be seen as support for the authority of the secondary school principal. This means that guidance and authority go together and thus gives meaning to the instructional leadership role of the secondary school principal in managing, leading and guiding the school into the right direction in his/her effort to build sustainable communities in our townships.

Building interpersonal relationships in an important management task of the secondary school principal. To prevent passivity and that man should be seen as a stimulus-response being, effective communication is essential. Effective communication is therefore the only means at the disposal of the secondary school principal to make contact with others. Clearly without contact, no management task is possible. Effective communication is seen at the outset in the vocation of the secondary school principal. The secondary school principal is therefore called upon to communicate effectively and in a responsible way to all stakeholders, the community at large and the DoE. In the use of the correct communication techniques and resources (human and physical), the necessary guidance and motivation, the secondary school principal can achieve set objectives as operational goals through stakeholders. The latter is realised when secondary school principals in especially public township schools execute quality control.

Quality control as a management task aims to ensure that all planned goals and objectives are attained. Quality control is therefore centered on achieving a common goal and the realisation of the educative teaching and learning in the secondary school. The quality

control exercised by the secondary school principal has already become apparent in the management activity at secondary schools and in the creation of order and organisational structures. From this it has become apparent that to be able to create order, the secondary school principal has to govern and control. The right (calling) to rule thus makes it possible to control. Other tasks of the secondary school principal such as financial management, resource management and marketing of secondary schools were also discussed. It is therefore hoped that the changing role of the secondary school principal will assist to determine the nature of sustainable communities through effective and successful secondary schools. The latter will now be discussed and attended to in the next sub-section.

2.3 THE NATURE OF SUSTANABLE COMMUNITIES AND HOW THE PRINCIPAL IS GOING TO BUILD SUSTAINABLE COMMUNITIES

2.3.1 Introduction

The nature of sustainable communities through effective and successful secondary schools refers to a healthy scoop-community (principal, staff, parents, learners, etc.) that influences different representative local communities (individuals and families who work and live together in geographical proximity to ensure their individual welfare and progress as well as that of the community at large) positively and for the better. According to Van der Westhuizen (1991:406) the community at large includes commercial undertakings, industry, the governmental sector, religious organisations, sports clubs, family units and the general public, namely a group of people who share the same interests, needs and desires although they do not necessarily live and work in the same geographical area.

The foregoing description is the nature of the composition of our secondary public township schools. To sustain such communities, a contribution to relationships are to be made to the fact that the professional status of the secondary school principal and educators are recognised by communities. The status of the secondary school and the status of educators remain as high as possible and care is taken to ensure that the child's loyalty is not divided by playing off the parental home and the secondary school against each other.

The secondary school principal involves the community (including school parents) and having their say in educational affairs. This has the implication that it affects his/her management responsibility directly in the sense that by instilling healthy attitudes between

the secondary school and the community s/he encourages confidence in the school. This will prove that the secondary school principal is so well equipped for his/her task that s/he is able to act with authority and self confidence as far as the school-community relationship area of his/her management task is concerned. The necessity for healthy and sustainable community relationships is generally recognised by practicing secondary school principals. Cases of unidirectional communication occur from the secondary school and to the community for the purpose of announcing school activities (Gorton 1983:465).

Two direction communication channels ensure good school-community relationships. Bortner, as quoted by Gorton (1983:477), warns school principals who are of the opinion that regular communication with the community is unnecessary, that “The community will acquaint itself with and express opinions about its school whether the school attempts to keep the people informed or not.” Clearly the secondary school principal ensures that the existing relationships between the school and its different representative communities are improved for the sake of more effective educative teaching and learning in our township schools.

To realise the above, it is therefore necessary to differentiate between the types of sustainability which identifies with nature of sustainable communities and the ten features that characterise effective secondary schools. Attention will now be paid to these aspects.

2.3.2 Types of sustainability

- *Social sustainability* provides a safe and nurturing environment for the most vulnerable learners in the absence of the parents. This also creates an environment with individuals of a diverse background so that learners develop social skills. Learners are engaged in the educative process to ensure that they become productive citizens. Learners at secondary schools form a great part of the community and their productivity, responsibility and accountability can be a valuable asset to the community. Agyman and Evans (2003:35) state that “The conceptual overlap is a critical nexus for a broad social movement to create livable, sustainable communities for all people in the future. This means that social sustainability is a continuous process, which contributes to the building of sustainable communities. Sustainable communities therefore seek to meet social needs by meeting local needs locally wherever possible, maximise everyone’s access to skills and knowledge needed to play a full part in society, empower all sections of the community to

participate in decision making and consider the social and community impacts of decisions (Agyman and Evans, 2003:41). It is thus clear that the secondary school must be responsive to this social demand of the community.

- *Moral sustainability* creates a well-disciplined environment where the principle of a just and equal society is promoted as well as norms and standards of morally acceptable behaviour. The principle of respect to be respected is of the essence in this regard. This is truly where members of the community add value to lives of others and this gives people a reason for living. But, as stated by Walter (2003:114, that "...individuals and their behaviour alone are not an adequate basis for dealing with sustainability because individuals are not autonomous; their community context must also be considered. That evolve within the communities and their views and actions change accordingly." This makes it clear that even if people do not agree on certain issues within a community, sustainability remains a possibility. In fact this becomes a challenging task of the secondary school (and principal) so that views of different individuals are respected at all times.
- *Economic sustainability* provides first preference to businesses in the community and supporting local business. The principle charity begins at home to sustain economic growth within the community is here of the essence. Partnerships between secondary schools and social businesses contribute to the well being of the community. According to Packer, Spence and Beare (2002:317), partnerships create links between less and more disadvantaged sectors. Partnerships also have the potential to increase the ability of local communities to utilise resources, skills and new-found relationships to reduce deprivation, marginalisation and exclusion. One of the major benefits that partnerships can bring is increased networking between societal sectors. Networking provides support for the marginalised and vulnerable in that it can ensure access to information and resources that might not otherwise come their way. Clearly this challenges public secondary townships to respond to the demands of communities. Should the secondary school be an oasis for the needs of our communities, a vast difference can be made in the secondary school principal's effort to build economically sustainable communities.

A brief detailed description of the types of sustainability will contribute to the characteristics of effective and successful schools and more especially the role of the secondary school

principal in this respect. Attention will now be given to a detailed discussion of the ten features that characterise effective and successful secondary schools.

2.3.3 The ten features that characterise sustainable communities through effective secondary schools.

Van der Westhuizen (1999:7) states the ten features below and the researcher expands very briefly on each of these features from a practical and experience point of view.

- *Strong positive leadership by the principal and senior staff*

It is expected of the secondary school principal both to lead and manage the school effectively. In his/her leadership and management role, the principal is expected to have a positive attitude towards his/her calling. This will positively influence the senior staff members who lead different departments at a secondary school. Educators in the different departments are dependant on support and guidance from their Head of Departments (HoD's). It is clear that strong positive leadership by the secondary school principal and senior staff will motivate all staff members to ensure effective, educative teaching and constructive learning in the classroom.

- *Good atmosphere or spirit generated both by shared aims and values, and by the physical environment which is as attractive and stimulating as possible*

The role of the secondary school principal can positively influence the good atmosphere or spirit at school. The monitoring tools of both the principal and senior staff will ensure that this positive spirit is generated by both shared aims and values. Stakeholders are to be reminded continuously of common goals that need to be implemented so that the school community and the community at large benefits. It is expected from the secondary school principal – in his/her task(s) to strive holistically – to ensure that the shared aims and values contribute to sustain the community for the better.

- *High and consistent expectations of all learners*

The role of the secondary school principal in building sustainable communities is dependent on high and consistent expectations of all learners. This becomes a reality in the classroom where the educator fulfills his/her role as effective classroom manager. Senior staff, namely

the HoD of each department supported by the deputy principal(s), contributes to the consistency of the constructive learning process. This process becomes meaningful and interesting to learners when they realise the importance of holistic development and their knowledge increases in their being better, responsible and productive citizens. It is thus also expected from learners to become critical thinkers within the school and classroom situation.

- *Clear and continuing focus on teaching and learning*

Teaching and learning is an ongoing process in the every-day lives of all human beings. In secondary schools, the focus of the learning process should be geared towards the ultimate aims of the school. Motivational variables have a great influence on the learning process and the academic achievement of the learner. Clear goals have to be set and motivated by management, that would influence the choices made by learners and the intensity of work efforts to be made by learners in order to reach their goals. If goal difficulty occurs, greater efforts have to be made by both teacher and learner to build a strong sense of self-efficiency so that the learner realises that he/she can overcome obstacles.

- *Well-developed procedures for assessing how pupils are progressing*

Well-organised management procedures as the externa which create the opportunities for effective education, including teaching and learning opportunities, should be structured. The externa, which is with the school's demand and supply, should support the teaching and learning activities. Management should therefore set clear procedures to assessment criteria on learner progress. Since outcomes-based education should be implemented in all subjects at secondary school level, it is imperative that learner progress should be a continuous procedure.

- *Responsibility for learning shared by the pupils themselves*

Learners should be given ownership of the learning process- where teachers guide classroom interactions in a manner that is geared towards the empowerment of learners. They should be engaged in interpretive analysis of factual knowledge that is presented to them. The message to learners should be that their opinions count and that they have a contribution to make towards their own learning. Learners should therefore be encouraged to initiate open debates that would lead to negotiated inputs. The content that the teacher brings to learners is intended to enrich their existing understanding of reality, rather than to replace it.

- *Participation of learners in the life of the school*

Learner participation has a great influence on the life of the school. Not only should learners play a participatory role in teaching and learning activities, but they should also contribute to the school's holistic development. Learners should therefore be taught democratically, where they have an input into the designing and structuring of their own learning. In secondary schools, learners are given opportunities to become leaders since they serve on school structures such as the RCL and governing bodies. In such roles, learners contribute towards the discipline of the school.

- *Rewards and incentives to encourage learners to proceed*

Learners are to be motivated at all times. This makes the role of the secondary school principal and educators exciting and challenging. A learner who is properly encouraged has direction – knowing where s/he is heading – and becomes productive to society. They know that their efforts and hard work are not in vain. The role of the secondary school principal, therefore, is expected to put a well-balanced strategy or mechanism in place to ensure that learners are rewarded. These rewards normally come in the form of incentives at annual honours evenings/days, at weekly assemblies and sporting events. This contributes to the fact that learners are proceeding at school and ultimately this improves the results of public secondary schools.

- *Parental involvement in children's education and in supporting the aims of the school*

The role of the secondary school principal is expected to encourage parents to become involved in the education of their children. Opportunities such as parent open days/meetings and school functions are used, in a very informal way, to interact with parents. This is imperative, because parents are to be reminded that they are the primary educators of their children and that educators are the secondary educators. In other words, the education foundation needs to be laid by the parents at home to make the task of educators easier in the classroom. The educators' talk must be to build on the firm foundation that has been laid by the parents. It is therefore clear that a good 'home start' contributes to a better "head start." This builds and sustains communities in our townships.

- *Extra-curricular activities, which broaden learners' interest and experiences and to expand their opportunities to succeed and help to build good relationships within the school (and other schools).*

The secondary school principal is tasked with an extra-curricular programme that will contribute to the holistic development of the learner. Horizons of learners are to be broadened in this regard. Their interests are put to the fore and their experiences are put into practice. Learners are to be made aware of opportunities. The different and unique careers available to them help them to succeed and build good and positive relationships within the school and outside (the community) of the school. Other schools within the same community also benefit out of this interactive and interpersonal relationship. This, once again, creates a competitive and healthy spirit among learners and ultimately among members of the community.

2.3.4 Conclusion

The creation of good interpersonal and inter-community relationships (i.e. school-community relationships) is an important management task of the secondary school principal. This task is realised in his/her effort to provide a true and complete picture of the strengths and weaknesses, but also the opportunities and threats of the school. It is therefore necessary and imperative that parents and other stakeholders be given the opportunity to express their expectations and needs (or demands) concerning the school. The secondary school principal should, in turn, be responsive to the needs and demands of the community. Secondary school principals should not try to manipulate public opinion regarding the school but provide the school community with an understanding of the school and involve the community actively in school affairs. It is therefore clear that effective community involvement in school affairs is largely determined by healthy school-community relationships.

In the first two subsections of this chapter, the changing role of the secondary school principal and the nature of sustainable communities through effective and successful secondary schools were discussed. In the third and final subsection of this chapter the relations between the changing role of the secondary school principal and the building of sustainable communities will now be discussed.

2.4 THE RELATION BETWEEN THE CHANGING ROLE OF THE SECONDARY SCHOOL PRINCIPAL AND THE BUILDING OF SUSTAINABLE COMMUNITIES.

2.4.1 Introduction

The community at large includes commercial undertakings, industry, the governmental sector, religious organisations, sports, clubs, family units and the general public, namely a group of people who share the same interests, needs and desires although they do not necessarily live and work in the same geographical area. The school community may be seen in a narrower sense as the form of community life in which the school principal, teachers, parents, children and former pupils work together in the interests of educative teaching and of training the child. Broadly, the school community is made up of individuals, groups and community relationship that are again linked to the school by cultural ties. “The school community can be thought of as encompassing the total geographical area and population of a school district, or as comprised of the more immediate areas and population within an individual school’s boundaries.

Provision should be made for differentiated education in relation to capability, aptitude and interests of each particular child and the options of individuals, parents and organisations as well as for the justified differentiated demands – particularly occupational demands – which are made by the community. To assist individuals, parents and organisations to exercise their options in a meaningful and responsible way, the school principal should provide for instruction programmes as an integrated part of planning school-community relationships. An implication of the principle that the provision of education in an educationally responsible way should be aimed at satisfying the needs of the individual and the community and of economic development and should take into account manpower needs of the Republic is that the system of providing education should be regulated in such a way that each individual child is helped to discover and understand his own particular potential.

To ensure that their children’s potential is used in an optimum way for their own benefit, and for that of the community, for the good of the country, and to honour God, the school community and parents have to become actively involved and have a say in the educative teaching of their children. A positive connection between formal, informal and non-formal education at a school, in the community and family should be promoted confirms the fact that the provision of formal, non-formal and informal education within the national education

system, it is the community – in particular parents as the first, natural and primary educators – who are responsible. It is logical that the voice and joint authority of parents with regard to decision making about the nature of the education provided are protected by legislation.

A healthy school-community relationship can contribute to the fact that the professional status of the teacher and lecturer is recognised. The status of the school and the status of teachers should remain as high as possible and care should be taken to ensure that the child's loyalty should not be divided by playing off the parental home and the school against each other. For the school principal the involvement of the community (including school parents) and their say in educational affairs has the implication that it affects his management responsibility directly in the sense that by instilling healthy attitudes between the school and the community he encourages confidence in the school. The school principal should be so well equipped for his task that he should be able to act with authority and self-confidence as far as the school-community relationship area of his management task is concerned.

The necessity for healthy school-community relationships is generally recognised by practicing school principals. Unfortunately there are still too many cases where unidirectional communication occurs, that is from the school to the school community for the purpose of announcing school activities (Gorton, 1983:465). School principals often supply information, which they think, may be of interest to the school community without determining what information the community would like to receive. Apart from creating two-directional communication channels, regular communication is a necessity for good school-community relationships. Bortner, as quoted by Gorton (1983:477), warns school principals who are of the opinion that regular communication with the school community is unnecessary, that “The community will acquaint itself with and express opinions about its school whether the school attempts to keep the people informed or not.” The question is not whether there should be a relationship between the school and the community but whether the existing relationships can be improved for the sake of more effective school teaching. To answer this question attention will be paid to the management tasks of the secondary school principal in relation to the building of sustainable communities.

2.4.2 Orientation

Four of the main management activities are identified in this general review of managing school-community relationships, planning, organising, giving guidance and exercising control. Each of these management tasks in turn have certain sub-tasks which support the main tasks. It should be remembered that the various management tasks are interdependent and mutually inclusive. The various management tasks are, in reality, inseparable, but for academic purposes a distinction is made between the various management tasks.

The school principal finds himself/herself in situations daily which affect the school and school community and which require dynamic decisions on his part. School-community relationships are an important management area which supports the current definition of educational management. The secondary school principal is in a position of authority who plans according to the tasks that need to be planned, organised, guided and controlled to promote educative teaching.

The management of school-community relationships will be discussed in broad terms. Its planning will first receive attention.

2.4.3 The planning of school-community relationships.

The potential and limitation of these relationships will depend largely on their planning. Good planning leads to healthy school-community relationships while bad planning or a lack of planning leads to ineffectiveness. Planning is a primary management task which is supported both in theory and practice by the following sub-tasks: determining goals, policy making, problem solving and decision making.

2.4.3.1 The determination of goals

Goals are in fact the idealisation of the end result to be obtained. To achieve the desired result, guidelines should be given, elucidated and reasons given for the behaviour of individuals as well as groups involved in the planning of school-community relationships.

The goals of the school-community relations can be the following:

- Making the positive aspects of school activities known to the school community to promote pride in and support for the school

- The interpretation and explanation of strengths and weaknesses of school activities so that the community has better insight into the activities of the school and to enable it to support the school effectively
- Generating trust and interest in the community for the school to ensure the community's support of and participation in school activities.

Policy making is a logical result of determining goals because a policy should be designed to achieve the set goals.

2.4.3.2 Policy making

The procedure or policy which is to be followed is determined in the process of planning school-community relationships. The final plan contains further details of what is to be achieved and how this should be done. Policy making follows immediately after determining goals and is a more precise reflection of the goals. The policy describes goals in terms of which they become meaningful for everyone involved in school -community relationships. The secondary school principal should analyse and evaluate the collective arguments for and against the policy. It should be determined whether the policy correlates with the goals and objectives.

2.4.3.3 Problem solving

Problem solving is a fixed component of planning and consists of two actions. It follows after the problem has been identified or when a problem related to a need in school-community relationships has been anticipated. After the problem or need has been identified or anticipated, goals should be formulated again from the start, decisions made, organised, initiated, communicated, co-coordinated, delegated and finally evaluated (Gorton, 1983:66). To finally solve the problem, all management actions such as planning, organizing, guiding and control should be done, once more from the start.

2.4.3.4 Decision-making

Decision-making cannot be limited to particular stage or phase of planning since decisions are made when determining goals, fixing policy and during problem solving; in fact, decision-making is closely interwoven with all management activities. The determination, weighing up and making choices between alternative plans of action play an important role in

the decision-making activity. Koonz, O'Donnell and Wehrich (1980:238) describe decision making as “(1) premising, (2) identifying alternatives, (3) the evaluation of alternatives in terms of goals sought, and (4) the choosing of an alternative, that is, making a decision”. Decision-making is effective when the alternative is selected which contributes to the realisation of goals and objectives.

The school principal should bear in mind that decisions made and policy determined in relation to the school-community relationships, set the scene for future relationships. To carry out planning, organisation should be effected. A well-planned programme of school-community relationships eliminates uncertainty and contributes towards the effectiveness of general organizational structures created by organising.

2.4.4 The organising of school-community relationships

2.4.4.1 Determining concepts and introductory remarks

The concepts organising and organisation are often used in general speech to mean the structural composition as the function or action which is carried out. Organising is that facet of the activity of management which brings together people and other sources and material in an ordered, systematic and structured manner to carry out a task of specific goals while organisation deals with formally organising people in a specific structure which vertically ranges from the highest to the lowest post and horizontally in relation to those posts to which equal authority and importance are linked (De Wet, 1981:55-56). In short, organization indicates organisational structure, association or partnership which is reasonably permanent while organising is a management activity.

To achieve the goals of a planned programme (“A program is a complex of plans for achieving an objective” [Robbins, 1980:74] for school-community relationships by means of people and resources, organising must take place. Healthy school-community relationships are the responsibility of everyone associated with the school, i.e. teachers, administrative personnel, pupils, parents and the broad school community. Individuals and groups who should become actively involved with the school community relationships programme should be identified by the school principal and the nature of each one's responsibility should be known to him. The activities of people are ordered, arranged, divided, delegated and coordinated by means of organising. Organising is a dynamic executive management task which consists of the following sub-tasks: creating an organisational structure, delegation

and co-ordination. By means of organising units are brought into existence for handling the various aspect of the task (i.e. school-community relationships).

2.4.4.2 The creation of an organisational structure for school-community relationships

When creating an organisational structure, in which certain principles and individual circumstances must be taken into account, people are grouped together who carry out certain tasks within a framework of posts for the purpose of pursuing common goals and objectives. The organisational structure may take on various forms or models, for instance a line organisation, line and staff, and functional organisational structure.

In creating an organizational structure to promote school-community relationships, it is the task of the principal to create a plan in terms of which everyone knows precisely what his particular task and responsibility is so that overlapping and duplicating of work is prevented. Effective two-way communication channels should be created within the organisational structure. After the organizational structure has been created, tasks should be delegated so that planning can be carried out in relation to school-community relationships.

2.4.4.3 Delegating tasks in respect of school-community relationships

After task analysis of the programme has been carried out the principal may classify activities so that they can be ordered and grouped. Since a principal cannot do everything himself, he would have to divide activities and delegate and entrust tasks to other individuals and groups within the organisational structure, and make them responsible for the execution of these tasks. Responsibility, delegated authority and partial responsibility are integrated components of delegating. It should be remembered that the school principal is primarily responsible for all activities and their execution (Van der Westhuizen, 1984:197).

To exercise control of the tasks which he has allocated to or delegated to others, the school principal should thoroughly co-ordinate all roles in relation to the school-community programme.

2.4.4.4 Co-ordination of school-community relationship roles

Although co-ordination is classified as an organisational task, it starts as early as the planning stage and may also be seen in guidance and exercising control. A distinction may also be made between formal and informal co-ordination. Formal co-ordinations is seen in the

measures which are consciously taken to synchronise all activities by means of conferences, meetings, committees, commissions and so forth, while informal co-ordination consists of the spontaneous events which give rise to collaboration within the organisational structure (De Wet, 1981:72).

An effective school-community relationship programme usually takes place in a co-ordinated manner and according to a plan. Co-ordination is needed to limit wasting time, overlapping and conflict. Good co-ordination can be brought about when everyone knows precisely what the goals and objectives of the programme are, what the individual's particular task is and what contribution he is making. It is also the task of the principal to give guidance to those assisting him to carry out the programme.

2.4.5 Giving guidance with regard to school-community relationships

Like any other people activity, school-community relationships have to be initiated consciously. The principal is the person who must take the initiative. He is the person in authority who should give guidance with regard to the entire programme. His style of leadership will determine how he plans school community relationships, organises them and exercises control (cf. par. 4.4.3).

Healthy personal relationships are a prerequisite for effective group action. Because people do not always give of their best they have to be provided with incentives. For purposeful planning, organising, establishing relationships, motivation, exercising control and so forth, communication is a prerequisite. The task of giving guidance consists of the following sub-tasks: establishing relationships, motivation and communication.

2.4.5.1 Establishing relationships and school-community relationships

In carrying out his task to establish good relationships the school principal is dealing with interpersonal (inter-human) relationships as, for instance, those found between the principal and teachers, principal and parents, principal and pupils, and so on, as well as the inter-community relationships (people-in-organisations) such as those between the school and the school board, school and the education department, school and a rugby club, and so forth.

Relationships within the school (internal relationships) as well as relationships between the school and other community structures (external relationships) may be formal or informal (De Wet, 1981:122-123). Formal relationships refer to those relationships determined by the

authorities, such as those between the school principal and the rest of the hierarchical structure of authority or between the school and the education department. Because formal relationships as a management task of a school principal involves the creating of informal internal and external relationships.

Conflict situations are reduced and positive attitudes promoted by means of healthy school-community relationships. Positive attitudes are promoted in particular if the school principal motivates people with this in mind.

2.4.5.2 Motivation in respect of school-community relationships.

To achieve the planned goals and objectives for school-community relationships, those who are involved should act dynamically. The school principal should motivate or activate those involved to work with enthusiasm for the programme in an effort to satisfy the needs and desires of the community, in other words effective school education. To be able to motivate the school principal should be informed about important motivational theories, for instance theories on intrinsic, extrinsic and performance motivation.

To successfully carry out motivation as a management action, interwoven with other management actions, depends to a great extent on the quality of the two-way communication channels which exist between the school principal's ability to communicate.

2.4.5.3 Communication with a view to school-community relationships

Although the concepts communication and communicating are both used in relation to educational management, each of the terms has a certain connotation. The concept communication refers to a certain event where information is passed from one person to another, while the term communicating describes a task or a certain type of work. An effective communication system and communicating in two directions is necessary for effective school-community relationships.

The secondary school principal takes the leading role in relation to the manner and quality of communicating:

Communicating is one of the most important administrative processes. By the very nature of his job the administrator communicates with a variety of people, including students, teachers, parents, and central office personnel, about a wide range of items during the course of the

school year (Gorton, 1983:61). Communicating can take place regularly according to a previously planned timetable sporadically or incidentally. A distinction can also be made between formal and informal communicating. Formal communicating takes place for instance, during a planned meeting or when the school principal speaks to a person or persons during an appointment. Informal communicating takes place when the school principal speaks to someone by chance during break, on the sports field, in a shop or at a social gathering.

Communicating should be two-directional. Information should be provided horizontally as well as vertically. At the same time feedback should also be possible (De Wet, 1981:124). Communicating in relation to school-community relationships takes place upwards at macro-level which is the interaction between the school principal and the authorities and downwards at micro-level between the school principal and the teachers and pupils. Horizontal communication takes place at meso-level between the school principal and school community.

To sum up: The school principal is intensely involved in communicating in terms of school-community relationships. The communicating takes place vertically at macro-level (i.e. with the educational authorities) as well as at micro-level (i.e. with teachers and pupils) and horizontally (i.e. with the school community).

To determine whether the school-community relationship programme is being realised effectively, the following management task, namely that of exercising control is essential.

2.4.6 Exercising control in conjunction with school-community relationships.

Good planning, organising and guidance in terms of relationships between the school and the community are no guarantee that the planned goals and objectives will be achieved. By exercising control it should be ensured that the best possible use is made of contributions to relationships of this kind in the achievement of effective education.

Exercising control in terms of school-community relationships can take place at various hierarchical levels in the organisational structure. The school principal is responsible for the effective running of the planned programme. This implies that he should carry out certain adjustable tasks to ensure that the programme of school-community relationships will be realised in an optimum manner.

In exercising control over the school-community relationships programme; the school principal determines what the control directives should be to make provision for observation and comparison of set gauges on the basis of which adjustments can be made. In exercising control the school principal should carry out more than one activity. These activities – determining of control directives, evaluation and corrective action – can be described as sub-tasks of exercising control.

2.4.6.1 Determining control directives for school-community relationships

To exercise better control over the programme those involved should have some knowledge of how and by whom control is exercised. The determination of control directives ensures that control is exercised in a systematic and organised way and should be carried out with definite intentions in mind. This includes the provision of certain control points, times, places and stages as well as the bringing into being of criteria or standards according to which the programme may be evaluated for the purpose of school-community relationships.

The determination of control directives with regard to the programme is primarily a management exercise of the school principal. The manner of exercising control as well as the control points, times, places, stages and involved with the programme. The execution of the programme may be evaluated in terms of set criteria.

2.4.6.2 The evaluation of a school-community programme

To evaluate the programme the school principal should have information. Information may be obtained by personal observation or by verbal or written testimony or reports concerning achievements. The process of making information available to the head is known as feedback (Robbins, 1980:379). Two-directional communicating is essential to control the programme effectively. Upon receipt of information the school principal analyses it and in turn provides feedback to those involved so that the necessary adjustments may be made.

In judging the programme, real achievements are compared with the achievements expected, namely the criteria or standards which have been set. The purpose of this comparison is to establish how far achievement has deviated from the programme and to determine the cause of the deviations (Robbins, 1980:381). The ever-increasing demands and expectations placed on a school and the school's responsibility and accountability, emphasise the importance of the evaluation task of the school principal. In this connection Gorton (1983:74) states:

A large number of parents and other members of the public are apparently no longer satisfied with the opinion of the administrator that everything is satisfactory with the schools: the public wants to see evidence of effectiveness or attempts to improve the situation.

The purpose of periodic evaluation of the school-community relationship programme is to determine the nature and course of deviations, if any, so that necessary correctives action or adjustment measures can be taken

2.4.6.3 Corrective action in relation to school-community relationships

If the set goals and objectives in terms of the programme are not achieved, it will have to determine why the desired effect has not been realised. After the diagnosis the school principal will have to take the necessary corrective action in order to realise the desired effect.

A distinction is made between instant and long-term solutions. Instant solutions mainly revolve around the symptoms of deviations and involve immediate action according to which the actual achievement is brought into line with the expected achievement. Long-term solutions involve a re-evaluation of the standards or criteria and of the goals and objectives. Long-term solutions are of a more qualitative nature than instant solutions because they aim at providing a remedy for the causes (Robbins, 1980:382).

After this cursory review of the managing of school-community relationships, it may be stated that the other management activities and corrective actions should also be involved in this process. Corrective action or adjusting the deviations from the programme means that the guidance and exercising renewed control.

2.4.7 Conclusion

In this section the management of school-community relationships was discussed. Planning was dealt with first and it was then shown how the school principal organises these relationships. The school principal's task of giving guidance was discussed next. The last school management task – that of exercising control – was finally placed in perspective. There were some cursory remarks about how each of the sub-tasks of educational management and school-community relationships are linked. The main tasks and sub-tasks of management function in a multi-dimensional context. The tasks of educational management

are mutually inclusive and interdependent. The dynamic way in which they are interwoven is reflected in a unique way in the management of school community relationships.

The creation of schools led to other community links or community structures being created which are interwoven, link up with one another, harmonise meaningfully and effectively, are integrated and work together as a close-knit unit to achieve a common aim. This involves the education and training of each particular child or person in the community in such a way that he is able to unfold in the optimum way. In the course of this process of creating the interwoven structure or context of community relationships collective or group education and training are provided to achieve the educational goals of the community. The school does not function in isolation and the school principal enters into a variety of relationships within as well as outside the school.

2.5 CONCLUSION

In this chapter an attempt has been made to briefly explain the (changing) management and instructional leadership role of the secondary school principal. Under this subsection the following management tasks were briefly discussed: planning (which included the importance of policy making in the secondary school), organising, delegating and coordinating as management tasks, instructional leadership in the guiding task of the secondary school principal, motivation as a management task, effective communication as a management task and quality control as a management task of the secondary school principal. It is therefore hoped that the changing management and instructional leadership task of the secondary school principal contributed to identify the nature of sustainable communities through effective and successful secondary schools and the continuous building of sustainable communities in our townships.

The nature of sustainable communities through effective and successful secondary schools has also been identified. Attention was given to the different types of sustainability namely social, moral and economic sustainability. The ten features that characterise sustainable communities through effective secondary schools were discussed. The ten features as identified with the role of the secondary school principal were discussed in this respect to ensure sustainability in the school, but also to influence the school community and the community at large for the better.

Finally the relation between the changing role of the secondary school principal and the building of sustainable communities are discussed in detail. Under this subsection a brief discussion of the planning of school-community relationships, the organising of school-community relationships, giving guidance with regard to school-community relationships and exercising control in conjunction with school-community relationships are given.

It is therefore hoped that the three aspects discussed in this chapter will assist secondary school principals to build sustainable communities in our country. Surely this contribution will add more meaning to our secondary schools which will ensure that our communities are educated, well trained, developed and empowered. The challenges in our modern times demand that our secondary schools should be responsive to the needs of our communities and more especially the needs in our township.

The next chapter will focus on the description of the research design and the explanation of the research method(s). This chapter also deals with the description of the population, procedure and description of the tools (instruments) and its applications.

CHAPTER 3

QUALITATIVE RESEARCH DESIGN

3.1 INTRODUCTION

Following the literature review in chapter two, a detailed research method and design is presented in this chapter. The research method(s) and design are described and explained. This chapter also deals with the description of the population, procedure and description of the instruments and its applications.

A qualitative research approach is being used to explore the changing management and instructional leadership role of the secondary school principal in building sustainable communities. This approach will also be explored as an effective remedy towards enhanced secondary school principals, deputy principals, Head of Departments (HoDs), educators and the School Governing Body (SGB) and their influence in the implementation of the building of sustainable communities, especially in our townships. Perceptions of secondary school principals, deputy principals, HoDs, educators and SGB chairpersons concerning the changing management and instructional leadership role of the secondary school principal in building sustainable communities are further determined.

The research method(s) that will be used will be defined. The rationale for choosing the qualitative method will be addressed and the characteristics of the research tool(s), namely the validity and reliability thereof. The researcher therefore hopes to give absolute clarity in this respect. The selection of cases or samples will be a “site selection”, by which sites – in this case public secondary schools – will be selected to locate stakeholders involved in certain events (McMillan & Schumacher, 2001:401). To collect data for the purpose of this study, four public schools will be targeted as samples. One public secondary school will be targeted in each of the following areas: Ennerdale as a traditional House of Representative area, Lenasia as a traditional House of Delegates area, Soweto as a traditional Department of Education and Training area and Mondeor as a traditional House of Assembly (former Model C) area.

Following the above, attention will now be given to the research method(s) defined.

3.2 RESEARCH METHOD DEFINED

With the aim of this study, being to examine advantages of the changing management and instructional leadership role of the secondary school principal in building sustainable communities for quality educative teaching and learning in secondary schools, the qualitative research method was considered to be most suitable. This is done with a view to provide support to possible existing programmes by the DoE, through proper designed management and instructional leadership role of secondary school principals in building sustainable community programmes, by enquiring from secondary school principals, deputy principals, HoDs, educators and SGB parents what their perceptions and opinions are about mentioned building of sustainable community programmes in our townships.

Qualitative research allows the researcher to become aware of an observed problem through a willingness of those being interviewed, volunteering data to him/her (Schumacher and McMillan, 1993:38), which is relevant to this study. Schumacher and McMillan (1993:55) continue to say that this information is needed to evaluate the soundness of the procedures. In addition to this, Taylor and Bogdam (1998:7) state that qualitative research produces descriptive data – people’s own written or spoken words and observable behaviour. Surely this is more than just a set of data-gathering techniques, but a way of approaching the empirical world. In other words qualitative research data are principally verbal and approaches are not strictly formalized: the scope is less defined, less structured and data appears as words.

The above means that the researcher will be concerned with the meanings people attach to things in their lives, namely to understand people from their own frames of reference and experiencing reality as they experience it. This ensures that the researcher emphasizes and identifies with the people he studies in order to understand how these people see things. This makes qualitative research inductive (Taylor and Bogdam, 1998:7), because the researcher will develop concepts, insights and understandings from patterns in the data. In this study, therefore, the researcher will follow a flexible research design and will operate within theoretical frameworks. Truly pure induction will not be possible because within a broad theoretical framework, the aim of the study is to make sure the theory fits the data and not vice versa. This is important for the purposes of inductive reasoning.

Miles and Huberman (1994:91) argue that qualitative research is an umbrella term covering many methods and approaches to the study of human behaviour. This involves experiencing the life world of people interviewed, enquiring about their background and examining the data gathered in this regard, with the aim of determining the meaning of facts being provided. The fact is that what people say, tends to reveal how they believe things should be, whereas what the researcher observes first hand is more likely to reveal how things are, especially when field observations extend throughout an adequate time period. In the context of this research, the researcher uses this method to reach a conclusion on what secondary school principals, deputy principals, HoDs, educators and SGB parents' perceptions toward the changing management and instructional leadership role of the secondary school principal in building sustainable communities are.

The researcher therefore agrees with Taylor and Bogdan (1998:8) who claim that in qualitative methodology the researcher looks at settings and people holistically; people, settings or groups are not reduced to variables, but are viewed as a whole. This means that the researcher will study the people interviewed in the context of their posts and the situations in which they find themselves. This will ensure that the researcher will not lose sight of the human side of social life by reducing people's words and acts to statistical equations. When people are studied qualitatively, they are known personally and experience what they experience in their daily struggles in society. The researcher will therefore investigate how people think and act in their everyday lives as questions are posed to them regarding the building of sustainable communities. In the light of this, Lincoln and Guba (1985:53) describe qualitative research as naturalistic. This means that the researcher will adopt strategies that parallel how people act in the course of daily life, typically interacting with informants in a natural and unobtrusive manner.

The goal of qualitative research is to examine how things look from different vantage points (Taylor and Bogdan, 1998:9). This means that all perspectives are worthy of study. Thus therefore rejects what Howard Becker (1966:67) refers to as the hierarchy of credibility. Namely, the assumption that perspectives of powerful people are more valid than those of the powerless. In other words, from a qualitative point of view, the SGB parents' perspective is just as important as the secondary school principal's and the HoDs'; the HoDs' as important as the secondary school principals'. The hope therefore, in this qualitative study is to give those whom society ignores – the poor and the deviant – a voice that is rarely heard. This makes it

clear that the researcher will emphasise the meaningfulness of his research, because this will allow the researcher to stay close to the empirical world (Blumer, 1969:48). These qualitative methods are designed to ensure a close fit between the data and what people actually say and do.

Clearly there will be something to be learned in all settings and groups. According to Taylor and Bogdan (1998:10) no aspect of social life is too mundane or trivial to be studied. All settings and people are at once similar and unique. They are similar in the sense that some general social processes may be found in any setting or among any group of people. They are unique in that some aspects of social life can best be studied in each setting or through each informant because there it is best illuminated (Hughes 1958:49). The researcher's own purposes will determine which settings and groups will be the most interesting and yield the most insights. The researcher will be flexible in how he goes about conducting the study. This means that there will be guidelines to be followed, but no rules, because the methods serve the researcher; never is the researcher a slave to procedure and technique. Mills (1959:84) claims that the qualitative social scientist is encouraged to be his or her own methodologist. In the light of the latter the researcher therefore agrees with Taylor and Bogdan (1998:10) who describe qualitative research as being a craft and the researcher a craftsman. This means that the researcher will ensure that the ultimate product of the study will give meaning to the investigation.

According to Schumacher and McMillan (1993:375) qualitative research views reality as interactive and as a shared experience interpreted by individuals. In this study, various views by participants on the changing management and instructional leadership role of the secondary school principal in building sustainable communities are examined and the researcher makes a relevant conclusion. With this in mind, the rationale for choosing the qualitative research method, will now be discussed.

3.3 RATIONALE FOR CHOOSING THE QUALITATIVE RESEARCH METHOD

This research method is chosen with the aim of revealing what advantages can be experienced if secondary school principals are exposed to opportunities and environments to build sustainable communities in our townships. The fact is that different people see the world differently. This makes it clear, that views of secondary school principals, HoDs and

SGB parents are be solicited in order for relevant conclusions to be drawn. The reason for choosing the qualitative method as stated in Mvula (2001:36-37) has been influenced largely by the work of the following researchers namely: De Vos (1998:239). Anderson (1998:116) and Miles and Huberman (1994:15). According to Mvula above, the mentioned authors list the following points as advantages for making use of qualitative research:

- the qualitative research has different descriptions. It reveals complexity and the truth, which has a strong impact on the readers;
- the researcher is able to obtain a good conception regarding the nature of reality of the world;
- the phenomenon is easily understood;
- the focus is on participants' perceptions and experiences;
- it focuses on the occurrence of events, products and outcomes;
- ordinary events in natural settings portray real life in the research process;
- it assists in the identification of suitable life skills and career successes;
- it emphasizes description, induction and grounded theory; and
- it includes participant observation, in-depth interview, oral history and conversational analysis.

The above reasons and advantages for choosing qualitative research make sense because it emphasizes the value of the study and the influence and impact that it may have on the reader. In addition to the above Leedy and Ormrod (2005:134) claim that when a qualitative approach is chosen, it will serve one or more of the following purposes:

- Description. The researcher can reveal the nature of certain situations, settings, processes, relationships, systems or people.
- Interpretation. This approach enables the researcher to (a) gain insights about particular phenomenon, (b) develop new concepts or theoretical perspectives about the phenomenon, and/or (c) discover the problems that exist within the phenomenon.
- Verification. The qualitative approach allows the researcher to test the validity of certain assumptions, claims, theories, or generalizations within real-world contents.
- Evaluation. This approach provides a means through which a researcher can judge the effectiveness of particular policies, practices or innovations.

Clearly with the above in mind, the qualitative research method has been chosen by the researcher with intention of understanding the opinion and views of the respondents regarding the changing management and instructional leadership role of the secondary school principal in building sustainable communities as it being applied by the DoE. According to De Vos (1998:82) this method will enable the researcher to suggest alternative and practical workable approaches in ensuring that building sustainable communities in our townships achieve what it is intended to achieve, that is, making our secondary school principals, the staff members and parent community productive, efficient and effective in the community at large. Certainly this will have a positive influence and impact on our township communities who will accept and understand what differences can be made within our communities so that especially our youth become productive citizens and an asset to our communities instead of burdens.

It is therefore of vital importance for the researcher to look into the character of the research tool to enable him to arrive at relevant conclusions.

3.4 CHARACTERISTICS OF THE RESEARCH MEASURING INSTRUMENT

Measurement involves the assignment of numbers, in terms of fixed rules, to individuals (or objects) to reflect differences between them in some or other characteristic or attribute. It is important to notice that particular characteristics of individuals or objects are measured rather than individuals or objects themselves (De Vos, 2002:166). De Vos continue to state that to obtain valid and reliable data, the researcher must ensure, before implementing the study, that the measurement procedures and the measurement instruments to be used have acceptable levels of reliability and validity. Validity and reliability are two of the most important concepts in the context of measurement.

In the light of the above, this study will be carefully measured by means of validity and reliability. To attain the latter the researcher will ensure that credibility is reflected in which validity and reliability is believable and trusted by the readers. This means that validity and reliability deal with the confidence and believe about the outcomes of the study. This phenomenon is called trustworthiness (Dreyer 1995:130 in Mvula, 2001:37), which calls for elaboration of the concepts validity and reliability of measuring instruments.

3.4.1 Validity in qualitative research

Validity refers to the degree to which the explanations of phenomena match the realities of the world. Validity addresses the questions: Do researchers actually observe what they think they observe? and Do researchers actually hear the meanings that they think they hear? (Schumacher and McMillan, 1993:391). In other words, validity of qualitative designs is the degree to which the interpretations and concepts have mutual meanings between the participants and researcher. Schumacher and McMillan continue to state that reliability is a serious threat to much qualitative research. Validity, however, may be its major strength.

According to Silverman (1993: 149); Hithcock and Hughes, (1995:105) and Seale (1998:134) validity is the degree to which finding of a research study present a true and accurate picture of what claimed to be described. Thakhathi (1996:85) defines validity as the correspondence between the research and real world. Validity is outlined by Fink (1995:49) as the degree to which a survey instrument assesses what it purports to measure. For instance the study of the changing management and instructional leadership role of the secondary school principal in building sustainable communities is valid if the researcher formulates and asks questions that are relevant to building sustainable communities in our public secondary schools.

It is therefore clear that, based on the above theory, validity is utilised to ensure that data includes everything it should and that it does not include anything it should not include. Thakhathi (1996:85) claims that, to achieve validity, the researcher has to use standards which will have a meaningful link with research questions, data collection, data analysis, effective data application and analysis techniques to guide him/her in making valid arguments, findings and reports.

The above therefore proves that the approach(es) used by the researcher will support the validity of the findings. The researcher will also ensure that the approach is appropriate to the situation(s), depending on the nature of the data and the specific methodologies used. The validity of this study has already been addressed in the first chapter to ensure that the research has much apparent validity, in terms of maximizing alternative explanations for the results obtained (internal validity) or in terms of being generalisable to the world “out there” (external validity). This is to ensure that the effort made by the researcher is not a useless enterprise.

3.4.2 Reliability in qualitative research

Reliability is the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and participants (Schumacher and McMillan, 1993:385). This means that the researcher will address reliability issues in designing this study and in the data collection strategies.

Reliability, Bostwick and Kyte (1981:113-120) write, has been defined as the accuracy of precision of an instrument; as the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions. Synonyms for reliability are dependability, stability, consistency, predictability, accuracy, reproducibility, repeatability and generalisability. In other words an instrument is reliable to the extent that independent administrations of it or a comparable instrument consistently yield similar results.

In addition to the above, reliability is also understood as the degree of consistency in which instances are assigned to the same category by different observers. In this measurement, the particular method of data collection is replicable. That is, the same results are obtained each time the researcher utilizes several techniques for measuring the collected data (Silverman, 1993:145; Fink, 1995:41). Reliability is further regarded as the connection between recorded data and what has actually occurred in the setting being studied after the collected data has been analysed and interpreted in a uniform manner. There might be possible errors in this set of collected data, therefore replication of data is used with the purpose of obtaining a more accurate reflection of truth.

Reliability is therefore primarily concerned not with what is being measured but with how well it is being measured. Obviously, the more reliable the researcher's instruments and observations, the more consistent and dependable the results. Clearly high reliability does not guarantee valid results, but there can be no valid results without reliability. Leedy and Ormrod (2005:95) also agree by adding the fact that the researcher can measure something accurately only when s/he can also measure it consistently. In other words, in order to have validity, the researcher must also have reliability. The more valid and reliable the instrument

is, the more likely the researcher is to draw appropriate conclusions from the data collected and, thus, to solve the research problem in a credible fashion.

Clear and relevant questions will be formulated for the interviews with the aim of getting reliable data that is free from measurement errors (Fink, 1995:46), which leads to the process of sampling and selection of respondents.

3.5 SAMPLING AND DATA COLLECTION

Sampling procedures and population parameters are of paramount importance and become critical factors in the success of the study (Leedy, 1993:198). Sampling is therefore a process of systematically selecting respondents from the sampling will be manageable and cost effective to work with. If this is properly done, according to Neuman (1997:203), the researcher will be able to measure variables on the smaller set of cases but generalise results accurately to all cases.

The following stakeholders will be approached to be interviewed:

The secondary school principal, the deputy principal, one HoD, one educator and the chairperson of the School Governing Body (SGB) of four secondary schools (five per school) will be interviewed. Twenty people in total will therefore be interviewed. This research will therefore use interviews as data collection techniques. According to Leedy (2001:158) the primary advantage of the mentioned techniques is flexibility. In other words the researcher can easily shift focus as new data comes to light. However, he continues stating that the major disadvantage is that the presence of the researcher may alter what people say and do as significant events unfold. Given the latter obstacle, the interviews will be conducted as part of the qualitative study according to suggestions offered by Leedy (2001:158) namely to identify methods that will work best for the researcher, introduction and purpose of the study and developing relationships so that the interviewees take the researcher into their confidence.

Hitchcock and Hughes (1991:81) claim that a sample is a procedure that allows the researcher to select people from a large group to question. This large group is referred to as the population, which could be an educator, learners, parents or whoever. The key factor in sampling is representativeness. The sample from which conclusions are drawn must be

representative of the population the researcher is dealing with. In addition to this Leedy and Ormrod (2005:145) claim that if the researcher wants to draw inferences about an entire population, then the researcher must choose a sample that can be presumed to represent that population.

Ideally, this sample is chosen through a completely random selection process or one that reflects appropriate proportions of each subgroup within the overall group of people. The identification of the sample will also depend on what research questions the researcher would want to answer. In this investigation, as mentioned in chapter one, the secondary school principals, deputy principals, HoDs, educators and SGB chairpersons of each of the four selected secondary schools will represent the population. In the light of Flavin (1984:102) states, namely that sample size is a critical element of research design, the chosen sample size will be adequate for the study.

In the qualitative research method, the main question is actually the description of the site and sample (Marshall and Rossman 1989:55). For instance questions concerning how, where and with whom a particular phenomenon exists, may be posed. According to Gagne and Peshkin (1992:24), the selection strategy should be used in order to have the sub-set of the population from whom is collected by means of interviewing and documentation. It is therefore essential to conceptualise sampling as an aspect of research. In this study, as stated by Frey and Ashism (1995:14), sampling is perceived as a portion of the population the researcher is interested in interviewing.

3.6 COLLECTING DATA IN QUALITATIVE RESEARCH

In this study interviews will be used to help the researcher to answer the research question. Data were not collected earlier in this investigation because the researcher agrees with Leedy and Ormrod (2005:143) who claim that by doing so it may influence the kind of data that the researcher subsequently gathers. Clearly the collecting of data forms an important part of any research because it does not only give a description of what data will be collected and how it will be collected, it also constitutes the basic information from which conclusions will be drawn (Monette, Sullivan and Cornell 1990:11). The researcher will therefore ensure information gathered is as accurate and relevant as possible so that conclusions drawn will contribute to the answering of the research problem.

It is also important to note that since collection of data is such a vital step in qualitative research, sound data collection procedures should be employed (Mvula, 2001:40). Moss (1988:440) also states that a descriptor of data gathering procedures that covers specific techniques that will be used, should be clearly stated. Specific measuring instruments must also be provided. In this study, as stated earlier and by De Vos (2002:321) within the context of qualitative research, interviewing will be utilized to collect the relevant data.

To follow the above course, the researcher had to obtain permission to conduct research in four Secondary Schools which are situated in different areas within the Johannesburg South Mega District number 11 in the Gauteng Province (see Appendix A). Permission was granted for this purpose (Appendix B) and Secondary school principals were informed about the intentions of the research.

3.6.1 Interviews

Interviews utilize the “question asking” approach. This instrument will be used to obtain information concerning facts, beliefs, feelings and intentions. The interviewer will collect data through face-to-face or telephone interaction (Moss, 1988:441). The researcher will therefore make use of interviews to formulate opinions and views about the changing management and instructional leadership role of the secondary school principal in building sustainable communities.

Thomas (1998:134) states that through interviews the participants have the opportunity to discuss answer and pose questions related to the phenomenon. This makes the interview a purposeful interaction between two or more people who are in the process of communication, conversation and negotiation for specific purposes associated with some agreed subject matter.

According to Thomas (1998:135) the following advantages are observed from interviews:

- by making personal contact interviewees get the impression that they are being valued and they therefore provide sincere responses;
- the interview setting enables the interviewer to clarify questions that respondents may find confusing;

- participants may amplify their answers or to digress from the central topic in ways that prove useful to the investigator; and
- provide an in depth understanding of respondents' motives, pattern of reasoning and emotional reactions.

With the above advantages in mind, an interview will be designed for secondary school principals, deputy principals, HoDs, educators and SGB chairpersons with the intention of formulating opinions and views from them about the changing management and instructional leadership role of the secondary school principal in building sustainable communities.

Hitchcock and Hughes (1991:91) claim that the semi-structured interview is favoured by many researchers, because it allows the interviewer to probe and expand the interviewees responses, enabling the interviewer to cover as broad an area as possible. In an interview therefore, the establishment of a rapport, empathy and understanding between interviewer and interviewee is very important. An interview offers the interviewer to clearly understand what the interviewee means by responses s/he gives to questions asked. According to Hitchcock and Hughes (1991:93) interviews have been used extensively across all the disciplines of social sciences and educational research as a key technique of data collection. Clearly this will be to the advantage of the researcher in using interviews as an instrument to collect data.

In this study, secondary school principals, deputy principals, HoDs, educators and SGB chairpersons of the four secondary schools will be persuaded to agree to be interviewed and they will be informed how important this research could be in adding to existing information around the changing management and instructional leadership role of the secondary school principal in building sustainable communities. They will also be convinced that the research may provide solutions or alternative to problems they are facing with as immediate seniors and thereby contribute to the building of sustainable communities in especially our townships.

Semi-structured interviews with 4 secondary school principals, 4 deputy principals, 4 HoDs, 4 educators and 4 chairpersons of SGBs will be conducted. In total 20 people will be interviewed. Creswell (1994:158) states that a semi-structured interview can be seen as a guided conversation, in a free and open atmosphere. The interview will focus on the

experience(s) of secondary school principals, deputies, HoDs, educators and SGB chairpersons. This will be done with the intention of obtaining insight on how our public township secondary schools can contribute to the upliftment, stability and sustainability of our communities. The intently, recording each conversation, making notes and where necessary, seek clarity or more information from participants.

The following four stages, as listed by Newman (1997:257-258) will be used in conducting the interviews:

- the interviewer introduces himself and explains the need for the interview and reasons for selecting the participant;
- secondly, questions are asked and answers are recorded. The interviewer accurately records answers and he may not summarise or paraphrase, because this may cause loss of information or may distort the answer;
- thirdly, the interviewer seeks for clarity from interviewees by means of asking probing questions to supply more information. A probe is a neutral request to clarify an ambiguous answer, to complete an incomplete answer or to obtain a relevant response; and
- finally, the interviewer thanks participants and then enters details like time, place of interview and attitude of participants. Every disturbance that might have taken place, such as a phone ringing and the participant going to answer it for five minutes should also be recorded.

De Vos (1998:270) argue that questions which the researcher ask should enable them to find answers to issues which seem to be important but remain unanswered. These questions should be narrowed and focused as concepts are discovered to be relevant or irrelevant. In this study all questions are relevant. The researcher will ensure that clarity, if needed, is given to what the researcher want to achieve. The questions in Appendix C, solicit the opinion and views of secondary school principals, deputy principals, HoDs, educators and SGB chairpersons on matters relevant to the changing management and instructional leadership role of the secondary school principal in building sustainable communities. The researcher will make findings based on their responses in chapter four.

3.7 PRESENTATION OF DATA

The data will be captured in the form of interviews, cases (where possible) and annual speaking conferences held by the Gauteng Department of education. The researcher will make or take detailed notes of all interviews conducted. The interviews will provide the most direct evidence of the changing management role of the secondary school principal, the nature of sustainability and relation between the role of the secondary school principal and the nature of sustainability. The interviews will be semi structured to allow the researcher to probe initial responses. One secondary school principal, one deputy principal, one HoD, one educator and one chairperson of the SGB at the four secondary schools represent all main stakeholders who have agreed to participate in the research (5 x 4 = 20 people).

The researcher intends to present the data of the interview phases of the study in the form of tables. This will serve as useful aides in exploring patterns in the data. Potential relationships between different slices of data will be sketched out and this will help the researcher to come up with new understandings. Surely this will contribute to a meaningful illustrative pattern which will be used by the researcher to ensure that the reader comprehend the tables easily.

To make some meaningful conclusions and recommendations, the responses will be treated in such a way that themes will be identified and concepts be developed. Field notes, documents and other material will be collected and carefully read through. By rereading the data the researcher engages in intensive analysis so that the data is known inside and out. Someone else will be approached to read through the data as well so that subtle aspects that elude the research are noticed. Any important ideas that come to mind whilst reading through and brought about, the data will be recorded. A notebook and/or file folder will be kept handy for scribbled notes taken when an idea strikes the researcher. As the researcher read through the data, notations will be made in the margins. The above is how the responses will be treated to make some meaningful conclusions and recommendations.

3.8 CONCLUSION

In this chapter the planning and execution of the qualitative research was discussed. Clarity is given on the reason for making use of qualitative research methodology. This chapter also revolves around the rationale for choosing the qualitative method and the characteristics of the

research-measuring instrument among other the validity and reliability in qualitative research. Data collection such as sampling and population collection and interviews were also discussed in detail. And finally, questions used in interviews were also clarified and explained.

In the next chapter the collected data will be analysed and interpreted. It will also deal with analysis drawn from responses of the selected participants.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter three dealt with the collection of data and related issues. The intention of this Chapter is to attach proper meaning and interpretation to the collected data, in order to establish if there is a need for new enquiry into related research, through the conclusions drawn from data analysis. Neuman (1997:271) claims that analysis is a technique for gathering and explaining the content of text. The content refers to words, meanings, ideas, themes or any messages that can be communicated. The text is anything written, visual or spoken that serves as a medium of communication.

The focus of this Chapter is therefore, to highlight the opinions of four secondary school principals, four deputy principals, four HoDs, four educators and four SGB chairpersons of secondary schools. This means that twenty people in total have been interviewed regarding the changing role of the secondary school principal in building sustainable communities. Firstly, data analysis is defined, analysis and interpretations of interview results are defined, and thereafter responses from four secondary school principals, four deputy principals, four HoDs, four educators and four SGB chairpersons are analysed and interpreted. In other words, findings to interview questions will be presented and a clear discussion of the responses of the respondents will take place or be placed on record.

4.2 DATA ANALYSIS

4.2.1 Presentation of interview data

The responses to the interview questions will now be presented according to each of the questions asked and responses given during the interview (see Appendix C: Interview Schedule). The questions asked will serve as sub-headings. Tables are used to present the findings.

4.2.1.1 What is the changing role of the secondary school principal?

The five questions asked and the responses thereof under the changing role of the secondary school principal will now be tabulated in tables 4.1 to 4.5.

Table 4.1: Explanation of what the changing management role of the secondary school principal should be

Responses	Number	Percentage
Proper planning	8	40
Guiding (also known as leading)	5	25
Quality control	4	20
Organising	3	15
Total	20	100

Responses in Table 4.1 indicate varied opinions about the changing management role of the secondary school principal. The application therefore is that a great deal of attention and deliberation should be paid to the power rated aspects concerning what the changing management role of the secondary school principal should be by both policy-makers and practitioners. This shows a general view and perception of all participants. This does not support the fact that the secondary school principal also has other tasks such as marketing, resource and financial management.

The second question was about the respondents' opinions regarding the instructional leadership role of the secondary school principal. The responses are displayed in Table 4.2.

Table 4.2: Description of the instructional leadership role of the secondary school principal

Responses	Number	Percentage
Teaching role (school curriculum)	5	25
Instructional leading to educators and learners	6	30
Giving clear direction in terms of instruction	4	20
Inspire others through actions	2	10
Allocation of duties to educators	3	15
Total	20	100

Responses to tables 4.1 and 4.2 somehow complement each other because guiding (also known as leading) and giving clear directions are equally management roles of the secondary school principal. Proper planning, of especially the school curriculum, is vital and this should be well organised and properly controlled by the secondary school principal as part of his/her duties to educators. Leading by example (inspire others through actions) is also viewed as an instructional leadership role of the secondary school principal.

The third question asked as about the effective contribution of responses in Tables 4.1 and 4.2 effectively contribute to the building of sustainable communities especially in our townships.

Table 4.3: Effective contribution of responses in tables 4.1 and 4.2 to the building of sustainable communities in our townships

Responses	Number	Percentage
Managing and implementation of school policies	5	25
Partnerships within the community	10	50
Resources in terms of community and the secondary school	5	25
Total	20	100

Table 4.3 depicts that secondary schools should have partnerships within the community, which can contribute to the building of sustainable communities, especially in our townships. Respondents are also in favour of resources in terms of the community and secondary schools

and managing and implementation of school policies. This connects the changing management role of the secondary school principal and his/her instructional leadership role from Tables 4.1 and 4.2 respectively. Managing of physical and human resources by the secondary school principal with the community in mind seem to be important to respondents. The opinions of respondents in this regard are equally as important as the management and implementation of school policies to contribute to sustainable communities. The perceptions of respondents is that partnerships are vital within communities to ensure better relationships between secondary schools and community organisation and local businesses.

In the fourth question asked respondents were requested to indicate what programme(s) can secondary school principals put in place to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment in our secondary schools. The responses are reflected in the table below.

Table 4.4: Programme(s) to be put in place by secondary school principals to inspire, encourage and empower educators, learners parents to ensure an educative teaching and learning environment

Responses	Number	Percentage
Team building for main stakeholders an integral part of education	5	25
In service training (INSET) and professional development for educators	4	20
Workshops/ mini seminars for parents	2	10
Extra and co-curricular activities	6	30
Incentives/Rewards/Awards for main stakeholders	3	15
Total	20	100

From Table 4.4 it can be deduced that almost a third of the respondents (30%) viewed extra and co-curricular activities as important programmes, which secondary school principals should put in place to inspire, encourage and empower educators, learners and parents to ensure that an educative teaching environment prevails in secondary schools. This implies that educators, parents and learners can be involved at the same time in a very informal way. This leads to the 25%, namely teambuilding for stakeholders as an integral part of education as another important gap that needs to be filled at our secondary schools. INSET and

professional development (20%) could give educators more confidence to perform better both inside and outside of the classroom. The opinions of 15% of respondents are that incentives and rewards can inspire and encourage the main stakeholders. It is surprising that the smallest percentage 10% of respondents stated that workshops/mini seminars should be held for parents, because parents are not as involved in the formal daily programme as educators and learners and they have therefore a great need for such workshops/mini seminars.

The last question asked under the changing role of the secondary school principal was about the implementation of the above programme(s) contribution to the upliftment of the school community and the community at large. The responses of respondents were yielded as reflected in Table 4.5.

Table 4.5: Implementation of the above programme(s) to contribute to the upliftment of the school community and community at large

Responses	Number	Percentage
Quarterly open day(s) for all stakeholders of school community and community at large	6	30
Sporting and cultural activities during and after school hours as well as prevention of drug abuse, early pregnancy, etc	9	45
Additional fundraisers/increase of budget to make incentive/rewards possible	5	25
Total	20	100

Table 4.5 reveals that 45% of the respondents' opinions are centred on sporting and cultural activities and at the same time focussing on a prevention drive on drug abuse, early pregnancy and so on. It seems therefore that this is one of the greatest needs in school communities and communities at large. There is almost an equal number of respondents (30% and 25%) who suggest that quarterly open days and fundraisers should be implemented. This is a good balance because two birds can be killed with one stone in this regard; an open day for the school community and drawing in the community at large can also be a successful fundraiser day.

Responses to Tables 4.4 and 4.5 complement each other because the programmes stated in Table 4.4 are implemented in Table 4.5. This would contribute to the upliftment of the school community and the community at large and ultimately to sustainable communities.

4.2.1.2 What is the nature of sustainable communities and how the principal is going to build sustainable communities

The five questions asked and the responses thereto under 4.2.1.2 will now be tabulated in Tables 4.6 to 4.10.

Table 4.6: Perceptions of a sustainable community

Responses	Number	Percentage
Reasonably high literacy level, employed/ employable	5	25
Community in which most, if not all stakeholders are actively involved in all secondary school matters	3	15
Clean and healthy environment	5	25
Potential social economic growth without harming natural environment	4	20
Total	20	100

Table 4.6 shows that 50% of respondents are equally divided in favour of a reasonably high literacy level, employed and/or employable community and a stable society with strong and capable community members. The opinions of 20% of the respondents indicate a potential for economic growth without harming the natural environment. The last group of respondents is also equally divided (30%) on the active involvement of stakeholders and a clean and healthy environment.

This implies that the secondary school has a major role to play in the building of sustainable communities. In other words, the literacy level of all community members should be increased so that people can be employed or become employable. The capability of community members can be revealed through special programmes in the secondary school.

Keeping the environment clean and healthy, contributes to the upliftment of the community. It is not surprising that the active involvement of community members in school issues is characteristic of a sustainable community, because this contributes to a good performance in secondary schools. Economic growth without harming the natural environment is typical of a sustainable community.

Respondents are asked in the next question to name one or more advantages of sustainable communities. The views of respondents in this respect are represented in Table 4.7.

Table 4.7: Advantage(s) of sustainable communities

Responses	Number	Percentage
Independent, responsible, e.g. paying for services and keep environment clean and healthy	7	35
Progressive school community	4	20
Less crime, litter, vandalism – pride and ownership	6	30
Low (if any) unemployment rate because of good income growth	3	15
Total	20	100

Table 4.7 indicates that the majority (35%) of respondents claim that the advantage of sustainable communities is its independence, responsibility by paying for services for instance and keeping the environment clean and healthy. Thirty percent of respondents believed that less crime, litter and vandalism proved that pride and ownership are the order of the day in such communities. Progressive school communities are rated 20% of respondents, while 15% of respondents' opinion of the advantage of sustainable communities is a low unemployment rate.

The perceptions of a sustainable community (Table 4.6) and the advantages thereof (Table 4.7) are precisely what is envisaged for a sustainable community. The active involvement of stakeholders is a progressive school community and a reasonably high literacy level **which** contributes to a high employment rate. Furthermore, this contributes to a low crime rate, less litter and vandalism and it ensures that the community has pride and ownership of a clean and healthy environment.

The next question requested that respondents suggest whether secondary schools, which are situated in sustainable communities, are generally performing well or not. Respondents were also asked to motivate their choice. Table 4.8 reflects their motivation.

Table 4.8: Performance of secondary schools which are situated in sustainable communities

Responses (Motivation)	Number	Percentage
Higher standard and quality of education	8	25
Conducive environment to education and training	5	25
Provision of primary source of development and empowerment	3	15
Full participation of parents in the education of their children and support to educators	4	20
Total	20	100

Data from Table 4.8 depicts that 40% of respondents motivated a higher standard and quality of education and training in secondary schools, which are situated in sustainable communities. Twenty five percent of respondents view conducive environment for education and training as a motivation. The opinions of 20% of respondents are full participation of parents in their children’s education and their support to educators in the secondary school. A small group of respondents (15%) gave secondary schools which are situated in sustainable communities, as the provider of the primary source of development and empowerment, as a reason.

The implication of the above clearly shows that there is a correlation and balance between Tables 4.7 and 4.8 because the advantages of sustainable communities would in most, if not in all cases, produce well performing secondary schools. This also indicates that the changing role of the secondary school principal goes beyond the school fence in the community to ensure sustainability. The high standard and quality of teaching and learning creates a compulsory conducive environment for education and training for all community members. The full participation of parents (as one of the main stakeholders) in the education of their children and their support to educators in the secondary school introduced us to the next question posed to respondents: Briefly describe the involvement of the main

stakeholders (educators, learners and parents) of secondary schools which are situated in sustainable communities.

The views of respondents on this matter are represented in Table 4.9 below.

Table 4.9: Description of involvement of main stakeholders of secondary schools which are situated in sustainable communities

Responses	Number	Percentage
Educators are well prepared, learners learn constructively and parents support	12	60
Involvement in education, social and religious affairs, sports, arts and culture and local business	4	20
Development of skills within the community	4	20
Total	20	100

From Table 4.9, it can be deduced that most respondents (60%) viewed the primary task of the main stakeholders, namely that educators are well prepared in the classroom, learners are learning constructively and parents give their unconditional support, as very important in secondary schools which are situated in sustainable communities and the communities at large in respect of education, social and religious affairs, sporting and arts and cultural activities as well as good relationships with local businesses. In addition to this, skills development programmes within the community also involves the main stakeholders as an initiative to keep the community sustained.

This implies that Table 4.9 compliments Table 4.8, because the good performance of secondary schools in sustainable communities, are dependent on the involvement of especially the main stakeholders. In other words, the conducive environment for education and training ensures that educators teach and facilitate, learners learn and discover constructively and parent give their unconditional support to educators and the school as a whole. It is therefore hoped that secondary schools contribute and influence neighbouring poor performing secondary schools for the better.

The last question under 4.2.1.2 was about the contribution and influence of sustainable community secondary schools to other schools where there is a great need for sustainability. Respondents' perceptions are tabulated in Table 4.10.

Table 4.10: Contribution and influence of sustainable community secondary schools to other schools where there is a great need for sustainability

Responses	Number	Percentage
Forming partnerships by being mentors	7	35
Formation of some academic, sports and cultural committees and effective communication between SGBs	4	20
Share successes and cross over visits to schools	5	25
Advice/plans of improvement and maintaining high standard in quality of education	4	20
Total	20	100

Table 4.10 reveals that 35% of respondents' opinions are based on the formation of partnerships by being mentors to poorly performing secondary schools. This is one way of how sustainable secondary schools and communities can contribute and influence poor performing schools for the better. Sharing of successes and cross over visits by well and poor performing schools are supported by 25% of the respondents. The remaining 50% are equally divided (25% + 25%) between the remaining respondents who claim that committees, which represent all aspects of education, should be formed and advice or plans of improvement on all levels should be shared. This good practice of high standard and quality should then be maintained.

The implication of the above depicts a clear indication that the nature of sustainable communities can be derived from the vital role of the secondary school in the community. The one complements the other by striving towards a common goal, namely to build and to work towards a sustainable community. This can only be possible if there is a good and healthy relationship between the changing role of the secondary school principal and the building of sustainable communities.

4.2.1.3 What is the relation between the changing role of the secondary school principal and the building of sustainable communities?

The five questions asked and responses thereto under the relation between the changing role of the secondary school principal and the building of sustainable communities will now be tabulated in Tables 4.11 to 4.14.

The first question asked to the respondents was, “to build sustainable communities demands proper planning.” How can this be done in relation to the changing role of the secondary school principal? The views of respondents are presented in Table 4.11 below.

Table 4.11: Proper planning as a demand in building sustainable communities in relation to the changing role of the secondary school principal

Responses	Number	Percentage
Articulation of clear vision to meet specific goals and objectives	9	45
Relevant curriculum to meet demand of community	6	30
Participatory decision-making and policy-making	3	15
Developing and empowering all stakeholders	2	10
Total	20	100

Data from Table 4.11 shows that 45% of respondents are of the opinion that secondary school principals should articulate clear visions to meet set goals and objectives. This means that goals and objectives must include the need of the community at large. Thirty percent of respondents stated that a relevant curriculum should be taught in secondary schools to meet the demand of the school community and the community at large. This would make the secondary school responsive to labour market needs. Participatory policy-making is supported by 15% of respondents. This calls for the active involvement of stakeholders, not only in participation and policy-making, but also the implementation thereto.

It is surprising though that only 10% of respondents are of the view that stakeholders should be developed and empowered through secondary schools. It is thus expected that a sustainable community be related to a secondary school which are the primary source of

development and empowerment. This expectation may be met in the response to the next question asked on the well organisation of the secondary school or others to follow.

The next question asked on how well organised (and balanced) school community contributes to a healthy and sustainable community, will now receive attention. Responses of respondents are reflected in Table 4.12 below.

Table 4.12: Contribution of a well organised (and balanced) school community to a healthy and sustainable community

Response	Number	Percentage
Codes of conduct for educators, parents and learners	10	50
Promote acceptance and tolerance within the school community	6	30
Knowledge and understanding of values and respect for various cultures	4	20
Total	20	100

Table 4.12 indicates that 50% of respondents claim that codes of conduct for educators, learners and parents are necessary for a school community to be well organised and well balanced so that it contributes to a healthy and sustainable community. This needs to be implemented especially after all stakeholders have participated in the process of drawing up such code of conducts and collectively agreed upon. The promotion of acceptance and tolerance, initiated and organised by the secondary school principal, was accepted by 30% of respondents. Although this percentage is lower than 50%, its contribution to a well-organised school community to create a healthy and sustainable community cannot be underestimated. A positive and good influence can be of great benefit to school communities towards sustainability. The opinions of 20% of respondents indicate that knowledge and understanding of values and various cultures can contribute to well organised school communities, building a healthy and sustainable community at large. This implies that the secondary school, and other community organisations and religious groups can play a major role in this regard. These can be the guiding and leading sources within the community.

The next question asked about the importance of giving guidance with regard to school community relations, namely: How the school community can be motivated and effectively

be communicated with, to welcome and accept this guidance, will now receive attention. Respondents' perceptions are tabulated below in Table 4.13.

Table 4.13: The importance of giving guidance with regard to school community relations. How the school community can be motivated and effectively communicated with to welcome and accept this guidance.

Responses	Number	Percentage
Maximum participation of stakeholders	6	30
Transparency and open door policy	5	25
Proper and fair delegation of responsibilities	5	25
Control measurements for progress assessment	4	20
Total	20	100

From Table 4.13 it is deduced that 30% of respondents viewed the importance of giving guidance with regard to school community relations there are maximum participation in school communities and this, according to respondents, leads to effective communication and the acceptance of guidance (also known as leading). Transparency and an open door policy and proper and fair delegation of responsibilities are equally divided (50%) that is 25% each. Respondents regard this as equally important in the guiding process while proper and effective communication is imperative in this respect. Twenty percent of respondents are of the opinion that control measurement for progress assessment and review of plans are also important in giving guidance with regard to community relations. This implies that all control measurements must be effectively communicated to the school community in the guiding process.

The next question about the exercising of quality control in conjunction with the school community will now be attended to. Responses of respondents are presented in Table 4.14.

Table 4.14: The exercising of quality control in conjunction with the school community

Responses	Number	Percentage
Quality control of organised activities	11	55
Determination of commitment and involvement of community members	5	25
Effective utilisation of secondary school resources	4	20
Total	20	100

Table 4.14 shows that 55% of respondents are of the view that quality control of organised activities should be exercised in conjunction with the school community. It is important to 25% of respondents to determine the commitment and involvement of the community members. Effective utilisation of secondary school resources within the community is viewed as vital by 20% of the respondents.

Table 4.14 is an indication that stakeholders, in exercising quality control, should ensure that organised activities meet the needs and interests of the school community and the community at large. The success of this can be measured or determined by the commitment and dedication of the members of the community. It is surprising that the least of the respondents (20%) are of the opinion that resources of the secondary schools should effectively be utilised by the community, because this is where school ownership and communities involved can best be measured. It is hoped that this shortcoming will be addressed in the last Table (4.15).

In the last question under the relation between the changing role of the secondary school principal and the building of sustainable communities, respondents were given the opportunity to give their own viewpoint(s) regarding the relation between the secondary school principal and the building of sustainable communities. Table 4.15 reflects the opinions of respondents.

Table 4.15: The viewpoint(s) of respondents regarding the relations between the changing role of the secondary school principal and the building of sustainable communities.

Responses	Number	Percentage
Partnerships with local businesses, community organisations and religious groups	8	40
Sharing of resources	6	30
Offering of informal, but recognised programmes to community members	3	15
Relevant school curriculum-responsive to needs of communities	3	15
Total	20	100

Table 4.15 shows that 40% of respondents' viewpoints are based on the fact that secondary school principals should forge partnerships with local businesses, community organisations and religious groups. Sharing of resources is viewed by 30% of participants as a way of building sustainable communities. This viewpoint complements the previous one because physical and human resources of secondary schools can be made available to the community at large and secondary schools can also have access to the facilities of community organisations. The last two views of respondents (30%) are equally divided in favour of offering of informal but recognised programmes to community members and a relevant school curriculum, which is responsive to the needs of the community. These two responses also complement each other because informal recognised programmes would be part of a relevant school curriculum.

Table 4.15 is an implication that the relation between the secondary school principal and the building of sustainable communities demands that the community gains ownership of the secondary school and the secondary school needs to make good use of the facilities of community organisations. It is also an indication that this relation calls for responsiveness of the secondary school to the labour market need of the community. This is a great challenge to both the secondary school principal and the school community at large.

4.2.2 Analysis from interviews conducted with secondary school principals

This will be discussed under the role of the secondary school principal, the nature of sustainable communities and the relation between the role of the secondary school principal and the building of sustainable communities. The four principals interviewed will be referred to as P/A, P/B, P/C and P/D. The four secondary schools where the interviews were conducted are also referred to as A, B, C and D.

4.2.2.1 *What is the changing role of the secondary school principal?*

(a) *Opinion(s) on the changing management role of the secondary school principal*

All secondary school principals maintain that their changing management role is to work within the school structure and that of delegating responsibility to deputy principals then to HoDs and from HoDs in their different departments to the educators. One principal (P/C) commented in this regard: *“The secondary school principal has to define the management structure...and make full use of the human resources... and delegate responsibilities and authorities at various levels.”* This means that the secondary school principals’ authority should provide sufficient and effective organisation at various levels. S/he must keep abreast of current practices and research applicable to secondary schools. Principal (P/A) explained: *“Secondary school principals should take the main responsibility for developing their capacity to manage human and physical resources as well as curriculum delivery.”* The interviews therefore, revealed that developing the quality, motivation and organisation of the secondary school’s human and physical resources stand alongside policy development and the evaluation of secondary school performances. Secondary school principals (P/B and P/D) are of the opinion that this is one of the secondary school principal’s areas of personal accountability and primary task as school manager. The above discussion is also supported by the implementation under Table 4.1(p. 90), namely that *...“a great deal of the changing management role of the secondary school principal should receive attention and deliberation by both policy-makers and practitioners.”*

(b) Opinion(s) on the instructional leadership role of the secondary school principal

Two secondary school principals (P/B and P/D) are of the opinion that the instructional leadership role of the secondary school principal can vitally affect the working conditions of educators. This means that the influence of the instructional leadership role of the principal can be positive or negative to educators. *“The secondary school principal is the ultimate authority... at school level.”* was the response of another principal P/C. This includes learner discipline. The latter principal continues to state: *“Parents turn to him/her (the principal) for redress when their children have been improperly treated.”* Clearly, the instructional leadership “figure” of the secondary school principal is highly recognised by stakeholders. Respondents (P/A and P/D) included the allocation of physical resources and space as instructional leadership tasks of the secondary school principal. This implies that the secondary school principal allocates and approves time schedules from the office to the SMT and ultimately into the classroom.

According to two principals (P/B and P/C) secondary school principals should “inspire others through their actions”. The latter principal viewed the fact that action speaks louder than words. As a matter of fact (mostly in the case of children) people don’t do what you say or instruct - they do what you do. Secondary school principals are therefore challenged with this reality their daily lives as instructional leaders. In fact parents, colleagues and the community at large accept this from secondary school principals as leaders within the community. One principal (P/A) argued: *“Once the leading part is right, the instruction will be accepted and carried out.”* It is therefore clear that this would make the tasks of secondary school principal so much easier and more pleasant inside and outside of the school arena.

(c) Effective contributions of responses in (a) and (b) to the building of sustainable communities in our townships

The view of one secondary school principal (P/A) in this respect is that our parent communities should be properly trained. Surely both educators and the SGB of which the secondary school principal is an ex-officio member who plays an influential and directive role, should take this initiative. *“This will help parents as one of the main stakeholders to fully understand how school programmes affect them in education,”* one of the principals,

(P/C) responded. Another principal (P/B) added: *“School programmes include excursion, sporting, arts and cultural activities, invigilation during examinations and supervision of learners in the absence of educators.”* They also maintain that staff members, learners and parents must participate in decision-making. Surely this creates opportunities for all (main) stakeholders to contribute to the building of sustainable communities, especially in our townships.

The effective management and implementation of school policies (Table 4.3: p.91) may possibly contribute to the above. The implication is that school policies should have been drawn up collectively, understood and agreed upon. This means that value and success of policy-making and implementation thereof can effectively contribute to the building of sustainable communities in our townships. It also means that the same people who were part of the policy-making process must now honor it to ensure that it is carried out. Surely this calls for mature and responsible school communities and communities at large.

(d) Programmes to be put in place by secondary school principals to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment

One secondary school principal (P/B) suggests that team building for all main stakeholders is a vital and an integral part of educative teaching and learning. *“Through the team building process, the learning process can be enhanced – inside and outside of the school,”* P/B responded confidently. This means that both the formal and informal programmes of the secondary school can inspire, encourage, but also motivate especially educators and learners in their daily tasks to produce quality results in education. This is how on the other hand, parents are drawn into the inspiration and encouragement of their children. Secondary school principals (P/E and P/D) claimed that experience have taught them that parents tend to cooperate out of satisfaction or what they see in the development of their children. In other words, parents are motivated through the difference that the secondary schools are making in the lives of their children. *“Parents who have different levels of expertise can uplift education and contribute to a healthy school environment and they should be utilised to the fullest in all school programmes,”* was the response of one of the principals (P/C).

One secondary school principal (P/D) is also of the opinion that SGBs of secondary schools in conjunction with the DoE, religious groups within the community, non-governmental organisations (NGOs) and local businesses should organise workshops, mini-seminars and lectures on a regular basis to encourage, equip, empower, develop and inspire educators, learners and parents. The latter main stakeholders should all be listened to and take part in decision-making at secondary school level. *“Lend an ear to all,”* was one of the wise statements and meaningful words of P/A. This approach would draw stakeholders willingly to participate in most, if not all-formal and informal programmes. The above implies that should implementation become a reality, an educative teaching and learning environment would prevail at secondary schools.

(e) Implementation of the mentioned programme to contribute to the upliftment of the secondary school community at large

One principal (P/B) stated that: *“All stakeholders in education should be involved in one way or the other to ensure that our communities benefit.”* The above statement calls for an urgent reaction in this regard so that secondary school principals monitor, control and guide as far as they possibly can. The implementation of programmes in (d) can contribute to the upliftment of the community so much so that community members will respect the property of others and that of their own and value for life. This can make a vast difference in the school community as well as in the community at large. The indication thus is that secondary schools that are well disciplined as far as the above programmes are concerned will definitely contribute to the upliftment of communities at large.

Quarterly open days, (Table 4.5: p.93) are opportunities to implement certain programmes. The ultimate aim in this regard is to stabilise and sustain communities, especially in our townships. Stabilised and sustainable communities through the implementation of secondary school programmes become an asset and not a burden to our society. It is therefore hoped that the responses on the nature of sustainable communities, will shed more light on the responses discussed under the role of the secondary school principal.

4.2.2.2 The nature of sustainable communities and how the principal is going to build sustainable communities

The five responses under the nature of sustainable communities will now be discussed. The first discussion is based on the perceptions of sustainable communities.

(a) Perceptions of a sustainable community

All secondary school principals claim that sustainable communities are school communities which are involved in all school matters that contribute to the upliftment and progress of the secondary school. One principal (P/C) explained: “*Active involvement of stakeholders characterises sustainable communities the best.*” This means that the school community should take stock of activities in the secondary school. Two secondary school principals (P/A and P/D) also added that regular feedback should be given to stakeholders who have an interest in the teaching and learning programme of the school. This implies that sustainable communities make a great contribution to secondary schools within communities. This implication is confirmed in Table 4.6 (p. 94) namely that communities in which most, if not all stakeholders are actively involved in all secondary school matters.

(b) Perceptions on the advantages of sustainable communities

Two of the secondary school principals (P/B and P/C) regard ‘moving’ secondary schools as an advantage while the other two (P/A and P/D) describe academic progress and good results as advantages of secondary schools. The views of the two groups of secondary school principals complement each other, because a ‘moving’ school implies that there is progress at such a secondary school. It is also clear that a progressive school community, according to Table 4.7: (p. 95), would produce good results, which are acceptable to the community and make them a proud community. All secondary school principals agreed that this contributes to sustainable communities. It is surprising though, that active participation, extra and co-curricular activities are not included as advantages of sustainable communities because this does not contribute to the upliftment of the community by keeping learners informally busy at all times. This leaves less time, if any left for becoming a burden and danger to the community. It is therefore hoped that this matter will be addressed in the responses of secondary school principals to come.

(c) Perceptions on the performance of secondary schools which are situated in sustainable communities

All secondary school principals agreed that secondary schools which are situated in sustainable communities are generally performing well... *“because all stakeholders are participating fully in the education of learners and supporting educators in their enormous task, namely to educate and teach at the same time,”* was mentioned by one principal (P/A), while the other one (P/D) added: *“The main stakeholders (educators, learners and parents) are therefore working as a team at all times”*. The latter explanation is supported by the statement made in Table 4.8 (p. 96) namely that full participation of parents in education of their children and support to educators. This speaks of the fact that there is a sense of understanding, harmony and cooperation among stakeholders, especially between parents and educators. It also creates an atmosphere where learning takes place in a conducive and secure environment. It is therefore clear that well performing secondary schools produce responsible and productive learners to communities and this contributes to the sustainability of communities.

(d) Perceptions on the involvement of main stakeholders of secondary schools which are situated in sustainable communities

All secondary school principals maintain that educators are thoroughly and well prepared and that they go the extra mile to include enrichment programmes in their daily lessons. One principal (P/C) added: *“Educators are making thorough preparations and they go beyond the call of duty.”* The implication of this is that secondary schools create space for educators to take initiative and sometimes ‘risks’. Be as it may, such secondary school principals give their support to their educators. According to one secondary school principal (P/A), such educators are motivated in their calling and work hard and smart. The latter statement shows that learners are eager to learn because they are developed holistically. This proves that learners who are in secondary schools, which are situated in sustainable communities, are not only working hard, but have learned to work smart. Such learners make good progress in their schoolwork and studies. *“The parents, on the other hand, support both their children and the educators.”* This was emphasised by one principal (P/B) who strongly believe that this is how educators achieve their common goals and objectives in the classroom. P/B

continued to state that parental support has always contributed to the success of the formal and informal secondary school programme.

(e) Perceptions on the contribution of sustainable community secondary schools to other schools where there is a great need for sustainability

The responses in (d) are futile without the application of the responses of secondary school principals in (e). One secondary school principal (P/C) agreed and identified the greatest need for sustainability to be in most secondary schools which are situated in our townships. One the secondary school principal (P/D) view was: “...by supporting each other and working together, giving advice or plans on how to improve and maintain high standards in education.” The latter views gave an indication that both the sustainable secondary schools and poor performing schools must communicate effectively and have joint academic programmes, sporting and cultural activities, drama and debating issues, which contribute to sustainable communities. Two secondary school principals (P/B and P/D) in the same area suggested that collective annual planning, organising and quality control under good leadership and guidance can also be done. This would include macro, meso and micro planning of secondary schools where the educator needs are more or less the same. In other words, according to one secondary school principal (P/A)... “ *the real educational needs of especially most of our township schools will be addressed.*” This implies that neighbouring schools should be clustered or twinned namely well performing secondary schools with poorly performing secondary schools. It is therefore clear that (e) complements (d) and this reveals the possibility that even our township secondary schools can become responsive to the labour market needs in our country. It is therefore hoped that the responses of secondary school principals in the next sub-section will show how the role of the secondary school principal is related to the building of sustainable communities.

4.2.2.3 The relation between the role of the secondary school principal and the building of sustainable communities

The four responses under the relation between the secondary school principal and the building of sustainable communities will now be discussed. The first issue on proper planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal will now receive attention.

(a) Views on proper planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal.

According to two secondary school principals (P/B and P/D), the (changing) role of the secondary school principal includes among others proper and thorough planning which includes all stakeholders in communities to make their input in the macro planning of the secondary school and in education at large. This means that the secondary school principal, by virtue of his/her position, is accountable and responsible to the school and the school community. One principal explained (P/C) explained: “*Secondary school principals need to have a clear, collective vision and mission and must be able to articulate the vision and mission statement to all members of the school community,*” while another (P/D) claimed: The primary task of the secondary school principal, according to one secondary school principal, is to ensure that educational programmes are carefully and methodically planned and that procedures are implemented to meet specific goals and objectives. This clearly indicates the need for proper planning at secondary school level.

(b) Views on a well organised (and balanced) school community to a healthy and sustainable community

All principals claimed that sound and healthy relationships need to be built between secondary schools and communities. In other words the school must be a participatory institution in all community activities in and outside of the school. This would clearly need a policy of employing a diverse community by convincing the community of the desirability of such a move and it may have to emphasise the social sustainability in schools and communities at large. This also leads to a sound culture of teaching and learning at secondary schools, which uplift and sustain our communities, especially in townships.

*(c) Views on the importance of giving guidance with regard to school community relations.
How the school community be motivated and effectively communicated with to welcome and accept guidance*

Two secondary school principals (P/B and P/C) made it clear that open door policies lead to trustworthiness, effective communication and the easy flow thereof. In addition to this, according to the other two (P/A and P/D) honesty and leading (also known as guidance) do

not leave room for hidden agendas in secondary school management and governance. The latter statements can play a major role in building sustainable communities by continually opening doors for various religious groups within the communities. Both the school and community members should coordinate the interdenominational groups; sporting and cultural groups and other services within communities which are viewed as important by all secondary school principals. It is therefore clear that communities rapidly start to gain ownership of secondary schools and the institution becomes a useable asset within the community.

(d) Views on the exercising of quality control in conjunction with the school community

All secondary school principals are of the view that quality control can be exercised in conjunction with the school community by monitoring programmes and projects. The secondary school can therefore be instrumental in technology by using and giving the community access to computers and laboratories, sport fields and school halls, workshops and drawing rooms in technical secondary schools. *“A medium term vision should be getting the secondary schools to operate for almost 24 hours per day using after school and evening programmes as well as Saturday classes for the unemployed, drop-outs and others who would like to have a second chance in upgrading their qualification,”* was viewed as vital by one secondary school principals (P/C) at technical secondary schools. The other three (P/A, P/B and P/D) agreed that an educated, developed, well-equipped and empowered community is sustained by having respect for one another’s property and to protect one another. The above education and training programmes calls for committed and dedicated educators within our communities.

It is therefore clear that a good relation between the secondary school principal and the school community only exist if there is a good understanding as far as goal setting and collective and participatory decision-making is concerned. The implementation of the latter calls on (academic and technical) schools to respond to the labour market. Clearly, commercial and technical subjects among others can be a great asset to the needs of the labour market. The community at large would surely benefit and thus, would contribute to outstanding communities especially in our townships.

4.2.3.4 Summary

The analysis of interviews conducted with secondary school principals were discussed in detail. Opinions of secondary school principals on the role of the secondary school principal were discussed. The perceptions of secondary school principals on the nature of sustainable communities were analysed. Finally the views of secondary school principals came under discussion regarding the relations between the secondary school principal and the building of sustainable communities.

4.2.3 Analysis of interviews conducted with secondary school deputy principals

This will be discussed under the role of the secondary school principal, the nature of sustainable communities and the relation between the roles of the secondary school principal in the building of sustainable communities. The five deputy principals interviewed will be referred to as DP/A, DP/B, DP/C and DP/D. (A, B, C and D) also refer to the four secondary schools where the interviews have been conducted.

4.2.3.1 The changing role of the secondary school principal

The five responses under the role of the secondary school principal will now be discussed. The first discussion is on opinions of the changing management role of the secondary school principal.

(a) Opinion(s) on the changing management role of the secondary school principal

According to all deputy principals, the management role of the secondary school principal is a very vast concept. One deputy principal (DP/C) stated: *“One of the most important roles of secondary school principals is boundary management”*. This means that the management of the boundary between the school and the rest of the community. Two deputy principals (DP/A and DP/B) further explain it that in schools, the principal leads the School Management Team (SMT) in managing the ‘internal stakeholders’ (staff and learners). *“The SGB assists the principal in certain cases to manage the ‘external stakeholders’ (parents, the district and education department, educator trade unions, the wider community, service providers, etc.,”* was viewed by another deputy (DP/D). This is a clear indication that there

is a great need that stakeholders should support the secondary school principal in his/her changing management task.

(b) Opinions on the instructional leadership role of the secondary school principal

According to all deputy principals of secondary schools, the principal should be the guiding force in the school and should inspire others through his actions. “*As an instructional leader,*” according to one of the deputy principals (DP/B), “*s/he is responsible, together with the SMT for taking the lead in putting the school curriculum in place and into practice as well as improving it.*” They furthermore emphasised that his/her primary responsibility is to ensure that a culture of effective teaching and learning takes place at all times, while the other two (DP/A and DP/D) explained: “*S/he has to oversee the curriculum planning in the school, setting up a staff development programme, ensure a proper appraisal system, develop and use team planning and teaching, develop and managing learning resources and assessment strategies and ensure that classroom activities are learner-paced and learner-centred by using contact time effectively.*” According to one deputy (DP/B): “*The principal needs to be actively involved in the holistic development of the learner.*” This implies that the secondary school principal needs to keep all aspects of education in mind in his/her instructional leadership role.

(c) The effective contribution of responses in (a) and (b) towards the building of sustainable communities especially in our townships

“*Change is an ongoing feature of a school’s existence*”, one of the deputy principals (DP/C) stated, “*...therefore it is the responsibility of a manager to ensure continuous improvement and development of all educators.*” The principal should therefore always strive to motivate individuals to contribute their best and to develop the school as a whole. Another deputy principal (DP/D) suggested “*that the secondary school principal needs to ensure that the focus is on the holistic development of the learner, thus ensuring that learners will be able to adapt to constant changes in their environment by making mature, responsible and moral decisions.*” This would therefore contribute to the building of sustainable communities in our townships.

(d) Programmes to be put in place by secondary school principals to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment

All deputy principals agreed that the school should become a learning centre for the community. One deputy (DP/C) stated clearly: *“Secondary schools should not focus on programs for learners, but also for the community.”* *“Every stakeholder should feel a sense of ownership toward the institution,”* one deputy principal (DP/A) claimed. The other two (DP/B and DP/C) suggested that educators and learners can offer e.g. literacy programmes to the community. Other programmes that can be offered would depend on the schools resources. One deputy (DP/A) warned: *“Programmes must take into account the communities social, cultural and economic needs and meet the needs of current members without diminishing the prospects for future generations.”* A comment from another deputy principals (DP/B) was that: *“Schools need to be adequately resourced to ensure that learners are skilled to ‘fit into’ the job market, because a community that is not skilled will contribute to the high unemployment rate and eventually an increase in the crime rate.”* All deputy principals therefore suggested soup kitchens and food gardens to be implemented at schools. This is a clear indication that the secondary school needs more than just academic development and training. To succeed or fulfill the latter, other aspects (social, cultural, physical, etc.) and needs of learners and the community at large needs undivided attention.

(e) Implementation of the mentioned programme(s) to contribute to the upliftment of the secondary school community at large

Three of the secondary school deputy principals (DP/A, DP/C and DP/D) state that once staffs of a school are empowered and a school becomes a ‘self managing school’, school managers, parents, educators and learners are empowered to take control of their own lives. They further supported the fact that they would be responsible for educational and organisational matters in their own schools, while DP/B claimed: *“They will then be able to enjoy the successes and achievements of their hard work. These activities will result in confident learners who can become confident citizens and make positive contributions to the community.”* One of the deputy principals (DP/D), on the other hand feel that what is occurring in the community where the school is situated, reflects on the school, e.g. drug abuse, pregnancy, etc. It is therefore clear that activities offered through the school can

eliminate these negative consequences and instead build on self-esteem and strong character within learners and the community at large.

4.2.3.2 The nature of sustainable communities and how the principal is going to build sustainable communities

The five responses under the nature of sustainable communities will now be discussed. The first discussion is based on the perceptions of deputy principals on the nature of sustainable communities.

(a) Perceptions on sustainable communities

Three of the deputy principals (DP/A, DP/C and DP/D) perceive sustainable communities as a stable society with strong and capable citizens who contribute to the well being of the community. This means a community where the community members are skilled and therefore employed/ employable, (Illustrated in Table 4.6: p.94). There is also a sense of belonging in such communities and thus a sense of pride. According to the other deputy principal (DP/B), there will not be that much evidence of littering, graffiti, vandalism, etc. The community will therefore be progressive, and the members within that community will support each other in this regard. The main advantage of such communities, according to one deputy principal (DP/D), is that community members do not rely on ‘handouts’ from government or outside assistance, but to take part in their own development. This is a clear indication that sustainable communities are striving to be self-reliant.

(b) Perceptions on the advantage(s) of sustainable communities

Advantages given randomly by all secondary school deputy principals include less crime, litter and vandalism by community members. *“They (community members) will take pride and ownership of the community, become independent and responsible e.g. paying for services rendered to them.”* was commented by one deputy principal (DP/B). This will therefore constitute to a low unemployment rate and harmony among community members. Two of the deputy principals (DP/C and DP/D) further elaborated on the fact that an advantage that a stable community would contribute to a stable society with strong and capable citizens who contribute to the upliftment and well being of the community/country.

(c) Perceptions on the performance of secondary schools which are situated in sustainable communities

All deputy principals agreed that schools, which are situated in sustainable communities, are generally performing well. One deputy principal (DP/A) motivated that: “*Schools situated in suburbs deliver a better quality of education than in townships.*” Learners therefore perform better and are self-motivated. One of the deputy principals (DP/B) explained that: “*Schools are normally the primary source of improvement and development in a community.*” “*Once a school sustains itself,*” according another deputy principal (DP/D), “*the way in which things are done at that school become a culture, and this culture is then carried to the community by its products, in this case, the learners.*” Clearly secondary schools which are situated in sustainable communities can produce a higher standard of education and better quality of education.

(d) Perceptions on the involvement of main stakeholders of secondary schools which are situated in sustainable communities

From the views of deputy principals, two (DP/A and DP/C) are of the opinion that through the development of skills, eg. Computer literacy or library skills, the community can benefit from these resources if they are properly exposed to the community. Parents can also benefit from these resources through after school programmes, which they can attend, offered by the secondary school. The other two deputy principals (DPB and DP/D) claimed that parents in sustainable communities are highly involved in all spheres of their children’s education. Surely the active involvement of parents in all school activities motivates educators to become more committed and interested in the children’s welfare and performances at secondary school level. This implies that the secondary school can become an important source of education and a real asset to the school community and the community at large.

(e) Perceptions on the contributions and influences from sustainable schools to other schools where there is a great need for sustainability

All the deputy principals of secondary schools claimed that partnerships should be formed with sustainable community secondary schools. “*Such schools,*” according to one deputy principal (DP/D), “*can be mentors and therefore share their successes with poor performing*

secondary schools.” This means that secondary schools can in turn learn from one another’s methods that work best under certain conditions and circumstances. Educators can therefore communicate to each other through subject, sport and cultural committees. A sense of self-development and the development of learners can be instilled in both educators and learners. It is therefore clear that secondary schools which act as mentors should guide, assist and steer other secondary schools in a direction that would require commitment, dedication and discipline. It is therefore hoped that well performing schools would positively influence poor performing schools for the better.

4.2.3.3 The relation between the (changing) role of the secondary school principal and the building of sustainable communities

The four responses under the relation between the secondary school principal and the building of sustainable communities will now be discussed.

(a) Views on proper planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal

Deputy principals all agreed that the principal should always plan ahead and also make sure that the school has the right people in the right positions doing the kind of work that is needed. As one of the deputies (DP/C) clearly stated: *“The principal must lead and initiate”*. Two deputies (DP/A and DP/B) suggested that people should also be developed to improve their own personal effectiveness and the effectiveness of the organisation as a whole. According to the other two deputy principals (DP/C and DP/D), people should also be effectively managed to improve individual and team performance so that teaching and learning in the school is maximised, while DP/B suggested that the principal should discipline and motivate stakeholders to support him in his/her vision by allowing input and ensuring that all stakeholders have a common goal or vision. According to another deputy principal (DP/B): *“Principals need to serve more as facilitators, rather than being bossy”*. In other words, school principals must be more involved in creating a common vision of the school and to model behaviours, which are consistent with that vision.

(b) Views on a well organised (and balanced) school communities contribution to a healthy and sustainable school community

Deputy principals all agree that in order for a school and a community to be in sync with each other, the principal need to allocate resources and distribute information that will help the entire community towards a common goal. They further emphasise the importance of making resources available and the prompt distribution of information, while two deputy principals (DP/A and DP/C) stated that a balanced school community implies that learners are being developed on all spheres of education. They further emphasise that, because learners are educated and skilled, the unemployment rate will drop. A further comment by one deputy (DP/D) points to the fact that because learners are developed spiritually, the crime rate will drop, incest, rape and murder will then be reduced in other communities. “*Furthermore,*” according to one deputy principal (DP/C), “*there will be tolerance and acceptance within that community and learners will then be motivated to grow, to achieve and to contribute positively towards the school and the community at large.*” This is a clear indication that secondary schools can contribute to a well-balanced and organised community.

(c) Views on the importance of giving guidance with regard to school communities relations

Three deputies (DP/A, DP/C and DP/D) agreed upon the importance of secondary school principals cultivating a network of relationships. They further elaborated that the principal should also lead the development of a collaborative and participatory decision making system. They also stated that secondary school principals could select and develop groups of people who can work effectively together and empower them further by giving them meaningful assignments. On the other hand, the deputy (DP/B) suggested that secondary school principals must also continuously and consistently motivate other staff members to participate and therefore create internal support structures such as joint planning and working arrangements that will reduce educator isolation. One of the deputy principals (DP/D) further motivated that people ‘open up’ more easily if they work in groups where they feel more comfortable and accepted. Two deputy principals (DP/A and DP/B) emphasised that for the principal to have maximum participation of stakeholders needs to firstly be transparent in management as well as administration and secondly, stakeholders must feel free to question

or criticise any operation executed by management. Once this has been achieved, according to two deputies (DP/C and DP/D), it is easier to delegate responsibilities and to put control measures into practice. Surely these measures should be able to give guidance in assessing progress and to review suggested plans.

(d) Views on the exercising of quality control in conjunction with the school community

It is clear from the responses that all deputy principals regard transparency and negotiation as the criteria by which assessment should be measured. One of the deputy principals (DP/C) added that: *“once everybody knows what is expected and when and how it is to be done, controlling the processes/programmes should be easy.”* Another deputy principal (DP/B) substantiates the fact that besides transparency, stakeholders should feel free to question or criticise any operation executed by management. Control came out in the responses from all deputy principals as one of the most important tasks of the principal in order to assess progress and to review plans.

4.2.3.4 Summary

The analysis of interviews conducted with secondary school deputy principals were discussed in detail. Opinions of deputy principals on the role of the secondary school principals were discussed. The perceptions of deputy principals on the nature of sustainable communities were also analysed and discussed. Finally, the views of deputy principals came under discussion regarding the relation between the secondary school principal and the building of sustainable communities.

4.2.4 Analysis of interviews conducted with secondary school heads of departments (HoDs)

This will be discussed under the role of the secondary school principal, the nature of sustainable communities and the relation between the role of the secondary school principal and the building of sustainable communities. The four HoDs interviewed will be referred to as HoD/A, HoD/B, HoD/C and HoD/D. (A, B, C and D) also refer to the four secondary schools where the interviews were conducted.

4.2.4.1 The changing role of the secondary school principal

The five responses under the role of the secondary school principal will now be discussed. The first discussion is on opinions of the changing management role of the secondary school principal.

(a) Opinion(s) on the changing management role of the secondary school principal

According to all HoDs, the principal should support all new educators in the Further Education and Training (FET) phase, make sure that educators attend all FET workshops provided and from his/her side provide adequate resources to accommodate educators for effective teaching and learning to take place. “A *more democratic, accommodating and motivating spirit*,” according to one of the HoDs (HoD/B), “*would be appreciated and therefore would exude a positive outlook on the Revised National Curriculum Statement (RNCS) and FET phase changes.*” “*Due to all the changes in education*” one of the HoDs (HoD/C) commented, “*principals should also be understanding and supportive of the huge workloads and high stress levels in education*”. This could avoid disruption in education and decrease/influence the productivity of educators. It is therefore clear that secondary school principals changing management role can be successful through the observation of educators.

(b) Opinion(s) on the instructional leadership role of the secondary school principal

Secondary school principals should give direction in terms of instruction according to all HoDs. One of the HoDs (HoD/C) stated: “*The principal should not be dictatorial.*” This means that he/she should give guidance and support as far as the execution of instructions are concerned. One HoD suggested that: “*The principal should give ownership of instructions to HoDs, so that responsibility and accountability to improve transparency can lead to the validity of such instructions.*” “*Adequate resources in terms of the community and the school should be made available to lighten the work of all educators,*” was added by one HoD (HoD/A). This is a clear indication that the instructional leadership role of the secondary school principal is vital both inside and outside of the school.

(c) Effective contributions of responses in (a) and (b) to the building of sustainable communities in our townships

Two HoDs (HoD/B and HoD/C) responded that adequate resources should be allocated in terms of community and school development while the other two (HoD/A and HoD/D) suggested that within the OBE programme, the life, background and environmental experience of the learners should be addressed. This would make learners constantly aware of their surroundings and would therefore contribute to the sustainability of the environment. HoD/C further explained: *“The socio-economic level assessment could be done through assignments given to the learners. All the HoDs agreed that the SMT and the principal should ensure that these programmes are carried out.”* This implies that the secondary school teaching staff should work together at all times.

(d) Programme(s) to be put in place by secondary school principals to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment

Three HoDs (HoD/A, HoD/C and HoD/D) are of the opinion that the principal should implement leadership/management programmes as well as time management programmes especially for educators. The other HoD (HoD/B) on the other hand, suggested that in service training (INSET) and curriculum-based programmes should be encouraged. *“All programmes,”* according to one HoD, *“should be interesting, stimulating and inviting to stimulate enthusiasm and empowerment of educators.”* Motivation workshops were also highly recommended by two HoDs (HoD/A and HoD/D). As one HoD (HoD/C) rightfully emphasised: *“Motivation is the key to positive stimulation, with that attitude all stakeholders will be encouraged enough to seek self-development.”* HoDs all agreed that in order to encourage learners, an incentive programme should be implemented so learners can be rewarded for their achievements, whether academic, cultural or sport. *“Achievements of learners,”* according to one HoD (HoD/A), *“should be communicated through the local press, school newsletters, awards evenings and excursions.”* *“Parents, on the other hand,”* suggested by one of the HoDs (HoD/C), *“can partake in community service programmes to pay off school fees or be involved in fund raising programmes. Open invitations should be given to all parents to attend parents’ days and school meetings to give them the opportunity*

to enquire about their childrens' performances and therefore constitute relationships with the educators."

(e) Implementation of the mentioned programme to contribute to the upliftment of the secondary school community at large

Two HoDs (HoD/A and HoD/C) suggested that regular interaction with the community is important because it eradicates many 'serious problems' such as drug/alcohol abuse and disciplinary problems. They added that regular liaison with the community bridges the gap between school, learner and parent, while the remaining two HoDs (HoD/B and HoD/D) suggested that resources from the school and the community could be put together to ensure a healthy environment for qualitative education to take place. This is a clear indication that there is a great need for teaching staff in the implementation of such programmes.

4.2.4.2 The nature of sustainable communities and how the principal is going to build sustainable communities

The five responses of HoDs under the nature of sustainable communities will now be discussed.

(a) Perceptions on sustainable communities

Two HoDs (HoD/A and HoD/C) suggested that if the environment around the school is maintained and looked after, the community could ensure a healthy and sustainable community. According to one HoD (HoD/D): *"A healthy community is a happy community."* This means that the community will therefore take pride in their community, therefore ensure sustainability. The other two HoDs (HoD/A and HoD/B) regard economic growth as a contributor to sustainable communities and it will therefore attract people to that specific community so that man can be assured of a good quality of life. It is clear that sustainable communities contribute to better quality of life within communities.

(b) The advantage(s) of sustainable communities

One of the HoDs (HoD/C) commented that the natural environment, on which man is dependent, should be in a healthy state. This means that a healthy environment can be kept sustained and contributes to growth within the community. Another HoD (HoD/B) described a healthy environment as: “*One where community members take pride in and therefore motivate and encourage other communities to do the same through their actions.*” The major advantage, according to all HoDs is that sustainable communities encourage crime-free communities. This implies that secondary schools should be well resourced so that such institutions become the departure point of the advantages of sustainable communities.

(c) Perceptions on the performance of secondary schools situated in sustainable communities

All the HoDs agreed that secondary schools, which are situated in sustainable communities, would perform well and substantiated that such environments can only be conducive to quality education. One HoD (HoD/B) claimed: “*It will also give educators a sense of commitment towards the school, parents and learners at all times.*” One of the HoDs (HoD/A) emphasised that the performance of the school, such secondary schools would also contribute to economic growth, e.g. transportation, less incidences of pollution, etc. This indicates that secondary schools, which are situated in sustainable communities, can enhance economic growth within school communities.

(d) Perceptions on the involvement of main stakeholders of secondary school situated in sustainable communities

Three HoDs (HoD/A, HoD/C and HoD/D) responded that, as far as the involvement of stakeholders are concerned, educators should use the school curriculum to make learners and the community aware of their environment e.g. introducing pick-it-up litter campaigns, Arbour Day celebrations, etc. to emphasise the importance of a healthy, sustainable communities. Learners, therefore, would participate in such activities, are made aware of the implications and consequences of such litter campaigns. They will therefore set an example to other learners. A further suggestion from one HoD (HoD/B) was to invite guest speakers from the department of environmental affairs to stress the importance of a clean, healthy

environment. Clearly parents need to be made aware of such awareness campaigns through newsletters, competitions and fieldwork so that their involvement can also contribute to sustainability of the community.

(e) Contributions and influences from sustainable secondary schools to poor performing secondary schools

All HoDs agreed that the community should be educated on the value of the environment. “*Man is dependent on the natural environment*” was expressed by one of the HoDs (HoD/C). This means that we cannot progress without fresh air, clean water as these aspects hinder effective teaching from taking place. Another HoD (HoD/B) suggested constant development of the community to ensure a healthy environment that will lead to prosperity within that community. It therefore becomes clear that other schools can learn from sustainable secondary schools, not only to improve results but also to improve living conditions within their communities.

4.2.4.3 The relation between the (changing) role of the secondary school and the nature of sustainable communities

The four responses under the relations between the role of the secondary school principal and the building of sustainable communities will now be discussed.

(a) Views on the fact that sustainable communities demand proper planning and how this can be done in relation to the changing role of the secondary school principal?

According to two of the HoDs (HoD/B and HoD/C), the principal should ensure that every sub-committee draws up policy guidelines in the presence of the SGB. These guidelines should be in line with GDE policies. HoD/C further suggested that new curriculum changes should be taken into consideration when drawing up such policies. Surely such policies should be determined by the demands of the FET phase and the needs of the school. One of the HoDs (HoD/A) suggested that the principal should identify the strengths of each educator and make sure that each educator is well equipped with the necessary skills and knowledge to suit that sub-committee. The secondary school principal should therefore monitor the

achievements of goals and objectives in these committees and should provide guidance where needed.

(b) Views on a well organised (and balanced) school community contribution to a healthy and sustainable school community

Two of the HoDs (HoD/A and HoD/B) stated that communities should start educating themselves with regard to producing and maintaining a healthy environment which will contribute to effective living conditions as well as education through different types of media. This means that they can gain information through watching television, reading newspapers, attend seminars, etc. The other two HoDs (HoD/C and HoD/D) claimed that in order to contribute to a well-organised school community, community members should look after their assets, including schools and contribute to the eradication of crime, substance abuse and environmental destruction. Surely this calls for the secondary school to make the school community and the community at large aware of these awareness campaigns.

(c) Views on giving guidance with regard to school communities relation is important.

In this issue, giving guidance with regard to school communities and how the school community will be motivated and effectively communicated with to welcome and accept guidance, will be attended to.

All of the HoDs suggested that in order for the school to have a harmonious relationship with the school community, effective communication between the school and community is important. *“The most effective means of correspondence,”* according to one HoD (HoD/A), *“is via newsletters, and an open door policy.”* Two of the HoDs (HoD/C and HoD/D), however, indicated that all school policies should be drawn up with parent representation (parents of learners serving on the SGB), so that they also take ownership in order to address issues/problems/concerns and give input so that solutions may be easily found and executed. This implies that collectively stakeholders can make positive differences within the school communities and communities at large.

(d) Views on the exercise of quality control in conjunction with the school community

Quality control, according to three HoDs (HoD/A, HoD/C and HoD/D), is successfully exercised through the pass rate, that is, where additional classes are offered. Also academic and sporting achievements must be recognised and acknowledged. “*Regular parent meetings, tests and, effective timetables, will contribute to quality control and the community must be aware of who the principal is,*” are also from the viewpoint of one of the HoDs (HoD/A). Parent meetings therefore allow parents the opportunity to meet the principal personally. This strengthens the ties between the community and the principal. Two HoDs (HoD/C and HoD/D) further claimed that if they (the parents) have confidence in the principal, their assistance and cooperation would be guaranteed of utmost value in building sustainable communities. The secondary school should therefore also contribute to economic growth in the community by hiring professional tradesmen from the community to work at school. In Fact, some educators, especially at technical secondary schools are qualified tradesmen. Educators in general would see their calling in interacting with outsiders, from another perspective and as a new challenge.

4.2.4.4 Summary

The analysis of interviews conducted with secondary school HoDs were discussed in detail. Opinions of HoDs on the changing role of the secondary school principal were discussed. The perceptions of HoDs on the nature of sustainable communities were also analysed and discussed. Finally, the views of HoDs came under discussion regarding the relation between the secondary school principal and the building of sustainable communities.

4.2.5 Analysis of interviews conducted with secondary school educators

Responses of feedback from interviews conducted with secondary school educators will now be discussed under the role of the secondary school principal, the nature of sustainable communities and the relation between the role of the secondary school principal and the building of sustainable communities. Educators interviewed will be referred to as E/A, E/B, E/C and E/D. (A, B, C and D) also refer to the four secondary schools where the interviews were conducted.

4.2.5.1 The changing role of the secondary school principal

The five responses under the role of the secondary school principal will now receive attention. The first respons(es) to be discussed are the changing management role of the secondary school principal.

(a) Opinions on the changing role of the secondary school principal

One of the educator's (E/A) opinion was that: *"the principal is the head of the school and is therefore regarded as the General manager (GM) or Chief Executive Officer (CEO) of the school."* *"The principal should, due to this nature, of his/her position and tasks be allowed to act accordingly,"* another educator (E/D) further stated. This means that the principal gives instructions that need to be followed by all staff members and learners. The other two educators (E/B and E/C) explained the management role of the principal to give guidance, meaning that he has to lead the school in a direction to achieve the goals set for the school. This is a clear indication that the secondary school principal should exercise his/her authority in his/her management role.

(b) Opinions on the instructional leadership role of the secondary school principal

Different opinions have been given regarding the instructional role of the principal. One of the educators (E/C) claimed: *"The instructional leadership role of the principal is the same as a teaching role, meaning being in class as an instructor of teaching and learning."* Two of the educators (E/B and E/D) described instructional leadership as giving 'orders' that need to be followed and executed, while the remaining two educators (E/A and E/C) are of the opinion that instruction means managing and leading the school so that constructive teaching and learning take place at all times. It is therefore clear that the instructional role of the secondary school principal starts with the educators and other staff members but also in the classroom to ensure that teaching and learning is running smoothly.

(c) Opinions on the effective contribution of the responses (a) and (b) to the building of sustainable communities in our townships

Two of the educators (E/C and E/D) mentioned that, because of the managerial status of the principal, he should once again take the lead in contributing to the school community, primarily in the immediate communities that the school serves and thereafter in other communities, which include townships. The other two educators (E/A and E/B) responded that, besides the leading role of the secondary school principal, he/she should make sure that the focus be on the development of the learner with regard to his/her environment and an appreciation towards education. Clearly this implies that all communities, which are represented in the secondary school, need to be served well by the secondary school. In other words, the secondary school should be the source of knowledge and information of different communities.

(d) Opinions on putting programmes in place by secondary school principals to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment

All of the educators mentioned the fact that greater roles and responsibilities should be given to all stakeholders, outside of their normal roles, e.g. active involvement in extra and co-curricular activities. One of the educators (E/A) suggested that parents, educators and learners could receive extra lessons in computer literacy, which can be offered by skilled teachers or parents; this would empower all stakeholders. Another educator (E/C) suggested literacy classes to community members who are lacking reading and writing skills. Furthermore, all educators suggested that stakeholders should be encouraged in fundraising as well as all other school related activities. One educator (E/B) suggested a wider communication of the code of disciplinary conduct should be implemented and the imposition thereto.

(f) Opinions on the application of the above programmes to the upliftment of the school community and the community at large.

One educator (E/B) suggested that extra curricular activities should be taken more seriously at secondary schools. This is an informal way of building good relationships with peers and

interpersonal learner-educator relationships. Another educator (E/A) stated: *“This contributes to the formal programme in the classroom and gives learners a more rounded education, in addition to the academic focus. Similarly, the educator contributes to learners’ non-academic education.”* Two educators (E/C and E/D) claim that extra lessons/classes for learners who need this, is a bonus. This means that educators are prepared to go the extra mile for those learners who need it most. All educators agreed that fundraising could include charities. As one of the educators (E/B) put it: *“This helps the learners, educators, parents (non paying of school fees) and the learners. The school and the school community at large benefits out of these fundraisers.”* This implies that gaps of unbudgeted items like incentives to stakeholders can easily be filled. It also means that extra funds are increasing the budget and surpluses therefore make the implementation of more programmes such as awards to learners for achievements, enrichment programmes, workshops and seminars possible.

4.2.5.2 The nature of sustainable communities and how the principal is going to build sustainable communities

The five responses under the nature of sustainable communities will now be discussed. Perceptions on the nature of sustainable communities will be discussed first.

(a) Perceptions on the nature of sustainable communities

According to all educators, sustainable communities are communities in which most, if not all stakeholders are actively involved in secondary school matters – from formal academic to informal extra-curricular programmes and activities. *“A community that sustain itself or is sustainable by the activities within the community,”* one educator (E/D) responded. The implication of this is that such communities make room and space for people to be empowered and developed. This means that the secondary school, especially technical secondary schools are fully utilised in such communities to train and equip community members. It also implies that a reasonably high literacy level exists within the community. This contributes to employment or at least employability.

(b) Opinions on the advantages of sustainable communities

According to two educators (E/A and E/C), the high literacy level of a community contributes to less crime, litter and vandalism – there is a pride of ownership (Table 4.7: p. 95) within the community. “*Sustainable communities sustain themselves and therefore, are less reliant on others for help (financial, economic, social, etc.)*,” one educator (E/B) commented. This is an indication that such communities are progressive in what they are doing, namely to make use of secondary schools as institutions to develop and train community members. It also means that a lower unemployment rate and good income growth would contribute to sustain and stabilise communities, especially in our townships. This can further be influenced positively by secondary schools, which are situated in sustainable communities.

(c) Opinions on performance of secondary schools which are situated in sustainable communities

All educators agreed that secondary schools, which are situated in sustainable communities, are performing well. As one educator (E/C) put it: “*They perform better than non-sustainable communities as opposed to generally performing well.*” Three educators (E/A, E/B and E/D) claimed that there is a higher standard and quality of education at secondary schools in sustainable communities. This means that parents are performing their primary task and educators the secondary part namely to build on the foundation laid by parents. Learners, who are in the centre of it all – between parents and educators –are constructively and fully taking part in the learning process. Two educators (E/A and E/B) are of the opinion that secondary schools in sustainable communities are conducive to education and training and of course teaching and learning. The involvement of the main stakeholders cannot be emphasised enough because this characterises secondary schools, which are situated in sustainable communities.

(d) Opinions on the involvement of the main stakeholders of secondary schools which are situated in sustainable communities

All educators are of the view that unconditional support comes from the secondary school principal, SMTs and parents and the fact that learners are cooperating outside and inside of the classroom. Two educators (E/A and E/D) added that stakeholders are involved in

education, social and religious affairs, sports, arts and culture and have good relationships with local businesses. *“These stakeholders are involved in community affairs to a greater extent, either through education, sport, business, social affairs, religious affairs, or in some other ways,”* one educator (E/A) explained. Two educators (E/B and E/C) also maintain that their contribution to skills development with the community makes a vast difference to the community. This implies that such secondary schools are a real asset to the community and they produce quality products to the school community and the community at large. It is therefore hoped that such secondary schools can contribute and positively influence secondary schools in non-sustainable communities for the better.

(e) Contribution and influence of sustainable community secondary schools to other secondary schools where there is a great need for sustainability

Two educators (E/A and E/B) suggested that by sharing successes and crossover visits to secondary schools “is one way of influencing other secondary schools.” This also means that secondary schools are sharing good practice and learning from each other. One educator (E/C) maintained: *“Well performing schools can form partnerships by being mentors to poorly performing secondary schools; they (poorly performing schools) can invite well performing schools to show to them and explain what they have done and how they have achieved it.”* The implication of this is that secondary schools will participate in all forms of education and building good relationships. *“It is necessary for especially poor performing schools to stay in touch with secondary schools in sustainable communities as far as they possibly can,”* was the comment of the other educator (E/D). This would therefore also contribute to the relation between the role of the secondary school and the building of sustainable communities.

The last subsection of the feedback of interviews conducted with educators, namely the relation between the role of the secondary school principal and the building of sustainable communities will now receive attention.

4.2.5.3 What is the relation between the secondary school principal and the building of sustainable communities?

The four responses under the relation between the secondary school principal will now be discussed. The first response(s) to be discussed will be the views of respondents on proper

planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal.

(a) Views on proper planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal

Three educators (E/A, E/B and E/C) are of the view that secondary school principals should, in their planning ensure that a relevant curriculum be offered to learners both formal and informal. *“The principal can guide, encourage, get involved in, offer school facilities, etc.,”* one of the educators (E/D) added. The implication of this is that in the planning process and the curriculum needs should be adapted according to the needs of the community and responsive to the labour market. Three educators (E/A, E/C and E/D) agreed that macro planning should involve all stakeholders to determine the shortcoming so that this can be met through the curriculum. This means that specific goals and objectives that are set should actualise a clear and common vision. *“In this process,”* according to one educator (E/B), *“participatory decision-making and policy-making are of utmost importance.”* This is an indication that the input of stakeholders insofar as the curriculum is concerned, is vital. This therefore contributes to the developing and empowering of all stakeholders of the school community and the community at large to be well organised, healthy and sustainable.

(b) Views on the contribution of a well-organised (and balanced) school community to a healthy and sustainable community

According to all educators codes of conduct for all educators, learners and parents will contribute to well organised and healthy communities. Two educators (E/A and E/B) stated that this promote acceptance and tolerance within the community. This contributes to healthy and sustainable communities. The other two (E/C and E/D) added that knowledge and understanding values and respect for various cultures are important in this respect. It is therefore clear that in the process of organising, the secondary school principal should give clear guidance with regard to school community relations and how the school community can be motivated and effectively be communicated with to accept this guidance.

(c) Views on the importance of giving guidance with regard to school community relations

All educators maintain that the maximum participation of stakeholders is important so that the guiding (and leading) is acceptable to all stakeholders. This will ensure that there is transparency at all times and an open door policy is exercised. *“The guiding and leading task of the secondary school principal become easier, because stakeholders and the community are communicated with on a regular basis.”* was mentioned by one educator (E/B). This implies that proper communication and guidance are accepted and welcomed by stakeholders of the school community as well as the community at large.

Two educators (E/A and E/C) are of the view that proper and fair delegation of responsibility is to be practiced at all levels and at all times. This, according to them, also involved proper and clear communication and guidance. This means that (key) information needs to be communicated and shared with stakeholders. For progress assessment in this respect, one educator (E/C) suggested control measures for a well-balanced guiding and communication system. This becomes possible in the exercising of quality control by the secondary school principal in conjunction with the school community and the community at large.

(d) Views on the exercising of quality control in conjunction with the school community and the community at large

Two educators (E/A and E/B) agreed that quality control of organised activities, both formal and informal are imperative. One educator (E/D) commented in this regard: *“The secondary school can organise interesting activities with community organisations and the control thereof can be exercised by both parties.”* This implies that resources and activities form both the secondary school and the community can be well organised and controlled. According to the other two educators (E/B and E/C) this will determine the commitment and involvement of the stakeholders. As the latter educator added: *“It will be a measurement tool for the secondary school and the community.”* The implication of this, i.e. quality control adds value to secondary school and community activities. All educators are also of the view that effective utilisation of secondary school resources and facilities should be encouraged. This would therefore contribute to the relation of the secondary school and the building of sustainable communities.

4.2.5.4 Summary

The analysis of interviews conducted with secondary school educators were discussed in detail. Opinions of educators on the changing role of the secondary school principal were discussed. This was followed by the discussion on perceptions of educators on the nature of sustainable communities. Finally, the views of educators regarding the relations between the secondary school principal and the building of sustainable communities came under discussion.

4.2.6 Analysis of interviews conducted with SGB chairpersons

This will be discussed under the role of the secondary school principal, the nature of sustainable communities and the relation between the changing role of the secondary school principal and the building of sustainable communities. SGB chairpersons interviewed will be referred to as SGB/A, SGB/B, SGB/C and SGB/D. (A, B, C and D) also refer to the four secondary schools where the interviews were conducted.

4.2.6.1 *The changing role of the secondary school principal*

The five responses under the changing role of the secondary school principal will now be discussed. The first response(s) to be discussed are the changing role of the secondary school principal.

(a) Opinions on the changing management role of the secondary school principal

According to two SGB chairpersons (SGB/A, and SGB/C), the secondary school principal should be punctual at all times. By doing this the secondary school principal ensures that every day starts well. This implies that time management of the secondary school principal should be exercised by exercising quality control over educators and learners... “*to check time book every morning to see whose absent and who is present,*” was added by one SGB chairperson (SGB/D). Another chairperson (SGB/B) suggested that secondary school principals should also manage the classroom by engaging themselves in the teaching of learners,...” so that s/he understand learners better and knows how to identify learners easily.” In fact this has become part of the secondary school principal’s job description,

namely as part of his/her changing management role is to be in the classroom. The teaching roles of secondary school principals are reflected in Table 4.5 (p. 93). This helps secondary school principals to experience what educators experience in the classroom and to make contact with learners at secondary schools.

All SGB chairpersons agreed that secondary school principals should not only manage the human and physical resources, but should also be aware of the new changing political situations in our new democratic South Africa. They continue to suggest that secondary school principals can organise their school well by being well vest with South African Schools Act (SASA) and abide with it. This is a vital and challenging point made by SGB chairpersons because it contributes to the organisation of the secondary school by ensuring that especially learners are treated fairly at secondary schools.

(b) Opinions on the instructional leadership role of the secondary school principal

According to two SGB chairpersons (SGB/A and SGB/D), secondary school principals should be aware of their management role concerning learner management. They reckon that secondary school learners, especially in the FET phase, are at a critical age in their lives and ‘difficult’ teenagers. They are also of the opinion that secondary school principals must be aware of the pressures and problems that learners encounter. This is a great challenge to secondary school principals, because they are faced with an enormous task in the instructional leadership role, namely to instruct and lead learners at the critical stage of their lives.

Two of the other SGB chairpersons (SGB/B and SGB/C) maintain that secondary schools should also give instruction and lead educators. “*The culture of teaching and learning can prevail at all times,*” was explained by one SGB chairperson (SGB/D). They continue to suggest that this, especially in the case of learners, would contribute to the general improvement of discipline at the secondary school. “*His/her instructional leadership skills will come to the fore and s/he will get the respect s/he deserves,*” SGB/D continued. This means that secondary school principals would earn respect and it make their tasks easy and it also contribute to stability at the secondary school. It also implies, according to Table 4.2 (p.91), that instructional leading of both learners and educators should be practised properly at secondary school level. This also gives clear direction to all stakeholders and the

secondary school principal to inspire others through his/her action; the latter speaks louder than words. It is therefore hoped that all this will effectively contribute to the building of sustainable communities.

(c) Opinions on the effective contribution of the responses to (a) and (b) to the building of sustainable communities in our townships

All SGB chairpersons are of the opinion that they as parents can assist by grooming and nurturing the present generation to be our future leaders who can contribute positively in our society. The implication of this is that both educators and parents initiated and guided by the secondary school principals, should play a primary and secondary role in the education of secondary school learners. Parents should, for instance, lay the firm foundation at home and educators build on that foundation. *“The secondary school principal,”* according to one SGB chairperson (SGB/A), *“should in turn manage, implement and monitor the success of school policies, which include among others the learner code of conduct.”*

One SGB chairperson felt very strongly that resources in terms of community and the secondary school, according to Table 4.2 (p. 91), should be well utilised for an effective contribution to the building of sustainable communities in our townships. This indicates that both human and physical resources within the community and secondary schools should be made available to assist community members at all times. This also leads to the challenge of “engaging in partnerships” according to one of the SGB chairpersons (SGB/D). This means that secondary schools should make good use of local businesses, religious groups and community organisations to ensure that they are contributing to the upliftment of the community and contribute to sustainability. Examples of these could be that local businesses sponsor one or two academic or sport and culture programme and secondary schools in turn support local businesses in one way or the other. This would help secondary school principals to put programmes in place to inspire, encourage and empower educators, learners and parents to ensure an effective, educative teaching and learning environment at the secondary school.

(d) Opinions on putting programmes in place by secondary school principals to inspire, encourage and empower educators, learners and parents to ensure an educative teaching and learning environment

Two SGB chairpersons (SGB/A and SGB/B) say that secondary school principals should monitor the performance of learners, educators and involvement and commitment of parental support to the school. They continue to say that incentives in the form of awards to reward Table 4.4 (p. 92) then would inspire and encourage main stakeholders. Surely this contributes to healthy competitiveness and inspiration to especially learners and educators to do better at all times. Parents also become very supportive of their children and educators and start to gain ownership of the school. The following statement by one SGB chairperson (SGB/C) concur the empowerment of especially parents: *“The secondary school principal should ensure the regular training to develop, empower and encourage parents and teachers are given.”*

The other two SGB chairpersons (SGB/C and SGB/D) suggested that secondary school principals could recommend certain educators who are willing and able to attend workshops and enrichment courses by using SGB funds raised through fundraisers or sponsors from local businesses. One (SGB/C) proposed that learners can be awarded certificates and trophies for excellent achievements at honours evenings or award days, while another SGB chairperson (SGB/D) is of the opinion that parents, especially the unemployed, who are actively involved in the daily secondary school affairs and the daily operations and activities can be rewarded by getting discounts on annual school fees or are partially or fully exempted of paying schoolfees. It is therefore clear that all the programmes would motivate the main stakeholders so that quality and effective teaching and learning take place at secondary schools. The challenge is to implement the above programmes to contribute to the upliftment of the school community and the community at large.

(e) Opinions on the implementation of the above programmes to the upliftment of the school community and the community at large

All SGB chairpersons stated that the above programmes would contribute to the upliftment of communities all trained, developed and empowered parents, educators and learners are firstly part of the secondary school community but also part of the community at large”. They continued to claim that it could also be an opportunity and honour to plough back into the

community to secure its upliftment and sustainability. All levels of literacy, more especially reading and writing, according to one SGB chairperson (SGB/A), would contribute to upliftment of the community. *“These programmes help the community to know how to read and write,”* SGB/A added. Another SGB chairperson (SGB/E) made the following bold statement: *“We read, we write and we rise in excellence.”* Truly this implies that communities, especially in our townships, would be well empowered and become independent in creating their own programmes which are related to their own environment and circumstances. Two SGB chairpersons (SGB/A and SGB/B) agreed that the community would see the school as their own. In this way the community will gain ownership of secondary schools because they will protect and secure it and regard it as an asset to the community. Secondary school principals are therefore challenged in their planning and organising of activities, ensuring quality control and exercising instructional leadership in this respect. More good and relevant suggestions, which complement each other, were made by two SGB chairpersons (SGB/C and SGB/D) namely that quarterly open days for all stakeholders of the community and the community at large should be held and additional funds to be raised to increase the annual budget. This would make incentives and rewards possible for stakeholders inside and outside of the secondary school. According to them (the latter SGB chairpersons) this would also create opportunities for stakeholders to build good relationships and to engage in sporting and cultural activities and discussions on relevant concerns on issues such as prevention of drug abuse, early pregnancies, etc. at our secondary schools and within our communities. Certainly all this determines the nature of sustainable communities.

4.2.6.2 The nature of sustainable communities and how the principal is going to build sustainable communities

The five responses under the nature of sustainable communities will now receive attention. Perceptions of sustainable communities will be the first response(s) to be discussed.

(a) Perceptions on the sustainable communities

According to all SGB chairpersons a community that holds the same values for generations to come is sustained and stable. This means that the values of all community members are respected and all achievements are appreciated and well valued. SGB/B also maintains:

“Stakeholders of secondary schools in such communities are actively involved in all school and community matters.” This implies that community members have the interest of the secondary schools and other organisation within the community at heart. Two SGB chairpersons’ (SGB/A and SGB/D) perceptions are that education is the key to sustainable communities. *“Reasonably high literacy level, employed/employable”* (Table 4.6: p. 94). One of the respondents (SGB/C) is of the opinion that a clean and healthy environment is also characteristic of a sustainable community. This is a clear indication that there is a need for the secondary school to develop, empower and equip school communities to become self-reliant to sustain and stabilise communities at large.

(b) Perceptions on the advantage(s) of sustainable communities

One of the SGB chairpersons (SGB/A) stated: *“Whatever the property a sustainable community member owns, lasts longer.”* This makes such communities progressive in their efforts to ensure that they move forward in whatever happens in that community. *“The secondary school in this respect,”* as suggested by one respondent (SGB/B), *“should be the departure point of this progress.”* The other two SGB chairpersons (SGB/C and SGB/D) agreed that there is less litter, vandalism in such communities. They continue to state that there is a pride of cleanliness and ownership of this is that communities become self-sustained and stable most of the time. This implies that the performance of secondary schools in such communities is surely influenced for the better.

(c) Perceptions on the performance of secondary schools which are situated in sustainable communities

All SGB chairpersons maintained that if the same community resides in the same place for a reasonable long period of time, they tend to have pride in their secondary schools. It is therefore clear that the secondary school in such communities is performing well in most cases. *“A high standard and quality of education is also maintained”* was mentioned by one of the SGB chairpersons (SGB/D). This identifies such secondary schools as one of the best within the DoE. Secondary school principals, SMTs and educators would ensure that an environment is created which is conducive to teaching and learning. All chairpersons agreed that learners are learning constructively and perform exceptionally well at such secondary schools. This is an indication that learners are holistically developed and secondary schools

are going the extra mile for its stakeholders by offering relevant subjects to be responsive to the needs of such communities. It is therefore clear that the main stakeholders have no option but to become actively involved in secondary schools, which are situated in sustainable communities.

(d) Perceptions on the description of the involvement of main stakeholders in secondary schools which are situated in sustainable communities

All SGB chairpersons are of the opinion that main stakeholders regard themselves as one community who belong to the secondary schools. This means that besides the teamwork, there is a sense of unity or togetherness. This also concurs with the fact of one common goal and objective by main stakeholders. In other words, they are heading in the same direction so that all of our community members may benefit out of successes. One respondent (SGB/C) stated that main stakeholders are involved in education, social and religious affairs sports, arts and cultural activities and have good relations with local businesses. Truly this can be a great contribution and influence of sustainable secondary schools of other schools where there is a great need for sustainability.

(e) Perceptions on the contribution and influence of sustainable community secondary schools to other secondary schools where there is a great need for sustainability

Three SGB chairpersons (SGB/A, B and C) are of the opinion that well performing secondary schools which are situated in sustainable communities, should educate them about the good habits of their success to other secondary schools where there is a great need for sustainability. This implies that good practice of one secondary school can influence neighbouring and other poor performing secondary schools positively. Well performing secondary schools can become mentors (Table 4.10: p. 98) in forming partnerships with secondary schools where there is a great need for sustainability. All SGB chairpersons claimed that successes can be shared and cross over visits can be encouraged. This means that secondary schools can build good relationships. It is hoped that this would contribute and influence other secondary schools where there is a great need for improvement. Due to the fact that the secondary school principal is automatically drawn into this efforts and successes, it is hoped that relations between his/her role and the building of sustainable communities would be fruitful.

4.2.6.3 The relation between the secondary school principal and the building of sustainable communities

The five responses under this heading will now be attended to. The first discussion is based on proper planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal.

(a) Views on proper planning as a demand to build sustainable communities in relation to the changing role of the secondary school principal

All SGB chairpersons suggested that secondary school principal should ensure that a relevant curriculum is offered to meet the need of the community. As one (SGB/C) clearly stated: *“Make sure that the curriculum offered in secondary schools are relevant to fulfil the need of the community.”* This implies that secondary schools should be equipped with adequate resources (human and physical) to render the service(s) to community members that they deserve. Surely this would develop and empower stakeholders of the secondary school but also the community at large. Two respondents (SGB/B and SGB/D) viewed participatory decision-making during the process of proper planning as very important because this normally leads to policy-making. The other two SGB chairpersons (SGB/A and SBG/B) added that it expected from secondary school principal to ensure that policies are put in practice and stakeholders should adhere to that. This would contribute to a well-organised (and balanced) school community and a healthy and sustainable community.

(b) Views on the contribution of a well organised and healthy school community

All respondents view culture in the secondary school as important for well-organised and balanced secondary schools by using the diversity of culture to the advantage of the secondary school. This means that secondary school principals should include these programmes as s/he is in the process of organising the secondary school in relation to the community. Three SGB chairpersons (SGB/B, SGBC and SGB/D) continue to say that learners should not see themselves as different races, but as human beings of South Africa. This implies that Human Right’s day, Arbour day and other celebrations should be organised and become part of the school programme as extra and co-curricular activities. It is therefore imperative to give guidance with regard to school community relations and how the school

community can be motivated to effectively communicate with to welcome and accept this guidance.

(c) Views on the importance of giving guidance with regard to school community relations and how the community can be motivated and effectively communicated with to welcome and accept this guidance.

All SGB chairpersons agreed that the maximum participation of stakeholders is to be created. *“The guiding and leading ability of the secondary school principal and the SMT are to be practiced in this regard,”* was emphasised by one respondent (SGB/A). Another (SGB/C) claimed that secondary schools should effectively communicate with all stakeholders on a regular basis, while a third (SGB/D) stated: *“Effective communication updates stakeholders on important issues at secondary schools.”* According to Table 4.13 (p. 101), transparency and an open door policy practice are important to two SGB chairpersons (SGB/B and SGB/D). The implication of this is that (key) information should be shared with all stakeholders so that guiding and leading made possible at secondary schools. The acceptance of such guidance by secondary school communities depends on truthfulness between the secondary school and the school community. This would therefore contribute to the exercising of quality control in conjunction with the school communities.

(d) Views on the exercising of quality control in conjunction with the school community

All SGB chairpersons agreed that quality control of organised activities within the community can be of great asset to the secondary school as well as the community. This means that the secondary school and the community are working as partners and the secondary school become interesting and meaningful to stakeholders. Two of them (SGB/D and B) stated that this is one way of determining the commitment and involvement of community members in the secondary school affairs. Surely this is an indication that the secondary school and the community can evaluate each other and become somehow inter-dependent. *“Effective utilisation of secondary school resources, both human and physical are important,”* was suggested by SGB/C. This also means that quality control can ensure that resources are not misused and well maintained. On the other hand, resources from the community can also be used and well controlled. All this draw secondary schools and

communities together and that makes quality control easy and acceptable by both parties – the secondary school as well as the community.

4.2.6.4 Summary

The analysis of interviews conducted with SGB chairpersons of secondary schools were discussed in detail. Opinions of SGB chairpersons on the role of the secondary school principal were discussed. Their perceptions on the nature of sustainable communities were also analysed and discussed. Finally, the views of SGB chairpersons on the relation between the secondary school principal was under discussion.

4.3 CONCLUSION

In this chapter a clear definition of data analysis has been given. This chapter also dealt with the analysis of data. Analysis of observation results and findings of interview questions are presented. Feedback from interviews conducted with secondary school principals, deputy principals, HoDs, educators and SGB chairpersons are also discussed.

It has therefore been made clear that the (changing) role of the secondary school principal should effective school management and governance, responsibility and accountability, leading (also known as guiding) and quality control. This would only be possible through proper delegating, that is to empower and trust others to assist the secondary school principal in his/her enormous task, namely to achieve his/her goals through other people including the community. Clearly, this would lead to sustainable communities especially in our townships. Surely, this contributes to a good relation between the role of the secondary school principal and the building of sustainable communities. This means that the secondary school adopts the willingness to render an unconditional service to the community and the latter open and avail itself to accept and make good use of such services.

The next chapter will be the concluding chapter. In this chapter a summary of the findings will be given of the research results, supported or not. Finally, conclusions and recommendations are made.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This Chapter presents a summary, findings and then the recommendations of the research. The summary will focus on the important aspects highlighted in the study as well as important aspects of the research findings.

5.2 SUMMARY OF THE STUDY

In Chapter 1 an introduction to the background, motivation and statement of the problem concerning the role of the secondary school principal in building sustainable communities was given. The aims and research methodology in terms of both literature study and qualitative research were discussed. The investigative procedure to be followed, the instrument to be used, sampling and data collecting techniques were set out.

Limitation to the research, explanation of the main concepts i.e. the (changing) management role of the secondary school principal and sustainable communities, and the organisation of the content was also discussed.

The thrust of the research relates to the changing role of the secondary school principal in building sustainable communities. This study is necessitated by the influence of especially the secondary school principal in building sustainable communities in townships.

It is supposed that secondary schools are bound to be affected by communities that are not sustainable. The focus needs to be on how the secondary school principal should go about building, sustaining and uplifting the school community and communities at large. This calls for the secondary school principal to become directly and indirectly involved in community issues, so that sustainability within the community gradually becomes possible and then a reality. It becomes clear that the secondary school principal is dependent on people such as teachers to be able to fulfil his/her calling in building sustainable communities as a result of good education, teaching and learning practice.

In Chapter 2 the changing role of the secondary school principal in enhancing sustainable communities was discussed. The changing role of the secondary school principal was identified under the following: Planning as a management task, organising as a management task, leading (also known as guiding) as a management task, quality control as a management task as well as other management tasks such as financial, resources and secondary school marketing.

The nature of sustainable communities and how the secondary school principal is going to build sustainable communities in terms of the types of sustainability was discussed. Attention was given to social, moral and economic sustainability. Also, the ten features that characterise sustainable communities through effective and successful secondary schools were emphasised.

In discussing the relation between the changing role of the secondary school principal and the building of sustainable communities, the aspects of planning and organising of school community relationships has also been addressed. Giving guidance with regard to, and exercising control in conjunction with school community relationships has been discussed.

In Chapter 3 a qualitative research design was discussed. Various aspects of the qualitative research design were explained, including the research method, the rationale for choosing the qualitative research method, the research-measuring instrument, and data collection such as sampling and population collection and how the data will be presented. The purpose of the qualitative study was to examine the advantages of the changing management and instructional leadership role of the secondary school principal in building sustainable communities for quality educative teaching and learning in secondary schools.

In Chapter 4 data was analysed and interpreted. The focus was on the presentation of interview data of participants. Interviews conducted with secondary school principals, deputy principals, HoDs, educators and chairpersons of secondary school SGBs was analysed.

Consequently, the findings were discussed with reference to the aims of the investigation in Chapter 1.

5.3 FINDINGS

Findings will be made with regard to each of the three aims of the research.

5.3.1 Findings with regard to the first aim of the research: to clarify and describe the changing management role of the secondary school principal.

The following findings with regard to the changing management role of the secondary school principal were reached:

- The changing management role of the secondary school principal consist of three interpersonal roles, namely figurehead, leader and liaison officer, which derived from his/her formal authority and status (see par. 2.2.1).

This implies that the disseminating role of the secondary school principal is to pass (key) information to all stakeholders, although some information must always be kept confidential. It also means that secondary school principals need to speak on behalf of the school and the school community at large. As such, they are spokespersons.

- Planning is regarded as one of the most important management tasks of the secondary school principal and it forms the basis of all other tasks. Planning also serves as a resource for effective allocation and utilisation of time. Each plan should be able to contribute to achieving set objectives (see par. 2.2.2).

It is therefore clear that planning anticipate the future and it implies that planning should take into account what is going to be done in the future, when and by whom it will be done. In other words, the secondary school principal should use his/her knowledge, experience and capabilities in bridging action between the present and the future.

- Secondary school principals should know their staff and the capabilities of their staff members. The staff must know their commitment and dedication to the school and their interests inside and outside of the school environment (see par.2.2.3).

This means that secondary school principals should delegate certain tasks in the schools organisation if they wish to execute their duties effectively. It also implies that the secondary school principal must coordinate, through delegating of course, due to the fact that various tasks, the staff and even the learners have to be coordinated.

- The secondary school principal's position is interwoven with various outside bodies and his/her management actions are related to this, and s/he in consequence, should communicate with them (see par 2.2.4).

This implies that the secondary school principal becomes the mediator between professionals in the school and the community outside the school. The latter includes among others the local business, religious groups and all community based organisations.

- In the exercising of quality control, the secondary school principal realises and evaluates planning, and if necessary, makes adjustments (see par. 2.2.5).

The secondary school principal does this in conjunction with the teaching staff to ensure effective teaching and learning for quality control and evaluation. The secondary school principal is assisted in this regard by other SMT members such as deputies and HoDs.

- The secondary school principal should also pay attention to other management tasks such as financial management, resource management and marketing of secondary schools (see par. 2.2.6).

It is therefore apparent that the secondary school principal has to govern and control so that s/he is able to create order. The right to rule makes it possible to control. Quality control therefore centred on achieving a common goal and the realisation of the educative teaching and learning in the secondary school.

- The secondary school principal's areas of personal accountability and primary tasks as secondary school manager are the developing of quality, motivation and organisation of human and physical resources (see par. 4.2.2).

Clearly, this should stand alongside policy development and the evaluation of the secondary school's performances. Surely, in his/her instructional leadership role, the secondary school principal should allocate and approve time schedules from the office to the SMT and ultimately into the classroom.

- The secondary school principal must exercise “boundary” management, that is the management of the boundary between the school and the rest of the community (see par. 4.2.3).

This means that the secondary school principal should be the guiding force in the school and should inspire others through his/her actions. They (secondary school principals), should also understand and be supportive of the huge workloads and high stress levels in education as experienced by the teaching staff.

- The secondary school principal should, due to the nature of his/her position namely that of Chief Executive Officer (CEO), be allowed to act accordingly (see par. 4.2.5).

This implies that the secondary school principal must lead the school in a pre-determined direction to achieve set goals for the school. It also means that the instructional leadership role of the secondary school principal should be the same as that of a teaching role, namely giving orders fairly, that need to be followed and executed. Time management of the secondary school principal should be exercised by exercising quality control over educators and learners so that COLT must prevail in the secondary school.

5.3.2 Findings with regard to the second aim of the research: to clarify and describe the nature of sustainable communities and how the principal is going to build sustainable communities

With regard to the nature of sustainable communities the following findings were made:

- The nature of sustainable communities refers to a healthy school-community that influences different representative local communities positively and for the better (see par. 2.3.1).

Sustainable communities should therefore include commercial undertakings, industry, the governmental sector, religious organisations, sports clubs, family units and the general public, namely a group of people who share the same interests, needs and desires although they do not necessarily live and work in the same area.

- Social sustainability should provide a safe and nurturing environment for the most vulnerable learners in the absence of their parents (see par. 3.3.2).

This should create an environment with individuals of a diverse background so that the learners develop social skills. This also contributes to moral sustainability which creates a well-disciplined environment where the principle of a just and equal society is promoted as well as norms and standards of morally acceptable behaviour. The principle of respect is of the essence in this regard.

- Secondary school principals, in sustainable communities, should exercise strong, positive leadership to ensure a good atmosphere or spirit generated both by shared aims and values (see par. 2.3.3).

Secondary schools in sustainable communities should therefore comprise of high and consistent expectations of all learners and clear and continuing focus on the teaching and learning process. In sustainable communities the secondary school principal ensures well-developed procedures for assessing how learners are progressing and responsibility for learning shared by the learners themselves. It is therefore characteristic of sustainable communities that parents are involved in their children's education and in supporting of the aims of the secondary school.

- Sustainable communities are secondary school communities who are involved in all school matters that contribute to the upliftment and progress of the secondary school (see par. 4.2.2).

It is therefore apparent that such secondary schools should be regarded as 'moving' schools, which are generally performing well. Educators are thoroughly and well prepared and go the extra mile, which include enrichment programs. This ideas or

practices should be “sold” to especially poor performing secondary schools in our townships to cluster or twin with good or satisfactory performing secondary schools.

- Sustainable communities are perceived to be stable societies with strong and capable citizens who contribute positively to the well being of the community (see par. 4.2.3).

Stable societies therefore include less crime, litter and vandalism and self-motivated stakeholders at secondary schools. Skills development and computer literacy are the order of the day and contribute to the sustainability of the community. Sustainable communities are also communities where the environment around the secondary school is well maintained and looked after and such environments can only be conducive to quality education.

- Sustainable communities are communities in which stakeholders are actively involved in all school matters – from formal academic to informal extra-curricular programmes and activities (see par. 4.2.5).

There is a price to ownership of secondary schools in such communities. Learners in such schools take part constructively and fully in the formal and informal learning process. Stakeholders of secondary schools, which are situated in sustainable communities, are involved in education, social and religious affairs, sports, arts and culture and local business.

- Sustainable communities are communities that hold the same values for future generations. (see par. 4.2.6).

This means that properties last longer and such communities are progressive and a high standard of education is maintained in secondary schools, which are situated in such communities. The implementation therefore is that such communities strive to be self-reliant as far as they possibly can. Surely the contribution and support of the secondary school principal in this regard would benefit both secondary schools and the school community at large.

5.3.3 Findings with regard to the third aim of the research: to clarify and describe the relation between the changing role of the secondary school principal and the building of sustainable communities.

With regard to the relation between the secondary school principal and the building of sustainable communities, the following findings were reached:

- Provision should be made for differentiated education in relation to capability, aptitude and interests of each child and the options of individual, parents and organisations as well as for the justified differentiated demands – particularly occupational demands – which are made by the community (see par.2.4.1).

This implies that a healthy school community relationship can contribute to the fact that the professional status of the secondary school educator is recognised. The status of the secondary school and the status of the educator should therefore remain as high as possible and care should be taken to ensure that the child's loyalty should not be divided by playing off the parental home and the school against each other.

- School community relationships should be an important management task of the secondary school principal, who is in a position of authority to plan, organise, guide, control and promote educative teaching and learning (see par. 2.4.2).

This means that guidelines should be given and elucidated and reasons must be given for the behaviour of individuals as well as groups involved in the planning of school-community relationships in order to achieve the desired result. In other words, the secondary school principal should bear in mind that policy-making, problem solving and decision making in relation to the school-community, set the scene for future relationships.

- The secondary school principal should promote school-community relationships by creating a plan in terms of which everyone knows precisely what his/her particular task and responsibility is so that overlapping and duplicating of work is prevented (see par. 2.4.4).

It is therefore apparent that effective two-way communication channels should be created within the secondary school. The secondary school principal should divide activities, delegate and entrust tasks to other individuals and groups of stakeholders within the secondary school and make them responsible for the execution of these tasks, although the secondary school principal is primarily responsible for all activities and its execution.

- The secondary school principal, as a person in authority, should take the initiative in giving guidance with regard to the entire secondary school and community programme (see par. 2.4.5).

This determines his/her leadership style in how s/he plans community-relationships, organises them and exercises control. The secondary school principal should motivate or activate those involved to work with enthusiasm for the program in an effort to satisfy the needs and desires of the community, in other words, effective secondary school education. Effective communication should take place vertically at macro-level (i.e. with the educational authority), at micro-level (i.e. with educators and learners) and horizontally (i.e. with the school community).

- In exercising control over the school-community relationships programme, the secondary school principal should determine what the control directives should make provision for observation and comparison of set gauges on the basis of which adjustments can be made (see par. 2.4.6).

This means that the secondary school principal should also carry out more than one activity, which is determined by control directives, evaluation and corrective action. The secondary school principal should also enter into a variety of relationships within as well as outside of the secondary school so that the secondary school does not function in isolation.

- Secondary school principals should ensure that educational programmes are thoroughly, carefully and methodically planned and that procedures are implemented to meet the specific set goals and objectives (see par. 4.2.2).

This means that secondary school principals should have a clear, collective vision and mission and they must be able to articulate the vision and mission statement to all members of the school community. The secondary school principal must also ensure that the secondary school becomes a participatory institution in all community activities inside and outside of the school. Secondary school principals should therefore allow the community to rapidly start to gain ownership of secondary schools so that the institution becomes a useable asset within the community. Good understanding between the secondary school principal and the school community contributes to the responsiveness of the secondary school to the labour market.

- For the secondary school and the community to cooperate with each other, the secondary school principal should allocate resources and disseminate information that will help the entire community towards a common goal (see par. 4.2.3).

Secondary school principals should cultivate a network of relationships with all stakeholders within the community. The secondary school principal should also exercise quality control in conjunction with the school community in order to assess progress and review plans.

- Communities should, with the assistance of secondary schools educate themselves with regard to producing and maintaining a healthy environment which will contribute to conducive living conditions as well as education through different types of media (see par. 4.2.4).

This would assist the secondary school to contribute to the economic growth of the community by hiring professional tradesmen from the community to work in the secondary school and s/he should send learners and educators into the labour field for practical work. In other words, learners could be workable and/or self-employed after completion of their school career and starting to contribute to the labour market immediately.

- The principal must ensure that the macro-planning involve all stakeholders to determine the shortcomings so that this can be met through the curriculum (see par. 4.2.5).

This could be realised through the effective utilisation of secondary school resources and facilities. This will contribute to a good relationship between the secondary school principal and different school communities represented by the secondary school. The implication therefore would be that the curriculum offered would be relevant to meet the needs of the community. Furthermore, partnerships within the community should be encouraged so that secondary schools become interesting and meaningful to all stakeholders.

5.4 RECOMMENDATIONS

5.4.1 Recommendations with regard to the first aim of the research.

Recommendation 1

Not a single main management task (planning, organising, guiding and quality control) of the secondary school principal should be absolutised. These (changing) management tasks of the secondary school principal should be implemented and determined normatively, as its execution should take place according to sound management principles.

Motivation

Each management task has its own character but within its unique character there is a certain genericity of management tasks. These management tasks are based on authority, freedom and responsibility, which are carried out by the secondary school principal in the process of dealing with certain situations.

Recommendation 2

Although the task of planning is a universal one, each individual task of the secondary school principal should be unique since both particular situations, the values and norms present will influence planning. The secondary school principal should therefore try to give form to his/her tasks and to bring specific given realities, i.e. to realise education so that it takes place according to its intrinsic nature – thus enabling the secondary learner to become a responsible citizen of South Africa.

Motivation

Planning is a way in which the secondary school principal should order and control a particular reality, namely educative teaching and learning, and how s/he (the principal) the of his/her attempt to be responsive to the community demands and needs in building sustainable communities in especially our township communities.

5.4.2 Recommendations with regard to the second aim of the research.

Recommendation 3

The changing management role of the secondary school principal in building sustainable communities should be effective school management and school governance, responsibility and accountability towards all stakeholders.

Motivation

For the secondary school principal to realise the effectiveness of management and governance, s/he should properly delegate, that is empower and trust others to assist him/her in his/her enormous task(s), namely to achieve his/her goals through other people who include the community especially in our townships.

Recommendation 4

The changing management and instructional leadership task of the secondary school principal should contribute to identify the nature of sustainable communities through effective and successful secondary schools and the continuous building of sustainable communities in especially our townships.

Motivation

The changing role of the secondary school principal, the nature of sustainable communities and the relation between the role of the secondary school principal and the building of sustainable communities in our country. This contributes and adds more meaning to our secondary schools,

which will ensure that our communities are educated, well trained, developed and empowered to be self-reliant.

5.4.3 Recommendations with regard to the third aim of the research.

Recommendation 5

The secondary school principal should create interpersonal and inter-community relationships (i.e. school community relationships).

Motivation

This is one of the more important tasks of the secondary school principal in building sustainable communities. This task is realised in his/her efforts to provide not only a true and complete picture of the strengths and weaknesses, but also the opportunities and threats against the secondary school. Stakeholders of secondary schools should be given the opportunity to express their expectations and needs (or demands) concerning the secondary school. The secondary school principal should, in turn, be responsive to the needs and demands of the community.

Recommendation 6

The educational management tasks of the secondary school principal and school community relationships should be linked, mutually inclusive and interdependent. They should be interwoven in a dynamic way and be reflected in a unique way in the management of school community relationships.

Motivation

The creation of secondary schools led to other community structures being created which are interwoven, linked with one another, harmonise meaningfully and effectively, are integrated and work together as a close-knit to achieve a common goal. Each child or person in the community is educated and trained in such a way that s/he is able to develop in an optimum way. This proves that the secondary school should not function in isolation.

5.4.4 Recommendations for further research

The following topics might be considered for further research:

- The responsiveness of secondary schools to the needs and demands of our communities.
- The support given to secondary school principals by the DoE in the building of sustainable communities.
- A detailed comparison of performances between secondary schools in townships and secondary schools in suburban areas with the provision of adequate resources in mind.
- The effectiveness of an inter-change programme between the secondary school and local business and the industry.
- How the interest and support of parents in secondary schools can contribute to the improved performances of secondary school learners.

5.5 CONCLUSION

An attempt has been made to summarise all the relevant points discussed in the previous chapters. Findings emanating from the entire research project have been highlighted. Findings indicate that the primary role of the secondary school principal should be that of effective teaching and learning is realised in the secondary school. It is therefore hoped that this would lead to sustainable communities, especially in our townships, who will comprise of high and consistent expectations of all stakeholders. The relation between the secondary school principal and the building of sustainable communities should therefore realised the responsiveness of the secondary school to meet the needs of the labour market within the community.

It is therefore hoped that the recommendations made might assist the secondary school principal in building sustainable communities in South Africa. The suggested topics for further research

may contribute to solution-finding for problems embodied by the role of the secondary school principal in building sustainable communities.

It has been proven throughout this study that “HOMESTART” is much better than “HEADSTART.”

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