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Enhancing Learner Performance Through Stakeholder Co-construction of School-Based Curriculum in South African schools offering Business Studies

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Abstract. The South African curriculum has undergone several reforms since the advent of democracy in 1994 to enhance learner performance and quality education. However, poor learner performance still prevails. This raises concerns among education stakeholders and calls into question standard of education received by South African learners. Although research studies have investigated likely factors associated with poor learner performance, the role of the school-based curriculum (SBC) in improving learner performance has not been thoroughly investigated. Hence, this study explores roles of stakeholders in the development of SBC to improve learner performance in secondary schools. Underpinned by socio-cultural theory (SCT) and situated within a transformative paradigm, this study used a mixed methods explanatory sequential research design. Quantitative data was gathered through closed-ended questionnaires distributed to 81 teachers and 198 school management team (SMT) members who were purposefully selected in performing and underperforming schools. Qualitative data was collected through structured interviews that involved the principals. Confirmatory factor analysis (CFA) was used to analyse the quantitative data using Statistical Package for the Social Sciences (SPSS) whilst qualitative data was thematically analysed using ATLAS ti. The findings revealed that SMTs play the central role in development of SBC, though the process requires collaboration with internal and external stakeholders and this is influenced by principals' view of the concept SBC. Based on these findings, the study recommends the development of a policy specifying specific roles internal and external stakeholders should play in development of SBC in schools. Additionally, stakeholders particularly

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teachers as curriculum implementers, should be co-opted into SBC process to integrate their insights and enhance their instructional delivery.

Keywords: Curriculum; school-based curriculum; learner performance; curriculum reform; school curriculum

1. Introduction

Numerous modifications have been made to the South African curriculum since 1994, and these have had a detrimental effect on learner performance (Fomunyam, 2017; Grobler, Moloji & Thakhordas, 2017). Curriculum 2005 (C2005) was implemented in 1997, which was later succeeded by the Revised National Curriculum Statement (RNCS) in 2002, the National Curriculum Statement (NCS) in 2007, and the Curriculum and Assessment Policy Statement (CAPS), which was implemented in 2012 (Govender, 2018).

Although these curriculum modifications were implemented to address inequality and improve the quality of education and learner performance in a democratic South Africa, low learner performance persists. Teachers in South Africa were, in many instances, unaware of how to implement the new content, resulting in teachers' anxiety and misunderstanding causing learners' performance to suffer (Adu & Ngibe, 2014). Despite being in charge of the practical implementation of the new curriculum, teachers were not involved in the planning or decision-making process during the development of a new curriculum they had to implement (Adu & Ngibe, 2014), and this adversely affected learner performance.

According to Alsubaie (2016), the curriculum should be a dynamic, ever-changing document, and to effectively change the educational process, it must be able to adjust to changes in the educational community and society at large. The common strategy employed by governments and educational institutions worldwide to help equip learners with 21st century abilities is the shift from a less structured to a more dynamic learning environment through the establishment of SBC (Wang et al., 2019). However, it is important to understand the cruciality of curriculum leadership to the development of SBC and its implementation in schools because one aspect of curriculum leadership is developing an SBC that caters to the needs of learners in a particular school (Sheik Mohammadi & Khalkhali, 2018).

Curriculum leadership emphasizes that instead of a school accepting a curriculum as is, it must ensure the development of SBC that will be used to address learners' specific needs (Glatthorn et al., 2017; Lin & Chen, 2018). This is helpful because SBC gives schools the option to design a curriculum that meets their needs while also coordinating their curriculum with national educational objectives (Lin & Chen, 2018). Based on this, Chen et al. (2020) highlight that curriculum leadership recommends the creation of SBC that must consider the fact that learners' needs serve as both the beginning and the end of their education. Based on these points, it can therefore be surmised that SBC can be introduced and implemented in a

school where leadership is decentralized through curriculum leadership to improve learner performance.

Maodzwa-Taruvunga and Cross (2012) explain that subpar learner performance is an indicator of weak curriculum leadership. This may be ascribed to the apartheid system and its legacy, which promoted centralized leadership that still prevails (Du Plessis & Heystek, 2020). Such a form of leadership excluded the involvement of key stakeholders, such as teachers, in the curriculum design, despite the fact that they are its implementers in the classroom. This means that even though teachers have a better understanding of learners' curriculum needs than other stakeholders, such as the SMT, they are reduced to curriculum implementers rather than being actively involved in the designing and development (Ramatlapana & Makonye, 2012).

This situation contradicts the purpose of SBC, which is to respond to the specific contextual needs of learners that teachers are more knowledgeable about. In the same vein, due to their in-depth knowledge of learners' contexts, parents should also be included in the development of SBC. Although multiple factors contribute to poor learner performance in South Africa (Bayat et al., 2014; Fomunyam, 2017; Modisaotsile, 2012), this article argues that if SMTs include stakeholders in the design of SBC, they will better support learner performance. It is for this reason this study is undertaken to explore the roles played by stakeholders in developing SBC to influence learner performance.

2. Literature Review

According to Hairon et al. (2018), SBC promotes the idea that choices and modifications of the curriculum are decided at the school level rather than by the education department. While the national curriculum framework serves as a reference, SBC's overarching goal is to create a curriculum that not only meets the needs of a specific school, but also embodies its philosophy (Wang, 2021). This is done to raise the standard of education in line with the needs, unique circumstances, and advancements of society with the goal of giving the school the autonomy it requires to actively participate in curriculum development (Wiyono, 2018).

This kind of involvement enhances the quality of education while increasing awareness of resources in school, both inside and outside the school (Wiyono, 2018). The premise for the development of SBC must be based on learners' needs because the primary objective is to ensure that it aligns with learners' context and will support improved performance. It is for this reason SBC development suggests that teachers are expected to suggest new ideas and adapt the curriculum to fit their learners' needs (Hairon et al., 2018).

2.1 Roles played by stakeholders in the development of SBC

When unpacking stakeholders' engagement in developing SBC, it is imperative to fathom their role in the development and effective implementation of SBC. Wiles (2009) and Sorenson et al. (2011) explain that the curriculum leadership team, which is responsible for the development of the SBC, should comprise

stakeholders from inside and outside the school. This indicates that the responsibility for developing SBC is a societal matter, as it requires social interaction between stakeholders. With the Department of Education being an overseer of education affairs, Glatthorn et al. (2017) explain that the Department's role is to monitor the curriculum designed in schools to ensure proper alignment between the designed SBC and the Department's curriculum. This must be done whilst at the same time appropriate support is given to the principals (Sorenson et al., 2011). Principals are essential for maintaining a supportive atmosphere for teaching and learning in schools (Liebowitz & Porter, 2019). This is because their leadership qualities are essential for improving school and learner performance (Bush, 2018).

This means that as people in charge of a school, they have a significant influence on its effectiveness (Msila, 2015), and as curriculum leaders, their job is primarily to establish the vision, assemble a team with a shared objective, and let everyone share their knowledge (Chenzhi et al., 2021). They must constantly aim to create a quality teaching and learning environment that prioritizes high learner accomplishment (Mestry, 2017) and create a school structure that will help guarantee learners' success (Sheikh Mohammadi & Khalkhali, 2018). Furthermore, they must ascertain that there is a proper understanding of the curriculum by all those concerned, ensure that there is proper collaboration between all stakeholders, and clarify the implementation process of the designed SBC (Wiles, 2009).

The deputy principal's priority role is to lead teachers on successive applications of appropriate teaching methods, proper interaction with learners, and the manner in which curriculum requirements must be set (Sorenson et al., 2011). On the other hand, DHs should ensure successful curriculum implementation, particularly looking at the pedagogical, assessment, and instruction aspects. Furthermore, they are also advantaged because they work closely with teachers (Sorenson et al., 2011). They also have better content knowledge and understanding of appropriate teaching methods for successful teaching and learning (Handler 2010). As surmised by Wiles (2009), DHs are responsible for creating and conveying curriculum goals, creating frameworks for curriculum work, assembling curriculum-development teams, and coordinating curriculum-development activities with the department's mission.

Babo and Ibrahim (2017) bring in an important aspect as they explain that in terms of the development of SBC, the leadership role is not only limited to those in leadership, but teachers have an important role to play as curriculum leaders. They have historically been expected to take on extra tasks and responsibilities linked to creating SBC, as they are thought to have a more direct connection to its implementation (Wang, 2021). They carry out their duties by conducting instructional activities, developing SBC, and organizing community curriculum activities to impart curriculum development knowledge to parents and learners (Bessong, 2021). Teacher involvement in curriculum development is crucial because it helps to address societal demands (Alsubaie, 2016). They are in a better position to ensure alignment between the designed SBC and learners' needs.

Furthermore, they are needed to provide insight into how to create a thoughtful curriculum that incorporates higher standards (Singh, 2018). This means that for curriculum development to be successful and relevant, as well as to align curriculum content to classroom requirements, teacher engagement is essential (Alsubaie, 2016) because teachers serve as curriculum leaders who actively effect change (Wang, 2021).

According to Scherman and Tsebe (2020), parental involvement cannot be disregarded in any attempt to address poor learner performance because they play an important role in learners' lives. When families and schools work together to support learners, they succeed academically and in life. If parents actively participate in their children's education, they are more likely to do well academically and develop into responsible, contributing adults (Lumadi, 2019). This is also affirmed by Machebe, Ezegbe and Onuoha (2017), who highlighted that learners whose parents are more active in their academic matters not only excel in their schoolwork, but also become productive members of society. Children's intellectual development is greatly influenced by their parents.

In addition to the school, children and parents benefit from their involvement in children's education (Machebe et al., 2017). This affirms that parents play an important role in the development of SBC because they are members of society and learners' custodians outside school premises. These roles played by both internal and external stakeholders affirm that learners' performance is not only the school's responsibility, but also a societal matter that requires a joint effort between the school and the community, particularly the parents. It can be inferred that in the development of SBC, both internal and external stakeholders have an important role to play in ensuring that quality education is provided while also enhancing learner performance.

2.2 Implementation of SBC in an international context

In trying to understand the concept of SBC, it is important to note that this concept is actively explored in Asia, and there is not much exploration of the concept in Anglophonic countries. For this reason, to highlight the impact of SBC at an international level, this study focuses more on the Asian continent, particularly since leading countries according to the Programme of International Students Assessment (PISA) ratings emerge from this continent. Huang (2023) looked into the concept curriculum leadership by proposing guiding framework on its effective implementation and this was done due to the concern that the concept hasn't received much attention in Taiwanese schools even though it has gained much attraction. Taiwan has adopted the "Curriculum Guideline of 12-year Basic Education," also known as the "New National Curriculum," as a significant curriculum reform initiative.

It focuses on developing a school-based curriculum and helping pupils build their core reading (Huang, 2023). Chen et al. (2020) tapped into SBC when undertaking a study on curriculum leadership with specific focus on offering description and recommendation on how curriculum leadership and development can be effectively implemented in Taiwan. The important role that teachers play in developing SBC and how they also develop each other through Teacher

Professional Development Evaluation (TPDE) in the process is what is mainly emphasised in that study.

In Singapore, the nation's Teach Less Learn More (TLLM) policy effort gave rise to the SBC initiative, which primarily focuses on intended learners' learning outcomes (Hairon et al., 2018; Wang et al., 2019). To explore this concept further, Lee (2020) investigated middle managers' perspectives on curriculum leadership and the contextual elements that affect their role as curriculum leaders. The study findings revealed that middle managers specified eight areas of their work as curriculum leaders. Additionally, contextual elements connected to their internal, external, and personal aspects have an impact. In Lim-Ratnam (2019), three principals' stories were used to explain what curriculum leadership entails, especially in Singapore, where choices about content, skills, values, and evaluation criteria are determined at the central level. The key findings that emerged from this study are that principals understood what the concept of curriculum leadership involved in terms of teacher involvement and taking into consideration the school's context.

Chenzhi et al. (2021) explored how teachers in Shenzhen and Hong Kong perceived the concept of distributed curriculum leadership. It emerged in the study findings that teachers' views on distributed curriculum leadership had a significant difference based on quality level of the school. Chenzhi et al. (2021) further affirm this point by indicating that schools that offered quality education in Shenzhen and Hong Kong are those that tasked teachers with curriculum leadership roles, whereas those that underperformed did not distribute curriculum leadership roles to the teachers. As further elaborated by Chenzi et al. (2021), in the quest to develop an innovative curriculum that caters to learners' needs, there must be collaboration between curriculum experts, teachers, parents, and community members. Such measures are paramount as they put teachers in a position where they must conduct thorough curriculum investigation, design, implementation, and evaluation. This confirms that, even though such robust curriculum initiatives have not yet been undertaken in South Africa, international countries with good learner performance ratings are continuously improving their standards through SBC.

In exploring the importance of SBC, Priestly et al. (2014), emphasise the important role that teachers play in the development of SBC by arguing that the nature and extent of innovation in schools is dependent upon teachers being able to make sense of often complex and confusing curriculum policy, including the articulation of a clear vision about what such policy means for education within each school. Wiyono (2018) looked into the implementation of SBC in the Indonesian context with specific focus on describing how the implementation of the curriculum affected the learning process and learner performance. Mohammadi and Khalkhali (2018) looked into principals' experiences as curriculum leaders. Even though they confirm that there is a dearth of research that explores implementation process of curriculum development, they themselves do not look into SBC and role played by stakeholders in its

implementation. Their main focus is on principals' experiences as curriculum leaders.

2.3 SBC in an African context

In the African context, Maphosa and Mutopa (2012) looked into the concept of SBC as they tried to find out how much teachers knew about their part in developing and executing an innovative school-based curriculum in Zimbabwe. This study found that although teachers were usually aware of their role in the development and execution of school-based curriculum innovation, their comprehension of that role was just as limited as their comprehension of the curriculum concept. Bessong (2021) dwelled into this subject by looking into how teachers understood and experienced their curriculum leadership role in the schools in the Vhembe District based in Limpopo in South Africa. The study revealed that teachers understood their curriculum leadership role. They conducted instructional, school-based curriculum development, and community-based curriculum activities.

However, the results also showed that when important curriculum decisions were made, teachers felt excluded and only made decisions at the implementation phase. To further grapple with this matter, Bessong and Ogina (2022) examined how South African secondary school teachers carried out their responsibilities as curriculum leaders in the Vhembe District. In their discovery, teachers executed their role as curriculum leaders through engagement in instructional, school-based curriculum development (SBCD) for curriculum implementation and activities in schools and communities. Further examination of the concept of curriculum leadership was on how South African secondary school principals provide opportunities for teachers to serve as curriculum leaders in South African schools. The study findings revealed that principals grant teachers an opportunity to serve as curriculum leaders and are also included in curriculum development processes.

Considering the multiple studies conducted on the concept of curriculum leadership and SBC, it is evident that the literature has not explored the extent to which stakeholders play a role in the co-construction of SBC to enhance learner performance and understand the reasons behind such exploration. Furthermore, this concept has not been extensively explored in the African and South African contexts, which is a concern, especially since countries that are highly ranked by PISA are exploring this concept. This affirms that there is a lacuna that needs further exploration to advance the body of knowledge focusing on SBC, particularly in the South African context, where this concept is underexplored.

3. Theoretical framework

This study is underpinned by Vygotsky's socio-cultural theory (SCT) which focuses on the ways that social interaction and culturally structured activities impact psychological development because sociocultural theory aims to explain how individual mental functioning is related to cultural, institutional, and historical context (Scott & Palinscar, 2013). Vygotsky asserts that SCT examines how people learn and grow intellectually by looking at how they may interact

with their surroundings (Ameri, 2020). As pointed out by Panhwar, Ansari and Ansari (2016), Vygotsky supported the active theory approach, which placed a strong focus on sociocultural communication. Socio-cultural communication helps students learn from more experienced peers, such as parents, teachers, and so on, as well as from one another. This confirms the point made by Cherry (2018) that socio-cultural theory emanates from Vygotsky's believe that parents, peers, caregivers and the culture as a whole were responsible for the development of higher order functioning. This theory therefore highlights the important role that schools' internal and external stakeholders play in the learners' development.

Socio-cultural theory is therefore adopted with the quest of highlighting the importance ensuring that SBC is developed in a justified manner that involves stakeholders that are continuously not involved in the designing of the curriculum. This is imperative since matters pertaining to curriculum leadership are often centralised in South African schools. This theory is therefore pertinent to this study because it highlights the point that for learners' needs to be adequately addressed, it is important to consider that all stakeholders have an important role to play in their learning process and mental development. It emphasises the point that learners' learning process and mental development should not only be responsibility of the schools, but it must be a joint effort between the school and the society since the learners are influenced by environmental surroundings

4. Methodology

This study adopted transformative and pragmatic research paradigms. According to Jackson, Pukys and Castro (2018), transformative paradigm examines power discrepancies that have led to marginalisation, focuses on the experiences of underprivileged populations, and links research findings to efforts that try to close identified gaps. This paradigm is pertinent to this study because it tries to understand power discrepancies among school stakeholders regarding the development of SBC with the quest to highlight the importance of social justice in schools. To explore the extent to which stakeholders play a role in the development of SBC and the reasons behind it, a mixed-method research approach using an explanatory sequential research design was adopted.

With Northwest province made up of four (4) districts, forty (40) schools (5 performing schools and 5 underperforming schools in each district) were purposefully sampled from a population of 287 schools offering Business Studies. While Raosoft sample size indicator highlights that a sample of 165 schools is needed for a population of 287 schools, only 40 schools and 200 respondents could be reached due to financial limitations and time constraints. The respondents consisted of 81 teachers and 198 SMT members across the province who were purposively sampled to give their perspectives on the main contributors to the development of SBC in their respective schools. The respondents were purposefully selected based on their better understanding of how curriculum-related matters are handled in their respective schools.

Quantitative data was collected through close-ended questionnaires because, as Creswell (2015) explains, the researcher can compare responses as everyone answers in the same order as the options provided. The questionnaires had a range from "almost no extent" to "very high extent". The questionnaires were designed by the researcher, guided by existing literature, and piloted in one of the secondary schools in the surrounding area, whereby identified errors and omissions were rectified. Questionnaires were hand-delivered by the researcher in the respective schools across the province and collected days after the respondents had completed them. Collected quantitative data was analysed using confirmatory factor analysis.

This was done to validate the constructs since factor analysis is used to identify questions that belong together since they measure related factors or dimensions and are answered similarly (Maree, 2016). With Johnson and Christen (2017) affirming that researchers can use a statistical program such as SPSS to identify whether test questions seem to measure one dimension or numerous dimensions, to determine if the test items measured a single dimension, factor analysis was performed using SPSS. The reliability of data collection instruments was ensured through Cronbach's alpha to determine the extent to which a set of items are interrelated (Johnson & Christensen, 2017).

Based on the results that emerged from the quantitative data, it was important for the researchers to get an in-depth understanding of what contributed to those results, and to do so, qualitative data was pertinent and collected through structured interviews which involved the principals. As the main overseers of the curriculum in the schools, principals were sampled to gain a better understanding of how the concept of curriculum leadership is understood and implemented in both sets of schools (performing and underperforming schools). From each district, two (2) principals were interviewed, one from a performing school and the other from an underperforming school. A total of eight (8) principals were therefore interviewed.

To add on to this, Creswell (2014) explains that when interviews are conducted as a follow-up of quantitative results, the same people used in the quantitative sample must be interviewed (Creswell, 2014). According to Putman and Rock (2018: 107), a structured interview yields the most reliable data and enables the most useful cross-subject comparisons. Based on that point, structured interviews were relevant in this study, as they allowed the researchers to distinguish how curriculum leadership is understood and implemented in both sets of schools. Trustworthiness was ensured through credibility, transferability, confirmability and dependability.

5. Results

Results presented below present respondents' views of the extent to which stakeholders play a role in the development of SBC to influence learner performance. Two factors, which are the role played by the SMT in developing SBC to influence learner performance and the role played by stakeholders in developing SBC to influence learner performance, were analysed. These two

factors were retained based on Kaiser's criterion of eigenvalues, which, according to Shrestha (2021), explains that the sampling is deemed appropriate when the KMO values fall between 0.8 and 1.0. Furthermore, because each of the two factors has at least three items allocated to it, the factor solution can be interpreted (Montshioa & Moroke, 2014).

Factor 1: Role played by SMT in developing SBC to influence learner performance		
Principal		.883
Deputy principal		.894
HODs		.855
Factor 2: Role played by stakeholders in developing SBC to influence learner performance		
Teachers	.531	
Admin Assistant	.875	
SGB members	.905	
Member of learners' representative council	.899	

Below are the findings for the factor "role played by SMT in developing SBC to influence learner performance."

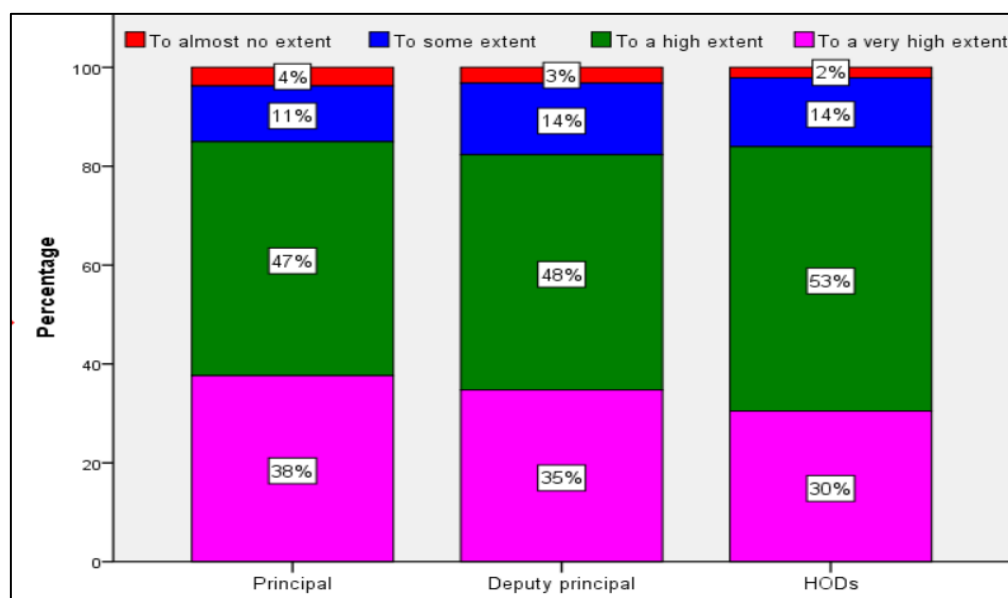


Figure 1: Role played by SMT in developing SBC to influence learner performance

Figure 1 indicates results of role played SMT in developing SBC to influence learner performance. As shown in the figure, 38% of the principals play a role to a very high extent whilst 47% play a role to a high extent. This is more or less the same as deputy principals for which 35% play a role to a very high extent and 48% to a high extent. This gives an indication that SMT members play a significant role in the development of SBC to influence learner performance. This is further confirmed by the figures for the Heads of Department for whom 30% play a role

to a very high extent whilst 53% play a role to a high extent which constitutes the majority. Figure 2 below shows the overall results of this construct.

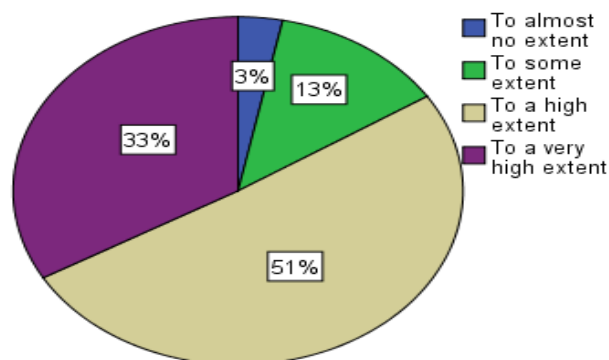


Figure 2: Overall results of role played by SMT in developing SBC to influence learner performance

Figure 2 provides overall results of role played by SMT in developing SBC to influence learner performance. As depicted in the pie chart, 51% of SMT play a role in developing SBC to influence learner performance to a high extent and 33% play a role to a very high extent. The pie chart gives an indication that 84% of SMTs play a significant role in developing SBC to influence learner performance whilst a small percentage play an insignificant role. Below are the findings for the factor "role played by stakeholders in developing SBC to influence learner performance."

Figure 3: Role played by stakeholders in developing SBC to influence learner Performance

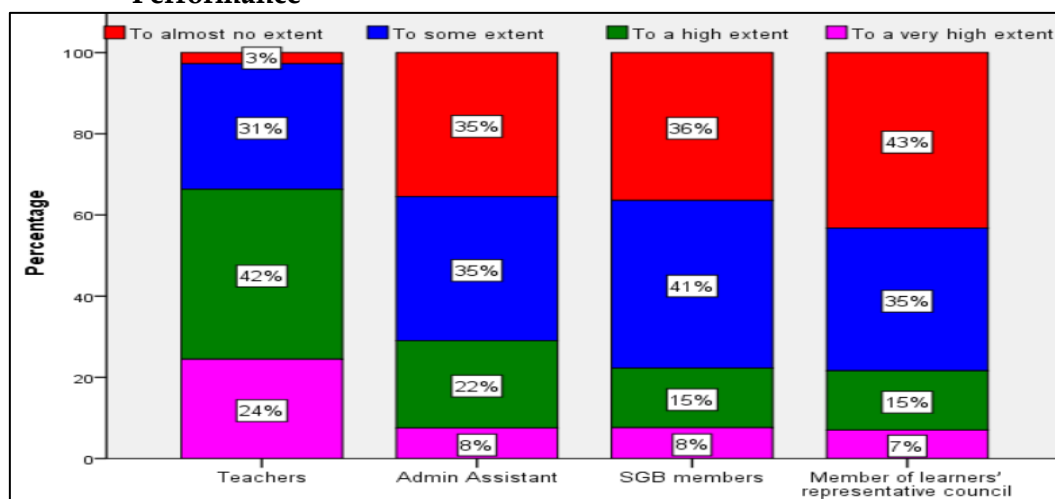


Figure 3: Role played by stakeholders in developing SBC to influence learner Performance

Figure 3 gives results of the role played by stakeholders in developing SBC to influence learner performance. As indicated in the figure, teachers are the ones who play significant role in the development of SBC. This is indicated by 42% of the respondents who affirmed that teachers play a role to a high extent and 24%

who affirmed that they play a role to very high extent. This indicates that amongst the stakeholders (except the SMT), teachers are the ones who play a significant role. Further indication from this construct is that even though other stakeholders such as the SGB members who represent the parents in the schools are expected to play a role in the development of SBC, they do not have much role to play. The overall results for this construct are displayed below in Figure 2.

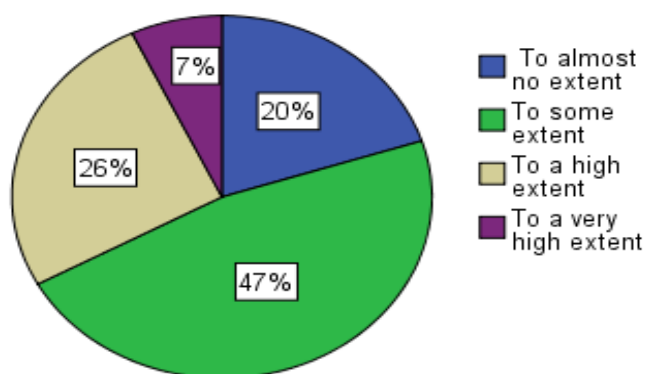


Figure 4: Overall results on the role played by stakeholders in developing SBC to influence learner performance

Figure 4 gives overall results on the role played by stakeholders in developing SBC to influence learner performance. The pie chart indicates that 47% of the stakeholders play a role in development of SBC to some extent. This gives an indication that majority of the stakeholders do not have much role to play in the development of SBC to influence learner performance. They are followed by 26% who play a role to a high extent, 20% who play a role to almost no extent and 7% to a very high extent. This means since approximately 67% of the stakeholders do not have much role to play in the development of SBC to influence learner performance, matters concerning the curriculum are more centralised.

Only those in senior positions have much role to play in developing SBC to influence learner performance which defeats the whole purpose of developing SBC which emphasises cooperation between all stakeholders both internally and externally. This is also in contrast with what socio-cultural theory promotes which is a belief that the development of a child must be a joint responsibility between the school and the parents who are members of the society. Based on the quantitative findings, it was imperative for the researcher to conduct a qualitative enquiry through structured interviews (Appendix B - interview questions) to understand reasons behind emerged quantitative findings.

Table 1: Demographic profile of interviewed principals

S/N	Gender	Position	District	Type of schools
1	Female	Principal	A	Performing school
2	Female	Principal	B	Performing school
3	Female	Principal	C	Performing school
4	Female	Principal	D	Performing school
5	Male	Principal	A	Underperforming school
6	Male	Principal	B	Underperforming school
7	Male	Principal	C	Underperforming school
8	Female	Principal	D	Underperforming school

For easier reference, the principals were coded as follows:

P1, SchA1=Stands for principal 1, performing school 1

P2, SchA2=Stands for principal 2, performing school 2

P3, SchA3=Stands for principal 3, performing school 3

P4, SchA4=Stands for principal 4, performing school 4

P5, SchB1=Stands for principal 5, underperforming school 1

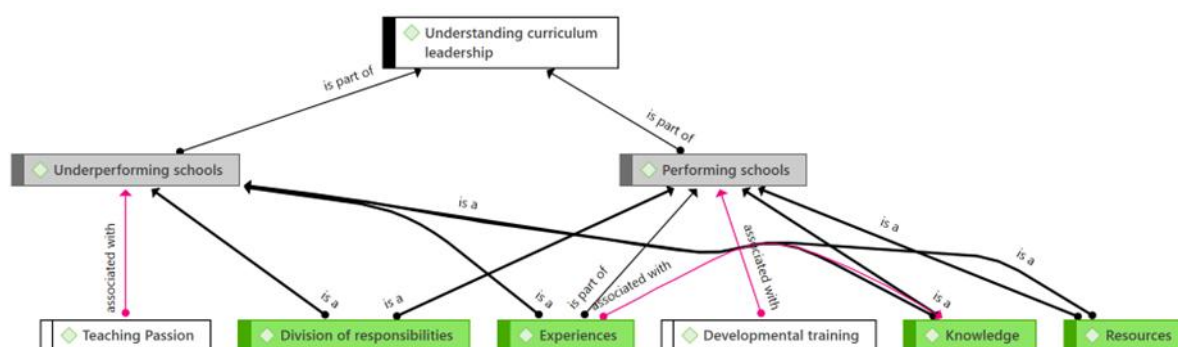
P6, SchB2=Stands for principal 6, underperforming school 1

P7, SchB3=Stands for principal 7, underperforming school 1

P8, SchB4=Stands for principal 8, underperforming school 1

ATLAS.ti version 22 was used to code the interview transcripts. Using a text search engine, the transcript was automatically coded to demonstrate comprehension of the concept curriculum leadership.

Below are the findings for the SMTs' understanding of the concept curriculum leadership and its influence on learner performance.

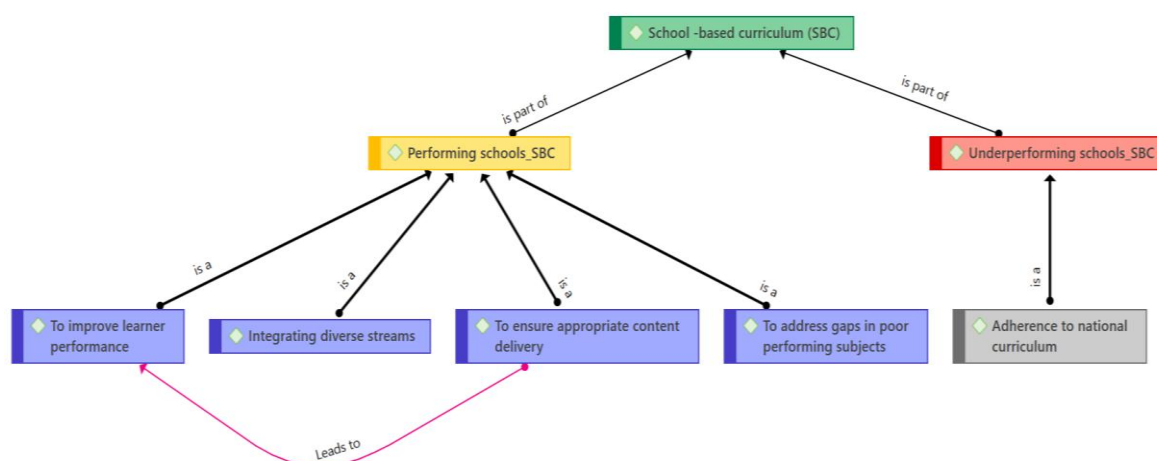


Source: Created by the researcher in ATLAS. ti

Figure 5: SMTs' understanding of curriculum leadership and how it influences learner performance in performing and underperforming schools

Figure 5 gives a summative comparison of how the concept curriculum leadership and its influence on learner performance is understood in performing and underperforming schools. As depicted in the figure, SMTs in both performing and

underperforming schools do understand the concept curriculum leadership and its influence on learner performance. Factors such as experiences, knowledge, developmental training, resources, and division of responsibilities have contributed to their understanding in both sets of schools whilst “teaching passion” is a distinct factor that contributed in underperforming schools. Since principals did indicate SMT members understand the concept curriculum leadership and its influence on learner performance, it therefore became imperative to understand how the concept is implemented in both sets of schools. The figure below give a summative indication of how curriculum leadership is implemented in performing and underperforming schools.



Source: Created by the researcher in ATLAS. ti

Figure 6: Reasons for developing SBC in performing and underperforming schools

Figure 6 provides a summative comparison of reasons for developing SBC in performing and underperforming schools. With development of SBC being a requirement for effective implementation of curriculum leadership, it was important to determine if SBC is developed in both sets of schools and the reasons for its development. Principals from performing schools indicated that SBC is developed in their schools and they touched on factors such as improvement of learner performance, integration of diverse streams, ensuring appropriate content delivery and addressing gaps in poor performing subjects as the reasons for their development of SBC. Principals in underperforming schools indicated that in their schools there is no development of SBC since that is not the school’s duty but the department’s duty since their task is to adhere to the national curriculum.

6. Discussion

The aim of this study was to ascertain the degree to which stakeholders play a role in developing SBC to influence learner performance in performing and underperforming secondary schools. The study’s findings divulged that SMTs play a major role in the development of SBC to influence learner performance. Stakeholders such as teachers and parents do not have much of a role to play when compared to the SMT, which means there is a participatory imbalance in the

development of SBC to influence learner performance since the other stakeholders, particularly teachers and parents, play a much lesser role. In trying to understand the rationale for such results, the qualitative findings disclosed that even though principals confirm that there is an understanding of the concept of curriculum leadership in their schools, further enquiry revealed that it is only in performing schools where there is implementation of SBC. Principals in underperforming schools have a common understanding that SBC cannot be developed in the schools since it is the responsibility of the Department of Education.

The findings that emerged from this study imply that there is an uneven balance of the role played by stakeholders for effective implementation of SBC. Even though successful implementation of SBC requires involvement of both internal and external stakeholders, that is not the case in South African secondary schools since the leadership role leans more towards those in management positions. This revelation is important since it displays how the concept of SBC is viewed and implemented in the context of South African secondary schools. It is, however, evident from the findings that this construed understanding emerges from a lack of proper understanding of what the concept of SBC involves, especially by the school principals. Since they are the heads in their schools, their improper understanding ultimately influences how the concept is viewed and implemented in their schools.

This is affirmed by the fact that in both performing and underperforming schools, the concept of SBC is understood differently, particularly by the principals, which inevitably leads to different implementation and outcomes. The issue of principals' misunderstanding of the concept is very important since implementation of the concept will be based on how it is understood, particularly by the principals as the main curriculum leaders. This touches on the issue of professional development, as it is an indication that even though principals did confirm that they have been developed on the concept of curriculum leadership, they seem to have inadequate knowledge on the concept of SBC and how it is linked to curriculum leadership.

The study findings give an indication that the development of SBC in South African secondary schools is conducted improperly since, according to Wiles (2009) and Sorenson et al. (2011), the curriculum leadership team, which is a team responsible for the development of SBC, must be made up of stakeholders within and outside the school. This is further buttressed by Babo and Ibrahim (2017), who explain that when developing SBC, the leadership role is not only limited to those in leadership, but teachers have an important role to play as curriculum leaders. The study findings contradict this view, as they divulged that teachers do play a role in developing SBC, even though it is to a lesser extent when compared to SMTs.

The important role that teachers need to play as curriculum leaders is not fully appreciated, as they are not viewed as curriculum developers or designers but as curriculum implementers. This confirms the point made by Wang (2021) that

teachers do not have much of a role to play in the development of SBC even though they are the implementers of the curriculum in the classroom. As explained by Wang (2021), they are the ones who have direct contact with the implementation of the curriculum as they interact with the learners on a day-to-day basis, yet they do not have much of a role to play in the development of SBC. This affirms the point made by DuPlessis and Heystek (2020) that in South Africa, the issue of curriculum centralisation still prevails. This automatically defeats the whole purpose of using SBC to influence learner performance because, as stipulated by Babo and Ibrahim (2017), the development of SBC requires the curriculum leadership role to be distributed across all stakeholders.

Besides acknowledging the important role played by teachers, it is also important to acknowledge the important role played by school-governing body (SGB) members, particularly the parents. The findings disclosed that external stakeholders such as SGB members who have parents' representation in the schools do not have much role to play in the development of SBC. According to Scherman and Tsebe (2020), parental involvement cannot be disregarded in any attempt to address poor learner performance because they play an important part in learners' lives. Parents have an important role to play in their learners' academic work, and it is therefore imperative to ensure that they are actively involved in the development of SBC.

Lumadi (2019) confirms this point by highlighting that if parents actively participate in learners' education, they are more likely to do well academically and develop into responsible, contributing adults. That calls for the cooperation between the school as the internal component in the school and the parents as the external component. This gives an indication that there are no thorough deliberations with the parents when it comes to their children's academic work. The study's conclusions reaffirmed that teacher curriculum development is not a part of SBC implementation. Many educators are unaware of what SBC's management, operation, and evaluation include (Wang, 2021).

With the study findings revealing that other stakeholders besides the SMTs play a lesser role in the development of SBC, this affirms that the study findings are not aligned with the socio-cultural theory. As Cherry (2018) explains, sociocultural theory emanates from Vygotsky's belief that parents, peers, carers and the culture as a whole are responsible for the development of higher-order functioning. The study findings are not aligned with this point, as the development of SBC is not a measure that is experienced by all stakeholders.

This contradicts the socio-cultural theory because the main role players, such as the teachers and the parents, who are the primary carers to the learners and have a better understanding of their needs, do not have much of a role to play in developing SBC. Such implementation of SBC defeats the whole purpose of sociocultural communication, which, as explained by Panhwar, Ansari and Ansari (2016), helps learners learn from more experienced peers, such as parents, teachers, and so on, as well as from one another. With teachers and parents not

playing a major role in developing SBC, this precludes them from making better suggestions on how to best adapt the curriculum to best suit learners' needs.

7. Conclusion

The study highlighted that the development of SBC to address learner performance requires the involvement of stakeholders within and outside the school to improve learner performance. However, it emerged in the study's findings that the development of SBC in the sample is a role that is mainly executed by the schools' SMT, whilst other stakeholders, both internally and externally, do not have much of a role to play. It further emerged from the findings that teachers who are the curriculum implementers in the classroom play a role to a lesser extent when compared to the SMT. This raises concern because teachers are the ones amongst all stakeholders who have a better understanding of learners' needs, especially since SBC is mainly developed to address learners' needs.

The study further revealed that other stakeholders, particularly the SGB members, have a very limited role to play in the development of SBC. This implies parents who form part of the SGB and the society for which learners are being developed do not have much say on the direction the school's curriculum is supposed to take. They are instead recipients of what is being offered by the schools for learners' and society's benefit. This shows there is no cooperation between these main stakeholders on how the curriculum must be structured to improve learner performance through addressing learners' needs. Based on these findings, it is concluded that important primary stakeholders (teachers and parents) are not playing a sufficient role in the development of SBC to influence learner performance. From these findings, the following recommendations are offered to try to remedy the situation:

- Schools should ensure there is collaborative development of SBC between stakeholders within and outside the schools in the development of SBC.
- An SBC policy needs to be developed outlining the introduction and implementation process of SBC in secondary schools.
- The Department of Education and schools should collaborate in the training and development of teachers and parents on the roles they need to play in the development of SBC for them to play their roles successfully.
- Once trained, teachers must be given an executive role in the development of SBC since they work directly with learners on a daily basis.

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APPENDIX A

Questionnaire for grade 12 business studies teachers

CLOSED ENDED QUESTIONNAIRE FOR GRADE 12 BUSINESS STUDIES TEACHERS

For statistical purposes you are humbly requested to answer all questions. Please tick with an (X) in the correct column coded with numbers (1, 2, 3 etc). Your honest response in completing the questionnaire will be highly appreciated and also assist in completing this study.

A. Demographics

1. Gender

Male	1
Female	2
Other	3

2. Age

20 - 30 years	1
31 - 40 years	2
41 - 50 years	3
51 - 60 years	4
61 - 65 years	5
66 and above	6

4. Highest qualification

Teaching diploma	1
Bachelor's degree	2
Honours degree	3
Masters degree	4
Doctoral degree	5

5. Number of years as a Grade 12 Business Studies teacher.

0 months - 1 year	1
More than 1 year - 2 years	2
More than 2 years - 3 years	3
More than 3 years - 4 years	4
More than 4 years - 5 years	5
More than 5 years - 6 years	6
More than 6 years - 7 years	7
More than 7 years - 8 years	8
More than 8 years - 9 years	9
More than 9 years - 10 years	10
More than 10 years	11

B. PROFESSIONAL INFORMATION

1. Subject that you are offering

Business studies only	1
Business studies and economics	2
Business Studies and accounting	3
Business studies, accounting and business studies	4
Others (please specify)	5

2. Do you have a qualification or any training on curriculum leadership?

Yes	1
No	2

3. If the answer is yes, to what extent has it influenced your role as a leader in the classroom?

Almost no extent	1
Some extent	2
High extent	3
Very high extent	4

C. IMPLEMENTATION OF CURRICULUM LEADERSHIP IN SECONDARY SCHOOLS TO IMPROVE GRADE 12 BUSINESS STUDIES LEARNER PERFORMANCE

1. To what extent do the following play a part in your school's curriculum development?

Role players	Almost no extent	Some extent	High extent	Very high extent
Principal				
Deputy principal				
HODs				
Teachers				
Admin Assistant				
SGB members				
Member of learners' representative council				

2. To what extent do you think the functions listed below are carried out in your school?

Functions	Almost no extent	Some extent	High extent	Very high extent
2.1 The school has developed the school's vision of a quality curriculum, building on the department's vision.				
2.2 The school has supplemented the department's educational goals.				
2.3 The school has developed its own program of studies.				
2.4 A learning-centred schedule is developed.				
2.5 Determined the nature and extent of curriculum integration				
2.6 The school has aligned the curriculum				
2.7 Monitoring and assistance in the implementation of the curriculum.				

3. To what extent as a Business Studies teacher do you play the roles listed below in your school?

	Almost no extent	Some extent	High extent	Very high extent
3.1 Propose ideas towards effective teaching and learning of Grade 12 Business Studies content.				
3.2 Help in interpretation of CAPS document for Business Studies at Grade 12 level.				
3.3 Development of Business Studies materials to assist learners in Grade 12.				
3.4 Development of school's policy towards effective teaching and learning of Business Studies at Grade 12 level.				
3.5 Selection of resources such as teaching programmes or assessment tools for Grade 12 Business Studies.				
3.6 Development of school's curriculum as guided by the CAPS document.				
3.7 Setting and sharing curricular goals.				
3.8 Establishing structures for curriculum work.				
3.9 Building curriculum development teams.				
3.10 Aligning curriculum-development activities with school's mission.				
3.11 Planning and reviewing academic programmes related to Grade 12 Business Studies.				
3.12 Sharing some thoughts on how to develop curriculum that is thoughtful and				

integrated with higher standards.				
3.13 Ensuring that both human resource and material resources available at the school are effectively used by being creative and using best measure to bring out the best out of learners.				
3.14 Helping others implement teaching strategies effectively.				
3.15 Serving as mentor for new teachers.				
3.16 Leading teachers to reach agreement of curriculum standards, implement agreed curriculum and formulate shared assessment.				
3.17 Continuously looking for information and proof that can be used to support practices adopted in a school and even come up with new approaches.				
3.18 Developing good relationship between teachers, learners and other stakeholders primarily to ensure that they are able to effectively work together.				

4. To what extent are the following classroom functions listed below carried out in your Business studies class?

Functions	Almost no extent	Some extent	High extent	Very high extent
4.1 Development of yearly planning calendars for operationalization of the curriculum.				
4.2 Development of units of study.				
4.3 Enriching the curriculum and remediating learning				
4.4 Evaluating the curriculum				

D. MANAGEMENT OF TEACHING AND LEARNING TO IMPROVE LEARNER PERFORMANCE

1. Managing the curriculum to improve learner performance.

To what extent are the following activities carried out at your school?

	Almost no extent	Some extent	High extent	Very high extent
1.1 SMT helps in ensuring that what is done in the classroom is aligned with the school's curriculum.				
1.2 It is clear to us who is responsible curriculum leader above us.				
1.3 SMT plays a crucial role when deciding on Grade 12 Business Studies curriculum matters.				
1.4 Meetings are held to decide on best curriculum materials for Grade 12 Business Studies.				
1.5 Meetings are held to discuss school-based curriculum planning.				
1.6 SMT plays an active role when it comes to curriculum planning.				
1.7 The SMT is conversant with matters related to the curriculum.				
1.8 Decisions around curriculum leadership are only made by SMT.				
1.9 We take part when it comes to decisions around the curriculum.				

E. CURRICULUM LEADERSHIP CHALLENGES ENCOUNTERED IN IMPROVING LEARNER PERFORMANCE

1. To what extent do you agree with the statements listed below?

	Almost no extent	Some extent	High extent	Very high extent
1.1 As Grade 12 Business Studies teacher, I am not empowered on how I can display my leadership skills in our school.				
1.2 There are no staff development initiatives organized by the Department of Education that focus on curriculum leadership.				
1.3 Staff development initiative organised by Department of Education focus more on new policies to be introduced.				
1.5 Most of organised staff development initiatives are focusing on the principals.				
1.6 Most of the teachers work on their own				

and do not trust those in authority.				
1.7 SMT do not trust teachers to make curriculum contributions and decisions.				
1.7 Leadership role in the school is strictly the principal's role. Our role as teachers is to follow.				
1.8 The school structure does not allow us to display our leadership capabilities when it comes to the curriculum.				
1.9 We are granted necessary support by management through working conditions and school climate when granted opportunity to lead.				
1.10 My current workload does not allow me to play any leadership role.				
1.11 In trying to keep up with continuous changes I end up being strained, demotivated and frustrated.				
1.12 Our school structure prohibits us to take leadership role outside the classroom and that contributes towards my frustrations.				

F. TEACHERS' CURRICULUM TRAINING AND DEVELOPMENT AND ROLES IN CURRICULUM LEADERSHIP IMPLEMENTATION

1. To what extent have you got involved in the following activities in your school?

	Almost no extent	Some extent	High extent	Very high extent
1.1 Training in Business studies curriculum development.				
1.2 Training in successful implementation of schools' curriculum goals.				
1.3 Training that involves improvement of content knowledge.				
1.4 Training that involves improvement of teaching skills.				
1.5 Training on planning and reviewing academic programmes.				
1.6 Training on development of clear and detailed subject description.				

2. To what extent are you involved in the following activities?

2.1 Been part of your school's curriculum development team.				
2.2 Business studies curriculum planning activities				
2.3 Business studies curriculum design.				

2.4 Business Studies curriculum evaluation.				
2.5 Business studies curriculum renewal.				
2.6 Business studies curriculum development meetings				
2.7 Playing a role in decision making around the curriculum.				
2.8 Playing a curriculum leadership role.				
2.9 Playing a part in school-based curriculum development.				

3. To what extent do the following scenarios apply in your school?

	Almost no extent	Some extent	High extent	Very high extent
3.1 Provision of resources (e.g. assessment tools) that support curriculum development and provision of training to enact the curriculum.				
3.2 After thorough analysis of learner performance, the SMT engages to see how we can improve learner performance.				
3.3 School's academic goals are always communicated to us.				
3.4 The SMT is always pushing for quality teaching and learning and improved learner performance.				
3.5 The school has set attainable high academic standards.				
3.6 Principal encourages teachers to attend professional development workshops.				
3.7 There are professional development initiatives in our school aimed at addressing teachers' needs.				
3.8 There is sufficient materials provided to support Grade 12 Business Studies lessons.				
3.9 There are professional development initiatives in our school related to curriculum leadership.				
3.10 We usually hold talks with SMT on how to improve our curriculum.				

THANK YOU FOR ANSWERING THE QUESTIONNAIRE

APPENDIX B
QUESTIONNAIRE FOR SMTs

CLOSED ENDED QUESTIONNAIRE FOR SMTs

For statistical purposes you are humbly requested to answer all questions. Please tick with an (X) in the correct column coded with numbers (1, 2, 3 etc). Your honest response in completing this questionnaire will be highly appreciated and also assist in completing this study.

A. Demographics

1. Gender

Male	1
Female	2
Other	3

2. Age at last birthday

20 - 24 years	1
25 - 30 years	2
31 - 40 years	3
41 - 50 years	4
51 - 60 years	5
61 - 65 years	6
66 and more	7

3. Highest qualification

Teaching diploma	1
Bachelor's degree	2
Honours degree	3
Masters degree	4
Doctoral degree	5

4. Your position at the school

Principal	1
Deputy principal	2
Department Head	3
Teacher	4

5. Number of years in your position

0 months - 1 year	1
More than 1 year - 2 years	2
More than 2 years - 3 years	3
More than 3 years - 4 years	4
More than 4 years - 5 years	5

More than 5 years – 6 years	6
More than 6 years – 7 years	7
More than 7 years – 8 years	8
More than 8 years – 9 years	9
More than 9 years – 10 years	10
More than 10 years	11

B. Professional information

1. Do you have a qualification on curriculum leadership?

Yes	1
No	2

2. Have you attended any training or workshop on curriculum leadership?

Yes	1
No	2

3. If the answer is yes (on either 1 or 2), to what extent do you think it has influenced your role as a leader?

Almost no extent	1
Some extent	2
High extent	3
Very high extent	4

C. SMTs' UNDERSTANDING OF CURRICULUM LEADERSHIP AND ITS INFLUENCE ON LEARNER PERFORMANCE

1. To what extent do you agree with the following (You are required to answer the following questions honestly).

	Almost no extent	Some extent	High extent	Very high extent
1.1 Curriculum leadership is the same as instructional leadership				
1.2 Curriculum leadership involves everyone who has a role to play in improving school's curriculum.				
1.3 Curriculum leadership involves the planning and designing of continuous curriculum improvement.				
1.4 Curriculum leadership deals with involvement of departments and staff in curriculum development to establish department and staff needs while acquiring their commitment to the curriculum.				
1.5 Curriculum leadership involves the				

connection of the curriculum, assessment and evaluation in an effort to improve learning and understanding.				
1.6 Curriculum leadership involves both the maintenance and improvement of the school programme.				
1.7 Curriculum leadership is all about helping school stakeholders to uncover what they wish the school programme to be.				
1.8 Curriculum leadership does not require collaboration with stakeholders when it is implemented.				
1.8 Establishment of curriculum leadership requires a team made up of both internal and external stakeholders in a school.				
1.9 Curriculum leadership involves ensuring that school's curriculum plans include continuous and sustainable curriculum improvement.				
1.11 Teachers are not curriculum leaders				
1.12 Curriculum leadership is the principal's sole responsibility.				
1.13 Curriculum leadership must encourage questions and feedback from the community.				
1.14 It is not the curriculum leader's responsibility to remove learning barriers for learners to receive a free and appropriate education.				
1.15 Curriculum leadership does not involve setting expectations.				
1.16 Time is of no significance when it comes to curriculum leadership.				
1.17 Curriculum leadership deals with all those duties that promotes quality education.				
1.18 Determination of curriculum leader does not depend on a person's title or working experience.				
1.19 According to curriculum leadership, a principal and even a teacher has the responsibility of ensuring that there is a curriculum of good quality in a school and it is effectively implemented.				
1.20 Curriculum leadership looks at what is being taught or learned in the school which is the curriculum and the manner in which the curriculum is taught.				
1.21 Goal of curriculum leadership is to ensure that a school as a learning organisation is developed.				
1.22 Curriculum leadership advocates for the development of school-based curriculum which involves the school developing their				

own curriculum instead of relying only on national curriculum.				
1.23 The whole initiative of school-based curriculum is to develop curriculum that will not only address school needs but will also adopt school's philosophy.				
1.24 Curriculum leadership emphasises that key focus of leadership must move from being more administrative to focus more on teaching and learning.				

D. THE IMPLEMENTATION OF CURRICULUM LEADERSHIP IN SECONDARY SCHOOLS TO HELP IMPROVE GRADE 12 BUSINESS STUDIES LEARNER PERFORMANCE

1. To what extent do the following play a part in your school's curriculum development?

Role players	Almost no extent	Some extent	High extent	Very high extent
Principal				
Deputy principal				
HODs				
Teachers				
Admin Assistant				
SGB members				
Member of learners' representative council				

2. To what extent do you think the functions listed below are carried out in your school?

Functions	Almost no extent	Some extent	High extent	Very high extent
2.1 The school has developed the school's vision of a quality curriculum, building on the department's vision.				
2.2 The school has supplemented the department's educational goals.				
2.3 The school has developed its own program of studies.				
2.4 A learning-centred schedule is developed.				
2.5 Determined the nature and extent of curriculum integration				
2.6 The school has aligned the curriculum				
2.7 Monitoring and assistance in the implementation of the curriculum.				

E. STATE OF CURRICULUM LEADERSHIP IN THE SCHOOL AND ITS INFLUENCE ON LEARNER PERFORMANCE

1. The relationship between curriculum leadership and Grade 12 Business Studies learner performance.

To what extent do you agree with the statements listed below?

	Almost no extent	Some extent	High extent	Very high extent
1.1 In our school we have developed our own school-based curriculum which is aligned with Basic Education's curriculum.				
1.2 Through development of school-based curriculum, learners' needs in terms of teaching and learning are addressed.				
1.3 Curriculum leaders play a central role in organising needed material to improve quality of teaching and learning.				
1.4 Curriculum leadership is the duty of the principal and the SMT.				
1.5 Curriculum leaders are involved in curriculum issues that directly affect learners' performance.				

F. CHALLENGES ASSOCIATED WITH THE IMPLEMENTATION OF CURRICULUM LEADERSHIP.

1. To what extent do you agree with the following statements listed below?

	Almost no extent	Some extent	High extent	Very high extent
1.1 Teachers are not clear what curriculum leadership involves.				
1.2 Some teachers do not have good leadership skills				
1.3 It is risky to give teachers a leadership role especially in curriculum matters.				
1.4 As part of SMT I do not trust teachers to effectively execute their leadership role once they are appointed as curriculum leaders.				
1.5 As part of the SMT I do not support offloading some curriculum leadership roles to teachers. It must be the role left out to the SMT.				
1.6 I do not have sufficient time to execute my curriculum leadership role.				
1.7 Due to lack of training I do not know how to effectively play my curriculum leadership role.				
1.8 Lack of resources such as insufficient staff members makes it difficult to execute the curriculum leadership role.				
1.9 There is no general understanding as to how curriculum leadership must be effectively				

implemented.				
1.10 As part of SMT I am not trained on how to effectively implement curriculum leadership in our schools.				
1.11 The curriculum is proactively managed in our school through thorough monitoring.				
1.12 When it comes to curriculum leadership the SMT plays a crucial role in our school.				
1.13 Even though curriculum leadership may be associated with the principal it can also be distributed to a teacher or group of teachers who will be responsible for execution of the curriculum as a whole or for a specific subject.				
1.14 For one to become a principal there is training provided which serves as a pre-requisite.				
1.15 For one to be a Deputy principal there is training provided which serves as a pre-requisite.				
1.16 For one to become a Head of Department there is training provided which serves as a pre-requisite.				
1.17 In our school there is a school-based curriculum development model.				

2. As the Departmental Head (DH) to what extent do you agree with the following statements? I cannot execute my curriculum leadership role because of;

	Almost no extent	Some extent	High extent	Very high extent
2.1 Having too much work.				
2.2 Not having enough time to complete my other duties.				
2.3 The school culture and its environment that does not permit or encourage me.				
2.4 Lack of resources and facilities.				
2.5 Poor learner discipline				
2.6 Poor communication within the school.				
2.7 Socio-economic challenges we are faced with as the school.				
2.8 Continuous changes in the curriculum.				
2.9 Not incorporating technology in teaching and learning.				
2.10 Lack of training and development.				

Thank you for completing the questionnaire

APPENDIX C
Structured interview questions for principals

1. What is your general view of SMT's understanding of what curriculum leadership involves and what might be the contributing factors to their understanding or lack of understanding?
2. In your own opinion, do SMT members understand who serves as the curriculum leader, responsibilities associated with curriculum leadership and significance of time in curriculum leadership? What might be the contributing factors towards their understanding or lack of understanding?
3. In the context of your school, besides the SMT members, who also play a curriculum leadership role and why?
4. Is there a school-based curriculum developed in your school and what are the reasons for such development or lack of if there is none?
5. Is there an implementation of initiatives such as supplementing the department's educational goals, developing schools' vision on quality education guided by the department's vision, and developing your own program of studies in your school? What are the reasons behind such implementation or lack of such implementation?
6. In what way are curriculum leaders involved in curriculum issues that directly affect learners' performance?
7. What is your view of SMT's training on effective implementation of their role as curriculum leaders and what are the rea