Community Relations as Management Function of Principals of Secondary Schools in Ciskei

by

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Declaration

I, the undersigned, hereby declare that this dissertation is my own work, both in conception and execution.



John Kwasi Ackowuah

ABSTRACT

The aim of this study is to investigate the functions and responsibilities of a secondary school principal with respect to community relations.

The relevant literature regarding principal-community relations has been reviewed.

The questionnaire and interview methods as well as observations and discussions were employed in this research. A pilot study was used in preparation for the questionnaire and interview items for the research project.

Systematic sampling technique was utilized to select the samples of the respective populations for the questionnaires and the interviews. The questionnaires were administered to 25 principals of 25 secondary schools selected. The interviews, too, were administered to school committee members, pupils, teachers and non-teaching personnel of the 25 schools selected. All the nine (9) assistant directors (AD's) and the AD in charge of the management division of Ciskei Department of Education and Culture, too, were interviewed to enable the author to tap their wealth of knowledge and experience. To achieve optimum returns, the researcher, inter alia, made use of assistants to administer the questionnaires and the interviews.

The study has revealed, inter alia, that the school and the community are interdependent, partners in and co-responsible for the children's education; that the principal is the main link between his school and the community; that his inspired leadership is a prerequisite for healthy school - community relations; and that he has to carry his internal publics - the school committee, pupils, teachers and non-teaching staff - along with him if he is to competently perform his community relations role.

Some of the major recommendations are: firstly, the school's climate should be characterized by mutual confidence, trust, respect and recognition; secondly, the school committee (the governing body) should be enlarged to include representatives of staff and pupils; thirdly, non-statutory bodies, like parent-teacher-student association (PTSAs), citizen advisory committees and alumni associations should be established, as necessary; fourthly, schools must have community relations policies and programmes; and lastly, principals must know the socio-economic and geo-political characteristics of their communities through surveys and other formal and informal contacts with parents and other community members.

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The views expressed and the conclusions arrived at in this study are the researcher's and do not necessarily represent the viewpoint of the University of Fort Hare.

The Author

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Dedication

This work is dedicated to: My late parents, "Yaw Akowuah" and "Akua Foriwaah" for their unfailing spiritual support and nourishment.

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CHAPTER 1

1 INTRODUCTION

1.1 ORIENTATION

A secondary school is one of the key institutions of a modern state. The importance of secondary education has been stressed by many authorities. According to Brubacher, "Secondary education has been one of the most prized of all formal types of education. It has enjoyed esteem because it has been the rung of the educational ladder that has led to opportunity and preferment" (1966:46).

Expressing similar sentiments, Katiya has observed that secondary education "should certainly receive priority since it is that which will form the necessary step ladder to higher education, which should provide the leaders, men and women with the know-how so indispensable for the development of the culture of the Ciskeian inhabitants and society at large" (1973:96).

The two quotations cited show not only the need for, but also the importance and strategic position of, secondary education in the life of the individual educand and the society.

Secondary schools are costly. Buildings, furniture, equipment, books and other facilities must be provided, and the staff must be adequately remunerated. The provision of these services and facilities involves, in varying degrees, parents and the state as well as the commercial and industrial enterprises in their respective areas of competence.

Specifically, secondary institutions are important in several respects: They receive their "inputs" from the community, which they transform into

"outputs". And the "outputs", in turn, become "inputs" for higher educational institutions and personnel for the civil and public services as well as the business world.

The foregoing clearly shows that secondary schools are too important and expensive to be allowed, consciously or unconsciously, to drift away from their communities which give them sustenance and support. In the researcher's view, such an eventuality should be avoided; and if it prevails, an immediate efficacious remedy must be found. In this connection, sound school-community relations is at once necessary and imperative. To attain this objective, however, demands, inter alia, imaginative and dedicated leadership from the principals of secondary schools who, by virtue of their pivotal positions, should be the nerve centre of healthy school-community relations.

1.2 STATEMENT OF THE PROBLEM

Behr and Macmillan have put the matter succinctly thus:

"Government policy has been dictated by the principle that since the school is an integral part of any community, the responsibility for establishing, maintaining and controlling schools must rest with that community. Hence the Bantu must take the initiative in building new schools and must assume more responsibility in connection with the financing and administering of education" (1971:405-406).

A lot of lively talk has been going on about Black education in South Africa. Of late, the matter has become more topical and has generated more heat owing largely to student activism and teacher militancy as well as the crumbling of the apartheid system and the setting in train of democratic political processes. Undoubtedly, the discussion at both local and national levels, in itself, manifests some awareness of the public's interest in and

concern for education.

One aspect, which has recently come to the fore, is the complementary roles of both the educational authorities (representing the state) and parents and other community members (representing the public) in education. This notion is not new, as pointed out by Behr and Macmillan cited above as well as the Eiselen Commission Report (SA(U) 1951) in two of the eleven principles - principles "g" and "j" - laid down for the realization of the aims of Bantu Education (Bantu Education Journal, February 1956:9-10, Katiya 1973:64-66) and the De Lange report (HSRC 1981) in four of its eleven principles - principles 3 to 6 (Behr, 1984:302).

What is, perhaps, new is the intensity and profundity of the awareness of the shared responsibility currently expressed by the public and the state in the children's education.

In Ciskei, research has shown that the communities were and still are instrumental mostly in the establishment of secondary schools in their various areas - which is creditable. Katiya, for instance, has lucidly described the almost superhuman efforts exerted by the communities in the establishment of urban secondary schools (1973:34-37) and the development of Bantu rural secondary education (1973:37-60) in Ciskei. What seems to be unfortunate is that after getting the schools established, the communities, wittingly or unwittingly, appear to recoil into their shells, leaving the management of the schools entirely to the government, the educational authorities and their employees. Surely, there must be some reason(s) for this unhappy state of affairs (Evans, 1971:129-156, Musaazi, 1982:244-245) - a situation which must be reversed if the pupils are to derive optimum benefits from the huge resources expended on the educational enterprise.

It cannot be gainsaid that both the school (representing the educational

authorities) and the community (representing the public) affect each other for better or for worse, and that they need each other for their survival. Although all the employees and pupils of the school, consciously or unconsciously, play diverse roles (and in differing degrees) to help establish sound community relations, the principal, by virtue of his strategic position, is undoubtedly the most visible and active agent for the establishment and sustenance of such a healthy relationship between his school and its community.

However, in the wake of student and staff militancy and parental/community apathy, the principal, apparently lacking adequate and requisite preparation, training and experience, appears to be solitary and is, in most cases, at a loss as to what to do to tackle the herculean task of not only creating a salutary organisational climate (in respect of his internal publics) but also gaining and maintaining the support of the community (with respect to his external publics). A number of relevant questions in this respect readily come to mind, which require urgent answers.

1.3 FORMULATION OF THE PROBLEM

This study concerns community relations as management function of principals of secondary schools in Ciskei. In the light of the preceding paragraphs and the research topic, one could discern one main problem and three subsidiary ones, which could be formulated as follows:

1.3.1 *THE PROBLEM*

Do principals of secondary schools in Ciskei perform management functions which are essentially relative to community relations?

1.3.2 ***SUB-PROBLEM***

Do principals of secondary schools in Ciskei perceive community relations as their management function?

1.3.3 ***SUB-PROBLEM***

Are principals of secondary schools in Ciskei adequately trained for the effective and efficient performance of their management functions in respect of community relations?

1.3.4 ***SUB-PROBLEM***

How effectively are these management functions performed by the principals of secondary schools in Ciskei?

1.4 HYPOTHESES

1.4.1 The first hypothesis is that principals of secondary schools in Ciskei perform management functions that are essentially relative to community relations because, in the normal run of their duties, they deal with persons and bodies outside their schools.

1.4.2 The second hypothesis is that principals of secondary schools in Ciskei do not perceive community relations as their management function.

1.4.3 Thirdly, it is hypothesized that principals of secondary schools in Ciskei are not adequately trained to perform their management functions with respect to community relations.

1.4.4 The fourth hypothesis is that principals of secondary schools in Ciskei do not adequately perform their management functions in respect of

community relations.

1.5 DEFINITION OF TERMS

1.5.1 *COMMUNITY*

The term "community" is used here in two respects: the local community and the larger/wider/broader community (see Chapter 2).

1.5.1.1 *THE LOCAL COMMUNITY* refers to persons and bodies in the area where the school is situated (see Chapter 2).

1.5.1.2 *THE LARGER/WIDER/BROADER COMMUNITY* refers to persons and bodies outside the local community (see Chapter 2).

1.5.2 *COMMUNITY RELATIONS* in this context refers to the relationships between the principal and the community within the general framework of school-community relationships (see Chapter 2).

The concepts "community" and "community relations" are explained in detail in Chapter 2.

1.5.3 ***MANAGEMENT FUNCTIONS*** refer to activities or tasks performed by a manager. Five basic elements of management - planning, decision making, organising, leading and controlling - could be identified from the works of Taylor (1911), Gulick and Urwick (1937), Fayol (Storrs, 1949), Sears (1950), the American Association of school Administrators (AASA) (1955), Gregg (1957), Guruge (1969), Ngcongo (1986), Griffin (1987) and Van Niekerk (1988). For the purposes of this study, three management functions - planning, decision making and leadership (including motivation, co-ordination and communication) - are considered (see chapter 2).

1.5.4 ***CISKEI*** refers to the Republic of Ciskei in Southern Africa. Ciskei achieved independence status from the Republic of South Africa (RSA) on 4 December, 1981. For educational administration purposes, Ciskei has been divided into nine directorates/circuits: Zwelitsha North, Zwelitsha South-East, Mdantsane central, Mdantsane South-East, Hewu, Mathole, Peddie, Middledrift and Alice. The map of Ciskei indicating the nine directorates is reflected in Appendix A.

1.5.5 ***PRINCIPAL***, according to Crow and Crow (1966:227), Cawood and Gibbon (1980:5) and the Regulations in terms of Ciskei Education Act, 1985 (Act 27 of 1985), Government Notice no.8 of 1988 (1988:2), is the head of a school. He is responsible, among other things, for all the functional, administrative, organisational and working processes necessary for the efficient functioning of the school. His administrative functions also include *achieving desirable school-community relationships* (Crow and Crow, 1966:227) [Emphasis the researcher's].

From the authorities cited above, the principal's position in secondary schools in Ciskei could be summarised as follows: He is a person appointed by the Department of Education in Ciskei (on the basis of his qualifications and experience) to be the head, in this case, of a secondary school. He is, therefore, the legal, formal or official head of his school. He is the main link between the educational authorities and teachers, between parents and teachers, between his school and other outside bodies and individuals. Thus, in school community relations, the principal can rightly be called a "public relations leader" or "liaison officer" (Burrup 1962:329-335).

1.5.6 ***SECONDARY SCHOOLS*** From the works of Engelbrecht and Lubbe (1981:146-151), Van der Stoep and Louw (1984:154-170), Gunther (1986:169-199) and Van Rooyen (1987:115-116), as well as the definitions suggested by Kruger in his FUND' UTHELIKISA (study and compare) for education (1990:102) and education system (1990:134), the following definition of secondary

school is suggested:

A secondary school, as a social institution, involving a teacher and a pupil, can be seen as a formal, intentional, purposeful, systematic, responsible, sustained and directed endeavour by the former to organize and develop to the maximum the latter's act-structure, both in the fields of physical, mental, moral, socio-emotional, economic, aesthetic and religious pursuits, by utilizing educative teaching methods based on sympathetic guidance, accompaniment, control and encouragement within a sound organisational and administrative structure maintained by the principal and senior members of staff, so as to make possible a full and complete development of the pupil towards spiritual maturity, so that he will eventually be enabled as a result, to willingly and capably render an original contribution not only towards the advancement of the community in which he finds himself but to humanity at large as well.

Four things clearly emerge from the above definition: Firstly, a secondary school belongs to the community, society or nation; secondly, both the educator/teacher, the educand/pupil and subject matter (content) are involved in the education enterprise; thirdly, the education enterprise requires sound organisation and administration; and lastly, the ultimate goal of the education/school enterprise is adulthood/maturity, which, according to Gunther, is characterized by self-reliance, freedom/self-determination, responsibility, self-discipline, acceptance of and competence in the proper exercise of one's vocation in life (1986:19) in the interests of one's community and humanity at large.

In Ciskei, a secondary school provides instruction to pupils from standard (std) 6 to std 10. For the purpose of this study, the terms "secondary school", "senior secondary school" and "high school" are use interchangeably.

1.5.7 ***ASSISTANT DIRECTOR (AD)***, in this context, means "an officer in the

Department (of Education) who is in control of the education in an inspection circuit determined by the Minister in terms of section 2(2) of the Act (Ciskei Education Act, 1985)" (Regulations in terms of Ciskei Education Act, 1985 (Act 27 of 1988), Government Notice No. 8 of 1988, p.1).

1.6 ASSUMPTIONS

The following assumptions are made to establish a basis of procedure for the investigation:

1.6.1 Principals of secondary schools in Ciskei perform management functions in respect of community relations.

1.6.2 Secondly, it is assumed that the schools selected by systematic sampling technique is representative of the secondary schools in Ciskei.

1.6.3 The third assumption is that principals will respond without bias to questions in the questionnaire that are administered to them.

1.7 AIMS OF THE STUDY

In the researcher's opinion, the position of principalship calls for effective leadership both within and outside the school. To be able to provide such a leadership, the principal requires the full backing and sympathy of his superiors as well as the sympathetic co-operation and understanding of both his internal and external publics. Furthermore, the principal should himself endeavour to know, understand and appreciate the functions, powers and responsibilities of his office - the four prerequisites being sound education, broad knowledge, adequate training and sufficient experience.

In the light of the foregoing, the purpose of this study is specifically six-fold:

1.7.1 To identify and highlight the common community relations role of principals of secondary schools in Ciskei.

1.7.2 To increase the existing corpus of knowledge and understanding of the relationship between the principal and the community.

1.7.3 To enable principals and aspiring principals to know, understand and appreciate their community relations functions and responsibilities from management perspective.

1.7.4 To contribute to the training of principals and would-be principals for the effective and efficient performance of their community relations functions and responsibilities.

1.7.5 To identify needs areas. This research will broaden awareness of needs and challenges of the principals of secondary schools in Ciskei in respect of community relations.

1.7.6 To promote and provoke discussions about "school-community relations' as an essential ingredient of "Educational management and administration".

1.8 SIGNIFICANCE OF THE STUDY

This study concerns the community relations functions and responsibilities performed by principals of secondary schools in Ciskei. It involves identifying such functions and responsibilities, collecting and classifying data, analysing, interpreting and evaluating data in respect of such functions and responsibilities.

With all these considerations in view, the present study will yield valuable information that might prove useful in:

1.8.1 Identifying the current position. By exposing and highlighting the current position about the community relations functions and responsibilities of the principal of a secondary school, this study hopes to promote not only awareness and understanding but also appreciation among principals and aspiring principals of what is done and can be done in respect of community relations.

1.8.2 Identifying needs areas. The research has scope to identify and highlight needs for effecting principals' development and growth. It can, therefore, serve as a reference for seminars on tasks and responsibilities of principals in Ciskei with respect to community relations. Educational policy makers and planners, too, might, be inspired to look afresh at the issues raised in the study and to incorporate at least some of the recommendations envisaged in this study into community relations policies and programmes to be used in Ciskei schools.

1.8.3 Revealing the perceptions of the principals by others. This investigation will provide principals with a unique opportunity of seeing the perception of their community relations role by significant others - assistant directors, teaching and non-teaching staff, pupils and school committee members. This opportunity will hopefully provide a fertile ground for self-evaluation by principals for further growth.

1.8.4 Promoting awareness among educational authorities and the public. This research might not only bring about some general awareness but also lead to the solution, if even in part, of the manifold problems facing Black education in Ciskei, in particular, and South Africa, in general, for instance, towards creating a congenial atmosphere where all alike - staff, pupils, governing bodies, educational authorities, parents and the public - might be motivated to work together

wholeheartedly and harmoniously for the betterment of the children's education. If this can be achieved, the researcher will consider himself richly rewarded.

1.8.5 Promoting further research. This project might promote and provoke research in such areas as: a) the training of principals of secondary schools; b) the school and its community; c) time utilization by principals of secondary schools.

1.9. LIMITATIONS OF THE STUDY

The present study will be designed and implemented within the limits stated below:

1.9.1 *GEOGRAPHICAL AREAS OF THE RESEARCH*

At the time of the study (August, 1991) there were about 102 secondary schools (Senior secondary schools or high schools) in Ciskei, covering nine educational directorates/districts/circuits. The wide distribution of the directorates makes it virtually humanly impossible in terms of transport, finance, time and effort to contact all subjects/respondents personally. The selection of the sample will, therefore, be limited by the extent of the geographical distribution of schools. [The map of Ciskei showing the directorates is reflected in Appendix A].

1.9.2 *THE CONCEPT "MANAGEMENT"*

Using the term "management" in research connected with a non-profit organisation, like a secondary school, might raise some eyebrows and evoke some suspicion. The researcher's only plea or answer is that the management of a secondary school might properly

fall under the omnibus term "Educational management and administration", which is an accepted concept.

1.9.3 ***EFFICACY OF METHODOLOGY***

1.9.3.1 Most of the literature to be reviewed will be on "principal-community relations" as well as "school-community relations" in different countries. Firstly, each place or country has a unique education system, with, in some cases, principals relating to their communities in varying ways. Secondly, each principal is unique in terms of personality, knowledge and experience. Be it as it may, the literature review is meant to provide the requisite background for this investigation.

1.9.3.2 Another limitation is that the questionnaire as one of the research techniques poses some problems including non-returns, and reluctance of respondents to provide information. The use of assistants by the researcher is, however, meant to maximize returns.

1.9.3.3 Furthermore, establishing good rapport is indispensable for a successful interview. It involves not only charming personality, knowledge, experience and skill but also such issues as race, age, sex and clothing - things which are hard to come by, particularly where many interviewers are used, as was the case with this study. However, the preponderance of structured interview items is meant to blunt the edge of this handicap. Secondly, the interviews are meant only to supplement the data obtained from the questionnaires.

1.9.3.4 The use of assistants is yet another limitation. This poses the problem of uniformity of approach. However, the structured items as well as the briefing and training sessions undergone by the assistants and their regular contacts with the researcher were meant largely to

mellow this handicap.

In sum, the researcher has endeavoured to overcome the problems posed by questionnaires and interviews respectively by combining the two research techniques in this study. Secondly, both structured and unstructured forms are used in the questionnaires and interviews with a view to profiting from the strengths and obviating the weaknesses of the two devices.

1.9.3.5 However, like all studies in the social sciences, this study cannot be said to be free of all the frailties of the human element. For example, the data from the interviews in this study are qualitative and are, therefore, unquantifiable, and will be used to support quantifiable (questionnaire) data only.

1.9.4 ***REPUBLIC OF CISKEI***

The investigation will be limited to the Republic of Ciskei.

1.9.5 ***RESEARCH PERIOD***

Since the materials with regard to this study were collected in 1991, the findings of this investigation will reflect the principal-community relations during this period.

1.9.6 ***RESEARCHER'S ABILITY, KNOWLEDGE AND EXPERIENCE***

Lastly, the researcher is limited by his own ability, knowledge and experience. However, this problem might be overcome, to some extent, by constant consultations with the researcher's supervisor and the lecturer in Educational Research, UFH, whose help has been immensely beneficial.

1.10 DELIMITATIONS OF THE STUDY

1.10.1 *DELIMITATION OF THE TEST POPULATION*

With the research problem as background, the researcher decided to test the views of all the relevant categories of people directly involved in school-community relations. The study had to be limited to 25 selected secondary schools from the nine directorates since it was virtually impossible to visit all the secondary schools in Ciskei, considering the time limit, the expenditure and the tedious and exacting nature of such visits.

To achieve this objective, the following categories of people will be considered as the universe and from their ranks representative samples will be drawn for the test: (a) principals of secondary schools (as the primary subjects) and (b) assistant directors, teaching and non-teaching personnel, pupils and school committee members (as significant others).

Accountable steps will be taken to select representative samples from all the categories of the populations (the assistant directors excepted). This will be explained in detail in Chapter 4.

1.10.2 *Delimitations of the research method*

1.10.2.1 *GENERAL METHOD*

The problem of the relationship between the principal and the community is relevant to educational theory. A critical study of some of the well-known literature concerning the problem has been made.

Although most of the literature referred to does not necessarily

directly or specifically deal with this study, it is worth mentioning that the sole purpose of obtaining this information was to establish a source which could serve as a basis for investigation.

The literature provides the necessary theoretical background. The problem can, therefore, be tackled from a practical as well as a theoretical angle. Armed with the requisite theoretical background, the researcher was able to plan, design and carry out the research project.

1.10.2.2 *SPECIFIC METHOD - SURVEY METHOD*

(a) Introduction: The investigator will make use of the self-report survey method for data gathering. The research can, thus, be classified under the descriptive method.

Remarking on surveys, Mouly states thus: "Surveys are orientated toward the determination of the status of a given phenomenon ... they identify present conditions and point to present needs" (1972:234).

After careful consideration and owing to the nature of the information required for this study, the researcher decided to design and implement both quantitative and qualitative procedures.

(b) Quantitative procedure - Questionnaire survey: The quantitative procedure will consist of questionnaires. A questionnaire survey, with both closed and open-ended questions, will be used in this investigation with respect to the main respondents (principals).

(c) Qualitative procedure - Interview survey: The qualitative procedure will comprise interviews, which would be employed to supplement the

data obtained from the quantitative procedure. An interview survey, with both structured and unstructured questions, will be utilized in this study to get information from the significant others (1.10.1.6).

Note taking as well as tape recording will be used, as necessary, for the interviews.

(d) In Chapter 4, the reasons and the steps adopted to construct the questionnaires and the interviews as test instruments in an accountable way are described.

1.10.2.3 Pilot studies were carried out with respect to the questionnaires and the interviews with a view to, inter alia, remedying any ambiguities in the phrasing or choice of words. The respondents used for the pilot studies did not participate in the final application of the questionnaires and interviews.

1.10.3 ***SAMPLING TECHNIQUE***

Systematic sampling was applied in this study (Chapter 4).

1.11 THE ORGANISATION OF THE DISSERTATION

1.11.1 ***CHAPTER 1***

In this chapter, the problem is stated, salient aspects are delimited, hypotheses formulated, assumptions made, terminologies defined and the aims and significance of the study outlined.

1.11.2 ***CHAPTERS 2 AND 3***

The second and third chapters both deal with the literature review.

1.11.2.1 ***CHAPTER 2***

The "theoretical" view of principalship with respect to community relations is discussed.

1.11.2.2 ***CHAPTER 3***

In chapter 3, the "functional" view of principalship with respect to community relations is examined. An attempt has also been made to integrate the "theoretical" view (Chapter 2) with the "functional" view (Chapter 3) of principalship in respect of community relations.

1.11.3 ***CHAPTER 4***

In this chapter, the construction of accountable questionnaires and interviews as well as the sampling technique used in this investigation is described.

1.11.4 ***CHAPTER 5***

The fifth chapter reflects the analysis of the results and general conclusion of the research.

1.11.5 ***CHAPTER 6***

The concluding chapter contains a summary of the main findings and conclusions concerning principal-community relations and, also, carries the main recommendations of the study.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND REVIEW OF LITERATURE

2.1 INTRODUCTION

The literature review has been divided into two chapters - chapters 2 and 3. Chapter 2 examines at some length the concepts "community" and "community relations". Chapter 3 deals with the principal's internal and external relationships. Both chapters have community relations as their point of departure.

It must be noted that although all two chapters are inseparably interwined, they are separated for analytical purposes and, also, for the sake of convenience and tidiness; and secondly, that they both contain some mix of the two complementary views of principalship - the "theoretical/foundational" and the "functional" views of principalship (Lipham and Hoeh 1974). The rationale for this approach is two-fold: first, the investigator agrees with the perceptive observation of Lipham and Hoeh: "The theories, constructs, models, and to some extent the research findings of the behavioral and administrative sciences are very useful in that they provide the principal with concepts - with alternative ways of viewing, understanding, and ordering the multitude of variables and with predicting and influencing the outcome of issues with which he daily must deal" (1974:3).

Secondly, the investigator concurs with Dewey's classic comment that theory in the end is the most practical of all things (1929:17). It is the researcher's belief that the theoretical-practical relationship is

complementary, interlocking and continuous and that the principal, in the normal run of his duties, inevitably has to shuttle to and fro between theory and practice in resolving issues and making decisions.

2.2 THE PRINCIPAL-COMMUNITY RELATIONS - THE THEORETICAL VIEW

2.2.1 *INTRODUCTION*

Chapter two has been divided into two broad, interrelated sections: The first section deals with the concepts "community" and "community relations". The last section briefly examines some of the theories that are relevant to the principal's duties and responsibilities with respect to community relations.

2.2.2 *COMMUNITY*

The word "community" is derived from the Latin word "communis", which means "common". Some other direct derivations include "commune", "communicate", "communion", "communal". This etymological analysis suggests that a minimum criterion required of a community is that its members share something in "common". The researcher concurs with Dewey (1916:5) and Hanna (1972:15-17) that amongst the most obvious things which people in groups tend to share in common are language, traditions, beliefs, customs, values, the desire for survival and interest in one another, problems and possibilities, institutions, laws and geographical area.

Allen and Cook succinctly describe community as "(1) a population aggregate, (2) inhabiting a delimitable, contiguous territory, (3) sharing a historical heritage, (4) possessing a set of basic service institutions, (5) participating in a common mode of life, (6) conscious

of its unity, and (7) able to act in a corporate way" (1950:48-49).

Two main types of community - "local/traditional" community and "adopted" community - can be gleaned from a synthesis of the views of Dewey (1916:15), Allen and Cook (1950:48-49), Poster (1971:77), Campbell *et al* (1971:141), Hanna (1972:15-17), Cremin (in Houts, 1975:24), Paras (1977:160) and Musaazi (1982:239-240). The *"local/traditional" community* comprises a group of people living in the same area with common values and history and bound together by multiple socio-economic, geo-political, religious and kinship ties. Among the community's members is the consciousness of the group's continuity "over time into the past and the future" [Musaazi 1982:239-240]. The *"adopted" community*, on the other hand, has come into being with the emergence of new modes of life, towns and cities. Here, a group of people live in the same place and share common links, but do not necessarily have strong historical or local links. Convenience and choice as much as birth may determine membership of these communities (Musaazi, 1982:239). The communities are dynamic and people join them from time to time.

For the purposes of this investigation, it may be appropriate to consider community at two levels: the local community and the wider community.

(a) The former refers to persons and bodies living in the area where the school is located - what is referred to by Campbell et al (1971:141) as "an attendance area" or by Musaazi (1982:239) as a 'traditional' community. In Ciskei, most of the secondary schools are situated in locations and such people as described by Campbell et al and Musaazi, live in locations of close proximity and usually owe an allegiance to one tribal head, who, with his sub-chiefs, constitutes the traditional authority in that area. For the people in the locality, the

school committee is the legally acknowledged and formal mouthpiece of the community in school matters.

(b) The latter - the wider community - would include all the other shades of meaning associated with the concept 'community'.

2.2.3 *UNDERSTANDING THE COMMUNITY*

2.2.3.1 *INTRODUCTION*

In his "Guildford Address" (1900), Sadler, according to Trethewey (1976:18-19), says: 'Things outside the school matter even more than things inside the school and govern and interpret the things inside'. Adverting his mind to a country's education system generally, Kandel (1933:XIX) spoke of "... those intangible, spiritual and cultural forces that underlie an educational system" of a country. To Kandel, an education system is the outcome of the interaction between the historical, cultural, economic, geographic and demographic factors, as well as factors involving the nature of the people, their attitudes to life, their culture and the dominating religious views.

In the investigator's view, what was said by Kandel about a country's educational system is equally applicable to a school which is an integral part of an education system. The foregoing perceptive observations of Saddler (1900) and Kandel (1933) to the researcher's mind, show two things: firstly, that a school and its community are interdependent; and for that matter the principal cannot help relating to the community; and secondly, that to administer a school effectively requires a proper understanding of the school's community (Gorton 1976:343-345). According to Gunther, the power and influence of every school is limited, inter alia, by "The quality of the local community, the quality of its social and moral life, mutual

personal relations, economic conditions, cultural interests and activities, recreational facilities and opportunities etc; as well as the community's interests in, co-operation with and moral and financial support of the school is of great value and significance, either positively or negatively, for the success, power and influence of school education" (1986:99).

It is clear from the above that an understanding of the school's community is imperative for effective principal-community relations. However, this understanding must be based on adequate and reliable data about the community.

2.2.3.2 *SOCIOLOGICAL INVENTORY*

Faunce (1955:118-119) and Kindred, Bagin and Gallagher (1984:15-27) suggest that to comprehend the community adequately a community survey is essential.

After considering the time, labour and money involved, Kindred, Bagin and Gallagher (1984:76) recommended that the inventory should concentrate on customs and traditions, population characteristics, communication channels, community groups, leadership, economic conditions, political structure, social tensions, and previous community efforts. These areas, which should be stressed as short-term goals, could, also, be used simultaneously in shaping the programme and setting up medium-term and long-term goals. It is also advised that since the community is constantly changing, continuing studies should be undertaken to keep knowledge current.

2.2.3.3 *COMMUNITY POWER STRUCTURES*

(a) *Definition of power structures*

Kindred, Bagin and Gallagher (1984:23) have defined a power structure as: "an interrelationship among individuals with vested interests who have the ability or authority to control other people to obtain their conformity" or as Hunter (1953:4) puts it, "to command the services of other men".

Individuals are accorded this power because of their involvement in the decision-making process and the influence they have on decisional outcomes.

(b) *The principal and power structures*

Spodek (1974:16-19) and Maguire (1974:511) are largely agreed that the successful principals of the 1970's and 1980's will be those who are skilled administrators and innovators as well as those who have the ability to identify and work with the community power structure.

According to Kindred, Bagin and Gallagher (1984:26-27), the best protection the school has against power structure pressures on financial and other decisions is a well-planned and carefully implemented programme in school-community relations (1984:26-27): The researcher is inclined to agree with these authors that properly organized citizen and advisory committees and groups of concerned parents can have a constructive effect on power groups. Furthermore, since some of the pressures exerted by some groups do result in educational improvements, Kerber and Smith advise that the educator's task is to define the motivations behind group actions through programmes of continual analysis and by utilizing effective public relations programmes which serve the dual purpose of "maintaining the integrity of the educational program ... and acknowledgement of positive and constructive community criticism"

(1972:255-256).

(c) *Education and politics controversy*

That education and politics are two entirely separate entities and that school administration should be so far as possible apolitical is an age-old controversial issue. Kimbrough's views on this crucial issue could be summarized as follows: there is hardly a major political decision made that does not, in some way, have implications for educational decisions in a school district. As many policy decisions are made through the elective process, politics has many positive aspects in a democracy; secondly, it is virtually impossible to keep educators and school-related matters in a political vacuum. Even seemingly insignificant innovations will sometimes evoke political reaction; thirdly, schools are financially tied to the politics of the state legislatures; and lastly, the principal neither can, nor should, remain free of political involvement; he should rather actively influence the legislative policies that affect his school. Kimbrough believes that the principal who becomes skilled at the finer points of politics would derive added benefits (1964:65-67).

The researcher's view on this controversy is that the principal, like any other citizen, has certain inalienable political rights, including the right to register as a voter and to vote at elections. However, if he wants to stand as a candidate, he has to resign his position. The same principle is applicable if he accepts a post in a political party. Nothing, however, prevents an intelligent principal to judiciously employ the techniques of politics such as lobbying in the interest of his school and education in general. In this connection, there seems to be a fine distinction between politics in the generic sense and party politics which is restrictive in meaning and, in some sense, negative in connotation.

It is hoped that with the coming into being of the "new South Africa" under a multi-party democracy, the position of principals and teachers vis-a-vis party politics would be clearly spelt out and strictly adhered to.

The questionnaires and the interview questions in respect of this study will try to elicit views on the participation of principals, teachers and pupils in party politics. The reactions received therefrom will enable the researcher to make specific recommendations on this apparently controversial issue.

2.2.4 *THE CONCEPT OF COMMUNITY RELATIONS - A BRIEF HISTORICAL BACKGROUND*

2.2.4.1 *INTRODUCTION*

It has been noted that the principal has a definite responsibility to provide parents and other members of the community with adequate and accurate information about the school's needs and activities and to develop educational policies and programmes that reflect popular interests and desires. How to implement this responsibility effectively is the problem of principal-community relations. The investigator will now make a brief excursion into the background of community relations, starting with publicity.

2.2.4.2 *PUBLICITY*

Although the necessity and importance of keeping the public informed is as old as the school itself, it was not until the beginning of the 1920's that a formal approach was made. It began with the studies of publicity, especially newspaper publicity, and of the value such publicity had in keeping the school before the people and in

acquainting them with its activities (Kindred, Bagin and Gallagher 1984:11).

2.2.4.3 *PUBLIC RELATIONS*

With the passage of time, the term 'publicity' was replaced with the phrase 'school public relations' for at least two reasons: Firstly, it was felt that the word 'publicity' carried both positive and negative connotations. Secondly, it was realized that a more inclusive concept than publicity was necessary for telling the story more comprehensively and for reaching a wider audience. In 1927 Moehlman produced his first book in educational administration in which he defined public school relations as an "organized, factual, informational service for the purpose of keeping the public informed of its educational program" (Moehlman 1927:4). In 1938, Moehlman's second book set forth and expounded the doctrine of 'social interpretation' as follows:

"social interpretation may be considered as the activity whereby the institution is made aware of the community conditions and needs and the factual information service whereby the people are kept continuously informed of the purpose, value, conditions and needs of their educational program" (Moehlman 1938:104).

In the investigator's view, "school public relations" as currently defined by the American Association of School Administrators (AASA) (1950:14), Kindred (1957:16), Sumption and Engstrom (1966:X1), the National School Public Relations Association (NSPRA) (1972:31) and Musaazi (1982:251) correspond largely with those of Moehlman's regarding social interpretation, with its emphasis on the value of partnership through parental/community participation in school affairs as well as bilateral communication through which the

community is translated to the school and the school to the community. For example, Kindred has defined school public relations as: "a process of communication between the school and the community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and co-operation in the work of improving the school" (1957:16).

2.2.4.4 *COMMUNITY RELATIONS*

The phrase 'public relations', too, has been variously attacked. Originating from industrial and commercial concerns, public relations is often associated with certain negative, undesirable practices in promotion and persuasion largely for profit motive. Academics do not usually regale in being associated with anything that smacks of cajoling the public for the sole purpose of getting financial support. For this and other reasons, the phrase 'public relations' is being gradually replaced with an apparently innocuous, modern and pertinent one community relations (Kindred, Bagin and Gallagher, 1984:12).

2.2.4.5 It could be gleaned from the foregoing discussion that community relations at present represents an extension of Moehlman's interpretative viewpoint. This extension takes into account three main factors: firstly, a change in basic terminology; secondly, an increased emphasis on communication; and lastly, greater involvement and participation of citizens in the educational decision-making process.

The researcher shares the viewpoints of all the authors cited above that the school in a dynamic, changing social order cannot adapt itself or make the necessary improvements in its instructional

programmes without involving citizens in its affairs; and secondly that sound school-community relations programmes require proper conception, effective and efficient planning and execution as well as regular evaluation (Kindred, Bagin and Gallagher 1984:13-14).

2.2.5 *CONCLUSION*

The following has been noted from the discussion of the concepts "community" and "community relations": firstly, that the concept "community" is complex and that to understand it properly a sociological survey is imperative; secondly, that the concept "community relations" is a new terminology coined to offset the negative connotations and narrow meanings of "publicity" and "public relations"; thirdly, that as the school belongs to the community, the principal cannot help seeking the co-operation and support of the community; fourthly, that the principal-community relations is based largely on two-way communications between the principal and the community; and lastly, that to be able to handle his community relations tasks competently, the principal must be *au fait* with the concept "community".

2.3 THEORIES RELATING TO PRINCIPAL-COMMUNITY RELATIONS

2.3.1 *INTRODUCTION*

Here, the researcher intends to briefly examine some of the management theories that might illuminate the principal's relationship with the community.

After examining the historical developments of the principalship in Britain and the USA, Ngcongo (1986:16-26) concluded that over the years, the principal's role had been subject to changes and

adjustments. The current position was that a principal was a manager, an administrator, a leader and an educator. In the researcher's view, all the four hats of the principal are severally and jointly relevant to the present study. The researcher, also, thinks that although there are fine distinctions, the four roles of principalship could be subsumed under the omnibus word "management".

The concept "management" has been variously defined. Guruge (1969:191) has defined it as a process focused on: "decision making, judgement and leadership involving planning, guiding, integrating, motivating and supervising".

Many authorities, including Fayol (Storrs, 1949), Gulick (1937), Griffin (1987) and Van Niekerk (1988) have identified five basic elements of management - planning, decision making, organising, leading and controlling.

However, for the purposes of this study, three management theories of planning, decision making and leadership (including motivation, coordination and communication) are considered pertinent.

2.3.2 *PLANNING, POLICY, GOAL AND STRATEGY AS APPLIED TO PRINCIPAL-COMMUNITY RELATIONS*

2.3.2.1 *INTRODUCTION*:

According to Kindred, Bagin and Gallagher, "A plan that outlines realistic and valid goals with objectives and strategies to reach them provides a school-community relations program with proper direction. Likewise, it will provide a framework to properly evaluate the total program after given periods of time, such as a year or five years"

(1984:39).

This quotation shows not only the interrelatedness of planning, policy, goal and strategy but also the three major processes of planning - the establishment, implementation and evaluation of a plan.

2.3.2.2 *POLICIES*

(1) Introduction: According to Van Niekerk (1988:36), a policy is a routine plan which is used when certain activities occur regularly and a fixed decision or set of decision can be compiled to serve as a guide for such occurrences. In this connection, every school should have a carefully formulated statement of policy in respect of school-community relations (Kindred, Bagin and Gallagher, 1984:40).

(2) Characteristics of School-community Relations Policy include the following: One, the policy should be in consonance with the nation's school laws, the philosophy of the school and the traditions and opinions of the people in the community; it consists of a plan of action in which the purposes and general means for their attainment are described in written form or else a statement in which the decision to act and the rationale for it are spelt out clearly (Kindred, Bagin and Gallagher 1984:40, Van Niekerk 1988:37). In this respect, the school-community relations policy should emphasize the development and continuance of a strong partnership between the school and the community. Kindred, Bagin and Gallagher believe that by bringing individuals and groups "into a dynamic team, ideas can be exchanged, problems examined, practices reviewed, and decisions reached that will enrich the quality and increase popular support of public education" (1984:40). Three, the policy should be developed, implemented and periodically appraised and reviewed to

keep it alive and useful by an advisory committee (Kindred, Bagin and Gallagher, 1984:42).

(3) Advantages of school-community relations policy: This policy offers several advantages including the following: facilitating the orientation of not only new school committee members, but also new employees in the school; acquainting the public with the position of the school and encouraging citizen involvement in educational affairs; providing a reasonable guarantee that there will be consistency and continuity in the decisions that are made under it; informing the principal what he may expect from the school committee and vice versa; creating the need for developing a detailed programme in order that it may be implemented; providing a legal reason for the allocation of funds and facilities in order to make the policy work; and establishing an essential division between policy making and policy administration (Kindred, Bagin and Gallagher 1984:40-41, Van Niekerk 1988:36-37).

2.3.2.3 Goals: In respect of school-community relations, goals have been defined by Kindred, Bagin and Gallagher as: "Expected results, such as when an organisation wants its public to know, feel, or do about itself. Not only do they reflect the viewpoint of the policy statement but they also reaffirm the position taken in the stated philosophy and expected results of the school system" (1984:42).

Kindred has given an example of programme goals found in various school systems. They are: to develop intelligent public understanding of the school in all aspects of its operation; to determine how the public feels about the school and what it wishes the school to accomplish; to secure adequate financial support for a sound educational programme; to help citizens feel a more direct responsibility for the quality of education the school provides; to

earn the goodwill, respect and confidence of the public in professional personnel and services of the institution; to bring about public realization of the need for change and what must be done to facilitate essential progress; to involve citizens in the work of the school and the solving of educational problems; to promote a genuine spirit of cooperation between the school and community in sharing leadership for the improvement of community life (Kindred, 1957:16-17). Reduced to appropriate operationalised objectives and supported by proper strategies, these goals should, in the researcher's view, be able to motivate all the parties concerned - both the school's internal and external publics - to achieve a healthy school-community relations in a sound collaborative spirit.

2.3.2.4 Strategies: Here, *MBO* will be outlined to throw the interdependence of planning, policy formulation, goal development and strategy selection into greater relief.

2.3.2.5 *MANAGEMENT BY OBJECTIVES (MBO)*

(a) *Introduction*

MBO is a particularly useful and popular technique for systematizing the goal-setting process (Griffin 1987).

(b) *Definition of MBO*

According to Odiorne (1971:55-56) and Griffin (1987:127), *MBO* is a process whereby a manager and a subordinate collaborate in setting goals for the subordinate, with the understanding that the extent to which these goals are attained will be a major factor in evaluating and rewarding the subordinate's performances.

The purpose of *MBO*, as Griffin puts it, is to give subordinates a voice in the goal-setting process and to clarify for them exactly what

they are expected to accomplish in a given time (1987:127).

(c) *The MBO process*

The *MBO* system starts with planning and ends in control. After the *MBO* philosophy has been adopted and the overall organisational goals and objectives established by top management, the MBO process consists of five steps - determining long-term goals and plans, establishing objectives, confirming and accepting the goals and objectives, executing tasks in order to attain the goals, and controlling the goals through periodic and annual review meetings (Van Niekerk, 1988:47-48).

(d) *Advantages and Limitations of MBO*

The technique of *MBO* seeks to avoid inappropriate and unattainable goals and improper reward systems - the bane of many a goal setting. Other major benefits to both the management, the organisation and the worker are improved employee motivation which conduces to productivity, enhanced communication through the process of discussion and collaboration, and effective but agreeable control as well as equitable and just reward systems (Griffin 1987:130, Van Niekerk 1988:49-50). Besides poor implementation and absence of sound administrative skills of responsible personnel, some of the most recognizable limitations include lack of top management support and commitment for the *MBO* programme, overemphasis on quantitative goals, thus burdening the system with too much paper work and record keeping, hard work and intellectual demands of the MBO process (Kindred, Bagin and Gallagher 1984:48-49, Griffin 1987:130, Van Niekerk 1988:50). In spite of its deficiencies, *MBO* is a very useful and popular strategy worth adopting by school committees and educational administrators in their endeavour to reach their numerous publics for support and collaboration.

2.3.2.6 *CONCLUSION*

According to Kindred, Bagin and Gallagher, "Developing an appropriate policy and determining attainable goals are early steps in creating and improving a school-community relations program. An appropriate policy describes the rationale for undertaking the program, and it authorizes and usually charges the administration with responsibility for determining the means by which the policy will be implemented" (1984:39).

The researcher believes that the knowledge and understanding of and insight into the concepts planning, policy, goal and strategy will, in no small measure, help the school committee, the principal, the school and the community as a whole in severally and jointly developing, implementing and evaluating an efficient and effective school-community relations programme. It must be added that pertinent questions have been included in the questionnaires and interview schedules with a view to assessing the situation in Ciskei regarding the development, implementation and evaluation of school-community relations policies and programmes at both the national, district and school levels.

2.3.3 ***DECISION MAKING AND PRINCIPALSHIP***

2.3.3.1 *INTRODUCTION*

The importance of decision making to individuals and organisations has been highlighted by many authorities and studies. Barnard (1938:286), McCamy (1947:41), Gregg (1957:275), Griffiths (1959:76) and Lipham and Hoeh (1974:150-153) are all agreed that decision making is at the very core of any administrative or managerial action. This being the case, a school principal, perceived as a

"manager" and "administrator" (Ngcongo, 1986) or "chief executive" (Monroe 1919, Rebore 1987) of his school, should stand to gain immensely from the knowledge and understanding of and insight into decision theory.

2.3.3.2 *DEFINITION OF DECISION AND DECISION MAKING*

A decision is a conclusion reached after consideration. It occurs when one or more options are selected to the exclusion of others. Griffin has defined decision making as a "process of choosing one alternative from among a set of rational alternatives" (1987:201).

2.4.3.3 *DECISION-MAKING ROLE OF THE PRINCIPAL*

To enable us to get a better understanding of the principal's decision-making role, we must first direct our attention to the substantive content of the role and then to the types of decisions made by the principal.

(1) *Decision content*

Lipham and Hoeh (1974) have divided the principal's tasks into five - instructional programme, staff personnel, pupil personnel, financial and physical resources, and school-community relations. This study concerns the fifth task - school-community relations; however, the other tasks are also relevant.

(2) *Types of Decisions*

Decision content can also be usefully analysed in terms of decision types. Katz conceived of administration in terms of three types of problems about which principals make decisions - technical, human and conceptual (1955:33-42). Griffiths

(1960:98-102), Barnard (1966:194), Simon (1967:58) and Hughes (1970:75) have suggested another useful tripartite scheme based on the origin of the decision: intermediary, appellate and creative decisions.

Recent theories have produced a different typology for decision-making analysis, particularly in group situations - routine-, heuristic-, and compromise-, decision making (Delbecq 1967:329-339, Lipham and Hoeh 1974:163-164).

(i) *Routine decision making*: Decisions are said to be routine, tactical or programmed (Drucker 1954, Simon and March 1958, Simon 1967) to the extent that they are "repetitive and routine, to the extent that a definite procedure has been worked out for handling them so that they don't have to be treated *de novo* each time they occur" (Simon 1967:58-19).

(ii) *Heuristic decision making*: Decisions are said to be heuristic, creative, strategic or unprogrammed where they are novel, unstructured and consequential and there is no cut-and-dried method for handling the problems (Simon 1967:59, Lipham and Hoeh, 1974:156).

(iii) *Compromise decision making*: In compromise or negotiated decision making, the principal is concerned with a strategy for dealing with conflict that may occur because of differences in cultural values, role expectations or vested interests of individuals. In such situations, one individual or group may oppose another individual or group concerning means or ends or both. Increasingly, the principal, as Lipham and Hoeh remind us, will be called upon to take compromise type decisions whether because of inter-reference-group

conflict (teachers vs board, parents vs teachers) or because of intra-reference-group conflict (one community group vs another, one teacher group vs another, or one student group vs another) (1974:164).

In the researcher's view, principalship, by its very nature, demands that the incumbent principal establishes a compromise decision structure as well as acts as the impartial mediator in the decision-making process.

(3) *Involvement in decision making*

The different types of decisions - routine, heuristic, and compromise - call for differential involvement in the decision-making process.

According to Lipham and Hoeh (1974:174), the major complications in decision-making analysis in complex organisations are two-fold: Firstly, decisions are shared (more than one role incumbent is typically involved in the decision process); secondly, such involvement may be differential. In general, creative, novel and politically sensitive decisions are taken near the top echelons of organisations while automatic, routine and tactical decisions are made at the lower levels.

2.3.3.4 *DECISION-MAKING COMPETENCIES OF THE PRINCIPAL*

In a synthesis of the competency-based approach to the analysis of principalship, Abbott has identified five decision-making skills that contribute to the principal's effectiveness: These include skills in: differentiating among types of decisions; determining the amount and type of information needed to reach a decision; determining the appropriate involvement of other people in reaching decisions;

establishing priorities for action; and anticipating both intended and unintended consequences of decisions (Culbertson, Henson and Morrison 1974).

2.3.3.5 *CONCLUSION*

The discussion of decision making in the preceding paragraphs has led to three inescapable conclusions: firstly, decision making is central to the principal's responsibility; secondly, decision making is often an activity involving other people or groups. In the case of schools, such people or groups include students, teachers, school committee and parents. Although principals sometimes manage the decision-making process alone, they must obtain the approval and cooperation of others for the acceptance and execution of their decisions.

The last conclusion is that knowledge of decision making would enable the principal to sharpen and improve his decision-making skills, which could, in turn, be enhanced through experience and training.

2.3.4 ***LEADERSHIP AND PRINCIPALSHIP***

2.3.4.1 *INTRODUCTION*

The school principal is, also, perceived as a leader. According to Lipham and Hoeh, the principal's leadership "is a critical factor in the success of any programme in the school. Knowledge about leadership is, therefore, a prime requisite if any individual is to fulfil effectively the principalship role" (1974:176).

2.3.4.2 *DEFINITION OF LEADERSHIP*

To develop a useful, workable definition of leadership, we must first understand three related concepts - power, influence, and authority. *Power* is the potential ability to influence the behaviour of others. It is generally related to the control of valued or scarce resources (Griffin 1987:421). Van Niekerk has identified five types of power: reward, coercive, legitimate, reference, expert powers (Van Niekerk 1988:87). *Influence* occurs when power is exercised to affect the behaviour or attitudes of someone else (Griffin 1987:421). *Authority* is power created and granted by an organisational hierarchy (Griffin 1987:421, Silk 1976:271-278).

With the relationship of power, influence and authority clarified, the investigator will now look at the definition of leadership. Leadership has been defined by Griffin as the 'skilful' use of power. In his view, leaders have both power and influence, but may not have authority (Griffin 1987:421). The investigator concurs with Yukl (1981:16-17) that the effective utilization of power, particularly in school-community relations, will depend largely on not only the types of power available to the principal, but also the acceptance of such power(s) by the subordinates and the community.

2.3.4.3 *THEORIES OF LEADERSHIP*

Four leadership theories will be outlined in order to place our interpretation of leadership in proper perspective - the trait theory, the classical approach, the human relations approach and the situational approach.

(a) *The Trait Theory* sees a leader as possessing certain innate leadership characteristics, like sincerity, honesty and an attractive physique. A leader, according to this theory, is thus born, not made. The trait theory, however, has some inherent problems and

inconsistencies. Firstly, in their various studies, Stogdill (1948) and Pierce and Merrill (Campbell and Gregg 1957:332) failed to find any consistent pattern of traits characterising leaders. Furthermore, according to Musaazi, the trait theory is "more a study of personality than position" (1982:59). Moreover, Stogdill (1948) and Ngcongo (1986) are agreed that leadership does not reside exclusively in the individual but in his functional relationships with other members of his group. Despite these limitations, people still assume that traits, such as appearance or dress suggest leadership ability (Griffin 1987:445).

(b) *The Classical, Title or Status Approach* sees a leader as a "person established in a position recognized in the formal organisation chart as a leadership post" (Musaazi 1982:15). This theory judges leaders in terms of what they do rather than who they are. It, also, assumes that leadership can be learned. Classical theorists, as Van Niekerk puts it, believe that a manager who has learned to plan effectively, to communicate, to motivate, to delegate and to control completed tasks, will be successful (1988:157).

The classical theory, too, is not without some scars. Firstly, it ignores the concept of "informal" leadership; secondly, as Musaazi aptly puts it, "mere occupancy of a position is no guarantee that its incumbent is an effective leader, that he does things, initiates new programmes and actually leads his followers or staff" (1982:59).

(c) *The Situational Approach or Fiedler's contingency Theory (1967)* views leadership as situational. A leader who is effective in one situation may not necessarily be successful in another, because he possesses technical and professional experience relevant to a particular field only. Cawood and Gibbon have rightly observed that "technical knowledge does not in itself make a leader nor does

professional knowledge, important as it is" (1981:52). According to the exponents of this model - Fiedler (1967, Contingency theory), House and Mitchell (1974, the Path-Goal leadership theory) and the Vroom & Yetton (1973) leadership model - a successful manager is one who adapts his management style to the circumstances. The problem now lies in choosing the management style that will produce the best results in a given situation. Tannenbaum and Schmidt have identified three main factors or types of forces in each situation that a leader should attend to: forces in the leader, in the subordinate and in the environment (Van Niekerk 1988:163-164).

The only conclusion that could be drawn from the foregoing discussions is that there is no "correct" or "single" leadership style, but that it must be adapted to the leader, the follower and the situation. In other words, an integrated approach must be followed (Musaazi 1982:61), Ngcongo 1986:31, Van Niekerk 1988:165).

(d) *The Human Relations Approach* views the acknowledgement and maintenance of informal work groups and work processes as the most important requirements for good leadership. The essence of this model is that a successful leader is a person who listens to his subordinates' problems with a sympathetic ear, allows them to participate in decision making and encourages joint consultation (Van Niekerk, 1988:157). According to Cawood and Gibbon (1981:53), this model identifies three needs which a group sets to accomplish: the task need, the team management need, and an area or individual need.

Undoubtedly, these needs are interdependent. And to fulfil them requires that somebody should lead, guide, assist, define aims and objectives, plan, control, communicate, evaluate and so forth. The performance of these functions is, as Cawood and Gibbon put it,

"essentially the responsibility of the leader" (1981:53).

The critical question is how a leader guides a group to accomplish tasks as well as realize individual or group needs. Obviously, there is no one best way of answering this question. Three factors - leader behaviour and the concepts of motivation and coordination - might help us not only to answer the question but also to clarify our notion of a leader.

2.3.4.4 *LEADER BEHAVIOUR*

(a) *Introduction*

According to Van Niekerk, the behavioural theorists shifted the emphasis from: "the personal trait approach..., the classical approach ..., the human relations approach ..., to the actual behaviour and conduct of the leader" (1988:158).

The leadership behaviour approach assumed that the behaviour of effective leaders were somehow different from the behaviour of non-leaders. Its goal was to identify those behaviours.

(b) *Types of Leader Behaviour*

Many authorities and studies have advanced various models of leader behaviours:

(1) *Kurt Lewin (1947)* - authoritarian, democratic and laissez faire; *Hamachek (1969)* - charismatic, authoritarian and therapeutic; *Shuster and Stewart (1973)* autocratic and psychological/democratic. From the works of the authors cited above, a four-fold classification of leader behaviours could be discerned: one, *authoritarian/autocratic leader* finds his power in his position and the power attached to it. His power base includes reward, coercion,

legitimate and expertise (Van Niekerk 1988:87). All initiative is reserved for the leader. Two, *democratic/therapeutic leader* is altruistic and prefers participative decision making to decision making by personal fiat. He defines limits and allows followers/subordinates to decide, where possible. He exercises primarily reference power and is largely people-oriented (Van Niekerk 1988:87). Three, *laissez faire leader* allows his subordinates to get on with the task themselves without supervision or control. Four, *charismatic leader* is characterized by intellectual power, energetic and vivacious personality and commitment to himself and his work (Hamachek 1969:116).

(2) *The Ohio University Research* conducted in the forties -initiating structure and consideration leader behaviour-; and *the Michigan university research* undertaken at about the same time as the Ohio's - task orientation and people orientation -; both researches are cited by Stogdill and Coons (1957), Lipham and Hoeh (1974), and Van Niekerk (1988); *Blake and Mouton* - concern for production and concern for people leader behaviour (1964 and 1981) -: *Fiedler (1967)* - task-oriented and relationship-centred leader behaviour -, cited by Bone in Paisey 1983, and Van Niekerk 1988). A two-fold classification of leader behaviour emerges from the studies mentioned above: One, *initiating structure/ task orientation/concern for production/task-oriented leader behaviour* refers to a leader who concentrates on structure, work and performance. Two, *consideration/people orientation/concern for people/relationship-centred leader behaviour*, on the other hand, refers to a leader who shows concern for subordinates and attempts to establish a warm, friendly and supportive climate in the organisation (Stogdill and Coons eds. 1957, Lipham and Hoeh 1974:188, Van Niekerk 1988:159).

According to Van Niekerk, the two management styles from the Ohio research "do not represent opposite roles of a continuum - as was originally thought - but are two relatively independent criteria for leadership behaviour. A leader's orientation can be classified from low to high on both scales" (1988:159).

In studies conducted by Halpin (1954 and 1958) and Hemphill (1955), the most effective leaders were those who scored highly on both dimensions (Stogdill and Coons, eds. 1957, Lipham and Hoeh 1974:188, Bone in Paisey 1983:78). Fiedler, on the other hand, found that in some situations, directive, structuring leadership style achieved performance, while in other situations, permissive, non-directive, human relations-oriented leadership was more effective.

(3) *Getzels and Guba (1957)* - nomothetic, idiographic and transactional leader behaviour. *Nomothetic* leader behaviour corresponds with structure/goal/task orientation, while *idiographic* leader behaviour corresponds with consideration/people orientation. *Transactional* leader behaviour, on the other hand, is both structure/goal/task-oriented and consideration/people-oriented.

Obviously, the transactional leader behaviour is preferred since it combines the advantages of both the nomothetic and idiographic leader behaviours while eliminating the deficiencies of both models.

2.3.4.5 *THE PRINCIPAL AND LEADER BEHAVIOUR*

According to Hack *et al* (1971:193-199), the studies of Anderson and Brown revealed that school staffs tended to distinguish three clusters of effective principals - principals responding chiefly to system needs (nomothetic), to the personal needs of the staff (idiographic) and to the needs of the system and the person (transactional). The two

authors made two major findings: As regards the first one that the type of leader behaviour exhibited by the principal is relatively unimportant, they said:

"The study indicates that the debate over the relative merits of a "system" or "person" oriented approach to a leadership problem is unwarranted. A school staff accepts either form of leadership so long as strength in one form is not cancelled out by a disproportionately poor showing on the other" (1971:195).

With regard to the second, however, the authors concluded, 'Who is a good principal?' The responses strongly suggest that the good principal - in terms of staff satisfaction, confidence in the principal, and the feeling of school success - is simply he who frequently leads his staff (1971:195).

2.3.4.6 *CONCLUSION*

The discussion of the various leadership conceptuals, models, taxonomies and research findings leads to three important conclusions: The first one is that there is no single best leadership style (Silk 1976). The researcher concurs with Paras' perceptive observation that effective or successful leadership in any given school will depend on numerous variables including: "the nature of the community, the size of the school, and the personality and interests of the principal himself. Changes in society, increased complexity of curriculum, and the growing unionization of teachers accompanied by even greater teacher claims to professional status are also having an impact upon the leadership expectations and potential of ... school principals" (1977:130-131).

Furthermore, the principal's administrative duties often compete

with and occasionally overwhelm those of leadership (Chautaugua '74). The second conclusion (which flows from the first one) is that a leader cannot be tied into knots of leadership behaviours. A perceptive principal will have to judiciously choose from the variety of models and proceed with his heavy responsibilities in accordance with his circumstances. Lastly, all the leadership models so far discussed have one thing in common; and here the researcher agrees with Paras' lucid comment: "The principal, whether he, by inclination or by situational demand, be democratic, autocratic, charismatic or therapeutic in leadership style, is nonetheless in charge. Position, knowledge, personality and experience all combine to make the principal the one to whom everyone within his or her purview turns to ultimately for direction. The final decisions, however arrived at, are the principal's responsibility" (1977:134).

2.3.5 *MOTIVATION AND LEADERSHIP*

2.3.5.1 *INTRODUCTION*

In the course of this discussion of planning, decision making and leadership theories, the word 'motivation' cropped up in various contexts. To say that motivation is important and essential in interpersonal and organisational relationships is a Socratic understatement. According to Van Niekerk, "the main objective of any organisation is the achievement of optimal outputs through the most efficient utilization of inputs or resources. The critical, central and only living resource is man. Consequently management is powerless without efficiently selected, developed and motivated workers" (1988:133).

2.3.5.2 *DEFINITION OF MOTIVATION*

The word "motivation" is derived from the Latin word "mover", which means "to move something". To understand the concept better, it is necessary to take note of the term "motive", with which the following are synonymous - desire, incentive, driving force, inducement or urge. The etymological derivation of motivation corresponds with the definitions of "motivation" given by various authorities.

Van Niekerk, for example, considers motivation as the "process whereby an individual is influenced or stimulated to action by the creation of a working environment in which the goals of the organization and the needs of the workers can be fulfilled simultaneously. Workers are considered to be motivated when they do their work effectively and efficiently" (1988:149).

2.3.5.3 *THEORIES OF MOTIVATION*

It is not the researcher's intention to delve deeply into the evolution of the theories of motivation and the many and varied classifications thereof. A brief reference is made to the motivation theories largely because it is motivation which is believed to cause followership. If this assumption is correct, then it behoves a leader to optimize motivation. For this reason, the leader can only function successfully if he is able to not only gauge, know, understand and appreciate but more importantly approximate people's needs.

The various motivation theories, from the historical perspectives including the traditionalists, like Taylor (1911) and the school of Scientific Management (concerned primarily with monetary compensation), the human relationists, like Roethlisberger and Dickson (1939) and Mayo (1945) (concerned with social needs and status) and the human potentialists or behaviourists, like McGregor (1960, McGregor's X and Y Theory)-; the content perspectives

(concerned with what factor or factors cause motivation) - the need hierarchy theorists, like Maslow (1954), Alderfer (1972, the ERG - Existence, Relatedness and Growth needs), and Herzberg (1966, Two-factor Theory: hygienic/extrinsic and motivational/intrinsic)-; the process perspectives (concerned with how motivation occurs)- expectancy theorists such as Vroom (1964), and Porter & Lawler (1968), equity theorists such as Adams (1963), and attribution theorists such as Kelly (1971)-; to reinforcement perspectives (concerned with how motivation is changed and maintained)- the reinforcement theorists such as Skinner (1971)-, all give a leader a wide spectrum from which to gauge and estimate people's needs. As Ngcongo rightly observed: "Consideration of people's needs and people involvement in shaping of objectives, generally, makes people care and motivated" (1986:35).

2.3.5.4 *CONCLUSION*

One major inescapable conclusion that can be drawn from the discussion of motivation is that there is no one best way of galvanizing individuals or groups to work effectively and efficiently and that both the individual, the job and the organisation play significant roles. Principals should, therefore, be *au fait* with the various motivation theories and their implications.

2.3.6 ***CO-ORDINATION AND LEADERSHIP***

2.3.6.1 *INTRODUCTION*

Besides being perceived as a planner, decision maker, leader and motivator, the principal is now increasingly being considered as a coordinator (Colcord 1947, Larson and Karpas 1963, Manual for School Principals, DET OO/ET/281), a liaison (Sergiovanni and

Carver 1980), a strategist (Erickson 1969) and a diplomat (Chetwynd, undated pp. 73-78) - a person who brings together into a cohesive whole "a multifaceted operation, the details of each of which he or she may very well have an incomplete understanding "(Paras 1977:135).

2.3.6.2 *DEFINITION OF COORDINATION*

Van Niekerk (1988:84) largely concurs with Griffin who has defined co-ordination as "the process of linking the activities of the various departments of the organisation. The activities of all individual employees and work units must be coordinated to ensure movement toward goal attainment" (1987:311).

The definition cited shows clearly that without coordination, harmony and unity of purpose will be lacking in an organisation. Consequently, goal achievement may be seriously jeopardized.

2.3.6.3 *THE PRINCIPAL AS A COORDINATOR*

Erickson believes that several factors are acting to make the role of strategist the most likely for the principal of the near future. These include specialisation, increasing professionalism of teachers, demands for greater academic autonomy for teachers and greater flexibility in teaching methods, the uniqueness of every school and greater need for explicit division of responsibility arising out of the four preceding factors (1969:97-105). To these should be added other significant factors such as increasing demand for pupil participation, community involvement, parental involvement and governor involvement in school governance. In the light of these developments, the principal's role will become, as Erickson puts it, "that of a strategist who takes discrete human and material components of the school and its community and both rationally and

artfully combines them to build a functioning whole" (1969:104-105).

Cronin largely agrees with Erickson. To Cronin, principals "have lost ground as experts on the total curriculum and can no longer expect deference as the best educated men in the building" (1969:173).

Amar (1973:345-549), Esty *et al* (1975:35-40), Richardson (1975:35-40), Brody (1976:20-25) and DET "Manual for Principals of Schools" (00/ET 281 undated, pp. 217-237) are largely agreed that the principal has to coordinate the divers centrifugal forces of the superintendent, teachers, the student body, parents, community agencies, and institutions. Cremin puts the matter admirably well when he refers to the principal as the: "... chief learner and the chief liaison officer in the required kind of coordinating, linking curriculum development, personal development, professional development, and informing of the youngsters and the community (Houts 1975:35).

Two conclusions could be drawn from the arguments for the principal's role as a coordinator. Firstly, specialization has made it virtually impossible for one person to be an expert in more than only a few fields. Secondly, the schools, and, therefore, their leaders, are increasingly finding themselves responsible to more than fewer people, bodies and institutions. In the circumstances, the model for the principal which unfolds is one who possesses a broad understanding of the school's overall operation within the framework of the country's educational philosophy, and utilising this understanding to help establish general goals and policies. And here the words of Paras are instructive: "His (the principal's) position becomes analogous to a general staff officer in the military, and his dealings are with assistants who are experts who must make the day-to-day decisions about curriculum, discipline, reading machines, parent clubs etc. His responsibility becomes primarily that of

ensuring that each of the subordinate experts is performing effectively and harmoniously with one another" (1977:139).

2.3.6.4 *CONCLUSION*

The researcher cannot but agree with the various authorities cited in the preceding paragraphs that if the current trends proceed uninterrupted (which, he thinks, would) in respect of specialization of staff, professionalisation of teachers, demand for academic freedom for teachers, as well as demands for pupil, community, parental and governor involvement in school government, the principal's coordination role will become increasingly significant and daunting in the future. Principals must, therefore, be *au fait* with the concept "coordination" to enable them to develop and improve their coordination skills.

2.3.7 *COMMUNICATION AND LEADERSHIP*

2.3.7.1 *INTRODUCTION*

Jenson *et al* (1967:254) and Shuster and Stewart (1973:100) are generally agreed that in his pivotal position, the principal must understand the community and promote community understanding of the school. To plan, to decide, to lead, to motivate and to coordinate, information must be gathered, classified, evaluated and transmitted by, to and from management (Griffin, 1987:489-490, Van Niekerk, 1988:201). And to reach the community, the principal must utilize every communication means at his disposal. This he cannot do unless he possesses some knowledge of communication.

2.3.7.2 *DEFINITION AND IMPORTANCE OF COMMUNICATION*

The word "communication" is derived from the Latin word "communico" meaning "to share", "to make common". In this sense, then, communication is "the giving and receiving of a share of something". This is accomplished through the use of language. It can be direct (verbal), indirect (non-verbal), reciprocal (feedback), one-sided (transfer), or public (to a group) (Van der Westhuizen 1986:191,195, Kindred, Bagin and Gallagher 1984:78). Van Niekerk (1988:203) has defined communication as: 'The transfer of information or knowledge between individuals or groups by verbal or non-verbal methods (symbols and/or gestures) in order to influence the behaviour of other people or things and to obtain the desired results'.

2.3.7.3 *THE PRINCIPAL AS A COMMUNICATOR*

As a "community leader" (Shuster and Stewart 1973:100), and as a person who has the primary responsibility for establishing and maintaining the school-community relations programme (Jenson et al 1967:234), the principal has to utilise optimally every available means of communication at his disposal to enable him to promote sound school-community relations.

Litwak has offered four principles of what he labels "linkages" - sender initiative, primary group intensity, bureaucratic intensity, and scope (1975: 35-40), which the researcher has adopted and adapted for discussion.

(a) *The sender initiative principle* recognizes that in most communication efforts, the primary initiative for whether the communication is heard or not rests with the recipient - television programmes can be turned off, letters burned and PTA meetings not attended. Also, the people you most wish to reach are those least

likely to listen. To ensure an attentive audience, the sender must take the initiative in the receiving end, as by telephone or direct personal contact. Here, Van Niekerk's advice is pertinent: "He (the communicator) must be a good listener. Listening means not only hearing what the other person actually says, but also taking into account his implicit and unspoken thoughts from which the true message can often be deduced" (1988:217).

(b) *The primary group intensity principle* states that simply being heard is not always sufficient to achieve the desired result of the sender. Therefore, it is often necessary to have continuous, prolonged contact, where communication can be two-way, and on many levels as possible, in order to build "trusting relationship" (Litwak,1975:39). Van Niekerk (1988:216), too, has advised that honesty in communication must be maintained. The sender must ensure that his actions support his message, for the intelligence of the audience must never be underestimated.

(c) *The bureaucratic principle* recognizes that the message is often too technical to reach even a willing listener. Here, it is necessary to bring experts into close enough association with community members to explain complicated or new concepts to them. Besides consulting experts, Van Niekerk has further suggested that understandable language be used as far as possible (1988:213-214) and that a determined effort be made to remove cultural, linguistic and semantic barriers to communication (1988:215).

(d) *The principle of scope* refers to the actual people with whom one is attempting to communicate - community leaders, business representatives, professionals, parents and so forth - and stresses the importance of directing messages at the correct "audience" (Litwak 1975:40, Van Niekerk 1988:215).

Jarvis and Pounds (1969:206-207), Abbott (1975:51-55) and Litwak (1975:35-40), have suggested some techniques for reaching and getting feedback from the community. These include: home visits, voluntary associations (eg. PTA), common messengers (eg. pupils and teachers), opinion leaders, mass media, other organisations, open house for parents, discussions with parents at specific times, parents' get -togethers and establishing "hot line" for parents who are reluctant or unable to attend school functions.

2.3.7.4 In the investigator's view, communication is the nerve centre of the entire school-community relations concept. In this connection, the key *persona dramatis* in the school-community relations should have sufficient knowledge of the concept "communication" to enable him to be at home with operating in diverse situations with a myriad of internal and external publics. The researcher concurs with Kindred, Bagin and Gallagher in their perceptive observation: "An administrator may provide excellent leadership for the school's curriculum; he or she may be a financial wizard; but if that administrator can't communicate with the school board, a concerned taxpayers' group, or the staff, his days in the district will be few" (1984:1).

Van Niekerk's observation is, also, pertinent: "Communication is universally regarded as an art which can be learned. One can learn to know what to say, where to say it, when to say it, to whom to say it and how to say it" (1988:213).

Lastly, the researcher, also, believes that, besides the principal, the other school staff must have some knowledge about communication for the effective functioning of the organization (Van Niekerk 1988:218).

2.4 CONCLUSION

In this chapter, the researcher has endeavoured to examine briefly the following concepts in relation to principal - community relations: community and community relations as well as planning (including policy, goal and strategy), decision making, leadership and leader behaviour, motivation, co-ordination, and communication. The picture of the principal that has emerged is indisputably that of a planner, a decision maker, a leader of the transaction/negotiation/compromise-making type, a motivator, a co-ordinator, and a communicator - all of which are essential attributes of an effective and efficient leader or manager. It is assumed that principals of secondary schools in Ciskei exhibit these leadership/managerial qualities in their relationships with their various communities.

In chapter 3 that follows, "the functional view of principalship" with respect to the principal's internal and external publics is considered.

CHAPTER 3

THE PRINCIPAL'S INTERNAL AND EXTERNAL PUBLICS AND COMMUNITY RELATIONS - THE 'FUNCTIONAL' VIEW OF PRINCIPALSHIP

3.1 INTRODUCTION

In the preceding chapter (chapter 2), the researcher tried to examine the "theoretical" view of principalship with respect to principal-community relations. It was mentioned that both chapters 2 and 3 contain a fine mix of theory and practice but that they have been separated for analytical purposes.

This chapter (chapter 3) is captioned "the principal's internal and external publics and community relations". However, as this study is focused on the principal's external relationships, it has been decided to concentrate on the principal's external publics and make only a brief reference to the principal's internal publics.

3.2 THE PRINCIPAL'S INTERNAL PUBLICS AND COMMUNITY RELATIONS

3.2.1 *INTRODUCTION*

The researcher wishes to start with the premise that the school's internal relations has considerable implications for the principal-community relations. In this connection, the principal, as the head and key figure of his school, should, in co-operation with his school committee, provide

effective leadership that will ensure the smooth functioning of the school's internal system. Such a leadership is expected to adopt, execute and evaluate plans, policies, goals and objectives as well as strategies that will assure the attainment of the institution's goals and objects within the broad framework of the nation's educational philosophy and the school laws as well as the institution's philosophy and the traditions and opinions of the members in the community. All measures taken must, in this case, aim at improved school-community relations.

3.2.2 *THE SCHOOL COMMITTEE*

3.2.2.1 *INTRODUCTION*

Many authorities and studies have stressed the importance of the school committee in school-community relations.

The following deductions can be made about the role of a school committee from the views expressed by the "Manual for Principals of Schools" (DET 00/ET 281, undated p. 227), the Regulations under the Ciskei Education Act, 1985 (Act 27 of 1985), Government Notice No. 8, 1988, p. 2) and Derek (1970:188-199): one, it is the governing body of the school; two, it is the formal link between parents and the school as well as between the school and the central authority; three, through it, parents have a say in the discipline of pupils as well as the appointment and discipline of teachers in the school; four, it establishes, controls and administers school funds; five, it is responsible for the supervision of school buildings, site, fencing, furniture and school equipment and to advise the *AD* if these are inadequate; and lastly, it considers inspection reports and when necessary make recommendations to the *AD* or any matter mentioned in or arising from such reports.

The foregoing liaison and mediating roles as well as the wide-ranging duties, powers and functions of the school committee place on the members of the school committee, jointly and severally, heavy responsibilities towards the committee itself, parents and the community as well as the school, the principal and the educational authorities. The school committee members must, therefore, be not only competent but also conversant with the daily activities of a school, the regulations governing their existence and the powers vested in them as a committee.

3.2.2.2 *THE SCHOOL COMMITTEE AND THE PRINCIPAL*

The role of the school committee as outlined in the preceding paragraph (3.2.2) was meant to place the principal-school committee relationship in a better perspective.

Many authorities have adverted their minds to the relationship between the school committee and the school's principal - a relationship that can, positively or negatively, affect the school and the community. Monroe (1919:732-734) has likened the principal-school committee relationship to that of a corporation's president-Board of Directors. The Board is responsible for policy making while the president (in our case, the principal) is for policy implementation.

Kindred, Bagin and Gallagher (1984:58) and Rebore (1987:1-23), on the other hand, have likened the principal-school committee relationship to that of the superintendent-school board. The latter is responsible for policy making, while the former is for administrative details and policy execution. Both must "work in separate areas cooperatively if a school system is to function properly" (Kindred, Bagin and Gallagher, 1984:58).

The principal's role in relation to the school committee could be categorized mainly into three - chief advisor, executive officer, and educational leader. As *chief advisor*, the principal serves as the main consultant and advisor to the school committee on all matters concerning the school, as well as its duties, powers and functions. This will enable the committee to become competent and knowledgeable about school affairs and activities and the committee's responsibilities (DET 00/ET 281 undated, p. 277). His *executive work* involves largely the implementation of the policy decisions of the school committee through rules and regulations. As *educational leader*, his duties include keeping the committee informed about the activities, achievements, needs and directions of the school. "If all the members and the principal know exactly what their powers and duties are and comply with the legal provisions, misunderstandings will be prevented and healthy cooperation will be assured and promoted" (DET 00/ET 281 Undated, p. 277).

From the views expressed by Kindred, Bagin and Gallagher (1984), and Regulations under Ciskei Education Act, 1985 (Act 27 of 1985), Government Notice No. 8 of 1988 dated 31/03/88, the potential areas of conflict and disagreement between the school committee and the principal include: One, incorrect handling of complaints received by committee members from teachers, parents, pupils and people in the community. Since this undermines the principal's prestige and authority in the school and the community and is a fertile breeding place of discord in principal-school committee relationship, all complaints should be referred to the principal and cleared through him with staff members. Two, complaints about misappropriation or misapplication of school funds by the principal. Principals should, therefore, scrupulously administer and operate school funds as well as school equipment in accordance with prescribed rules and regulations. He should, also, keep the committee informed of the

status of the funds and equipment. Three, the kind of interest shown by committee members in educational problems. As the professional leader of the school committee and educational leader of his school, the principal is obliged to keep the committee informed of current problems and to recommend the courses of action for meeting existing needs. A fair degree of impartiality is expected of the committee members when considering the principal's suggestions. Anything short of absolute impartiality may make the principal play safe for his own safety and security and forfeit his leadership role in the school. Lastly, the kind of techniques employed by the principal in dealing with the school committee may, also, develop adverse relations. This includes withholding vital information to protect himself, initiating important policies without consulting the committee beforehand, assuming an attitude of intellectual superiority or bully tactics and repressive attitudes about school matters, and engaging in a whispering campaign to defeat committee members who are up for re-election (Kindred, Bagin and Gallagher (1984:95-96).

Undoubtedly, disputes and disagreements between the school committee and the principal will be detrimental to not only the welfare and the running of the school but more importantly the future of the pupils. When such situations arise, assistant directors, should, as mediators, try to resolve the differences amicably, tactfully and expeditiously (Regulations under Ciskei Education Act, 1985 (Act 27 of 198), Government Notice No 8 of 1988 dated 31/03/88, p.3).

The last word on the principal-school committee relationship is contained in this illuminating observation:

"A principal whose knowledge of matters educational gives him the confidence to express his point of view firmly but courteously, who

can treat the members of the Committee/Governing Council with genuine respect, with due recognition of their powers and duties, has already progressed far on the road to success" (DET 00/ET 281, Undated, p.277).

3.2.3 *THE PUPIL*

3.2.3.1 *INTRODUCTION*

The importance of pupils in community relations, as emphasized by many authorities, rests on not only their numerical strength, but more importantly the fact that they are the raison d'etre of the school. Burrup (1962:322), Lippitt and Lippitt (1970:135-138), Lipham and Hoeh (1974:332) and Kindred, Bagin and Gallagher (1984:114-118, 122-124) are all largely agreed that students' words and/or deeds, positively or negatively, do not only affect the image of their school and the students themselves, but also influence considerably the attitudes of fellow students, parents, and the community at large towards the particular school and the education system in general.

In this connection, the principal should keep the students well informed about the schools policies, goals, rules, procedures and activities to enable them to appreciate the school's needs and problems and thereby avoid or minimize student unrest and destructive activism. It would also enable the students to competently interpret the school to the community.

3.2.3.2 *TECHNIQUES FOR INVOLVING THE PUPILS IN COMMUNITY LIFE* include: one, making the pupils aware of their community relations role; two, providing the pupils with meaningful and worthwhile activities for community involvement, such as school-coordinated community-

service programmes, fund-raising campaigns, proposals to eliminate pollution and to protect the environment, literacy programmes, work in hospitals and nursing homes, public opinion surveying, voluntary work and other activities that show a concern for human welfare and justice. Three, motivating the students to keep the school in the public eye and win support for it through public presentations, like musical programmes, dramatic productions, forensic activities (eg. debates, dialogues and addresses), and assembly programmes; field trips; athletic contests; commencement, graduation and farewell ceremonies; work study programmes; and student accomplishments in academic fields, like the winning of scholarships and bursaries and other awards in social and civic fields (Kindred, Bagin and Gallagher 1984:126-127); and student clubs, like ecology clubs.

The investigator believes that with good leadership and guardianship and effective motivation on the part of the principal and his staff, students can contribute immensely in establishing, developing and maintaining sound principal-community relations.

3.2.4 *THE TEACHER*

3.2.4.1 *INTRODUCTION*

Teachers, too, are in a strategic position to help their principal to establish, develop and maintain healthy community relations. According to Engelbrecht and Lubbe (1981:133): "All teaching should be educative. Without the teacher, education and teaching are dead".

Kindred, Bagin and Gallagher (1984:70), too, have this to say: "Someone once said that a good school community relations program begins in the classroom. It might be added that an effective community relations program is maintained there, also".

The attitudes, effectiveness and efficiency and general morale of teachers, positively or negatively, influence largely the attitudes of students, parents and the community as a whole towards the school and the entire education system (Burrup, 1962:323, Engelbrecht and Lubbe, 1981:139).

As an administrative and professional leader and the tone setter, the principal should take effective steps to bring teachers together to share ideas, identify instructional problems, pool resources, define acceptable goals and co-ordinate services and facilities (DET 00/ET 281, undated p.100). In the researcher's view, the principal's inspired leadership might prevent or minimize backbiting, mudslinging and clique formation among the teachers as well as faculty activism in the form of strike, sit-ins and demonstrations.

A school characterized by such co-operation, teamwork, respect and loyalty cannot but win the confidence, trust, respect, loyalty and support of students, parents and the community at large.

3.2.4.2 *TECHNIQUES FOR INVOLVING TEACHERS IN COMMUNITY LIFE*

Kindred, Bagin and Gallagher (1984:71), have correctly observed that teachers are frontline interpreters of the school system through their daily contacts with members of different publics, particularly students and parents.

There is, therefore, a great need for a good relationship between the teacher, parents and the community. Although such a relationship should proceed from the teacher (Engelbrecht and Lubbe, 1981:139), the principal bears the primary responsibility of not only making the teacher fully conscious of his (teacher's) community relations role, but more importantly, getting him directly and actively involved in the

community. The most important techniques available to the principal to achieve this objective include: one, allowing teachers to participate in developing community relations programme for the school; two, encouraging and motivating teachers to participate in community activities, like sports and the various societies and clubs in the community; three, motivating them to accept and carry out special assignments in the community relations programme; and lastly, creating, through school functions, concerts, sports meetings, parents' days, parents' evenings, exhibitions, parent-teacher organisations, opportunities for closer contacts between the teacher/school and the community (Kindred, Bagin and Gallagher, 1984:71-72, Ciskei Department of Education Manual, 1988:14).

3.2.5 *THE NON-INSTRUCTIONAL STAFF*

3.2.5.1 *INTRODUCTION*

The non-instructional staff could be classified mainly into two - the para-professional personnel, like subject specialists, counsellors and psychologists, and the support personnel such as clerical, maintenance and cafeteria personnel and school bus drivers (Kindred, Bagin and Gallagher, 1984:72-74). For the purposes of this study, only the support personnel are considered. The non-teaching staff, too, are frontline interpreters of the school. They have many contacts in the community with friends, neighbours and through membership of religious, fraternal and social groups. Their attitudes are, therefore, important in influencing the public mind (Lipham and Hoeh, 1974:322, Kindred, and Bagin and Gallagher, 1984:101).

In this connection, it behoves the principal, as the head, to create a salutary organisational atmosphere that might enable the non-teaching pesonnel to work not only effectively and efficiently but also

harmoniously with teachers and pupils.

3.2.5.2 *TECHNIQUES FOR INVOLVING THE NON-INSTRUCTIONAL STAFF IN COMMUNITY LIFE*

The work, activities and various relationships of the non-teaching personnel with parents and other community members should all aim at a better education for the pupils as well as continued support for the school. It is the principal's primary responsibility to make the non-teachers conversant with their community relations roles so that they can competently perform them.

The strategies available to the principal to attain this objective include; one, furnishing the non-teaching personnel with helpful information about the school to enable them to interpret the school to the community, while they, in turn, keep the principal informed about student, parental and community attitudes and opinions towards the school and local education; two, allowing them to help develop community relations programmes for the school; three, encouraging them to take part in community activities, like sports, religious and other civic organisations, societies and clubs in the community; and lastly, helping them to develop and improve themselves through, inter alia, private studies, orientation programmes, school policy, workshops, special meetings, individual interviews and in-service courses (where applicable) (Kindred, Bagin and Gallagher 1984:75-76, 174-175).

3.2.6 *CONCLUSION*

The foregoing discussion has focused on the principal's internal publics with respect to community relations. Two inescapable conclusions could be drawn: firstly, that all the internal publics have

community relations obligations and responsibilities to fulfil; and secondly, that only effective leadership on the part of the principal will be able to open their eyes to these obligations and responsibilities and galvanize them into effective and efficient action.

It is worth noting that representative samples of all the internal publics mentioned are to be interviewed to enable the researcher to know their views about the principal's relationship with the community.

3.3 THE PRINCIPAL'S EXTERNAL PUBLICS

3.3.1 *INTRODUCTION*

In the normal run of his duties, the principal of a secondary school comes into contact with many people and bodies outside the school system whose activities affect the school, positively or negatively. It is these people and bodies who constitute the school's 'external publics'. These external publics are many and varied. However, for the purposes of this study, the principal and his external publics' is discussed under the following rubrics: relations with parents, school liaison groups, key communicators, other members of the community, and principal's participation in community life.

3.3.2 *PARENTS*

3.3.2.1 *INTRODUCTION*

Parental involvement in education is as old as education itself (Van Loggerenberg, 1985:1, Theron and Bothma, 1990:159).

The need for and the importance of parental involvement in school

education has been forcefully and succinctly stated by Theron and Bothma in these two illuminating statements: "In terms of the baptismal vow, God requires that the parent will have a say in the education and instruction of his child. In the deepest sense of all meanings of the word he is responsible for his child and on the strength of this, involved in everything that concerns his child. This holds good for education and specifically the spirit and character of the school" (1990:160-161).

"... the complex educational task of the present era has made a firm alliance between parent and teacher essential, with a view to warding off numerous assaults on the youth, establishing uniform values to live by, cultivating a sound philosophy of life and leading the child to maturity. More than ever before it has become necessary for the headmaster to coordinate the parents' participation in school matters in such a way that they will be able to make a positive and active contribution, in the interests of the child in particular and the school in general. This comprises inter alia that the headmaster should know the parents, win and keep their confidence, obtain their active support for the school, constantly impress upon them the value of instruction and education, and cultivate in them the frankness and willingness to cooperate regarding problems and ideals" (1990:162-163).

Four things flow from the foregoing observations: firstly, that the school and the home - the principal/teacher and the parent - are partners in the child's education; secondly, a parent has, inter alia, a god-given obligation to look after the education and instruction of his child both at home and at school; thirdly, a healthy principal-teacher-parent relationship is necessary to promote the child's educational interest; and lastly, that the principal is the point of contact between the school and the home. In this connection, the

success of the school will largely depend on the "foundation laid at home and on the cooperation of the parents and the support generated by the headmaster" (Theron and Bothma, 1990:162).

3.3.2.2 *THE PROBLEM OF PARENTAL NON-INVOLVEMENT*

Indifference is a phenomenon in modern society and the lack of concern in the parent community is no exception (Theron and Bothma, 1990:162). The researcher believes that before the principal can effectively motivate parents to take keen interest in school affairs, he must know and understand the types of parents he is dealing with. Five main types can be identified: One, the articulate, intelligent, middle-class parents (Derek, 1970:193) or those who are really interested in the child and put his interest first (Theron and Bothma, 1990:161-162); two, the underprivileged, inarticulate, working class (Derek, 1970:193); three, the "actively hostile" families (Wiseman in Craft, Rainor and Cohen, 1972:102-103); four, those completely indifferent with regard to school (Theron and Bothma, 1990:161) or the "passive" non-conformists (Wiseman in Craft, Rainor and Cohen, 1972:103); and lastly, those who have a half-hearted attitude towards the school (Theron and Bothma 1990:161)

In the investigator's view, the principal and his staff should involve all the categories of parents in school affairs according to their degree of motivation, knowledge, experience and expertise. The researcher will now turn to a model of parental involvement.

3.3.2.3 *A MODEL OF PARENTAL INVOLVEMENT*

Taylor (in Craft, Rainor and Cohen, 1972:285-295) has argued that although the existing models on parental involvement are plausible, they are practice-led rather than theory-based. To rectify the

situation, Hornby (1990) has produced a model (which has been adapted for this study) consisting of parents' needs and strengths/contributions. These needs and strengths are of varying degrees of intensity.

1 *Parents' needs* comprise communication, liaison, education, and support (Hornby 1990:250-251).

(i) *Communication:* Parental communication needs are two-fold: first, knowledge about their rights and responsibilities in respect of the education of their children. The principal and his staff can fulfil this need through comprehensive report cards, newsletters, handbooks, manual for parents, purposeful meetings with individual parents, study and discussion groups, extracurricular activities, teacher aides (depending on their qualifications, experience and availability), the school committee and parent associations (Lipham and Hoeh, 1974:328-344, Kindred, Bagin and Gallagher, 1984:136-142, Ciskei Department of Education Manual, 1988:16).

The second one is a feeling that they can contact the school at any time when they have a concern about their child. To provide this need, the principal should adopt an "open door policy" and receive parents warmly and treat them courteously (Ciskei DE Manual, 1988, chapter 4,p.15, Theron and Bothma, 1990:165-166). The researcher concurs with Theron and Bothma that effective communication is one of the headmaster's most important functions as a professional leader (1990:163).

(ii) *Liaison*: Most parents want to know how their children are progressing at school. They regard the principal and his

staff as a major source of information and support and, therefore, need to have a working partnership with them. The principal and his staff can facilitate this by keeping in constant touch with parents through telephone calls, personal home visits and/or via the agencies of the education welfare officer (Dawson), the school care service (Wimble), the social welfare team (Birley), the school social worker (Avery), counsellors (Raynor and Atcherley), and the school welfare team (Craft) (in Craft, Rainor and Cohen eds. 1972:177-272), and meeting parents at school. The investigator agrees with Kindred, Bagin and Gallagher (1984:138-139) and Hornby (1990:250) that the principal and his staff need to develop the skills of conducting formal and informal meetings with parents.

(iii) *Education*: Many parents, as Hornby has pointed out, are interested "in participating in parent education programmes aimed at promoting their children's progress or managing their behaviour" (1990:251). Kindred, Bagin and Gallagher (1984:141-142), and Theron and Bothma (1990:166-167) have described a variety of parent workshops like study and discussion groups and parent seminars. The investigator concurs with Hornby that the most effective format is the one that combines educational input with opportunities for parents to share concerns and ideas (1990:251). To conduct such workshops successfully, the principal and his staff need to develop organization skills and the skills of group facilitation.

(iv) *Support*: Occasionally, some parents, who stand in need of supportive counselling or guidance in respect of their own personal problems, will approach their children's school principal or teachers for help (Hornby, 1990:251). In this

connection, the investigator agrees with Hornby (1990:251) that principals and teachers should have not only a level of basic counselling skills sufficient to be good listeners and to assist parents to solve everyday problems, but also skills and knowledge to be able to refer parents to professional counsellors when problems raised are beyond their level of competence.

2 *Parents' Strengths* consist of information, collaboration, resource and policy (Hornby, 1990:248-250).

(i) *Information*: All parents, literate or illiterate, can contribute valuable information about their children (Kindred, Bagin and Gallagher, 1984:136, Hornby, 1990:248). Principals and their staff can gather information about children's likes and dislikes, strengths and weaknesses as well as any relevant medical details and family circumstances at home visits, parent-teacher meetings, purposeful meetings with individual parents or by telephone. Making maximum use of parents' knowledge of their children not only leads to more effective professional practice, but also makes parents feel that the educators care for them and respect their views and take keen interest in their children (DET 00/ET 281 p.233, Ciskei DE Manual, 1988:18-19).

(ii) *Collaboration*: The researcher concurs with Hornby (1990:248), and DET Manual (00/ET 281 p.229) that most parents are willing and able to collaborate with the principal and his staff, by reinforcing classroom programmes at home, such as home-school reading programmes or ensuring that their children have a suitable place for study and sufficient time to do their homework.

The researcher concurs with Hornby (1990:248) that the principal and his staff require the requisite skills of collaborating with parents in a "flexible parent-professional partnership" as well as motivation skills.

(iii) *Resource*: According to Lipham and Hoeh (1974:344), Kindred, Bagin and Gallagher (1984:142-143) and Hornby (1990:250), many parents have the time and the ability to act as voluntary teacher aides, either helping in the classroom, or in the preparation of instructional materials, or in providing resources. Others may have special skills which they can utilize in such areas as helping to prepare newsletters, exhibitions, drama, music, sports or craft activities or fundraising campaigns. Still others may have the time, knowledge and expertise to provide support to other parents, as necessary. The researcher concurs with Derek (1970:196) and Hornby (1990:250) that in these days of contracting professional resources, the principal should make use of this valuable voluntary resource. He further agrees with Hornby (1990:250) that to do this effectively, the principal and his staff need practical management and communication skills.

(iv) *Policy*: Kindred, Bagin and Gallagher (1984:143-146), and Hornby (1990:250) are generally agreed that some parents are able to contribute their knowledge and expertise through membership of parent or professional organizations. This includes being a school governor, a PTA member, or being involved in a parent support or advocacy group. Others have the time, the ability and the experience to provide in-service training for professionals by speaking at conferences or workshops, or by writing about their experiences. The investigator concurs with Hornby (1990:250) that educators

should continually search for parents who can contribute in this way so that their strengths could be used to the full.

The investigator wishes to end the principal-parents relations with this perceptive observation: "If parents as a community and as individuals really trust the principal and accept him as a friend and philosopher, if they respect his expert knowledge, know that he is honest, sincere and friendly but firm, that he is a dedicated person and that he has the interest of the pupils at heart, they will support him and the school to the limit" (DET Manual 00/ET 281, undated p.229).

And in this connection, Schoeman's *caveat* should be heeded by the principal: The parents' educational task should not encroach upon the entrenched (didactic) area of the school. The headmaster should guard against this jealously and judiciously (1983:129).

3.3.3 *SCHOOL LIAISON GROUPS*

3.3.3.1 *INTRODUCTION*

It has already been noted that the school committee is the acknowledged formal, legal entity that serves as the authorized mouthpiece of parents and the community in general in school affairs. The school liaison groups, which can be formed at the national, regional, district and local levels, on the other hand, are devoid of legal authority to make policy decisions or to administer educational programmes on their own (Kindred, Bagin and Gallagher, 1984:143). Three of such groups have been identified for discussion to put principal-community relations in a proper perspective: parent-teacher associations (PTAS), advisory groups,

and alumni associations.

3.3.3.2 *PARENT-TEACHER ASSOCIATION (PTA)* has been defined by Kindred, Bagin and Gallagher (1984:143) as a voluntary organisation whose membership consists of teachers, administrative and supervisory officials of the individual school or school system they support through public taxation.

Although PTAS are of many types and with different nomenclatures (Kindred, Bagin and Gallagher 1984:144), their primary purpose is to promote child and youth welfare in the home, school and community.

1 *The Relations between the PTA and the Governing Body*

The school committee has a legal authority to govern the school under its jurisdiction, while the PTA is an unofficial, subsidiary body which operates under the umbrella of and subject to the school committee. For success, the relations between the PTA, the school committee/governing council and the principal must be clearly defined, with nothing left to chance (DET 00/ET 281, undated, p.223). Each of the three partners will then know exactly what the powers, duties and field of operation of the other are and respect them.

2 *The Advantages of a PTA*

Although a PTA is an unofficial, voluntary body, its existence is recommended because it performs invaluable services (DET 00/ET 281, undated p.231).

Besides the direct benefits a PTA offers to the children and the youth in the home, school and community, several community relations by-products accrue from such an association. PTAS constitute very effective channels of communication between the home and the

school. Such an association is a shining example of parental and community involvement in education because the parents feel, quite rightly, that they are contributing to the education and tuition of their children. Furthermore, it provides those parents who do not serve on the governing body with an opportunity of becoming involved with the school and its activities in a different way, and of making an active contribution to the school's general welfare. The principal and his staff, on the other hand, become aware of the needs, interests and attitudes of the people in the community and the responsibility for adjusting the school programmes to local conditions (DET Manual 00/ET 281, Undated, pp.231-233, Kindred, Bagin and Gallagher, 1984:143-144). In the words of Kindred, Bagin and Gallagher "This is a two-way process and the backbone, in many respects, of a sound program in school and community relations" (1984:143-144).

3.3.3.3 *ADVISORY COMMITTEES* is another opportunity to bring the public into closer contact with the school and to involve laymen in the educational programme. Knezevich (1969:467-469) has defined lay advisory committees as groups formed for "specific tasks at various levels for a variety of functions". These committees comprise, as Kindred, Bagin and Gallagher put it: "Laymen who study educational needs and problems and then advise school authorities on whatever action they believe should be taken" (1984:144).

1 *Membership of Advisory Committees*

The value of an advisory committee depends largely on the status of its membership. Attention should, therefore, be given to the selection of members, the size and the officers and meetings of the committee. In the opinion of Kindred, Bagin and Gallagher, "An advisory committee is likely to function better when administrators and teachers are not actual members but cooperate in other ways with

the committee" (1984:145).

2 *The Contributions of Advisory Committees*

Kindred, Bagin and Gallagher (1984:144-146) believe that advisory committees, composed of informed citizens, could be used in numerous ways, particularly in the planning and evaluation of both curricular and co-curricular programmes as well as in crisis situations.

In sum, the advisory committee concept turns on the idea that a carefully selected group of lay persons, representing a balanced cross-section of interest groups, can express the needs and reflect the opinions of the community. Although the recommendations of such committees are in no way binding, a judicious use of advisory committees can be very helpful and invaluable to a wise principal.

3.3.3.4 *THE ALUMNI ASSOCIATIONS*

1 *Introduction*

The word 'alumnus' refers to a former student of a particular school. Former or past students normally feel a sentimental attachment to their schools. It, therefore, behoves the school, through its principal's leadership, to show and cultivate a continuing interest in the welfare of its alumni as well as a desire to provide useful services for them.

2 *Developing Alumni Relations*

Kindred, Bagin and Gallagher (1984:146), have suggested some useful techniques for establishing and maintaining alumni relations: sponsoring social functions that would offer the alumni the opportunity to meet the faculty and the pupils; sending congratulatory letters to deserving former pupils; making an annual inventory card for information concerning their work, marital status,

family and so on; disseminating this information through publication to former pupils; issuing periodic newsletters concerning individual graduates; providing counselling services for personal problems and vocational placement; mailing district publications to alumni whose addresses are known and developing any particular services that seem appropriate in the local situation.

3 *The Advantages of Alumni Associations*

An alumni association can be useful in several respects: firstly, individual members with relevant knowledge, experience and expertise, could be invited as guest speakers at school functions; secondly, both the individual members and the organisation itself can serve as community relations agents; lastly, the organisation, well cultivated and motivated, can give both financial and moral support to the school. To reap these benefits, care should be taken that an alumni association does not develop into a pressure group, making unwholesome demands on the school administration.

3.3.4 *OTHER MEMBERS OF THE COMMUNITY*

3.3.4.1 *INTRODUCTION*

The three school liaison groups discussed have educational purposes and interests. There are, however, general community groups with differing purposes and interests: many maintain programmes of an educational nature; some have principles in harmony with the ideals of public education; but some do not. The problem in community relations, as Kindred, Bagin and Gallagher have pointed out is: "to cultivate the friendship and cooperation of groups who share mutual interests in education and society, and to prevent others from exploiting and injuring the schools, without creating community conflicts" (1984:148).

The Ciskei Department of Education Manual, too, observed that: "... It is essential to know people who, at some stage or another can be of value to the school. Make sure that you know them and invite them to school functions as guests, thus enabling staff and pupils to become better acquainted with them" (1988, Ch.4, p.15).

In the circumstances, before considering relations with organised groups, one has to survey the community groups, the types of groups, opportunities for co-operation, and attempts at exploitation.

3.3.4.2 *COMMUNITY GROUPS*

Kindred, Bagin and Gallagher (1984:149-150) have classified community groups as follows - this could, however, be tailored to suit the local situation:- Civic, like the Rotary; Cultural, like those found in the fields of art, music and drama; Economic, such as labour unions and chamber of commerce; Fraternal, like the Lodges; Governmental, such as health, recreational, safety and housing agencies; Patriotic, like the Legion; Political, like the major political groups and Women's league; Professional, such as those in law, medicine, dentistry and architecture; Welfare groups- those voluntary agencies in the fields of health, recreation, childcare and family life; Religious, such as the denominations that maintain churches in the community and secular organizations engaged in religious work; Retired groups, especially retired teachers and school adminsitrators; Youth groups, such as the Young Men's Christian Association (YMCA), Young Women's Christian Association (YWCA), Boys Scouts, Girls Guides and Red Cross. Some of these groups operate within the school as part of extracurricular activities programme; several of them are staffed with teachers and administrators who volunteer their services. Generally, these groups are anxious to work closely with the public education (Kindred, Bagin

and Gallagher 1984:150); and a wise principal would seek to work harmoniously with them, as necessary, in the child's interest.

3.3.4.3 *THE NEWS MEDIA*

1 *Introduction*

The news media include newspapers, radio, television and audiovisual aids, like slides, films and displays. Of all these news media, audiovisual aids are the most innocuous; they don't raise public temperature provided they are educationally-oriented and are of good taste - and most, if not all, of them are. The radio and television, too, are innocuous; they offer good educational programmes and opportunities which could be fruitfully utilized by educators in the interest of the child and, also, for community relations purposes. What often raises the temperature of educators is the press - the newspapermen - which forms the subject of the discussion here.

Although the press plays a major role in a school-community relations programme, it is dreaded by many a school administrator partly because of a lack of understanding of the role of the press in its dealings with the public schools (Kindred, Bagin and Gallagher, 1984:207, DET Manual for Principals of Schools, 00/ET 281, undated, p. 259).

The Cleveland Press has expressed the responsibility of the press this way: "The newspaper, if it is to discharge its duty to the schools, must serve them by being their civic 'report card'. The paper has an obligation to give the public a periodic accounting of what the schools are costing and just what the money is buying ... It has a duty to report accurately, objectively, and dramatically on classroom work and other activities within the school in order that the public,

responsible for the support and control of its education, can wisely appraise the school's purposes, accomplishments, and needs. Only a thoroughly informed public can determine whether the schools are strong or weak and just what can be done about it" (Dapper, 1964:25-26).

The argument seems to run as follows: Since public schools spend public funds on the most prized possession of the public - children -, they are accountable to the public. Newspapers, too, belong to the public and by virtue of their reporting work, they have just as much right to report about the schools as they do about other government agencies.

2 *SUGGESTED GUIDELINES ABOUT EDUCATORS-PRESS RELATIONS*

To help education department employees to know what reporters have a right to know, one state superintendent of schools issued about sixteen guidelines, including: One, answer questions honestly, promptly, accurately and clearly (Kindred, Bagin and Gallagher, 1984:208); two, after talking to a reporter about a substantive item, a school official should notify the immediate superior in order to avoid conflicting statements from various administrators on the same issue (1984:201); three, know what 'off-the-record' means (1984:211); four, be available when negative news occurs (1984:211-212); fifth, know what news is (1984:212), and so forth.

Some guidelines are also contained in the DET Manual (00/ET 281, undated, p.219): "... principals and teachers are prohibited from giving outsiders or the press any official information or information about the school without the prior consent of the Department" (via the circuit inspector).

However, some information, like achievements in sports, may be

given (DET Manual 00/ET 281, undated p. 261). If the educator is in doubt, he should consult the circuit inspector (DET Manual 00/ET 281, undated, p.261). In sum, as regards the press and other public media, a principal's watchwords should be: One, reflect before acting; two, be very cautious; three, "No comment" is preferable to the impulsive expression of an opinion; and lastly, reference to a higher authority is preferable to being sorry afterwards (DET Manual 00/ET 281, undated, p.261).

3.3.5 *KEY COMMUNICATORS*

3.3.5.1 *INTRODUCTION*

"Key communicators" has been defined by Kindred, Bagin and Gallagher as Key people or opinion leaders in community, "whose opinions and judgement are respected in the community" (1984:146). The principal has to know these key people through either the sociological inventory or any other suitable method so that they could be informed about the school, learn quickly what the community is thinking, and get the public involved in the school.

3.3.5.2 *TYPES OF KEY COMMUNICATORS*

The same authors have offered the following guidelines regarding the type of a person who is to be considered as a key communicator: persons who talk to large numbers of people; persons who are believed and trusted by their audiences; they need not have the usual power structure kind of status; they are citizens who sit on top of a hypothetical pyramid of communications in a community. Specifically, the key people are barbers, beauticians, bartenders, owners of restaurants, gas station operators, doctors, dentists, letter carriers, or people to whom citizens turn and ask, 'what do you think

about ..." (Kindred, Bagin and Gallagher, 1984:146).

3.3.5.3 *THE ADVANTAGES OF KEY COMMUNICATORS*

Key communicators can serve as 'gatekeepers of information to and from the community" (Kindred, Bagin and Gallagher, 1984:146). They, also, enable the school officials to get the pulse of the community and help to squelch rumours (Kindred, Bagin and Gallagher, (1984:146)). To obtain maximum benefits from key communicators, schools should, *inter alia*, be level with them, for "candor ultimately will help in establishing credibility with the group" (Kindred, Bagin and Gallagher, 1984:146).

3.3.6 *PRINCIPAL'S PARTICIPATION IN COMMUNITY LIFE*

The principal (and other staff members) may participate in community life by joining a number of organisations in the community - civic, religious, professional, sports and games. Several benefits could accrue from such active involvement in the life of the community: firstly, citizens' attitudes change as they learn to know the men and women who are responsible for their schools; secondly, participation opens opportunities for social and civic leadership, and consequently, higher status in the community; furthermore, citizen concern for education increases as the principal, together with his staff, becomes more actively identified with the social and civic life of the community (Kindred, Bagin and Gallagher, 1984:180); fourthly, the principal's life is enriched through living and associating with people of different occupational backgrounds and interests and by engaging in challenging and enjoyable activities; and lastly, participation, also, enables the principal to locate local talents who could be used as resources for the school in numerous ways (Kindred, Bagin and Gallagher, 1984:180), for "Each time such resources are used they enrich instruction and create friendship between citizens and representatives of the school" (Kindred,

Bagin and Gallagher, 1984:180).

In sum, participation in community life may serve as the practical aspect of principal's training. Care should, however, be taken so that these extracurricular engagements do not so eat into the principal's time and energy as to overwhelm his professional duties and responsibilities towards the child and the school.

3.3.7 *CONCLUSION*: *Principal's External Publics*

The examination of the principal and his external publics has brought these issues to the fore: one, that the school and the community are, like siamese twins, inseparable in practice; two, that although the professional-lay dichotomy, conflicts and fears are real, they can be drastically minimized by an effective principal who can, by a judicious mixture of both one-way and two-way communications, cause both the school personnel and the community members to know, understand and appreciate each other's distinctive but interdependent obligations and responsibilities towards the attainment of the one and ultimate educational/school goal and objective - the bringing up of an otherwise helpless and helpseeking child to spiritual adulthood - that is intellectual and moral independence (Gunther, 1986:16-18).

3.4 PREPARATION OF THE PRINCIPAL FOR COMMUNITY RELATIONS ROLE

3.4.1 *INTRODUCTION*

The researcher has tried to show in the preceding paragraphs that the secondary school principal plays a variety of roles. He is perceived as a manager, an adminsitrator or chief executive, a leader and an educator. He is a counsellor, a judge and a spokesperson (Van Nierkerk, 1988:154-155),

and a representative or figurehead (Hughes, 1970:79) of his school. The skills involved in this multitude of functions or roles are considerable.

According to the Manual for Principals of Schools (DET:00/ET 281, pp.38-43), the principal must have in his ethical armoury such attributes as integrity, reliability, firmness of principle and resolution, leadership and management, dedication, self-sacrifice and sustained diligence, tension tolerance, human relations and communication skills.

The views expressed by various authorities show that principals (school executives/administrators) must, *inter alia*, not only have general and professional education and experience coupled with adequate administrative orientation (Burnham in Baron and Taylor, 1969:116), broad training in areas of sociology, economics and history (Shuster and Stewart, 1973:12) but also acquire administrative theory based on the social sciences (Hughes, 1967, in Baron and Taylor, 1969:103), and knowledge of general systems and social systems as well as theories with respect to value, role, decision, leadership and organisation (Lipham and Hoeh, 1974:4).

In the light of the foregoing observations, the investigator cannot help agreeing with Paras (1977:128) that the principal is often cast as a superman, possessing every attribute and qualification as well as the requisite energy and determination to perform miracles. In the researcher's view, to achieve success in the various roles, powers and attributes of principalship, both the aspiring and incumbent principals require training.

3.4.2 *STAFF DEVELOPMENT PROGRAMMES FOR PRINCIPALSHIP*

Burnham (Baron and Taylor, 1969:91) has pointed out that so far, principals of colleges and heads of schools have not received adequate professional preparation for their positions. The need for training adminsitrators has, also, been stressed by various authorities. Lonsdale

(1964) has observed that student activism, staff unionization and professionalization, continual budget cuts and demands for efficiency and accountability, demands for greater community involvement in school affairs and technological innovations - all call for schools to be adaptive, flexible and responsive to the needs of a changing society. In his view, a changing society demands a changing school.

The principal's role as a change agent under these circumstances cannot, therefore, be overemphasized. Rebore (1987:168) has described the situation more lucidly. School principals face manifold challenges arising from such trends as cultural pluralism, community involvement, student rights and collective bargaining. These trends have created a new set of competencies that principals have to acquire since most of them were trained and educated before the new challenges emerged. The author continues that as even more dramatic changes are anticipated, principals must be prepared to meet them through proper staff development.

Areas identified by Rebore (1987:167) as appropriate for such staff development programmes include instructional skills, management skills, human relation abilities, political and cultural awareness, leadership skills and self-understanding. Two types of programmes can meet principal's developmental needs: firstly, the traditional models, including workshops, conferences and seminars; secondly, a more personalized approach directed at helping principals to acquire skills that relate simultaneously to their job, and their personal development and growth, which might include techniques for working with advisory groups, methods of communication, stress management and time management, (1987:166-173).

Burnham, on the other hand, believes that three things - content, principles and methods - are involved in courses of preparation and in-service education for school administrators. To him, of much greater importance is the development of certain cognitive and social skills, the learning of a

variety of intellectual strategies (Baron and Taylor, 1969:116). It is not so much the content of teaching that deserves attention but the principles in accordance with which it is organized and the methods by which it is carried out (1969:116). Burnham, then, discusses six main ways of teaching educational administration: One, the standard techniques of lecture, seminar and discussion group, used in the universities and in most of the courses provided by other bodies; two, case and simulation techniques; three, sensitivity training, which seeks to enhance the individual's awareness of the nuances of face-to-face and small group interaction; four, field experience programmes, which combine university or other courses in educational administration with periods of practical work in schools, local education authority offices and elsewhere; five, internship method, where the intern gains experience of administrative situations in schools, in consultancy and advisory work, and in the central office; and lastly, combining practice in an academic study of administration by running evening and one-day-a-week seminars for heads, with a good deal of assigned work that must be undertaken between meetings (Baron and Taylor, 1969:117-121).

Weindling (1989), too, believes that innovations within the school require demonstrable commitment by heads and principals. Weindling suggests that: One, the local Education Authorities (LEAS) should continuously invest in the changed management and leadership role of the head through short courses and other forms of in-service training (INSET). The training should not only provide the opportunity of applying the ideas to planning innovation but also involve coaching for both heads and head-head interaction. Two, to develop future heads, LEAS should endeavour to develop the talents of deputies and heads of department as school improvement leaders both formally through courses and informally through interaction, (1989:53-61). Another form of training is self-development. The principal should be encouraged and motivated to educate himself through reading, travelling and full time or part-time studies.

3.5 **CONCLUSION** *The "Functional" View of Principalship*

The literature review has encompassed Chapters 2 and 3. The picture that emerges and unfolds from the examination of the theoretical view of principalship (Chapter 2) and the functional view of principalship (Chapter 3) with respect to community relations is that of a principal who plays the manifold roles of a manager, an educator, a counsellor/consultant, a judge/mediator, a representative or spokesperson and a figurehead. In all these multifaceted roles, the principal has got to communicate with many and varied persons and bodies both within and outside his school. The researcher is, therefore, inclined to believe that communication skills is a *sine qua non* (indispensable) attribute of principalship, which needs to be persistently and assiduously cultivated, nurtured and maintained by any wise and perceptive principal.

In Chapter 4, which follows, the researcher will endeavour to describe the empirical procedures that were followed in investigating the topic of his study.

CHAPTER 4

RESEARCH DESIGN

4.1 INTRODUCTION

The previous two chapters (chapters 2 and 3) dealt with the literature review. This chapter (chapter 4) combines both the theoretical and the functional in its attempt to describe the sampling method (systematic sampling) and the two data-gathering techniques (questionnaire and interview) utilized for this study.

4.2 POPULATION AND SAMPLE FOR THE PRESENT STUDY

4.2.1 *INTRODUCTION*

The primary purpose of research is to discover principles that have universal application (Best 1981:8). However, considerations of size and instability of some populations coupled with expense in money, time, effort, services and facilities make it impracticable, if not virtually impossible, to study a whole population to arrive at generalizations (Best 1981:8, Behr 1983:11).

It becomes necessary, therefore, to use sampling. What follows is a description of the systematic sampling technique used for this study.

4.2.1.1 *SYSTEMATIC SAMPLING* is a probability sampling procedure (where every member has an equal chance of being selected) by which the selection of the first sample member determines the entire sample (Wiersma 1969:266). It involves selecting subjects from a population

list in a systematic rather than a random fashion (Behr (1983:15). This sampling technique is used where the population can be accurately listed or is finite (Best 1981:11). According to Fox, perhaps the most widely known procedure for systematic selection is to alphabetize the population and select every Xth (eg. every fifth or tenth) element (1969:338).

Behr has given a typical example to show how this sampling device works: "If a sample is required from a population of telephone subscribers in a certain town, the fifth person from the top of each page of the telephone directory could be selected" (until the desired sample number is achieved) (Behr 1983:15). "The starting point for the selection is chosen at random" (Behr 1983:15, Cohen and Manion 1989:102).

Although this procedure is easy, simple and convenient, the random character of the selection process is lost and with it the loss of the bias-free aspect of the selection process (Fox 1969:338). Wiersma thinks that the most serious and really the only threat to systematic sampling is the existence of periodicity in the population that is reflected in the dependent variable (1969:267). In this study such periodicity is not suspected.

4.2.1.2 The researcher will now deal with the populations and samples used for the questionnaire and interviews in respect of the present study.

4.2.2 *POPULATION AND SAMPLE FOR THE QUESTIONNAIRE*

4.2.2.1 The population for the questionnaire comprises the principals of all the secondary (post primary) schools in Ciskei. However, as secondary schools in Ciskei consist of both Junior secondary schools (from stds 6 to 8) and senior secondary schools (SSS) or high schools

(HS) (from stds 6 to 10), the researcher decided to concentrate only on the SSS/HS for the sake of equilibrium, uniformity, convenience and tidiness. Consequently, the population for the questionnaire in respect of the current investigation was made up of the principals of all SSS/HS in Ciskei.

4.2.2.2 *THE SAMPLE AND HOW IT WAS SELECTED*

For the sample size, the researcher decided to select 25 percent of the population, which is 102. The sample size arrived at was 25. In the researcher's view, 25 percent of the target population in respect of the questionnaire was more than adequate for the study, taking into account, *inter alia*, the geographical distribution of the schools, subject availability, the homogeneity of the main respondents (principals) and the time and the budget at the researcher's disposal (Behr, 1983:13-14, Cohen and Manion, 1989:104)

Having decided on the sample size, the investigator listed all the units contained in the population in an alphabetical order and applied a systematic sampling procedure to select the 25 schools as follows: the investigator first selected the fourth school on the list from the top and then every fourth school until the sample number of 25 was achieved (Behr, 1983:15). It was, therefore, decided to administer the questionnaires to the principals and the interviews to the other categories of respondents of the 25 schools selected for the sample.

4.2.3 *POPULATIONS AND SAMPLES FOR THE INTERVIEWS*

The interviews were meant for the following categories of respondents:

(a) All 10 assistant directors (ADS) were to be interviewed.

(b) As regards the non-teaching personnel, it was decided that only the clerks/typists/administrative assistants/secretaries of the 25 schools selected should be interviewed in order to get their maximum co-operation, understanding and sympathetic support by virtue of their level of literacy.

(c) For the rest, systematic sampling procedure was applied for the selection of:

(i) 10 percent of the teachers in each of the 25 schools selected. A definitive sample size could not be determined offhand since the number of teachers differed from school to school.

(ii) 10 percent of the elected school committee members in each of the 25 schools selected. The sample size arrived at was one (1). It is worth mentioning that a school committee consists of:
5 members elected by the parents of pupils in a school, and
4 members nominated by the assistant director (AD) in consultation with local interested persons. (Regulations in terms of Ciskei Education Act, 1985 (Act 27 of 1985), Government Notice No. 8, 1988:2). It was, however, decided to restrict the interviews to the elected members not only because of subject availability, but also because the researcher wanted to know the views of parents with respect to the school's internal and external relations.

(iii) 5 percent of the senior pupils (pupils in stds 9 and 10) of each of the 25 schools selected. The investigator restricted the interviews to the pupils in senior classes mainly for the sake of communication, co-operation and understanding. The 5 percent was considered adequate in terms of respresentativeness as well as in terms of costs in money, time and effort involved (Best, 1981:9).

4.3 THE QUESTIONNAIRE AND INTERVIEW AS DATA-GATHERING INSTRUMENTS FOR THE PRESENT STUDY

4.3.1 *INTRODUCTION*

Fox has identified three methods for gathering data: Observation, measurement and questioning (1969:51).

All three methods cited are applicable in various circumstances of the research approaches, in different ways and to different degrees. With regard to questioning, Fox (1969:543) identified two ways of gathering information: firstly, questions asked on the personal level as in an interview, and secondly on the impersonal level by means of a questionnaire.

In the researcher's view, a preoccupation with one method to the total neglect of the potentials of the others may be unhelpful. The researcher, thus, concurs with Best that since each data-gathering procedure probably has its own particular deficiencies or biases, there may be merit in utilizing both the questionnaire and the interview to counteract bias and generate adequate data (1981:153).

Consequently, the researcher has applicated both the questionnaire and the interview as data-gathering instruments for this study.

4.3.2 *THE QUESTIONNAIRE AS AN INFORMATION-GATHERING INSTRUMENT FOR THE PRESENT STUDY.*

4.3.2.1 *DEFINITION OF QUESTIONNAIRE*

According to Young, a questionnaire is: "a research technique which is used, inter alia, in normative survey researches for the purposes of securing responses to certain questions. These questions are generally factual and designed to secure information about conditions or practices presumed known to the respondent. It may, however,

also ask for opinions and in addition it may be used to afford insight into the attitudes of a group" (1956:178).

Commenting on the characteristics of a questionnaire, Davidson (1970), according to Cohen and Manion (1989:106), succinctly stated thus: "An ideal questionnaire possesses the same properties as a good law: It is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents ... and coders. And since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth".

4.3.2.2 *REASONS FOR USING QUESTIONNAIRE AS INFORMATION-GATHERING TECHNIQUE FOR THIS STUDY.*

The most important reasons for employing the questionnaire technique for the principals of secondary schools include the following:

(a) principals are sufficiently literate (Fox 1969:553)
(b) the selected sample is sufficiently homogeneous (Fox 1969:554)
(c) personal observation confirmed by the pilot study shows that since principals appear to be always very busy, arranging interviews with them would be a herculean task indeed, particularly in the rural areas where the telephone system is anything but satisfactory and reliable.
(d) the questionnaire can have a very wide geographical coverage at a relatively low cost in terms of money, time and effort (Fox 1969:542, Ary, Jacobs and Razavieh 1972:169).
(e) because of its impersonal nature, the questionnaire may elicit candid and objective replies and, therefore, valid responses (Mouly

1963:240, Mahlangu 1987:84).

(f) because of its rigid structure, the questionnaire technique permits comparability (Selltiz, Johada, Deutch and Cook 1971:236, Mahlangu 1987:85).

(g) in the questionnaire, questions and answers can be given more thought (Mouly 1963:240, Mahlangu 1987:85).

(h) lastly, in the questionnaire, the standard instructions are given to all subjects and the personal appearance, mood, or conduct of the investigator will not colour the results (Ary, Jacobs and Razavieh 1972:169-170).

It is worth mentioning that the researcher has taken adequate steps to deal with the problems posed by the questionnaire technique, such as the misunderstanding and/or misinterpretation of questions (Mouly 1963:241, Ary, Jacobs and Razavieh 1972:70), bias (Behr 1983:157, Mahlangu 1987:85), high rate of non-returns, (Mouly 1963:240-241, Fox 1969:542), and the inability or unwillingness of respondents to provide information (Mouly 1963:241, Mahlangu 1987:85).

4.3.2.3 *TYPES OF QUESTIONNAIRE USED FOR THIS STUDY*

The researcher made use of a mixed strategy (a combination of structured and unstructured forms of questionnaire).

(a) The structured/closed/restricted/standardized questionnaire consists of a question or a statement to which a person responds by selecting one of two options, such as "yes" or "no" (Best 1981:168). In one variation of this type, the respondent is asked to underline, check or tick a word from two or more alternatives (Best 1981:168, Mahlangu 1987:80). In this type of questionnaire, provision - an "other" category - is made for responses which cannot be anticipated

(Mahlangu 1987:80). Another variation requires the ranking of choices (Turney and Robb 1971:131).

It is true that in the structured questionnaire, the respondent does not have the opportunity of explaining his reasons for certain responses, thereby limiting its value in measuring attitudes, feelings and certain aspects of behaviour (Turney and Robb 1971:131). However, the structured questionnaire was adopted because, among other things, it is easy to administer and fill in; it takes little time, helps to keep the respondent's mind riveted on the subject, facilitates tabulation and analysis, improves the reliability and consistency of the data, minimizes the risk of misinterpretation and is relatively objective (Tuckman 1972:201, Van Dalen 1979:154, Best 1981:169, Mahlangu 1987:80).

This type of questionnaire was, therefore, deemed suitable for principals who seem hard pressed for time.

(b) The unstructured/open/unrestricted/non-standardized questionnaire, on the other hand, permits free response. Although the open questionnaire requires, inter alia, greater effort and mental exertion by the respondents, it allows them to freely and fully answer in their own words as well as reveal their own frames of reference and the reason(s) for their responses (Young 1956:181, Best 1981:169). It is intensive and searching in character and is used for detailed expression of social attitudes, convictions, motives or emotions (Van Dalen 1979:155, Young 1956:181).

(c) A mixed strategy (combination of both structured and non-structured forms of questionnaire), on the other hand, accommodates the strengths of both types and seeks to jettison their weaknesses (Mouly, 1963:248, Best, 1981:169, Behr, 1983:151).

It is worth noting that for the reasons adduced above, the researcher employed the mixed strategy with the scale tilting largely in favour of the structured questionnaire.

4.3.2.4 *COMPILATION OF THE QUESTIONNAIRE*

In designing the questionnaire for this study, the researcher addressed himself to these important criteria: clarity of language, specificity of content and time period, singleness of purpose, linguistic completeness, and grammatical consistency and freedom from suggestion (Fox 1969:529-533) as well as simplicity and brevity to avoid misinterpretation and/or ambiguity (Mouly 1963:263), good psychological order, proceeding from general to more specific responses (Best 1981:176, Mahlangu 1987:81), avoidance of prejudicial or biased questions (Turney and Robb (1971:132), provision of "other" categories, as necessary (Mahlangu 1987:81), attractive questionnaire layout (Behr 1983:157), follow up procedures (Best 1981:178, Mahlangu 1987:83) and the question of signed questionnaires (Best 1981:157, Mahlangu 1987:82).

Furthermore, in compiling the questionnaire, the investigator:
(a) consulted as much as possible the published and unpublished literature dealing with principal-community relations and school-community relations as well as management and communications in organisations;

(b) sought the views of his supervisor as well as the lecturer of Educational Research in the Faculty of Education, UFH, in order to gain more information about the construction of an accountable questionnaire;

4.3.2.5 *A COVERING LETTER*

An accompanying, introductory letter was written so as to enable the respondents to be completely clear as to the purpose of the investigation (Best 1981:178, Mahlangu 1987:82) and the intent of the investigator. The question of signed questionnaires was also addressed. Although signed questionnaires might promote frankness and honesty if treated confidential (Behr 1983:157, Mahlangu 1987:82), the researcher opted for unsigned questionnaires, agreeing with Gerberich (1947) who, according to Mouly 1963:253), found that signed questionnaires tended to inhibit honesty and frankness.

4.3.2.6 *THE PILOT STUDY*

According to Mahlangu, it is desirable to "run a pilot test on a questionnaire and to revise it according to the results of the test" (1987:82).

Bailey has suggested that the pilot study may be done on a "captive audience" such as co-workers or students (1982:225).

In this investigation, a pilot study was undertaken for a number of reasons, the most important being the following: one, to attempt to determine whether the questionnaire items possess, as Tuckman put it, the "desired qualities of measurement and discriminability" (1972:225); two, to provide a trial run of the questionnaire as a data-gathering approach (Fox 1969:66, Rabothatha 1982:87); three, to determine whether any question needs revision (Fox 1969:66, Mahlangu 1987:82); four, to, as Mahlangu has pointed out, uncover "failings as well as areas of sensitivity", thus enabling the researcher "to debug his questionnaire" (1987:82); five, to enable the investigator to acquire the requisite experience in working with the respondents in administering data-gathering instruments and analysing the research data (Fox 1969:66-67); six, to provide some

pilot data to test out the data-analysis techniques planned (Fox 1969:66); lastly, to help eliminate any ambiguities in the phrasing or choice of words (Behr 1983:152).

In sum, the pilot study was conducted to not only decide on the feasibility of the study prior to the wide distribution of the questionnaire but also demonstrate the adequacy of the research procedure. Besides explaining in detail the purpose and nature of the study to the respondents, the researcher gave the respondents an *aide memoire* restating what was required of them. It must be added that the subjects used for the pilot study did not take part in the final application of the questionnaire.

4.3.2.7 *THE FINAL QUESTIONNAIRE*

The results of the pilot study were very carefully analysed by the researcher. The assistance of authoritative people was sought and welcomed by the researcher. The attitudes and reactions of the respondents were noted in order to detect boredom, exhaustion and time taken to complete the questionnaire and to test the wording of the questionnaire. The pilot study showed, inter alia, that the principals, hard pressed for time as they are, seemed to prefer closed questionnaires. The questionnaire was a mixed one, but the scale tilted in favour of structured items in order to maximize returns.

The final questionnaire was, therefore, considered to be suitable for the purposes of this study. Copies of the cover letter and the questionnaire are reflected in Appendices D and E, respectively.

4.3.3 ***THE INTERVIEW AS AN INFORMATION-GATHERING INSTRUMENT FOR THE PRESENT STUDY***

4.3.3.1 *DEFINITION OF INTERVIEW*

The interview is sometimes referred to as a conversation with the definite purpose of obtaining certain information by means of the spoken word (Mouly 1963:263-264), or as an oral questionnaire (Best 1981:164) or, as Cannel and Kahn (1960:16, 1968:1) and Tuckman (cited by Cohen and Manion 1989:307-308) have lucidly stated: "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation"

4.3.3.2 *REASONS FOR USING THE INTERVIEW AS INFORMATION-GATHERING TECHNIQUE FOR THIS STUDY*

Although the interview technique poses problems, the most significant being costs in money, time and effort (Mouly 1963:267, Behr 1983:145, Mahlangu 1987:91), greater unreliability (Tuckman 1972:187), and bias (Behr 1983:145, Mahlangu 1987:91), the researcher used this technique for the following reasons with respect to the other categories of respondents for the study, namely assistant directors, teaching and non-teaching personnel, pupils and school committee members: one, to supplement the questionnaires not only to serve as a countercheck on the principals' responses but more importantly to enable the investigator to know the views of the significant others on the principal-community relations (Behr 1983:145); two, to obtain maximum returns since people are usually more willing to talk than to write and, therefore, are likely to provide data more readily than in a questionnaire (Van Dalen 1979:158, Best 1981:156, Behr 1983:145); three, to enable the interviewer to give a full and detailed explanation of the purpose of the study to the respondents as well as to ensure that the latter fully understand

what is required of them (Best 1981:156, Behr 1983:145); four, to enable the interviewer to question thoroughly certain areas of enquiry and get greater depth of response (Best 1981:165); five, to enable the researcher to get information about the feelings or emotions of subjects in relation to certain questions (Ary, Jacobs and Razavieh 1972:168, Best 1981:165) and lastly, to enable the researcher to seek information from young children, illiterates, those with language problems and those with limited intelligence (Best 1981:165, Behr 1983:145).

The investigator was not unconscious of the fact that the benefits listed above could be obtained largely through the establishment of a good rapport, and that to create a good rapport requires the investigator to be friendly, non-critical, interested in the other party and willing to listen as well as to talk (Rabothatha 1982:67).

4.3.3.3 *TYPES OF INTERVIEW USED FOR THIS STUDY*

As in the case of the questionnaire, interviews can be either structured, non-structured or a mixed strategy (a combination of the two) (Best 1981:165-166, Behr 1983:145-146, Cohen and Manion 1989:308-309). The researcher employed the mixed strategy.

(a) The structured/closed/restricted/standardized interview is rigidly standardized and formal (Mouly 1963:271). The same questions are presented in the same manner and order to each subject and the choice of alternative answers is restricted to a predetermined list. Even the same introductory and concluding remarks are used.

Although the closed interview does not permit extensive questioning in depth (Turney and Robb 1971:134) and the schedule preparation is exacting and laborious (Behr 1983:145), it is more scientific in

nature than the unstructured one (Van Dalen 1979:179), conduces to uniformity of approach and saves time.

The pilot studies showed that time saving was very essential and that most of the interviewees found it difficult to deal with open questions.

(b) The non-structured interview, on the other hand, does not place any restrictions on the questions asked or the response given. Here, a series of questions to be asked are prepared beforehand, but the interviewer is permitted to use his discretion and to depart not only from the set questions but also from their order of presentation, as necessary (Behr 1983:146).

Although this type of interview can be time consuming and poses problems, inter alia, of difficulty of comparing the data obtained from the various respondents so as to reach reliable generalizations (Behr 1983:146), it is beneficial in several respects. It, among other things, enables the interviewer to gain an insight into the respondent's attitudes, motives, feelings and beliefs. Moreover, its flexibility encourages the interviewee to express himself freely (Van Dalen 1979:160).

(c) The mixed strategy (combination of structured and non-structured interview). Here, the respondent may be given closed-form questions and then asked to elaborate if he makes certain responses. Another variation is that both open and closed questions are asked in the interview. In the present study, the investigator made use of the mixed strategy as well as the two variations mentioned in order to avoid the defects of the two types of interview, while benefiting from their strengths (4.3.3.3. (a) and (b) above).

4.3.4 *COMPILATION OF INTERVIEW QUESTIONS FOR THIS STUDY*

Six different questions were compiled, directed at six different categories of interviewees (4.3.3.2). The compilation of the questions involved: (a) rephrasing some of the items in the principals' questionnaires relating to the respective respondents; (b) consulting as much as possible published and unpublished works relating to the investigation; and (c) seeking the views of Prof B R G Lindeque, the researcher's supervisor, and Mr C J Bongers, Senior Lecturer, Faculty of Education, UFH, in order to get more information about the construction of accountable interview items.

4.3.5 Pilot studies were carried out regarding the six categories of interview questions with a view to, inter alia, remedying any ambiguities in the phrasing or choice of words.

4.3.6 *THE FINAL INTERVIEW QUESTIONS*

After carefully analysing the results of the pilot studies and making the requisite amendments, the researcher cleared the amended versions of the questions with Prof B R G Lindeque and Mr C J Bongers, respectively. The final interview questions were, therefore, considered suitable for the present study. Copies are reflected in Appendices F-K.

4.4 THE ADMINISTRATION OF THE QUESTIONNAIRES AND THE INTERVIEWS FOR THE PRESENT STUDY

4.4.1 *INTRODUCTION*

To get maximum support and returns at less cost in terms of money, time and effort, the investigator made use of assistants - one assistant for each of the 25 selected schools. In selecting an assistant, the investigator took into account, inter alia, the person's knowledge, experience, personality,

human and personal relations and, more importantly, his sense of responsibility and interest in the investigation. Only teachers were selected because of their pivotal position in relation to their principals, their colleagues, the non-teaching personnel, pupils and school committee members.

At meetings held at vantage points, the investigator fully briefed groups of assistants about the nature of the study and the investigator's intent as well as the sampling technique and the data-gathering instruments used for the study.

4.4.2 ***THE DUTIES AND RESPONSIBILITIES OF AN ASSISTANT COULD BE SUMMARIZED AS FOLLOWS:***

4.4.2.1 In respect of the questionnaires: (a) to deliver to his principal personally the questionnaire, the covering letter and the letter from the Director-General, Department of Education, Ciskei, authorizing the researcher to conduct the research in the secondary schools in Ciskei; (b) to exert *sensible* and *tactful* pressure on the principal in order to get the questionnaire completed on time; (c) to consult with the investigator from time to time, particularly in case of problems that might warrant the investigator seeing the principal personally.

4.4.2.2 In respect of the interviews: (a) to consult with the researcher in selecting the different categories of interviewees in accordance with the systematic sampling technique, (b) to interview the interviewees individually, as necessary.

4.4.2.3 Recording the interviews: (a) to take notes or to use a tape recorder or to use both devices, as necessary. Most of the interview questions were structured. Consequently, for the sake of convenience and economy and, also, to avert possible non-cooperation and resistance,

particularly on the part of the pupils and the non-teaching staff, note taking was largely employed for recording the interviews. Due consideration was given to the fact that note taking during the interview might distract the attention of both the interviewer and the interviewee (Mouly 1963:271, Best 1981:166, Behr 1983:47). However, tape recording was also used where necessary, because it is so convenient and inexpensive. Furthermore, it not only provides a complete and accurate record of the entire interview but also preserves the tone of the voice and emotional impact of the response and avoids the possibility of interview bias. Lastly, the tape recorder can be replayed as often as necessary and a written record as well as complete and objective analysis made later (Best 1981:166, Behr 1983:147).

4.4.2.4 The handling of the completed questionnaires and interview documents: (a) to send the completed questionnaires and the interview documents either in person or by registered post to the investigator. Here, it is worth mentioning that, in most cases, the investigator personally collected the completed documents from the assistants.

4.4.3 The duties and responsibilities of the researcher were mainly six-fold: (a) to initially visit as many of the principals as possible and brief them about the study; (b) to select, brief and liaise with the assistants; (c) to assist the assistants in selecting the different categories of respondents, as necessary; (d) to personally distribute the questionnaires to some of the principals and to interview the teachers, pupils, non-teaching personnel and school committee members selected in such schools; (e) to personally interview the assistant directors; (f) to personally conduct all the pilot studies; (g) to collect the completed questionnaires and interview documents from the assistants, as necessary; (h) to assume full and final responsibility for the study.

4.5 CONCLUSION

In this chapter, the researcher has endeavoured to briefly describe how the sampling technique (systematic sampling) and the data-gathering instruments (questionnaire and interview) were actually applicated for the present study. It was noted: (a) that the questionnaire procedure was used for the main respondents-principals; (b) that the interview procedure was employed for the other categories of respondents (4.3.3.2); (c) that the questionnaires and the interviews were applied between July and August 31, 1991; and (d) that the services of assistants were utilized to maximize returns.

The main findings, based on the data obtained, will be described in the next chapter (Chapter 5).

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

In this chapter, the results of the questionnaires and interviews in connection with this study are reflected.

Systematic sampling technique was employed in this project. Questionnaires were sent to 25 principals of 25 secondary schools selected from the entire universum consisting of 102 secondary schools in Cískei. Twenty five principals responded accordingly.

Interviews were conducted with school committee members, pupils (in stds. 9 and 10), teachers, non-teaching staff (the clerical staff), assistant directors (9 in the 9 directorates/circuits of Ciskei) and the assistant director (management division, Department of Education).

The responses from the principals and the interviewees together with the researcher's information gained from the literature consulted in this regard, have given the researcher a clear picture and wide perspective of the principal's relationship with the community. The investigation has revealed several areas where the principals and the interviewees reflect a general consensus of opinion as well as areas of divergent opinion. The descriptive analysis of responses that follows also includes value judgements with regard to principal-community relations.

As explained in chapter 4 and, also, mentioned above, it was necessary to apply systematic sampling method for the selection of 25 secondary schools

from the 9 directorates in Ciskei for the administration of the principals' questionnaires as well as the interviews to the significant others (the assistant directors excepted) to give a fair representation. For this reason, the findings of this study can be regarded as representative of the populations concerned and could be used to draw meaningful conclusions.

It is also worth reiterating (as explained in chapter 4) that in this study the qualitative procedures (i.e. the interview survey) would be used to supplement the quantitative procedures (i.e. the questionnaire survey). For this reason and also taking into account the length of the study, the researcher has decided to present only the frequencies and percentages (where necessary) of the responses of the interviewees without tabulating them. The computer printouts of the responses of the interviewees to the structured questions are available in the supervisor's office. Lastly, only the major findings in respect of the interviews are reflected in this report. The main purpose of the interviews was to discover the views of the different categories of interviewees on principal-community relations, in particular and school-community relations, in general.

5.2 CLASSIFICATION OF RESULTS

For the sake of analysis, convenience and tidiness, it has been decided to classify the results into two categories - questionnaire and interview results. Survey A comprises the questionnaire results, and Survey B, the interview results.

5.2.1 ***To avoid pitfalls, the investigator has decided to adopt the following line of action:*** To make three or four columns (as necessary): one for categories, one for the number of frequencies, while in the summary of results, each case will be reduced to a percentage of the test population.

5.3 SURVEY A : THE RESULTS OF THE QUESTIONNAIRES (25 PRINCIPALS)

5.3.1 ***PART A*** Questions 2-15 reflecting preliminary information concerning the test population.

Table 5.1 Information Supplied Regarding Location of Schools
Question: Location of your school

Category	Frequency	Percentage (%)
Rural areas Urban areas	18 7	72 28
Total	25	100

According to Table 5.1, the majority, 72% (18 out of 25 schools) were in the rural areas.

Table 5.2 Information Supplied Regarding Sex
Question : Your sex

Category	Frequency	Percentage (%)
Male Female	22 3	88 12
Total	25	100

Table 5.2 indicates that the majority of the heads (88% i.e. 22 of 25 principals) were males. This is probably due to the fact that until about 3 years ago because of rampant student activism and vandalism in secondary schools, the Department of Education felt it unwise and undesirable to appoint females to head secondary schools. However, since about three years ago, a handful of females have been appointed as principals

Table 5.3 Information Supplied Regarding Academic and Professional Qualifications
Question : Academic and professional training.

Category	Frequency	Percentage (%)
Academic qualification	25	100
Academic qualification plus professional qualification	25	100
Total	25	100

Table 5.4 Information Supplied Regarding Qualification(s) in Educational Management and Administration
Question : Do you hold any qualifications in Educational Management and Administration?

Category	Frequency	Percentage (%)
Yes	0	0
No	25	100
Total	25	100

Tables 5.3 and 5.4 are closely associated. According to Table 5.3, 100% (all 25 principals) possessed both academic and professional qualifications. In the researcher's view, sound academic and professional qualifications are one of the prerequisites for principalship.

Table 5.4 indicates that 100% (all 25 principals) had no qualifications in educational management and administration. In the researcher's view, principalship requires management and administrative skills.

According to the DET "Manual for principals of schools" (00/ET 281 undated, p.3), principalship is a new job with new challenges and problems which demand capabilities and attributes "well-nigh beyond the reach of many persons". Many authorities have observed that the current academic and professional training programmes are inadequate for principalship/headmastership in that they are focused on producing a competent professional leader, not a principal/headmaster (Cawood, 1973:5, Heyns, 1986:4 cited by Theron and Bothma, 1990:87).

Table 5.5(a) Information Supplied Regarding Experience as Teacher
Question : Number of years as a teacher (in non-supervisory position)

Category	Frequency	Percentage
Under 1 year	1	4
1 - 2 years	2	8
3 - 5 years	8	32
6 - 9 years	7	28
10 years and above	7	28
Total	25	100

Table 5.5(b) Information Supplied Regarding Experience as Head of Division (HOD), Deputy Principal (DP) and Principal
Question : Number of years (experience) as HOD, DP and Principal

Category	HOD		DP		Principal	
	Frequency	%	Frequency	%	Frequency	%
Nil (0)	10	40	10	40	0	0
Under 1 year	2	8	1	4	1	4
1 - 2 years	7	28	9	36	9	36
3 - 5 years	3	12	4	16	4	16
6 - 9 years	3	12	1	4	11	44
10 year and over	0	0	0	0	0	0
Total	25	100	25	100	25	100

Table 5.5(c) Information Supplied Regarding Experience as Principal in Different Secondary Schools
Question : State the names of the secondary schools which you have headed and the number of years spent in each school.

Category	Frequency	Percentage (%)
1 school	8	32
2 schools	6	24
3 schools	5	20
4 schools and over	6	24
Total	25	100

Tables 5.5(a), 5.5(b) and 5.5(c) are closely associated. Table 5.5(a) shows that with regard to experience as assistant teacher, the majority (56% i.e. 14 out of 25 principals) had 6 or more years experience.

According to the *ADS* interviewed, 5 or more years experience as assistant teacher

could qualify one for *HOD*.

Table 5.5(b) indicates that as regards experience as *HOD*, the majority 76% (19 out of 25 principals) had between 0-2 years experience. In the investigator's view the *HOD* experience gained by the majority of the heads was inadequate.

With regard to the experience gained as *DP*, the majority, 80% (20 out of 25 principals) had between 0-2 years experience. In the researcher's view, the experience gained by the majority of the heads as *DP* was inadequate.

As regards the experience gained as principal, the majority (60% i.e. 15 out of 25 principals) had between 3-9 years experience. Given the fact that Ciskei attained independence status from the RSA in 1981 (about 10 years ago), the 60% figure appears satisfactory.

Table 5.5(c) reveals that in respect of experience gained as principal in different secondary schools, 56% (14 out of 25 principals) had headed between 1-2 schools, while 44% (11 out of 25 principals) had headed between 3-4 schools.

According to one of the most experienced *ADS* interviewed, a newly-appointed principal should, all things being equal, remain in one school for not less than 5 years to enable him to make his mark. For an old, experienced principal, two or three years in one school would be enough. On this basis and given the youthfulness of Ciskei as an independent state, (for she is barely 10 years old), the 56% and 44% figures given above seem adequate.

However, in the investigator's opinion, there is more room for improvement when the data in Tables 5.5(a-c) is pitted against the illuminating observation contained in the DET "Manual for principals of schools" (00/ET 281 undated, p.3).

"A great deal of serious thinking and close investigation usually precede the appointment of a principal. The selected applicant is the teacher who has made

a success of his teaching career, who has been a success as head of his department and/or deputy principal. Being appointed principal is his reward for diligence and dedication and for the capable manner in which he performed his duty".

Even here, the researcher begs to differ in that a successful teacher, a successful *HOD* and *DP* may not necessarily become a successful principal, for, as Theron and Bothma (1990:87) have rightly pointed out, the current academic and professional qualifications held by principals are focused more closely on instructional leadership than on headmastership - a leader of the total instructional situation.

Table 5.6 Information Supplied Regarding Seminars/Inservice Courses on Educational Management and Administration
Question : Do you attend seminars/in-service courses on educational management and administration?

Category	Frequency	Percentage (%)
Yes No	25 0	100 0
Total	25	100

According to Table 5.6, 100% (all 25 principals) responded that they attended seminars on educational management and administration. This, in the investigator's view, is a step in the right direction in that the courses are meant to arm the principals with the requisite skills in management and administration (Survey B, Part F, 1.2, 1.3), which they lacked in both their academic and professional training.

Table 5.7 Information Supplied Regarding the Aspects of Community Relations Discussed at Seminars on Educational Management and Administration
Question : If yes, what aspects of community relations are discussed at such seminars/in-service courses?

Category	Yes		No		Total	%
	Frequency	Percentage	Frequency	%		
i) Parental/community involvement or participation in educational/school affairs.	24	96	1	4	25	100
ii) School committee (Governing body).	22	88	3	12	25	100
iii) Parents' association (PA) or Parental teacher association (PTA).	13	52	12	48	25	100
iv) Staff and students involvement in community life.	14	56	11	44	25	100
v) Public attitude towards education and schools.	13	52	12	48	25	100
vi) Utilization of school's resources by the community.	12	48	13	52	25	100
vii) Utilization of community's resources by the school.	14	56	11	44	25	100
viii) Communication between the school and the community.	20	80	5	20	25	100
ix) Grounds and plant maintenance.	12	48	13	52	25	100
x) Administration of school funds.	23	92	2	8	25	100

In Table 5.7, which deals with the aspects of community relations discussed at principals' seminars, the majority of the heads responded positively with regard to all the topics listed except utilization of school's resources by the community and school grounds and plant maintenance. During the interview with the *AD*, management division of Ciskei Department of Education, she largely confirmed these findings (Survey B, Part F, 1.4).

Table 5.8(a) Information supplied regarding principal's teaching task
Question : Do you teach in addition to being a principal?

Category	Frequency	Percentage (%)
Yes	25	100
No	0	0
Total	25	100

Table 5.8(b) Information Supplied Regarding the Number of Subjects Taught
Question: If yes, state the (number of) subjects involved (taught).

Category	Frequency	Percentage
1 subject 2 subjects 3 subjects	18 7 0	72 18 0
Total	25	100

Table 5.8(c) Information Supplied Regarding the Total Number of Periods Taught
Question: If yes, state the total number of periods involved (taught).

Category	Frequency	Percentage (%)
5 - 9 periods 10 - 14 periods 15 - 19 periods 20 -24 periods 25 and above	2 15 5 3 0	8 60 20 12 0
Total	25	100

Tables 5.8 (a-d) are closely related. Table 5.8(a) shows that 100% (all 25 principals) taught in addition to being principals.

Table 5.8(b) indicates that 72% (18 out of 25 principals) taught one subject, while 18% (7 out of 25 principals) taught 2 subjects.

From the above analysis, 100% (all 25 principals) taught one or two subjects. In the researcher's view, preparing different subjects for the same or different classes is more tedious than preparing one subject for the same or different classes.

Closely associated with the enormous managerial/administrative task of the principal is the number of teaching periods a principal has to contend with in a week. According to Nkansa-Dwamena (1990:84, Table 4.9), the minimum number of teaching periods per week for the principal in Ciskei is 14.

Table 5.8(c) shows that majority, 60% (15 out of 25 principals) taught between 10-14 periods per week, which, on the basis of departmental requirements, seems

satisfactory.

From the researcher's own observation, some principals teach 2 examination subjects in the external classes (stds 10 and 8). Even if such a principal teaches the minimum of 14 periods per week, there is no gainsaying that this will not only hamper the quality of teaching the subjects concerned, but also affect the managerial/administrative efficiency of the principal.

Table 5.9(a) Information supplied Regarding the Number of Teachers in Promotion Posts
Question : The number of HODS in schools

Category	Frequency	Percentage (%)
1 HOD	4	16
2 HOD's	10	40
3 HOD's	5	20
4 and above	6	24
Total	25	100

Table 5.9(b) Information Supplied Regarding the Number of Teachers in Promotion Posts
Question : The number of deputy principals (DPS) in schools.

Category	Frequency	Percentage (%)
Nil (0)	4	16
1 DP	21	84
2 and over	0	0
Total	25	100

Table 5.9(a) and 5.9(b) are closely related in that the principal and his *HOD's* and *DP* constitute the management team in the school.

Table 5.9(a) shows that with regard to the *HOD's*, the majority 76% (19 out of 25 schools) had between 1-3 *HOD's*. In the investigator's view (and this was confirmed by the *ADS* interviewed) this situation is not satisfactory considering the fact that each school should have at least 4 *HOD's* for the Languages, Physical

Science, Mathematics, and Social Sciences Departments. Without the *HOD's* support, the administrative loads of both the principal and his deputy tend to become burdensome.

Table 5.9(b) reveals that in respect of the *DPs*, 16% (4 out of 25 schools) had none. In the investigator's view, the fact that 16% (4 out of 25 schools) had no *DP* is unsatisfactory. Undoubtedly, a school without a *DP* and with fewer *HOD's* is severely handicapped in terms of both academic and managerial/administrative efficiency and effectiveness.

Closely linked with Tables 5.9(a) and 5.9(b) is Table 5.9(c) which follows.

Table 5.9(c) Information Supplied Regarding the Number of Teachers in Non-Supervisory Posts (Assistant Teachers)
Question : The number of assistant teachers?

Category	Frequency	Percentage (%)
1 - 10	3	12
11 - 20	19	76
21 - 30	3	12
31 and above	0	0
Total	25	100

Table 5.9(c) indicates that the majority, 76% (19 out of 25 schools) had between 11-20 assistant teachers.

Given the fact that the overwhelming majority of schools (76% i.e. 19 out of 25 schools) had between 500 or over pupils (Table 5.10), the number of assistant teachers in the majority of schools as shown in Table 5.9(c) is inadequate. This would surely increase the burden of all the teachers concerned (the principals and their deputies not excepted) and seriously affect the academic and managerial quality of the schools.

Closely associated with Tables 5.9(a-c) are Tables 5.9(d) and Table 5.9(e) which

follow.

Table 5.9(d) Information Supplied Regarding Non-Teaching Staff (the Clerical Personnel)
Question : The number of administrative assistants/clerks/secretaries/typists

Category	Frequency	Percentage (%)
0	9	36
1	15	60
2	1	4
3 and above	0	0
Total	25	100

Table 5.9(e) Information Supplied Regarding Non-Teaching Staff (the Non-Clerical Personnel)
Question: The number of custodians/labourers/watchmen

Category	Frequency	Percentage (%)
0	4	16
1	9	36
2	5	20
3	3	12
4 and above	4	16
Total	25	100

Table 5.9(d) shows that with respect to the clerical personnel, 36% (9 out of 25 schools) had none.

In the researcher's view (and this was confirmed by the *ADS* interviewed), the fact that 36% (9 out of 25 schools) did not have any clerical staff is unsatisfactory, for a school/principal without clerical personnel is seriously handicapped, particularly in the managerial/administrative aspects. The clerical staff are a great relief to the principal in respect of administrative *trivia* and office management, which usually spills over into the academic arena. And even more importantly to this study, the clerical staff can support the principal tremendously in the proper discharge of his community relations functions and responsibilities (Chapter 3).

Without them everybody, both the internal and external publics - suffers.

Table 5.9(e) indicates that with regard to the non-clerical staff, the majority, 72% (18 out of 25 schools) had between 0-2 non-clerical staff. The non-clerical staff are responsible, inter alia, for the cleanliness, safekeeping and maintenance of school premises and plant, which are special ingredients in school - community relations. In this connection and considering the fact that majority of schools had between 500 and over pupils (Table 5.10), the number of non-clerical staff in majority of schools (Table 5.9(c)) appears inadequate.

Table 5.10 Information Supplied Regarding the Enrolment of Pupils in Schools for the Past Three Years
Question : State the enrolment of pupils in your school for the past three years?

Category	Frequency	Percentage (%)
100 - 199	1	4
200 - 299	0	0
300 - 399	1	4
400 - 499	4	16
500 - 599	8	32
600 - 699	3	12
700 - 799	2	8
800 - 899	3	12
900 - 999	0	0
1 000 and above	3	12
Total	25	100

Table 5.10 reveals that in respect of the average enrolment of pupils for the past three years, the majority, 76% (19 out of 25 schools) had between 500-1000 or over pupils. In the investigator's view, pupil enrolment, in many respects, affects staffing and has considerable implications for the school's management. Furthermore, and more importantly to this study, students can support the principal immeasurably in the proper performance of his community relations role (Chapter 3).

5.3.2 ***PART B***: Questions 16-18 dealing with policy on community relations.

Table 5.11(a) Information Supplied Regarding Policy on Community Relations
Question: Does any of the following educational authorities have a written policy on school-community relations?

Category	Yes		No		Not Sure		Total	%
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
i) Department of Education	13	52	7	28	5	20	25	100
ii) Your directorate	15	60	6	24	4	16	25	100
iii) Your school	20	80	5	20	0	0	25	100

Table 5.11(b) Information Supplied Regarding the need for a School to have a Policy on Community Relations
Question: In your opinion, is there any need for a school to have a policy on community relations?

Category	Frequency	Percentage (%)
Yes	24	96
No	1	4
Total	25	100

Tables 5.11(a) and 5.11(b) are closely related. Table 5.11(a) shows that with regard to the question whether the Department of Education had a written policy on school-community relations, 52% (13 out of 25 principals) responded positively, and 28% (7 out of 25 principals), in the negative, while 20% (5 out of 25 principals) answered that they were not sure.

As regards the directorates, 60% (15 out of 25 principals) reacted positively, and 24% (6 out of 25 principals), negatively, while 16% (4 out of 25 principals responded that they were not sure.

With regard to their own schools, the majority, 80% (20 out of 25 principals) responded positively.

It is worth mentioning that all the 9 assistant directors (*ADS*) interviewed

(SURVEY B, PART E, 1.1) responded that they were not sure that the Department of Education had a written policy on school-community relations. With respect to their own directorates, the majority of the *ADS* said that they did not have such a written policy. As regards the secondary schools in their directorates, all the *ADS* indicated that they were not sure that the schools had written policies on school-community relations. One of the *ADS* later explained the matter more clearly. Although the Department of Education had a written policy on school-community relations, it was not contained in one document.

Since, during the interviews, the researcher was unable to lay his hands on any school policy on school-community relations, and owing to the apparent lack of unanimity among the principals and the *ADS* on this issue, the investigator is inclined to lean heavily on the explanation given by the *AD* and to conclude that neither the Department of Education, the directorates nor the schools had a written policy on school-community relations as defined and explicated in chapter 2.

Table 5.11(b) shows that the overwhelming majority, 96% (24 out of 25 principals) expressed the need for a school to have a policy on community relations. The reasons adduced by the "positive" respondents were mainly three-fold: it would serve as a guideline to both the school's internal and external publics and bring about uniform practices and thereby avoid and/or reduce tensions and conflicts; lastly, a flexible and dynamic policy would help the school and the community to meet the challenges and problems of the times.

PART C : Questions 19-24 dealing with the school committee.

Table 5.12(a) Information Supplied Regarding the School Committee Question : The school committee is fully informed regarding their functions, powers and responsibilities?

Category	Frequency	Percentage (%)
Yes No	21 4	84 16
Total	25	100

According to Table 5.12(a), the majority, 84% (21 out of 25 principals) responded that the school committee was fully informed about their functions, powers and responsibilities.

Closely associated with Table 5.12(a) is Table 5.12(b) that follows.

Table 5.12(b) Information Supplied Regarding the School Committee's Involvement in School Affairs
Question : The school committee is involved in the:

Category	Yes Frequency	%	No Frequency	%	Total	%
i) Appointment of the principal	20	80	5	20	25	100
ii) Removal of the principal from their school	20	80	5	20	25	100
iii) admission, suspension and dismissal of pupils	20	80	5	20	25	100
iv) planning and evaluation of curriculum	2	8	23	92	25	100
v) planning, implementation and evaluation of extra-curricular activities	7	28	18	72	25	100

In table 12(b), which deals with the aspects of school affairs in which the school committee was involved, the majority, 80% (20 out of 25 principals) responded positiviely with respect to the appointment and removal of the principal from their school as well as the admission, suspension and dismissal of pupils, and negatively as regards planning and evaluation of curriculum, and planning, implementation and evaluation of extra-curricular activities.

It is worth mentioning that the majority of the school committee members interviewed confirmed that curriculum matters were the least discussed at their meetings (SURVEY B, PART A, 1.2).

Closely linked with Tables 5.12(a-c) is Table 5.12(d), which follows.

Table 5.12(C) Information Supplied Regarding the School Committee Question : The school committee is considered as part of the school in that they:

Category	Yes Frequency	%	No Frequency	%	Total	%
i) are involved in the organisation of school functions	18	72	7	28	25	100
ii) are invited to attend school functions	24	96	1	4	25	100
iii) are known to the staff of the school	22	88	3	12	25	100
iv) visit the school regularly (their meetings excepted)	14	56	11	44	25	100
v) are known to the pupils of the school	19	76	6	24	25	100
vi) are prepared and willing to defend the school, the staff and the pupils	18	72	7	28	25	100

Table 5.12(c) indicates that the school committee was considered as part of the school. The heads' responses, rearranged in their order of importance, were as follows: the majority responded positively in respect of invitation to attend school functions, their being known to the school's staff and pupils, their involvement in the organisation of school functions and their preparedness and willingness to defend the school, the staff and the pupils, and their visiting the school regularly.

Table 5.13 Information Supplied Regarding Meetings of School Committee Question: Does your school committee hold meetings as often as is prescribed in its constitution?

Category	Frequency	Percentage (%)
Yes No	12 13	48 42
Total	25	100

Table 5.13 reveals that the majority, 52% (13 out of 25 principals) responded that their school committees did not hold meetings as often as prescribed in their constitutions (i.e. once per quarter and in emergencies).

Five major reasons were adduced by the "negative" respondents. Firstly, meetings were held only as and when necessary, particularly during crisis periods; the second reason was the lack of time, for most of the committee members were workers or had other commitments; thirdly, owing to the general political instability and the accompanying fear and intimidation, some of the committee members felt reluctant to come to the school since they had lost control over their own children; fourthly, some of the members were just apathetic and lacked interest in school affairs; and lastly, there was some confusion with respect to the school committee's functions, powers and responsibilities via-a-vis those of the recently established parent-teacher-student associations (PTSAS).

It is worth noting that the school committee members interviewed cited apathy and lack of time as some of the reasons they encountered in the discharge of their duties (SURVEY B, PART A, 1.6).

Table 5.14 Information Supplied Regarding Remuneration of School Committee Members
Question : Are school committee members remunerated?

Category	Frequency	Percentage (%)
Yes No	0 25	0 100
Total	25	100

Table 5.14 shows that 100% (all 25 principals) responded that school committee

members were not remunerated.

It is worth mentioning that the majority of the school committee members interviewed cited, inter alia, lack of financial incentives as one of the problems they encountered in the discharge of their functions (SURVEY B, PART A, 1.6)

Table 5.15 Information Supplied Regarding Principal's Role in School Committee Affairs
Question : Which of the following best describe your role in school committee affairs?

Category	Yes Frequency	%	No Frequency	%	Total	%
i) treasurer	8	32	17	68	25	100
ii) convener of meetings	19	76	6	24	25	100
iii) consultant/ advisor/ counsellor	22	88	3	12	25	100
iv) educator	17	68	8	32	25	100
v) leader	18	72	7	28	25	100
vi) scribe	9	36	16	64	25	100
vii) motivator	17	68	8	32	25	100
viii) co-ordinator	19	76	6	24	25	100
ix) all the above	2	8	23	92	25	100

Table 5.15 shows that the majority of the heads described their roles (in their order of importance) as consultant, convener of meetings and co-ordinator, leader, educator and motivator, while the minority saw themselves as scribes and treasurers.

Table 5.16 Information Supplied Regarding School Committee Members' Accessibility to the Principal
Question: Do school committee members have to make an appointment to see you?

Category	Frequency	Percentage (%)
Yes	7	28
No	18	72
Total	25	100

According to Table 5.16, the majority, 72% (18 out of 25 principals) responded that school committee members did not have to make an appointment to see them. It is worth noting that the majority of the school committee members interviewed confirmed this (SURVEY B. PART A, 1.3). In the investigator's opinion, the findings here are heartening. Indeed, principals should, as far as possible, be accessible to not only school committee members, but all members of the public.

Table 5.17 Information Supplied Regarding Areas of Disagreement with the School Committee
Question : In which areas do you disagree with your school committee?

For the purposes of analysis, clarity and convenience, "Yes and sometimes", and "No and never" are grouped together respectively.

Category	Yes & Sometimes Frequency	%	No & Never Frequency	%	Total	%
i) appointment of teachers	7	28	18	72	25	100
ii) disciplining of teachers	12	48	13	52	25	100
iii) disciplining of pupils	12	48	13	52	25	100
iv) administration of school funds	10	40	15	60	25	100
v) handling of complaints	14	56	11	44	25	100

In Table 5.17, which concerns the areas of disagreement with their school committee, the majority of the principals responded positively in respect of the handling and the disciplining of teachers and pupils, and negatively with respect to the administration of school funds and the appointment of teachers.

It is worth noting that the above findings were largely confirmed by the school committee members interviewed (SURVEY B, PART A, 1.7).

Table 5.18(a) Information Supplied Regarding Educational Qualifications of Members of the School Committee.
Question : How many members of your school committee have attained the following educational levels?

Category	Yes Frequency	%	No Frequency	%	Total	%
i) Junior certificate (Std 8 certificate)	15	60	10	40	25	100
ii) Standard (Std) 10 (Matric)	8	32	17	68	25	100
iii) Teachers certificate	4	16	21	84	25	100
iv) University degree	0	0	25	100	25	100
v) Other (please specify) Stds 2 - 6	8	32	17	68	25	100

Table 5.18(b) Information Supplied Regarding the Competency of School Committee Members
Question: In your opinion, are members of your school committee competent enough to perform their functions, and responsibilities?

Category	Frequency	Percentage (%)
Yes	13	52
No	12	48
Total	25	100

Tables 5.18(a) and 5.18(b) are closely related. According to Table 5.18(a), the educational levels attained by the school committee members ranged from std 2 to Teacher's certificate.

The study thus revealed that the school committee comprised, in terms of educational levels attained, illiterate, semi-literate and literate members.

According to Table 5.18(b), the majority, 52% (13 out of 25 principals) responded that their school committee members were competent enough to perform their functions, powers and responsibilities.

Given the low educational attainments of the majority of the school committee members (Table 5.18(a)) vis-a-vis the institutions of which they are governors, one might question the competency of the majority of the school committee members in handling the affairs of these institutions.

Table 5.19 Information Supplied Regarding how School Committee Members are Trained
Question : How are your school committee members trained for the efficient performance of their functions, powers and responsibilities?

Category	Yes Frequency	%	No Frequency	%	Total	%
i) the initial training by the educational authorities	5	20	20	80	25	100
ii) the principal at committee meetings	21	84	4	16	25	100
iii) regular in service courses by educational authorities	0	0	25	100	25	100
iv) on the job experience	21	84	4	16	25	100

Table 5.19 is closely linked with Tables 5.18(a and b). In Table 5.19, which deals with the principals' responses in respect of the question as to how their school committee members were trained, the majority of the heads responded positively with regard to the principal at school committee meetings and on-the-job experience, and negatively with respect to the initial training by the educational authorities and regular in-service courses by educational authorities.

In the researcher's view, since the educational attainments of the majority of the school committee members are far below the secondary schools of which they are governors (Table 5.18(a)), which would undoubtedly adversely affect their performance and competence (Table 5.18(b)), the two main training strategies - the principal and on-the-job experience - seem inadequate.

PART D : Questions 30-38 dealing with pupils and community relations

Table 5.20 Information Supplied Regarding Representation of Pupils on School Committee
Question : In your opinion, should pupils be represented on the school committee?

Category	Frequency	Percentage (%)
Yes No	19 6	76 24
Total	25	100

According to Table 5.20, the majority, 76% (19 out of 25 principals) responded that pupils should be represented on the school committee. The "positive" respondents adduced four main reasons: one, it would enable the pupils not only to know, understand, have insight into and appreciate the functions, powers and responsibilities of the school committee, but also to accept the members as people who had the school's interests at heart; two, it would educate the pupils about school administration and decision-making processes; three, politically, pupils had a democratic right to be represented on the school's governing body whose decisions affected them directly or indirectly; four, it would enhance communications between the school committee and the pupils and thereby help to create sound, trustful relations between the two; and lastly, it would make the school committee, too, conscious, at first hand, of pupils' needs and problems as well as their attitudes and perceptions (Survey B, Part B, 1.2).

The "negative" respondents, on the other hand, felt that pupils were still immature, short-sighted, easily misled and lacked initiative and original ideas. Furthermore, students were "bull-dozers", who would strive to seize power.

It is worth mentioning that students' representation on the school committee was supported by the majority of the students interviewed (SURVEY B, PART B, 1.2).

Table 5.21 Information Supplied Regarding Pupils' Council (PC) or Students' Representative Council (SRC)
Question : Do your pupils have a pupil's council (PC) or students' representative council (SRC)?

Category	Frequency	Percentage (%)
Yes No	24 1	96 4
Total	25	100

Table 5.21 indicates that the overwhelming majority, 96% (24 out of 25 principals) responded that their pupils had SRCS.

In the researcher's view, the SRC, properly organized and well-directed, could serve as a useful link between the pupils and the school administration, particularly the principal and the school committee.

Table 5.22 Information Supplied Regarding Pupils' Accessibility to the Principal
Question : Do your pupils have to make an appointment to see you?

Category	Frequency	Percentage (%)
Yes No	14 11	56 44
Total	25	100

According to Table 5.22, the majority, 56% (14 out of 25 principals) indicated that their pupils did not have to make an appointment to see them.

It is worth noting that the majority of the pupils interviewed contradicted this (SURVEY B, PART B, 1.5).

In the investigator's view, principals should, as far as possible, be accessible to their pupils to enable them to know, at first hand, the pupils' needs and problems before things get out of hand. Mutual love, trust, confidence and loyalty could emanate from such an open-door approach.

Table 5.23 Information Supplied Regarding Pupil's Involvement in School Affairs

Question : Do your pupils have a say in the:

Category	None Frequency	%	Little Frequency	%	A great deal Frequency	%	Total	%
) planning, implementation and evaluation of the school's community relations policy	12	48	8	32	5	20	25	100
i) planning, implementation and evaluation of the school's community relations programme	14	56	6	24	5	20	25	100
iii) planning, implementation and evaluation of extra-curricular programme	8	32	6	24	11	44	25	100
v) utilization of school funds	5	20	11	44	9	36	25	100

Table 5.23 shows that the pupils had a say, in varying degrees, in all the matters indicated. These findings, in the researcher's view, demonstrate that the majority of the principals practised democratic leadership or participative government by involving their pupils in decision making in some aspects of school activities.

It is worth mentioning that the pupils interviewed supported the above findings (SURVEY B, PART B, 1.6).

Table 5.24(a) Information Supplied Regarding Pupils' Awareness of their Community Relations Role or Responsibilities
Question : Are your pupils aware of their community relations role or responsibilities?

Category	Frequency	Percentage (%)
Yes	10	40
No	15	60
Total	25	100

Table 5.24(b) Information Supplied Regarding Pupils' Involvement in the Life of the Community
Question : Are your pupils actively involved in the life of the community?

Category	Frequency	Percentage (%)
Yes No	19 6	76 24
Total	25	100

Table 5.24(c)
Information Supplied Regarding how Pupils are Actively Involved in the Life of The Community
Question : If yes, how are they actively involved in the life of the community? Through:

Category	Yes Frequency	%	No Frequency	%	Total	%
) membership of youth organisations	21	84	4	16	25	100
i) membership of religious organisations	21	84	4	16	25	100
ii) membership of political organisations	20	80	5	20	25	100
v) membership of sporting clubs	21	84	4	16	25	100
v) voluntary service	12	48	13	52	25	100
vi) attendance at public functions	17	68	8	32	25	100
vii) educational tour to nearby higher institutions	14	56	11	44	25	100
viii) educational tour to industrial and commercial enterprises in the community	8	32	17	68	25	100

Table 5.24(d)
Information Supplied Regarding how Principals keep their Pupils well-informed about School and Community Matters
Question : In what ways do you keep your pupils well-informed about matters affecting the school and the community? By:

Category	Yes Frequency	%	No Frequency	%	Total	%
i) announcement at the assembly	23	92	2	8	25	100
ii) class teachers	19	76	6	24	25	100
iii) guidance teachers	15	60	10	40	25	100
iv) the PC/SRC	25	100	0	0	25	100
v) regular meetings with the student body	12	48	13	52	25	100
vi) personal interviews with individual students	14	56	11	44	25	100

Tables 5.24(a), 5.24(b), 5.24(c) and 5.24(d) are closely related. Table 5.24(a) shows

that the majority, 60% (15 out of 25 principals) responded that their pupils were not aware of their community relations role.

According to Table 5.24(b), the majority, 72% (18 out of 25 principals) reacted that their pupils were actively involved in the life of the community.

In the investigator's view, the responses of the majority of the heads in Tables 5.24(a) and 5.24(b) seem contradictory. Perhaps, the pupils participate in community life without being conscious of their community relations value.

In Table 5.24(c), which deals with the principals' responses to the question as to how the pupils were actively involved in community life, the majority of the heads responded positively with regard to membership of youth organisations, religious organisations and sporting clubs, membership of political organisations, attendance at public functions, educational tours to nearby higher institutions, and negatively with respect to voluntary service and educational tours to industrial and commercial enterprises in the community.

This study has revealed that the pupils did not attach much importance to voluntary service, which is unfortunate. Furthermore, scant attention was given to educational tours to industrial and commercial enterprises in the community, which should not be surprising given the fact most of the secondary schools are sited in rural areas (Table 5.1). However, nothing prevents an imaginative and enterprising principal from organising such tours to nearby towns and/or cities.

It is worth noting that the majority of the pupils interviewed largely supported the findings in Table 5.24(c) (SURVEY B, PART B, 1.8).

In Table 5.24(d), which deals with the question as to how principals kept their pupils well-informed about matters affecting the school and the community, the majority of the heads responded positively as regards the pupils' council (PC) or SRC, announcements at assembly, class teachers, guidance teachers, and personal

interviews with individual students, and negatively with regard to regular meetings with the student body.

This study thus revealed that the majority of the heads did not hold regular meetings with the student body.

It is worth mentioning that the majority of the pupils interviewed largely supported the above findings (SURVEY B, PART B, 1.11)

In the investigator's opinion, if pupils are to assist their principal meaningfully in the effective discharge of his community relations role, they must be made aware not only of their community relations roles but also the rationale behind their involvement in community life. Moreover, they must be kept regularly well-informed, through various communication strategies, about matters affecting their school and their community. It is heartening that this is done in the majority of the schools.

Part E: Questions 39 - 46 dealing with the teacher and community relations

Table 5.25 Information supplied regarding representation of Teachers on the School Committee
Question: In your opinion, should teachers be represented on the school committee?

Category	Frequency	Percentage (%)
Yes No	24 1	96 4
Total	25	100

Tables 5.25 shows that the overwhelming majority, 96% (24 out of 25 principals) responded positively.

The "positive" respondents cited four main reasons: firstly, it would enable parents via the school committee to know and appreciate the real needs, problems

and feelings of teachers in the school's affairs; secondly, being in more direct contact with the pupils, and being in *loco parentis* (standing in place of parents), teachers could contribute immensely towards the decisions taken by the school committee; thirdly, it would enable teachers to have a say directly in matters affecting them; fourthly, as prospective principals, teachers would gain tremendously from the workings of the school committee; fifthly, teachers would assist the principal in guiding and assisting the school committee members in the effective and efficient discharge of their functions, powers and responsibilities; and lastly, it would enable the teachers, too, to appreciate the community's point of view. The "negative" respondents, on the other hand, felt that teachers were properly and sufficiently represented by their principal on the school committee.

It is worth noting that the overwhelming majority of the teachers interviewed supported the representation of teachers on the school committee (SURVEY B, PART C, 1.2).

Table 5.26(a) Information Supplied Regarding the Number of Teachers Residing in the Area in which they Work
Question : How many of your teachers reside in the area in which they work?

Category	Frequency	Percentage (%)
0	2	8
1 - 5	9	36
6 - 10	5	20
11 - 15	5	20
16 - 20	3	12
21 - 21	1	4
26 and above	0	0
Total	25	100

Table 5.26(b) Information Supplied Regarding Teachers' Involvement in the Life of the Community in which they Work
Questions : Are your teachers actively involved in the life of the community in which they work?

Category	Frequency	Percentage (%)
Yes No	17 8	68 32
Total	25	100

Table 5.26(c) Information Supplied Regarding how Teachers are Actively Involved in the Life of the Community in Which they Work
Question : If yes, how are they actively involved? Through

Category	Yes Frequency	%	No Frequency	%	Total	%
i) membership of religious organisations	14	56	11	44	25	100
ii) membership of voluntary service organisations	8	32	17	68	25	100
iii) being tutors (part-time) in adult education	14	56	11	44	25	100
iv) membership of sporting clubs	15	60	10	40	25	100
v) membership of political organisations	13	52	12	48	25	100
vi) attendance at public functions	15	60	10	40	25	100
vii) visiting the homes of their pupils	13	52	12	48	25	100

Table 5.26(a), 5.26(b) and 5.26(c) are closely linked. Table 5.26(a) reveals that 16% (4 out of 25 principals) and 76% (19 out of 25 principals) indicated that between 1-15 teachers and between 16-25 teachers, respectively, resided in the area in which they worked. This, in the author's view, is satisfactory and valuable, particularly in terms of school-community relations.

It is worth noting that the majority of the teachers interviewed confirmed the above findings (SURVEY B, PART C, 1.3).

Table 5.26(b) reveals that the majority, 68% (17 out of 25 principals) responded that their teachers were actively involved in the life of the community in which they worked.

In Table 5.26(c), which deals with the heads' responses in respect of the form in which teachers' active involvement in the community took, the majority of the principals responded positively with regard to membership of sporting clubs, attendance at public functions, membership of religious organisations, part time tutoring in adult education, membership of political organisations and visiting the pupils' homes, and negatively in respect of membership of voluntary service organisations.

It is worth mentioning that the teachers interviewed largely supported the above findings (SURVEY B, PART C, 1.5).

Table 5.27(a) Information Supplied Regarding whether Teachers are kept well Informed about the School's Policies, Goals, Rules, Procedures and Activities
Question : Are your teachers kept well-informed about the school's policies, goals, rules, procedures and activities?

Category	Frequency	Percentage (%)
Yes No	17 8	68 32
Total	25	100

Table 5.27(b) Information Supplied Regarding how Teachers are kept well-informed about such Matters
Question : If yes, how are they kept well-informed about such matters? Through

Category	Yes Frequency	%	No Frequency	%	Total	%
i) school policy	25	100	0	0	25	100
ii) subject policies	23	92	2	8	25	100
iii) announcement at the assembly	14	56	11	44	25	100
iv) staff meetings	25	100	0	0	25	100
v) induction of new teachers	22	88	3	12	25	100
vi) in-service educational programme	19	76	6	24	25	100
vii) personal interviews with individual teachers	22	88	3	12	25	100
viii) making available departmental circulars	22	88	3	12	25	100
ix) professional associations	19	76	6	24	25	100
x) school prospectus or manual	10	40	15	60	25	100

Table 5.27(a) and 5.27(b) are closely associated. Table 5.27(a) indicates that 100% (all 25 principals) responded that their teachers were kept well-informed about their schools' policies, goals, rules, procedures and activities.

In Table 5.27(b), which deals with the principals' responses regarding how their teachers were kept well-informed about the school policies, goals, rules, procedures and activities, the majority of the heads responded positively with regard to all the communication methods listed except school prospectus or manual.

It is worth noting that the teachers interviewed supported the above findings (SURVEY B, PART C, 1.8).

In the author's view, if teachers are to meaningly assist their principals in interpreting the school to the community through their involvement in community life (Table 5.27(a)), as many and varied communication strategies as possible should be employed to get them well acquainted with the schools' affairs. It is heartening to note that this is done (Table 5.27(b)).

Table 5.28 Information Supplied Regarding Teachers Involvement in

School Affairs
Question : Do your teachers have a say in the:

Category	None Frequency	%	Little Frequency	%	A Great Deal Frequency	%	Total	%
) disciplining of students	0	0	1	4	24	96	25	100
i) allocation of duties	0	0	3	12	22	88	25	100
ii) planning, implementation and evaluation of the school's community relations policy	6	24	4	16	15	60	25	100
v) planning, implementation and evaluation of the school's community relations programme	4	16	6	24	15	60	25	100
v) planning, implementation and evaluation of extracurricular programme	1	4	1	4	23	92	25	100
vi) evaluation of their principal	4	16	13	52	8	32	25	100
vii) utilization of school funds	0	0	15	60	10	40	25	100
viii) maintenance of school grounds and plant	0	0	5	20	20	80	25	100

According to Table 5.28, the responses of the majority of the principals revealed that teachers had a great deal of say in all the matters listed except the evaluation of their principal and the utilization of school funds where they had little say.

It is worthy of note that the teachers interviewed supported the above findings (SURVEY B, PART C, 1.9).

This study has shown that the majority of principals practised democratic leadership or participative government by involving their teachers in decision making in some aspects of school affairs.

PART F : Questions 47-53 dealing with non-teaching staff and community relations.

Table 5.29(a) Information Supplied Regarding the Number of the Non-Teaching Staff Residing in the Area in which they Work
Question : How many of your non-teaching staff reside in the area in which

they work?

Category	Frequency	Percentage (%)
0	4	16
1 - 2	13	52
3 - 4	4	16
5 - 6	2	8
7 and above	2	8
Total	25	100

Table 5.29(b) Information Supplied Regarding whether the Non-Teaching Staff are Actively Involved in the Life of the Community in which they Work
Question : Are your non-teaching staff actively involved in the life of the community in which they work?

Category	Frequency	Percentage (%)
Yes	19	76
No	6	24
Total	25	100

Table 5.29(c) Information Supplied Regarding how they are Actively Involved
Question : If yes, how are they actively involved? Through:

Category	Yes		No		Total	%
	Frequency	%	Frequency	%		
i) civil service associations	12	48	13	52	25	100
ii) membership of trade unions	9	36	16	64	25	100
iii) membership of religious organisations	17	68	8	32	25	100
iv) membership of political organisations	16	64	9	36	25	100
v) membership of sporting clubs	11	44	14	56	25	100
vi) attendance at public functions	17	68	8	32	25	100

Tables 5.29(a), 5.29(b) and 5.29(c) are linked closely. According to Table 5.29(a), the principals' responses revealed that some of the non-teaching staff in the majority of the secondary schools resided in the area in which they worked.

It is worth noting that the overwhelming majority of the non-teachers interviewed supported the above findings (SURVEY B, PART D, 1.1). These findings, in the researcher's view, are valuable in terms of school-community relations.

Table 5.29(b) reveals that the majority, 76% (19 out of 25 principals) responded that their non-instructional staff were actively involved in the life of the community in which they worked.

In table 5.29(c) which deals with the question about the form which the non-teachers' involvement in community life took, the majority of the heads responded positively with regard to membership of religious organisations, attendance at public functions and membership of political associations, and negatively with respect to membership of sporting clubs, and trade unions.

It is worth noting that the majority of the non-teaching personnel interviewed largely supported the above findings (SURVEY B, PART D, 1.3).

Table 5.30(a) Information Supplied Regarding whether the Non-Teaching Staff are kept Well-Informed about the School's Policies, Goals, Rules, Procedures and Activities
Question : Are your non-teaching staff kept well-informed about the school's policies, goals, rules, procedures and activities?

Category	Frequency	Percentage (%)
Yes No	19 6	76 24
Total	25	100

Table 5.30(b)
Information Supplied Regarding how the Non-Teaching Staff are kept Well-Informed in such Matters
Question : If yes, how are they kept well-informed in such matters? By:

Category	Yes Frequency	%	No Frequency	%	Total	%
i) school policy	20	80	5	20	25	100
ii) staff meetings	19	76	6	24	25	100
iii) individual interviews	20	80	5	20	25	100
iv) circulars	19	76	6	24	25	100
v) regular in-service programmes	17	68	8	32	25	100
vi) school prospectus or manual	5	20	20	80	25	100

Tables 5.30(a) and 5.30(b) are closely associated. Table 5.30(a) indicates that the majority, 88% (22 out of 25 principals) responded that their non-teaching staff were kept well-informed about the school's policies, goals, rules, procedures and activities.

In Table 5.30(b), which deals with the question as to how non-teachers were kept well-informed about their school's policies, goals, rules, procedures and activities, the majority of the heads reacted positively as regards school policy, individual interviews, staff meetings, circulars and regular in-service programmes and negatively in respect of school prospectus or manual.

It is worth mentioning that the non-teaching staff interviewed largely supported the above findings (SURVEY B, PART D, 1.7).

This study has thus shown that the majority of the heads did not utilize school prospectus or manual as a communication strategy in this regard.

Table 5.31(a) Information Supplied Regarding whether Principals' Clerks/Administrative Assistants attend In-Service Courses
Question : Do your clerks/administrative assistants attend in-service courses?

Category	Frequency	Percentage (%)
Yes No	23 2	92 8
Total	25	100

Table 5.31(a) indicates that the overwhelming majority, 92% (23 out of 25 principals) responded that their clerical personnel attended in-service courses.

The majority of the non-teaching staff interviewed largely supported the above findings (SURVEY B, PART D, 1.5).

Table 5.31(b) Information Supplied Regarding whether the In-Service Courses deal with Community Relations Matters
Question : If yes, do the in-service courses deal with such community relations matters as:

Category	Yes Frequency	%	No Frequency	%	Not Sure Frequency	%	Total	%
i) how to handle parents and other visitors to the school?	13	52	1	4	11	44	25	100
ii) the handling of telephone calls?	21	84	2	8	2	8	25	100
iii) how to relate to other staff members and pupils?	18	72	2	8	5	20	25	100

According to Table 5.31(b), the majority of the principals reacted positively that all the community relations matters listed were dealt with at the in-service courses conducted for the non-teaching staff.

The majority of the non-teachers interviewed confirmed the above findings (SURVEY B, PART D, 1.6).

PART 4 : Questions 54-72 dealing with parental/community involvement in school affairs

Table 5.32 Information Supplied Regarding whether Schools have Organized PTA
Question : Do you have an organized PTA for your school?

Category	Frequency	Percentage (%)
Yes No	13 12	52 48
Total	25	100

Table 5.32 reveals that the majority, 52% (13 out of 25 principals) responded that their schools had organised PTAS, while 48% (12 out of 25 principals) responded in the negative.

In the researcher's view, the 48% "negative" figure is unsatisfactory. The PTA is important in several respects. It, among other things, gives opportunities for the other community members/parents to get involved in school affairs (Chapter 3). In this connection, schools that do not have PTAS stand to lose greatly in terms of community relations.

Table 5.33 Information Supplied Regarding Representation of Students on the PTA
Question : In your opinion, should students be represented on the PTA?

Category	Frequency	Percentage (%)
Yes No	22 3	88 12
Total	25	100

According to Table 5.33, the overwhelming majority, 88% (22 out of 25 principals) reacted that students should be represented on the PTA. The "positive" respondents argued thus: one, pupils had a democratic right to be represented on the PTA; two, it would enable the students to acquire skills in leadership, negotiation, communication and decision making that would help them grow into responsible citizens and leaders; three, it would offer the pupils a forum to air their views on matters that affected them; four, it would enable both the pupils,

teachers and parents to try to know, understand and appreciate each party's viewpoint and thereby dispel mutual suspicions, misunderstandings and frictions; and lastly, students, too, would be enabled to contribute to decision making and thereby make such decisions binding on all the three parties. The "negative" respondents, on the other hand, felt that: one, for cultural reasons, students should be excluded from the PTA, since minors should not take counsel with adults; two, pupils tended to politicize and also to be rude at meetings; and lastly, pupils were immature and, also, had wild, irrelevant, impractical ideas which they would like to enforce.

Be it as it may, the majority of the school committee members interviewed (SURVEY B, PART A, 1.9.1) as well as the pupils (SURVEY B, PART B, 1.12.1) and teachers interviewed (SURVEY B, PART C, 1.12.2) supported students' representation on the PTA. In fact, they all advised the formation of *PTSAS* (Parent-teacher-student associations).

Table 5.34 Information Supplied Regarding the Accessibility of Parents and other Visitors to Principals
Question : Do parents and other visitors have to make an appointment to see you?

Category	Frequency	Percentage (%)
Yes No	8 17	32 68
Total	25	100

According to Table 5.34, the majority, 68% (17 out of 25 principals) responded that parents and other visitors did not have to make an appointment to see them.

It is worth mentioning that the majority of the school committee members interviewed supported the above findings (SURVEY B, PART A, 1.3).

In the researcher's view, an "open-door approach"can pay rich dividends in terms of community relations, and it is heartening that the majority of the principals

have adopted this policy.

Table 5.35 Information Supplied Regarding whether Principals allow Parents to Talk to their Teachers with Regard to Teaching Methods in their Absence
Question : Do you allow parents to talk to your teachers with regard to teaching methods when you are not present?

Category	Frequency	Percentage (%)
Yes No	5 20	20 80
Total	25	100

Table 5.35 indicates that the overwhelming majority of the principals responded that they did not allow parents to talk to their teachers about teaching methods while they were not present.

In the investigator's opinion, this policy is worth supporting. Teaching methods is a professional matter, which should be handled with great care, particularly by laymen, like parents.

Table 5.36 Information Supplied Regarding the Number of Hours per Week which Principals Spend Interviewing Parents
Question : How many hours per week do you spend interviewing parents?

Category	Frequency	Percentage (%)
Less than an hour One to five hours Six or more hours	17 5 3	68 20 12
Total	25	100

Table 5.36 shows that the majority, 68% (17 out of 25 principals) spent less than an hour per week interviewing parents. This study thus revealed that the majority of the heads had less formal contacts with parents by way of interviews. In the investigator's opinion, this is not satisfactory. Interviews with parents, properly organized and conducted, could yield rich dividends. Parents possess a lot of information about their children; they also need a great deal of information

from the school. Interviews, at the request of either the principal or the parent, is one of the most important and effective bilateral communication strategies that could be usefully employed by the principal for their mutual benefit (Chapter 3).

Table 5.37 Information Supplied Regarding the Number of Telephone Calls Principals receive from Parents Per Day
Question : How many telephone calls do you receive from parents per day?

Category	Frequency	Percentage (%)
Less than five Six to ten More than ten	19 4 2	76 16 8
Total	25	100

Table 5.37 indicates that the majority of the heads received less than five telephone calls from parents per day.

It was further revealed that most parents telephoned the heads, inter alia, to report pupils' absence from school and to check truancy; to question disciplinary measures meted out to their children, to enquire about fees, educational tours, school uniform, textbooks, transfers and their pupils' general progress.

The telephone is a very useful bilateral communication strategy. However, as the majority of the schools are in the rural areas where telephone facilities are either non-existent or unreliable, the potentialities of this strategy have not been fully tapped.

Table 5.38 Information Supplied Regarding Parental Awareness of their Responsibilities towards their Children's Education
Question : Are all parents aware of their responsibilities towards their children's education?

Category	Frequency	Percentage (%)
Yes	8	32
No	14	56
Only an insignificant number	2	8
Don't know	3	12
Total	25	100

According to Table 5.38, the majority, 56% (14 out of 25 principals) responded that parents were not aware of their responsibilities towards their children's education.

Table 5.39(a)
Information Supplied Regarding Principals' willingness to Share Decision-Making Responsibilities with Parents
Question : Are you willing to share decision-making responsibilities with parents?

Category	Frequency	Percentage (%)
Yes	25	100
No	0	0
Total	25	100

Table 5.39(b)
Information supplied regarding the Decision-Making Responsibilities Principals are willing to share with Parents
Question : If yes, which decision-making responsibilities are you willing to share with parents? (Arrange in order of importance from 1 to 5 : highest to the lowest).

Category	Frequency	Percentage (%)
i) curriculum matters	3	12
ii) financial matters	5	20
iii) personnel matters (staff	3	12
iv) personnel matters (pupils)	9	36
v) school grounds and plant maintenance	4	16
vi) extra curricular matters	1	4
Total	25	100

Tables 5.39(a) and 5.39(b) are closely associated. Table 5.39(a) shows that 100% (all 25 principals) reacted that they were willing to share decision-making

responsibilities with parents.

In table 5.39(b), which deals with matters which principals were willing to share decision-making responsibilities with parents, the heads' responses, even showed that the majority responded negatively to all the items listed.

Be it as it may, it is encouraging to note that the majority of the heads were willing to share decision-making responsibilities (however little) with parents.

Table 5.40 Information supplied regarding how Schools involve their Communities in School Affairs
Question : In what ways does your school involve the community in school affairs? Through:

Category	Yes		No		Total	%
	Frequency	%	Frequency	%		
i) membership of school committee	25	100	0	0	25	100
ii) membership of PA/PTA	15	60	10	40	25	100
iii) membership of school-initiated advisory committees	5	20	20	80	25	100
iv) membership of community groups supporting school activities	11	44	14	56	25	100
v) participation in parent education	9	36	16	64	25	100
vi) attendance at school functions	25	100	0	0	25	100
vii) participation in the school's fund-raising activities	18	72	7	28	25	100
viii) evaluation of some aspect of the school by responding to questionnaires, interviews or by observation	5	20	20	80	25	100
ix) answering lengthy questionnaires of MEd students	5	20	20	80	25	100
x) utilization of school physical facilities (eg. buildings etc.)	20	80	5	20	25	100
xi) service as resource people or helpers (eg. in the classroom etc.)	13	52	12	48	25	100

In table 5.40, which deals with the ways in which the schools involved their communities in school affairs, the majority of the heads responded positively with regard to membership of school committee, attendance at school functions, utilization of school's physical facilities, participation in the school's fund-raising

activities, membership of PA/PTA, and service as resource people or helpers, and negatively with respect to membership of community civic groups which support school activities, participation in parent education, membership of school-initiated advisory committee, evaluation of some aspect of the school by responding to questionnaires, interviews, or by observation, and answering lengthy questionnaires of M.Ed students.

The study has revealed that the last four methods has been under-utilized by the schools in getting their communities involved in their affairs.

It is worth mentioning that during the interviews the above findings were largely supported by the pupils (SURVEY B, PART B, 1.10), the teachers (SURVEY B, PART C, 1.7), the *ADS* (SURVEY B, PART E, 1.7) and (SURVEY B, PART F, 1.9).

Table 5.41 Information Supplied Regarding the Communication Strategies/Methods Principals use to reach their Communities
Question: How often do you use the following communication strategies or methods to reach the community?

Category	Always Frequency	%	Sometimes Frequency	%	Seldom Frequency	%	Never Frequency	%	Total	%
) parents' meetings or PTA	8	32	13	52	1	4	3	12	25	100
ii) school newspaper	1	4	3	12	2	8	19	76	25	100
iii) school prospectus	7	28	2	8	2	8	14	56	25	100
iv) parents' manual	1	4	2	8	3	12	19	76	25	100
v) home visits	2	8	8	32	10	40	5	20	25	100
vi) parent and community visitations	3	12	10	40	3	12	9	36	25	100
vii) telephone	7	28	7	28	5	20	6	24	25	100
viii) personal interviews	4	16	15	60	4	16	2	8	25	100
ix) printed information with a space for comments etc.	0	0	7	28	2	8	16	64	25	100
x) questionnaires	1	4	4	16	4	16	16	64	25	100
xi) the tribal authority	2	8	7	28	5	20	11	44	25	100
xii) key communicators (eg. cafe owners, storekeepers)	0	0	9	36	5	20	11	44	25	100
xiii) the alumni association	0	0	3	12	3	12	19	76	25	100
xiv) newspapers	0	0	5	20	2	8	18	72	25	100
xv) radio	0	0	5	20	6	24	11	44	25	100
xvi) television	1	4	1	4	2	8	21	84	25	100

Table 5.41, showed that the majority of the heads never used school newspaper, school prospectus, parents' manual, printed information with a space for comments, questionnaires, the alumni association, newspaper and television. All the other communication strategies listed were, in varying degrees, used either always or sometimes.

Table 5.42 (a) Information Supplied Regarding School's Facilities
Question : State whether your school is equipped with the following facilities

Category	NOT AVAILABLE		AVAILABLE						Total	%
	Frequency	%	Totally inadequate Frequency	%	Partially equipped Frequency	%	Fully equipped Frequency	%		
) sportsfield	0	0	11	44	13	52	1	4	25	100
i) auditorium	14	56	8	32	3	12			25	100
iii) audiovisual materials	13	52	4	16	6	24	2	8	25	100
iv) library	9	36	8	32	8	32			25	100
v) home science facilities	17	68	2	8	2	8	4	16	25	100
vi) school farm	25	100							25	100
vii) gymnasium	25	100							25	100
viii) swimming pool	25	100							25	100
ix) tennis court	24	96					1	4	25	100
x) science laboratories	5	20	8	32	8	32	4	16	25	100

Table 5.42(b) Information Supplied Regarding Schools' Facilities used by their Communities
Question : Which of these facilities are used by the community?

Category	Yes Frequency	%	No Frequency	%	Total	%
i) sportsfield	19	76	6	24	25	100
ii) auditorium/hall	6	24	19	76	25	100

According to Table 5.42(a) all 25 schools had sportsfields, but lacked school farms, gymnasia and swimming pools. Only one school had a tennis court. The majority of the schools did not have auditoriums/halls, audiovisual materials, home science facilities and tennis courts.

In Table 42(b) the majority of the heads responded that their sportsfields were used by their communities, while the majority reacted that their auditoriums/halls were not used by their communities.

The findings show that although such facilities as audiovisual materials, library, home science facilities and tennis court were available in some schools, their communities did not use them, owing probably to their inadequacies.

Table 5.43(a) Information Supplied Regarding the Facilities Available in the Communities
Question : State whether the community is equipped with the following facilities.

Category	NOT AVAILABLE		AVAILABLE					
	Totally inadequate		Partially equipped		Fully equipped		Total	%
	Frequency	%	Frequency	%	Frequency	%		
i) stadium	23	92			2	8	25	100
ii) recreational centre	25	100					25	100
iii) library	22	88	2	8	1	4	25	100
iv) cinema hall(s)	22	88	2	8	1	4	25	100
v) swimming pool	22	88	1	4	2	8	25	100
vi) theatre	24	96			1	4	25	100
vii) museum	25	100					25	100
viii) zoo	25	100					25	100
ix) farms	21	84	1	4	1	4	2	8	25	100
x) research stations	25	100							25	100
xi) national parks	25	100							25	100
xii) beaches	25	100							25	100
xiii) science workshop	25	100							25	100
xiv) local industry	24	96	1	4					25	100
xv) commercial centres	21	84	1	4	2	8	1	4	25	100
	23	92	2	8					25	100

Table 5.43(b) Information Supplied Regarding Communities' Facilities used by their Schools
Question : Which of these facilities are used by your school?

Category	Yes		No		Total	%
	Frequency	%	Frequency	%		
i) stadium	2	8	23	92	25	100
ii) library	3	12	22	88	25	100
iii) swimming pool	3	12	22	88	25	100
iv) cinema hall	3	12	22	88	25	100
v) farms	4	16	21	84	25	100

Tables 5.43(a) and 5.43(b) are closely related. In Table 5.42(a), the principals' responses revealed that majority of the schools did not have all the facilities listed. Only two communities had stadia and commercial centres and only one community had a theatre and a science workshop.

These findings are, in the author's view, not surprising since most of the schools are in the rural areas (Table 5.1).

Table 5.43(b) indicates that the following facilities available in the communities were, in varying degrees, used by their schools: stadium, library, swimming pool, cinema hall and farms.

This study showed that although facilities like theatre, science workshop, local industry and commercial centres were available in some communities, their schools did not use them owing probably to their inadequacies.

The researcher concurs with Byram and Wenrich (1956:15-29) that reciprocal use of available facilities by schools and their communities are invaluable in establishing and maintaining sound school-community relations.

Table 5.44(a) Information Supplied Regarding Alumni Association
Question : Do the past students of your school have an alumni association?

Category	Frequency	%
Yes No	1 24	4 96
Total	25	100

Table 5.44(b) Information Supplied Regarding how the Alumni Associations have been helpful to the Schools
Question : If yes, in what ways has the alumni association been helpful to your school? Through:

Category	Yes Frequency	%	No Frequency	%	Total	%
i) financial support	1	4	24	96	25	100
ii) moral support	1	4	24	96	25	100
iii) upholding the good name of the school	1	4	24	96	25	100
iv) explaining the school to the community	1	4	24	96	25	100
v) having beneficial influence on the current pupils	1	4	24	96	25	100

Tables 5.44(a) and 5.44(b) are closely associated. In Table 5.44(a), the overwhelming majority of the heads responded that they did not have alumni associations.

In table 5.44(b), the sole principal who indicated that his school had an alumni association said that the alumni association helped his school thus: it gave financial and moral support, upheld the good name of the school and explained the school to the community. Lastly, it had beneficial influence on the current pupils (Chapter 3).

In view of the acknowledged importance and usefulness of alumni associations, it is surprising, in the researcher's view, why the overwhelming majority of schools have not considered it fit to establish such bodies.

PART H : Question 73-75 dealing with principal's involvement in community life

Table 5.45(a) Information Supplied Regarding where the Principals Reside
Question : Where do you reside?

Category	Yes Frequency	%	No Frequency	%	Total	%
i) in the community	8	32	17	68	25	100
ii) outside the community	17	68	8	32	25	100

Table 5.45(b) Information Supplied Regarding Principals' Active Involvement in the Life of the Communities in which they Work
Question : Are you actively involved in the life of the community in which you work?

Category	Frequency	Percentage (%)
Yes	19	76
No	6	24
Total	25	100

Table 5.45(c) Information Supplied Regarding the form Principals' Involvement Takes
Question : If yes, what form does your involvement take? Through:

Category	Yes Frequency	%	No Freque	%	Total	%
i) membership of a church	10	40	15	60	25	100
ii) membership of a sporting club(s)	8	32	17	68	25	100
iii) membership of a voluntary organisation(s)	8	32	17	68	25	100
iv) participation in adult education	14	56	11	44	25	100
v) attendance at public functions	14	56	11	44	25	100
vi) addressing the public on educational matters	18	72	7	28	25	100
vii) visiting nearby feeder schools	16	64	9	36	25	100
viii) interschool visitations	17	68	8	32	25	100
x) home visits	12	48	13	52	25	100
xi) touring nearby higher institutions with your pupils for educational purposes	8	32	17	68	25	100

Tables 5.45(a), 5.45(b) and 5.45(c) are linked closely. In Table 5.45(a), the majority of the heads indicated that they did not reside in the community in which they worked.

In Table 5.45(b), the majority of the heads reacted that they were actively involved in the life of the communities in which they worked.

The above findings were supported by all the ten *ADS* interviewed (SURVEY B, PART E, 1.4 and PART F, 1.6).

In Table 5.45(d), which deals with the principals' responses to the question of the form their active involvement in the communities took, the majority of the principals responded positively with regard to addressing the public on educational matters, interschool visitations, visiting nearby feeder schools, participation in adult education and attendance at public functions, and negatively with respect to home visits, membership of a church, membership of sporting clubs, membership of voluntary service organisations, and touring nearby higher educational institutions with their pupils for educational purposes.

It is worth mentioning that the ten *ADS* interviewed supported the above findings (SURVEY B, PART E, 1.5 and PART F, 1.7 respectively)

PART I : Questions 76-80 dealing with the school and general public

Table 5.46 Information Supplied Regarding the Frequency of School Visits by People not Connected with Schools or Education
Question : How often is your school visited by people not connected with the school or education for:

Category	Always		Sometimes		Seldom		Never		Total	%
	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
i) the purpose of addressing the pupils	1	4	16	64	6	24	2	8	25	100
ii) consultation with you	4	16	15	60	5	20	1	4	25	100
iii) meetings with the staff	4	16	16	64	5	20	1	4	25	100

In Table 5.46, the majority of the heads responded that their schools were sometimes visited by people not connected with the school or education for the purposes of addressing the pupils, for consultation with the principal, or for meetings with members of staff.

Table 5.47(a) Information Supplied Regarding Public Open Criticism of Schools
Question : Do members of the public criticize your school openly?

Category	Frequency	Percentage (%)
Yes	19	76
No	6	24
Total	25	100

Table 5.47(b) Information Supplied Regarding the Aspects of School Affairs the Public Openly Criticize.
Question : If yes, which aspects of your school affairs are criticized openly by the public? About:

Category	Yes		No		Total	%
	Frequency	%	Frequency	%		
i) general school discipline	18	72	7	28	25	100
ii) academic performance	12	48	13	52	25	100
iii) school grounds and plant maintenance	12	48	13	52	25	100
iv) how the principal handles complaints from the public	6	24	19	76	25	100
v) how the school personnel receive visitors to the school	1	4	24	96	25	100
vi) the adequacy of information to the public	2	8	23	92	25	100

Tables 5.47(a) and 5.47(b) are closely associated.

In Table 5.47(a), the majority of the heads responded that their schools were criticized openly by the members of the public.

According to Table 5.47(b), the majority of the principals responded positively that their schools were openly criticized with regard to general school discipline, and negatively, with respect to academic performance, school grounds and plant maintenance, how the principal handles complaints from the public, how the school personnel receive visitors to the schools, and the adequacy of information.

In the investigator's view, as public/social institutions, schools are subject to public criticism. Principals should, therefore, welcome such criticisms, constructive or otherwise, and seize the opportunity to patiently explain matters to the public who might have criticized the school out of ignorance (Sergiovanni and Carver, 1980:259-269).

Table 5.48 Information Supplied Regarding whether the General Public is Well-Informed about Educational Matters
Question : Would you consider the general public well-informed about educational matters?

Category	Frequency	Percentage (%)
Yes No	6 19	24 76
Total	25	100

Table 5.48 indicates that the majority, 76% (19 out of 25 principals) did not consider the general public well-informed about educational matters.

The methods suggested by the "negative" respondents for improving the situation included: home visits by principals and teachers, holding regular PTA meetings and organising parents' seminars to discuss educational matters; inviting parents to school functions, like Open Days, Founder's Day, Prize-giving Days, Careers' Day and Farewells; frequent addresses by officials of Department of Education at public meetings about educational matters; distributing school newsletters to parents; and keeping their children well-informed about current educational problems and challenges so that they, in turn, would educate their parents accordingly (Chapter 3).

PART J : Questions 81-82 dealing with principal's self-development

Table 5.49 Information Supplied Regarding Principals' Self-Development
Question : Do you as principal provide for your own self-development by:

Category	Yes Frequency	%	No Frequency	%	Total	%
i) further study to improve your qualifications	21	84	4	16	25	100
ii) reading books and articles on education	24	96	1	4	25	100
iii) attending courses/seminars on educational management and administration	25	100	0	0	25	100
iv) participation in professional association(s)	21	84	4	16	25	100
v) interschool visitations to see how other principals run their schools	19	76	6	14	25	100
vi) undertaking research	10	40	15	60	25	100

In Table 5.49, the majority of the principals responded positively that they provided for their self-development through (in their order of importance) attending courses/seminars on educational management and administration, reading books and articles on education, further study to improve their qualifications, participation in professional associations, and interschool visitations to see how other principals run their schools, and negatively with regard to undertaking research.

Question : Provide any further information which you think is relevant to the principal's functions with respect to community relations.

The additional methods suggested by the principals to further enhance their relationships with their communities included: one, principals should be fully aware of their strategic position in their communities and exhibit leadership qualities wherever they may be, whether at public meetings, in the church or civic and social organisations; two, principals should be non-partisan, fair and impartial in their dealings with both their internal and external publics; three, principals should be well acquainted with the history and other characteristics of their communities to enable them to effectively and intelligently interact with and assist community leaders and members, including parents and their children (Chapter 2); four, principals should intelligently and imaginatively utilize as

many and varied communication strategies as possible to make their communities realize and feel that the schools belonged to them; five, principals should hold periodic brain-storming sessions with their teachers to find new strategies to interest their communities in their school affairs; six, parents and school committee members should not criticize their principals in public, particularly in front of pupils, and vice versa; seven, principals should adopt an "open-door approach" to ensure constant interaction between their schools and the public; and lastly, principals should be *au fait* with their functions, powers and responsibilities as well as current school/educational problems and challenges to enable them to interpret their schools to their communities.

5.4 SURVEY B: THE RESULTS OF THE INTERVIEWS

As stated in 5.1 above, the main purpose of the interviews was to find out the viewpoint of the different interviewees on principal-community relations as well as school-community relations

SURVEY B, PART A: INTERVIEWS WITH SCHOOL COMMITTEE MEMBERS (14 RESPONDENTS)

(The questions listed for the interviews with school committee members are reflected in Appendix F).

1. INTRODUCTION

Fifty six percent (14 out of 25 school committee members) were interviewed owing largely to time factor and subject availability.

1.1 It was discovered that 50% (7 out of 14 respondents) were relatively new members with one to three years service, while 50% (7 out of 14 respondents) were fairly old, experienced members with nine years and above service. The new members could thus learn from the old hands.

1.2 The majority of the school committee members responded that the matters usually discussed at school committee meetings, in their order of importance, were finance, pupils, school buildings, school grounds and plant maintenance, extra-curricular matters and staff matters.

Curriculum matters were the least discussed at such meetings, probably because such matters were beyond the reach of the school committee members since the majority of the members were either illiterate or semi-literate.

1.3 Forty three percent (6 out of 14 members) responded that they had to make an appointment to see the principal, while 57% (8 out of 14 members) responded in the negative. This shows that most of the heads had an "open door policy" in respect of the school committee members.

1.4 It was revealed that the majority, 86% (12 out of 14 members) received training for the efficient performance of their functions, powers and responsibilities through on-the-job experience and the principal at committee meetings. Only seven percent (1 out of 14 members) received initial training by the educational authorities. Hundred per cent (all 14 members) responded that they did not have regular courses organised by the educational authorities.

1.5 The majority of school committee members responded that they used the following communication strategies to explain the school's activities to the community: meetings with the community, the PTA and residents' association. Only 43% (6 out of 14 members) used the tribal authority.

1.6 The majority of the school committee members responded that the problems which they encountered in the discharge of their duties and responsibilities were apathy of community members in school affairs, lack of time and financial incentives.

1.7 With regard to the areas in which the school committee disagreed with the principal, the study revealed the following areas: disciplining of teachers, 50% (7 out of 14 members); admission of pupils and administration of school funds, 43% (6 out of 14 members), disciplining of pupils, 21% (3 out of 14 members), and appointment of teachers, 14% (2 out of 14 members). These results are interesting in two main respects: one, in the appointment of teachers the school committee seemed to defer to the principal because this required expert knowledge and experience, while in the matter of staff discipline, the committee showed keen interest. Two, in the admission of pupils, the committee showed greater interest, while in the matter of student discipline, the committee deferred largely to the authority of the principal and his staff.

1.8 When asked whether they were satisfied with the performance of their school committee, the majority, 71% (10 out of 14 members) responded positively, while 29% (4 out of 14 members) responded negatively. The two main reasons adduced by the "positive respondents" were: one, the school committee had brought peace and stability to the school; and two, committee members had been selfless, devoted, dedicated, sincere and keen in school matters, and there was unity among members. The "negative respondents", on the other hand, felt that very few members attended meetings owing largely to the lack of time, sheer apathy and fear arising from student and staff activism and political intimidation. Moreover, most of the committee members were illiterate and also lacked competence and initiative. Lastly, the system of appointing some of the committee members through nomination had resulted in unwilling members being compelled, so to speak, to serve on the committees.

1.9 The question as to what should be done to further improve relationships evinced the following responses from the interviewees:

1.9.1 *SCHOOL COMMITTEE-PUPIL RELATIONSHIPS*

The school committee should visit the school regularly and have informal chats with pupils. Visits to the school only at crisis times were unhelpful. Furthermore, pupils should be represented on the school committee; lastly, the school committee should encourage the formation of parent-teacher-student association (PTSA).

1.9.2 *SCHOOL COMMITTEE-STAFF RELATIONSHIPS*

Teachers should be represented on the school committee; moreover, the school committee and the principal should encourage periodic joint meetings between the committee and the staff, which could be rounded off with refreshments.

1.9.3 *SCHOOL COMMITTEE-COMMUNITY RELATIONSHIPS*

The school committee should attend with dispatch the complaints of parents and other community members. Furthermore, the school committee should encourage the formation of PTA (or PTSA) so that other community members could be roped into school affairs.

1.9.4 *SCHOOL COMMITTEE-PRINCIPAL RELATIONSHIPS*

Periodic home visits should be encouraged.

SURVEY B, PART B : INTERVIEWS WITH SENIOR PUPILS (STD 9 AND 10) (100 RESPONDENTS)

(The questions listed for the interviews with the senior pupils are reflected in Appendix G).

1. INTRODUCTION

In all, 100 senior pupils, four from each of the 25 selected secondary schools were interviewed. Since the respondents were 100 in number, only the percentages are given.

1.1 The study showed that the majority of the pupils had been long enough in their schools to be able to speak more knowledgeably about principal-community relations.

1.2 When asked whether pupils should be represented on the school committee, the overwhelming majority, 92% responded positively, and 8% in the negative. Four major reasons were adduced by the "positive" respondents: one, pupils' representation on the school committee was in line with the prevailing democratic spirit. Two, it would enable parents, principals and teachers to appreciate, at first hand, students' needs and problems, and this would, in turn, help them to arrive at sound decisions. Three, the pupils themselves would acquire skills in administrative/managerial fields, like decision-making, communication, negotiation and problem-solving, all of which would help them to become self-reliant, self-confident and responsible citizens. Lastly, it would enable the students, too, to come to grips, at first hand, with the needs, challenges and problems of their school and education as a whole from a wide perspective. The "negative" respondents argued thus: one, students were noisy, full of "bravado" and inexperienced; and lastly, the students had their own mouthpiece, the SRC, and so, the school committee should be reserved for parents and teachers who could view the school's needs, challenges and problems from a wider perspective.

1.3 The pupils' responses showed that 94% of the schools had *SRCs*.

1.4 Seventy two percent of the pupils were satisfied with the performance of their *SRCs*, while 28% were not. The reasons given by the "positive" respondents were: one, the SRC had proved itself capable as the real representative and mouthpiece of the students by not only regularly

communicating with the student body and presenting students' grievances on time to the principal but also organizing extra-curricular activities through its committees. Two, it had helped the school administration in maintaining discipline in the school; and lastly, it had helped immensely in promoting trust, understanding, co-operation and unity among the school's internal publics and thereby contributing to the smooth running of the school. The "negative" respondents, on the other hand, felt that the *SRC* was a failure in that it was indisciplined, ignorant, corrupt and inactive and, also, lacked initiative, direction and unity. Moreover, it was politically motivated and directed, had brought chaos and disorder by organizing unplanned gatherings on the school premises and thereby disturbing the teaching-learning process. Lastly, it had created an atmosphere of suspicion, mistrust and misunderstanding among the school's internal publics and thereby disturbing the smooth running of the school.

1.5 The majority of the pupils (51%) responded that they had to make an appointment to see the principal.

1.6 This study revealed that the pupils had some say in these aspects of school life: school grounds and plant maintenance, planning, implementation and evaluation of extra-curricular programme and utilization of school funds.

1.7 The majority of the pupils, 85% responded that pupils should be actively involved in the life of their community, while 15% responded in the negative. Four major reasons were adduced by the "positive" respondents: one, students were part and parcel of the community and what affected their community/parents also affected them; two, it would give them wide scope to educate the community in not only school/educational matters but also the current socio-economic and political events in the wider community. Three, it would enable the pupils to know, understand and appreciate the needs, challenges and problems of the community, to learn about the norms, values, customs and traditions of their people and to acquire skills in

leadership, communication, negotiation and decision making that would help them grow into responsible citizens and leaders of tomorrow. And lastly, it would help to promote sound relationships between the pupils and their community. The "negative" respondents, on the other hand, felt that such involvement would waste the students' time and, as a result, disturb their studies; secondly, it might contribute to absenteeism, truancy and poor academic work at school; thirdly, the societal ills, like political intimidation, violence and mass action, might spill over into school premises; and lastly, as pupils were sometimes dictatorial, proud and rude, they might cut a bad image for themselves and their school.

1.8 The majority of the pupils responded positively that their involvement in community life took the form of membership of sporting clubs, membership of youth and religious organisations, utilization of community's facilities, attendance at public functions, membership of political organisations, responding to questionnaires and/or interviews for research purposes, educational tours to nearby higher institutions, voluntary service, educational tours to industrial and commercial enterprises in the community.

1.9 The overwhelming majority of the pupils, 94%, responded that the community should be involved in school affairs, while 6% responded in the negative. The reasons given by the "positive" respondents were mainly four-fold: one, they had a democratic right to be involved in the school's affairs; two, involvement would acquaint the community, at first hand, with the needs, challenges and problems of the school to which they could help to address; three, involvement usually led to trust, understanding and co-operation between the community and the school's internal publics, while non-involvement led to mutual suspicion, mistrust, misunderstanding and friction; and lastly, it would help the community/parents not only to know and appreciate but also to perform effectively their duties and responsibilities towards their children's education.

The "negative" respondents, on the other hand, felt that community involvement had inherent dangers: firstly, students might be led astray; they might be misused by "dishonest" politicians to the detriment of their studies; moreover, the community members might lack the knowledge, competence, and expertise as well as the time to make any effective contribution in school affairs.

1.10 The majority of the pupils responded positively that community involvement in school affairs took the form of attendance at functions, membership of school committee, participation in the school's fund-raising activities, membership of PA/PTA and utilization of school's physical facilities, and negatively with regard to service as resource people or helpers and evaluation of some aspect of the school by responding to questionnaires, interviews or by observation. It could be seen from the foregoing that the potentialities of the community in the last two areas had not been fully tapped.

1.11 The majority of the pupils reacted positively that they were kept well-informed about school-community matters through (in their order of importance) announcements at the assembly, the PC/SRC and the class teachers and negatively in respect of personal interviews with the principal, guidance teachers, regular meetings with the principal, and teachers during lessons. This study clearly showed that the potentials of the last four strategies had been under-utilized.

1.12 The question as to what should be done to further improve relationships evoked the following responses from the pupils:

1.12.1 ***PUPIL-PRINCIPAL RELATIONSHIPS***

Firstly, the relationship should be characterized by mutual respect, recognition, tolerance, friendliness, understanding and love;

secondly, periodic meetings, both formal and informal, should be held to facilitate bilateral communication; and lastly, the school authorities should allow the formation of SRC and PTSA at school to ensure, *inter alia*, that students' interests were known and catered for.

1.12.2 ***PUPIL-COMMUNITY RELATIONSHIPS***

Firstly, the relationship should be characterized by mutual respect, recognition, trust, tolerance, understanding and love, with the community/parents acting as real parents/elders and the students treating them as their real parents/elders. Furthermore, the community should provide facilities, like recreational centres and living accommodation, at a reasonable fee, for day scholars.

SURVEY B: PART C: INTERVIEWS WITH TEACHERS (39 RESPONDENTS)

(The questions listed for the interviews with the teachers are found in Appendix H).

1. INTRODUCTION

In all, 39 teachers were interviewed from the 25 secondary schools selected.

1.1 The study revealed that 61% (24 out of 39 teachers) had spent 3 or more years in their schools. It means that the majority of the teachers could be relied on to speak more knowledgeably about their principals' relationships with both the internal and external publics.

1.2 The overwhelming majority, 97% (38 out of 39 teachers) responded that teachers should be represented on the school committee for four major

reasons: one, teachers had a democratic right to be involved in the decision-making process at the highest level of school management/government because as one of the major players in the school, they should be allowed to express their views on matters affecting them. Two, teachers, would be enabled to help the principal in guiding the committee members (most of whom were uneducated) on school/educational matters; the teachers, too, would learn a lot about committee procedures and decision making as well as the needs, challenges and problems of their communities. Lastly, it would promote healthy relationships between the two parties which, in turn, would enhance the smooth running of the school.

1.3 The study revealed that the majority, 51% (20 out of 39 teachers) resided in the communities where they worked.

1.4 The overwhelming majority, 97% (38 out of 39 teachers) answered that teachers should be actively involved in community life for four main reasons: firstly, it would enable them not only to appreciate the needs, challenges and problems of their community, at first hand, but also to help in finding effective solutions to same; secondly, it would enable them to assist their principal in interpreting the school to the community and vice versa; thirdly, as educationists, teachers could use such informal contacts to educate community members about their functions and responsibilities towards their children's education; and lastly, it might conduce to mutual respect, recognition, co-operation and understanding in community and school affairs. The "negative" respondents, on the other hand, felt that teachers' involvement might expose their weaknesses to the community.

1.5 The majority of the teachers responded positively that their involvement in community life took the form of participation in adult education, attendance at public functions, membership of sporting clubs, membership of voluntary service organisations, home visits, membership of religious organisations, residence in the community and membership of political organisations.

With regard to political organisations, all 39 respondents held the view that although teachers, as citizens, could hold political views, they should not be seen to be partisan because of their "father" image in the school and the community.

1.6 When asked whether the community should be actively involved in school affairs, the overwhelming majority, 92% (36 out of 39 teachers) responded positively, while only 8% (3 out of 39 teachers) responded in the negative. The reasons adduced by the "positive" respondents were: one, it would enable parents/community not only to appreciate the achievements and failures, the needs, challenges and problems of the school, but also, to help constructively in finding solutions to same; two, the community had a democratic right to be involved in school affairs because as parents, they had, *inter alia*, the parental right to contribute meaningfully to their children's education. Three, it would enable the community to be educated through the principal and his staff; and finally, it would not only inculcate a feeling of joint ownership and responsibility in the community, but also help to develop and maintain mutual respect, recognition, co-operation and understanding between the school's internal and external publics. The "negative" respondents, on the other hand, felt that community involvement might tend to make community members dominate and change the school routine. Moreover, it might cause friction between the teachers and the community.

1.7 The majority of the teachers responded that community involvement in school affairs took the form of (in their order of importance) attendance at school functions, membership of parents' association (PA) or PTA, participation in the school's fund-raising activities, giving financial assistance to needy pupils, responding to questionnaires and/or interviews concerning the school for research purposes, membership of community/civic groups which support school activities, membership of school committee, participation in parent education, evaluation of some aspect of the school

by responding to questionnaires, interviews or by observation, service as resource people or helpers, and utilization of the school's physical facilities.

1.8 The majority of the teachers reacted positively that they were kept well-informed about school's policies, goals, rules, procedures and activities through (in their order of importance) staff meetings, school policy, subject policies, departmental circulars,in-service educational programmes, personal interviews with the principal, announcements at the assembly, induction of new teachers, professional associations and school prospectus or manual.

1.9 The majority of the teachers responded positively that they had a say in the disciplining of students, planning, implementation and evaluation of extra-curricular activities, school grounds and plant maintenance and allocation of duties and negatively with regard to utilization of school funds and evaluation of the principal.

1.10 The overwhelming majority, 95% (37 out of 39 teachers) responded that a school should have a policy on school-community relations. The "positive" respondents reasoned thus: firstly, a school policy, carefully written out and regularly reviewed to meet prevailing circumstances, served as a guide to the school's internal and external publics. Secondly, it would promote sound relationships and effective interaction between the school and the community; and lastly, it would save time and effort, for in the current situation, a principal would have to go through a myriad of documents for guidance.

1.11 When asked whether a school should have a PTA, the overwhelming majority, 97% (38 out of 39 teachers) reacted positively. The "positive" respondents felt that the PTA offered ample opportunity for consultation between the parents/community and teachers. Furthermore, through the PTA, the majority of parents and teachers had the chance to appreciate their respective viewpoints on school/educational matters. Lastly, the

bilateral communication created by the PTA usually promoted mutual trust and confidence, respect and recognition.

1.12 The teachers' responses to the question as to what should be done to further improve the relationships between the school's internal and external publics were as follows:

1.12.1 ***TEACHER-COMMUNITY RELATIONSHIPS***

Firstly, there should be periodic social functions to enable teachers and community members to rub shoulders and informally and freely exchange views on school and community matters; furthermore, the two "partners" should be encouraged to co-operate in planning, implementing and evaluating school and community projects.

1.12.2 ***PUPIL-COMMUNITY RELATIONSHIPS***

Firstly, PTSAs should be formed; secondly, pupils should be encouraged to offer their services voluntarily to the community, particularly in adult education; moreover, pupils should help the community to organize sporting clubs, singing groups, concerts, beauty contests and other social activities that would enliven an otherwise uninviting atmosphere in the rural areas; furthermore, the community should be encouraged to establish bursary schemes to sponsor brilliant but needy students to further their education; and lastly, the community should provide recreational facilities.

1.12.3 ***NON-TEACHING STAFF-COMMUNITY RELATIONSHIPS***

The non-teachers should be encouraged to attend public relations courses in order to learn the various strategies in handling the

public.

1.12.4 ***PRINCIPAL-COMMUNITY RELATIONSHIPS***

Firstly, the principal should regularly inform parents by letters or other communication means about the problems and achievements of their children; secondly, he should imaginatively create avenues, both formally and informally, for contact with community leaders to enable him to feel the pulse of the community on various school/educational issues; and lastly, he should have the interest, welfare and safety of the children at heart.

SURVEY B, PART D: INTERVIEWS WITH NON-TEACHING STAFF (8 RESPONDENTS)

(The questions listed for the interviews with non-teaching staff are reflected in Appendix I).

1. INTRODUCTION

Only thirty two per cent (8 out of 25 non-teaching staff) were interviewed owing largely to the fact that at the time of the interviews most of the non-teaching personnel (particularly the clerical personnel) in Ciskei had been dismissed for vacating their posts.

1.1 It was revealed that the majority, 87% (7 out of 8 non-teachers) resided in the community in which they worked.

1.2 Hundred percent (all 8 non-teachers) reacted that they should be actively involved in community life. Four main reasons were given: one, they were part of the community; two, it would enable them to be accepted, respected and recognised by the community; three, it would enable them to

communicate freely with the members of the community and to appreciate the needs, challenges and problems of the community; lastly, their involvement would enable them to educate the community in school/educational matters.

1.3 The majority of the non-teaching staff responded positively that they were actively involved in community life through attendance at public/community functions, residence in the community, membership of religious organisations and sporting clubs, participation in adult education, membership of voluntary service organisations, civil service associations and political organisations. With regard to membership of trade unions, only 25% (2 out of 8 non-teachers) reacted positively.

1.4 Hundred percent (all 8 non-teachers) responded that the community should be involved in school affairs. Four major reasons were adduced: one, the school was established by the community for their benefit; two, some of the community members were parents and/or guardians of the pupils in the school; three, involvement would enable the community to appreciate the problems of the school; and lastly, the community must work hand in hand with the principal and his staff for the benefit of the school and the pupils.

1.5 The majority, 87,5% (7 out of 8 non-teachers) responded that they attended in-service courses.

1.6 The majority of the non-teachers responded that the in-service courses dealt with such community relations matters as the handling of telephone calls, how to handle parents and other visitors to the school, and how to relate to other staff members and pupils.

1.7 The majority, 75% (6 out of 8 non-teachers), responded that they were kept well-informed about the school's policies, goals, rules, procedures and activities. It was further revealed that the majority of the non-teachers

were kept well-informed in such matters by circulars, personal interviews with the principal and school policy. However, regarding in-service programmes, school prospectus or manual and professional associations, the majority of the non-teachers gave negative answers.

1.8 The majority of the non-teaching personnel responded that they were trained for the efficient performance of their functions and responsibilities through on-the-job experience, orientation courses and the principal at regular meetings. However, with respect to in-service programmes and private studies, only 37,5% (3 out of 8 non-teachers) reacted positively.

1.9 The majority of the non-teachers responded that they had a say in allocation of duties, little say in utilization of school funds, disciplining of pupils, school grounds and plant maintenance, extra-curricular matters, school's policy and programme on community relations, and curriculum matters, and no say at all in the disciplining of teachers. These findings are interesting in some respects: firstly, the fact that the non-teachers had no say in the disciplining of teachers is understandable; secondly, it is surprising that the non-teachers should have a say (however little it might be) in curriculum matters and student discipline.

1.10 The study revealed the following responses to the question as to what should be done to further improve relationships:

1.10.1 ***NON-TEACHING PERSONNEL-PRINCIPAL RELATIONSHIPS***

The relationship should be characterized by mutual respect, recognition, co-operation and loyalty. Furthermore, there should be regular meetings, both formal and informal, to enable the non-teachers to express their views freely but courteously about matters concerning their work.

1.10.2 *NON-TEACHING PERSONNEL-TEACHING STAFF RELATIONSHIPS*

Mutual respect, recognition and co-operation should be uppermost in their relationships. Moreover, an atmosphere of friendship and unity should be created through sports and other worthwhile extramural activities. The principal's inspired leadership and motivation was required.

1.10.3 *NON-TEACHING STAFF-PUPILS RELATIONSHIPS*

There should be mutual respect, recognition, co-operation and understanding. Furthermore, both parties should know the limits of their authority. Effective and inspired leadership on the part of the principal was essential.

1.10.4 *NON-TEACHING PERSONNEL-COMMUNITY RELATIONSHIP*

There should be mutual respect, recognition, co-operation and understanding. In addition, the non-teachers should realize that they were at the service of the public/community. They should, therefore, treat all community members equally and fairly.

SURVEY B, PART E: INTERVIEWS WITH ASSISTANT DIRECTORS (9 RESPONDENTS)

(The questions listed for the interviews with assistant directors (ADs) are reflected in Appendix J).

1. INTRODUCTION

The researcher decided to interview all the 9 *ADs* for three main reasons: one, as former principals, they possessed sufficient wealth of knowledge and

experience to fall back on and throw more light on principal-community relations; two, as officials responsible for their directorates where the research was conducted, the *ADs* were in a strategic position to enlighten the investigator about current problems in respect of school-community relations in their respective areas; and lastly, since this study was management-oriented, the *ADs* were in a good position to evaluate their principals in terms of their proven management abilities, capabilities and potentialities.

1.1 When asked whether their directorates had a written policy on community relations, 44% (4 out of 9 *ADs*) reacted positively while the majority, 56% (5 out of 9 *ADs*) were not sure that their schools had written policies on school-community relations.

1.2 The overwhelming majority, 89% (8 out of 9 *ADs*) responded that a policy on community relations was necessary. The "positive" respondents adduced three main reasons: one, to serve as a guideline to the school's internal and external publics; two, to help co-ordinate the community relations activities in the directorate; and lastly, to facilitate communications between the Department, the directorates and the schools in respect of community relations.

1.3 The majority of the *ADs* responded that principals were trained for the efficient performance of their functions, powers and responsibilities through regular meetings with the principals, regular visits to schools by inspectors, in-service training programmes, induction of new principals, personal interviews with individual principals and on-the-job experience.

1.4 Hundred percent (all 9 *ADs*) responded that principals should be actively involved in the life of the community in which they worked. Four major reasons were given: firstly, to enable principals to become acquainted, at first hand, with their communities; secondly, to make the principals

accepted, respected and trusted by parents and other community members; thirdly, to enable the principals to give effective and enlightened leadership to their communities; and lastly, to enable the principals, through such informal meetings, to win the support of their communities for the benefit of their official duties. The only *caveat* given was that the extent of principals' involvement should be such as would not adversely affect the effective and efficient discharge of their official duties.

1.5 The overwhelming majority of the *ADs* reacted positively that the principals' involvement in community affairs should take the form of membership of religious, sporting and voluntary organisations, participation in adult education, attendance at public functions, addressing the public on educational matters, home visits, visits to nearby feeder schools, interschool visitations, tours to nearby higher institutions with pupils and/or teachers for educational purposes and residence in the community.

1.6 Hundred percent (all 9 *ADs*) responded that the community should be actively involved in school affairs. The major reasons given were: one, to enable the community particularly the parents, to become acquainted with their school's achievements and failures, needs, challenges and problems; two, to enable the community to feel accepted, respected, recognized and trusted by their school; three, to promote bilateral communication, mutual co-operation and sympathetic understanding between the community and the principal and his internal publics; and lastly, to motivate the pupils and also help the school's administration to stem the tide of indiscipline in the school.

1.7 The overwhelming majority of the *ADs* responded that community's involvement in school affairs should take the form of membership of school committee, PTA, community/civic groups which support school activities, participation in parent education, attendance at school functions, participation in the school's fund-raising activities, evaluation of some

aspect of the school by responding to questionnaires, interviews or by observation, utilization of school's physical facilities, giving assistance to needy pupils, membership of school-initiated advisory committees, responding to questionnaires and/or interviews concerning the school for research purposes and service as resource people or helpers.

1.8 The majority, 78% (7 out of 9 *ADs*) responded that community involvement in school affairs did not have inherent dangers, while only 22% (2 out of 9 *ADs*) replied that it had. Those who felt that there were inherent dangers reasoned thus: a weak principal might be bullied or overwhelmed by the community. Moreover, in a highly politicized community, the school might be used as a political platform for political gains. Although in the view of the *ADs*, it might be difficult to avert these dangers, discussions at management courses, regular and timely advice from senior departmental officials and job experience might help to alleviate the stings of such dangers.

1.9 When asked what they felt should be done to further improve the principal-community relationships, the *ADs* made four main suggestions: one, principals should learn to plan in advance; two, they should try to carry their internal publics along with them through inspired and effective leadership; three, they should organise occasions, like Parents' Day, Founder's Day, Open days and Prize-giving ceremonies; and lastly, they should not only regularly inform their communities about the schools' activities but more importantly, encourage and get the communities involved in such activities.

1.10 With regard to party politics, 100% (all 9 *ADs*) expressed this view: *Principals*, as leaders and "father" figures, must be transparently neutral and non-partisan to enable them to win and retain the confidence, trust, respect and co-operation of both their internal and external publics. *Teachers*, too, should be non-partisan for the same reasons given in respect

of the principals. Nothing should, however, prevent a principal or teacher from holding private political views and exercising his franchise, as necessary. *Pupils in secondary schools* were adolescents and idealists and were usually outside the wide ambit of "misconduct rule" as applied in respect of workers. They could, therefore not be prescribed to. Furthermore, as part and parcel of the community, pupils were affected, positively or negatively, by the activities in the community. Be it as it may, as the overwhelming majority of pupils were not mature enough to grasp the full implications of their political actions, all hands (including the political parties and organisations) must be on deck to ensure that political party activities did not spill over into school premises to jeopardize the children's education.

SURVEY B, PART F: INTERVIEW WITH THE ASSISTANT DIRECTOR (AD), MANAGEMENT DIVISION, DEPARTMENT OF EDUCATION

(The questions listed for the interview with the assistant director are found in Appendix K).

1. INTRODUCTION

The investigator decided to interview the *AD* in charge of the management division of Ciskei Department of Education for five main reasons: firstly, to find out whether the in-service courses dealt with school-community relations; secondly, to discover the aim(s) and the contents of the management courses; thirdly, to find out the problems encountered in conducting such courses for principals; fourthly, to find out whether the *AD* had the means of getting an effective feedback with respect to the courses conducted; and lastly, to discover the views of the *AD* generally about principal-community relations.

1.1 The survey revealed that management courses had been organised periodically for principals, DPs and HOD's for the past three years.

1.2 The management training programmes had two main aims: awareness of management strategies and development of management skills.

1.3 The aspects of management usually discussed at the in-service courses included management, self-management, school management, staff management and conflict management. So far 8 management courses had been organised. The courses were needs-oriented.

1.4 With regard to school-community relations, the management programmes included parental/community involvement in school/educational affairs, the school committee, PTA, public attitude towards education and schools, utilization of school's resources by the community and vice versa, communications between the schools and the community, school grounds and plant maintenance, school budgets and administration of school funds.

1.5 The *AD* felt that the Department of Education should have a written policy on school-community relations to serve as a guideline for not only inspectors, principals, the staff and students but also parents and other community members.

1.6 The *AD*, also, thought that principals should be actively involved in the life of the community in which they worked for two main reasons: firstly, to develop mutual understanding between the principal and his community/parents and also to know the expectations of each other; and lastly, to promote effective communication and a sharing of knowledge and information for their mutual benefit.

1.7 She felt that principal's involvement in community life could take many and varied forms, including residence in the community, membership of

religious and voluntary organisations and sporting clubs, participation in adult education as part-time tutors and/or supervisors, attendance at public functions, addressing the public on educational matters, visiting nearby feeder schools, interschool visitations, home visits, touring nearby higher institutions with pupils and/or teachers for educational purposes and attending to individual personal matters, as necessary. Each principal should take his situation and circumstances into consideration. In her view, time was also essential and so the principal must develop skills in time management.

1.8 In the *AD's* view, the community should be actively involved in school affairs for two major reasons: firstly, they, too, were responsible for the children's education; and secondly, they supported the school financially and morally.

1.9 Community involvement in school affairs could also take many and varied forms, including membership of school committee, *PTA*, school-initiated advisory committee, and community/civic group which support school activities, participation in parent education, attendance at school functions, participation in the school's fund-raising activities, evaluation of some aspects of the school by responding to questionnaires, interviews or by observation, responding to questionnaires and/or interviews concerning the school for research purposes, utilization of school's physical facilities, service as resource people or helpers, financial assistance to needy pupils, school grounds and plant maintenance, curriculum matters and assistance in their children's home work as necessary.

1.10 The *AD* felt that pre-service training in educational management and administration was essential for school principalship. This pre-service training should take place in the Colleges of Education and faculties of Education in the Universities. This was to enable teachers doing undergraduate or post-graduate studies to recognize their distinct roles as

teachers and managers. Such pre-service training programmes should include aspects of educational management and administration, like planning, decision making, leadership, communication, systems approach to education, human relations, teamwork and classroom management.

1.11 In the *AD's* view, principals were not adequately trained for the efficient performance of their management functions and responsibilities. The situation could be improved through: pre-service training in educational management and administration at the colleges of Education and faculties of Education in the Universities, school visits by inspectors who should themselves be management-oriented. This involved a change in the inspectors' role. They must deal with management matters in schools and help principals in solving management problems. Furthermore, there should be regular in-service courses for principals, *DPs* and *HOD's*.

1.12 The *AD* felt that the relationship between the principal and the community could be improved as follows: one, organizing parents' evening meetings once a term/semester. This should be a festive occasion and money should be raised for it. Two, communications to parents by letter or newsletter about both the academic and non-academic needs of the school. Both one-way and two-way communication strategies should be effectively utilized. Such communication strategies included more personal contacts with parents; effective use of admissions period before the rush of school activities started; the use of school newsletters, circulars and brochures. The principal should work out the logistics, particularly the financial aspects, with the school committee and/or the PTA. Four, orientation for parents as well as new entrants to Std 6. Lastly, in all his personal contacts with parents and pupils, the principal must be more of a listener and facilitator.

1.13 The problems faced by the management division with regard to their training programmes included non-attendance of courses owing largely to

unrests in schools; the difficulty of getting the principals to consider themselves as managers; the lack of initiative and vision on the part of some principals; and lastly, the lack of effective and efficient communications between the fieldworkers (inspectors and principals) and the Head Office (Headquarters).

5. CONCLUSION

5.5.1 In this chapter, the researcher has attempted to do two things: firstly, to present and analyse the data as reflected in the principals' responses to the questionnaires. In doing this, he also endeavoured to refer to the interviewees' responses, as necessary. Secondly, to present and analyse the data as reflected in the responses of the different categories of interviewees to the different categories of interview questions.

5.5.2 What follows is Chapter 6 where the project is recapitulated by presenting the major conclusions and making appropriate recommendations.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this final chapter, an attempt is made to recapitulate the research project by drawing conclusions and making appropriate recommendations.

6.2 CONCLUSIONS AND RECOMMENDATIONS

6.2.1 *THE PRINCIPAL'S INTERNAL PUBLICS*

6.2.1.1 *INTRODUCTION*

Although the search-light of this study is on the principal and his external publics, it is felt that a principal will have to carry his internal publics along with him if he is to competently discharge his community relations functions and responsibilities.

6.2.1.2 *THE SCHOOL COMMITTEE (THE GOVERNING BODY)*

a) *Conclusions*

1) This study reveals that as the governing body and the only statutory mouthpiece of parents and the community, the school committee plays an important role in the running of a secondary school in Ciskei. It comprises 5 persons elected by parents/guardians and 4 nominated members.

2) It is, also, revealed that the school committees are not only fully informed about but also competent enough to perform their functions,

powers and responsibilities; that they are considered as part of their schools and are not remunerated.

3) The investigation, however, shows that most of the school committee members are either illiterate or semi-literate and that the only training they receive is from the principals at school committee meetings and on-the job experience.

4) The majority of principals see their roles in school committee affairs as consultants, convener of meetings, co-ordinators, leaders, educators and motivators.

b) *Recommendations*

1) School committees are important in the secondary school system in Ciskei. As representatives of parents and the community, they are faced with the enormous task of, inter alia, providing and maintaining school grounds and plant, administering school funds and appointing and disciplining teachers as well as admitting and disciplining pupils. They should liaise between the community and the school, between the community and the higher educational authorities. Undoubtedly, the smooth running of a school depends largely on the efficiency of its school committee.

2) In line with democratic principles, the membership of the school committee should be enlarged to include representatives of staff and pupils. The number of these representatives should constitute about one-third of the entire membership to enable the community to retain its control of the school. Pupils could be represented by an alumni or a mature student other than those in the SRC. Such an all-embracing governing body would enjoy the confidence, trust and support of all the parties concerned.

3) The involvement of the school committee in the disciplining of principals,

teachers and pupils, in the handling of complaints and in the administration of school funds should be subject to rules, regulations and procedures laid down by the educational authorities which should be strictly adhered to by both the principal and the school committee to avoid possible friction between the two parties.

4) As the majority of school committee members are either illiterate or semi-literate, they need guidance and enlightenment on not only their functions, powers and responsibilities but also various educational matters and procedures. In this connection, it is suggested that in addition to the training received from on-the-job experience and the principal, school committee members should be trained by the directorates as soon as they are appointed; secondly, regular in-service courses tailored to meet their needs, should be organised for them; thirdly, each school must have a prospectus/manual to serve as a frame of reference to not only the school committee members, parents and the public but also the educational authorities, the staff and pupils; fourthly, the school committee members, elected or nominated, should regard their membership as a challenge and honour and approach their work with devotion, dedication and a high sense of responsibility; lastly, school committee members should themselves try to be conversant with their functions, powers and responsibilities by learning from the older, more experienced members and ex-committee members. Be it as it may, inability to read or write is undoubtedly a stumbling block to the effectiveness and efficiency of the school committee system.

5) It remains an indisputable fact that secondary schools in Ciskei, which are largely community-based, cannot function smoothly without school committees. It, thus, behoves the principals and the higher educational authorities to guide, encourage and motivate the school committees accordingly. In this connection, the question of giving some financial incentives in the form of transport or sitting allowances to school committee

members deserves serious consideration.

6.2.1.3 *PUPILS*

a) *Conclusions*

1) The study reveals that most of the schools have SRCs and that pupils have some say in the utilization of school funds and extracurricular programmes.

2) It is, also, shown that pupils should be represented on the school committee and the PTA.

3) The investigation further reveals that although pupils are not aware of their community relations role, they are not only actively involved in community life through, inter alia, youth, religious, political and sporting organisations but also kept well-informed about school-community matters through, inter alia, announcements at the assembly and the SRCs.

b) *Recommendations*

1) Pupils in secondary schools are adolescents on their way to the adult world. Very difficult decisions will be theirs to take and they are in school to be educated, trained and enlightened to become useful, responsible citizens. They should, therefore, be injected with a sense of responsibility and independence through the creation of opportunities which would lead them to think and act independently. In this regard, it is recommended that: one, pupils should be represented on the school committee and the PTA; two, they should have a SRC with an approved constitution, which, under the guidance of the principal or a senior staff member, could usefully serve as a link between the pupils and school authorities; three, they should have a say in the proposed community relations policy and programme. It is hoped that pupil involvement in such bodies and programmes would arm them with skills in leadership, communication,

negotiation, problem-solving and decision making, all of which are important hallmarks of spiritual adulthood.

2) Pupils should be not only made fully aware of their community relations role but also encouraged to get actively involved in community life, particularly through voluntary service, which is currently lacking. Voluntary service spirit coupled with leadership and patriotic spirit could be instilled into the youth through such youth organisations as Boys Scouts, and Girls Guides.

3) Besides the various strategies employed to keep the pupils well-informed about school-community matters, (6.2.1.3(a.3)), subject teachers should usefully relate their subject matters, where appropriate, to society and thereby enliven and add sauce to their lessons.

4) Pupils could also raise the image of their school through hard achievements in academic and non-academic work. In this connection, the principal together with his staff should create an atmosphere of excellence in both academic and non-academic fields in the school. Such a sun of excellence coupled with mutual love, respect and recognition would undoubtedly shine before parents and the public and win their confidence, co-operation and support.

5) Lastly, the nagging problem of students and party politics cannot be glossed over. Here, the researcher shares the views expressed by the principals, the SRC and the students themselves that although as citizens pupils have inalienable political rights, they should as far as possible be encouraged to concentrate on their studies. If pupils are allowed to carry political party activities into the school, the student body might be divided into rival groupings which could spoil the healthy school climate. The intolerance and violence in the society might find their way into the school. Also, pupils' energies might be dissipated through protest marches and

other forms of mass action. Be it as it may, party politics could be kept out of school premises only through the goodwill, understanding and co-operation of the pupils themselves, the school authorities, the staff, parents and the community as well as the political organisations themselves.

6.2.1.4 *TEACHERS*

a) *Conclusions*

1) The study shows a general agreement that teachers should be represented on the school committee.

2) It is, also, revealed that teachers are actively involved in community life through residence, membership of religious, voluntary service, sporting and political organisations as well as part-time tutoring in adult education, attendance at public functions and home visits.

3) The investigation further indicates that teachers are kept well-informed about school policies, goals, rules, procedures and activities through school policy, subject policies, announcements at the assembly, staff meetings, in-service programme, personal interviews, departmental circulars and professional associations.

4) It is also shown that teachers are involved in school administration with respect to disciplining of pupils, allocation of duties, extracurricular activities and school grounds and plant maintenance.

b) *Recommendations*

1) Teachers are in a strategic position in a school. They stand *in loco parentis* and are the key personnel in the teaching - learning process which is the raison d'etre of a school. They can help the principal, through their educative teaching, to put their school in the public eye and thereby win the confidence and support of parents and the public.

2) Teachers should be represented on the school committee to enable them to participate in decision making at the highest level of school government.

3) Teachers' active involvement in community life (6.2.1.4 (a.2)) deserves commendation and should be encouraged. However, as regards party politics, it is felt that by virtue of their strategic position of "father figures", teachers should be transparently non-partisan and neutral. Non-partisanship would enable them to win and retain the confidence, respect and loyalty of parents, pupils and the community alike.

4) It is commendable that teachers are kept well-informed about school policies, goals, rules, procedures and activities to enable them to help interpret their school to the community (6.2.1.4 (a.3)). This should continue and be encouraged. In addition, principals should induct new teachers and prepare school prospectus/manual in this regard.

5) Since good teaching - educative teaching - is an indispensable ingredient in school-community relations, the principal and his supervisory staff should encourage, motivate and inspire their teachers to attain this objective through, inter alia, regular class visits and control of written work, scheme books, test and examination questions and memoranda. Teachers' strengths and deficiencies should be timeously discussed with them. They should also be encouraged to improve themselves through further studies as well as reading books and articles on education.

6) Lastly, effective participation and consultation are two important pillars of democratic leadership. Principals should, therefore, continue, as far as possible, not only to consult with but also to involve their teachers in both academic and non-academic affairs of the school. This way, they would win and retain the confidence, trust, respect, co-operation and loyalty of their teachers.

6.2.1.5 *THE NON-TEACHING STAFF*

a) *Conclusions*

1) The study reveals that the non-teachers are actively involved in community life through, inter alia, residence, membership of civil service associations, trade unions, religious, political and sporting organisations as well as attendance at public functions.

2) It is further revealed that they are kept well-informed about school matters through, inter alia, school policy, staff meetings, individual interviews and departmental circulars.

3) It is also shown that the clerical personnel attend regular in-service courses where they grapple with such community relations matters as the handling of parents and other visitors to the school, the handling of telephone calls and how to relate to other staff members and pupils.

b) *Recommendations*

1) The non-teaching personnel have many contacts in the community and can, therefore, assist the principal to translate the school to the community and vice versa. It is thus heartening to observe that the non-teachers are not only actively involved in community life (6.2.1.5 (a.1)) but also kept well-informed about school matters (6.2.1.5 (a.2)). Principals should continue, as far as practicable, to encourage the non-teachers in this regard.

2) Besides the community relations matters discussed at in-service courses (6.2.1.5 (a.3)), it is suggested that matters like school grounds and plant maintenance, administration of school funds and office management should also be discussed.

3) Principals should also encourage the clerical staff to further their studies either through correspondence courses or as full time students in higher institutions.

4) Since the non-instructional personnel are directly under the principal, it is the principal's primary responsibility to make them fully conversant with their functions and responsibilities as well as the limits of their authority to enable them to work harmoniously with teachers and pupils. The non-teacher - pupil - teacher relationships should be characterized by mutual respect and recognition. To attain this, the non-teachers should be appointed on merit, their jobs and the limits of their authority should be clearly defined, and their service conditions should be periodically revised to motivate them to give off their best (Kindred, Bagin and Gallagher, 1984:101-102, DET Manual, 00/ET 281, undated, pp 305-309).

6.2.1.6 *CONCLUSION*

The principal's internal publics - school committee, pupils, teachers and non- teachers-are frontline interpreters of the school to the community and vice versa. Their community relations potentials should be developed and nourished through the principal's inspired leadership.

6.2.2 ***THE PRINCIPAL'S EXTERNAL PUBLICS***

6.2.2.1 *PARENTS / COMMUNITY*

a) *Conclusions*

1) The study reveals that community involvement in school affairs takes the form of attendance at school functions, utilization of school facilities, participation in the school's fund-raising activities, membership of PTA, service as resource people, membership of community groups which support school activities, participation in parent education and of school-initiated advisory committees as well as evaluation of some aspect of the school by responding to questionnaires, interviews or by observation and answering questionnaires for research purposes.

2) It is also revealed that principals are willing to share decision-making responsibilities, however little, with parents in personnel matters (pupils and staff), financial matters, school grounds and plant maintenance, curriculum and extracurricular matters.

3) The investigation further shows that the communication media employed always to reach the community are PTAs, telephones, the tribal authority and personal interviews.

4) It is, however, revealed that 48% (12 out of 25 schools) do not have PTAs and only a handful have PTSAs in place of PTAs; that the overwhelming majority of schools do not have alumni associations, and that scant attention is given to advisory committees.

5) The investigation also shows that the facilities with which the schools are equipped for use by their communities are sportsfields, halls and furniture while only a few communities are equipped with stadia, local industries and commercial centres for use by their schools.

6) It is further revealed that parents are not allowed to talk to teachers about teaching methods when principals are not present.

7) According to the survey, the majority of parents are not aware of their responsibilities towards their children's education.

b) *Recommendations*

1) Parental/community involvement as well as sharing of decision-making responsibilities in school affairs with parents, which conforms with the concepts "partnership", "the public character of the school", and "reciprocal responsibility" (Burrup 1962:325, Kindred, Bagin and Gallagher 1984:9-10, Everard and Morris 1988:105-167), is acceptable and should be encouraged. However, parents/communities can genuinely participate in decision making

in school matters only through their statutory mouthpiece (school committee) and such non-statutory bodies as parents associations, advisory committees and alumni associations. In this connection, it is recommended that: one, parents' associations (embracing parents, teachers and students - PTSAs) should be established in all the secondary schools in Ciskei. The constitutions of such bodies should spell out clearly their membership, functions, powers and responsibilities to avoid possible friction and tension between them, the school committees, and the principals. PTSAs should also be formed at national and district levels. This three-tier structure would enable parents, teachers and students to grapple with current and emerging challenges and problems at both national, district and local levels, as necessary. Two, advisory committees should be established, as necessary. Lastly, alumni associations should be formed. These non-statutory bodies would enable the principal to tap the knowledge, expertise and wealth of experience of parents and other community members who do not serve on the school committee.

2) The communication strategies employed by the school to reach parents and the community (6.3.1.1.c) are inadequate. To make a substantial impact on the community, schools should also make use of the following methods subject to departmental and school rules, regulations and procedures: school newspaper, prospectus, parents' manual, home visits, parent and community visitations, printed information with a space for comments, questionnaires, key communicators and the news media (newspapers, radio and television). At present, schools send only two academic-oriented, hurriedly-compiled reports to parents in June and December. It is recommended that school reports should deal with pupils' academic and non-academic attainments and must have a space for parents' comments. This two-way communication would be to the mutual advantage of parents and the school.

3) Since the majority of parents are not educated, they cannot be expected

to be fully aware of their responsibilities towards their children's education. The problem of illiteracy, which is pervasive, is a national one, and should be tackled by other governmental institutions, like the adult education division of the Department of Education. However, principals can play their part by seizing any opportune occasion offered, especially at parents' meetings to explain to parents their responsibilities towards their children's education such as provision of uniforms, payment of school funds, provision of a place for studies at home, ensuring that their children attend school promptly and commenting on school reports. Through such informal education and learning, parents will automatically become aware of not only their responsibilities but more importantly of the value of education and the school system.

4) At present, schools have facilities, like sportsfields, buildings, furniture and telephones which are also used by their communities. Utilization of school facilities is one of the means of establishing and maintaining healthy school-community relations. Where schools have the means, they should organise audio-visual materials, establish libraries and science laboratories, provide facilities which could be utilized by the community subject to departmental and school rules and procedures. The communities too should provide facilities like stadia, recreational centres, libraries, cinema halls, swimming pools, theatre, museum, zoo, national park, science workshops and industrial and commercial centres which could be used to great advantage by schools. The availability and use of such facilities would make the communities serve as "learning laboratories and workshops" for the pupils. Utilization of school facilities by communities and community facilities by schools conduces to a healthy interaction between schools and their communities and should be encouraged by principals and community leaders.

5) Lastly, parents' communications with teachers on teaching methods should be done in the head's presence (Burrup, 1962:326). Such interviews

with parents would be conducted more successfully if a prior appointment were made.

6.2.2.2 *THE GENERAL PUBLIC*

a) *Conclusions*

1) It is abundantly clear in the study that the majority of schools are sometimes visited by members of the public for the purposes of addressing pupils, consultation with principals or meeting with staff members.

2) The study also reveals that some schools are criticized openly. The general public at times launch scathing attacks against schools largely because they are ill-informed; for they are more often than not ignorant of the manner in which schools function and of educational matters. At times, the public cannot be blamed given the prevailing waves of student and staff activism and the concomitant high failure rates in internal and external examinations.

b) *Recommendations*

1) It is gratifying that majority of schools are sometimes visited by members of the public to address pupils and staff or consult with principals. This could be advantageous to the parties concerned and should be encouraged. Some addresses by police and traffic officials, social welfare officials, dental therapists, medical officers, health inspectors, managers of industrial and commercial enterprises, reverend ministers, guidance officers, heads of higher institutions and others would not only enlighten the staff and pupils on their day to day living, clear some misconceptions and misunderstandings and inspire pupils in thinking thoughtfully about their future careers, but also encourage the entire school community to render help and promote self-help throughout the whole community. The school, as a public institution, should be accessible to the public as long as they do not interfere with its smooth running. Such a programme, properly

planned, effectively implemented, timeously evaluated and regularly reviewed by the school authorities, could enhance the school's relationships with the public.

2) Since the general public are largely ill-informed or ignorant about the functioning of the school and educational matters, it would pay the school great dividends if it embarked on a campaign to enlighten the general public on its functions and also on educational matters. This would surely help to arouse in the public a sense of appreciation of education and the school system.

6.2.2.3 *THE PRINCIPAL AND THE COMMUNITY*

a) *Conclusions*

1) The investigation reveals that the principal's inspired leadership is indispensable in establishing and maintaining the school's internal and external relationships.

2) It is further revealed that although the majority of principals do not reside in the communities in which they work, they are actively involved in community life, in varying degrees, through addressing the public on educational matters, interschool visitations, visits to nearby feeder schools, attendance at public functions, participation in adult education, home visits, membership of religious, sporting and voluntary service organisations as well as tours to nearby higher educational institutions with their pupils for educational purposes.

3) It is, also, shown that the majority of principals have an "open-door approach" towards both the internal and external publics.

b) *Recommendations*

1) Principals, as social beings, should interact with the other people in the

community. In this connection, they should endeavour to reside in the communities in which they work. It is heartening that principals are actively involved in community life by affiliating with civic and social organisations and participating in their activities (6.3.3.1 (b)). In this regard, it is recommended that: one, when invited to address the public on educational matters, the head should use the opportunity to the advantage of education. This way, the public would be enlightened on educational policy, and antagonistic and/or apathetic attitudes would gradually fade. Two, the principal's social and civic activities should not be allowed to eat so much into his time as to impair his efficiency and effectiveness in the running of his school. Three, as regards party politics, the principal should be transparently non-partisan and absolutely neutral in order to maintain his "father figure" and enjoy the confidence, trust, respect and loyalty of both his internal and external publics. Lastly, the head should exhibit leadership qualities and exemplary conduct in his manifold contacts within and outside his school.

2) Principals must maintain their "open door policy" to enable their internal and external publics to easily approach them with their needs and problems. However, as they have other equally important commitments, including teaching, to fulfil, principals should so arrange their affairs that such interviews do not encroach on their time unduly. At times, it might be necessary to make an appointment to see the principal. Those who book well in advance would enable the principal to prepare himself fully for the interview. Such pre-arranged interviews save time and energy and shorten the period of the discussion.

6.2.3 *EDUCATION AND TRAINING OF PRINCIPALS*

6.2.3.1 *CONCLUSIONS*

a) Ciskei attained independence status from the RSA in 1981 (i.e. 10 years

ago). At independence, very few Blacks, if any, were principals of secondary schools in Ciskei. Since then more than 90 secondary schools have come into being which are manned by Black principals. The study reveals that all 25 principals hold academic and professional qualifications, which are focused more closely on instructional leadership than on principalship (Theron and Bothma, 1990:87); that most of the principals have been catapulted into the high position without any firm grounding in supervisory positions as HOD's and/or DPS; that none of the heads has qualifications in educational management and administration; that serious in-service programmes for principals, HODs and DPS started barely three years ago; that some of the principals do not have adequate support with respect to assistant teachers, HODs and DPS as well as non-teaching personnel; that the principals are also burdened with teaching commitments, and that in the field of community relations, neither the Department of Education, the directorates nor the schools have carefully written-out policies and programmes as described in Chapter 2. Two inescapable conclusions could be drawn: firstly, principals of secondary schools in Ciskei are not adequately trained for their community relations role (hypothesis three); and secondly, the absence of community relations policies and programmes manifests the lack of clear direction and clear-cut plans, goals and strategies in respect of school-community relations. Consequently, principals perform their community relations functions and responsibilities in a non-directed, unplanned and adhocery manner. Community relations thus appears to be on the periphery of the heads' functions and could not be seriously perceived by the heads as a management function (hypothesis two). Given the non-directed, unplanned and adhocery manner in which principals perform their community relations tasks and responsibilities and in view of the peripheral status of community relations in the heads' scheme of things, it could be reasonably concluded that principals of secondary schools in Ciskei do not perform their community relations role as effectively and efficiently as they should (hypothesis four). Lastly, the study has shown that in the normal run of his duties, the principal has to

deal with the school committee, teachers, non-teachers and pupils (internal publics) as well as parents and other members of the public (external publics) (hypothesis one).

b) The principal has been shown as an agent of change, a general manager, a planner, a decision maker, a leader, a motivator, a co-ordinator and a communicator. He is faced with student activism, staff militancy and parental/community non-involvement and apathy. He is, at the same time, faced with demands for student participation, staff involvement, governor involvement and parental/community participation in school affairs. In the welter of these nerve-racking challenges and problems, the principal finds himself wanting in adequate training and experience.

c) Lastly, it is further revealed that the majority of principals provide for their own development by further studies to improve their qualifications, reading books and articles on education, attending in-service courses on educational management and administration, participation in professional associations and inter-school visitations to see how other principals run their schools as well as undertaking research.

6.2.3.2 *RECOMMENDATIONS*

a) *Introduction*

The recommendations below are based on three premises: firstly, that every teacher is a potential principal; secondly, that community relations pervades every fabric of the school and that "the whole spirit which pervades the school is initiated by the headmaster" (Theron and Bothma, 1990:83); and lastly, that three main agents should be involved in the education and training of the principal - the principal himself, the higher educational institutions and the Department of Education and Culture.

b) *Principal's self-development*

Firstly, it is heartening that the principals themselves have taken the initiative to improve themselves (6.3.4.1.c). This should continue and be encouraged. Secondly, principals should be encouraged to form an association of secondary school principals (ASSP) at the national level with branches at the district levels to enable principals to constantly rub shoulders, share experiences and grapple with their problems. Thirdly, the heads should, besides their informal contacts with and involvement in community life through social and civic organisations (6.3.3.2.(a)), undertake sociological inventory of their communities to enable them to know the socio-economic and geo-political characteristics of the communities in which they work (Chapter 2).

c) *Education and Training Programmes in higher educational institutions*

School-community relations as an aspect of educational management and administration should feature prominently in the course offerings at the Colleges of Education in Ciskei and the Faculty of Education, University of Fort Hare, at both undergraduate and postgraduate levels. Secondly, the Department of Education should consider the possibility of asking the Faculty of Education, University of Fort Hare, to lay on short vacation courses for principals which could cumulatively terminate in the award of diplomas in educational management and administration to deserving candidates.

d) *The Role of the Department of Education and Culture in Promoting Principals' Effectiveness*

1) Induction of new principals

The directorates should liaise with the management division of the Department of Education to give pre-service training for newly appointed principals before they assume office. The course should be management-oriented.

2) Regular in-service for potential and incumbent principals

i) Potential HOD's and DPS: Seminars should be conducted at directorate levels for recommended teachers. Such courses should end with appropriate written examinations, after which, certificates should be awarded to deserving candidates. This way, a corps of candidates would be readily available for appointment as HOD's and DPS.

ii) Potential principals (i.e. HOD's and DPS): The management division of the Department of Education in conjunction with the directorates should conduct in-service courses for HOD's and DPS which should cumulatively end with the award of certificates of attendance to deserving candidates. This way, a corps of suitable candidates would be readily available for appointment as principals, as necessary.

iii) Incumbent principals: Regular in-service courses should be conducted for principals. These management-oriented programmes should be both theoretical-and practical-oriented as well as needs- oriented. The courses could involve such activities as simulation, role play and case studies related to educational management and administration. The overall goal of the courses is to arm principals with management skills, with particular reference to planning, decision making, leadership, motivation, co-ordination and communication. Since principals find it difficult, for various cogent reasons, to attend such courses regularly during term time, the courses could be organised during vacation holidays. Secondly, it might also be advisable for the Department of Education to arrange for principals to attend seminars with high-ranking officials in the public services and managers in commercial and industrial concerns to widen their horizons and enrich their experiences.

3) Evaluation of the various training programmes towards principals' effectiveness

The management division of the Department of Education must, in conjunction with the various training agencies concerned, devise ways and

means of assessing the effectiveness of the various training programmes laid on for the potential and incumbent principals. Here, regular feedback from the ADS in respect of principals and from the principals in respect of potential and incumbent HOD's and DPS is indispensable. For the inspectors to perform their new role effectively, they should themselves be management-oriented. To achieve this, appropriate management courses should be conducted for the inspectors.

4) Regular Research in Educational Management and Administration

It is essential and imperative for the management division of the Department of Education to undertake research periodically on the management and administrative needs and problems of principals for it to know the type of assistance required by the principals.

5) Co-ordination of the training programmes for principals

There is a need for the Department of Education to co-ordinate the various education and training programmes suggested not only to avoid duplication but more importantly to achieve the requisite reinforcement and effectiveness. In this connection, the maximum co-operation of principals, higher educational institutions and the Department of Education (at both the headquarters and directorate levels) is at once crucial and imperative.

6.2.4 *OTHER RECOMMENDATIONS*

The investigation reveals that schools do not have community relations policies and programmes as defined and explained in chapters 1 and 2. It is, therefore, recommended that principals and their school committees should draw up community relations policies and programmes for their schools. Such policies and programmes, carefully written out, should be widely publicized to serve as a guide to the schools' internal and external publics.

6.2.5 *THE NEED FOR FURTHER RESEARCH*

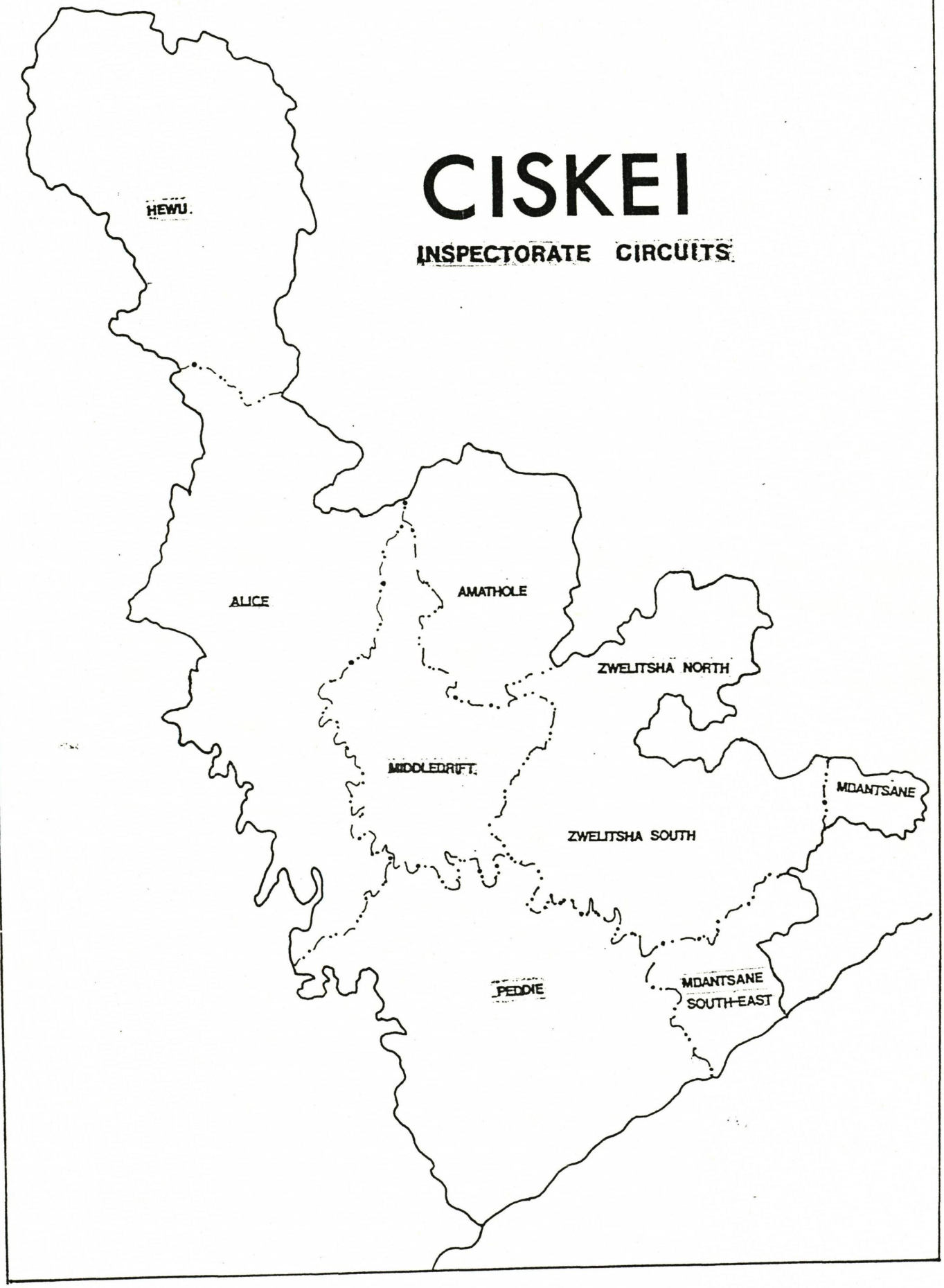
Principal- community relations was specifically concerned with the relationships between the principal and his external publics. However, it was felt that a brief excursion into the roles of the principal's internal publics in community relations would put the principal's role into greater relief. Furthermore, principal-community relations was examined under the umbrella of school-community relations. Lastly, in the discussion of the principal-community relations, attention was focused mainly on three management tasks - planning, decision making and leadership. Bearing the foregoing in mind and also taking into account the fact that there is never a final verdict on any research problem and that the investigation of one problem only raises other potential problems to be undertaken by other scholars, the author has listed the following areas for further research: a) school-community relations; b) the role of the school committee/pupils/teachers/non-teaching personnel in community relations; c) lay participation in school governance; d) participation of students in school governance; e) the education and training of principals; and f) the utilization of principal's time.

6.2.6 *CONCLUSION TO THIS STUDY*

It may be a good idea to end this treatise with these illuminating and instructive words of Barth (1980:214): "... effective principals make better schools. Principals more than anyone else can insulate teachers from distracting debilitating outside pressures so that they can devote their precious energies to students ... principals have the capacity to stimulate the growth of the school community, to lead by responding thoughtfully and purposefully to children, teachers and parents *and other members of the community*" (the words in italics are the researcher's).

The endeavour of this study has been to highlight this vital point.

APPENDIX A


CISKEI
INSPECTORATE CIRCUITS
HEWU
ALICE
AMATHOLE
ZWELITSHA NORTH
MIDDLEDRIFT
MDANTSANE
ZWELITSHA SOUTH
PEDDIE
MDANTSANE SOUTH-EAST

Appendix B

Republic of Ciskei
Department of Education
Private Bag X0032
Bisho

Enquiries: Mr Nomatyindyo
Telephone: 0401-995134

Ref No. 1/2/1/1

28 May 1991

The Rector
University of Fort Hare
Private Bag X1314
Alice

(Attention: Prof B R G Lindeque)

Permission to carry out Research at Secondary Schools: Mr J K Ackowuah

Permission is hereby granted to Mr J K Ackowuah to conduct research at any Secondary School within the Republic of Ciskei.

It is trusted that the outcome of this research will benefit the Department and every relevant parties to education.

Director-General
Department of Education & Culture

N/ved

Appendix C

List of Schools Selected for the Administration of Questionnaires and Interviews

1. Amazizi Senior Secondary School
2. Dalubuhle High School
3. Funda Senior Secondary School
4. Gasela Senior Secondary School
5. George Mgalo High School
6. Hector Peterson High School
7. Jabavu High School
8. Kama High School
9. Khanya High School
10. Kuyasa High School
11. Lukhozi High School
12. Matomela Senior Secondary School
13. Mgcawezulu Senior Secondary School
14. Njokweni Senior Secondary School
15. Nomzi High School
16. Nonceba Senior Secondary School
17. Ntaba-ka-Ndoda High School
18. Nowawe High School
19. Philemon Ngcelwane High School
20. Philip Mtywaku Senior Secondary School
21. Rabula High School
22. Siyabonga High School
23. Thembalabantu Senior Secondary School
24. Ulana High School
25. Zwelimjongile High School

Appendix D

QUESTIONNAIRE FOR SECONDARY SCHOOL PRINCIPALS

Introduction

A lot of lively talk has been going on about Black education in South Africa. Commissions/committees of enquiry, in particular, have addressed themselves to the issue. Of late, the matter has, for various obvious reasons, become more topical and has generated a great deal of heat. The discussion at both local and national levels, in itself, manifests some awareness of the public's interest in their children's education.

One aspect, which has recently come to the fore, is the complementary roles of both the educational authorities, and the parents and other members of the public in the children's education. In Ciskei, research has shown that the communities were and are still instrumental mostly in the establishment of secondary schools in their various areas - which is creditable. What seems to be unfortunate is that after getting the schools established, the communities appear to recoil into their shells, leaving the management of the schools entirely to the government, the educational authorities and their employees. Surely, there must be some reason(s) for this unhappy state of affairs - a situation which must needs be reversed if the pupils are to derive optimum benefits from the huge resources expended in the educational enterprise.

It cannot be gainsaid that both the school (representing the educational authorities) and the community (representing the public) affect each other either positively or negatively, and that they need each other for their survival. Although all the employees and pupils of the school consciously or unconsciously play diverse roles (and in differing degrees) to help establish sound community relations, the principal, by virtue of his strategic position, is undoubtedly the nerve centre of the active and healthy relationship between his school and its community.

This questionnaire relates to a study to determine the principal's management functions with regard to community relations. As principal, you are given this unique opportunity to assist in this study. In answering this questionnaire you are called upon to state your views clearly, candidly and unhindered. To assist you to do this freely, you are not required to write or sign your name on the questionnaire. The name of your school is required only for classification and statistical purposes. Please remain completely anonymous and put your real feelings on paper.

The undersigned is a M.Ed student at the university of Fort Hare. You can help him to obtain his degree. As a token of his gratitude, an outline of the recommendations in the study will be sent to you on the successful completion of this study.

J.K. Ackowuah

APPENDIX E

QUESTIONNAIRE

QUESTIONNAIRE TO PRINCIPALS OF SECONDARY SCHOOLS

PLEASE READ THE FOLLOWING BEFORE YOU START ANSWERING THE QUESTIONNAIRE

1. Wherever there is a square eg. ☐, merely put a small cross eg.(x) in the square next to the appropriate answer.
2. Dotted lines eg.(....) are for you to fill in the relevant information required.
3. If there is not enough space for you to answer any of the questions which require your opinion, kindly use the back of the same page.

PRELIMINARY INFORMATION

1. Name of your school.....
2. Location of your school. Rural area ☐ Urban area ☐
3. Your sex Male ☐ Female ☐
4. a) Academic Training

Name of Institution	Highest Qualification Obtained	Date
SCHOOL.....	.....	19....
COLLEGE.....	.....	19.....
UNIVERSITY.....	.....	19.....

b) Professional Training

Name of Institution	Highest Qualification Obtained	Date
COLLEGE.....	.....	19....
UNIVERSITY.....	.....	19....

5. Do you hold any qualification(s) in Educational Management and Administration? Yes ☐ No ☐
6. If yes, state the qualification(s) with dates.....
   .....
7. State the subjects.....
   .....
8. Experience — Number of Years
   i) Teacher .....
   ii) Head of division .....
   iii) Deputy principal .....
   vi) principal .....
   v) Other (Please specify)..... .....
9. State the names of the secondary schools which you have headed and the number of years spent in each school.

Name of secondary school	Number of years spent in each school
i)	.....
ii)	.....
iii)	.....
iv)	.....

10. Do you attend seminars/inservice courses on educational management and administration? Yes ☐ No ☐

11. If yes, what aspects of community relations are discussed at such seminars/inservice courses?

	Yes	No
i) Parental/community involvement or participation in educational/ school affairs?		
ii) School committee (Governing body)		
iii) Parents' association (PA) or Parent-teacher association(PTA)		
iv) Staff and student involvement in community life		
v) Public attitude towards education and schools		
vi) Utilization of school's resources by the community		
vii) Utilization of community's resources by the school		
viii) Communications between the school and the community		
ix) Grounds and plant maintenance		
x) Administration of school funds		

xi) Other (Please specify).....
.....

12. Do you teach in addition to being a principal? Yes ☐ No ☐

13. If yes, state the subjects , the standards/classes and the total number of periods involved.....

14. give the details of the categories of staff in your school as follows:

Rank/Status	What is (Actual Number)	What should be (Number officially prescribed)
i) Deputy principal	.....	.....
ii) Heads of division	.....	.....
iii) Teachers(in non-supervisory posts)	.....	.....
iv) Administrative assistants	.....	.....
v) Clerks	.....	.....
vi) Typists	.....	.....
vii) Cleaners	.....	.....
viii) Labourers	.....	.....
ix) Gardeners	.....	.....
x) Watchmen	.....	.....
xi) Drivers	.....	.....
xii) Other (Please specify)	.....	.....

15. Enrolment of pupils in your school for the past three years.
i) 1989 .....pupils
ii) 1990 .....pupils
iii) 1991 .....pupils

SECTION A :POLICY ON COMMUNITY RELATIONS

16. Does any of the following educational authorities have a written policy on school/community relations

	Yes	No	Not sure
i) Department of Education			
ii) Your directorate (Circuit office)			
iii) Your school			

17. In your opinion, is there any need for a school to have a policy on community relations? Yes ☐ No ☐

18. Give two reasons for your answer to question 17 above.

i).....

.....

ii) .....

.....

SECTION B :THE SCHOOL COMMITTEE (THE GOVERNING BODY)

19. The school committee is :

	Yes	No
a) fully informed regarding their functions, powers and responsibilities.		

b) involved in the :

	Yes	No
i) appointment of the principal		
ii) removal of the principal from their school		
iii) admission, suspension and dismissal of pupils		
iv) planning and evaluation of the curriculum		
v) planning, implementaion and evaluation of extracurricular activities		

c) considered as part of the school in that they:

i) are involved in the organization of school functions		
ii) are invited to attend school functions		
iii) are known to the staff of the school		
iv) visit the school regularly (their meetings excepted)		
v) are known to the pupils of the school		
vi) are prepared and willing to defend the school, the staff and the pupils		

20. Does your school committee hold meetings as often as is prescribed in its constitution?

Yes	No

21. If no, give two reasons.

i).....

.....

ii).....

.....

22. Are school committee members remunerated? Yes ☐ No ☐

23. If yes, how are they remunerated?

	Yes	No
i) salaries		
ii) allowances		

23.iii) other (Please specify).....

24. Which of the following best describe your role in school committee affairs?

	Yes	No
i) treasurer		
ii) convener of meetings		
iii) consultant/advisor/counsellor		
iv) educator		
v) leader		
vi) scribe		
vii) motivator		
viii) co-ordinator		
ix) all the above		

25. Do school committee members have to make an appointment to see you?

Yes	No

26. In which areas do you disagree with your school committee?

	Yes	No	Sometimes	Never
i) appointment of teachers				
ii) disciplining of teachers				
iii) disciplining of pupils				
iv) adminstration of school funds				
v) handling of complaints				

vi) other (Please specify).....

27. How many members of your school committee have attained the following educational levels?

Qualification	Number of persons
i) Junior certificate	.....
ii) Standard (Std) 10 (Matric)	.....
iii) Teacher's certificate	.....
iv) University degree	.....
v) Other (Please specify).....	.....

28. In your opinion, are members of the school committee competent enough to perform their functions, powers and responsibilities?

Yes	No

29. How are the members of your school committee trained for the efficient performance of their functions, powers and responsibilities? Through

	Yes	No
i) the initial training by the educational authorities		
ii) the principal at committee meetings		
iii) regular inservice courses by educational authorities		

	Yes	No
29. iv) on-the-job experience		

v) other (Please specify).....

.....

SECTION C : THE PUPIL AND COMMUNITY RELATIONS

	Yes	No
30. In your opinion, should pupils be represented on the school committee?		

31. Give two reasons for your answer to question 30 above.

i).....

.....

ii).....

.....

	Yes	No
32. Do your pupils have a pupils' council (PC) or students' representative council (SRC)?		
33. Do your pupils have to make an appointment to see you?		

34. Do your pupils have a say in the :	None	Little	A great deal
i) planning, implementation and evaluation of the school's community relations policy?			
ii) planning, implementation and evaluation of the school's community relations programme?			
iii) planning, implementation and evaluation of extracurricular programme?			
iv) utilization of school funds?			

	Yes	No
35. Are the pupils aware of their community relations role or responsibilities?		
36. Are your pupils actively involved in the life of the community?		

37. If yes, how are they actively involved in the life of the community? Through	Yes	No
i) membership of youth organizations		
ii) membership of religious organizations		
iii) membership of political organizations		
iv) membership of sporting clubs		
v) voluntary service		
vi) attendance at public functions		
vii) educational tour to nearby higher institutions		
viii) educational tour to industrial and commercial enterprises in the community		

ix) other (Please specify),,,,

38. In what ways do you keep your pupils well-informed about matters affecting the school and the community? By

	Yes	No
i) announcements at the assembly		
ii) class teachers		
iii) guidance teachers		
iv) the PC/SRC		
v) regular meetings with the student body		
vi) personal interviews with individual students		

vii) other (Please specify).....

.....

SECTION D : THE TEACHER AND COMMUNITY RELATIONS

39. In your opiniom, should teachers be represented on the school committee?

Yes	No

40. Give two reasons for your answer to question 39 above.

i).....

.....

ii) .....

.....

41. How many of your teachers reside in the area in which they work?.....

42. Are your teachers actively involved in the life of the community in which they work?

Yes [ ] No [ ]

43. If yes, how are they actively involved ? Through

	Yes	No
i) membership of religious organizations		
ii) membership of voluntary service organizations		
iii) being tutors (part time) in adult education		
iv) membership of sporting clubs		
v) membership of political organizations		
vi) attendance at public functions		
vii) visiting the homes of their pupils		

viii) other (Please specify).....

.....

44. Are your teachers kept well-informed about the school's policies, goals, rules, procedures and activities?

Yes	No

45. If yes, how are they kept well-informed about such matters? Through

	Yes	No
i) school policy		
ii) subject policies		
iii) announcement at the assembly		
iv) staff meetings		
v) induction of new teachers		
vi) inservice educational programmes		

	Yes	No
45. vii) personal interviews with individual teachers		
viii) making available departmental circulars		
ix) professional associations		
x) school prospectus or manual		

xi) other (Please specify).....
.....

46. Do your teachers have a say in the :	None	Little	A great deal
i) disciplining of students			
ii) allocation of duties			
iii) planning, implementation and evaluation of the school's community relations policy?			
iv) planning, implementation and evaluation of the school's community relations programme?			
v) planning, implementation and evaluation of extracurricular programme?			
vi) evaluation of their principal?			
vii) utilization of school funds?			
viii) maintenance of school grounds and plant?			

ix) other (Please specify) .....
.....

SECTION E :NON-TEACHING STAFF AND COMMUNITY RELATIONS

47. How many of your non-teaching staff reside in the area in which they work?.....

48. Are your non- teaching staff actively involved in the life of the community in which they work?	Yes	No

49. If yes, how are they actively involved? Through	Yes	No
i) civil service associations		
ii) membership of trade unions		
iii) membership of religious organizations		
iv) membership of political associations		
v) membership of sporting clubs		
vi) attendance at public functions		

vii) other (Please specify).....
.....

50. Are your non-teaching staff kept well-informed about the school's policies, goals, rules, procedures and activities?	Yes	No

51. If yes, how are they kept well-informed in such matters? By	Yes	No
i) school policy		
ii) staff meetings		

	Yes	No
iii) individual interviews		
iv) circulars		
v) regular inservice programmes		
vi) school prospectus or manual		

51. vii) other (Please specify).....

.....

52. Do your clerks/adminstrative assistants attend inservice courses?

Yes	No

53. If yes, do the inservice courses deal with such community relations matters as :

	Yes	No	Not Sure
i) how to handle parents and other visitors to the school?			
ii) the handling of telephone calls?			
iii) how to relate to other staff members and pupils?			

SECTION F :PARENTAL/COMMUNITY INVOLVEMENT/PARTICIPATION IN SCHOOL AFFAIRS

54. Do you have an organized PTA for your school?

Yes	No

55. In your opinion, should students be represented on the PA/PTA

56. Give two reasons for your answer to question 55 above.

i) .....

.....

ii).....

.....

57. Do parents and other visitors have to make an appointment to see you?

Yes	No

58. Do you allow parents to talk to your teachers with regard to teaching methods when you are not present?

Yes	No

59. How many hours per week do you spend interviewing parents?

Less than an hour	
One to five hours	
Six or more hours	

60. How many telephone calls do you receive from parents per day?

Less than five	
Six to ten	
More than ten	

61. For what reasons do parents mainly telephone you?.....

.....

.....

62. Are all parents aware of their responsibilities towards their children's education?

Yes	
No	

	Yes	No
Only an insignificant number		
Don't know		

62.

63. Are you willing to share decision-making responsibilities with parents?

64. If yes, which decision-making responsibilities are you willing to share with parents? (Arrange in order of importance from 1 to 5: highest to the lowest)

AREA	1	2	3	4	5
i) curricilum matters					
ii) financial matters					
iii) personnel matters (staff)					
iv) personnel matters(pupils)					
v) school grounds and plant maintenance					
vi) extracurricular matters					

vii) other (Please specify).....

.....

.....

65. In what ways does your school involve the community in school affairs?
Through :

	Yes	No
i) membership of school school committee		
ii) membership of PA or PTA		
iii) membership of school-initiated advisory committees		
iv) membership of community/civic groups which support school activities.		
v) participation in parent education		
vi) attendance at school functions		
vii) participation in the school's fund-raising activites		
viii) evaluation of some aspect of the school by responding to questionnaires, interviews or by observation		
ix) answering lengthy questionnaires of M Ed. students		
x) utilization of school physical facilities (eg. buildings, furniture, sportsfield etc.)		
xi) service as resource people or helpers (eg. in the class-room, library, guidance office, school functions etc.)		

xii) other (Please specify).....

.....

66. How often do you see the following communication strategies or methods to reach the community?

COMMUNICATION STRATEGY/METHOD	ALWAYS	SOMETIMES	SELDOM	NEVER
i) Parents' meetings or PTA				

66. COMMUNICATIONS

STRATEGY/METHOD	ALWAYS	SOMETIMES	SELDOM	NEVER
ii) School newspaper				
iii) School prospectus				
iv) Parents' manual				
v) Home visits				
vi) Parent and community visitations				
vii) Telephone				
viii) Personal interviews				
ix) Printed information with a space for comments etc.				
x) Questionnaires				
xi) The tribal authority				
xii) Key communicators (eg. cafe owners, storekeepers, bartenders, doctors etc.)				
xiii) The alumni association				
xiv) Newspaper				
xv) Radio				
xvi) Television				

67. State whether your school is equipped with the following facilities :

FACILITY	NOT AVAILABLE	TOTALLY INADEQUATE	PARTIALLY EQUIPPED	FULLY EQUIPPED
i) Sportsfield				
ii) Auditorium/Hall				
iii) Audiovisual materials				
iv) Library				
v) Home science facilities				
vi) School farm				
vii) Gymnasium				
viii) Swimming pool				
ix) Tennis court				
x) Science laboratories				

68. Which of these facilities are used by the community?.....

.....

.....

.....

69. State whether the community is equipped with the following facilities:

FACILITY	NOT AVAILABLE	TOTALLY INADEQUATE	PARTIALLY EQUIPPED	FULLY EQUIPPED
i) Stadium				
ii) Recreational centre				
iii) Library				
iv) Cinema hall(s)				
v) Swimming pool				
vi) Theatre				
vii) Museum				
viii) Zoo				
ix) Farms				
x) Research station(s)				
xi) National parks(s)				
xii) Beaches				
xiii) Science workshop				
xiv) Local industry				
xv) Commercial centres				

70. Which of these facilities are used by your school?.....

.....

.....

71. Do the past students of your school have an alumni association? Yes ☐ No ☐

72. If yes, in what ways has the alumni association been helpful to your school? Through

	Yes	No
i) financial support		
ii) moral support		
iii) upholding the good name of the school		
iv) explaining the school's policies, goals, rules, procedures and activities to the community		
v) having beneficial influence on the current pupils		

vi) other(Please specify).....

.....

SECTION G :PRINCIPAL'S INVOLVEMENT IN COMMUNITY LIFE

73. Where do you reside?.....

74. Are you actively involved in the life of the community in which you work?

Yes	NO

75. If yes, what form does your involvement take? Through

	Yes	No
i) membership of a church		
ii) membership of a sporting club(s)		

	Yes	No
75. iii) membership of a voluntary organization(s)		
iv) participation in adult education		
v) attendance at public functions		
vi) addressing the public on educational matters		
vii) visiting nearby feeder schools		
viii) interschool visitations		
xi) home visits		
x) touring nearby higher institutions with your pupils for educational purposes		

xi) other (Please specify).....

.....

SECTION H :THE SCHOOL AND THE GENERAL PUBLIC

76. How often is your school visited by people not connected to the school or education for :

	ALWAYS	SOMETIMES	SELDOM	NEVER
i) the purpose of addressing the pupils?				
ii) consultation with you?				
iii) meetingswith the staff?				

77. Do members of the public criticize your school openly?

Yes ☐ No ☐

78. If yes, which aspect(s) of your school affairs are criticized openly by the public? About

	Yes	No
i) general school discipline		
ii) academic performance		
iii) school grounds and plant maintenance		
iv) how the principal handles complaints from the public		
v) how the school personnel receive visitors to the school		
vi) the adequacy of information to the public		

vii) other (Please specify).....

.....

79. Would you consider the general public well-informed about educational matters?

Yes	No

80. If no, how do you think the situation could be improved?.....

.....

.....

SECTION I :PRINCIPAL'S SELF-DEVELOPMENT

81. Do you as principal provide for your own development by:

	Yes	No
i) further study to improve your qualifications?		
ii) reading books and articles on education?		
iii) attending courses/seminars on educational management and administration?		

	Yes	No
81. iv) participation in professional association(s)		
v) interschool visitations to see how other principals run their schools?		
vi) undertaking research?		

vii) other (Please specify).....

.....

.....

82. Please use the space below to provide any further information which you think is relevant to the principal's functions with respect to community relations.

.....

.....

.....

.....

.....

Appendix F

INTERVIEW

INTERVIEW QUESTIONS TO SCHOOL COMMITTEE MEMBERS

1 Name of your school.....

2 How long have you been a member of the school committee?...
.....

3 What matters are usually discussed at school committee meetings?

		Yes	No
(i)	Curriculum matters		
(ii)	Financial matters		
(iii)	Personnel matters (staff)		
(iv)	Personnel matters (pupils)		
(v)	School buildings		
(vi)	School grounds and plant maintenance		
(vii)	Extracurricular matters		
(viii)	Other (Please specify).....		
	.....		

4 Do you have to make an appointment to see the principal?

Yes No

5 How are you trained, as a school committee member for the efficient performance of your functions, powers and responsibilities? Through:

		Yes	No
(i)	the initial training by the educational authorities		
(ii)	the principal at committee meetings		
(iii)	regular courses organized by the educational authorities		
(iv)	on-the-job experience		
(v)	other (Please specify).....		
	.....		

6 How does the school committee explain the activities/affairs of the school to the community? Through:

		Yes	No
(i)	meetings with the committee		
(ii)	parents' meeting or parent/teacher association (PTA)		
(iii)	residents' association		
(iv)	tribal authority		

(v) other (Please specify).....
.....

7 What problems do you usually encounter in the discharge of your duties and responsibilities as a committee member?

		Yes	No
(i)	lack of time		
(ii)	lack of financial incentives		
(iii)	apathy of community members in school affairs		
(iv)	other (Please specify).....		

.....

8 In which areas does the school committee disagree with the principal

		Yes	No	Sometimes	Never
(i)	appointment of teachers				
(ii)	Disciplining of teachers				
(iii)	Admission of pupils				
(iv)	Disciplining of pupils				
(v)	Handling of complaints				
(vi)	Administration of school funds				
(vii)	Other (Please specify).....				

.....

9 What, in your opinion, should be done to further improve the relationship between the school committee and:

(i) the pupils .....
.....

(ii) the staff.....
.....

(iii) the principal.....
.....

(iv) the community whose interests it represents.....
.....

10 Are you satisfied so far with the performance of the school committee?

Yes No

11 Give two reasons for your answer to question 10 above

(i) .....
.....

(ii) .....
.....

APPENDIX G

Interview

Interviews with Pupils of Secondary Schools

Interview Questions to Pupils (Seniors)

1. Name of your school .....

2. Your sex *Male* *Female*

3. Your standard/class .....

4. How long have you been in this school? ..... years.

5. In your opinion, should pupils be represented on the school committee?

   Yes *No*

6. Give two reasons for your answer to question 5 above.

   i) .....

   ii) .....

7. Do you have a pupils' council (PC) or a students' representative council (SRC)? *Yes* *No*

8. Are you satisfied with the performance of the PC or SRC?

   Yes *No*

9. Give two reasons for your answer to question 8 above

   i) .....

   ii) .....

10. Do you have to make an appointment to see the principal?

    Yes *No*

11. Do pupils have a say in the:

	None	Little	A great deal
i) planning, implementation and evaluation of extra-curricular programme?			
ii) utilization of school funds?			
iii) school grounds and plant maintenance?			

12. In your opinion, should pupils be actively involved in the life of their community? *Yes* *No*

13. Give two reasons for your answer to question 12 above?

i) .....

ii) .....

14. How are pupils actively involved in the life of the community? Through

	Yes	*No*
i) residing in the community		
ii) membership of youth organisations		
iii) membership of religious organisations		
iv) membership of political organisations		
v) membership of sporting clubs		
vi) voluntary service		
vii) attendance at public functions		
viii) utilization of community's facilities (eg. stadium, recreational centres, etc)		
ix) educational tours to nearby higher institutions		
x) educational tours to industrial and commercial enterprises in the community		
xi) responding to questionnaires and/or interviews for research purposes		
xii) other (Please specify)		

.....

.....

15. In your opinion, should the community (ie. parents and other members of the community) be actively involved in the affairs of the school?

Yes *No*

16. Give two reasons for your answer to question 15 above.

i) .....

ii) .....

17. In what ways is the community involved in school affairs? Through

	Yes	*No*
i) membership of the school committee		
ii) membership of parents' association (PA) or parent-teacher association (PTA)		
iii) attendance at school functions		
iv) participation in the school's fund-raising activities		
v) evaluation of some aspect of the school by responding to questionnaires, interviews or by observation		
vi) utilization of school physical facilities (eg. buildings, furniture, sportsfield etc.)		
vii) service as resource people or helpers (in the classroom, library, guidance office, school functions etc.)		
viii) other (Please specify)		

.....

18. How are pupils kept well-informed about matters affecting the school and the community? By

	Yes	*No*
i) announcements		
ii) class teachers		
iii) guidance teachers		
iv) teachers during lessons (eg. history lessons)		
v) the PC/SRC		
vi) regular meetings with the principal		
vii) personal interviews with the principal		
viii)other (Please specify)		

.....

19. What, in your opinion, should be done to further improve the relationship between the pupils and:

i) the Principal .....

.....

ii) the community .....

Appendix H

INTERVIEW

INTERVIEW QUESTIONS TO TEACHERS OF SECONDARY SCHOOLS

1 Name of your school .....

2 Your sex Male Female

3 How long have you been teaching in this school?.....

4 In your opinion, should teachers (the principal excepted) be represented on the school committee? Yes No

5 Give two reasons for your answer to question 4 above
(i) .....
(ii) .....

6 Where do you reside?.....

7 In your opinion, should teachers be actively involved in the life of the community in which they work? Yes No

8 Give two reasons for your answer to question 7 above
(i) .....
(ii) .....

9 How are teachers actively involved in the life of the community? Through: Yes No
(i) residence in the community
(ii) membership of religious organizations
(iii) membership of political organizations
(iv) membership of voluntary service organizations
(v) membership of sporting clubs
(vi) being tutors (part time) in adult education
(vii) attendance at public functions
(viii) visiting the homes of their pupils
(ix) other (Please specify).....

10 In your opinion, should the community be actively involved in school affairs? Yes No

11 Give two reasons for your answer to question 10 above
(i) .....
(ii) .....

12 How is the community actively involved in the affairs of the school? By:

		Yes	No
(i)	membership of school committee		
(ii)	membership of parents' association (PA) or parent-teacher association(PTA)		
(iii)	membership of community/civic groups which support school activities		
(iv)	attendance at school functions		
(v)	participation in the school's fund-raising activities		
(vi)	participation in parent education		
(vii)	evaluation of some aspect of the school by responding to questionnaires, interviews or by observation		
(viii)	responding to questionnaires and/or interviews concerning the school for research purposes		
(ix)	utilization of school physical facilities (eg. buildings, furniture, sportsfield etc.)		
(x)	giving financial assistance to needy pupils		
(xi)	service as resource people or helpers (eg. in the classroom, library, guidance office, school functions etc.)		
(xii)	other (Please specify).....		

13 How are teachers kept well-informed about the school's policies, goals, rules, procedures and activities? Through:

		Yes	No
(i)	school policy		
(ii)	subject policies		
(iii)	announcements at the assembly		
(iv)	staff meetings		
(v)	induction of new teachers		
(vi)	in-service educational programmes		
(vii)	personal interviews with the principal		
(ix)	professional associations		
(x)	school prospectus or manual		
(xi)	other (Please specify).....		

14 Do teachers have a say in the:

		None	Little	A great deal
(i)	allocation of duties?			
(ii)	disciplining of students?			
(iii)	planning, implementation and evaluation of extracurricular			

programme?
(iv) evaluation of the principal?
(v) utilization of school funds?
(vi) school grounds and plant maintenance?
(vii) other (Please specify.....
.....

15 In your opinion, should a school have a policy on school-community relations? Yes No

16 Give two reasons for your answer to question 15 above
(i) .....
(ii) .....

17 In your opinion, should a school have parent/teacher association (PTA)?
Yes No

18 Give two reasons for your answer to question 10 above
(i) .....
(ii) .....

19 What, in your opinion, should be done to further improve the relationship between:
(i) teachers and the community.....
.....
(ii) the principal and the community.....
.....
(iii) pupils and the community.....
.....
(iv) the non-teaching staff and the community.....
.....

Appendix I

INTERVIEW

INTERVIEW QUESTIONS TO NON-TEACHING STAFF

1 Name of the school in which you work.....

2 Your occupation.....

3 Your sex Male Female

4 How long have you been working in this school?.....

5 Where do you reside?.....

6 In your opinion, should non-teaching staff be actively involved in the life of the community in which they work?

Yes No

7 Give two reasons for your answer to question 6 above

i) .....

ii) .....

8 How are non-teaching staff actively involved in the life of the community in which they work? Through: Yes No

(i) residence in the community
(ii) Civil Service Association
(iii) membership of trade unions
(iv) membership of religious organizations
(v) membership of sporting clubs
(vi) membership of political organizations
(vii) attendance at public functions
(viii) membership of voluntary service organizations
(ix) participation in adult education
(x) other (Please specify).....
.....

9 In your opinion, should the community be actively involved in school affairs? Yes No

10 Give two reasons for your answer to question 9 above

(i) .....
(ii) .....

11 Do the non-teaching staff (eg. clerks/administrative assistants, typists) attend in-service courses? Yes No

12 If yes, do the in-service course deal with such community relations matters as:

		Yes	No	Not sure
(i)	how to handle parents and other visitors to the school?			
(ii)	the handling of telephone calls?			
(iii)	how to relate to other staff members and pupils?			

13 Are the non-teaching staff kept well informed about the school's policies, goals, rules, procedures and activities?

Yes No

14 If yes, how are they kept well informed in such matters? By:

		Yes	No
(i)	school policy		
(ii)	staff meetings		
(iii)	personal interviews with the principal		
(iv)	circulars		
(v)	regular in-service programmes		
(vi)	school prospectus or manual		
(vii)	professional associations		
(viii)	other (Please specify).....		

15 How are you trained, as a non-teaching personnel, for the efficient performance of your functions and responsibilities? Through:

		Yes	No
(i)	orientation courses		
(ii)	the principal at regular meetings		
(iii)	regular in-service programmes		
(iv)	on-the-job experience		
(v)	private studies		
(vii)	other (Please specify).....		

16 Do the non-teaching staff have a say in the:

		None	Little	A great deal
(i)	allocation of their duties?			
(ii)	curriculum matters?			
(iii)	utilization of school funds?			
(iv)	disciplining of teachers?			
(v)	disciplining of pupils?			
(vi)	school grounds and plant maintenance?			
(vii)	extracurricular matters?			
(viii)	school's policy and pro-			

gramme on community relations?

(ix) other (Please specify).....
.....

17 What, in your opinion, should be done to further improve the relationship between?

(i) non-teaching personnel and the principal?.....
.....

(ii) non-teaching personnel and other teachers?.....
.....

(iii) non-teaching personnel and pupils?.....
.....

(iv) non-teaching personnel and the community?.....
.....

Appendix J

INTERVIEW

INTERVIEW QUESTIONS TO ASSISTANT DIRECTORS

1 Name of your directorate .....

2 Number of post primary schools in your directorate.....

3 Number of senior secondary/High schools in your directorate
.....

4 How long have you held the post of assistant director?.....

5 How long have you headed this directorate?.....

6 Does your directorate have a written policy on school/community relations? Yes No

7 In your opinion, is such a policy necessary? Yes No

8 Give two reasons for your answer to question 7 above
(i) .....
(ii) .....

9 How are your principals trained for the efficient performance of their functions, powers and responsibilities? Through: Yes No

(i) regular meetings with the principals
(ii) induction of new principals
(iii) personal interviews with individual principals
(iv) regular visits to schools by inspectors
(v) in-service training programmes for principals
(vi) on-the-job experience
(vii) other (Please specify) .....
.....

10 In your opinion, should principals be actively involved in the life of the community in which they work? Yes No

11 Give two reasons for your answer to question 10 above
(i) .....
(ii) .....

12 If your answer to question 10 above is yes, in what form should principal's involvement take? Through

		Yes	No
(i)	residence in the community		
(ii)	membership of a church		
(iii)	membership of a sporting club(s)		
(iv)	membership of a voluntary organization(s)		
(v)	participation in adult education		
(vi)	attendance at public functions		
(vii)	addressing the public on educational matters		
(viii)	visiting nearby feeder schools		
(ix)	interschool visitations		
(x)	home visits		
(xi)	touring nearby higher institutions with pupils and/or teachers for educational purposes		
(xii)	other (Please specify).....		

13 In your opinion, should the community (ie. parents and other members of the community) be actively involved in school affairs? Yes No

14 Give two reasons for your answer to question 13 above
(i) .....
(ii) .....

15 If your answer to question 13 above is yes, what form should community involvement take? Through:

		Yes	No
(i)	membership of school committee		
(ii)	membership of parents' association (PA) or parent/teacher association (PTA)		
(iii)	membership of school-initiated advisory committees		
(iv)	membership of community/civic groups which support school activities		
(v)	participation in parent education		
(vi)	attendance at school functions		
(vii)	participation in the school's fund-raising activities		
(viii)	evaluation of some aspect of the school by responding to questionnaires, interviews concerning the school for research purposes.		
(x)	utilization of school physical facilities (eg. buildings, furniture, sportsfield etc.)		
(xi)	service as resource people or helpers (eg. in the classroom, library, guidance office school function etc.)		

(xii) giving financial assistance to needy pupils

(xiii) other (Please specify).....
.....

16 Do you envisage any dangers inherent in community involvement in school affairs? Yes No

17 If yes, state two such dangers
(i) .....
(ii) .....

18 How can these dangers be averted or avoided? .....
.....

19 What, in your opinion, should be done to further improve the relationship between the principal and the community? .....
.....
.....

Appendix K

INTERVIEW

INTERVIEW QUESTIONS TO THE ASSISTANT DIRECTOR, MANAGEMENT DIVISION, DEPARTMENT OF EDUCATION

1 How long have you held your current post?.....

2 Which categories of teachers attend your management courses?

		Yes	No
(i)	Principals		
(ii)	Deputy principals		
(iii)	Heads of division		
(iv)	Other (Please specify).....		

3 What is the main aim of your management training programmes?
.....

4 What aspects of management are usually discussed at your management courses organized for principals of post primary schools?.....

5 Is the relationship between the school and the community included in your management programmes? Yes No

6 If yes, do the management programmes include such aspects of school-community relations as:

		Yes	No
(i)	parental/community involvement or participation in school/educational affairs?		
(ii)	school committee (governing body)		
(iii)	parents' association or parent-teacher association(PTA)?		
(iv)	staff and student involvement in community life/affairs?		
(v)	public attitude towards education and schools?		
(vi)	utilization of school's resources by the community?		
(vii)	utilization of community's resources by the school?		
(viii)	communication between the school and the community?		
(ix)	grounds and plant maintenance?		
(x)	school budgets		
(xi)	administration of school funds?		
(xii)	other (Please specify).....		

.....

7 In your opinion, should the Department of Education have a written policy on school-community relations? Yes No

8 Give two reasons for your answer to question 7 above
(i) .....
(ii) .....

9 In your opinion, should principals be actively involved in the life of the community in which they work? Yes No

10 Give two reasons for your answer to question 9 above
(i) .....
(ii) .....

11 If your answer to question 9 above is yes, what form should the principals' involvement take? Through: Yes No
(i) residence in the community
(ii) membership of religious organizations
(iii) membership of sporting clubs
(iv) membership of voluntary organizations
(v) participation in adult education
(vi) attendance at public functions
(vii) addressing the public on educational matters
(viii) visiting nearby feeder schools
(ix) interschool visitations
(x) home visits (ie. visiting the homes of pupils)
(xi) touring nearby higher institutions with pupils and/or teachers for educational purposes
(xii) other (Please specify).....
.....

12 In your opinion, should the community (ie. parents and other members of the community) be actively involved in school affairs? Yes No

13 Give two reasons for your answer to question 12 above
(i) .....
.....
(ii) .....
.....

14 If your answer to question 12 above is yes, what form should community involvement take? Through: Yes No
(i) membership of school committee
(ii) membership of parents' association (PA) or parent-teacher association (PTA)

		Yes	No
(iii)	membership of school-initiated advisory committees		
(iv)	membership of community/civic groups which support school activities		
(v)	participation in parent education		
(vi)	attendance at school functions		
(vii)	participation in the school's fund-raising activities		
(viii)	evaluation of some aspect of the school by responding to questionnaires, interviews or by observation		
(ix)	responding to questionnaires and/or interviews concerning the school for research purposes		
(x)	utilization of school's physical facilities (eg. buildings, furniture, sportsfield etc.)		
(xi)	service as resource people or helpers (eg. in the classroom, library, guidance office, school function etc.)		
(xii)	giving financial assistance to needy pupils		
(xiii)	other (Please specify).....		

15 Do you think that pre-service training in educational management and administration is essential for school principalship? Yes No

16 Give two reasons for your answer to question 15 above
(i) .....
(ii) .....

17 If your answer to question 15 above is yes, what aspects of educational management and administration should be included in such pre-service training? .....
.....

18 In your opinion, are principals adequately trained for the efficient performance of their management functions and responsibilities?
Yes No

19 If no, what should be done to improve the situation?.....
.....

20 What do you think should be done to improve the relationship between the principal and the community?.....
.....

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