

Exploring Principals' Role in Providing Instructional Leadership in Rural High Schools in South Africa

M. J. Taole

*Department of Teacher Education, University of South Africa, PO Box 392,
Pretoria, South Africa
E-mail: taolemj@unisa.ac.za*

KEYWORDS Performance. Transformational Leader. Knowledge. Educational Reform. Change

ABSTRACT Effective leadership is the cornerstone of any education system. It can ensure the effective implementation and management of curriculum changes. Leadership by principals plays a critical role in motivating teachers and creating a culture of learning in the school. This article investigates the capacity of principals to provide instructional leadership at school level and the challenges they encounter in managing and implementing curriculum changes. The study employed qualitative design using interviews. The participants were principals from the Brits district of the North West province, who were identified through purposive sampling. The results showed that principals view themselves as managers and not as instructional leaders. Lack of training in curriculum change management and implementation remains a challenge to most of the principals. The study also revealed that workload, daily disruptions, lack of support from subject specialists, and parents are some of the barriers that constrain principals from executing their duties as instructional leaders with diligence. For principals to perform their instructional leadership tasks, they need to free themselves from their managerial tasks and delegate these tasks to other members of the management team. Then they can focus their efforts on teaching and learning. Principals can achieve this with the necessary support from all stakeholders.

INTRODUCTION

The educational reform movement has resulted in tremendous challenges in the education system. Various role-players, such as school principals, are affected around the world. This is particularly true of South Africa. According to Botha (2004), educational reform in South Africa is the norm rather than the exception. This is due to the fact that South Africa is facing an ongoing period of change; no sooner is one set of reforms introduced and implemented than a new innovation or reform takes place. The changing circumstances put pressure on principals to ensure that anticipated curriculum reform is enacted in schools.

The introduction of a school-based management system through school governing bodies (SGBs) in South Africa in 1996 has brought about the decentralisation of the principals' role and a paradigm shift in the school management system. Botha (2004) maintains that school-based management demands a new professionalism from principals because it totally changes and challenges the traditional concepts of "principalship". Traditionally, the school principal's role was that of manager and administrator and did not include any teaching duties. The principal only supervised instructional processes through class visits but did not ac-

tively teach. With the school-based management system principals are more accountable for their school and for the academic performance of their learners. In addition to the managerial tasks school principals must perform, they are also expected to teach. As Marishane (2011) points out, instructional leadership has gained popularity, as much pressure is placed on academic standards and the need for schools to be accountable. The demand for greater accountability on the part of principals in the quest for high learner achievement resulted in increased attention being paid to the role of the principal as instructional leader.

The findings of research conducted by the Department of Education (DoE) (2009) shows that a crucial aspect that impacts on the implementation of the curriculum is the school management's capacity to mediate the curriculum. The DoE (2009) further points out that not all principals are equally conversant with the curriculum, especially in schools where principals do little or no teaching themselves. There is a need for principals' roles as curriculum and instructional leaders to be asserted.

The continuing emphasis on individual schools as a focus of change and the demands for improvement in student achievement require principals to have different competencies in order to deal with the challenges they face. Ac-

According to Marlow and Minehira (2011), school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals. Luqman et al. (2012) emphasise that the context of educational leaders' work has increased in complexity, which has led to changing expectations of what leaders need to know and must be able to do. Different competencies such as capacity building, vision building and/or a team building required of principals to cope with the changing demands of the education sector have been suggested by researchers. Botha (2004) argues that theoretical knowledge is as important as tacit and experiential knowledge. The knowledge of practice and educational theories puts principals in a better position to know the challenges teachers face when they are implementing the curriculum. The principal must be well-informed about current developments in the education sector since the instructional context is forever changing. Furthermore, knowledge of technological integration in teaching and learning is also imperative for the principal who want to be relevant in the 21st century. These competencies require a principal who is dynamic, versatile and flexible.

The above discussion suggests that a principal is expected to wear many hats; he/she must be a manager, administrator, instructional and curriculum leader. Phillips (2012) argues that even though instructional leadership is critical in the realisation of effective schools, it is seldom practised. He adds that among the many tasks that principals perform, only one-tenth are devoted to providing instructional leadership. The principal's instructional leadership role is not given the attention it deserves.

There is a body of literature that suggests that the leadership of the school principal is critical for effective change management in schools. South African literature on effective leadership and management has shown that many serving principals lack the necessary skills needed to perform their leadership roles (Bush and Odoro 2006; Mathibe 2007; Msila 2008; Bush et al. 2011). These research studies show that school principals are not appropriately skilled and trained for school management and leadership. However, it seems that further research is needed to explore the challenges faced by school principals to become effective instructional leaders. This study explores high school principals' per-

ception of their role as instructional leaders and identifies factors that impede them in carrying out their duties.

This article is structured as follows: In the first part, the introduction and the background of school leadership in South Africa are given. This is followed by the theoretical framework, the research question, methodology, ethical considerations and findings and discussions. Finally, the conclusions and recommendations are presented.

Theoretical Framework

Conceptualisation of School Leadership Pertaining to Transformation

This article is foregrounded by transformational and instructional leadership theories. These theories construct instructional leadership as an important aspect in educational reform within the school context. Instructional leadership is a multifaceted construct and is defined differently by different researchers. As a result, an understanding of the meaning of the term "instructional leadership" presents a problem. However, throughout literature there are recurring themes on instructional leadership qualities. Inherent in the concept of instructional leadership is the notion that learning should be given top priority while everything revolves around the enhancement of learning. Bush (2007) contends that instructional leadership is a very important dimension because it targets the school's central activities, teaching and learning. According to Lunenburg (2010), the principal's primary role is to promote the learning success of all learners in the school. Botha (2004) adds that instructional leadership expects educational leaders to set clear expectations, to maintain discipline and to implement high standards, with the aim of improving teaching and learning at the school.

On the other hand, Jenkens (2009) sees instructional leaders as leaders who are involved in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. The instructional leader focuses his/her attention on the control, coordination and supervision of all teaching and learning activities. The aforementioned conceptualisation of instructional leadership suggests that instructional leadership

concerns itself with teacher development and the improvement of learner performance. In contrast, transformational leadership is often considered a type of shared or distributed leadership. Moreover, Hallinger (2003:330) states that:

Transformational leadership focuses on developing the organization's capacity to innovate. Rather than focusing specifically on direct coordination, control, and supervision of curriculum and instruction, transformational leadership seeks to build the organization's capacity to select its purposes and to support the development of changes to practices of teaching and learning.

In response to Hallinger's view, a transformational leadership approach engages all stakeholders in the achievement of educational objectives. According to Marishane (2011), the principal, who is a transformational leader, is actively engaged in four main tasks, namely, school vision building, capacity building, team building and programme design and management. Transformational leadership sees collaboration and shared leadership as imperative in ensuring that there is shared leadership towards the achievement of a shared goal. The above discussions show that the instructional leader stimulates change through top-down participation, whereas the transformational leader stimulates change through bottom-up participation. This article argues that leadership is a potent factor in ensuring that curriculum goals are realised; therefore, both top-down and bottom-up approaches need to be integrated to ensure that the desired goals of education are achieved.

Changing Roles of Principals for Effective School Management

Defining the role of the principal within the context of the global economy and changing curriculum seems to be a daunting challenge. Steyn (2012) points out that new conditions and expectations in education can create new challenges and perspectives for the role of the principal. Botha (2004) emphasises that the role of the South African school principal has changed dramatically and leadership is of the utmost importance. According to Marishane (2011), a school leader assumes four roles that collectively constitute a principal's tasks. These are the following:

- a. teacher (instructional leadership)
- b. governor (political leadership)
- c. change agent (transformational leader)
- d. manager (managerial leader)

Furthermore, Marishane (2011) indicates that, regardless of their chosen style, principals are expected to exercise leadership tasks that will enable teachers to teach learners according to the highest academic standards. Learner performance takes precedence in the individual choice of leadership style. Marishane (2011) identified two roles of principals, namely, the functional and the positional role. The functional role refers to what the principal does and the positional role refers to the context or situation in which principals find themselves when carrying out their leadership tasks.

In view of the above, this study was guided by the following research question:

Do principals have the capacity to provide instructional leadership at school level and what challenges do they encounter in managing and implementing curriculum changes?

RESEARCH METHODOLOGY

Research Design

The study employs a qualitative approach to produce descriptions and explanations of principals' leadership practices as instructional leaders. A qualitative method was used for the research and data were collected through interviews. Three public rural high school principals were purposively chosen to participate in the study.

Sampling

The study used purposive sampling to promote understanding of the research problem. The participants were chosen on the basis that they have occupied the position of principal for more than ten years and, subsequently, have the necessary knowledge and experience in this field. Three principals from rural high schools in the Brits district of the North West province participated in the study. Learners in these schools were predominantly Black.

Data Collection and Analysis

Data were collected through semi-structured interviews. These interviews were used to gain

detailed information about the participants' views on their roles as instructional leaders and to identify factors that impeded them carrying out their roles. Semi-structured interviews give the researcher and participants more flexibility. In addition, the researcher can follow up on any particularly interesting avenue that may emerge from the interview and participants can give a fuller picture of their experiences. An interview schedule was drawn up to provide the researcher with a set of predetermined questions that would engage the participants. The data were recorded, transcribed and categorised thematically.

Ethical Considerations

Participation should be voluntary at all times and no one should be forced to participate (Rubin and Babbie 2005 in De Vos et al. 2011). Participation in this study was voluntary and participants were given the option to withdraw at any time if they no longer wanted to participate. The researcher assured the participants that they would remain anonymous. According to De Vos et al. (2011), information given anonymously guarantees the privacy of subjects. This implies that the researcher will not release or publish the names of the participants.

According to Hakim (2000), written informed consent for participation in interviews has become a necessity rather than a luxury or an impediment. All the participants signed a consent form containing detailed information of the study and its intended purpose.

FINDINGS AND DISCUSSION

The following themes emerged during the data analysis process: workload and pressure, irregular daily disruptions, effective curriculum implementation, insufficient delivery of learner-teacher support material, regular and ongoing support from subject specialists, parental support and cooperation.

a. Workload

The results showed that principals do not view themselves as instructional leaders and they feel overwhelmed by the amount of pressure put on them. They are expected to manage the school and teach at the same time. Teaching requires them to know the content of the curriculum. They are also expected to know the content of

other curriculums in other grades to be able to monitor the implementation of the overall curriculum. Phillips (2012) argues that principals feel inadequate to initiate and develop instructional programmes given the variety of subject areas taught, with each having its own pedagogical uniqueness. The quote below captures their response:

The department is putting too much pressure on us, we are carrying so much. I'm sitting with Grade R to Grade 12 learners, now you can imagine how many syllabi I need to know, that is why I feel that school principals must be managers, managing not the curriculum, but managing finances, ensuring that things are running smoothly. The deputy and the head of department should carry the instruction not the principal.

The result also showed that principals felt that the instructional role of principals should be fulfilled by the heads of departments. This confirms Marishane's (2011) statement that principals pay more attention to management and administrative tasks, while instructional leadership is relegated to others in the administrative hierarchy. Many times, principals are not in touch with what is happening in the classrooms; as a result, they are unable to appreciate the challenges that teachers and learners are facing. Principals generally assume that anything that has to do with teaching should be the responsibility of the teachers. Principals see themselves as managers and not as instructional leaders. The results also confirm the findings on research by the DoE (2009) that there is a lack of clarity about the roles and responsibilities within school management teams for mediation and implementation of the curriculum.

One can argue that until principals acknowledge that they have to assume an instructional role in their schools, learner achievement will not be attained. Botha (2004) suggests that principals should be less of administrators and more oriented towards being educational leaders, in the sense of being experts in teaching and learning and in establishing an environment that facilitates this. Marishane (2011) adds that principals should understand contemporary theories of learning, should have an explicit personal theory of learning, and should be able to apply this knowledge. Principals need to have a thorough knowledge of the changes in the curriculum to enable them to support its implementation. However, Philip (2012) warns that it would

be a formidable task convincing principals to relinquish their image as manager-administrator and take on the role of instructional leader. The mind-set of principals' should change so that they can start viewing themselves as instructional leaders.

b. Irregular Daily Disruptions

The results indicate that although some participants are involved in curriculum delivery, their involvement is minimal. The following quotes capture the participants' utterances:

I teach because I believe that as the principal I must lead by example. But it is not easy for me as most of the time I am not in the class, I am either attending meetings organised by the district, or sitting in the office solving disputes in the school. Sometimes parents come to school and demand to see the principal. So I think I am not doing justice to the class that I teach.

We are supposed to teach, I don't mind to go to class, I'm teaching. You can imagine, I'm practically running two schools, primary and high school. I am often not in class. I'm either at a meeting or resolving serious crisis. Another thing is that to be able to understand the curriculum of every learning area is not easy. I have to rely on Heads of Departments (HODs).

The participants feel that they do not do justice to teaching as they regularly have to attend meetings arranged by the Department of Education. More often than not their learners are left without a teacher. Marishane (2011) indicates that lack of time to execute instructional activities inhibit principals from conducting their duties as instructional leaders diligently.

Furthermore, principals were found to reflect on their inadequacies, putting the blame on their workloads and daily disruptions. They indicated that they resolve crises in the school and attend to visiting parents on a daily basis and that this consumes their teaching time. Luqman et al. (2012) indicate that the context within which the school leaders work is characterised by increasing complexity on the one hand, and increasing expectations from parents on the other.

c. Training on Effective Curriculum Implementation

All participants interviewed indicated that they led meetings about curriculum issues and

are involved in ensuring that teachers are supported in their implementation of the curriculum.

I usually organise a meeting once a month to discuss curriculum issues and the HoDs conduct weekly meetings with teachers. I meet with deputy principals and then we start looking at the documents ensuring that resources that teachers need are in place before they implement the curriculum.

I usually do model lessons for teachers so teachers could come and observe so that they could see how he principal is conducting the lesson. Teachers can then critically evaluate the lesson and how learners are responding and how the information is presented to learners.

If the Department of Education could train principals first that will enable them to understand the curriculum and the changes in the curriculum better. They should also help us to look at the pointers or non-conforming with regards to curriculum implementation.

As Mathibe (2007) points out, principals should create a climate for and culture of success in schools by ensuring that there is room for self-expression, creativity, communication and motivation in all structures of the school. Participants indicate that they even do model lessons to assist teachers in ensuring that the anticipated curriculum is implemented.

The results also indicate that participants felt that they are not supported by the Department of Education in their efforts to ensure that the anticipated curriculum is realised. Participants indicated that although they support teachers in implementing the curriculum, they are not considered for training when innovations are introduced in the curriculum; instead, the focus is on teachers. Consequently, principals depend on teachers for feedback regarding curriculum innovations. Marishane (2011) argues that a lack of in-depth training of principals for their roles as instructional leaders is a barrier to instructional leadership. Principals are expected to ensure that new innovations are implemented in the classroom, but the Department of Education does not take them on board. A lack of in-depth training makes the principals' task difficult, as they are not guided on the curriculum expectations by the Department of Education. Oliva (2009) observes that training programmes for principals on curriculum matters are partially at fault for the low priority placed on in-

structional leadership by principals. There is only minimal principals' training in instructional leadership, as more focus is given to the administrative and managerial duties of the principals. Mestry et al. (2007) argue that developing principals and providing them with the necessary knowledge, skills, values and attitudes have become increasingly important, as the dynamic and changing educational culture have become increasingly complex. Principals' instructional role needs to be asserted and should be supported by specific training.

d. Insufficient Delivery of Learner and Teacher Support Material (LSTM)

Teaching material plays a major role in ensuring that curriculum implementation is successful. Participants indicated that they do not receive curriculum material on time, which has a negative impact on the delivery of the curriculum. Smit (2001) indicates that the lack of appropriate resources and lack of material worsen the possibilities of sound curriculum implementation in the classrooms. Textbook and learners' books are essential in facilitating successful implementation of the curriculum in the classroom. Moreover, Lunenburg (2010) emphasises that teachers need to have access to curriculum guides, textbooks or training related to the school curriculum. The importance of teaching materials cannot be overemphasised.

Jacobs et al. (2011) maintain that a prerequisite for the successful implementation of any curriculum is the availability of specific and effective means to implement the curriculum. Therefore, resources need to be provided to schools before the curriculum is actually implemented in the classrooms.

e. Regular and Ongoing Support from Subject Specialists

Participants indicated that a need exists for subject specialists to visit schools on a continuous basis to offer support for curriculum implementation. Here are some of their comments:

I believe if subject advisers can visit our schools frequently to assist teachers who are battling with content or other problems in their learning areas. If they can come to our school and see if what they have taught the teachers is practical taking into account the large number

of learners that we teach. In most cases there is discord subject advisors do not have the touch, they do not have the feelings of what kind of classes we deal with. In most cases subject advisors work with a perspective of a model school but in our school the situation is completely different. Subject advisors are the specialists in different learning areas. If the principal experiences a problem with teachers who are not able to present the lesson in their learning area, they should come and assist the teacher.

Kihato and Kabemba (2002) argue that a well-coordinated support system at national, provincial, district and school level could help teachers to face the difficulties in the classroom. Teachers can only implement the curriculum in their classrooms if a support system is in place. Participants suggested that more subject specialists need to be trained because subject advisers are ideally responsible for providing teachers with support in their classrooms and helping them alleviate difficulties they may encounter in specific learning areas. It is evident from the results that support is essential in ensuring that curriculum changes are implemented effectively. Jacobs et al. (2011) argue that teachers obviously need support to implement the curriculum. Without the necessary support, curriculum implementation will be an elusive concept that will never be realised.

f. Parental Support and Cooperation

Parents play a crucial role in supporting their children's learning and in the successful implementation of the curriculum. This is illustrated by the following three extracts from the narratives:

Parents should come to school, to check learners' books and to understand what we are doing in the school. Parents are not active role players as far as curriculum is concern. They have that don't care attitude when it comes to their children's education. This is a serious issue as we battle even with discipline in the school. We organize road shows and other activities to try to involve parents in the curriculum matters but they do not show up. The situation here is that parents just send their children to school and they do not want anything to do with the school.

There is an increasingly important view among educators and other professionals that

schools and parents need to work together to ensure that their children's ability to succeed can be enhanced. Mestry et al. (2007) argue that progress of the students' educational development in the school context depends largely on effective contact with, and cooperation between, the parents and the school personnel. This sentiment is shared by Kurian (2008) who maintains that active participation of parents in the education of their children is essential to improve the discipline at school and the academic performance of the students. However, the results show that some parents do not take an interest in their children's work nor do they take time off to visit the school and to see how their children are doing at school.

According to Hawes and Plourde (2005), schools are now opening their doors wide to parents and are welcoming their partnership. However, there is an ongoing trend of parents not being involved in their children's school affairs. The results indicate that attempts by the participants to involve parents in school activities are made in vain, as parents simply do not turn up. This confirms a claim made by Mmotlane et al. (2009), namely, that low parental participation in school activities has been noticed in South African black schools in recent years.

One can argue that principals need to consider different ways of involving parents in the activities of their children. It is possible that the methods employed by the principal to involve the parents are not appropriate and desirable for the parents. Leithwood and McElheron-Hopkins (2004) argue that while the principal is considering how to encourage parental involvement, he should also bear in mind the needs and abilities of parents. They add that principals are the main gatekeepers of schools and, as such, they set the stage for parents feeling welcome to participate or not. There is a need for commitment and dedication on the part of parents to play an active role in their children's learning and to ensure successful curriculum implementation.

CONCLUSION

School leadership is occupying a central position in educational reform. Owing to challenging circumstances and changing demands in the education sector, principals are expected to be-

come increasingly involved in curriculum delivery and student progress. To be able to do so, principals need to be knowledgeable about the different curriculums of different subjects. The study indicates that principals do not see themselves as instructional leaders but as managers. The study also revealed that certain challenges prevent principals from executing their duties as instructional leaders. These include, among other things, workloads and pressure, daily interruptions such as meetings and disputes in the school and daily visitors, resources and training and support. It is evident from this study that principals as instructional leaders are faced with the mammoth task of ensuring that learner achievement is at the heart of their activities and at the same time ensuring that they remain well-informed about current developments in the education system.

RECOMMENDATIONS

No single method in school leadership is a panacea for the challenges that instructional leaders are facing when implementing curriculum innovations. In order for principals to perform their instructional leadership tasks, they need to free themselves from their managerial tasks, delegate such tasks to other members of the management team, and focus their efforts on teaching and learning. Principals can achieve this with the necessary support from all stakeholders, as the school is for the community. Their active participation would therefore ensure that excellence in curriculum implementation is achieved. All stakeholders need to take ownership of curriculum changes in order to achieve the intended goal. Principals could, through their leadership, minimise the negative connotations associated with curriculum changes and ensure that curriculum changes are accepted by all.

Principals should bear in mind the parents' needs and abilities when deciding about parents' participation in school affairs and designing appropriate strategies. It is clear that leadership of the school principal is imperative to persuade parents to become involved in school affairs.

Principals are expected to have in-depth knowledge of the curriculum and to guide the teachers through the implementation process. Therefore, specific training that focuses on in-

structional issues and curriculum changes need to be provided. This will ensure that principals are conversant with the curriculum changes. Changes in the education sector are inevitable due to the dynamic nature of knowledge and changes in technology. Appropriate mechanisms need to be put in place to ensure that anticipated change is realised and that those affected by change are assisted to experience a swift transition and proper adjustment.

REFERENCES

- Botha RJ 2004. Excellence in leadership: Demands on the professional school principal. *South African Journal of Education*, 24(3): 239-243.
- Bush T, Kiggundu E, Moroosi P 2011. Preparing new principals in South Africa: The ACE school leadership programme. *South African Journal of Education*, 31: 31- 43.
- Bush T, Odoro G 2006. New principals in Africa: Preparation, induction and practice. *Journal of Educational Administration*, 44: 359-375.
- Bush T 2007. Educational leadership and management: Theory, policy, and practice. *South African Journal of Education*, 27(3): 391-406.
- Department of Education 1996. *South African Schools Act, Act 84 of 1996*. Pretoria: Government Printers.
- Department of Education 2009. *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*. Pretoria: Government Printers.
- De Vos AS, Strydom H, Fouché CB, Delpont CSL 2011. *Research at Grassroots: For the Social Sciences and Human Service Professions*. 4th Edition. Pretoria: Van Schaik.
- Hakim C 2000. *Research Design: Successful Designs for Social and Economic Research*. London: Routledge.
- Hallinger P 2003. *Leading Educational Change: Reflections on the Practice of Instructional and Transformational Leadership*. Bangkok: Mahidol University.
- Hawes CA, Plourde LA 2005. Parental involvement and its influence on reading achievement of sixth grade students. *Reading Improvement*, 42(1): 47-57.
- Jacobs M, Vakalisa NCG, Gawe N 2011. *Teaching-learning Dynamics*. South Africa: Pearson Education.
- Jenkins B 2009. What it Takes to be an Instructional Leader. From <<http://www.naesp.org/resource>> (Retrieved February 12, 2012).
- Kihato C, Kabemba C 2002. Enhancing Policy Implementation. *Research Report No. 92*, Johannesburg: Centre for Policy Studies.
- Kurian VJ 2008. Management Strategies to Improve the Academic Performance of Previously Disadvantaged Secondary Schools in the Grade 12 Examination. From <<http://hdl.handle.net/10210/922>> (Retrieved March 15, 2012).
- Leithwood K, McElheron-Hopkins C 2004. *Parents' Participation in School Improvement Processes. Final Report of the Parent Participation in School Empowerment Planning Project*. Toronto: Canadian Education Association.
- Lunenburg FC 2010. The principal as instructional leader. *National Forum of Educational and Supervision Journal*, 27(4): 1-5.
- Luqman RA, Farhan HM, Shahzad F, Shaheen S 2012. Twenty-first century challenges of educational leaders, way out and need of reflective practice. *International Journal of Learning and Development*, 2(1): 195- 208.
- Marishane RN 2011. *School Leadership in a Changing Context: A Case for School-based Management*. Pretoria: Van Schaik.
- Marlow S, Minehira N 2011. Principals as Curriculum Leaders: New Perspectives for the Twenty-first Century. From <<http://www.pre.org/products/Products/Curriculum.htm>> (Retrieved April 22, 2011).
- Mathibe I 2007. The professional development of school principals. *South African Journal of Education*, 27(3): 523-540.
- Mestry R, Moloi KC, Mahomed AN 2007. Perspective on zero tolerance to discipline: Towards maintaining a nurturing and secure school environment. *African Review*, 4(2): 97-97.
- Mestry R, Singh P 2007. Continued professional development for principals: A South African perspective. *South African Journal of Education*, 27(3): 477-490.
- Mmotlane R, Winnaar L, Mbithi wa Kivilu 2009. Personal characteristics that predict South Africans' participation in activities of their children's schools. *South African Journal of Education*, 29(5): 527-540.
- Msila V 2008. Ubuntu and school leadership. *Journal of Education*, 44: 67- 84.
- Oliva PF 2009. *Developing the Curriculum*. United States of America: Pearson Education, Inc.
- Phillips JA 2012. Manager-Administrator or Instructional Leader: Shift Role of the Principal. From <<http://www.learningdomain.com/PrincipalInstructLeader.htm>> (Retrieved March 14, 2012).
- Smit B 2001. How primary teachers experience education policy change in South Africa. *Perspective in Education*, 19(3): 67-83.
- Steyn GM 2012. The Changing Principals in South African Schools. From <<http://uir.unisa.ac.za>> (Retrieved March 14, 2012).