

# SUSTAINABLE LEADERSHIP STYLE TOWARDS SCHOOL EFFECTIVENESS

By

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## ABSTRACT

While the principals' sustainable leadership style determines the school effectiveness, the situation in the schools shows that the school effectiveness drops when principals leave the school through promotion or retirement. There is an indication that principals practice an autocratic leadership style where they are the only ones who make decisions and never believe in the delegation of authority or sharing of power in their schools. The main aim of this study was to investigate the sustainability of the principals' leadership style and the extent to which it contributes towards school effectiveness in secondary schools in the Vhembe district. This study made use of both quantitative and qualitative research designs. Questionnaires and an interview schedule have been used to collect data. The sample of this study comprised of principals, deputy principals and senior teachers from selected secondary schools in the Vhembe district. Data was analyzed quantitatively using a Statistical Package for the Social Sciences (SPSS). Qualitative data was analyzed through a computer loaded with ATLAS.ti. The results of this study show that principals and teachers in secondary schools in the Vhembe district think that the principal leadership style has an impact on the sustainability and the effectiveness of the school. School effectiveness depends on the leadership style of the school principal. The results suggest that there is a need for workshops and training on the importance of leadership in schools. Training and developing teachers in leadership sustains the effectiveness of schools. A model that may contribute towards school principal's sustainable leadership for school effectiveness has been developed.