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**IMPLEMENTATION OF THE BUSINESS STUDIES NATIONAL CURRICULUM
STATEMENT: A CASE STUDY OF FOUR HIGH SCHOOLS IN THE FORT
BEAUFORT EDUCATION DISTRICT**

M.Ed. Dissertation

**FACULTY OF EDUCATION
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By

NOMAKULA TYILO (Student no. 8618934)

**Supervisor
Prof. S. Rembe**

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ABSTRACT

This study investigated the implementation of the Business Studies National Curriculum Statement in Schools in Fort Beaufort District. The interpretive paradigm was utilized in this study because it focuses on individual perceptions and experiences. In addition a qualitative approach was used for the collection of data so as to gain in-depth information on the implementation of the Business Studies National Curriculum. Semi-structured interviews, focus group interviews and document analysis were used as a form of collecting data. The participants were purposively selected for the sample of this study and comprised of 4 Principals, 3 Subject Advisors, 1 Provincial Subject Planner, 6 Teachers and 36 learners and interviews lasted for about 1 ½ hours.

Data analysis was done in line with the research questions, aims and objectives of the study. Through the participants' answers from schools under study, a transcript was formulated, coded and categorized in view of the implementation of Business Studies National Curriculum Statement in schools. Therefore, it was discovered from the data of the research study that the participants encounter a number of challenges with regard to teaching and implementing Business Studies in their schools. Namely: (1) lack of qualified personnel to teach Business Studies (2) lack of adequate teaching materials (3) lack of Subject Advisors executing their roles in helping teachers to teach Business Studies effectively (4) lack of training programmes and workshops on how to teach Business Studies in the classroom. Thus, there were variances in schools under study especially with relations to funding, availability of teaching material, support offered by School Heads and the Department of Education. As a result, emphasis was that the Department of Education had to come up with ways of continuously training the teachers and offering support in terms of teaching materials.

Most of the participants from the school under study did not bother to plan their lessons when they were going to teach this subject. In sum, this study attempted to highlight the challenges that the participants encounter as they try to implement the Business Studies in their schools taking into the considering the educational history of their country. Hence some of the participants expressed why there is a need to create, cultivate and have a conducive and supportive working environment. The study recommends that the Department of Education provide teachers with special training on how to select relevant learning and teaching support material. Moreover, there is a greater need for Business Studies teachers to strike a balance between theory and practice in the deliverance of their lessons in Business Studies. Additionally, the District Officials must organise on-going training in Business Studies as this would help to rectify the problems that are currently being encountered in implementing Business Studies in schools.

Key Words: Business Studies, Subject, Implementation, Curriculum, Learning Outcomes, assessment Standards, Business Studies content.

DECLARATION

I, **NOMAKULA TYILO**, Student Number **8618934** hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and I have taken every precaution to comply with the regulations.

Signature

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DEDICATION

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ACRONYMS

DoE	Department of Education
OBE	Outcome Based Education
C2005	Curriculum 2005
NCS	National Curriculum Statement
GET	General Education Training
FET	Further Education Training
DBE	Department of basic Education
LO	Life Orientation
CAPS	Curriculum Assessment Policy Statement
Los	Learning Outcomes
PoA	Programme of Assessment
SBA	School Based Assessment
MOI	Memorandum of Incorporation
HoD	Head of Department
NGOs	Non-Governmental Organisation
SMT	School Management Teams
LTSM	Learner Teacher Support Materials
RNCS	Revised National Curriculum Statement
UITT	University Institutions for Teachers training
EC DoE	Eastern Cape Department of Education
HEQF	Higher Education Qualifications Framework
NPE	National Policy on Education
ICT	Information Communications Technology
SEACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
BSTD	Business Studies
CAL	Computer Aided Learning
EMIS	Education Management Information Systems

T	Teachers
P	Principals
FG	Focus Groups
SA	Subject Advisor
SP	Subject Planner
HDE	Higher Diploma in Education
STD	Senior Teachers Diploma
SGB	School Governing Body
LPG	Learning Programme Guidelines
SAG	Subject Assessment Guidelines
EDOs	Education District Officer

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CHAPTER ONE

BACKGROUND

1.1 A change in the South African education system

The adoption of the Constitution of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa (Department of Education (DoE), 2003). The purpose of this transformation and development process was mainly to lay the foundation for a single national core syllabus. The first White Paper on Education and Training 1995 emphasized a need for major changes in education and training in order to normalize and transform teaching and learning in South Africa (DoE, 1995). It also stressed the need for a shift away from the traditional aims and content-based approach to education.

When the new democratic government assembled, one of its key strategies and symbolic challenges was the rapid transformation of the school curriculum. (Chisholm, 2004). The curriculum reform process in the education system follow a number of steps (Chisholm, 2004).The first, immediately after the 1994 elections, was the ironing out of variations in the curriculum used by the different education departments. The second step was presented as an emergency intervention while the new curriculum policy was being developed, that is, it purged the existing curriculum (syllabi) of racially offensive, sexist and outdated content. Consequently, the third wave of reform shifted the focus away from content and onto assessment, with the introduction of continuous assessment (CASS) in schools in 1996 (Chisholm, 2004, Gulting, Hoadley & Jansen,2002).

1.1.1 The introduction of Curriculum 2005 with OBE and reasons that led to its revision

Given the above discussion, this led to the introduction of the new outcomes-based (OBE) Curriculum 2005 (C2005). It was launched in March 1997 and was scheduled to be phased in Grade 1 in 1998 in so much that it was implemented in all school grades in year 2005 (DoE,1997,Chisholm,2004).This is the new curriculum that promised comprehensive curriculum change in post-apartheid South Africa (DoE,1997). The new curriculum had three design features. Firstly, it was outcomes-based, and this feature was positioned so centrally that outcomes-based education (OBE) became synonymous with C2005 (Chisholm,2004). Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process (DoE, 2003) .

The focus of outcomes-based teaching and learning is on what learners know and can do at the end of their learning experience. The development of an outcomes-based curriculum, therefore, will have as its starting point was the intended results of the learning experience. (Pretorious, 1999).These results refer to the knowledge, skills, attitudes and values which learners must acquire, and not merely to the prescribed content. The outcomes are stated clearly at the onset and both the teacher and the learner know right from the start what the intention of the learning experience is. Moreover, the outcomes guide the teaching and learning process, as well as the assessment of learner achievement, during and after the learning experience. These outcomes provide a means of assuring the quality of education at the end of the phases and form the basis for criterion-referenced assessment (Pretorious, 1999).

The second design feature was an integrated knowledge system. These meant subjects were substituted with learning areas which reframed the former subjects in the traditional approach to education. Eight learning areas were introduced for Grade 1 to 9. (DoE, 1997; Chisholm, 2004). The third design feature of curriculum reform was the promotion of learner- centred pedagogy (Chisholm, 2004). According to Bernstein's Competence curriculum models, in learner-centred approach, learners take control of their own learning (Gulting, Hoadley & Jansen, 2002). They are active, creative, and self –regulatory. The role of the teacher is seen as a guide and facilitator, compared to the traditional approach where teaching tended to be teacher-centred with a focus on good explanation, question-and-answer sessions, and individual writing by learners.

Competence models are directed towards what the learner knows and can do at the end of the learning. They focus on a destination rather than a specific prescribed path, and the outcomes and learning may be achieved in a variety of ways. Learning areas attempted to link theory and practice, and relate all learning to the lives of learners so that they could use every day and school knowledge. On the other hand, in the traditional approach content was often abstract and theoretical and unrelated to most learners' experience of the real world, or the development of their competence to deal with the world context (Chisholm, 2005; Gulting, Hoadley & Jansen, 2002).

There is a general feeling that the Department of Education rushed into the implementation of Curriculum 2005 before the parties involved were ready, especially teachers (Jansen, 1999; DoE, 2000).

1.1.2 Challenges faced by teachers in the implementation of Curriculum 2005

Curriculum revision in South Africa began immediately after 1994 elections. According to (Jansen, 1999) immediately after election, syllabi were 'cleansed' of their most offensive racist language and purged of their most controversial and outdated content

(Chisholm, 2005). In 1997, the new Department of Education (DoE) launched Curriculum 2005, informed by the principles of outcomes-based education, as the foundation of the post-apartheid school's curriculum. Three years later, in 2000, Curriculum 2005 (up to grade 9) (C2005) needed to be reviewed and revised because of some challenges faced by teachers (Chisholm, 2005; DoE, 2001; Chisholm, 2004; Jansen 1999). Schools most historically advantaged were flourishing with C2005, and those most disadvantaged appeared to be floundering (Chisholm, 2004).

Lack of resources, cited in a host of studies (Hlalele 2000), is certainly the most observable difficulty for historically disadvantaged schools. This occurs in a context in which 52 per cent of the schools are inadequately supplied with textbooks and where 83 per cent of schools do not have libraries (Chisholm, 2004) the issue of resources is a multidimensional problem. It is difficult, for example, for teachers to work together because physical space is not available. Learner-centredness is difficult to realize where there are large classes which lead to high teacher learner ratio as a result of the personnel shortages and resource shortages to implement and support learner centred techniques. C2005 (Chisholm, 2004; The Curriculum 2005 Review Report (June 2000).

Numerous researchers such as, Chisholm, 2004; The Curriculum 2005 Review Report, June 2000 and Jansen, Hoadley & Gulting, 2002 , the C2005 has created strains and difficulties that pose as shortcomings to the teachers to present and teach the curriculum to their learners through the complexity of the terminology in which the C2005 was introduced. As such, the inadequate departmental support to schools in the form of orientations, training and developmental sessions and learning material that are variable in quality; the lack of alignment between curriculum and assessment policy; and both the uncertainty displayed by teachers whether their practices in fact constitute OBE and different understanding of OBE held by the teachers, even within the same school. In order to address the above challenges, the Review Committee recommended that C2005 be streamlined and strengthened with a revised version referred as National Curriculum Statement (NCS) (Curriculum 2005 Review Committee, 2000).

The recommendations proposed by the Review Committee led by chairperson Prof Linda Chisholm (when?) included the reduction of learning areas in the GET band from eight to six in order to address overcrowding; the National Curriculum Statement should be written in clear language, Assessment Criteria, Phase and Programme Organisers, Range Statements, Performance Indicators and Expected levels of Performance are unnecessary and should be dropped, the production of a revised and streamlined National Curriculum Statement (NCS); a revised outcomes-based curriculum framework promoting integration and conceptual coherence; the production of learner support materials; relaxation of the space of implementation, an efficient budget for the curriculum and a process of phasing out the C2005 and phasing in of NCS.

The aim of the NCS is to produce a prosperous, truly united, democratic and internationally competitive society with literate, creative and critical citizens leading productive, self-fulfilled lives, in a country free of violence, discrimination and prejudice. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled and compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen (DoE, 1995:4).

The National Curriculum Statement (NCS) was gradually and increasingly implemented into South Africa in a methodical manner: initially implemented in 2006 into Grade 10, in 2007 into Grade 11 and in 2008 into Grade 12 across all South African schools (DoE, 2005). The methodical strategies used to implement the National Curriculum Statement included: pre-training classroom observations to identify and understand actual needs; needs-driven training based on insights gained through observation; and post-training class monitoring, quality assurance, support and mentorship (Report of the Task Team for the Review of the Implementation of NCS, 2009). According to DoE, (2003) the subjects in the National Curriculum Statement were grouped into Learning Fields. Learning Fields are categories that serve as a home for related subjects and that facilitate the formulation of rules of combination for the Further Education and Training

Certificate (General). The following subject groupings were divided and separated into Learning Fields to help with learner subject combinations: Languages (Fundamentals); Arts and Culture; Business, Commerce, Management and Service Studies; Manufacturing, Engineering and Technology; Human and Social Sciences and Physical, Mathematical, Computer, Life and Agricultural Sciences (DoE, 2003). The fundamental and compulsory subjects within the above Learning Fields are: a Home Language and First Additional Language, Mathematics or Mathematical Literacy and Life Orientation (LO) (DoE, 2005). The remaining subjects from which a learner can select a minimum of four are known as the electives.

1.1.3 Challenges faced by teachers in the implementation of NCS and its revision into CAPS.

In 2009 the Minister of Basic Education, Angela Motshekga appointed a Ministerial Task Team to review the Implementation of the National Curriculum Statement Grades R-12. The review was a result of comments from different stakeholders, namely teachers, parents, teacher unions, school management and academics on the implementation of NCS (Department of Basic Education (DBE), 2011). Criticisms were leveled against various aspects of implementation which resulted in teacher overload, confusion and stress and widespread learner underperformance in international and local assessments. Therefore in order to improve implementation and address the criticisms raised by different stakeholders the NCS was amended in 2011 (DoE, 2011).

As a result of recommendations from the Task Team, a single, comprehensive and concise Curriculum and Assessment Policy Statements (CAPS) were developed for each subject (Report of the Task Team for the Review of the Implementation of NCS, 2009; DoE, 2011). This gave a streamline and clarity on policies. CAPS reduced teachers' workload particularly with regard to administrative requirements and planning. It allows more time for teaching, indicates sequencing, pacing and hence making planning easier. It provides details on what content teachers ought to teach and assess

on a grade by grade and subject by subject basis. Outcomes and assessment standards are now called topics and themes and learning areas are now called subjects (DoE, 2011). There was also recommendation that the training of teachers to support curriculum implementation should be subject specific and targeted only where needed (Curriculum News, 2011). This NCS Grades R-12 represents a policy statement for learning and teaching in South African schools and is made up of three documents, namely CAPS for all approved subject in this document, the National policy pertaining to the programme and promotion requirements of NCS Grades R-12 and the National Protocol for Assessment Grades R-12 (Business Studies Grades10-12 CAPS, 2011).

The NCS has been organized into subject groupings that have been demarcated into learning fields linked to occupational categories in order to help learners choose subject combinations at the end of Grade 9. One of these subject groupings is Business, Commerce, Management and Services Studies, and Business Studies is one of the subjects in this combination. This study examines the implementation of Business Studies NCS, and which is a reviewed subject which was called Business Economics in the old syllabus.

1.2 Implementation of Business Studies NCS

1.2.1 Business Economics as a subject replaced by Business Studies

The Subjects in the National Curriculum Statement Grades 10-12 (General) are categorized into Learning Fields (DoE, 2003). A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for Further Education and Training Certificate (General). Business, Commerce, Management and Service Studies is one of the Learning Fields that serves as home to a Business Studies (DoE, 2003). Business Studies was taught as Business

Economics before the curriculum changes that took place after 1994, where the educational approach to education in South Africa was used.

Business Economics studies all aspects of business so that the best possible use can be made of the resources available, so that as many people as possible can satisfy their wants (Weaver, 1999). A study of business economics will give one the insight and knowledge to run a business economically, in such a manner that it is profitable (Eksteen, Naude, Miller, Eksteen, 2004; Weaver, 1999). Its main purpose was to equip business owners on the best knowledge of how business organization transform a nations' resources into products and services and services to meet the needs and wants of its people, while realizing the profits on the other hand (Du Toit, Erasmus and Strydom 2010). The curriculum was content-based where teachers instructed and learners memorized. The content in this subject is presented in both standard and a higher grade in one text book. Standard grade content was meant to accommodate learners who have medium and low abilities, and it is dominated by low and medium order questions which need recalling and reproducing the content in the book. On the other hand higher grade content is made up of lower, medium and higher order questions that need thinking, reasoning skills and creativity (Eksteen, Kennedy, Naude, 1987).

This subject denied exposing learners to skills, values and attitude that will capacitate their business skills, and hence most Black business people incurred losses and bankruptcy in their businesses (Du Toit, Erasmus and Strydom 2010). Most learners feared to study this subject on higher grade and were choosing standard grade and they were performing better compared to the current Business Studies. In addition, most current Business Studies teachers were Business Economics teachers and having Business Economics qualification to teach Business Studies in schools.

1.2.2 Aim and objectives of Business Studies

Business studies curriculum forms the foundation for further business learning opportunities (DoE, 2003). The subject provides opportunities for learners to consider present-day challenges within the enabling South African policy framework. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject. Business Studies curriculum will ensure that learners acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments.

DoE, (2003) states that this curriculum will ensure that learners create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability. Learners will be able to apply basic leadership and management skills and principles while working with others to accomplish business goals. Learners will be motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals. Based on this, the expectation was learners would be committed to developing themselves and others through business opportunities and ventures (National Curriculum Statement Grades 10-12 (General) Business Studies, 2003).

Table 0-1: Four Business Studies Learning Outcomes

1	Business Environments
2	Business Environments
3	Business Roles
4	Business Operations

(Source: National Curriculum Statement Grades 10-12 (General) Business Studies, 2003)

The above Learning Outcomes are applicable in the out-going old NCS, and which are applicable currently in Grade 12 only. CAPS has dropped (Los) and consist of topics, subtopics and concepts currently. It is already implemented in Grade 10 and 11. The first Learning Outcome deals with the elements of the business environments (macro, micro and market) that impact on business activities. As a result, business can control these environments to varying degrees. Given this backdrop, all business practitioners need to be aware of these environments and the degree to which they can be influenced. Contemporary factors such as globalisation, relevant legislation, socio-economic issues, infectious diseases (e.g HIV/AIDS) and challenges that these provide for business enterprises will be analysed (National Curriculum Statement Grades 10-12 (General) Business Studies, 2003).

The second Learning Outcome focuses on the generation of ideas, research, drawing up and presentation of business plans and business information, and the development and implementation of achievable action plans. Learners will be able to analyse issues related to initiating a business, such as entrepreneurship, forms of ownership, location factors, legal considerations (e.g contracts), and social and environmental issues (National Curriculum Statement Grades 10-12 (General) Business Studies, 2003).

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The third Learning Outcome focuses on preparing learners to apply self-management skills and to be professional business practitioners, collaborators, team members, innovators, entrepreneurs and citizens. Critical issues such as community development, diversity, team dynamics, leadership, professionalism, ethical practice, personal growth, as well as managing and adapting to change and transformation are included (National Curriculum Statement Grades 10-12 (General) Business Studies, 2003).

The fourth Learning Outcome emphasizes on the following business functions: financing, general management, human resources, marketing, production, purchasing and public relations. The interrelationship between these functions, as well as the need to ensure that they are co-ordinated, is accentuated in all the four learning outcomes.

These functions and their interrelatedness are considered within the scope of both small and big businesses (National Curriculum Statement Grades 10-12 (General) Business Studies, 2003).

1.2.3 Teaching Time

The teaching time for Business Studies is four hours per week, per grade (Grade 10, 11 and 12) on the time table. The Business Study policy document and Learning Programme Guideline are made up of a work schedule or Annual Teaching Plan that shows how much volume of content should be taught in a week as well as in each term. Teachers therefore, should align their work schedules to the number of weeks in each term according to the school calendar of the specific year (DoE, 2003; DBE, 2011).

1.2.4 Assessment

Assessment in Business Studies is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment (DBE, 2011) It is a critical element of the National Curriculum Statement Grades 10-12 (General) (DoE, 2003). Interestingly, this also involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching (DBE, 2011) Assessment in Business Studies focuses on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in economic sectors (DBE, 2011) In Business Studies, the following forms of assessment are

preferred, although they are not the only ones that may be used: Projects, oral presentations, case studies, reports, tests, data responses, and examinations (DoE, 2003; DBE,2011).

Assessment in Business Studies consists of two forms, namely informal or daily assessment and formal assessment. Informal assessment is a daily monitoring of learners' progress, and it can be done through questions and answers, written work completed during the lesson, holding discussions and debates, simulations, open book exercises, class works and home works, practical demonstrations, etc. Informal assessment is used to provide feedback to the learners and to inform planning for teaching. Learners or teachers can mark these informal assessment tasks, but need not be recorded (DoE, 2003; DBE, 2011)

Formal assessments are all assessment tasks that make up a formal programme of assessment (PoA) (while in the current CAPS period it is referred as School Based Assessment (SBA), for the year. All these tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained (DoE, 2003; DBE, 2011). This assessment provides teachers with a systematic way of evaluating how well learners are progressing in grade and a particular subject, eg tests, examinations, projects, oral presentation, demonstrations, etc. The PoA/SBA for Business Studies in Grades 10 and 11 comprises the following seven tasks which are internally assessed: Assignment, two controlled tests, presentation, a mid-year examination, a project and final examinations. Six tasks are completed during the school year and make 25% of the total mark for the Business Studies, while the end-of-year examinations is the seventh tasks and makes up the remaining 75%. In Grade 12, assessment is made up of two components: a PoA/SBA (Assignment, two controlled tests, presentation, a mid-year examination, a trial examination, a project and a final examinations), which makes up the remaining 75%.The PoA/SBA for Business Studies comprises seven tasks which are internally assessed. The external examination is externally set and moderated (DoE, 2003; DBE, 2011).

1.2.5 Teaching Methods

Business Studies is a practical subject. This leads to a business being viewed as a social system in which one person's actions depends fundamentally on others. Therefore, to develop the learners' business competence more effectively, their learning should take place through the use of a learner-centred approach in addition to the traditional teacher-centred approach (Du Toit, Erasmus and Strydom 2010). Choice and utilization of teaching approach is different for each environment due to specific characteristics such as culture and historical background. Teachers should place learners and their social environment at the departure point of teaching and learning (Du Toit, Erasmus and Strydom 2010).

The recommended teaching methods for Business Studies may include: Instruction or lecturing method, group discussion, debates, simulation games, role –playing, case studies, projects and surveys, field trips and visits, news paper cuttings or scrap books, co-operative learning and problem-based learning. The above recommended teaching methods are considered as learner-centred teaching methods except the instruction or lecturing method (DBE, 2011).

1.2.6 Learner Support Material

Resources to offer Business Studies as a subject are the responsibility of the school (DBE, 2011) According to the Curriculum and Assessment Policy Statement (CAPS, 2011) the following materials should be available in the implementation of NCS Business Studies: Each learner should have:

- Textbooks.

This has been found to be an effective tool for teaching and learning. It should present all the topics in the content overview. Knowledge and concepts should

be well scaffold to provide understanding and insight. It should have a variety of activities or exercises that are clear and address different cognitive levels. Each learner should have a textbook per subject to take home to study and do homework.

- Stationery
- Other relevant resources such as business magazines, business articles, bulletins, news papers, access to internet, TV sets, and DVD players.

The teacher should have:

- A variety of textbooks for reference
- A Partnership's Articles of Association
- Legislation, e.g Companies Act, 71 of 2008, Employment Equity Act No. 55 of 1998, National Credit Act No, 34 of 2005, Consumer Protection Act No. 68 of 2008, Basic Conditions of Employment Act No. 75 of 1997, Labour Relations Act No. 66 of 1995, Black Economic Empowerment Act No. 53 of 2003, Skills Development Act No. 97 of 1998, Compensation for Occupational Injuries and Diseases Act No. 130 of 1993, Hire Purchase Act, Long –term Insurance Act No. 52 of 1998, Short-term Insurance Act No. 53 of 1998,etc
- Memorandum of Incorporation (MOI)
- Specimen of contracts forms
- Bank brochures
- Business and financial magazines
- Corporate Social Responsibility Policy
- The King Code of Governance For South Africa 2009

According to the Curriculum policy, the availability of the above and updated resources and their effective in teaching and learning will improve the standard and passing rate in Business Studies. The standards expected and performance by learners shown at the exit point of FET Phase (matriculation level) is not satisfactory in the Fort Beaufort District where the researcher is doing the study. (Umalusi Moderation report, 2010, 2011; EC DoE EMIS, 2012).

Table 0-2: Fort Beaufort District: Grade 12 Business Studies Results (2008- 2011) (Summary)

LEVEL	1 (0-29)	2 (30-39)	3 (40-49)	4 (50-59)	5 (60-69)	6 (70-79)	7 (80-100)	% passed	No. who wrote
2008	193	214	69	45	11	3	0	63.9	535
2009	306	173	100	60	20	7	1	54.1	667
2010	303	165	99	58	18	7	1	52,6	645
2011	201	137	124	61	17	07	04	63,5	551

Source: Data abstracted by the researcher from EMIS, 2012, EC DoE.

In Table 1.2 above, the Grade 12 Business Studies results for the Fort Beaufort District achieved over the past three years are indicated by means of percentages (0%-100%), and include the seven-point scale (1-7), where 0%-29% is regarded as non-achievement, and results below 50% are regarded as below the minimum pass requirement (DoE, 2008).

The 2008-2011 Grade 12 Business Studies results in Table 1.2 indicate that the majority of learners obtained the lowest levels of performance, for example L2 and L3, while L1 indicates majority of learners that fail dismally. It is also evident that the average pass rate for the Fort Beaufort District has dropped by more than 10% during the first three years since the subject was introduced. This indicates that there is still a great need of improvement with regard to levels in order for Business Studies to be in a better position to uplift the results of the Fort Beaufort District and avoid further dropout in this subject by learners.

Some stakeholders have raised concerns that some Business Studies teachers seem to lack competence in teaching Business Studies, and they feel that this could have a negative impact on the effective and efficient teaching of learners (DoE ,2008). They allege that despite that the teachers were trained and oriented into new ways of teaching and assessing the NCS, they do not implement the new curriculum. On the other hand many teachers raised concerns in their cluster meetings and through the media that they are struggling to translate Business Studies curriculum into practice,

due to inadequate training received (Daily Dispatch, 23 July 2011; Sunday Times, 23 October 2011). Furtherance to the foregoing views, there are complaints by DoE officials that some educators still use the former traditional approach of assessing which only requires just the recalling of facts and not promoting critical thinking. This has been revealed by the Grade 12 District analysis of results from 2008-2011. The results indicate that when the learners are assessed externally they fail.

Some teachers, on the other hand, raised concerns through the media that many of the departmental officials had a relatively poor understanding of the Business Studies curriculum. As a result, they were provided with inadequate information which unfortunately worsened their situation (City Press, 13 March 2011). They further alleged that the curriculum personnel such as Subject Advisors and Circuit Managers are not aware of their roles and responsibilities (City Press, 13 March 2011; The Curriculum Review Report, 2000). Additionally, concerns have also been raised by teachers and principals that there was no interaction and coordination between curriculum designers and them as implementers of curriculum at school. This lack of support resulted in them implementing the Business Studies the other way around.

Parents on the other hand raised their concerns through media that the high failure rate at the matriculation level is due to lack of knowledge in the proper implementation of NCS Business Studies. Parents asserted that some teachers lacked commitment and resisted change brought by the NCS (Sunday Times, 23 October 2011) The different concerns shown above by the different stakeholders point towards that it is not clear how NCS Business Studies is being implemented in schools. Furthermore, low learner performance was one of the reasons that led to the revision of NCS into CAPS. It is under these circumstances that the researcher seeks to assess the implementation of the NCS Business Studies.

1.3 Statement of the Research Problem

Curriculum revision in South Africa began immediately after 1994 elections. According to (Jansen,1999) immediately after the elections, syllabi were 'cleansed' of their most offensive racist language and purged of their most controversial and outdated content (Chisholm, 2005). In 1997, the new Department of Education (DoE) launched Curriculum 2005, informed by the principles of outcomes-based education, as the foundation of the post-apartheid school's curriculum. Three years later, in 2000, Curriculum 2005 (up to grade 9) (C2005) needed to be reviewed and revised because of some already discussed challenges that were faced by teachers (Chisholm, 2005;DoE, 2001; Chisholm, 2004; Jansen 1999). The review team recommended that C2005 be streamlined and strengthened with a revised version referred to as NCS (Curriculum 2005 Review Committee, 2000). These challenges faced by teachers in implementing NCS, to improve implementation the NCS was amended in 2011 (Report of the Task Team for the Review of the Implementation of NCS, 2009; DBE, 2011). The old subject statement, learning programme guidelines and subject assessment guidelines in Grades R-12 for each subject were replaced by a single, comprehensive and concise Curriculum and Assessment Policy Statements (CAPS) for each subject (Department of Basic Education (DBE), 2011).This is what has been highlighted already in the background and which shows that the Democratic Government of South Africa has taken measures since 1994 to transform the education system.

It has also been conversed in the background that there have been so many complaints and concerns raised through cluster meetings and media by teachers, principals and other stakeholders regarding challenges faced by teachers when implementing NCS Business Studies. Claims were given by some stakeholders that despite the NCS training given to teachers, it was not implemented such that it failed to produce the anticipated results. Some teachers complain in their cluster meetings and in media that they received little NCS training and they lacked practical experience of teaching it (Daily Dispatch, 23 July 2011; Sunday Times,23 October 2011). Despite the foregoing allegations raised by teachers, Some DoE officials also complained that some

educators still use the old method of assessing which only requires recalling of facts which resulted in poor matriculation results. They argued that teachers were not teaching proper content as stipulated in the curriculum policy document as parents allege that they lack commitment and resist change. (Fort Beaufort District EMIS, 2012, EC DoE). .

Interestingly, in retaliation, the teachers also raised issues that the departmental officials had poor understanding of NCS Business Studies because of little NCS training they received (City Press, 13 March, 2011). Therefore school principals and teachers allege that the curriculum personnel such as subject advisors and circuit managers are not aware about their roles and responsibilities. It is under these circumstances that this study seeks to examine the implementation of NCS Business Studies in secondary schools in Fort Beaufort district.

1.4 Research Questions

1.4.1 Main Research Question

How do teachers implement the Business Studies Curriculum in the selected high schools in the Fort Beaufort District?

1.4.1.1 Sub research questions

1. What qualifications do the Business Studies teachers have?
2. How are schools and the Department of Education monitoring the implementation and providing support to teachers teaching Business Studies?

3. What materials and other resources are used in teaching Business Studies?
4. What teaching strategies are adopted by teachers in teaching Business Studies?
5. How do learners perceive the Business Studies programmes?

1.5 Purpose of the Study

The purpose of this study is to investigate how teachers implement the Business Studies National Curriculum Statement from Grade 10 – 12 in two selected Fort Beaufort High Schools. The specific objectives of the study are:

- (i) To know the qualifications of teachers teaching Business Studies.
- (ii) To find out how schools and the Department of Education monitor the implementation and provide support to teachers teaching Business Studies.
- (iii) To identify materials and other teaching resources used in the implementation of Business Studies.
- (iv) To find out teaching strategies used by teachers teaching Business Studies.

1.6 Significance of the Study

This study should encourage teachers to share their difficulties in implementing the Business Studies NCS, and the results might assist the Department of Education to become more aware of the implementation challenges in this subject. The results of this study will hopefully provide feedback for improvements, amendments and redesign to policy and curriculum designers, trainers, programme developers and subject heads in a way that will equip and capacitate teachers.

Thus when effective and successful approaches to teaching Business Studies, as well as weak approaches, have been identified, achieving schools and schools where

teachers show strength when implementing the NCS might be enabled to assist schools that experience difficulties in implementing it. This could be achieved through planning lessons together, team teaching by schools, twinning of schools and being facilitators to other teachers, and all this happening under district supervision.

Therefore, the significance of this study lies in the fact that it will benefit Business Studies teachers, principals, subject advisors and other national and provincial curriculum personnel, and generally the community of scholarship interested in the national curriculum and its implementation.

1.7 Assumptions of the Study

The researcher assumes that:

- 5.1 Teachers are not giving learners NCS related tasks.
- 5.2 Teachers are not using the relevant teaching and learning material.
- 5.3 There is no proper monitoring and support from the School , District office, as well as at Provincial level offered to the NCS Business Studies FET teachers.

1.8 Delimitation of the Study

This study will be conducted in Fort Beaufort Education district. It will cover four selected high schools that have teachers teaching Business Studies in Grades 10-12. The study will be conducted in four different clusters, four high schools of the Fort Beaufort District. The study focused in Business Studies teachers and Grade 10-12 learners in four high schools ,as key stakeholders in Business Studies curriculum. The study also involved the HODs of the Business Studies teachers as well as the Principal of the schools under study.

1.9 Definition of Concepts

- **Business Studies**

The subject Business Studies deals with the knowledge, skills, attitude and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth (National Curriculum Statement Grades 10-12 (General) , 2003).

- **Subject**

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject (lays) emphasis on knowledge at the expense of skills, values and attitudes (National Curriculum Statement Grades 10-12 (General), 2003).

- **Implementation**

Implementation is defined as actions by the public or individuals or groups that are directed at the achievement of the objectives set forth in prior policy decisions (Ham and Mill, 1984). Implementation in this study will refer to the way Business Studies programmes in the national curriculum are put into action by teachers.

- **Curriculum**

Despite justifiable broader definitions of ‘curriculum’ which are current, including those which focus on the curriculum as a process rather than a ‘blue print’ and the ‘curriculum-as-experienced’ (by the learner), in this study the term will be used to mean the set of courses and their content offered at a school. Thus a curriculum is an educational plan that spells out which goals and objectives should be achieved, which topics should be covered, and which methods are to be used for learning, teaching and evaluation (Wojtczak, 2002).

- **Learning Outcome**

A learning outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band (DoE, 2003:7).

- **Assessment Standard**

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at the end of a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade (DoE, 2003:7).

1.10 Chapter Breakdown

Chapter 1

This chapter discusses the background of the study , where concerns and complaints by stakeholders are raised on the implementation of NCS Business Studies. This chapter also discusses the statement of the problem, the purpose of the study, and also presents the research questions. The objectives, assumptions, significance and limitations of the study are also discussed in this chapter.

Chapter 2

The theoretical framework will be discussed and the review of the related literature will also be deliberated under various themes as derived from the research questions

Chapter 3

This chapter provides an explanation of the research methodology used in this study. Particular focus on the research paradigm in which this study is positioned is also

discussed. The research instruments namely population and sampling, adopted to collect data and the ethical considerations are also discussed.

Chapter 4

This chapter will focus on data presentation and analysis which will be analysed through the data collection techniques discussed in the preceding chapter namely, semi structured interviews, focus groups and documents analysis.

Chapter 5

This chapter focused on the research findings which are interpreted to give meaning with regard to the implementation of the business studies national curriculum statement

Chapter 6

The summary of important and relevant issues, conclusions and recommendations based on the results of the study and suggestions for future research will be made.

1.11 Summary

This chapter gives a general introduction of the study. It also discusses the implementation of the business Studies curriculum statement. This chapter also poses the research problem of the study, the aims, objectives and research questions raised in the research. Furthermore, the significance of the study, delimitations and definition of key terms are also tackled. A brief chapter outline of the study is also provided. The next chapter is on the review of the related literature.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 Introduction

This chapter reviews what has been written internationally and nationally on the implementation of curriculum generally and specifically on how teachers implement Business Studies NCS. The first part of the chapter discusses theoretical frameworks which informed the study. The second part discusses what people have written regarding the implementation of Business Studies NCs, specifically on qualification of teachers teaching Business Studies; mechanisms which have been put in place by schools and the Department of Education to monitor and support teachers implementing Business Studies; Teaching strategies used by teachers to teach Business Studies; and Learning materials and other resources used in teaching Business Studies.

2.2 Theoretical Frameworks

In order to explore how teachers implement the Business Studies curriculum and how they teach Business Studies lessons in the classrooms, the researcher adopted the implementation theory developed by Rogan and Grayson (2003). Namely, the theory of curriculum implementation and the Fullan's implementation model of change. This study will draw more on Rogan and Grayson's more sophisticated theory of implementation, and on Fullan's implementation model of change to explain its findings. Both of these theories of implementation work on the premise that the developing world is filled with

examples of well-intentioned, well-designed curriculum reform programmes that have failed to take root (Rogan and Grayson, 2003:1173).

2.2.1 Rogan and Grayson's theory of curriculum implementation

This theory builds on the strengths of various educational components present in the education system, such as teachers, learners and the school environment, in the implementation of curriculum. Thus it has been suggested in this theory that three key constructs, Profile of Implementation, Capacity to Support Innovation, and Outside Support, need to be taken into account at every stage of the implementation process (Rogan and Grayson, 2003).

Firstly, the Profile of Implementation is designed to offer a map of a learning area, and to offer a number of possible routes that could be taken to a number of destinations. This approach is in line with the drawing up of the plan by various members of a school community to implement change in a way that is appropriate and feasible for that school's context and culture. It deals with coverage of all learning areas, the nature of classroom interaction, examinations and items made by learners (curriculum issues). This is the interaction of learners with teachers and their use of teaching strategies, as well as with the learning materials needed to produce the learning outcomes. The quality of the product depends on the quality of the teachers, equipment and student factors. The profile of implementation is important for this study as a theoretical framework because it will help the researcher in discussing classroom interaction between teachers and learners with regard to the implementation of the Business Studies NCS. Moreover, also gives room to discuss the teaching methods that can be used in teaching Business Studies.

Secondly, capacity to support innovation construct represents the factors that are able to support or hinder the implementation of new practices in the school. Rogan and Grayson's (2003) identified four groups of indicators: physical resources, teacher factors

(background, training, commitment to teaching), learner factors (background, language, attitudes, school attendance), and the school ecology and management. They also identified four levels of progress. These may affect curriculum implementation and they include capacity factors, namely; teacher capacity, which refers to the teachers' qualification, specialization; physical resources include school infra-structure such as classrooms, libraries, furniture and other learning materials used by learners which are procured by parents and responsible authorities (Ottenvanger, 2002).

Learner factors focus on attitude and class size, willingness to learn, background, the kind of strengths and constraints that learners might bring to the learning situation (Rogan & Grayson, 2003). Another factor that can hinder or enhance innovation is the general ecology and management of the school. The school ethos and management are not the same, yet they are considered together as they are closely intertwined, particularly in schools in developing countries (Rogan & Grayson, 2003). If the school is in disarray and not functioning well, innovation cannot, or will not, be implemented. This could be determined by the qualification and experience of the school heads of departments. Research has also shown that the leadership role of the school head is critical in reform implementation (Rogan & Grayson, 2003).

Thirdly, outside supporting agencies are organizations outside the school, including the Department of Education, that interact with the school in order to facilitate innovation, for instance the implementation of a new curriculum. These organisations are for instance, government departments, donors (both local and international), NGOs and teacher unions (Rogan and Grayson, 2003). Support by outside agencies focuses on the monitoring system, professional development provided by the district education officers, (for example subject specialists) to teachers, and provision of physical resources from the district, parents and stakeholders (Rogan & Grayson, 2003). The role of the subject specialist is to see that standards are maintained and should be there as quality assurance officers, to provide schools with expertise and professional development courses. In light of the information provided above, this theory assisted the

researcher in better understanding the implementation of Business Studies curriculum in secondary schools in the Eastern Cape, more specifically, Fort Beaufort district.

2.2.2 Fullan's implementation model of change

In looking into how the Business Studies NCS is being implemented as an innovation, this study also used the change model propounded by Michael Fullan. According to Fullan (1991), the successful implementation of change involves need, clarity, some complexity, and quality of programmes. The key players in the successful implementation of curriculum innovations are administrators, teachers, students, and the school board, community and government members. All of these key players have to play their roles effectively. People who wish to implement the new curriculum need to understand and be conversant with the characteristics of the change being considered (Fullan, 1991).

In Table 2.1 below Fullan (1991) discusses key factors of change that affect implementation.

Table 2-1: Factors Affecting Implementation

A. Characteristics of the change

1. Need for and relevance of the change
2. Clarity.
3. Complexity.
4. Quality and practicality of program.

B. Characteristics at the school district level.

5. History of innovative attempts.
6. Adoption process.
7. Central administrative support and involvement.
8. Staff development (in-service and participation).
9. Timeline and information systems.
10. Board and community characteristics.

C. Characteristics at the school level.

11. Principal characteristics and leadership.
12. Teacher characteristics and relations.
13. Student characteristics and needs.

D. Characteristics external to the local system.

14. Role of government agencies.
 15. External funds.
-

Source: Adapted from Michael Fullan, *The New Meaning of Educational Change*, 2nd ed. (New York: Teachers College Press, Columbia University, 1991).

There should be communication and support from all stakeholders. Often, people will resist the innovation because the need for change is not communicated to them or, if it has been communicated, it may not be accepted and therefore resisted by those people

to be effected by the change. Needs are influenced by the values people hold. When people view change as coinciding with their values, they are more willing to accept the innovations being suggested (Ornstein and Hunkins, 2004). This can also apply to Business Studies NCS, since both the subject and the NCS are relatively new.

According to Fullan (1991), in his Educational Change model, he states that when implementing change one has to look for the characteristics of change. The implemented programme should be seen as relevant by the people who implement it and it should have clear goals and objective. People should understand it.

Moreover, innovation should consider the characteristics of the district level, that is, who are the people to implement it and what support will they need (Fullan, 1991). The model further states that staff development (in-service training) is of great importance to people who will be implementing innovation as well as the time frames for implementation. The information systems involved in the implementation process are very important to facilitate change and make sure that information on the implementation of change reaches the implementers in good time.

Fullan's (1991) model also considers characteristics at the school level. It considers things such as principal characteristics and leadership, teacher characteristics and relations among teachers. This includes teachers' qualifications, motivation and level of understanding. The model also considers learners' characteristics and needs, most importantly it includes their background, level of understanding as well as their motivation to learn (Fullan, 1991).

The researcher used the following aspects of Fullan's model of change to discuss the data gathered. The characteristics of change are considered relevant since the implementation of the NCS in the Business Studies curriculum is an innovation. This will assist the researcher in understanding how Business Studies NCS is implemented. The characteristics of implementation at District Level were used to discuss how the District

officials monitor, give support and conduct in-service training given to the Business Studies teachers, as this will help them to implement Business Studies NCS.

The characteristics at school level which comprise teacher's knowledge and subject content as well as their specialization were used to assess and analyze the data related to the qualifications of teachers, experience, specialization and their teaching approaches. The researcher also explored the support given by SMTs to Business Studies teachers. The level of understanding of Business Studies content by teachers was assessed. This model also assists in the analysis of data on the support and monitoring received by these teachers in preparation for implementation of the Business Studies. External characteristics to the local system, such as the National Department of Education, were also be adopted to help bring insight into the nature of assistance it provides to schools in terms of Learner Teacher Support Materials (LTSM) in the Business Studies NCS.

2.3 Review of Literature on the implementation of Business Studies Curriculum

The second part of this chapter deals with the relevant literature on major aspects of and issues in the implementation of the Business Studies curriculum in Fort Beaufort secondary schools. The studies reviewed discusses what people have written regarding the implementation of Business Studies NCS, specifically on qualification of teachers teaching Business Studies; Learning materials and other resources used in teaching Business Studies, Implementation of Business Studies Curriculum (teaching strategies/methods used by teachers to teach Business Studies, learner challenges in learning Business Studies and assessment in Business Studies), support mechanisms which have been put in place by schools and the Department of Education and monitoring strategies for curriculum implementation.

A review of the literature by a number of researchers cited in this chapter reflects much debate about implementation of curriculum in general and Business Studies in

secondary schools in particular. Some of the researchers, like, Chisholm (2000) and Bush (2008) have shown in their studies that implementation of curriculum is flooded with a number of challenges such as poorly qualified teachers, and a shortage of human, material and financial resources, which have impacted negatively on its implementation. Literature on issues such as teachers' training and the availability of suitable teaching materials was reviewed. Also, the researcher reviewed literature on monitoring and support mechanisms maintained by school heads and district education staff in relation to the implementation of Business Studies in high schools.

2.4 Business Studies National Curriculum Statement

The first White Paper on Education and Training 1995 emphasized a need for major changes in education and training in order to normalize and transform teaching and learning in South Africa (DoE, 1995). In 1997, the South African Department of Education introduced outcomes-based education to overcome the curricular division of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision such as the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (200) (DBE, 2011).

Ongoing implementation challenges, such as insufficient orientation and training, lack of learning and teaching materials, and inadequate support to teachers hindered the success of the curriculum (Christie, 1999:15), and resulted in another review in 2009 to produce a new policy document (DBE, 2011). Professor Jonathan Jansen predicted in his research "Why OBE will fail" (Jansen & Christie, 1999) that a number of factors would lead to the failure of outcomes-based education in South Africa, all of which were borne out in due course. Over-crowded classrooms, teachers getting lost in the technically complex language, the complex structure of OBE as it was set out in Curriculum 2005, excessive teacher time spent on continuous assessment and record keeping, and so on. Other factors identified by Jansen and Christie (1999:81) were the availability of financial and human resources.

Consequently, teachers' development and training were hindered by the quality of the trainers and training provided. The provision of suitable learning support materials was overlooked. Also, time frames that were not realistic were set, when many of the new Provincial Departments of Education were still not fully operational. From 2012 the two National Curriculum Statements, for Grades R-9 and Grades 10-12 respectively, were combined in a single document and simply known as the National Curriculum Statement Grades R-12. The National Curriculum Statement Grades R-12 builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term by term basis (DBE, 2011). This policy statement for learning and teaching in South African schools comprises the following documents:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects;
- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
- National Protocol for Assessment Grades R-12.

Business Studies, was introduced as part of the new national curriculum in 2006 as a partial solution to social problems such as unemployment, poverty and crime (Coombe & Kelly, 2002; Department of Education, 2006). It used to be called Business Economics in the previous traditional phased out curriculum. Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth. The Business Studies NCS is made up of four Learning Outcomes, which form the main contextual topics of this subject, that is, Business Environment, Business Ventures, Business Roles and Business Operations. Each Learning Outcome is assessed according to more than one specific Assessment Standard, which in turn form the core content of this subject (Business Studies National Curriculum Statement Grades 10-12 (General), 2003).

2.5 The Business Studies content

The researcher, would like to highlight that, even after the revision of the National Curriculum Statement (NCS) Grades 10-12 (2002) into the single document, simply known as the National Curriculum Statement Grades R-12, the National Curriculum Statement (NCS) Grades R-12 (2009), through its Business Studies CAPS document is still having the same topics, namely, Business environment, Business Venture, Business role and Business operation as well as their same subtopics and concepts. The table below indicates the four main topics and corresponding topics in the Business Studies Curriculum.

Table 2-2: Four main topics and corresponding topics in Business Studies curriculum

Main topics and weights	Topics
Business environments (25%)	Micro, market and macro environments
	Business sectors
	Contemporary socioeconomic issues
Business venture (25%)	Entrepreneurship
	Business opportunity and related factors
	Business Plan
	Management and Leadership
	Forms of ownership
	Setting up a business
	Contracts
	Business location
	Investment: securities and insurance
	Presentation of business information
Business role (25%)	Creative thinking and problem-solving
	Self-management, professionalism and ethics
	Human rights, inclusivity and environmental issues
	Social Responsibility
	Stress, Crisis, change and conflict management
	Relationship and team performance
Business operation (25%)	Business functions

Source: (Business **Source:** Studies Curriculum and Assessment Policy Statement (CAPS) Grades 10-12.)

Business Studies will ensure that learners :

- acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments;
- create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability;
- apply basic leadership and management skills and principles while working with others to accomplish business goals;
- are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals;
- are committed to developing themselves and others through business opportunities and ventures;
- are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways (DBE, 2011)

2.6 Teacher qualifications and experience in Business Studies

One of the three key constructs in Rogan and Grayson's theory of implementation (2003) is the construct 'Capacity to Support Innovation', which in turn includes teacher's qualifications, specialization, experience and teaching strategies used in the classroom. According to Kareem, Bing, Jusoff, Awang and Yunus, (2011), professionals will perform their roles effectively only if they have specialized knowledge. Teachers are curriculum implementers and therefore they must gather enough knowledge on curriculum related issues such as syllabus interpretation and planning. If teachers are well trained to do their jobs, they will be able to accept any changes that will improve their quality of teaching the subject (Rogan and Grayson, 2003).

A teacher qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher. Depending on a country, such

qualifications may, for example include the Postgraduate Certificate in Education (PGCE), the Professional Graduate Diploma in Education (PGDE) and the Bachelor of Education. In Australia for example most teachers have relevant tertiary qualification such as graduate diploma, Bachelor's Degree or Masters Degree, and the amount of years required to be a certified teacher is four years. In Canada, generally the requirements are for an undergraduate, university degree plus a one or two year Bachelors of Education or equivalent. In France, teachers must have previously gained college education and receive professional education in University Institutes for Teachers Training (IUFM). In 2010, IUFM studies were replaced by a new Masters of Education (Ref.).

In Russia, in primary school teachers a high level of specialist knowledge is not required; however child pedagogy is very important, where pedagogical skills and knowledge are taught in Pedagogical Universities. Teachers who specialize in a single subject usually have a degree in the field in which they teach, for example a teacher for Business Studies will have a commercial degree in Business Studies or Accounting/Economics. In England and Wales, teachers have to complete a first degree for example BA or BSc and then a Postgraduate Certificate in Education (PGCE). Schools are obliged to provide guidance, support to new teachers, while local education authorities are also obliged to provide professional development opportunities.

According to Siedentop, (1990), teachers differ in many respects, including their qualification, expectations, values, work ethics and their experiences. Teacher education must be determined by acquisition of a general professional education and a specialized education in a given subject matter, and almost all teaching candidates must have experience in these areas to be certified as teachers. The capacity of teachers is determined by their qualification, experience and ability to communicate (Northedge, 2003).

2.6.1 Teacher specialization of Business Studies teachers

According to Rogan and Grayson (2003), there are factors which influence whether teachers change and how fast they change; such as the teachers' content knowledge and training. Specialization had a direct bearing on the implementation of the NCS in the Business Studies curriculum. The way one conducts lessons is dependent on the knowledge he/she possesses in that field. It becomes easier for an individual to teach a subject where one is an expert compared to a subject where one lacks knowledge and skills. The teacher may lack confidence in a subject where he/she lacks knowledge (Rogan & Grayson, 2003).

It is therefore important for the literature review to establish what the Department of Education Policy requires in terms of Business Studies teacher qualifications (specialization), in South Africa. According to the Department of Education National Policy Act, 1996, the Norms and Standards for Educators present a completely new way of designing and delivering teacher education in South Africa. The cornerstone of the new policy is the seven roles for educators and their associated applied competences that should be integrated into the purpose and exit level outcomes of teacher qualifications.

The Draft Policy on Minimum Requirements for Teacher Education Qualifications, currently published for public comment, explains clearly the minimum requirements for teacher education qualifications selected from the Higher Education Qualifications Framework (HEQF), and replaces the Norms and Standards for Educators published in February 2000 (DoE, 2000).

According to this Draft policy, for FET Phase specialization a knowledge mix to support the teaching of at least one FET subject, e.g. Business Studies, is required. The disciplinary basis for teaching Business Studies must include studies of the underpinning disciplines to at least second year university level. In the area of pedagogic content knowledge (Shulman, 1987), all FET teachers must be skilled, *inter*

alia, in identifying and addressing barriers to learning within their specialization(s), and in differentiating the curriculum for multiple learning levels within a grade (DoE, 2010). Thus the current statutory requirements of qualified Business Studies teachers include an awareness of and ability to address difficulties and challenges that learners may experience in learning Business Studies.

According to the researchers, Business Studies equips its recipients with personal skills, consumer skills, and knowledge for clerical and managerial (Malik, Khan, Bhutto, and Ghouri, 2010). abilities needed to adapt to changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers. In Okolochas'(2013) literature, Atakpa (2004) argues that it is that aspect of education that concerns itself with vocational and professional preparation for career in business. Ehisiemen (2005) and Aliyu (2006) see it as a comprehensive, practical and skill subjects while Ogben and Amahi (2008) maintained that business education equips students with knowledge and skills that will help them to find job schooling or create their own employment. The main objective of Business Studies and other related subjects according to Okwuanaso and Nwazor (2000) is to instill in the students a pattern of thinking, develop attitudes and values before such habits become unchangeable, since it has become a psychological fact that after few years of one's life, ways of reasoning, behaviours (Khan, Ghouri, Siddquie, Shaik & Alam, 2010) analysis and economic decision (Malik, Khan, Bhutto, and Ghouri, 2010) somehow follow a fixed pattern. In the field of Business Studies as in other aspects of education, teaching effectiveness makes learning not only meaningful but interesting and applicable to work and environmental demands.

Also, in this study by Okolocha (2013), Knapper and Wright (2001) argue that desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter, namely, Business Studies. Ferdinand (2007), Onoifo and Urevbi (2007) added that effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable learners to acquire desired knowledge

content, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher.

A perspective by Business View on U.S. Education, by Stephens and Richey (2014), highlighted that business leaders depend on an education system capable of providing a workforce able to compete in a global market place. This perspective highlighted that the business community advocates for an increased focus on helping schools to connect learners more effectively to the world of work through hand- on problem solving activities and practical experiences. Sithole (2010) concurred and says Business Studies is classified as one of the practical subjects and aim at equipping learners with practical business skills which will enable them to participate meaningfully in production in future. Therefore, Business Studies is intended to prepare learners for the world of work as employees and employers, hence the subject is supposed to be taught by Business Studies specialists.

Fullan (1993) argues that the problem of education begins with teacher preparation programs. Teacher's initial preparation programs and continual professional development are important aspects in changing and improving instructional practices. If it is recognized that major changes in the culture of teaching and learning are needed to implement the new curriculum, improving teachers' education and increasing opportunities for relevant professional development are fundamental strategies, although not sufficient. A study by Stein and Wang (1988) further shows that teachers can successfully implement required changes if they are given appropriate training which provides the necessary knowledge and skills development. Training also helps to foster teachers' interests and commitment to continue using the gained expertise. In service training or staff development is necessary for teachers who lack a deep understanding of curriculum and its creation (MacLaughlin, 2002).

2.7 Business Studies learning and teaching support material (LTSM)

According to Fullan, (1991); Johanson & Adams, (2004), there is no meaningful teaching and learning that can take place without adequate resource materials and funding. For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate finance for the schools to procure resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactory in the Business Studies curriculum implementation process.

Sithole (2010) studied about Business Studies pedagogical practices in Botswana. It revealed that resourcing for the delivery of business education should include the provision of computer laboratories. In Botswana ICT is a major focus of the country's economic agenda and the Revised National Policy on education (1994) highlighted the need for all learners to be taught computer skills at all levels of school. ICT has considerable potential in the business classrooms (Borrington, 2004) in that it can be used whilst undertaking a variety of classroom activities use of the internet as a resource for acquiring knowledge. The internet opens up vast knowledge sources, is available around the clock and it optimally supports learner-centred teaching (Motshinig-Pitrik, 2001).

Also, Sithole & Lumnadi (2013), pointed out that since Business Studies is a practical subject, its teaching should obviously include both the theoretical and the practical aspects. Therefore, the teaching of topics, for example, the keyboard and office skills in office procedures or computerized accounting requires learners to make use of equipment such as typewriters, photocopiers and computers. The internet, simulation programmes, database and spreadsheet applications enable learners to understand the relevance of Business Studies to real life. Although the use of ICT in teaching is fairly common in the teaching of Business Studies in Botswana's secondary schools (Sithole, 2010), the use of the internet is hampered by the shortage of ICT facilities, particularly the shortage of computer laboratories.

The use of computers as resources in Business Studies may be hampered by the shortage of equipment, which shows another inadequacy of resources. Also, another challenge is that computer laboratories in the schools are used primarily for teaching Computer Studies and usually, therefore, these resources are not readily available to Business Studies teachers and their learners (Sithole & Lumnadi, 2013). In this discussion, Sithole & Lumnadi (2013) concurred with Fullan, (1991) and Johanson & Adams, (2004) about the inadequacy of material resources. According to Sithole & Lumnadi (2013) internet connections are also available in only a limited number of places and in many schools. All the issues regarding material resources will be explored further in this study.

Again, Business Studies subject matter needs teachers to keep abreast of developments in the business world and how they might accommodate such changes in the content they teach. Challenges experienced by teachers in this regard is the lack of financial resources that prevents them from using field trips as a way of extending the traditional classrooms environments to outdoors, thus enabling learners to observe business settings first hand and thus linking theory with practice (Ref.).

According to the Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) in South Africa, textbooks (and LTSM) and Teacher Training are the two critical areas of support for curriculum implementation. According to the Business Studies Subject Statement (2003) & Curriculum and Assessment Policy Statement (CAPS), (DBE, 2011) the following materials should be available in the implementation of NCS Business Studies and each learner should have:

- Textbooks.

This has been found to be an effective tool for teaching and learning. It should present all the topics in the content overview. Knowledge and concepts should be well scaffold to provide understanding and insight. It should have variety of activities or exercises that are clear and address different cognitive levels. Each

learner should have a textbook per subject to take home to study and do homework.

- Stationery

Other relevant resources such as business magazines, business articles, bulletins, news papers, access to internet, TV sets, DVD players. In the studied area textbooks seem to contribute immensely towards the development of both technical skills and knowledge as they are the source of information. Fullan's (1991) model of change confirms that textbooks are an important factor in the implementation of curriculum. Taylor (2008), cited in the Report by the Task Team (2009), says that a good textbook contains a single source, a comprehensive, study programme for the year, it lays the curriculum out systematically, providing expositions of the concepts, definitions of the terms and symbols of the subject in question, worked examples of the standard and non-standard problems, lots of graded exercises, and answers.

According to this Report by the Task Team (2009) in Curriculum 2005, the role of the textbook was subordinated to the idea that teachers should develop their own learning and teaching material. Rather than working systematically through a single book, teachers were encouraged to 'dip in and out' of textbooks, and to develop their own worksheets and other curriculum support materials. Teachers in the hearings expressed frustrations with the idea that they should always develop their own learning and teaching materials. Furthermore, the Task Team (2009) recommended that a national LTSM catalogue be developed and the approved FET NCS textbooks be aligned with CAPS. These textbooks need to be of excellent quality, and offer appropriate content and methodology, as well as assessment support. Subject experts should participate in the evaluation of textbooks. Then, the useful role of textbooks and other LTSM needs to be communicated to teachers. Teachers should be encouraged to use nationally approved textbooks and Teachers' Guides, for both planning and classroom teaching, to ensure that the curriculum is covered in the year. Also, each learner from Grade 4-12 must have their own textbook for each learning area/subject.

According to the Curriculum News (2011), also President Jacob Zuma concurred with the Task Team recommendations in his State of the Nation address during 2011, that his administration will ensure that every child has a textbook on time. In this regard the DoE must issue guidelines to schools of formal procedures for textbook retrieval, based on current best practice. Also, the Review Task Team recommended a Ministerial Committee for LTSM and which was established on 2010. Some of its focal point was an advise on strategic issues related to LTSM (Report of the Ministerial Committee for LTSM 2010). Research conducted by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) showed that in 2007 only 45% of South African learners had their own textbooks (Curriculum News, 2011). To address the gap between the national commitment and the reality in so many schools, the DBE was supposed to introduce a new system of selecting and providing learner and teacher support material in 2011. Recommendations in this regard were made by the Ministerial Committee on Learner and Teacher Support Material (LTSM). These were discussed and approved by the provincial Ministers of Education, Heads of Department and provincial LTSM officials. Rogan and Grayson's (2003) theory argue that shortage of materials is an important factor in the implementation of a programme and the capacity of teachers can be affected by this factor. Textbooks seem to contribute immensely towards development of both technical skills and knowledge as they are the source of information. They further confirm that poor resources and conditions can limit the performance of even the best of teachers and undermine learners' efforts to focus on learning (Rogan & Grayson, 2003).

2.8 Implementation of Business Studies

The implementation of the Business Studies (BSTD) curriculum depends on variables such as the teacher's specialization, interest, training, level of confidence and commitment, all of which contribute to the teacher's capacity to implement the programme (Rogan and Grayson, 2003)

This section concentrates on what other researchers have unearthed regarding the factors that affect the implementation of the Business Studies NCS as guided by the research questions. The study sought to discuss what other authors are saying about: the teaching methods used in Business Studies lessons, planning of lessons by Business Studies teachers, assessment methods used to assess Business Studies, monitoring and support available for Business Studies teachers.

2.8.1 Teaching methods used in Business Studies lessons

A study about pedagogical practices of Business Studies by Sithole & Lumnadi (2013) in Botswana points out clearly that Business Studies is a practical subject, and its teaching should include both the theoretical and the practical aspects. A business is a social system in which one person's actions depends fundamentally on others. Therefore, to develop the learners' business competence more effectively, their learning should take place through the use of a learner-centred approach in addition to the traditional teacher-centred approach (Du Toit, Erasmus & Strydom 2010).

The recommended teaching methods for Business Studies may include: Instruction or lecturing method, group discussion, debates, simulation games, role –playing, case studies, projects and surveys, field trips and visits, news paper cuttings or scrap books, co-operative learning and problem-based learning. The above recommended teaching methods are considered as learner-centred teaching methods except the instruction or lecturing method (DBE, 2011). Teaching methods prescribed include project work, educational visits, use of business resource persons, business simulations, group discussions, case studies and the use of school-based mini enterprise run and operated by learners (Republic of Botswana, 2008a; Republic of Botswana, 2008b).

According to Jamieson (1984) business subjects are to be taught using a pedagogical approach described as “education through enterprise” which involves the use of teaching styles which use entrepreneurial situations such as school based mini

enterprises. The best way of learning business skills is through direct experience and practice and this can be achieved through the establishment of mini enterprises in schools which are run and managed by learners themselves. This approach has the advantage of focusing on the development of basic skills, business management skills and personal entrepreneurial skills. This approach will enable young people to set up and run a project with a business or community focus. According to Swartland (2008) the mini enterprise methodology as employed in Botswana secondary schools involves Business Studies learners in description and explanation of the economic institutions of recording, processing and storing business information and studying business management functions.

On the other hand available literature by (Fuller and Snyder, 1991; Farstad, 2002; Dube and Moffat, 2009) suggest that teacher-centred pedagogy in which periods of instruction are occupied wholly or mainly with exposition by the teacher is the dominant mode of instruction in Botswana secondary schools. Their study revealed that the majority of teachers were still yoked to the conventional teaching methods such as lecturing. According to (Gibb (1993) in Garavan and Cinneide (1994), using traditional teaching methods to develop practical business skills is inappropriate and can be likened to the teaching “to drive a car using the rear mirror”. The teaching of business skills requires the use of kinaesthetic and experiential pedagogical approaches which encourage learning by doing in real or closely simulated contexts which lead to the development of key business and life skills (Borrington, 2004).

According to Sithole and Lumnadi (2013), Business Studies teachers must strive to strike a balance between theory and practice, because the best way of learning business skills is through direct experience and practice and the use of closely simulated contexts. McKenzie and Swords (2000) and Ottewill and Macfarlane (2003) in Sithole and Lumnadi study suggest that challenges relating to the subject matter of Business Studies are based on the need for the teachers to keep abreast of developments in the business world. They say ever changing trends in the business world mean that teachers should assess the impact of such changes on their day to day

professional lives and how they might accommodate such changes in the content they teach. They say new trends in the business world, for example, such as the advent of e-commerce or e-banking, need to be incorporated into what they teach.

Some of the teachers who participated in Sithole and Lumnadi study indicated that it is difficult to balance theory with practice, simply because the syllabus is too long and they cannot cover it using time-consuming, experiential pedagogies. Some other teachers said the lack of resources such as computers means that they cannot provide their students with concrete experiences of the business concepts and practices used in the real world.

According to Sithole and Lumnadi (2013) computer-aided learning (CAL) is one of the methods recommended for teaching secondary schools Business Studies in Botswana, the rationale being that it is now accepted that the integration of modern information and communication technologies (ICT) into the teaching-learning process has a great potential as a tool to support learning. Various information such as business simulations, databases, Excel, blogs and the internet are used in Business Studies. These enable learners to understand the relevance of Business Studies to real life. Evidence found by the researchers' shows that the use of computers as a pedagogical tool in Business Studies may be hampered by the shortage of equipment rather than facilities. Another constraint is that computer laboratories in the schools are used primarily for teaching Computer Studies and usually, therefore, these resources are not readily available to Business Studies teachers and their learners.

Again, apart from the problems associated with the length of syllabus, other teachers cited the lack of financial resources as a problem that prevents them from using field trips as a way of extending the traditional classroom environment to outdoors, thus enabling learners to observe business settings first-hand and thus by doing so, linking theory with practice. According to Sithole findings (2010), it must be borne in mind that using only traditional methods such as the lecture, question and answer and drill are not conducive to the development of business ideas, concepts understandings and

attitudes. This is because such methods only help the learners to learn about the theory of business. They help to teach the fundamentals but not the application of business theory (Sherman; Sebora & Digman, 2008). Although field trips are known to be expensive in terms of time and money, this should not be a deterrent to the business teacher in an under resourced school because, they can conduct inexpensive site visits in their local communities.

All the teaching strategies and approaches to Business Studies teaching seem too good if understood by the teachers who are to implement the plans in the classroom. The question is whether the teachers understand what they have to do to ensure that their learners acquire the skills suggested and whether they were trained as teachers to implement these good strategies. The study therefore seeks to get answers to these questions; hence it seeks to know what teaching strategies or methods used by teachers to deliver Business Studies NCS.

2.8.2 Planning of lessons

According to Peter and Mark (2008) a lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction and details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of learners. According to Du Toit, Erasmus, and Strydom (2010) planning, as defined by the management process, is the basis for the rest of the management function, and incorporates goals and plans. They further say planning provides direction, reduces the impact of change, promotes co-ordination, ensures cohesion and facilitates control in an organization, which this is also applicable when planning a Business Studies lesson for learning and teaching of learners. DBE (2011), concurred that planning is very important and necessary for accountability to parents, officials and other stakeholders.

According to Diana and Tchudi (1999) while there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in more or less of the following order:

- Title of the lesson
- Time required to complete the lesson
- List of required materials
- List of objectives, which may be behavioral objectives, (that is, what the learner can do at lesson completion) or knowledge objectives, (that is, what the learner knows at lesson completion).
- The set (or lead-in, or bridge-in) that focuses learners on the lessons' skills or concepts and these includes the showing of pictures or models, asking leading questions, or reviewing previous lessons.
- An instructional component that describes the sequence of events that make up the lesson, including the teachers' instructional input and guided practice the learner use to try new skills or work with new ideas.
- A summary, where the teacher wraps up the discussion and answers questions.
- An assessment component, a test for mastery of the instructed skills or concepts such as a set of questions to answers or a set of instructions to follow.
- A continuity component which reviews and reflects on content from the previous lesson.

It was before the review of the NCS Grades R-12 by a Ministerial Task Team (2009) that the DoE provided common lesson plans to all teachers and for all subjects. The lesson plans developed and distributed by subject advisors to teachers were not supposed to be taken at face value. Teachers were expected to voluntarily interact and familiarize themselves with the planned lessons before implementing them in the classroom. Some teachers were interacting with the lesson plans to suit the context and kind of learners they are dealing with. However, common lesson plans, give security and quality to lessons when well designed. However, they could make teachers lazy and less creative. Some teachers explore more widely in their lesson planning, than

somebody else who use his/her own imaginations and plan for somebody else at a different environment (Ref.).

Immediately after the review of NCS Grades R-12 by the Ministerial Task team, and through its recommendations, a single comprehensive and concise curriculum and Assessment Policy statement (CAPS) was developed. CAPS was implemented as a new NCS curriculum, starting at the FET band as from 2012 in grade 10, 2013 in grade 11 and 2014 in grade 12 respectively. During CAPS implementation, teachers were no longer required to develop former formal lesson plans, but just what is called a daily plan showing, for example, a topic to be taught, duration of a lesson, date of lesson, resources to be used, assessment form, etc (Business Studies CAPS Training Manual (2011)). This is a suggestion that could differ from teacher to teacher, and without getting into details of how a lesson will be presented, for example, the following template was suggested in Business Studies by Subject Planners, and teachers were made flexible to come up with their own inputs in this regard:

Table 2-3: Daily planning planning

SUBJECT GRADE TERM

Topic	Content	Date Started	Completion Date	Resources Used	Assessment

These daily plans are one of the documents expected to appear in the teacher's working file.

A study about pedagogical practices of Business Studies by Sithole and Lumnadi (2013) in Botswana points out clearly that Business Studies is a practical subject, Therefore, as learners in Business Studies are prepared for future participation in the economy and business sector, Business Studies lessons need proper planning. Business Studies subject matter needs teachers to keep abreast of developments in the

business world and accommodate such changes in how to plan the content lessons they teach. Planning is one of the most important pillars of any implementation plan. There is common saying that 'if you fail to plan you plan to fail'. Without a plan the teacher will not have focus on what exactly is to be done in the implementation of the Business Studies NCS.

2.8.3 Assessment

Assessment in the National Curriculum Statement is an integral part of teaching and learning (Business Studies SAG, 2005; Business Studies Grades 10-12 Provincial CASS Guideline 2008; CAPS Training Manual, 2011). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgment about a learner's performance (National Curriculum Statement Grades 10-12 (General), 2003). There are many reasons why learners' performance is assessed, namely, monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, and guidance, supporting learning, certification and promotion. There are four types of assessment, namely, baseline, diagnostic, formative and summative assessment (National Curriculum Statement Grades 10-12 (General), 2003).

2.8.3.1 Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do.

2.8.3.2 Diagnostic assessment

Diagnostic assessment is when an assessment is used to discover the cause or causes of learning barrier. It assists in deciding on support strategies or identifying the need for professional help or remediation.

According to the National Diagnostic Report on Learner Performance 2013),NCS provides the opportunity to present valuable diagnostic information that should provide useful feedback to improve teaching and learning. The report is based on qualitative data from subject reports, which have been compiled by the chief markers, internal moderators and subject specialists during the marking process as from year 2012 and 2013 NCS examination. It contains the diagnostic analysis of the NSC examination data, identifies weaknesses and strengths in learning and teaching and provides concrete feedback to the systems. On the other hand the education sector is then expected to be responsive to its planning and intervention design to address the weaknesses and enhance the strengths, thus leading to improved learner outcomes in subsequent years.

2.8.3.3 Formative assessment

Formative assessment is used to give feedback to the learner and it is a crucial element of teaching and learning. It monitors and supports the learning process and all stakeholders use this type to acquire information on the progress of learners (National Curriculum Statement Grades 10-12 (General), 2003). Black, and William (1998), concurred that it is an assessment for learning which is taken at varying intervals throughout a course to provide information and feedback that will help improve the quality of student learning.

Key Elements of Formative Assessment (Black, Paul and Dylan Wiliam, 1998):

1. The identification by teachers & learners of learning goals, intentions or outcomes and criteria for achieving these.
2. Rich conversations between teachers & students that continually build and go

deeper.

3. The provision of effective, timely feedback to enable students to advance their learning.
4. The active involvement of students in their own learning.
5. Teachers responding to identified learning needs and strengths by modifying their teaching approach(es)

2.8.3.4 Summative assessment

Summative assessment is used to record a judgement of the competence or performance of the learner. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning, should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence

2.9 Monitoring and support

According to the Annual Performance Plan (2013-2014), the programme called Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are fundamentally directed towards improving learner performance. Monitoring is a continuous process of ensuring that the implementation of the plan is proceeding smoothly. It involves managing the project by tracking its progress and making adjustments as necessary (Walsall Council 2006). Monitoring works hand in hand with support as they improve efficiency and quality, track inputs and outputs and ensure that the job is done well. Hence, school heads and district officials as custodians of curriculum implementation, have to monitor it.

2.9.1 Monitoring and support by the SMTs and District officials

Though the interested stakeholders in education (such as, the government, parents and the community) are also playing a major role in monitoring and supporting education, according to Ornstein et.al., (2004) curriculum implementation must be supervised and monitored by those empowered to do so by the Ministry of Education. In the case of the studied area, this includes District Subject Advisors, the SMTs and the District managers. The supervisor provides direction and guidance and makes sure teachers have the skills to carry out the change (Ornstein *et.al.* 2004). They further argue that effective supervisors realize that they must adjust their tactics to the situation and participants.

2.9.1.1 Monitoring and support by the SMTs

Changes in the education system need proper monitoring and support plans for those who will be on the ground implementing the curriculum. The people who are supposed to be monitoring and giving support to the teachers at the school level are their SMTs or immediate supervisors, HoDs, Deputy Principals and the school principals. Schools can also get support from outside the school, through District Education Specialists and Subject Advisors (Ornstein & Hunkins, 2004). The Commonwealth Secretariat (2003) initiative on principal training and support reflects an understanding that, the success of teaching and learning depends on the principal's skill in organizing and managing the professional and administrative life of the institution. On the other hand Kotler (1996), says successful school improvement is 70-90 percent leadership and 10-30 percent management. It is widely recognized and agreed that one of the essential factors influencing school effectiveness is the nature and quality of leadership and management provided by each principal (Commonwealth Secretariat, 1993). The above argument is in line with a study by Zame, Warren and Trinetia (2008), in Ghana that reveals the leadership needs of principals in the Ghana Education system. The research reveals that Ghana faces leadership challenge related to principals'

professional development, and this is alert to policy makers to institute educational reform that addresses principals' leadership in basic needs.

Kitayi and Van der Westhuizen (2002) study, also concurred with the above leadership training problems of principals in Kenya as well. Both the studies maintain that today the work of the principal is complex, as it requires principals to be knowledgeable about curriculum, learner growth and development, assessment and best teaching practices. In Ghana there is a disparity between the academic performance of learners in public basic and private schools (Zame, Warren and Trinetia, 2008). They argue that if public basic schools are to be effective and close the learner achievement gap, then their principals must possess the leadership proficiencies necessary to manifest effective schools. They argued that during their research there was no comprehensive reform initiative that addresses the need to develop principals' leadership proficiencies. As it stands, individuals are promoted to the principal position without extensive leadership training. Also there are no educational institutions that focus solely on preparing principals to lead basic schools. Hence, Ghana faces a leadership challenge with respect to the preparation of principals who have experienced rigorous training in leadership, where the researcher of this current study is of the opinion that the situation revealed as a challenge in the Ghana education system. Kouzes and Posner (1995) identified five leadership practices such as:

- Challenging the process
- Inspiring a shared vision
- Enlisting support of others and enabling them to act
- Setting an example through behavior and
- Encouraging perseverance in others to obtain the vision

On the other hand, Leithwood (1992) proposed that leadership comprised three elements such as:

- Collaboration and shared decision making
- An emphasis on professionalism and empowerment and
- Understanding change and encouraging it on others

According to Ubben, et al., (2007) managing and organizing the schools' day to day functions comprise primarily management tasks and there is a difference between management and leadership. Management is concerned with order and organization. Management operates from a problem solving perspective, while leadership is about creating a vision, harnessing, focusing, liberating, empowering and aligning the organizations' intellectual capital to achieve its goal (Hopkins and Jackson, 2003). Effective leaders reduce tensions and build excitement and pride in the organization (Conger, 1989).

The findings of the study by Zame, Warren and Trinetia (2008) suggest that principals perceive their role as that of manager rather than leader. The study further suggest that while administration and management are important, leadership seeks to accomplish more than just an orderly environment. Assessing pupil performance and staff development are two critical areas of leadership and are integral to an effective school. Assisting teachers to improve their teaching through analysis of data is an important leadership function. Continuous learning for teachers to improve their skills is central to effective schools. A teacher corps equipped with best pedagogical practices and theory about student learning can make a difference in the kind and quality of learning taking place at a school (Zame, Warren and Trinetia, 2008).

On the other hand according to Bogler and Nir (2010) teacher empowerment seems to have a much stronger impact on teacher satisfaction when it takes place in an organizational context that supports individuals. Hence, school leaders need to focus on different qualities of satisfaction that they wish to promote. There is much evidence in the professional literature that advocates the importance of employee satisfaction which, in turn, affects professional conduct (Judge et al., 2001a; Liu and Ramsey, 2008). In the educational realm, teacher satisfaction is considered influential in its relationship to school effectiveness and school outcomes; therefore, it is conceived of as a key factor in improving school performance (Thompson, Senk & Beckmann, 1997; Sargent and Hannum, 2005)

On the other hand social exchange theorists, by means of their exchange idea, say employees feel obligated to repay the organization beyond what is expected of them within the formal role definition in response to the goodwill of organization (Rhoades and Eisenberger, 2002). The exchange idea assumes that both employers and employees will take into account the needs of the other when needed (Hochwarter, Kacmar, Perrewe & Johnson, 2003). According to Hochwarter et al.,(2003) trust is an important element within the exchange relationship associated with perceived organizational support (POS). Perceived organizational outcomes, such as effective attachment and obligation to the organization (Shore and Wayne, 1993), job performance (Maertz et al., 2007), withdrawal behavior (Eder and Eisenberger, 2008) and job satisfaction (Eisenberger et al., 1997).

According to Eisenberger et al. (1986) employees develop global beliefs concerning the degree to which the organization values their contribution and cares about their well-being. These beliefs represent the employees' perception about their organizational support. When trust prevails, the employees believe that they will be rewarded for their good deeds, and the organization assumes that by providing adequate rewards, it will bring about the employees' continued positive behavior (Hochwarter et al., 2003) that may result in increased job satisfaction. Therefore, it is expected that teachers who believe that their school is committed to them and acts voluntarily on their behalf will feel a high level of job satisfaction, and will consequently strive to improve their performance. As stated by the organizational support theory, employees develop a sense regarding the extent to which the organization appreciates their contribution and cares about their well-being (Eisenberger et al., 2004). This is a state that, if the organization indeed contributes and cares about their well-being, may result in an increase in their affective commitment to the organization. According to Bogler and Nir (2010) empowerment, on the other hand is used by organizational leaders as a means to express the appreciation and support of their employees. According to Short et al., (1994) empowerment is a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems

Also according to Chimezie (2013), one way of improving classroom teaching and learning in educational system is through giving support to teachers and business teachers in particular by encouraging and motivating them through proper provision of needed teaching materials required for effective impartation of knowledge to the learners. Principals should monitor the implementation of teachers' instructional roles to ensure that they prepare their lesson plans in line with the curriculum objectives and deliver them in conformity with the allotted time range, since it is a known fact that when teachers perform well in the classroom, learners will likely perform better academically.

Even with good curriculum content and processes in place, attention needs to be given to mechanisms that will support curriculum (The Alberta Teachers' Association, 2008). Without adequate funding and resources, the best curriculum becomes difficult to implement. Implementation of new curriculum requires that draft programme and resources are evaluated through a pilot project, approved programmes and resources are available at least eight months prior to implementation and sufficient funding is available for teacher in-service and purchased of approved resources. An important support mechanism to the delivery of curriculum is the provision of library services via libraries and qualified teacher librarians, these services can bolster all levels of instruction.

Also, findings of a study by Chimezie (2013) in Nigeria revealed that the practices of Business Studies teachers do not conform to the expectations of Curriculum Planners in that teacher-centred and learner-centred pedagogy appears to be dominant mode of instruction in schools. The school inspectorate, the National Business Studies Panel and school administrators should monitor and ensure that the delivery of business education is done according to stipulated curriculum and set standards as well as enforce the fulfillment of pedagogical practices set in the syllabi. If teachers are deviating from prescribed teaching methodologies, it is the responsibility of school administrators and heads of Business Studies departments to ensure that the best standards in the teaching and learning of the subject are complied with and this will be further explored in this study

According to Guidelines for implementation in 2012 of the Indian Government and its Department of School Education and Literacy, continuous up-grading of professional and academic capabilities is necessary not only for practicing teachers but also for teacher educators. Therefore, special emphasis would be given in the plan for professional renewal of teacher educators. Refresher courses for teacher educators in government and government aided teacher education institutions would be identified and supported to offer specially designed refresher courses to teacher educators.

2.10 Summary

This chapter outlined theoretical frameworks which will inform the study. The chapter further reviewed other studies on teacher qualification and experience, teacher specialization of Business Studies teachers, teaching methods, and assessment in the implementation of Business Studies NCS, learning and teaching support material as well as monitoring and support systems in place. Finally, studies on continuous professional development for teachers were also reviewed. The following chapter discusses the methodology adopted by the study in order to find answers to the research questions.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the implementation of the Business Studies curriculum by the secondary school teachers in the Fort Beaufort Education District. This chapter focused on the research paradigm, research design, sample and sampling techniques, instruments of data collection, data collection procedures, data analysis, measures to ensure trustworthiness, and ethical considerations.

3.2 Research Paradigm

According to de Vos (1998) the first thing to be done by a researcher, it is to outline the paradigm that underpins the study as a frame of reference. Creswell (2007) says a paradigm is a set of assumptions, values or beliefs about fundamental aspects of reality which give rise to a particular world view and serves as the lenses or organizing principles through which researchers perceive and interpret reality. On the other hand, Terre Blanche and Durrheim (1999) view paradigms as background knowledge that tells us what exists, how to understand it and most concretely how to study it.

Paradigms are all encompassing systems of interrelated practices and thinking that define for the researcher the nature of their inquiry along three dimensions namely; ontology (what is knowledge), epistemology (how we know it) and methodology (the process of studying it) (Creswell, 2003). According to Khumwong (2004) there are

different paradigms used currently namely, positivism, interpretive and post-positivism. This study sought to investigate the implementation of Business Studies NCS by secondary school teachers in the Fort Beaufort District and was conducted within the interpretive paradigm.

3.3 The interpretive paradigm

This study was located in the interpretive paradigm. This paradigm is characterized by a concern with the understanding and experience of individuals, and with meaning. The central endeavor in the interpretive paradigm is to understand the subjective world of human experience (Cohen & Manion, 2005). To retain the integrity of the phenomena being investigated, efforts are made to get 'inside the person's head' and to understand from within (Cohen and Manion, 2005). On the other hand, Terre-Blanche and Durrheim (1999), describe an interpretive researcher as a person who wants "to make sense of feelings, experiences, social situations or phenomena as they occur in the real world and therefore want to study them in their natural setting".

This paradigm was relevant to the current study because the research questions are interpretative. The main contrast between interpretivism and positivism is that, whereas positivism focuses on the way social reality exists externally to the people, the interpretivist approach stresses the way that people shape the society (Kultar (2007). Maree (2007) concurred that, social life is distinctively human product as interpretivists assume that reality is not objectively determined, but is socially constructed, hence interpretive approach is sometimes referred to as a constructivist approach to research. Because existence is viewed in this way, interpretivists are committed to an epistemology which embraces social constructivism and knowledge as meaning in particular contexts and made possible by social interaction (Denzin & Lincoln, 2003).

This paradigm allowed the researcher to find out detail about multiple realities in the teachers' different perceptions of their implementation of the Business Studies

curriculum. Since the purpose of this study was to investigate teachers' implementation and thus understanding of the NCS when they teach Business Studies, there was a need to address the problem using an interpretive approach.

3.4 Research Design: The Case Study

A case study is an approach where the focus is on a case, which could be a study of an individual person, a group, a setting, an organization or institution (Robson, 1993). It is therefore an approach that involves conducting an in-depth investigation of such a case (Jupp, 2006). In this research a case study design was chosen since it allows the researcher to concentrate on a specific situation and attempts to identify the range of interactive processes within a short period of time (Swann & Pratt, 2003; Babbie & Mouton, 2004; Leedy & Ormrod, 2005). One of the reasons for the emergence of case study as a research design is that researchers were becoming more concerned about the limitations of quantitative methods in providing holistic and in-depth explanations of the social and was conducted in order to investigate the implementation of the Business Studies NCS. The focus of the research was on teachers teaching Business Studies from Grades 10-12 in 4 selected secondary schools in the Fort Beaufort District. Through the use of the case study approach, the researcher was able to gather considerable data from 4 secondary school principals, 6 Business Studies teachers and 36 learners, 3 other districts subject advisors and 1 provincial subject planner. Through a case study, a researcher was able to go beyond the quantitative statistical results and understand the behavioral conditions through the actor's perspectives. Case studies are qualitative in nature and allow for a large amount of data. A case study can also be described as an intensive description and analysis of a phenomenon or social unit such as an individual group, institution or community. It is a specific instance that is frequently designed to illustrate a more general principle (Cohen, Manion & Morrison, 2006; Nisbet & Watt 1984:72). The case study research design was adopted because it allowed the researcher to gather large amounts of data.

In addition, a case study uses a number of instruments of data collection such as document analysis, questionnaires and interviews, for example, which would allow the researchers to study the respondents in their natural settings. In this study, data were collected through interviews and document analysis in order to triangulate the data and findings about the implementation of Business Studies curriculum in six high schools in the Fort Beaufort District. Despite having much strength outlined above, case studies also have limitations. According to Yin (2009), the two disadvantages about a case study design are that many times, the case study researcher has been accused of sloppy behavior and has allowed equivocal evidence or biased views to influence the direction of the findings and the conclusion. In the light of this warning, care was taken by the researcher to avoid any bias to the study. The researcher took precaution against this weakness by adhering to ethical considerations and using different types of data collection tools as a form of triangulation.

3.5 Population, sample and Sampling

3.5.1 Population

According to Williman (2006) population is defined as the total quantity of things or cases of the type which is the subject of your study. The population of this study currently and according to Education Management Information System (EMIS) (2014), in Fort Beaufort Education District, where this study took place, indicates that there are 34 secondary schools in the Fort Beaufort District offering Business Studies, 34 principals in the district and 42 teachers in the district, 1953 learners in the district and 1 district subject advisor. It is from this population that the researcher chose her sample.

3.5.2 Sample and Sampling

A sample is the part of the population that is to be studied (Sarantakos,1993). Samples are thought to offer more detailed information and a high degree of accuracy because they allow the researcher to deal with relatively small numbers. According to Babbie and Mouton (2005) all members of a population can never be studied, and that is why a sample is selected from which data may be collected and studied. In the population given above a sample of 6 teachers; 4 school management team members (principals); and 36 learners was chosen from 4 different secondary schools in the Fort Beaufort district.

Respondents were chosen through purposive sampling technique. According to Cohen et al.(1989) purposive sampling is a form of sampling technique to obtain data from smaller group or subset of the total population On the same note, McMillan and Schumacher (2006) have a similar view by describing purposive sampling as the selection of particular elements from the population by the researcher that will be representative or informative about the topic of interest. McMillan et al (2006) further argue that the main aim of purposive sampling is that the researcher handpicks the cases to be included in the sample on the basis of their judgment and typicality.

On the basis of the researcher's knowledge of the population, a judgment is made about which subjects are to be selected to provide the best information to address the purpose of the research (Babbie & Mouton; 2001) which is to look into the implementation of Business Studies curriculum in secondary schools in the Fort Beaufort District. The purposive sampled schools were easily accessible and were offering Business Studies from Grades 10-12. They also had more learners doing Business Studies, and above all the inconsistency of learner performance was observed, hence the interest in the schools.

3.6 Data Collection Procedures

3.6.1 Access to the sites

The researcher formally requested permission from the Eastern Cape Department of Education to conduct research in the research sites. During the visit the letter of permission from the Eastern Cape Department of Education, the letter of consent from the University of Fort Hare and the background of the study was presented to principals when seeking permission to carry out the study in schools. The letter of consent also made it explicitly known to the participants that they had every right to withdraw from participation at any level of their involvement should they wish to do so. They were made aware that they were not obliged in any way to continue participating in case they felt their comfort was under threat (Yates, 2004). A declaration to the effect that under no circumstances will the researcher interfere with the normal programme of the school was made and the fact that the identity of the school and that of the participants would be kept anonymous at any level of reporting on the study was confirmed in the letter of consent (Yates, 2004). Prior arrangements and appointments were made with principals before schools were visited.

3.6.2 Data Collection Instruments

The researcher used the following instruments to collect data: interviews, and document analysis.

3.6.2.1 Interviews

Interviewing is the predominant mode of data or information collection in qualitative research (de Vos et al., 1998). Babbie & Mouton (2001) concur and say the basic

individual interview is one of the most frequently used methods of data gathering within the qualitative approach. Seidman (1998) in de Vos et al,(2005), states that one interviews because one is interested in other people's stories and stories are way of knowing. Qualitative studies typically employ unstructured or semi-structured interviews. Unstructured interviews are also known as in-depth interviews.

Qualitative researchers often use in-depth interviews as they are concerned with the perspectives of the participants in the way they understand the social world and the meaning things have for them (Yates, 2004). On the other hand, qualitative researchers use semi-structured interviews to gain a detailed picture of a participant's beliefs about, or perceptions or accounts of a particular topic while simultaneously allowing the researcher and participant much more flexibility in the process.

These types of interviews are especially suitable where the researcher has some particular interest in complexity or process, or where the issue is controversial or personal (de Vos, et al., 2005), as is the case in this study, and should therefore be allowed maximum opportunity to tell the story. In this study, semi-structured interviews were used, allowing some flexibility in the individual interviews as the conversations progress. Semi-structured interviews are flexible, allowing the form of questions to be adapted and new questions brought up during the interview in response to what the interviewee says. This was well-suited to the in-depth nature of the purpose behind the interviews, namely, the implementation of the Business Studies curriculum in the Fort Beaufort secondary schools.

However, the basic interview questions were carefully planned in such a way as to prevent the interview from becoming just casual conversation (Cohen and Manion, 1989). This study used interview guides during interviews with all the participants at the schools that have been selected. In this study, interviews were tape-recorded and all recordings of the sessions were transcribed in narrative form with identification codes made of each interviewee. Notes were also taken to supplement the tape recorder or to

be used in case there was any technical failure or other unanticipated problems with the recording devices.

Therefore, interviews are a useful way of getting large amounts of data quickly and are an especially effective way of obtaining depth in data. On the other hand, participants may be unwilling to share, and the researcher may be asked questions that do not evoke the desired responses from participants (de Vos et al., 2005). Furthermore, the responses could be misconstrued or even, at times, untruthful. Face-to-face, semi-structured interviews were conducted with the Business Studies teachers, principals, subject advisors from other districts, and a provincial planner. On the other hand, focus group interviews were conducted with the learners doing grades 10, 11 and 12.

3.6.2.2 Focus group interviews

Morgan (1997:6) in de Vos (1998) describes focus groups as a research technique that collects data through group interaction on a topic determined by the researcher. Participants are selected because they have certain characteristics in common that relate to the focus group (de Vos et al., 2005). The group is “focused” in that it involves some kind of collective activity. Krueger & Casey (2009) explain further that the researcher creates a tolerant environment in the focus group that encourages participants to share perceptions, points of view, experiences, wishes and concerns, without pressurizing participants to vote or reach consensus.

According to Krueger & Casey (2009), the purpose of focus groups is to promote self-disclosure among participants. Focus groups are useful when multiple viewpoints or responses are needed on a specific topic. This can be obtained in a shorter period of time than individual interviews. The synergy of the group has the potential to uncover dynamic emotional processes, which determine behavior to such a large extent. Focus groups create a fuller, deeper understanding of the phenomenon being studied (Kingry et al., 1990:125), in de Vos (2005) and they stimulate spontaneous exchanges of ideas, thoughts and attitudes in the “security of being in a crowd” (Nyamathi & Shuler,

1990:1284) in de Vos et al., (2005). On the other hand focus groups can be quite costly and requires researchers who are skilled in group process because bias may be a problem.

In this study, 36 learners participated in three focus group discussions. Three focus group discussions were conducted in each school of study. Each focus group comprised 3 learners including both male and female learners. These learners were studying Grade 10, 11 and 12 at each of the 4 selected schools, and had been studying Business Studies NCS. The learners shared their views and perceptions on the implementation of the Business Studies NCS. Focus group discussions with learners was an essential data gathering tool for this study in that the responses provided an in depth view of the implementation of the Business Studies NCS .

All interviews were tape-recorded and subsequently transcribed, and notes were also taken for cross-checking purposes. At some schools the participants brought up issues that were mostly the focus of the study, namely, the implementation of Business Studies curriculum in the secondary schools of Fort Beaufort district. All group interviews were conducted in a friendly way and in a conducive atmosphere, and there were no interruptions of any kind.

3.6.2.3 Document analysis

Within the context of qualitative research, another method of collecting data is the study of documents. The study of documents involves the analysis of any written material that contains information about the phenomenon being researched (de Vos, 2005). The study of documents may help answer questions that interviews may have missed to address. The researcher studied official documents in order to fill in the gaps left open by other data gathering strategies, such as the interviews in this case.

According to Bailey (as cited in de Vos, 2005), official documents are documents that are compiled and maintained on a continuous basis by large organizations such as

government institutions. Such documents are more formal and structured. They include documents such as minutes and agendas of meetings, inter-office memos etc..

In relation to this study, the researcher analyzed documents such as the attendance register, school schedules and any other documents which may reveal the implementation of Business Studies NCS. For instance, as a basis for comparing Business Studies teaching and learning against the benchmark set out in the Business Studies National curriculum statement (Grade 10-12) used in the former outgoing NCS as well as the current CAPS document used in the new NCS, the lesson plans, teacher's and learners' files with evidence of school work, were analysed. Other documents which were analyzed were learners' note books, to get information on the frequency, amount and regularity of written work allocated by teachers to learners, as well as the regularity of such assigned work. Data were also sought on the consistency of the teachers' marking of work. From these documents the researcher was looking for teaching and assessment policies, retrieval of books policy, implementation of Business Studies NCS and the kind of support and monitoring that teachers were given by SMT and the district. A major advantage of document analysis is that documents showed the reality of the situation and a clear picture of what is going on in the implementation of Business Studies.

3.7 Data processing and analysis

The data collected from the interviews and observation was analysed following the spiral data analysis technique of Leedy and Ormrod (2001), which involves:

- Firstly, organizing all data into small units of information like sentences, individual words or stories,
- Getting the sense of what the small units of information are saying and identifying categories and themes,
- Further classifying the information into sub-themes and sub-categories, and

- Putting together a more narrative, sense-making summary of what has been said.

The researcher compared the information from the interviewees with the information from the structured observations.

Qualitative data were coded systematically according to specific concepts and themes:

- Qualification and experience of teachers teaching Business Studies
- Learning and teaching support materials in Business Studies.
- Implementation of Business Studies Curriculum (teaching strategies/methods used by teachers to teach Business Studies, learner challenges in learning Business Studies and assessment in Business Studies).
- Support mechanisms which have been put in place by schools and the Department of Education.
- Monitoring strategies for curriculum implementation.
- The themes were then analyzed to address the main question which seeks to investigate the implementation of the Business Studies curriculum secondary school teachers in the Fort Beaufort district. The researcher compared the information from the interviews with the information from document analysis.

According to Nieuwenhuis (2007:99), qualitative data analysis tends to be an ongoing and interactive (non-linear) process, implying that data collection, processing, analysing and reporting are intertwined, not merely a number of separate, successive steps.

This study began the process of data analysis by transcribing *verbatim* audio-taped interviews. The results were cross-checked with the participants. The raw data from the interview was coded so as to come up with data sets. Responses were treated according to research questions the respondents were responding to. The researcher also referred to the transcriptions, and arranged the data listed under each research question. By so doing the researcher was able to compile data sets for each research

question. The study also came up with inductive themes related to each question. The same process was used to analyze data obtained by and document analysis.

3.8 Measures to enhance validity and trustworthiness

Despite the realization that total objectivity is neither achievable nor necessarily desirable in qualitative research, researchers are required to put aside assumptions so that the true experiences of respondents are reflected in the analysis and reporting of research. Qualitative researchers need to use reflexivity to identify areas of potential bias, and to “bracket” the latter so that their influence on the research process is minimal (Ahern, 1999). The ability to put aside personal feelings and preconceptions is more a function of how reflexive one is rather than how objective one is, because it is not possible for researchers to set aside things about which things they are not aware (Ahern, 1999). Bracketing refers to an investigator’s identification of, and attempts to put aside, vested interests, personal experiences, cultural factors, assumptions, and hunches that could influence how the researcher views the study’s data (Fischer, 2009)

Methodological triangulation, which is the use of a number of complementary data collection methods such as interviews and document analysis, was employed in order to enhance reliability in this study (Cohen and Manion, 1989). Exclusive reliance on one method may bias or distort the researcher’s picture of the particular slice of the reality under investigation. Thus, the researcher saw it fit to ensure that the data generated are not simply artifacts of one specific method of collection. This confidence can only be achieved as far as normative research is concerned when different methods of data collection yield substantially similar results.

The following strategies were also adopted to minimize the researcher bias: audio recording of interview data, verbatim accounts so that direct quotations from the transcribed data can be used to illustrate the analysis, and low-interference descriptors

(such as learners' gestures, facial expressions, emotions and so forth) will be used in writing up the research findings (McMillan & Schumacher, 2010).

The researcher also ensured the participants were at ease by guaranteeing the confidentiality of information, as well as the participants' anonymity and privacy. The researcher sincerely requested that the responses given by the participants be honest as much as possible in order to arrive at conclusions that can hopefully assist everyone involved in the teaching of Business Studies curriculum.

3.9 Ethical considerations

The researcher will develop an informed consent letter for participants to sign before they engage in the research, with a brief explanation of the purpose and nature of the study, so that individuals understand the nature of the research and its likely impact on them. The letter will suggest that the participants have the right to participate voluntarily and the right to withdraw at any time, so that they are not coerced into participation. The researcher will guarantee the confidentiality of the information as well as the participants' anonymity and privacy.

The use of participants' time and school time will be respected. The procedures of the study will be made clear, so that participants can reasonably expect what to anticipate in the research –revise this sentence- it does not read well-. Participants will be given the right to ask questions and to obtain a copy of the results. Both the participants and the researcher signed agreements to these provisions.

The researcher complied with the research code of ethics spelt out in the University of Fort Hare Faculty of Education's handbook of Postgraduate Qualifications Policies and Procedures 2008, and therefore the researcher observed the respondents' right to privacy, anonymity, confidentiality, informed consent and security. Finally, as a form of

appreciation for the participants' time, and any inconvenience, the researcher availed them a copy of her research report for those who would like to read it.

3.10 Summary

In this chapter, basic research paradigm and its justification, research design issues such as the research approach were examined, as well as related research methodologies, data needed to be collected, sampling, data collection tools and protocols as well as data analysis procedures. Amongst numerous research methodologies, a most suitable and appropriate methodology was selected. The decision to choose the methodology was influenced by the population and the sample the researcher used. Data collection tools and methods were determined by the nature of the population used in the study.

The adopted qualitative approach enabled the researcher to collect different types of data from respondents. Data solicited using interviews, focus groups and document analysis assisted the researcher to have better knowledge on implementation of Business Studies curriculum. The data analysis procedures and themes were discussed. Ethical considerations were also discussed and adhered to. The next chapter focuses on actual data presentation, analysis and interpretation.

CHAPTER FOUR

4 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The previous chapter laid out the research design and methodology. This chapter focuses on the presentation of the qualitative data solicited from respondents through semi-structured interviews, and focus group interviews. A tape recorder was used to record data from interviews and focus group discussions. The aim of this chapter is to present information collected on the main research question which is: How do teachers implement the Business Studies Curriculum in the selected high schools in the Fort Beaufort District?

The data in this study was compiled from interviews with respondents which were then transcribed into written text. Respondents comprised six teachers, four principals, thirty six grade 10, 11 and 12 learners, three subject advisors and a provincial planner. Teachers, learners and principals are purposively selected from four high schools in the Fort Beaufort District of Education. There are twelve focus groups with three learners each. The data is presented according to the five major themes in the interviews such as: the qualifications and experience of the teachers, materials used by the Business Studies teachers, implementation of Business Studies, support mechanisms available for Business Studies teachers, and monitoring strategies for Business Studies teaching and learning.

Important documents were also analyzed, namely, Business Studies NCS and CAPS document, teachers' and learners files. The chapter begins with the presentation of the profiles of the respondents. The respondents have been coded and identified as follows:

Business Studies teachers: T1-T6

Principals : P1-P4

Focus groups : FG1-FG12

Subject Advisors : SA1-SA3

Subject Planner : SP.

In addition schools were coded as S1-S4. The coding of the respondents is school-matched as presented by the table below:

Table 4-1: Coding of respondents

School	Focus group	Teacher	Principal
S1	FG5, FG6, FG7	T1-T2	P3
S2	FG3, FG4, FG11	T3-T4	P4
S3	FG8, FG9, FG10	T5	P2
S4	FG1, FG2, FG12	T6	P1

4.2 Background of the schools

The schools given in table 4.1 start from Grade 8-12, but the study was situated between Grade 10-12 Further Education and Training (FET) band, forms the main focus of the study. The total number of learners from these schools varies from 161-690. Most of these learners travel 2-4 kilometers on foot to and from school on daily basis, while some learners who travel at least 10 kilometers are provided a school transport system by the Department of Education. They are also provided school nutrition in a form of a lunch meal per day to fight poverty and encouraging school attendance by learners.

These are day schools which consist of a principal and heads of departments (HODs), and only one school which has a deputy principal among them. It is the norm of the Department of Education to use 1:30 ratio of teacher distribution at schools. This means that a school is allocated a teacher per 30 learners, and this means the lesser the number of learners, the lesser the number of teachers that will be distributed.

4.3 Biographical data

The first section of this chapter presents the biographical data of the respondents. Biographical data reveals the gender, age, academic and professional qualifications, specialization and experiences of the respondents. Their qualifications, specializations and experiences may show their level of understanding and the way they implement the Business Studies curriculum. Therefore, the educational background provided by the respondents are assumed to give a picture of the level in which they are likely to understand the implementation of Business studies. Again their teaching experience assists in determining whether the respondents have appropriate knowledge of their work and how to implement the curriculum. There is also a strong belief that gender and age are influential to give a picture of the level in which they are likely to understand the implementation of the Business Studies curriculum.

4.3.1 Gender of Teachers and Principal respondents

Table 4.2 below shows that there were 4 principals and 6 teachers at the 4 different secondary schools selected for the study. This table shows that most principal respondents (3, 75%) were males while 1 (25%) was a female. Again the table shows that most teacher respondents (4, 67%) were males while (2, 33%) were females. Generally this means that schools had more males as principals which translates to more male teachers being in the leadership positions in Fort Beaufort secondary

schools. It was also established from the data that some schools have more than 1 Business Studies teacher in the FET band as shown by table 4.1 above. Table 4.2 also shows that most Business Studies teachers were males in most of the selected secondary schools.

Table 4-2: Gender distribution of teachers and principals

Gender	Principal	%	Teacher	%
Males	3	75	4	67
Females	1	25	2	33
Total	4	100	6	100

4.3.2 Age and experience of teachers

The ages of the teachers interviewed were sought as it is assumed that older teachers have better experience and syllabus understanding than younger teachers with the assumption that old teachers are more matured than their younger colleagues. Experience of teachers in teaching Business Studies is useful because having more experience means being able to give more information and providing a more indepth discussion with the challenges which are confronted in the classroom.

Table 4.3 below shows that the majority of teachers respondents (5, 83%) were in the age ranges (30-39) and (40-49). For instance, the experience of 2 teachers in the age range of (30-39) was between (6-10) years There was only one teacher in age range (40-49) with 5 years experience. The second one had 10 years and the third one over 11 years of teaching experience. There was only 1 (17%) teacher interviewed who was in age range (20-29) with more than a year of experience.

Table 4-3: Age and experience of teachers

Age	Experience in years	Frequency	%
20-29	1-5	1	17.0
30-39	6-10	2	33.0
40-49	1-11+	3	50.0
50-59	0	0	0.0
60+	0	0	0.0
Total		6	100

Table 4.3 data revealed that most of the teachers were mature and highly experienced. The data further indicated that there was a correlation between age and experience as old teachers had more years of teaching experience as compared to the younger teachers. This could suggest that these teachers who have been in the service for a long time could use their experience as teachers to make the new with regard to the teaching of Business Studies to produce positive results. At the same time, though the table indicates that there are experienced teachers in the teaching profession, they might not be experienced in teaching Business Studies. The following comments were made by some of the teachers who were interviewed in relation to their experience in teaching Business Studies:

T5:

As someone who has never been trained in this field, calculations (related to Accounting) challenge me, and however I ask for help.

This was a Business Studies teacher from S3, and also, his principal also commented in this way:

P3:

He does not have training as a Business Studies but has training in a BA degree and specialization in Xhosa and History

4.3.3 Age and experience of Principals

The experience of the management team can assist teachers to develop teaching skills and good knowledge on supervisory practices, as this could be a difficult task by an inexperienced school leader. Therefore Table 4.4 below shows the number of years of leadership experiences of principals of schools under study.

Table 4-4: Age and experience of principals

Age	Experience in years	Frequency	%
20-29	0	0	0
30-39	0	0	0
40-49	11+	1	25.0
50-59	1-11+	3	75.0
60+	0	0	0.0
Total		4	100

The results of Table 4.4 make known that one principal (1, 25%) interviewed was in age range (40-49) years. This table further reveals that the majority of the principals interviewed (3, 75%) were in age range of (50-59) years, with one principal between (1-5) years of experience while others are over 11 years of experience. It can be observed that most of the principals of the selected schools are matured and experienced, though all of them are not Business Studies specialists.

4.3.4 Qualifications of Business Studies teachers and Principals

This study further sought the professional qualification of teachers and Principals so as to establish whether they were suitably qualified in their relevant positions. The qualifications of teachers and Principals were presented and analyzed according to the

highest academic, professional qualifications and qualifications in Business Studies specialization. They are presented in Tables 4.5, 4.6, 4.7 and 4.8.

4.3.4.1 Academic qualifications of principals and Business Studies teachers

The academic qualifications of both the principal and teacher respondents were also investigated. They are shown in Table 4.5 below.

Table 4-5: Academic qualifications of principals and Business Studies teachers

Academic Qualification	Principal	%	Teacher	%
Bachelor of Arts (BA)	4	100	1	17
Bachelor of Administration (BAdmin)	0	0	1	17
Bachelor of Commerce (BComm)	0	0	1	17
Bachelor of Education-Commerce (Bed Comm)	0	0	1	17
Std 10	0	0	2	33
Total	4	100	6	100

Table 4.5 above reveals that the academic qualifications of 100% of the principal respondents had the Bachelor of Arts degrees. This shows that they are adequately qualified academically, though this might not make them ready to supervise Business Studies because their qualifications are not relating to commerce. This also reveals a big concern of how this subject is supervised for better implementation in the schools selected. However, it would be better if these schools had the Heads of Department (HODs) to supervise the implementation of Business Studies. The data further revealed that only S3 that had an HOD for commercial subject and who was a Business Studies teacher at the school, who commented in this way during an interview:

T5:

As someone who has never been trained in this field, calculations (related to Accounting) challenge me, and however I ask for help.

Also, his principal further commented in this way:

P3:

He does not have training as a Business Studies teacher but has training in a BA degree and specialization in Xhosa and History.

The above principal further commented in this way:

Our teachers are not trained to do Business Studies hence they are encouraged to network with other Business Studies teachers within the area.

The above interviews revealed that though the HOD had a good level of education, might not be in a better position to supervise the Business Studies the academic qualification did not include Business Studies. S1 had acting HOD co-opted by an SMT to perform the supervisory duties because of staffing shortages. This may imply that the employment status of this teacher which indicates he was not officially employed might make him not perform well as he is not paid for extra duties.

S2 and S4 had no HODs and a principal from S4 commented in this way:

P4:

I cannot answer specifically about difficulties in content experienced by Business Studies teachers, as Business Studies is not my area of specialization.

On the other hand the Business Studies teacher when asked about the support mechanism from school, she commented in this way during an interview:

T6:

The support we get from our school is only when textbooks are bought and we receive them, and we do not have an HOD to further representing us to a DoE.

4.3.4.2 Professional qualifications principals and Business Studies teachers

The researcher investigated and established the professional qualifications of both the teacher and principal respondents to get an insight about their capacity in supervision and implementation of the Business Studies curriculum.

Table 4-6: Professional qualifications of principals and Business Studies teachers

Professional qualification	Principal	%	Teacher	%
Senior Teachers' Diploma (STD)	0	0	2	
Advanced Certificate in Education (ACE) (Tourism)	0	0	0	33
Bachelor of Education-Commerce (Bed Commerce)	0	0	1	17
Higher Diploma in Education (HDE)	4	100	1	17
Post Graduate Diploma in Education (PGDE)	0	0	2	33
Total	4	100	6	100

Table 4.6 provides the professional qualifications of the teachers and Principals. The table further shows that all respondents are fully qualified to be in the teaching profession as all of them hold professional teaching certificates. Furthermore, Table 4.6 reveals that all the principal respondents, 4 (100%) had HDE, which is done after a junior degree has been obtained. Moreover, the data further revealed that the 2(33%) teacher respondents had STD, which is done after a matriculation certificate has been obtained, the other 2(33%) obtained PGDE, which is done after a junior degree has been obtained, 1(17%) obtained BED in Commerce and the other 1(17%) obtained an HDE, which is also done after a junior degree has been obtained. All the above qualifications prove that the respondents are skilled teacher personnel with proper

qualifications recognized in South Africa pertaining the implementation of the curriculum and teaching in the classroom. The next table presents the specialization of the Business Studies teachers.

Table 4-7: Specialization of Business Studies teachers

Specialization	Teacher	%
IsiXhosa	1	17
Business Economics	2	33
Business Studies	2	33
Accounting	1	17
Totals	6	100

The study sought to establish the specialization of teachers since this had a direct bearing on the implementation of the NCS in the Business Studies curriculum. The way one conducts lessons is dependent on the knowledge he/she possesses in that field. It becomes easier for an individual to teach a subject where one is an expert compared to a subject where one lacks knowledge and skills. The teacher may lack confidence in a subject where he/she lacks knowledge (Rogan & Grayson, 2003).

The researcher investigated the subject specialization of Business Studies teachers. According to the information gathered, all teacher respondents specialized in History. Table 4.7 above shows that the teacher respondents 2 (33%) who also qualified in STD, had specialized in a former Business Economics in the Old Nated 550 curriculum. Nevertheless, most current Business Studies teachers were former Business Economics teachers and having Business Economics qualification to teach. These were the same teachers trained by the DoE to implement Business Studies NCS curriculum. The table also indicates that the other 2 (33%) of teacher respondents had specialized in Business Studies. Information further reveals that one other respondent (17%) had specialized in IsiXhosa and the remaining one (17%) in Accounting.

Some of the teacher respondents had not specialised in Business Studies and they were not adequately qualified. Interviews with Provincial Curriculum Planner for Business Studies, Accounting and Economics (SP) revealed how the qualifications required for teachers should be in order to teach Business Studies. He commented in this way:

SP:

A teacher's diploma with Business Studies or Economics as a major and or perhaps Business Management and Economics 2.

Also the other Districts Subject Advisors commented in this way:

SA1:

Business Studies teachers must hold a teacher's diploma and degree with Business Management/Studies as a major for FET teaching,

SA2:

One needs to qualify in Bachelor of Commerce General and majoring in Business Economics, Economics and a background of Management. All this needs to be coupled with a profession in teaching,

SA3:

Business Studies teachers must qualify on Level 2 of this subject and above.

The above comments support that the teachers qualifying to teach Business Studies will be the teachers who specialized in the former Business Economics/Business Management and as well as the ones who specialized in the current Business Studies. On the other hand, when one respondent teacher (T2) was interviewed he pointed out that although he specialized in Business Economics which seemed relevant to teach the current Business Studies NCS, there are some challenges. He commented in this way during the interview:

T2:

Firstly, the year before the subject was launched, during nated 550 curriculum (i.e in Business Economics), I got 100% pass rate. Immediately thereafter and

during the launch of Business Studies, results dropped to 56% pass rate. I was also confused with the new knowledge that came with changes in curriculum.

The worse part during year 2012, I got 0%(I was also in a long sick leave). But we are now improving for the good, as June results reflected this year,2013.

The above interview shows that the DoE still needed to organise further intervention programmes to equip the former Business Economics teachers with adequate support that will make them clear and confident in implementing the new curriculum. On the other hand, one principal and teacher respondents of the same school had the following comments, regarding the issue of specialization:

T5:

As someone who has never been trained in this field, calculations (related to Accounting) challenge me, and however I ask for help.

Also, his principal further commented in this way:

P3:

He does not have training as a Business Studies teacher but has training in a BA degree and specialization in Xhosa and History.

When one Business Studies Subject Advisor was interviewed he pointed out clearly that Business Studies needed specialization and encouraged teachers to register and study Business Studies so as to be in a better position to implement the specifics of the subject. One other teacher respondent who specialised in Accounting commented in this way during an interview:

T4:

I do not have challenges.

Interviews with the teacher respondent (T4) above supports the information given by some Subject Advisors that a Business Studies teacher is needed to qualify in a Bachelor of Commerce degree as its courses interrelates. T4 qualified in this degree and specialized in Accounting and Economics. The next table presents the

specialization of the principals managing and supervising the above Business Studies teachers.

4.3.4.3 Specialization of Principals in Business Studies

Table 4-8: Specialization of Principals in Business Studies

Specialization	Principal	%
Commerce	0	0
Science	0	0
Social Sciences	4	100
Services	0	0
Agriculture	0	0
Total	4	100

Table 4.8 above reveals that all the 4 (100%) principal respondents specialized in Social Sciences and not in Commercial subjects. It has to be noted that all the principal respondents had not specialized in Business Studies but they were still managing the subject. It was discussed prior above that most of the schools lack Business studies HODs due to staffing issues. The above information about principal respondents shows that they are adequately qualified academically, though this might not make them ready to supervise Business Studies because their qualifications are not relating to commerce, and this could affect the implementation of Business Studies negatively.

4.4 Teaching and Learning materials used by Business Studies teachers

There are quite a number of resources needed by schools to enhance the quality of teaching and learning among learners. Among these resources schools need functional and appropriate teaching and learning materials to help learning to be effective.

4.4.1 Types of teaching materials

The study sought to investigate the materials used by the Business Studies teachers in the schools selected, since types, sources, availability, quality, shortages and assessment catered for, of material resources are likely to affect the full implementation of the Business Studies curriculum.

Table 4-9: Business Studies teaching and learning materials available in the schools

Schools	Business Studies teaching and learning materials available in the schools
S1	<i>Textbooks, teacher developed notes, pamphlets, duplication from variety of textbooks, NGO/Santam material</i>
S2	<i>Textbooks, NGO/Santam material</i>
S3	<i>Textbooks, NGO/Santam material</i>
S4	<i>Textbooks, newspapers, magazines, NGO/Santam material, previous question papers and memos, NCS documents</i>

Table 4.9 reveals textbooks as the most frequently reported Business Studies teaching and learning materials in schools. However, other materials such as, charts, magazines, newspapers, NGO material, previous question papers and memos and NCS documents seem not to be used by all schools, perhaps were also available in small quantities at some schools. As a result this may result in learners not benefitting fully in the learning process hence the cause for failure rates.

4.4.2 Sources of Business Studies Materials

The study sought to find out about the sources of Business Studies teaching material. A common experience in the schools under study is that teachers would place an order for books which are needed for a particular phase with the funds allocated to the school by

the Department of Education. The following respondents commented in this way in this regard:

T2:

The Department is giving assistance to our schools. Also a District subject advisor responsible for Business Studies is doing her best in supplying the LTSM, though the availability is not adequate. The belief is that, this might be due to lack of funds in the Department.

For example, the subject advisor will send one copy of each type of material to a cluster of schools, so that the cluster can share it and each school makes its own copy out of the sent copy.

T6:

Some materials that are also provided by the department are not enough, for example, Study guides. Ratio of distribution varies in each year.

P4:

There are available textbooks however some learners do not have textbooks hence sharing amongst learners is encouraged.

SA2:

To some extent they are available because each year a school is required to order. However the government experiences financial challenges and therefore not every learner receives a textbook.

SP:

The budget allocated to schools is influenced by the number of learners however the budget is sometimes not enough hence textbooks are not enough and learners result to sharing.

The above respondents were some of the Business Studies teachers, principals, subject advisors and a provincial planner selected for this study. They confirmed that the Department of Education has been assisting in the area of the provision of teaching materials, though not adequate due to lack of funds from the DoE. Some other teaching materials, like newspapers, magazines, teacher-developed notes etc, were provided by

schools and teachers, while the others were provided by NGOs, namely Santam to help boost the provision of learning materials for Business Studies in schools.

4.4.3 Availability of textbooks and other teaching materials in Business Studies

The challenges around teaching and learning materials were expressed during the interviews with teachers, principals, learners and some subject advisors selected for this study. This was evident in the following comments from the following respondents:

T1:

No, textbooks are not enough, learners are sharing a textbook in a ratio of 2:1. A learners' classroom is using two different textbooks.

This means that some learners in a class are sharing, for example, Enjoy series, while others are sharing Focus series.

T3:

Textbooks are not enough. Fewer learners that do not have textbooks.

The following focus groups of learners representing, grade 10, 11 and 12 from different schools selected for the study were also interviewed on other problems they face when doing their home works. They commented in this way:

FG1:

There are not enough textbooks when it is time to study because they are stolen by other learners who have lost theirs.

FG 7:

Shortage of textbooks.

FG 12:

Our problems at times do not understand the questions. Moreover at times we do not have textbooks at home because we share textbooks amongst ourselves as opposed to each learner having their own.

The lack of adequate materials was also echoed by some subject advisors and a provincial planner as highlighted by the learners. The following responses were also recorded:

SA2:

To some extent they are available because each year a school is required to order. However the government experiences financial challenges and therefore not every learner receives a textbook.

SP:

The budget allocated to schools is influenced by the number of learners however the budget is sometimes not enough hence textbooks are not enough and learners result to sharing.

On the other hand the two respondent principals, P1 and P2 below commented as if the teaching material is enough at their schools, while their Business Studies teachers, T1 and T2 revealed the shortage of textbooks and the negative impact they have on the implementation of curriculum. The following responses were also recorded:

PI:

Learners do have textbooks.

P2:

Material is available, it is always there and available.

On the other hand, it was revealed that some of the principals pretended not to be familiar about a lack of teaching materials in their schools. A lack of support on the part of the principals in this regard could be a reason why some teachers felt frustrated. In this instance, it was the principal who should have been responsible for all that was going on in the school, but they seem to be not aware of the challenges some teachers faced in terms of Business Studies teaching and learning materials.

4.4.4 The quality of textbooks for Business Studies

Different respondents were asked to comment on the quality of Business Studies textbooks in schools. It was revealed that teachers used different textbooks in the selected Fort Beaufort District schools. They compared the books they used, and

selected one that was best suited for the topic they were dealing with. The following is T2 and T6's comment in this regard:

T2:

The quality of some Business Studies (BSTD) material differ from one book to another. Prior, Enjoy Business Studies text book series was used in our school and found to be lacking some content.

The subject teacher assessed Focus Business Studies series and found it meeting the requirements expected out of an acceptable book. Therefore Focus Business studies was ordered for learners while Enjoy Business studies was used as a reference.

T6:

Quality is good. Almost every aspect of the content has been addressed.

The principal respondent also commented in this way:

P1:

Excellent quality because their guidelines are in accordance with NCS,

and one of the Gr12 group of learners when asked which new topics they feel could be added in the Business Studies syllabus commented in this way:

FG8:

No other addition needed, because the topics we are doing provide all the information we need to study about to start a business.

On the other hand, some of the subject advisors supported all the above comments in this way:

SA2:

It is good because authors of these books are guided by NCS/CAPS policy document and they have been subjected to a screening by examiners and book selectors. It is good because it based on the syllabus.

4.4.5 The extent to which shortages of teaching materials in Business Studies affect the teaching and learning of Business Studies

On account of the vast numbers of learners coming from poverty stricken homes, respondents were in agreement regarding the fact that the shortage of teaching and learning materials hindered the schools in successfully managing curriculum as some learners had to share text books and this made it difficult for the learners to be given home works. One subject advisor and a provincial planner supported the above statement and commented in this way:

SA3:

Most of the parents do not assist because they are from poverty stricken areas. A few who afford for their kids or give them money photo copy the materials.

SP:

It varies from the school whether it is a disadvantaged school or not because parents are not responsible for buying textbooks, which is the government's responsibility. Hence their contribution is dependent on their willingness to participate.

Data were also sought on the extent to which shortages in Business Studies teaching materials affect the teaching and learning of Business Studies, as this is bound to have a bearing on the implementation of the Business Studies curriculum. The two teacher respondents commented in this way regarding the shortage of textbooks:

T1:

Some learners are affected by the shortage and they end up not doing home work. So both teachers and learners are affected because if learners are ordered to do home works by teachers, it ended up being stories of not getting members of a group for sharing a text book, and not doing the homework.

T2:

There is a negative effect because at home learners are expected to work as individuals while the text book is shared by a group that is not staying together. This is happening even during exam time, and this make the low standard of results.

On the other hand some principal respondents, P1 and P4 agreed and commented in this way:

P1:

When teachers give homework to do it becomes difficult for those learners without textbooks to do their work hence this negatively impacts on the results for this subject.

P4:

It is damaging and crippling the teaching-learning process. Both teachers and learners depend and need textbooks.

Also the following subject advisors agreed as follows:

SA1:

Teaching is affected very badly by shortages because learners need the textbook to study after each topic has been taught in class.

SA3:

Syllabus is not fully covered as the teacher needs to write notes to bridge up the gap.

As well as the provincial planner, who echoed in this way:

SP:

It is a disadvantage for schools because even teachers rely on one textbook and learners depend on notes and photocopies. Therefore shortage affects school to a large extent.

It is evident from the above information that the capacity of the provincial department in providing additional teaching materials is still limited. This was among the major issues mentioned by subject advisors affecting implementation of Business Studies as they discussed provision of textbooks and learner support materials to schools.

Furthermore, documents such as the minutes of the subject meetings of the Business Studies teachers or committees that discussed challenges surrounding the subject were analyzed. They confirmed the shortages of teaching and learning materials in Business Studies. These challenges revealed the negative effects on the implementation of the Business Studies curriculum because sharing of textbooks by learners appeared to slow

down the speed at which these teachers could teach. Indications are that shortages of textbooks and other teaching materials affect both the learners and teachers. It is perceived by many to consume time and increase the teachers' workload as some teachers had to develop and supply notes to learners as well as to develop other additional materials such as photocopied materials from variety of textbooks in a bid to try and provide enough teaching materials for the learners.

4.4.6 Advises on other LTSM means in Business Studies which could assist in effective teaching BSTD curriculum

Different advises were offered by the respondents on what other means could be used to supplement the gaps and shortfalls experienced in BSTD LTSM's which could assist in effective teaching of Business Studies curriculum. Most of the comments were as follow:

TI & T 2:

The school at times has no money, as the department allocates the limited funds. Sometimes the department do allocate supplement budget called a top-up to add to the shortages in textbooks. As learners loose textbooks at times, the school solution in this regard is to let them share textbooks, for example, in ratios of 2:1, 3:1 etc.

As the school lacks funds, it only managed to buy two teachers' reference books for the Bus Studies.

P1:

Various sources whereby materials might be obtainable such as NGOs should be consulted. A back-up for the shortages is an application to have.

SP:

The budget for buying stationary should be increased so that each learner can at least have a textbook. The private sector and all interested should be involved in the provision of teaching material.

The above teachers, a principal and a provincial subject planner acknowledged that it might be a challenge to obtain adequate LTSM given the fact that the Department of

Education does not have sufficient funding and due to poverty many parents are not able to make their contributions so that teaching materials can be bought for the learners. Their suggestions were that the DoE should increase its allocation of LTSM budget to schools, while on the other hand the private sector and all interested should be involved in the provision of teaching material.

T3:

Learners can also visit businesses in the community to gather information or expose them to internet.

I think, we as teachers we need to be technological orientated, for example. Exposed and trained to get skills on how to present lessons by means of technological equipment, eg use of a laptop and data projector.

T6:

Business Studies is a practical subject and therefore educational excursions/tours are needed to be done. This will enable learners to link what they have studied in the classroom to the outside practical environment. Also, entrepreneur day is also relevant, although it was planned it could not take off during the time it was planned for. It is also desirable to receive financial support from the Department to support the idea of excursions.

T3 and T6 acknowledged that Business Studies is a practical subject and therefore learners needed to be exposed to the real world to apply their classroom knowledge so as to increase their knowledge more and more. On the other hand P4 below commented in this way:

P4:

Provision of learning material - they need to be at schools in good time and they need to be of quality.

Consequently the majority of principal respondents argued that the system of financing is not favourable to them, especially when it comes to purchase of learning resources. They claimed that they received the funds from the province towards the end of the year in October, after having suffered to do all the processes that need funds at school from the beginning of the year until the last term of the schools, hence this exacerbated the problems they were currently facing with regard to teaching Business Studies in schools.

SA2:

I would advice radio lessons for learners to review topics and concepts; in service training for teachers with regard to the new curriculum.

One of the subject advisors, SA2 suggested that schools must encourage learners to listen at Business Studies TV/radio lessons as well as CDs and DVDs provided by different media . These lessons are prepared by experts in Business Studies as well as Business studies subject specialists as this would help them to improve their knowledge on Business Studies.

The opinions of the learners were also sought, through the focus group interviews, on the quality of the textbook they were using. The majority of the learners agreed that the Business Studies textbooks are simple to understand, have enough examples, and are of good quality.

4.5 Implementation of Business Studies

The implementation of the Business Studies (BSTD) curriculum depends on variables such as the teacher's specialization, interest, training, level of confidence and commitment, all of which contribute to the teacher's capacity to implement the programme (Rogan and Grayson, 2003)

The study sought to investigate the teaching methods used in Business Studies lessons, planning of lessons by Business Studies teachers, assessment methods used to assess Business Studies, the performance of Business Studies learners, areas or skills (SKAV) found difficult to teach in Business Studies, learners' challenges and attitudes in learning Business Studies, subject specialization and other subject thought with Business Studies and solutions in teachers' minds regarding the challenges.

4.5.1 Teaching methods used in Business Studies lessons

According to current South African Department of Education (DoE; 2008), teaching should be learner-centred, allowing space for learners to be active participants in their own learning, and sometimes even in the design of what is to be learnt in the classroom. The feature of curriculum reform (NCS) was the promotion of learner-centred pedagogy (Chisholm,2004). According to Bernstein's Competence curriculum models, in learner-centred approach, learners take control of their own learning (Gultig, Hoadley & Jansen,2002). They are active, creative, and self –regulatory. The role of the teacher is seen as a guide and facilitator, compared to the traditional approach where teaching tended to be teacher-centred with a focus on good explanation, question-and-answer sessions, and individual writing by learners.

On the other hand, in the traditional approach content was often abstract and theoretical and unrelated to most learners' experience of the real world, or the development of their competence to deal with the world (Chisholm,2005; Gultig, Hoadley & Jansen,2002). The impact of the teacher and the teaching that goes on in the classroom has been identified by numerous studies as the crucial variable for improving learning (Rogan and Grayson, 2003). Hence, the researcher sought to establish strategies and teaching methods used by teachers in teaching Business Studies since they are an important component of the implementation of NCS in the Business Studies curriculum. The table below shows the methods used in the teaching of Business Studies in the FET band.

Table 4-10: Teaching methods used by teachers

Teacher	Lecture or telling	Team teaching	Group discussion	Demonstration and or Presentation	Jig saw puzzle	Q & A Method	Text book
T1	✓		✓			✓	
T2	✓	✓	✓	✓			
T3	✓		✓			✓	✓
T4				✓	✓		
T5			✓	✓			✓
T6	✓		✓	✓		✓	
Total	4(67%)	1(17%)	5 (83%)	4 (67%)	1(17%)	3(50%)	2(33%)

When the new NCS curriculum came into existence the new methods of teaching that are learner-centred were introduced. During the research interviews teachers were asked about teaching methods or strategies they are required by the NCS policies to use in their Business Studies lessons. They were further asked which they use normally and why they use them frequently. Their responses are shown in Table 4.10 above.

This table shows that more 4 (67%) teachers use the lecture method frequently. Some of the teacher respondents commented in this way:

T1:

I normally use telling or lecture method for introducing and explaining the lesson to learners. To check understanding from learners I use question and answer method. These are methods that I normally use for involving the learners in a lesson, so that I understand if they understood or not, so that I can repeat with further explanation where there is a need.

T2:

Most of the time as I have said, I present and do most of the work on my own for learners avoiding time to be wasted by learners. Sometimes, when doing easy sections I then let their involvement and presentation of the lesson by them.

Lecture method falls under old methods of teaching because it is teacher centred. If the majority of teachers are using this method as the above table suggests, then it means

teachers are still facing challenges to implement the new methods of teaching Business Studies curriculum. On the other hand the table shows that there are also more teachers 4 (67%) that use presentation or demonstration method which are learner centred as per the requirements of the curriculum. The data further shows that the majority of the teachers 5 (83%) use group discussion method which is learner centred. Learners should be exposed to group work, for example, the project, so that they can learn to work as team in Business Studies, let alone some teachers lack the skill of managing groups to work effectively.

The data also reveals that few teacher respondents 3(50%) using question and answer method, while 2(33%) use a text book method such as reading from text books for the students and explain where necessary. One teacher (17%) use a team-teaching and also another one (17%) used a jig-saw puzzle methods. The teacher respondent using a team-teaching method commented in this way:

T2:

This year there is a second Business Studies teacher in my school, and we normally club, that is helping each other by being together in one and the same class sometimes, for example when learners do not understand certain content.

The data further shows that the majority of teacher respondents use more than 3 teaching methods, for example T2,T3 and T6. Again the researcher observed that teachers mostly combined the teacher-centred with the learner-centred methods that are needed by NCS policies.

Again the data on the table further shows that teachers used a combination of teaching methods, and mostly where teacher centred methods are combined with learner centre methods. T1 ,T2 and T3, for example used a combination of at least 3 different methods; and predominantly the lecture method, (question and answer) and group discussion methods. On the other hand T2 used a combination of the lecture method, presentation and a rare team-teaching method .Table 4.10 further indicates that T4 used presentation and a jig-saw puzzle method, while T5 used the textbook method coupled with group discussion and presentation.

It can be observed from the data presented above that most Business Studies teacher respondents used a variety of teaching strategies to deliver their lessons, and moreover mixing the traditional approach with the NCS teaching approaches as highlighted by the combinations given above. Thus it may be assumed that using the traditional approach is related to the high teacher learner ratio as highlighted in the preceding paragraphs. Only T5, who made use of only two learner-centred approaches, namely a jig-saw puzzle and presentation methods. If therefore the majority of teachers found it comfortable for them to mix the old teaching approaches with the new approaches, then that is an indication that there is a problem with regard to use of new methods in Business Studies classrooms which require that the teacher should act as a facilitator and not for learners to be treated as empty vessels.

Teachers gave various reasons for using teacher-centred approaches as indicated by the comments from interviewed teacher respondents:

T1:

I normally use telling method for introducing and explaining the lesson to learners. To check understanding from learners I use question and answer method. This is a method that I normally use it for involving the learners in a lesson, so that I understand if they understood or not, so that I can repeat with further explanation where there is a need.

Using these methods, it so easy to pick up clearly about learner involvement, and understanding learner progress as well.

T2:

Most of the time as I have said, I present and do most of the work on my own for learners avoiding time to be wasted by learners. Sometimes, when doing easy sections I then let their involvement and presentation of the lesson by them.

Should I take full control of lesson presentation, I normally manage the time and cover a wide scope of syllabus, than letting presentation by learners.

Also, by clubbing with the second educator, makes the burden easier by helping each other here and there. For instance, last year, during 2012 results, I got 0% pass rate because I was in long sick leave, and could not have enough time to deal with my learners. I noticed that this year, 2013 June results showed greater

improvement and are promising as we are using the clubbing method with a colleague.

The subject provincial planner and one of the principal respondents supported the above reasons of wanting to move faster with the syllabus by teachers, and commented in this way:

SP:

They predominantly use the lecturing method. This method focuses the teachers although the learners are not participating. This method enables the teacher to finish the syllabus at the prescribed time.

P2:

The teacher teaches students; gives learners activities such as projects so that they can participate and become active in learning.

The most common one is the telling method, which is teacher-centered. Question and Answer method is good in throwing tasks to learners, so as to involve them to be active and not be the recipients but contributors. These methods encourage learners to participate and work.

On the other hand, T6 commented in this way about the question and answer method:

T6:

It helps me to identify where learners have problems because when they present a topic I get to see where they fall short and get to correct them.

The principal respondent below highlighted, the importance of using the required learner-centred methods and commented in this way:

P1:

A method that requires to be independent because ultimately it is the child that should be looking for the information.

4.5.2 Planning of Business Studies lessons

It was before the review of the NCS Grades R-12 by a Ministerial Task Team that the DoE provided common lesson plans to all teachers and for all subjects. The lesson plans developed and distributed by subject advisors to teachers were not supposed to

be taken at face value. Teachers were expected to voluntarily interact and familiarize themselves with the planned lessons before implementing them in the classroom. Some teachers were interacting with the lesson plans to suit the context and the kind of learners they are dealing with. Some Business studies teachers just took them as they were; hence they indicated that they got challenged and could not move in some of the already planned lessons in some classes. However, common lesson plans, give security and quality to lessons when well designed. However, they could make teachers lazy and less creative as it would appear they are handed everything on a silver platter causing stunted innovation techniques from them. Some teachers explore more widely in their lesson planning, than somebody else who use his/her own imaginations and plan for somebody else at a different environment.

Immediately after the review of NCS Grades R-12 by the Ministerial Task team, and through its recommendations, a single comprehensive and concise curriculum and Assessment Policy statement (CAPS) was developed. CAPS was implemented as a new NCS curriculum, starting at the FET band as from 2012 in grade 10, 2013 in grade 11 and 2014 in grade 12 respectively. During CAPS implementation, teachers were no longer required to develop former formal lesson plans, but just what is called a daily plan showing, for example, a topic to be taught, duration of a lesson, date of lesson, resources to be used, assessment form, etc. This is a suggestion that could differ from teacher to teacher, and without getting into details of how a lesson will be presented.

Regarding the highlights above about lesson planning, when the teacher respondents were interviewed to describe and justify on their Business Studies lesson planning they commented in this way:

T1:

I firstly identify the topic, its subtopics and concepts, its duration, forms of assessment applicable, check and find relevant resources to be used in the lesson. Planning this way, helps me to have effective teaching always.

T3:

I prepare prior to the lesson, the activities to be done and topic to be taught.

Planning in this way makes me to be creative, and avoids haphazardness of a lesson during presentation time.

Information was sought on whether the teacher respondents did any planning before going to class. Though, the teacher respondents seemed to be planning their lesson before getting to their learner classrooms as per their comments above, document analysis such as their master portfolio files that were reviewed by the researcher were not showing any lesson plans prepared by the teachers, nor the one prepared by their subject advisors. On some few files of some of the respondents that showed guidelines that were written on papers with some points they wanted to explain, for example, some headings having some concepts underneath. When the researcher tried to find out what could be the reason for not having the lesson plans they seem to be doing, all of them claimed to be left on a separate teacher's file at home. Thus, it may be implied that the subject advisor and the teachers were also to some extent to blame for failing to meet the set requirements for deliverance of well-planned lessons to their learners because the information solicited through document analysis regarding lesson planning made the researcher to assume that all the teacher respondent did not perform the lesson planning. This further indicated to the researcher that the respondents simply did guidelines to help them present their lessons. This information might indicate that there is a problem of implementing the Business studies curriculum at schools.

4.5.3 Assessment Approaches used by Business Studies teachers

Assessment in Business Studies is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment (DBE, 2011). In Business Studies, the following forms of assessment are preferred, although they are not the only ones that may be used: Projects, oral presentations, case studies, reports, tests, data responses, and examinations (DoE, 2003; DBE,2011).

Assessment in Business Studies consists of two forms, namely informal or daily assessment and formal assessment. Informal assessment is a daily monitoring of learners' progress, and it can be done through questions and answers, written work completed during the lesson, holding discussions and debates, simulations, open book exercises, class works and home works, practical demonstrations, etc. Informal assessment is used to provide feedback to the learners and to inform planning for teaching. Learners or teachers can mark these informal assessment tasks, but need not be recorded (DoE, 2003; DBE, 2011)

Formal assessment are all assessment tasks that make up a formal programme of assessment (PoA), while in the current CAPS period it is referred as School Based Assessment (SBA), for the year. All these tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained (DoE, 2003;DBE, 2011) . This assessment provides teachers with a systematic way of evaluating how well learners are progressing in grade and a particular subject, eg tests, examinations, projects, oral presentation, demonstrations, etc .

The PoA/SBA for Business Studies in Grades 10 and 11 comprises the following seven tasks which are internally assessed: Assignment, two controlled tests, presentation, a mid-year examination, a project and a final examinations. Six tasks are completed during the school year and make 25% of the total mark for the Business Studies, while the end-of-year examinations is the seventh tasks and makes up the remaining 75%. In Grade 12, assessment is made up of two components: a PoA/SBA (Assignment, two controlled tests, presentation, a mid-year examination, a trial examination, a project and a final examinations), which makes up the remaining 75%.The PoA/SBA for Business Studies comprises seven tasks which are internally assessed. The external examination is externally set and moderated (DoE, 2003; DBE, 2011).

One of the principles of NCS is for the teacher to teach, learners to learn and for the teacher to assess whether the learner has learnt in each and every lesson and not to wait until the end of the week or month as it was in the old curriculum. Teachers are supposed to include assessment strategies in each and every lesson. According to

Learning Programme Guidelines (LPG) assessment is the integral part of teaching and learning. The researcher had to solicit information about approaches or strategies used by teachers to assess Business Studies learners.

Table 4-11: Assessment methods used by teachers

Teacher	Q & A	Classwork	Homework	Tests	Assignments	Research and presentation Projects	Case-studies	Simulations	Debate And Discursion	Exams
T1	✓	✓	✓	✓	✓	✓	✓	✓	✓	
T2			✓	✓				✓		
T3				✓	✓			✓		
T4	✓								✓	
T5		✓	✓	✓	✓					
T6		✓		✓		✓	✓	✓		✓
Total	2(33%)	3(50%)	3(50%)	5(83%)	3(50%)	2(33%)	2(33%)	4(67%)	1(17%)	2(33%)

Table 4.11 indicate that the majority of teacher respondents follow the programme of assessment (PoA/SBA) as planned by the DoE, fulfilling the minimum requirements of assessment activities in Business Studies Grades 10-12. Data on the table 4.11, further revealed that the majority of teachers 5(83%), gave tests more than other forms of assessment, followed by 4(67%) of teachers who gave case studies and 3(50%) who gave class works and home works equally. Data revealed that most of the teachers end up combining some of the techniques when assessing learners. Other teacher respondents' combination seemed to be incomplete, for example, T2 did not mention assignment, project and examinations, though document analysis they were spotted on their master portfolio files. The same applied to T3 and T4 who did not mention the project, examinations and other methods that are compulsory needed by the PoA/CAPS. During an interview teachers were asked about assessment methods used

to assess Business Studies, and the following teacher respondent commented in this way:

T1:

During lesson presentation, I assess learners by applying question and answer method. They are followed by written class works, home works and tests, assignments, research and presentation, projects, case studies, simulation, debate and discussions, short and long tests.

T5:

The relevant approach is whereby learners are given class activities, home works, mini tests and assignments to evaluate their understanding.

The data above shows that all teacher respondents gave their learners both informal and formal tasks, with PoA/SBA included and some were given even more than the required number. The information gathered through document analysis (by analyzing learners evidence of work (both formal and informal) and teacher' master portfolio files, it was revealed that some of the teachers' work, including PoA/SBA were not supervised, nor moderated before and after administration to learners. According to the Subject Assessment Guidelines and the National Curriculum Statement (2003) and CAPS (2011), yet it is a requirement that the PoA/SBA tasks have to be moderated before they are written by learners. When teachers were asked about why they had immoderate tasks, they complained of not having specialized Commerce or Business Studies HODs who could be capable of moderating their Business Studies school work.

Many irregularities were spotted on their assessment work such that they did not comply with what is prescribed by the NCS documents. The set tasks and activities did not make provision for different levels of difficulty, incorrect distribution of marks and the marking tool that is irrelevant and inappropriate for marking the set task. In furtherance to these views, the instructions to learners were not clear and ambiguous, incorrect numbering of assessment tasks and the quality and standard of the developed tasks did not comply with prescribed subject content. Moreover, many irregularities were found in their marking of tasks. One teacher respondent and her school principal commented respectively in this way:

T6:

The support we get is only when we receive textbooks and we do not have an HOD to get support and further represent us to DoE.

P1:

I cannot answer specifically with what is going on in content, as Business Studies is not my area of specialization.

Therefore the majority of teachers were found to be having many irregularities in the whole process of handling and managing assessment in their school, then that is an indication that there is a problem with regard to handle and manage assessment in their schools.

4.5.4 Performance of learners

Another important finding from this study was that the majority of the respondents expressed mixed feelings when asked about their learners' examination results in Business Studies and their feedback. They commented in this way:

T1:

Last year's results were not good at all (0%).I have plans of improving them this year. I am new and arrived during term 2 of 2013 at this school.

Though the results were not mine, but if were mine I would feel ashamed and wanted to do something about them.

T6:

The results at times make me feel frustrated because at June they perform well but in November they do not do so well. The results are not consistent throughout the years.

It tells me that I have not done enough because I need to go an extra-mile. I am willing to go an extra-mile so much that I conduct morning classes.

T1 and T6 showed dissatisfaction about the status of the results of their students, nevertheless, during an interview they seemed to show commitment of improving the low state to a better state of results in the near future. Again document analysis showed that the performance of learners during assessment was not as convincing as most of them performed badly, especially in the Mid-year Examinations. On the other hand while T5 showed satisfaction and motivation, his principal, P2 is not satisfied. They commented differently in this way:

T5:

The learners have been performing very well and are promising good results for the end of the year.

It is a reflection of how a teacher has been doing hence it motivates knowing that there are learners who understand their work. It also helps one to motivate the learners that are not doing well.

P2:

We are not satisfied because our results are not good and lagging behind.

The researcher assumed why his principal is not satisfied could be that the teacher was not specialized in Business Studies. The principal commented in this way during an interview:

P2:

He does not have training as a Business Studies but has training in a BA degree and specialization in Xhosa and History

The two focus groups of learners below were asked about problems they face when preparing for test or examinations. They commented in this way:

FG1:

Towards the end of the year, content taught at the beginning of the year becomes hard to remember. At times we are not exposed to revision and extra classes.

FG2:

Towards the end of the year when time is running out, teachers start giving us projects therefore decreasing study time.

The above comments by learners might indicate that teachers lack assessment planning as some of PoA/SBA tasks, namely project, will be administered to learners at examination period, instead of assisting learners with revision. On the other hand, while one of the subject advisors was happy about their results in their district, the Provincial planner showed dissatisfaction as well and commented differently in this way:

SA1:

The results are good and Business Studies has the best results within the commercial subjects in our district. Therefore we are satisfied however there is always a room for improvement.

SP:

For the academic year 2012 our province was not the top performer hence we are not happy and need to improve.

The Business Studies average pass percentage at EC was 72% in 2012 and the set pass rate target for 2013 is 70% based on the 2012 results. On the other hand, though the results are not bad for the whole province, the Business studies pass rate at Fort Beaufort district was 48.3% in 2012 and had a last rank compared with other EC DoE districts. This information might indicate that there is a problem of implementing the Business studies curriculum at Fort Beaufort schools.

4.5.5 Teachers' challenges in teaching Business Studies

4.5.5.1 Content and Skills (SKAV)

This study indicates that Business Studies teachers found it difficult to teach some of the content such as legislation, quality and investment. This is also part of the new content that came with the new curriculum of NCS. It was discovered that they had little or no information concerning these areas of Business Studies, and as such they were not able to teach effectively when these topics came up in class. Some teacher respondent also highlighted during an interview that they feel that as teachers they lack

presentation skills when presenting their lessons using technology. Therefore, information on difficult content and skills experienced by teachers was sought since they had a direct bearing on the implementation of Business Studies curriculum. Some teacher, subject advisor and subject planner respondents commented in this way:

T1:

The content 'Legislation and Acts' are difficult to teach .They need one to be current with news and politics.

As a teacher I do not understand the Legislation content, (e.g Humans Rights Act and an Employment Act) and am not confident in teaching it. If you are not clear what to teach to your learners, you are going to experience some challenges

SA2:

Legislation contents especially the interpretation of the new laws, because it is mostly practical and forms part of the legal system.

T2:

At the moment am struggling with the concept of quality. The concept was there long ago, but its interpretation now confuses and am not comfortable enough, I once call my colleague to come and interpret it for me.

One of the challenges for example, is to correlate 'Production' with quality. My concern is that as much as I understand 'Good Production', then how do I measure 'Good Quality' and how do I correlate them?

T6:

The calculation challenges, for example, in investments.

The area of calculation is a challenge because I am not mathematical. However I ask for help.

It has been noticed by the researcher that one of the key challenges from the above comments, is the new content and skills needed that came up with NCS curriculum. Also the provincial subject planner, agreed with respondents and commented in this way:

SP:

At a provincial level, difficulty varies from district to district. Sometimes the investments section gives teachers problem. This is because their training did not prepare them to teach them with that particular content.

On the other hand, T4 and T6 voiced out that learners lack communication skills, as English is not their mother tongue language, and this increased their problems in the classroom in regard to listening and research skills. T6 also highlighted her dissatisfaction about the length of the Business study examination paper of 300 marks and written in one session of 3hours. She suggested that this paper could take the format of other subjects that are written as two separate paper of 150 marks and written at different dates so that learners can manage to prepare reasonable scope of work. The respondents commented in this way:

T6:

This subject requires someone who has good communication skills hence it becomes a problem for learners as they are not good at communicating in English.

The language issue and also the time allocated to an exam paper because they do not finish writing their papers. If only Business Studies could be split into two papers in order to divide the content and allow students to have more time when writing the exams.

T4:

The research skills and the listening skills because when I teach the learners today, tomorrow they can no longer remember.

4.5.5.2 Learners' challenges and attitude in learning Business Studies

Information was collected from the learner respondents to find out what could be their challenges and attitudes in learning Business Studies. Data gathered revealed that one of their challenges is the time taken by their teachers to duplicate their textbook information, as they lack textbooks. Learners felt this took too much time from their

tuition, while most groups of learners seemed not to be having a problem with Business Studies content. They commented in this way:

FG 12:

Having a challenge to photocopy pages from textbooks for learners that do not have textbooks because this takes too much time from the subject's period.

FG3:

There aren't any problems because as a class we share opinions, perspectives and different interpretations of the subject which assists in our overall understanding.

Business Studies is broad and provides solutions to social challenges that we face such as HIVAIDS. It also provides solutions to conflicts as well as life lessons.

FG2:

I have gained more knowledge about the business industry. In addition this subject helps us understand how to get involved within the business industry and participate within it. Moreover this subject provides a business-orientated kind of thinking within learners and equips the learners with knowledge on how to solve the various socio-economic issues within our communities.

FG8:

This subject provides essential knowledge that is vital for our career paths for example a career in Human Resources. It also provides life lessons such as giving one idea what kind of mission/goal one should have. Moreover it gives one a vision, motivation and courage about their future as it provides information on how to go further with ones studies.

The above comments by different focus groups interviewed, FG2, FG3 and FG12 showed positive attitudes, interest and less challenges they had in learning Business Studies. Their major challenges observed by the researcher were the shortages of text books and the language used as a medium of instruction which is not their mother tongue which to some extent may make it difficult for them to comprehend the concepts of Business Studies.

4.5.5.3 Other Subjects taught with Business Studies

The researcher also solicited for information on specialization since it had a direct bearing on the implementation of Business Studies curriculum. It becomes easier for an individual to teach a subject where one is a specialist as compared to a subject where one lacks knowledge and skills. The teacher may lack confidence in a subject where he/she lacks knowledge (Rogan & Grayson, 2003).

During an interview, the researcher found out that there were some teacher respondents who taught subjects which had nothing to do with their qualifications. This was also witnessed by document analysis of teacher profiles kept by the District office curriculum section as well as through analysis of school documents. The following teacher respondents commented in this way:

T2:

I teach Business Studies, Economics, Arts and Culture, and Social Science. I did not specialize with Social Science and Arts and Culture and I struggle with them.

T3:

It is just Business Studies, and it is my area of specialization.

T5:

I also teach isiXhosa, History and Arts and Culture. I specialize in isiXhosa.

T6:

I also teach LO and I specialize in Business Studies.

It is noticed that one of the key factors influencing quality curriculum implementation in schools is the qualifications of teachers in their specialized areas (Fullan, 2008). When the Business Studies Subject Planner was interviewed he pointed out clearly that Business Studies needed specialization so as to be in a better position to implement the specifics of the subject. He commented ,for instance , in this way:

SP:

A teacher's diploma with Business Studies or Economics as a major and also perhaps Business Management/Economics 2.

It is for this reason that the qualifications of teachers were investigated to find out their specialization in teaching Business Studies, as well as other subjects taught with Business Studies.

It was revealed in the interviews with teacher respondents above that some of them, besides teaching Business Studies they also taught subjects which had nothing to do with their specialization, for example, Arts and Culture, Social Science, History, Life Orientation, and IsiXhosa. The teacher respondents above who taught Arts and Culture, Social Science, and Life Orientation did not specialize on these subject which are taught with Business Studies.

As a result this, could impact negatively on the implementation of Business studies curriculum as they will demand much time for lesson preparations by teachers because, it becomes difficult for an individual to teach a subject where one is not a specialist as one will lack knowledge and skills. Again it is possible for a teacher that he/she might lack confidence in a subject where he/she lacks knowledge (Rogan & Grayson, 2003).

4.5.5.4 Solutions in mind of respondents regarding challenges

Data from the previous discussion about Business Studies LTSMs revealed the shortages of these teaching and learning materials at schools under the study. Also data were sought on the extent to which shortages in Business Studies teaching materials affect the teaching and learning of Business Studies, as this is bound to have a bearing on the implementation of the Business Studies curriculum. The various respondents commented in this way regarding advises and solutions to the majority of different challenges experienced:

FG7:

Sometimes our answers to questions became wrong due to the fact that we did not understand the questions. Moreover at times we do not have textbooks at

home because we share textbooks amongst ourselves as opposed to each learner having their own.

TI:

It will be wise that the school buy the newspapers (for example, Daily Dispatch, Sunday times, City Press, etc) and teachers expose their learners to articles relating to Business Studies. Again both learners and teachers must be exposed to internet for more information.

P4:

They should try gathering more information (research) about the subject, loving the subject and be prepared to work harder.

SA2:

I would encourage teachers to study the subject as much as possible, compare content from different books when one prepares for ones lessons.

The above respondents, FG7, T1, P4, and SA2, to the shortage of learning and teaching materials at schools as well as gaps in content, they suggested that in order to supplement the shortage gap other materials such as , for example, newspapers, magazines, business articles and internet must be organised by the schools and Business Studies teachers. One of the principals went to an extent of suggesting that the teacher must be a researcher of more information about a subject, have a love of the subject and be a hard worker. On the other hand, one of the subject advisors suggested further that teachers must make use of different references of textbooks, so as to collect and gather more correct content.

T2:

The Department of education can organize continuous workshops to boost knowledge and how to present the subject.

Educators could equip themselves and the Department is not assisting in this regard.

T5:

The engagement at upper level then discussing will all relevant stakeholders whereby then a way-forward solution is crafted in order for teachers to know exactly what to be done.

T6:

There should be a split of the exam paper into 2 papers.

P1:

Teachers have to develop themselves by continuing to study and attend workshops.

On the other hand, T2, T5, T6, and PI suggested that the DoE must assist teachers with continuous workshops for equipping teachers with relevant knowledge and methodology. Also teachers can equip themselves by further reading and studying. At the same time there was a feeling that the DoE at national level should involve all relevant stakeholders during discussions regarding challenges at schools especially on Business Studies. P1, also remarked that the Business Studies final examination question paper for 300 marks at 3 hours is too long and strenuous for the learners, and suggested that it be split into 2 different 150 marks at 2 hours each.

P2:

To give learners more work so that they are always busy and to cultivate the love for this subject within the learners. Business Studies should be made a living subject i.e. they relate the subject to their area.

SA1:

Schools and teacher, irrespective of financial constraints need to take learners to the real world, that is, excursions. This will enable learners to link what is thought in the class with the real world.

P3:

A teacher must think of something they have never done such as offering Saturday. A different approach can help improve the results.

The respondents above, P2, SA1, and P3 had the following suggestions respectively, that learners should be exposed to a lot of information about Business Studies to create a love for the subject, relating the subject the real world by exposing learners to educational excursions. This is to take learners beyond the confinement of the classroom, to where they can experience aspects of the real world for which Business Studies is seeking to prepare them. P3 suggested further that making of different approaches by some teachers, will help to improve the learners' results.

T3:

Lots of presentation skills, teaching teachers how to deliver their lessons/content to learners.

SA3:

To bring case studies relevant in the society of the learners so that they do not isolate the subject from what is happening around.

SP:

There should be exposure of teachers to different teaching strategies that can improve the comprehension of the content.

Again, the above respondents, T3, SA3, and SP during an interview about challenges affecting the implementation of Business Studies curriculum, they suggested that Business Studies teachers should be exposed always and equipped with lots of NCS presentation skills and methodology when preparing their lessons, real case studies. It is believed that with all the above suggestions comprehension of the content by the learners will improve.

Interviews conducted also showed that the principals of the schools under the study were not familiar with the challenges Business Studies teachers faced on the content they teach as they are not specialists in the subject. At the same time it has been already discussed that the teacher respondents, T1, T2, T3, T5, and T6 had no HODs to supervise their Business Studies school work, while one teacher respondent T5, is a Business Studies HOD in his school, but which specialized in IsiXhosa and History. Therefore, the teacher respondents complained regarding these challenges and appealed that the DoE had to review and consider such problems, as they impact negatively in the successful implementation of Business Studies curriculum. One teacher respondent together with her principal, when asked about difficult content in the subject they commented in this way respectively:

T6:

The support we get is only when we receive textbooks and we do not have an HOD to further represent us to DoE, when experiencing content challenges in our subject.

P1:

I cannot answer specifically, as Business Studies is not my area of specialization.

4.6 Support and monitoring available for Business Studies teachers

Curriculum changes that are taking place in the education system need proper support and monitoring plans for teachers who will be on the ground implementing the curriculum. The people who are supposed to be giving support and monitoring the teachers at the school level are their immediate supervisors, heads of departments (HoDs), senior teachers, Deputy Principals and the School Principals (SMTs). Schools can also get support from outside the school, through District Education Specialists and Subject Advisors (Ornstein & Hunkins, 2004), and sometimes through the educational services rendered by the private sector to the DoE.. The study attempted to find out what support is provided by the school principals and the Education Department officials for teachers implementing the Business Studies curriculum in the Fort Beaufort District.

4.6.1.1 Support available for Business Studies teachers at school

The SMTs are expected to play a major role in the giving of support and monitoring at schools. Their role is to advise and mentor educators. They are the education developers, most of the time doing planning, drawing assessment plans, also drawing some policies, monitoring and drawing some guides for the educators regarding the effective implementation of curriculum. They have to moderate, assess and evaluate teachers' work. They also support teachers where they have shortfalls even if it calls for demonstrating lessons where it is necessary.

SMTs are meant to develop teachers in areas where they lack understanding and skills.

The other role of the School Management Team (SMT) is to manage school finances to support curriculum implementation. It is the duty of these members to make some class visits and also give feedback. Principals and HOD's should do class visits to ensure that teaching and learning is taking place. From what was gathered from the interviews at schools regarding the role of monitoring and support, some teacher and principal respondents commented in this way:

T1:

SMT is so supportive, especially because one of its members is a Business Studies teacher, which also specialized in Business Studies. He also helps at classroom situation.

T2:

I am a member of the SMT and managing Commerce department. I always communicate with my Business Studies colleague, wanting to find out what could be a problem and where can I assist. I am always willing to help with the aim of improving the results in the subject. I am also controlling and supervising his work, doing all this in good spirit and good relations.

T3:

SMT topped up the shortage I had in learners' textbooks.

T5:

Yes, the school provides a lot of support in terms of encouragement and the principal checks and reflects on your work trying to correct any mistakes.

P1:

I explain to the learners how this subject is going to affect their lives; locating problem areas such as learners not submitting their projects and not attending school.

P2:

I speak with the learners encouraging them. I encourage the teacher to speak with other people and I also consult the subject advisor making him/her aware of our problem.

P3:

We have a laptop with internet that a teacher might use to access more information then distribute to the learners.

The data above reveals that principals motivated the learners on how Business Studies would positively affect their lives. Therefore, these principals stated that they helped with resources such as laptop to get updated information, requested the attention of district officials when there was a need. On the other hand teacher respondents appreciated the support given to them at schools. however some of them felt that the support was not adequate and they commented in this way:

T6:

The support we get is only when we are bought and receive textbooks, and we do not have an HOD to further represent us on content and other challenges regarding the subject to the DoE.

T6 added further:

The school should assist the teachers by asking where they fall short. Should there be a problem the school and department should intervene and be more visible.

T4:

Yes there is a great support. I will never say that is adequate, until all teachers are well taught at workshops about presentation skills for their lessons.

P4:

The support they need is to have training on how to deal with this subject, and this could be organized by the school and the department.

The above data echoed by T4, T6, and P4 reveals some inadequacy of school support supposed to be offered by SMTs to the Business Studies teachers. This might indicate to the researcher that, as most of the teacher respondents lacked HODs as well as principals that are not specialists in the subject, they found it difficult for them to implement Business Studies curriculum in their classrooms. Also school documents analyzed proved that there was no one at school to support them to moderate, assess and evaluate their Business Studies work. Also, there will be no one to support them where they have shortfalls even if it calls for demonstrating Business Studies lessons where it is necessary.

4.6.1.2 Support available for Business Studies teachers from the departmental officials

The role of districts is one of support and monitoring of school performance. Moreover, the District Curriculum personnel roles according to the Provincial Curriculum Guidelines (PCG) (2009-2010: 23), is as follow:

- Co-ordinate all curriculum functions relating to all subjects within the District and schools, with special focus on the exit points of grade 12;
- Administer all curriculum services and procedures, and distribute policy guidelines regarding curriculum issues;
- Monitor NCS Policy implementation and development;
- Guide and support teachers, organize on-site support, monitoring and evaluation of all curriculum programmes;
- Co-ordinate the orientation and training of teachers to promote professional development;
- Effective management, co-ordination and implementation of assessment policy;
- Establish and maintain curriculum structures that will be instrumental in the implementation of the curriculum; and
- Organize and manage proper utilization of the section budget.

The researcher sought information from subject advisors on how they supported teachers especially on the main problems teachers have in teaching Business Studies, they commented in this way:

SA1:

Teachers showed lack of proper planning and management of tuition time for the subject.

SA3:

Teachers lacked understanding of how marking of the subject is done.

SP:

Understanding the content and the teaching strategies is the teachers; main problem. In addition, also they are not using different ways of assessing the learners.

The above findings are the results found by subject advisors when carrying some of their duties such as, on-site support and CASS/SBA moderation. During school visits subject advisors are also supposed to look at teachers' lesson plans and how teachers developed tasks that are related to their lessons, assessment plans, internal moderation, the marking process, feedback to learners and remedial intervention respectively. In order to unravel further above mentioned challenges revealed by subject advisors, the same procedure is followed during district/cluster CASS/SBA moderation upon tasks suggested by assessment policies.

During an interview, subject advisors responded and commented about their support in this way:

SA2:

With the help of the government, teachers are supported by means of trainings called orientation whereby teachers are trained on the curriculum changes, taught the new content and methodology.

SA3:

On assessment workshops during SBA moderation, Business Studies problems are addressed.

SP:

At provincial level we support through subject advisors, who assist in addressing the content problems. Resources are given to subject advisors who further distribute to teachers.

The provincial planner, showed dissatisfaction on some findings from Business Studies teachers, and he added:

I am not satisfied about methods used by teachers, because there are other methods which can promote learning such as role-playing and enquiry because some teachers are not equipped with the training required to carry out other methods.

Information was also solicited from teachers on the support given to them by the district. The majority of teachers that were interviewed felt that although districts have been supporting them, but they are not performing the roles of policy implementation and provision of support to schools as required. They expressed concern of needing further support, such as adequate training and mentoring on Business Studies content,

presentation skills and methodology, as well as assistance in funds to expose learners on excursions. However, the majority of respondents stated that the support from the department is inadequate. The following respondents commented in this way:

T1:

We are expecting workshops that need to be planned by our Subject advisor, with topics that are problematic for teachers, for example, content-gap workshops.

T2:

Lack of knowledge is a problem, especially if you did not specialize in the subject. We normally attend content-gap workshops, but they are of a short period of time.

The above comment was further supported by the provincial planner in this way:

SP:

Support to schools is indirect because we deal directly with subject advisors. The support given to subject advisors is not adequate because workshops on content for the first three years are not there because of budget constraints in the entire province..

T2:

The Department of education can organize continuous workshops to boost knowledge and how to present the subject.

T4:

Lots of presentation skills, teaching teachers how to deliver their lessons/content to learners.

T6:

The department provides workshops for us to attend. They are inadequate. I would like the department to offer us more exposure to our content.

T2:

Excursions by learners are scarce due to limited school budget, (e.g, where learners could visit Daimler Chrysler to observe the practical process of manufacturing the cars).

We wish the Department of education could be of assistance in this regard, as excursions could boost learner understanding of their subject work. This will automatically improve the learner level of performance.

T5:

We are schools financially suffering hence we cannot take learners on excursions to visit real businesses and be taught practically. Hence support in terms of finance is required.

The data above revealed that though, Subject Advisors give support at schools they do not fulfil their roles as stipulated in the documents. Consequently, provincial officials highlighted the lack of human resource in districts and commented in this way:

SP:

District officials conduct constant support whereby they check content coverage, meeting the teachers to see if they are having problems with certain topics and offer support where teachers are facing problems.

We are not satisfied because we have limited subject advisor who take on many schools, e.g. we have at times one subject advisor in a district servicing three different subject. This makes one unable to support teachers adequately.

The other teacher respondent supported the provincial planner in this way:

T1:

We are having one subject advisor for Business Studies, Economics and Accounting in Fort Beaufort district, and it is difficult to get her always, as she has to visit different schools for these different subjects.

On the other hand, however the respondents below echoed their appreciation of support they received from their Business Studies subject advisor. They commented in this way:

T2:

We do get the support from the department and so far am satisfied, as my Subject advisor also assists at times, for example, in teaching my learners while I was sick and absent from the school.

T3:

Yes I do get her support, sometimes we get the subject advisor to come and teach my learners.

T5:

The frequent visits and telephone conversations are a major support. We are also provided with extra-materials e.g. CDs and past examination question

papers as a supplement to the LTSMs. Also workshops and moderations are held whereby our subject work feedbacks are given.

P2:

We always rely on the support of the subject advisor. We always receive the best of the support and she is free to communicate with. When we are not adequate, it could be due to us and that means it is when we are not clear in what we lack.

P4:

Yes whenever we need them they are always there; they sometimes visit and come teach learners themselves; they check the progress of every Business Studies teacher.

4.6.2 Monitoring strategies for Business Studies teaching and learning

Monitoring is the process of ensuring that plans and policies are being implemented. School principals and District Education Officers have the responsibility to monitor the implementation of the curriculum in schools and give relevant support to teachers. It is the direct responsibility of the principals and the District Officers that teaching and learning take place in schools (South Africa School Act, no 27 of 1996).

Information on monitoring strategies was sought from participant teachers. The following are their comments:

T1:

Yes, monitoring strategies are beneficial. District officials visit schools and do class visits, checking how far the teacher with content coverage is. We are having one subject advisor for Business Studies, Economics and Accounting and it is difficult to get her always, as she has to visit different schools for these different subjects.

P1:

Yes I am satisfied with the monitoring because one often finds them paying onsite-visits hence they are able to locate problem areas.

P4:

Yes I am satisfied with the departmental monitoring strategies, because officials are always in touch with the school and teachers; they are readily available when assistance is needed; they visit the school; they conduct classes when there is a need.

However, T4 echoed his dissatisfaction for an inadequacy of monitoring programme to his school and articulated as follows.

T4:

They do not often come to the school which would really help however they offer workshops.

Conversely, it was revealed from interviews with subject advisors that school visits are not done regularly and that teachers are not getting the required support. This indicates that some teachers may not implement Business Studies curriculum effectively, due to the fact that they are not observed to see what they are doing in class hence taking a relaxed approach. The subject advisor, SA3 and the provincial planner confirmed what T4 revealed.

SA3:

By visiting the school during on-site support and monitoring. I am not satisfied because I do not visit my schools as much as I want because of other programmes of the District and the Province.

SP:

District officials conduct constant support whereby they check content coverage, meeting the teachers to see if they are having problems with certain topics and offer support where teachers are facing problems. We are not satisfied because we have limited subject advisor who take on many schools, e.g. We have at times one subject advisor in a district servicing three different subject. This makes one unable to support teachers adequately.

From the comments and discussion with respondent teachers, principals and subject advisors, there are indications that the monitoring strategies currently used by the district officials are to some extent beneficial to the teaching of Business Studies. On-site support and monitoring is the key strategy used by the DoE, through its officials, encourage and give direction to teachers to work hard and finish the syllabus.

District officials conduct constant support whereby they check content coverage, meeting the teachers to see if they are having problems with certain topics and offer

support where teachers are facing problems. This makes things easier for teachers and learners to get enough time of revision for better learner performance during examinations. However, several of the respondent teachers felt that this form of monitoring should be supplemented with former class visits that used to be conducted at schools by SMTs.

The researcher observed that the process of classroom visits is no more possible in most schools because of the workload that they are having and that the Unions do not approve the visits. Teacher unions claim that teachers know what they are supposed to do because they were trained and therefore need no policing. The school documents analysed from the schools in this study indicated that the school do not do class visits.

4.7 Moderation strategies for Business Studies teachers by district officials

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. It should be implemented at school, district, provincial and national levels, respectively. (Business Studies Curriculum and Assessment Policy Statement (CAPS); 2011) At school level, the Business Studies Programme of Assessment or Formal Assessment (SBA) should be submitted to the Business Studies subject head and School Management Team before the start of the academic year for moderation purposes (Subject Assessment Guidelines; 2005)

Each task in Business Studies which is to be used as part of the Programme of Assessment should be submitted to the Business Studies subject head for moderation before learners attempt the task at hand. Teacher portfolios and evidence of learner performance should be moderated once per term by the head of the subject or his/her delegate.

At cluster/district level, teacher portfolios and a sample of evidence of learner must be moderated twice during the first 3 terms, while at provincial/national level, these must be

moderated once and during the third term (Subject Assessment Guidelines; 2005). All Business Studies Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated (Curriculum and Assessment Policy Statement (CAPS); 2011). The teacher respondents were interviewed on how the district officials moderate the teaching of Business Studies in their schools. They commented in this way:

T1:

Moderation of learners' work takes place during Term 1,2 and 3. Common tasks and tests are set by organized team of teachers and moderated by the other organized team of teachers including the subject education specialist for Business Studies.

We as teachers we wish a Department of education through its District officials can help by responding to the Business Studies problems that have been highlighted at cluster/district levels.

T2:

In cluster or District moderations we assess teachers' work and suggest each other how to do it. We as teachers , we wish District officials could not be found at cluster/district levels only, but even at school levels for finding and discussing the shortfalls.

The district officials at the other time came and help me to differentiate between a project and an assignment which the difference was a challenge to me

T4:

They use a district-based assessment and marks collection. The SBA is not properly done. The SBA (school assessment) should be done at the beginning of the year and should be done thoroughly.

T5:

Yes, they come to schools and call upon schools to meet according to their clusters whereby they moderate and provide feedback on what is good and what is not.

The data above reveals that the teaching of Business Studies is moderated through CASS/SBA moderation at school, cluster and provincial/national level. Moderation is conducted regularly on necessary terms, such as term 1, 2 and 3, and the district officials moderate at cluster/district level as suggested by the curriculum assessment policies. Though, the district officials are following policy procedures, there are teacher respondents, T1, T2 and T4 that seemed not satisfied by the strategy used by the district officials .

Their concern was that when their problems have been picked up during cluster moderation, they should be provided with assistance, district officials must be available as well at school levels so as to identify shortfalls just before teachers go to the cluster moderation. It was also felt that cluster moderation should be done at the beginning of the year. The above concerns might indicate to the researcher that the schools under this study struggle with their assessment tasks at school level as they lack HODs to moderate their work, so that shortfalls might be picked up before going to the next level.

Nevertheless, the district officials are normally having on-site or support and monitoring programmes at the beginning of the year, so as to pick up any shortfalls and give support where and when required. During these programmes, teachers are assessed in their work and of learners, for example monitoring their content coverage, implementing the curriculum according to the NCS policies, giving advises where necessary. The challenge is that the district has staff shortages, where it is difficult to visit all the schools so that they can support the teachers.

4.8 Summary

The chapter analysed and presented data on different aspects regarding the implementation of the Business Studies NCS in the four selected secondary schools in Fort Beaufort district. Firstly, data was analysed and presented on capacity of principals and teachers to implement Business Studies NCS. Some of the issues presented in this chapter are gender of teachers and principals respondents, age and teaching experience, and their qualifications. Secondly, information was also presented on teaching and learning materials as well. Thirdly, information was analysed and presented on teaching strategies and a variety of methods were presented in this section. Data was also presented on some of the challenges encountered by respondents in the implementation of Business Studies NCS. Fourthly, the support mechanisms in place to enable the implementation of Business Studies NCS was revealed. Lastly, data was also analysed and presented on monitoring and moderation strategies in place to enable the implementation of Business Studies NCS. The following chapter will discuss the findings of this study.

CHAPTER FIVE

5 DISCUSSION

5.1 Introduction

The purpose of this chapter is to provide a discussion based on the findings and results of the data presented in Chapter 4. The discussion is grounded on four broad themes that formed the cornerstones of this study, namely: materials (LTSM) used by Business Studies teachers, the implementation of Business Studies (methods/strategies used by teachers to plan and deliver lessons in the Business Studies curriculum, learner challenges in learning Business Studies and assessment of Business Studies Curriculum), as well as support mechanisms available for Business Studies teachers, and monitoring strategies that have been put in place to enable the implementation of the Business Studies curriculum by the school and District office of Education.

However, although the purpose of this research did not include the biographical data of the respondents as one of the themes, the composition of the biographical data tells a very interesting story that the researcher saw fit to discuss. Biographical data reveals the academic and professional qualifications, specialization, experiences, gender and age of the respondents. Their qualifications, specializations and experiences may show the level of respondents' understanding and the way they implement the Business Studies curriculum. Therefore, the qualifications, specialization and experience of teachers teaching Business Studies NCS will add and make the fifth theme of this study.

5.2 Qualifications, experience and specialization of Business Studies teachers

Teacher capacity includes variables such as qualifications, specialization, experience and teacher training. The teachers' own background, training and level of confidence and their commitment can affect the implementation of a programme (Fullan, 1991; Rogan & Grayson, 2003). According to Rogan and Grayson's theory of implementation, schools with non-specialist teachers might find it difficult to implement the designed programme. Specialization had a direct bearing on the implementation of the NCS in the Business Studies curriculum. The way one conducts lessons is dependent on the knowledge he/she possesses in that field. It becomes easier for an individual to teach a subject where one is an expert compared to a subject where one lacks knowledge and skills. The teacher may lack confidence in a subject where he/she lacks knowledge (Rogan & Grayson, 2003).

In the South African Draft policy on minimum requirements for teacher education qualifications (2010), it was noted for FET Phase specialization a knowledge mix to support the teaching of at least one FET subject (Business Studies) is required. The disciplinary basis for teaching Business Studies must include studies of the underpinning disciplines to at least second year university level. In the area of pedagogic content knowledge (Shulman, 1987), all FET teachers must be skilled, *inter alia*, in identifying and addressing barriers to learning within their specialization(s), and in differentiating the curriculum for multiple learning levels within a grade (DoE, 2010). T

The information revealed by this study shows that specialization by Business Studies teachers seemed to be having a challenge. According to the information gathered in (table 4.7, page 54), it shows that the 2 (33%) teacher respondents who also qualified in STD, had specialized in a former Business Economics in the Old Nated 550 curriculum. One of these teachers seemed to be having some challenges about the new NCS curriculum

Also, the other 2 (33%) teacher respondents specialized in Accounting and Economics instead of Business Studies, while the other specialised in History and IsiXhosa. His principal (Business studies teacher who specialized with History and IsiXhosa seemed to be having a challenge. This however, seems to show that Business Studies has a lack of qualified teachers in the selected schools in Fort Beaufort District. According to Jansen, (1999) the lack of qualified Business Studies teachers may have a negative impact in implementing this subject. Moreover, even these teachers' SMT had not specialized in Business Studies and therefore will not be in a better position to support and supervise the Business Studies teachers.

The research findings indicated that the implementation of the Business Studies curriculum in the selected schools in Fort Beaufort district was facing a challenge of the shortage of adequately qualified teachers and HOD's in Business Studies. Some teachers from the district were on temporary contracts and others occupied SGB funded posts and felt that they do not have job security at their schools. Temporary teachers' posts are guaranteed by the Department of Education for three months only of existence and in getting salaries, and their renewal are pending on the availability of government funds. SGBs' posts are just worse, as they are depending on the mercies of rural areas' parents, who most of them are not working as unemployment rate in the Eastern Cape province stands at 43.6 per cent Moreover, there are schools that lost Business Studies teachers due to promotions or transfers to other schools, even outside the district or province. These posts in some schools were never filled due to a school establishment status of the school.

This study confirms that a number of Fort Beaufort teachers and SMT's lacked professional training, specialization and experience in Business Studies and as such had weaker practical instructional skills. The study exposed that inadequately qualified Business Studies teachers from some schools can compromise quality in developing students' skills and their chances of employability. Studies by Rogan & Grayson? (2003) reveal that lack of subject matter knowledge by teachers found in other parts of the world is also a major problem in South Africa. The lack of specialized personnel in the

Fort Beaufort district is a cause for concern in Business Studies as it may have a negative effect on the skills development of students. This could also have a negative impact on the implementation of the in Business Studies NCS.

5.3 Business Studies learning and teaching support material (LTSM)

One of the major objectives of this study was to investigate: types of teaching materials used by Business Studies teachers, sources providing the LTSMs, the extent of availability and shortages of LTSMs as well as the quality of LTSM regarding the content of Business studies curriculum. Resources to offer Business Studies as a subject are the responsibility of the school (DBE, 2011). According to the Business Studies Subject Statement (2003) & Curriculum and Assessment Policy Statement (CAPS, 2011) the following materials should be available in the implementation of NCS Business Studies: Each learner should have:

- Textbooks.

This has been found to be an effective tool for teaching and learning. It should present all the topics in the content overview. Knowledge and concepts should be well scaffolded to provide understanding and insight. It should have variety of activities or exercises that are clear and address different cognitive levels. Each learner should have a textbook per subject to take home to study and do homework.

- Stationery

Other relevant resources such as business magazines, business articles, bulletins, news papers, access to internet, TV sets, DVD players (see section 1.2.6- for both learners and teachers). In the studied area textbooks seem to contribute immensely towards the development of both technical skills and knowledge as they are the source of information. Fullan's (1991) model of change confirms that textbooks are an important factor in the implementation of curriculum.

This study reveals that all the schools which responded to the study their main role player in the provision of LTSM is a Department of Education, though some shortages are experienced by most schools due to the lack of funds in the department. On the other hand schools are always challenged by insufficient funds and do not manage to fund shortages in LTSM. The study reveals that the effect of this shortage made learners share textbooks in an average of 2:1. This study also collected the suggestions of the teacher respondents that the Department of Education should provide enough funds to cater for the shortages in material experienced. Some of the suggestions from respondents highlighted that, sometimes these shortages are catered for by the Department of Education when allocating top-up funds for shortages in LTSM, and few schools that are at times managed shortages of LTSM on their own.

Rogan and Grayson's theory (2003), argues that the shortage of materials is an important factor that need to be addressed during an implementation of a programme as this can affect the capacity of teachers negatively. Textbooks seem to contribute immensely towards development of both technical skills and knowledge as they are the source of information. Business Studies teachers also complained that the constant policy change has resulted in the need for regular LTSM changes. Hence the Further Education and Training (FET) branch of the National Department of Education (NDoE) has centralized evaluation and cataloguing of approved books for National Curriculum Statement (NCS) for FET. This has resulted in a better quality, streamlined approved list from which schools in all provinces may choose their preferred textbooks. The centralized nature of the approval process has enabled the DoE to ensure that subject and assessment experts screen the submitted textbooks

Also, this study reveals that all teacher respondents were trained in the NCS curriculum (Old NCS curriculum and the New NCS Curriculum) (CAPS) by the Department of Education and they were supplied by the curriculum guidelines. These documents or guidelines are the National Curriculum/Subject Statement (Grade 10-12), which is the syllabus for the subject, the Learning Programme Guidelines (LPG), which guides teachers towards proper planning, and the Subject Assessment Guidelines (SAG),

which guides teachers towards subject assessment plans and activities for Business Studies. Curriculum guidelines are the main documents that seek to guide the Business Studies teachers through clear implementation steps. Also during 2011, 2012 and 2013, the Business Studies teachers, Grade 10-12, were retrained in Curriculum and Assessment Policy (CAPS), which is the new NCS Curriculum replacing the Old NCS curriculum (Task team Report, 2009).

In line with the above, the study shows that the teachers were able to use these documents because they were conversant and able to interpret them. This was confirmed by the teacher respondents who during an interview suggested that, besides choosing the main textbook from some alternative textbooks prescribed by the DoE, they used any other two additional textbooks, as each does not cover the whole content per what is instructed by the curriculum guidelines document. Also, according to Russo and Lotz-Sisitka (2003), it is important that teachers did not only use one type of LTSM in order to avoid the use of incomplete content of the particular LTSM.

The failure of teachers to use guidelines could result in them teaching incorrect subject matter and would therefore impact negatively on the implementation of Business Studies NCS curriculum. According to this study most schools had shortages of textbooks and but had enough curriculum guidelines.

According to Mbanjwa (2002) the LTSM that are available at schools are relevant to help teachers and learners to achieve the Learning Outcomes or topics and subtopics within the NCS curriculum, and teachers and learners are also able to develop their knowledge, drawing on what they already know. On the other hand, the DoE (2003) recommends that lesson planning should include information on how the teaching will be done, the approach to learning that needs to be considered in the learning process, and the way in which LTSM can be used to scaffold and support learning (Nduna, 2003). Teachers use books, charts etc., and curriculum policy documents to discuss what the learners would do in class and they considered the relevance of the LTSM to the Learning Outcomes and Assessment Standard or topics and subtopics and

principles of the NCS curriculum. Also team planning helped teachers to address issues surrounding the use of LTSM such as the availability of LTSM and the language of LTSM. Czerniewics et al., (2000) mentioned that it is important that teachers acquire skills to analyze, interpret, synthesize and organize information as well as language and communication skills for reading, writing, viewing, speaking and listening to work effectively with LTSM.

Research findings reveals the shortage of textbooks at schools, while according to Ornstein and Hunkins, (2004) learners seem to perform well with adequate resources in respect of classrooms, libraries, textbooks, finances and relevant curriculum. According to Rogan and Grayson (2003), poor resources and conditions can limit the performance of even the best of teachers and undermine learners' efforts to focus on learning. According to the researcher, LTSM influence the planning of classroom activities, participation of learners' activities, and help teachers to develop their subject and curriculum knowledge.

5.4 Implementation of Business Studies

The implementation of the Business Studies (BSTD) curriculum depends on variables such as the teacher's specialization, interest, training, level of confidence and commitment, all of which contribute to the teacher's capacity to implement the programme (Rogan & Grayson, 2003)

5.4.1 Teaching methods used in Business Studies lessons

This study found that most Business Studies teacher respondents used a variety of teaching strategies to deliver their lessons, and moreover mixing the traditional approach with the NCS teaching approaches as highlighted by Table 4.10.

A study by Sithole and Lumnadi (2012) in Botswana on the pedagogical practices related to the teaching of Business Studies revealed that the Business Studies teachers rarely used action-oriented or learner-centred teaching methods because they feared sacrificing syllabus coverage in depth at the expense of coverage in breadth. They further highlighted that using only traditional methods such as lecture, question and answer and drill, are not conducive to the development of business ideas, concepts understandings and attitudes. These methods only help to teach the fundamentals but not the application of business theory (Sherman et al.,2008).

Using traditional teaching methods to develop practical business skills is inappropriate and can be likened to teaching "to drive a car using the rear mirror" (Gibb, 1993 in Garavan and Cinneide, 1994). The teaching of business skills requires the use of kinaesthetic and experiential pedagogical approaches which encourage learning by doing in real or closely emulated contexts which lead to the development of key business and life skills (Borrington, 2004). Another study by Sithole (2010) highlights that Business Studies is classified as one of the practical subjects and aim at equipping students with practical business skills which will enable them to participate meaningfully in production in future. Therefore, to equip learners with these skills, it is recommended in the business subjects' syllabus that teachers employ learner-centred teaching approaches in which they are facilitators of learning. Also according to the Department of Education (2008), teaching should be learner-centred, allowing space for learners to be active participants in their own learning, and sometimes even in the design of what is to be learnt. Teaching methods prescribed include project work, educational visits, use of business resource persons, business simulations, group discussions, case studies and the use of school-based mini enterprise run and operated by students (Republic of

Botswana; 2008a; Republic of Botswana, 2008b). Apart from the problems associated with the length of the syllabus, the teacher respondents cited the lack of financial resources as a problem that prevents them from using field trips as a way of extending the traditional classroom environment to outdoors, thus enabling learners to observe business settings first-hand and thus linking theory with practice.

Computer-aided learning (CAC) is also one of the methods recommended for teaching secondary schools Business Studies in Botswana, the rationale being that it is now accepted that the integration of modern information and communication technologies (ICT) into the teaching-learning process has a great potential as a tool to support learning. Various information such as business simulations, databases, excel, blogs and internet are used in Business Studies. These enable learners to understand the relevance of Business Studies to real life (Lumnadi & Sithole, 2012).

The researcher therefore, assumes that if the majority of teachers found it comfortable for them to mix the old teaching approaches with the new approaches, then that is an indication that there is a problem with regard to use of new methods in Business Studies classrooms .

5.4.2 Planning of Business Studies lessons

When the new approach to education was introduced in the country, teachers were required to follow a new approach to planning, teaching and assessment (Vandeyar & Killien, 2003). This study found that most Business Studies teacher respondents seemed to be planning their lesson before getting to their learner classrooms.

When their school document analysis such as their master portfolio files were reviewed by the researcher did not show any lesson plans prepared by the teachers, nor the one prepared by their subject advisors (common lesson plans). On some few files of some of the respondents that showed guidelines that were written on papers with some points

they wanted to explain, for example, some headings having some concepts underneath. When the researcher tried to find out what could be the reason for not having the lesson plans they seem to be doing, all of them claimed to be left on a separate teacher's file at home. Also, a supplement to the Business Studies Statement/policy (Grade 10-12), a Learning Programme Guidelines (LPG), a tool to plan for sequential learning, teaching and assessment across Grades 10-12), prescribes clearly the three stages of planning in the FET level (DoE LPG, 2005).

Regarding the highlights above about lesson planning, this made the researcher to assume that all the teacher respondents did not perform the lesson planning. This further indicated to the researcher that the respondents simply did guidelines to help them present their lessons. This information might indicate that there is a problem of implementing the Business studies curriculum at schools.

5.4.3 Assessment Approaches used by Business Studies teachers

Assessment is a critical element of the National Curriculum Statement Grades 10-12 (General) (DoE, 2003). In Business Studies, the following forms of assessment are preferred, although they are not the only ones that may be used: Projects, oral presentations, case studies, reports, tests, data responses, and examinations (DoE, 2003; DBE,2011).

This study found that all the Business Studies teacher respondents gave their learners both informal and formal tasks, with PoA/SBA included and some were given even more than the required number as highlighted by Table 4.11. This study found a variety of assessment activities, and reasons for using these methods which happen to be in line with the specification of the National Curriculum Statement (2008), which states that teachers must make assessment part of their lessons, a formal, year-long programme of assessment. According to (Nuttall,1987 in Gipps, 1999:376) the timing of assessment is also changed, it is done during and in the middle of a teaching and learning process

rather than waiting for assessment to come at the end. Such interactive assessment can reduce anxiety in the test situation and thus encourage best performance. Also, on the other hand, teachers are required continuously to gather information about how learners are learning (Blignaut, 2008). The information gathered should be used to provide feedback to learners on their strengths and on areas that need development and support (DoE, 1998). The assessment policy introduces a shift from a system that was dominated by public examinations, and whose main function was to rank, grade, select and certificate learners, to a new system whose aim is to improve the curriculum and assessment practices of educators (Blignaut, 2008).

It emerged in this study that teachers used the above-mentioned approaches to assess learners for a range of reasons which included:

- pragmatic reasoning (the teacher posed questions for the learners to answer, and gave a group work activity to do – because it works in practice and achieves its purpose)
- motivation to learn (assessing learners with oral and written questions which encourage learners to be more serious with their work)
- diagnosis of difficulties in learning
- feedback on learners' progress, competence and understanding.

Furthermore, the educator provides assistance when learners need guidance during the process of learners working on the piece they will hand in for assessment (Gipps, 1999). Pupils take responsibility for their own learning (Black, 2003). Learners change from behaving as passive recipients of knowledge offered to become active learners who take control of their own learning. This does not mean the teacher giving up responsibility for learners learning and progress; rather, it means involving the learner more as a partner and producing best performance rather than typical performance (Gipps, 1999).

A study by Vandeyar (2003) revealed that new assessment practices in NCS curriculum poses challenges to teachers because NCS provides high standards of assessment that

teachers do not understand. This becomes a challenge because it results in teachers having a difficulty in adapting to the new assessment practices. Also, Vandeyar et al., (2003) provide case studies that show that instead of teachers implementing what they do not understand (high standards of assessment) they ignored certain processes of assessment practices in the guidelines and policy documents. The new approach of assessment was stressful because teachers might have not been prepared for the paradigm shift (Nakabugo & Sieboger, 2001:54) The department of Education prescribed the curriculum but teachers taught it differently (Hoadley & Jansen, 2002). This confirms that indeed there is a gap between the intended and enacted curriculum (Blignaut, 2008), moreover it highlights the importance of using professional mode in profession. Furthermore, it highlights the bureaucracies involved in the implementation process.

The second findings by Vandeyar which accelerated teachers' ignorance to policy was the new and difficult jargon that accompanies the new curriculum. Vanderyar et al., (2003) gave an example of "Specific Outcome"; Range Statement as some of terminologies that educators were battling with. They did not understand the relationship between the terms, the impact and the role they have on assessment. These findings confirm Hoadley & Jansen's (2002) argument that when prescribing a curriculum, the curriculum practice and plan do not always correspond. An international literature confirms this that curriculum policy is often not congruent with the classroom practices of teachers for many reasons (Blignaut, 2005). On the basis of this evidence, it is likely that South African teachers will experience the same problems as their international counterparts in the implementation of the new curriculum policy (Blignaut, 2008). .

The discussion, in above confirms what has been found on school documents of the teacher respondents under study. The document analysis carried out on teachers and learners' portfolios revealed that there were gaps and inconsistencies, varying from school to school regarding assessment. Many irregularities were spotted on their assessment work that did not comply with what is prescribed by the NCS documents. The set tasks and activities did not make provision for different levels of difficulty,

incorrect distribution of marks and the marking tool that is irrelevant and inappropriate for marking the set task. Also the instructions to learners were not clear and ambiguous, incorrect numbering of assessment tasks and the quality and standard of the developed tasks did not comply with prescribed subject content. Moreover, many irregularities were found in their marking of tasks.

The study revealed that the majority of teachers were found to be having many irregularities in the whole process of handling and managing assessment in their schools, then that is an indication that there is a problem with regard to handling and managing assessment in their schools. This confirms the literature and argument that says: when prescribing a curriculum, the curriculum practice and plan do not always correspond curriculum policy is often not congruent with the classroom practices of teachers for many reasons (Blignaut, 2005, 2008 ; Hoadley & Jansen, 2002). This further indicates that there is a lack of training on learner assessment, as well as the lack of a school assessment policy

5.4.4 Performance of learners

The performance of learners in the Business Studies NCS curriculum was sought in order to determine whether the learning outcomes for the subject were achieved. The Gr12 results have been used to represent the FET band, which it is also a measure of performance and an exit point in this band.

Table 5-1: Business studies results:12 at SA, EC and Fort Beaufort District

Year/Demarcation	2011	2012	2013
South Africa	78.6%	77.4%	81.9%
Eastern Cape	66.1	73	72.3%
Fort Beaufort District	63.5%	48%	57.6%

Source: Data abstracted by the researcher from School Subject Report, 2013, DBE.

The Business Studies average pass percentage at EC was 66.1% in 2011, 73% in 2012 and 72% in 2013 and the set target pass rate for 2013 was 70% based on the 2012 results. The EC Business studies results are within the acceptable minimum pass % rate of 60%, set by the province for all the subjects. However, the Business studies pass rate at Fort Beaufort district for the recent past 3 years were, 63.5% in 2011, 48.3% in 2012 and 57.6% in 2013 respectively. Fort Beaufort also had a last rank or position for the past 3 years compared with other EC, DoE districts. This information might indicate that there is a problem of implementing the Business studies curriculum at Fort Beaufort schools.

The majority of the respondents expressed mixed feelings when asked about their learners' examination results in Business Studies and their feedback.

A study by Legotlo, Maaga, Sebego, van der Westhuizen, Mosoge, Nieuwoudt and Steyn (2002), about poor performance in Grade 12, in one of the Provinces in South Africa revealed that the shortage of professionally qualified educators contributed towards the failure of learners. This was confirmed by some of the principal respondents interviewed.

Also, a research by Hansen (2006) cited by Pretorius (2008) confirms that when schools fail the causes are often seen to lie in the quality of teaching provided. In view of what Hansen say in schools where teachers lack specialization, learners could perform badly in Business Studies. Teachers' own background, training and level of confidence and their level of commitment can affect the implementation of a programme (Rogan

&Grayson 2003). The study found that most of the teachers that were teaching Business Studies lacked specialization. According to Jansen, (1999) the lack of qualified Business Studies teachers may have a negative impact in implementing this subject. Moreover, these teachers' SMT had not specialized in Business Studies and therefore will not be in a better position to support and supervise the Business Studies teachers.

Again document analysis showed that the performance of learners during assessment was not as convincing as most of them performed badly, especially in the Mid-year Examinations. Some learners under study when asked about their performance during assessment, said that sometimes they are exposed to write final year tests out of the content that were taught at the beginning of the year and without being exposed to revision by their teachers. Others said that their teachers exposed them to SBA common tasks, such as projects during final examination time. These learners felt that this habit normally disturbs their focus and decrease their study time for final examinations. According to a Curriculum and Assessment Policy Statement (CAPS) (2011), projects generally, are given a longer period of time as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence. This further, says that learners should be given the necessary guidance prior to the commencement of the project and progress must be monitored by their teachers. They must be given to learners towards the end of a particular term, for example, the first term for submission during the next (second) term.

Some of the teachers interviewed established that the performance of students in the implementation of the Business Studies curriculum were affected by language barrier, in that learners in all the schools which participated in the study were IsiXhosa first language speakers, yet they were taught in English. Also, this was confirmed by a National Diagnostic Report (2013) for matriculation results in year 2013. It says that, many candidates misinterpreted questions due to a lack of understanding of the meaning of verbs. Key instructional verbs such as "critically evaluate", "analyze the impact", "recommend" and identify challenges" were problematic for the learners. This

report, further says that the language barrier still pose a challenge to many candidates (National Diagnostic Report, 2013; Business Studies Chief Examiner's Report, (2010; 2011; 2012; 2013); SBA Chief Moderator's Report, (2011; 2013). The amount of work and the language used during the process of teaching and learning, as well as the code switching used by teachers, was confirmed by learners.

Lack of specialized personnel and to some extent, experience is a cause for concern in the studied area as it may have a negative effect on the performance of Business Studies learners. Also the above comments by learners and their teachers might indicate that teachers lack assessment planning as some of PoA/SBA tasks, namely project, will be administered to learners at examination period, instead of assisting learners with revision.

5.4.5 General challenges of Business Studies teachers

The information on difficult content experienced by teachers was sought since they had a direct bearing on the implementation of Business Studies curriculum. This study indicates that Business Studies teachers found it difficult to teach some of the content such as legislation, quality of performance in business functions and investment. According to Rogan & Grayson (2003), it becomes easier for an individual to teach a subject where one is an expert compared to a subject where one lacks knowledge and skills. The teacher may lack confidence in a subject where he/she lacks knowledge. The highlighted content above is a part of the new content that came with the new curriculum of NCS. It was discovered that teachers had little or no information concerning these areas of Business Studies, they were not able to teach effectively when these topics came up in class.

According to Knapper and Wright (2001) in Chimezie (2013), desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter. According to Mc Kenzie and Sword (2000); Ottewill and Macfarlane (2003) in Sithole

and Lumnadi (2012) study, suggest that challenges relating to the subject matter of Business Studies are based on the need for the teachers to keep abreast of developments in the business world. Ever changing trends in the business world mean that teachers should assess the impact of such changes in the content they teach, for example, within the legislation content, it is where various Acts applicable in the business world are dealt with, What is very important about these Acts, it is that the Business teachers must keep an up to date information about them as they are amended always, take for example, the new Labour Relations Act, Consumer Protection Act, Basic Conditions of Employment, National Credit Act ,and many others.

New trends in the business world, such as the advent of e-commerce or e-banking, also need to be incorporated to what they teach. Also, this was confirmed by a National Diagnostic Report (2013) for matriculation results in year 2013. It says that, many candidates could not respond clearly to the questions about legislation and Acts, as they could not explain the impact of the Acts on business. Their responses were based on the definitions and purposes of the Acts only. Also, (National Diagnostic Report, 2013; Business Studies Chief Examiner's Report, (2010; 2011; 2012; 2013), further indicated that, many candidates had challenges about an "Investment content" where calculations on this content seemed to be still a major problem. Learners do not know the formula and therefore cannot calculate the interest gained or to be gained on investments made.

The other challenge highlighted by some Business Studies teacher respondents during an interview is that they feel as teachers they lack presentation skills when presenting their lessons using technology. A study by Sithole & Lumnadi (2012) revealed that computer aided learning (CAL) is one of the methods recommended for teaching secondary schools Business Studies in Botswana, the rationale being that it is now accepted that the integration of modern information and communication technologies (ICT) into the teaching and learning process has a great potential as a tool to support learning. The challenge facing Business Studies teachers is that they are denied an opportunity of an exposure and using computers when presenting their lessons at their

schools. The computer laboratories in their schools are used primarily for teaching Computer Studies and usually, these resources are not readily available to Business Studies teachers and their learners, and hence these teachers lack presentation skills when using technology. It emerged that the Department of Education needs to organize training for Business Studies teachers who were as yet untrained with presentation skills making use of technology.

Another challenge highlighted by some Business Studies teacher respondents during an interview is the lack of financial resources at their schools. This further contributed to the lack of learner textbooks that impacted negatively to the effective teaching and learning as well as learner performance. According to Fullan's model of change (1991), he confirms that textbooks are an important factor in the implementation of curriculum. Lack of financial resources, also made it difficult for teachers to take out learners to the outside business world. A study by Sithole & Lumnadi (2012) revealed that the lack of financial resources is a problem that prevents Business Studies teachers from using field trips as a way of extending the traditional classroom environment to outdoors, thus enabling learners to observe business settings first-hand and thus linking theory with practice.

5.4.6 General challenges and attitudes of Business Studies learners

This study indicates that Business Studies learners also confirmed the lack of textbooks and its negative impact to their learning as well as their performance, especially when they are dealing with homeworks, tests and examinations. Fullan's (1991) model of change also confirms that textbooks are an important factor in the implementation of a curriculum. During the 2011 State of the Nation address, President Jacob Zuma emphasized the importance of learner support material when he called on his administration to ensure that every child has a textbook on time (Curriculum News, 2011).

Learner and teacher support material (LTSM) are especially important in developing countries such as South Africa. This is compounded by lack of adequately trained human resources, as some teachers have obtained only limited academic and professional training. In these schools the (LTSM) can play a central role in defining a more structured approach to what subject matter is taught and how it is taught (Curriculum News, 2011). This confirms Rogan and Grayson's (2003) theory which argues that shortage of materials is an important factor in the implementation of a programme and the capacity of teachers can be affected by this factor. Textbooks seem to contribute immensely towards development of both technical skills and knowledge as they are the source of information.

Also, research conducted by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) showed that in 2007 only 45% of South African learners had their own textbooks. According to the Curriculum News (2011), this gap between the national commitment and the reality in so many schools, the DBE will introduce a new system of selecting and providing LTSM in 2011. On the other hand, the review of the implementation of the National Curriculum Statement (NCS) highlighted the crucial role LTSM play in supporting and strengthening curriculum implementation (Report of the Ministerial Committee for LTSM, 2010). The Review Task Team recommended a Ministerial Committee for LTSM and which was established on 2010. Some of its focal points were to give an advice on strategic issues related to LTSM (Report of the Ministerial Committee for LTSM Report, 2010)

The study also revealed that learners still have a challenge of language, as most of them have isiXhosa as their mother tongue. This was confirmed by various reports, that the language barrier still pose a challenge to many candidates (National Diagnostic Report, 2013; Business Studies Chief Examiner's Report, (2010; 2011; 2012; 2013); SBA Chief Moderator's Report,)2011; 2013). The amount of work and the language used during the process of teaching and learning, as well as the code switching used by teachers, was confirmed by learners during an interview. The other challenge revealed by the study is that learners learnt the subject theoretically without any practical learning

such as visiting real businesses. According to Sithole (2010), teachers rarely used action-oriented teaching methods because they feared sacrificing syllabus coverage in depth at the expense of coverage in breadth. He further says that apart from the problems associated with the length of the syllabus, there is a lack of financial resources at schools that prevents teachers and learners from using field trips as a way of extending the traditional classroom environment to outdoors, thus enabling learners to observe business settings first-hand, and thus linking theory with practice.

Another important finding from this study was the positive attitude shown by the majority of Business Studies learners. These learners highlighted that Business Studies as a subject provided them with essential knowledge that is vital for their career paths. This is also confirmed by Theron and Dalzell (2006), that many learners regard that Business Studies teaches them to make wise career choices and helps them to find employment skills, skills that help them discover who they are (self-awareness), skills that teach them to value themselves (self-esteem), and skills and attitudes that empower them to stand up for their rights. Learners expressed that by studying Business Studies they gained knowledge that helped them to understand how to get involved and operate a business enterprise. They further highlighted that, this subject equipped them with knowledge and skills on how to solve the various socio-economic issues such as poverty, crime, unemployment, teenage pregnancy, human trafficking, HIV/AIDS and drug – abuse. These are also challenges that normally have a negative impact upon youth.

The study found positive attitudes, interest and fewer challenges learners had in learning Business Studies. Their major challenges observed by the researcher were the shortages of text books and the language used as a medium of instruction which is not their mother tongue as well as lack of teachers to expose them to business field trips for direct experience and practice.

5.5 Monitoring and Support available for Business Studies teachers at school

The findings of the study revealed that teacher respondents appreciate the support given to them at schools. The support given was at times, for instance, financial, material and human from their SMTs. Though, some teacher respondents appreciated the support they received from their schools, some of them felt that the support was not adequate. According to the Rogan and Grayson (2003) implementation theory as well as Fullan's (1991) model of change, they stipulate that for successful implementation of any programme teachers need support from authorities (Fullan, 1991; Rogan & Grayson, 2003). According to DoE, (2000), HoDs have to familiarize teachers with the curriculum documents (NCS) and the interpretation thereof, ensuring that teachers develop and implement the subject content according to the policy as well as monitor the progress of teachers and provide support where it is needed. The HoDs are to identify areas which need training or further development of teachers and communicate that with the SMT as well as the Subject advisor, identifying LTSM and equipment required. They also have to conduct regular meetings with teachers in the subject. It emerged from this study that some of the teachers did not receive assistance from their heads of departments because they did not specialize in Business Studies, while others highlighted that they did not have HODs. Also, the findings of the study revealed that teacher respondents lacked financial support from schools to expose their learners to field trips as well as making a top up on the shortage of textbooks. In a study by Sithole (2010) apart from the problems associated with the shortage of textbooks, teacher respondents also cited the lack of financial resources as a problem that prevents them from using field trips as a way of extending the traditional classroom environment to outdoors, thus enabling learners to observe business settings first-hand and thus linking theory with practice.

According to Rogan and Grayson's (2003) theory of implementation, if schools lack financial support from outside agents like government they could find it difficult to implement the desired programme. This concurs with Fullan's (1991) model of change

which emphasizes the importance of external funding or outside support for the successful implementation for an innovation. Also, the Alberta Teachers' Association (2008) writing on Curriculum, Student Assessment and Evaluation cited that even with good curriculum content and processes in place, attention needs to be given to mechanisms that will support curriculum. It further says that without adequate funding and resources, the best curriculum becomes difficult to implement.

Again, according to Kennedy and Gibson (1992), the school inspectorate, the National Business Studies Panel and school administrators should monitor and ensure that the delivery of business education is done according to stipulated curriculum and set standards as well as enforce the fulfillment of pedagogical practices set in the syllabi. If teachers are deviating from prescribed teaching methodologies, it is the responsibility of school administrators and heads of Business Studies departments to ensure that the best standards in the teaching and learning of the subject are complied with. Effective teaching implies the use of clearly formulated objectives by the teacher, and illustrated instruction that will help the learners to acquire desired knowledge content thereby apply the knowledge to classroom and other related problems which in turn improve learner decision taking (Ferdinand (2007); Omoifo and Urevbu (2007).

In achieving this, principals of secondary schools should monitor teachers teaching activities. According to Dessler (2007) in Chimezie, 2013, accomplishment of educational objectives depends on the principals' administrative, management and instructional leadership skills of exercising the functions of supervision of school linked activities, monitoring the education and extra curriculum activities of the school, evaluating the performance of teachers in terms of effectiveness in achieving educational goals and objectives. They emphasized that one important way of improving classroom teaching and learning in educational system is through giving support to teachers and Business Studies teachers in particular. This can be done by encouraging and motivating teachers through proper provision of needed teaching materials required for effective impartation of knowledge to the learners. Principals should monitor the implementation of teachers' instructional roles to ensure that they

prepare objectives and deliver them in conformity with allotted time range, since it is known fact that when teachers perform well in the classroom, learners will likely perform better academically.

In the case of teachers in this study, there is an inadequate monitoring and this means there is no feedback and adequate support for these teachers.

5.6 Monitoring and Support available for Business Studies teachers at District level

On the other hand, the findings of the study revealed that the majority of teachers that felt that although districts have been supporting them, they are not performing the roles of policy implementation and provision of support to schools as required. It was established that the support mechanisms provided by the Department of Education are in the form of funds, advices, materials; information, workshops and training, and course moderation. Teachers in this study expressed concern of needing further support, such as adequate training and mentoring on Business Studies content, presentation skills and methodology, as well as assistance in funds to expose learners on excursions.

. According to Rogan and Grayson (2003), the construct “support from outside agencies” describes the kinds of action undertaken by outside organizations such as provincial and district education offices, District Officers (EDOs) to see that standards are maintained. They are there as quality assurance officers, to provide schools with expertise and professional development courses. In many developing countries, outside agencies may also involve international development agencies such as World Vision and local or international NGOs, which often provide teachers and learners with materials like teaching kits or textbooks. However, the majority of respondents stated that the support from the department is inadequate.

This study found that there was inadequate support and monitoring of Business Studies teachers by Subject Advisors. It was indicated that there was a lack of visiting schools due to tight schedules, heavy workload as one subject advisor is supervising three

subjects, namely Accounting, Business Studies and Economics in Business, commerce and management field in the whole district. Although content gap workshops were organised by the subject advisor findings showed that they were not adequate as most teachers are still struggling with difficult Business Studies content and methodology.

According to Rogan and Grayson (2003), there are factors which influence whether teachers change and how fast they change, such as the teachers' content knowledge and training. If teachers are well trained to do their job, they will be able to accept any change that will enhance the teaching of their subject. Again, according to Kareem, Bing, Jusoff, Awang & Yunus (2011) together with Goodwin (2010) as they say that it is self-evident that professionals cannot perform their roles without specialized knowledge. The classroom teacher can be viewed as one of the key implementers of the NCS in the Business Studies curriculum.

This study found that there was no in-service training conducted to enable the Grade 11 teachers to implement the NCS in the History curriculum (See p. 108 Table 4.11). The study revealed that the invitation to train teachers on the implementation in 2006 was extended to only one teacher per school, and schools decided to send Grade 12 teachers for training. Non training of the Grade 11 teachers could affect performance of the Grade 12 learners. It also emerged that most of schools in Fort Beaufort District had only subject meetings and subject teacher development workshops for Grade 12. These decisions could impact negatively on the implementation of the Business Studies curriculum by Grade 10 - 11 teachers as they may lack the relevant and modern teaching techniques. According to Fullan (1991); Ornstein, & Hunkins (2004), the implementation change model advocates for in-service workshops among staff members so as to equip them with relevant skills and to boost their confidence. A professional's knowledge, therefore, also becomes outdated at an ever increasing rate, hence the need for a continuous updating of knowledge and skills.

Also, it was indicated that there is a need of assessment workshops as well, as teachers indicated that they lack skill of marking Business Studies, especially the

challenging essay type questions with higher order questions. A study by Vandeyar (2003) revealed that new assessment practices in NCS curriculum poses challenges to teachers because NCS provides high standards of assessment that teachers do not understand. This becomes a challenge because it results in teachers having a difficulty in adapting to the new assessment practices. The long Business Studies content coverage that is examinable in one paper also seemed to be posing challenges to teachers. They indicated that they lacked proper planning and management of tuition time in the subject and which makes them failed to finish the syllabus. As curriculum implementers, teachers must be knowledgeable on curriculum issues such as syllabus interpretation, as well as planning all of which are dependent on teacher capacity.

Also teachers in this study expressed concern of needing further support, such as assistance in funds to expose learners on excursions. A study by Sithole & Lumnadi (2012) on the pedagogical practices related to the teaching of Business Studies in Botswana came to a conclusion that Business Studies teachers rarely used action-oriented teaching methods because they feared sacrificing syllabus coverage, while apart from this challenge teachers cited that their institutions lack financial resources.

Ottewill and Macfarlane (2003) concurred by Mackenzie and Sword (2000) in Sithole & Lumnadi (2012) study stipulated that challenges relating to the subject matter of Business studies are based on the need for the teachers to keep up to date with developments in the business world. The world of business is constantly changing and it is not at all easy for teachers to stay up to date with new developments. Sherman et al. (2008); Brendel & Yengel (1972) in Sithole (2010) study argued that although field trips are known to be expensive in terms of time and money, this should not be a deterrent to the Business Studies teacher in an under-resourced school. According to Kennedy & Gibson (1992) if Business Studies curriculum planners want their prescriptions translated successfully into practice, they must factor in support structures to ensure that these prescriptions are fully adopted and implemented. They further emphasized that there is a need for staff development to assist teachers with the implementation of the business education curriculum.

Though the teachers acknowledge the support and monitoring from their schools and district office the results showed that some supervisors did not do their responsibilities. The study reveals that HOD's and principals do not do classroom visits and do not demonstrate any lesson to the teachers. They mostly indicated that they did not specialize in Business Studies, they just trust their teachers. On the other hand District officials must visit schools within the district at least once per term (OECD, 2008:173), while results of this study indicates that proper monitoring and support to the respective teachers and schools is not being one.

5.7 Summary

The purpose of this chapter was to discuss the findings of the data presented in chapter five. The data has been analysed under 5 different themes that are related to the research questions. This study confirmed that Business Studies in four of the selected schools is delivered with a lack of specialist qualified teachers in Business Studies, little in-service training, inadequate provision of Business Studies teaching and learning.

In this chapter the major findings show that schools and the district officials lack the capacity to support and monitor the implementation of Business Studies NCS curriculum in Fort Beaufort High Schools at Grade 10-12. This chapter also discussed the implementation of the Business Studies curriculum. According to the Rogan and Grayson theory of implementation teachers are supposed to be an integral part in the implementation of the curriculum and the fostering of educational changes.

The next chapter gives a summary of the preceding deliberations, some conclusions and recommendations that could be adopted by policy makers in an effort to address the problems facing the implementation of Business Studies NCS curriculum in Fort Beaufort High Schools.

CHAPTER SIX

6 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter presents the summary of the study by drawing conclusions on research findings through research questions answered. The chapter also makes recommendations for the better implementation of Business Studies, and for further study.

6.2 Summary of the research findings

The purpose of the study was to investigate the implementation of Business Studies curriculum in Fort Beaufort District secondary schools.

Studying Business Studies will mean that we will be having a society that is committed to developing itself and others through business opportunities and ventures as well as society that is able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways. Business Studies is a crucial tool of economic development and hence many countries implement it in their secondary schools in the hope that by educating these learners they will improve the country's economy through productive skills. This means that Business Studies curriculum in secondary schools should be seen as equipping learners with entrepreneurial skills and preparing them for the world of work. In the light of the above,

the researcher was prompted to engage in this study whose purpose was to investigate the implementation of Business Studies curriculum in Fort Beaufort secondary schools in the Eastern Cape.

The summary of the findings are organized under the research themes abstracted from the research questions. The methodology used in the study is also justified briefly to show its appropriateness before final recommendations and conclusion of the study are made. It was necessary for the researcher to engage in qualitative research. The researcher engaged the respondents in interviews in order to be able to interact with them. The researcher managed to gain an insight into how Business Studies teachers implement the Business National Curriculum Statement.

The researcher used participants from 4 different secondary schools within the Fort Beaufort District. The Business Studies teachers and their learners from Grades 10-12 in these schools were interviewed, as well as their principals. Also 3 Business Studies Subject Advisors from the Fort Beaufort district and other districts of Eastern Cape as well as the Eastern Cape Provincial Subject Planner were interviewed. This enabled the researcher to gain an in-depth insight into the implementation of Business Studies National Curriculum Statement. The use of the qualitative approach enabled the researcher to gather authentic data which was captured verbatim and summaries were drawn from emerging themes.

The research findings indicated that the implementation of the Business Studies curriculum in the Fort Beaufort district was facing the shortage of adequately qualified teachers and HOD's who specialized in Business Studies as well as the lack of adequate resources as the biggest challenge. This could also have a negative impact on the implementation of the in Business Studies NCS.

This study also found that most Business Studies teacher respondents lacked lesson planning and used a variety of teaching strategies to deliver their lessons. Moreover they were mixing the traditional approach with the NCS teaching approaches. The

majority of teachers found it comfortable for them to mix the old teaching approaches with the new approaches, and this indicates that there is a challenge with regard to use of new methods in Business Studies classrooms. Many irregularities were also spotted on their assessment work that did not comply with what is prescribed by the NCS documents. The set tasks and activities, though applying Bloom's taxonomy of cognitive levels did not make provision for different levels of difficulty. Therefore the majority of teachers were found to be having many irregularities in the whole process of handling and managing assessment in their schools, then that is an indication that there is a challenge with regard to handle and manages assessment in their schools.

The information on difficult content experienced by teachers was sought since they had a direct bearing on the implementation of Business Studies curriculum. This study indicates that Business Studies teachers found it difficult to teach some of the content such as legislation, quality of performance in business functions and investment. The study also revealed that learners still have a challenge of language, as most of them have isiXhosa as their mother tongue.

Though, some teacher respondents appreciated the support they received from their schools, some of them felt that the support was not adequate. The findings of the study revealed that teacher respondents lacked financial support from schools to expose their learners to field trips as well as making a top up on the shortage of textbooks. This study also found that there was inadequate support and monitoring of Business Studies teachers by District officials, such as Subject Advisors. It was indicated that there was a lack of visiting schools due to tight schedules, heavy workload as one subject advisor is supervising three subjects, namely Accounting, Business Studies and Economics in Business, commerce and management field in the whole district.

6.3 Main Findings

6.3.1 Teacher qualifications, experience and specialization of Business Studies teachers

This study found that the majority of Business Studies teachers, together with their SMT's were professionally qualified as they are possessing teachers' professional qualifications accepted for South African secondary schools. These teachers had relevant diplomas and teaching degrees, but the majority of them lacked specialization and experience in Business Studies. On the other hand this study revealed that there is the serious shortage of specialized and experienced Business Studies teachers and SMT's who are involved in imparting Business Studies curriculum in selected secondary schools in the Fort Beaufort district in the Eastern Cape Province. Therefore, this means that the SMT's could not manage nor support Business Studies teachers.

The lack of specialized personnel in selected schools in the Fort Beaufort district is a cause for concern in Business Studies as it may have a negative effect on the skills development of students. This could also have a negative impact on the implementation of the in Business Studies NCS.

6.3.2 Business Studies learning and teaching support material (LTSM)

The study found out that the most commonly used Business Studies teaching and learning material at the schools studied was textbooks and their main role player in the provision of LTSM is a Department of Education. Each learner should have a textbook per subject to take home to study and do homework. In the studied area textbooks seem to contribute immensely towards the development of both technical skills and knowledge as they are the source of information. Fullan's (1991) model of change confirms that textbooks are an important factor in the implementation of curriculum. On

the other hand schools are always challenged by insufficient funds and do not manage to fund shortages in LTSM. The study reveals that the effect of this shortage made learners share textbooks in an average of 2:1.

6.3.3 Implementation of Business Studies

6.3.3.1 Planning of Business Studies lessons

This study revealed that most Business studies teachers do not do lesson plans, nor making use of those prepared by subject advisors but just simply did guidelines to help them present their lessons. Business Studies is a practical subject, and its teaching should include both the theoretical and the practical aspects and therefore need proper planning. This information might indicate that there is a challenge of implementing the Business studies curriculum at schools.

6.3.3.2 Business Studies teaching methods

Business Studies teachers must strive to strike a balance between theory and practice, because the best way of learning business skills is through direct experience and practice and the use of closely simulated contexts (Sithole & Lumnadi ,2013). The recommended teaching methods for Business Studies may include: Group discussion, debates, simulation games, role –playing, case studies, projects and surveys, field trips and visits, news paper cuttings or scrap books, co-operative learning and problem-based learning. On the other hand, the study revealed that the majority of teachers mixed the old teaching approaches with the new approaches, then that is an indication that there is a challenge with regard to use of new methods in Business Studies classrooms.

6.3.3.3 Business Studies Assessment methods

It emerged from the results that the majority of teachers are having many irregularities in the whole process of handling and managing assessment in their schools. For instance, the set tasks and activities, though making use of Bloom's taxonomy, did not make provision for different levels of difficulty. Incorrect distribution of marks was spotted as well as the marking tool that is irrelevant and inappropriate for marking the set task. Also, the instructions to learners were not clear and were ambiguous, incorrect numbering of assessment tasks and the quality and standard of the developed tasks did not comply with prescribed subject content. Moreover, many irregularities were found in their marking of tasks.

6.3.3.4 Monitoring and Support available for Business Studies teachers at school level

The study found that there was inadequate support and monitoring to enable teachers to implement the Business Studies NCS from the school level. It emerged from this study that some of the teachers did not receive assistance from their heads of departments or principals, because they did not specialized in Business Studies, while others highlighted that they did not have HODs. Also, the findings of the study revealed that teacher respondents lacked financial support from school to expose their learners to field trips as well as making a top up on the shortage of textbooks.

6.3.3.5 Monitoring and Support available for Business Studies teachers at district level

This study also found that there was inadequate support and monitoring of Business Studies teachers by District officials, such as Subject Advisors. These included guiding and supporting teachers, organizing on-site support as well as monitoring and evaluating all the curriculum FET programmes. It was also revealed that the Subject Advisor could not carry on with her duties properly because of the time constraints, the size of the district and heavy workload of being one subject advisor and supervising three subjects, namely Accounting, Business Studies and Economics.

6.4 Conclusion

The study investigated implementation of Business Studies NCS in selected secondary schools in the Fort Beaufort district. It revealed what is taking place on the ground, at the school level in terms of implementation of Business Studies NCS. The study found that there is a shortage of adequately qualified Business Studies teachers as well as their HODs or SMTs. Also some teachers were not trained adequately; others were new in the profession, some were new in the subject. There were teachers employed temporarily by parents called SGB teachers as well as teachers employed by government temporarily, who come and go as it pleases within the department. It became a habit at Fort Beaufort District to find learners without teachers at the beginning of the year because SGB teachers or temporary teachers' contracts are not renewed due to a lack of budget by schools or the district. These could have a negative impact on the implementation of the in Business Studies NCS.

This study also found that there is lack of teaching and learning materials, lack of lesson planning by teachers, mixing the old teaching methods with the new NCS teaching methods, and irregularities on assessment methods that did not comply with NCS

policy. This affects the implementation of Business Studies NCS as there is no consistency in the classrooms and this could produce poor school average pass rates.

Some teachers had a challenge in content, which makes it difficult to teach some areas or aspects required by Business Studies syllabus, such as legislation, quality of performance in business functions and investment. Learners on the other hand, had challenges of coming from poor background depending on their grandparents funds or social grants to fund their education. The majority of learners showed problems associated with English as a medium of instruction, as most of them have IsiXhosa as their mother tongue. This again affects the implementation of Business Studies NCS as there is no consistency in the classrooms. Support and monitoring at school level are not adequate as SMTs, including principals, and HOD's did not specialized in Business Studies. On the other hand support and monitoring system from the district level are also not adequate as Business Studies subject advisor lacked visiting schools due to tight schedules, heavy workload as one subject advisor supervising three subjects.

6.5 Recommendations

Based on the research findings and literature, the researcher makes the following recommendations:

- 6.5.1 The Department of Education must provide the in-service training and continuous professional development to upgrade and bridge the specialization gap experienced by Fort Beaufort Business Studies teachers. Also other neighboring schools' specialized SMTs should identify by schools who lack specialists SMTs in Business Studies. This means that these other schools' SMT's could manage and support these Business Studies teachers.
- 6.5.2 The study recommends that the Department of Education provide teachers with special training on how to select relevant learning and teaching support material,

textbooks etc. Business Studies curriculum implementation is depended on availability of learning and teaching support material. The Department of Education must equip schools with enough textbooks, equipment as well as technological facilities. On the other hand, the School Management Team, parents and NGOs must work hand in hand to provide schools with relevant LTSMs.

6.5.3 There is a greater need for Business Studies teachers to strike a balance between theory and practice. The study suggests that challenges relating to Business Studies subject matter are based on the need for the teachers to keep abreast of developments in the business world. Although field trips are known to be expensive in terms of time and money, this should not be deterrent to the business teacher under resourced school, but they can conduct inexpensive site visits in their local communities. On the other hand district officials can support teachers with content as on appropriate NCS methods for the subject.

6.5.4 This study recommends that the District officials must organise assessment workshops to equip the Business Studies teachers with skills on how to manage and handle assessment in the subject, especially on how to use the Revised Bloom taxonomy.

6.5.5 Support and monitoring mechanisms need to be established on both the SMTs and the Subject Advisors, especially on class visits. The mechanisms need to be examined to find out about the challenges encountered along the way.

6.6 Further research

This study has brought to light a significant number of issues, which may require further research. Firstly, the study has highlighted some challenges in the implementation of Business Studies curriculum in Fort Beaufort secondary schools and at FET level in

particular. Business Studies at Grade 8 and 9 appear within the combination of (Accounting, Business Studies and Economics) called Economic and Management Sciences (EMS).

Further research and investigating on how Economic and Management Sciences impact in the implementation of Business Studies NCS, Grades 10-12, is required. Secondly, research into the role or influence of teacher unions on the implementation of Business Studies NCS and how this needs to be addressed is also required. The last matter that also needs more attention is the Department of Education to take measures to increase the number of subject advisers in managing Business Studies, Accounting and Economics. Currently this is done by only one subject advisor.

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APPENDICES

Appendix 1

LETTER SEEKING FOR PERMISSION

The University of Fort Hare
School for Post-Graduate
P.O. Box 1314
Alice, 5700
South Africa
29 October 2012

The District Director
Department of Education
Private Bag x2041
Fort Beaufort, 5720
Eastern Cape, South Africa

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN THE FORT BEAUFORT HIGH SCHOOLS FOR THE MASTERS OF EDUCATION

Dear Sir,

I am Nomakula Tyilo who is doing Masters of Education part time student at the University of Fort Hare in South Africa. This is to request your authority and permission to conduct research in 4 high schools in your District. The research study is on Investigation on the implementation of the Business Studies curriculum (grades 10-12).

The study intends to use face-to-face interviews with, 4 school principals, 7 Business Studies teachers and focus group interviews with 36 grades 10,11 and 12 learners. Furthermore, I would also request your permission to examine relevant documents

relating to the subject of study such as the Business Studies NCS, lesson plans, teachers' and learners' profiles.

I wish to inform you in confidence that the findings/results of the study shall be for my academic studies only and all information about the participants will be treated confidentially.

Thank you in anticipation for your assistance

Yours faithfully

N. Tyilo (Miss)

Appendix 2:

LETTER OF PERMISSION FROM THE PROVINCE OF EASTERN CAPE EDUCATION



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Physical Address: Cape College of Education Building, Fort Beaufort.
Postal Address: Private Bag X2041, Fort Beaufort, 5720 REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)46 645 7946 Fax: 046 645 2783 Website: ecprov.gov.za.

Enquiries: N. Tom 046 645 7812 Date: 29 October 2012

TO : THE DIRECTOR
SCHOOL OF POST GRADUATE STUDIES
FACULTY OF EDUCATION
UNIVERSITY OF FORT HARE
ALICE

FROM : ACTING DISTRICT DIRECTOR

SUBJECT : PERMISSION TO CONDUCT RESEARCH IN THE FORT BEAUFORT
HIGH SCHOOLS: MS NOMAKULA TYILO

DATE : 01 NOVEMBER 2012

- Your letter dated 29 October 2012 has been acknowledged.
- Because education is a societal matter that cannot be left in the hands of the Department of Education alone, we are thrilled and delighted when everybody wants to get involved.
- It is in that context that as the District we are granting permission to your student to conduct her research.
- As the District we are more than willing to give her the necessary support she might need.
- The District wishes Ms N Tyilo all the luck in her research.
- If possible we further wish your good office to expose us to findings and recommendations of her research as a way of assessing our performance.

Kind Regards

ACTING DISTRICT DIRECTOR

Appendix 3

Covering letter for learners

Study of implementation of the Business Studies curriculum in high schools in the Fort Beaufort Education District, 2012/13.

Dear Participant

Your voluntary participation in this study is highly appreciated.

I am Nomakula Tyilo, a student doing Masters in Education at the School for Post-Graduate Studies, University of Fort Hare. I am conducting research on how the Business Studies curriculum is taught in high schools.

The research involves face-to-face interviews with your Business Studies teacher, the school head, and with 3 learners from Grades 10,11 and 12 in your school. I would be most grateful if you would answer all the questions I ask as honestly as you can. I also request your permission that our interview will be tape-recorded (on audiotape). I will dispose the tape information when the study is completed and written up.

You and all the other participants in the study will remain anonymous, and any sensitive information you provide during the interview will be kept confidential. You are also free to withdraw from the study at any point if you so wish.

I can be contacted on 0833321964 (cellphone), or by e-mail n.tyilo @webmail.co.za

Yours faithfully

Nomakula Tyilo (Miss)

Appendix 4

Covering letter for teachers

Study of implementation of the Business Studies curriculum in high schools in the Fort Beaufort Education District, 2012/13.

Dear Participant

Your voluntary participation in this study is highly appreciated. I am Nomakula Tyilo, a student doing Masters in Education at the School for Post-Graduate Studies, University of Fort Hare. I am conducting research on how the Business Studies curriculum is taught in high schools.

The research involves face-to-face interviews with your Business Studies teacher, the school head, and with 3 learners from Grades 10,11 and 12 in your school. I would be most grateful if you would answer all the questions I ask as honestly as you can. I also request your permission that our interview will be tape-recorded (on audiotape). I will dispose the tape information when the study is completed and written up.

You and all the other participants in the study will remain anonymous, and any sensitive information you provide during the interview will be kept confidential. You are also free to withdraw from the study at any point if you so wish.

I can be contacted on 0833321964 (cellphone), or by e-mail [n.tyilo @webmail.co.za](mailto:n.tyilo@webmail.co.za)

Yours faithfully

Nomakula Tyilo (Miss)

Appendix 5

Covering letter for Principals

Study of implementation of the Business Studies curriculum in high schools in the Fort Beaufort Education District, 2012/13.

Dear Participant

Your voluntary participation in this study is highly appreciated. I am Nomakula Tyilo, a student doing Masters in Education at the School for Post-Graduate Studies, University of Fort Hare. I am conducting research on how the Business Studies curriculum is taught in high schools.

I am requesting your permission to conduct this research in your school.

The research involves face-to-face interviews with your Business Studies teacher, the school head, and with 3 learners from Grades 10,11 and 12 in your school. I would be most grateful if you would answer all the questions I ask as honestly as you can.

I also request your permission that our interview will be tape-recorded (on audiotape). I will dispose the tape information when the study is completed and written up.

You and all the other participants in the study will remain anonymous, and any sensitive information you provide during the interview will be kept confidential. You are also free to withdraw from the study at any point if you so wish.

I have also requested permission to do the research from the Department of Education.

I can be contacted on 0833321964 (cellphone), or by e-mail [n.tyilo @webmail.co.za](mailto:n.tyilo@webmail.co.za)

Yours faithfully

Nomakula Tyilo (Miss)

Appendix 6

Covering letter for Subject Advisors and Provincial Planner

Study of implementation of the Business Studies curriculum in high schools in the Fort Beaufort Education District, 2012/13.

Dear Participant

Your voluntary participation in this study is highly appreciated. I am Nomakula Tyilo, a student doing Masters in Education at the School for Post-Graduate Studies, University of Fort Hare. I am conducting research on how the Business Studies curriculum is taught in high schools.

The research involves face-to-face interviews with Business Studies teacher, the school head, and with 3 learners from Grades 10,11 and 12 in your school As well as other subject advisors from other districts of Eastern Cape and their Provincial Subject Planner. I would be most grateful if you would answer all the questions I ask as honestly as you can.

I also request your permission that our interview will be tape-recorded (on audiotape). I will dispose the tape information when the study is completed and written up.

You and all the other participants in the study will remain anonymous, and any sensitive information you provide during the interview will be kept confidential. You are also free to withdraw from the study at any point if you so wish.

I can be contacted on 0833321964 (cellphone), or by e-mail [n.tyilo @webmail.co.za](mailto:n.tyilo@webmail.co.za)

Yours faithfully

Nomakula Tyilo (Miss)

Appendix 7

Informed Consent Agreement Form

Name of Researcher : Nomakula Tyilo
Institution : University of Fort Hare
Degree : Master of Education
Research Topic : An Investigation into the Implementation of the Business Studies curriculum in High Schools in the Fort Beaufort District.

The purpose and conditions of participation have been fully explained to me. I understand what my involvement entails and I am aware that my participation is voluntary and freely given. I have read the agreement, and am aware that I can terminate engagement in the interview at any point without penalty.

Signature of volunteer respondent.....Date.....

Signature of volunteer researcher..... Date.....

Contact Details

If you are willing to participate and you need further clarification contact Nomakula Tyilo on 083 332 1964, email: n.tyilo@webmail.co.za or contact Professor S. Rembe Mike at the School of Post Graduate Studies, Faculty of Education, University of Fort Hare Tel 0822003618 or by e-mail, srembe@ufh.ac.za .

Appendix 8

INTERVIEW GUIDE: LEARNERS

A Study of implementation of Business Studies National Curriculum Statement in Fort Beaufort District of Education

Your voluntary participation in this study is highly appreciated. The purpose of this study is to investigate the implementation of the Business Studies curriculum in Fort Beaufort high schools.

You are requested to answer all questions very honest.

SECTION A: Personal data of respondents

1. Gender: Male ☐ Female ☐

2. Age:

3. Grade :

1. Are you comfortable to have Business Studies as one of your subject at school?

Explain your answer

2. Are you comfortable with all topics/subtopics you are studying ?

If not, what topics are you not happy with/comfortable with and why?

Are there new topics/subtopics that you would like to be added to Business Studies? If yes, what topics/subtopics and why?

3 Does the way in which you are taught Business Studies satisfy you? Please explain why you are satisfied, or not.

4. In which way would you prefer/like your teacher teach you? Explain your answer.

5. Are the assessment activities/tasks that are set directly related to Business Studies?

6. Are the activity/task instructions clear and understandable? If not explain your answer.

- 7 . What are some of the problems you face when Business Studies is taught ? Explain these problems.
- 8 . Are there any problems that you are aware of that your teacher faces when teaching Business Studies?
9. What are other problems you face when working in class on learning activities?
10. Are there any problems that you are aware of that you face when doing your homework? Explain your answer.
11. What are some other difficulties and problems when you are studying Business Studies?
12. Are there any problems that you are aware of that you face when doing you are preparing for a test or examinations? Explain your answer.
13. What have you gained so far in Business Studies that makes it different from other subjects you are studying ?
14. Do you think Business Studies lessons have had an effect on your future career dreams or plans? If yes or no explain your answer.

Appendix 9

INTERVIEW GUIDE: Business studies Educators

A Study of implementation of Business Studies National Curriculum Statement in Fort Beaufort District of Education

Your voluntary participation in this study is highly appreciated. The purpose of this study is to investigate the implementation of the Business Studies curriculum in Fort Beaufort high schools.

You are requested to answer all questions very honest .

Section A: Personal Information

1. **Gender:** female ☐ male ☐
2. **Age range** 20 - 29 years ☐ 30 – 39 years ☐
40 – 49 years ☐ 50 – 59 years ☐
60+ years ☐

3. Highest professional qualification

- Bachelor of Arts + Post-Graduate Certificate in Education..... ☐
- Certificate/Diploma in Education + Bachelor of Education..... ☐
- Masters in Education..... ☐
- Any other; please
specify.....

4. Teaching experience at a high school?

- 1 -5 yrs ☐ 6 -10 yrs ☐ 11 + yrs ☐

5. State your subject and extra duties allocation

.....
.....

Materials used by Business Studies educators

1. State the types of teaching materials you use when teaching Business Studies
2. Is the Department of Education efficient in providing Business Studies teaching and learning material?

3. Does the school manage to provide this material from its own funding, when experiencing shortages?
4. Has the school tried to find other means of funding/sponsoring or getting this material, either than the Department of Education? Explain further. If yes explain how, if know explain why?
5. State all the sources that provided the materials which are not addressed above.
6. Explain the extent of the availability of learner and teaching support material (LTSM) in Business Studies. Is this enough? Explain.
7. How would you describe the quality of Business Studies LTSM?
8. If there are shortages of Business Studies LTSM how would this affect the teaching and learning of the subject?
6. Do the LTSM's assist with the necessary assessment of the content?
7. Does the assessment cater for the all areas of the Business Studies content?
Explain and support your answers.
8. Does the assessment require the learners to use higher-order cognitive activity (Bloom taxonomy) rather than only requiring factual knowledge.
Explain and support your answers.
9. Advise as to what other means might be used to supplement the gaps and shortfalls experienced in Business Studies LTSM's which could assist in effective teaching of Business Studies curriculum?

Implementation of Business Studies

7. What teaching methods/strategies are you required by the NCS policies to use in your lessons?
8. Which teaching methods/strategies do you normally use ? Explain why you use them more frequently than others?
9. Could you please explain how these methods have enriched your lessons?
10. Could you please describe how you plan your Business Studies lessons?
11. Why do you plan in this way?
12. Please tell me what approaches you use to assess Business Studies learners?

13. How do you feel about your learners' examination results in Business Studies since the subject was launched?
14. Explain what feedback do these results give you as a teacher.
15. In your experience, what areas of/ and skills (SKAV) do you find difficult to teach in Business Studies?
16. Could you explain what are actual challenges in teaching these areas?
17. Are there any other challenges you experience in teaching Business Studies?
18. Could you explain your learner's challenges in learning Business Studies?
19. What attitudes do learners show towards the subject Business Studies? Explain.
20. What other subjects do you teach? Which of them do you specialize in?
21. What do you think might be the biggest problem teachers experience in teaching Business Studies in general? Can you elaborate..
22. What solutions do you have in mind regarding these challenges? Explain.

Support mechanisms available for Business Studies teachers

1. Explain how your school supports the teaching of Business Studies? Do you think the support they give is adequate? Please explain.
2. What support does your school get from the departmental district officials in the teaching of Business Studies? Is the support adequate? Please explain further.
3. State the type of support would you expect as a Business Studies teacher from the school or department?

Monitoring strategies of Business Studies teaching and learning.

1. How does the school SMT monitor the teaching of Business Studies in your school? Explain clearly.
2. Explain how the district officials monitor the teaching of Business Studies in your school? Are the monitoring strategies beneficial? Explain clearly.

3. Explain how the district officials moderate the teaching of Business Studies in your school? Are the moderation strategies beneficial? Explain clearly and give suggestions where necessary.

Appendix 10

Guide for interviewing Principals

A Study of implementation of Business Studies National Curriculum Statement in Fort Beaufort District of Education

Your voluntary participation in this study is highly appreciated. The purpose of this study is to investigate the implementation of the Business Studies curriculum in Fort Beaufort high schools.

You are requested to answer all questions very honest .

Section A: Personal Information

1. **Gender:** female ☐ male ☐

2. **Age range** 20 - 29 years ☐ 30 – 39 years ☐
40 – 49 years ☐ 50 – 59 years ☐
60+ years ☐

1.3. **Marital status** Single ☐ Married ☐ Widow ☐

1.4 Highest professional qualification

Bachelor of Arts + Post-Graduate Certificate in Education ☐

Certificate/Diploma in Education + Bachelor of Education..... ☐

Masters in Education..... ☐

Any other; please specify.....

1.5 Length of service as a teacher:

1 -5 years ☐ 6 -10 years ☐ 11 + years ☐

1.6 Length of service in the principal position:

☐ ☐ ☐

1-5 years

6-10 years

11 + years

TOPIC: IMPLEMENTATION OF THE BUSINESS STUDIES NATIONAL CURRICULUM IN HIGH SCHOOLS IN THE FORT BEAUFORT DISTRICT OF EDUCATION.

1. What qualifications are required for teachers to teach Business Studies?
2. Are business Studies teachers in your school have these qualifications? If not, to what extent do their qualifications vary from what is officially required?
3. State professional training possessed by Business Studies teachers in your school that enables them to teach the subject.
4. What type of teaching materials do the teachers in your school use when teaching Business Studies? Who provides the materials?
5. Can you explain the availability of textbooks and other teaching materials in Business Studies? Explain further.
6. How would you describe the quality of textbooks for Business Studies?
7. To what extent do shortages of teaching materials in Business Studies affect the teaching and learning of this subject?
8. What is the contribution of parents, in terms of supporting Business Studies learning materials for their children?
9. What is the contribution of other interested parties such as the Department of Education, NGO's and Book Publishers in terms of supporting Business Studies learning materials for their children
10. How would you advise on provision of necessary teaching and learning materials which could assist in implementing the Business Studies curriculum?
11. What content do teachers find difficult to teach in Business Studies? Could you explain why they experience this difficulty?
12. In your own understanding what other challenges are Business Studies teachers experience in the teaching and learning of this subject?
13. What are the teaching methods Business Studies teacher's uses in their lessons? Could you please explain why they use them?

14. How would you explain Business Studies results in your school? Can you elaborate? Are you and your school satisfied or not?
15. Do you see link between the kind of lesson planning and assessment with the pass rate you normally get in Business Studies?
16. Are you satisfied with the teaching methods and strategies used to teach this subject?
17. What advises would you give your teachers to do things differently to improve the results in the subject
18. Can you suggest, what could be the main problem teachers have in teaching this subject.
19. How do you support these teachers on these problems? Can you elaborate?
20. What support does your school get from the departmental district officials in the teaching of Business Studies? Is the support adequate? Please explain further.
21. How are the district officials monitor the teaching of Business Studies in your school? Are you satisfied or not, explain further.

Appendix 11

Interview Guide for BCM Subject Advisors

I am Nomakula Tyilo a Masters candidate at the University of Fort Hare Faculty of Education. As a requirement of the programme I am conducting a study on **“Implementation of Business Studies National Curriculum Statement in Fort Beaufort Education District”**. I am currently collecting information and your school/ district has been included in the study. I shall be grateful if you could spare some few minutes to participate in the interview. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. At no time will I divulged or make available information gathered to anybody other than myself.

You are kindly requested to answer the questions below as honestly as you can as your responses would assist in providing information on the implementation of Business Studies National Curriculum Statement in Fort Beaufort Education District.

Section A: Personal Information

- | | | | | |
|--------------------------|---------------|--------------------------|---------------|--------------------------|
| 1. Gender: | female | ☐ | male | ☐ |
| 2. Age range | 20 - 29 years | ☐ | 30 – 39 years | ☐ |
| | 40 – 49 years | ☐ | 50 – 59 years | ☐ |
| | 60+ years | ☐ | | |
| 3. Marital status | Single | ☐ | Married | ☐ |
| | | | Widow | ☐ |

4 Highest professional qualifications

- | | |
|--|--------------------------|
| Bachelor's degree + Post-Graduate Certificate in Education | ☐ |
| Certificate/Diploma in Education + Bachelor of Education..... | ☐ |
| Masters in Education..... | ☐ |
| Any other; please specify..... | |

1. **What is your highest academic qualification?.....**

2. **What is your area of specialization?.....**

3. **Length of service as a teacher:**

☐☐☐

1 -5 years

6 -10 years

11 + years

4. Length of service as an education official/ senior teacher:

1-5years

☐

6-10 years

☐

11 + years

☐

1. What qualifications are required for teachers to teach Business Studies?
2. Are business Studies teachers in your district have these qualifications? If not, to what extent do their qualifications vary from what is officially required?
3. State professional training possessed by Business Studies teachers in your district that enables them to teach the subject.
4. What type of teaching materials do the teachers in your district use when teaching Business Studies ? Who provides the materials?
5. Can you explain the availability of textbooks and other teaching materials in Business Studies?
6. How would you describe the quality of textbooks for Business Studies?
7. To what extent do shortages of teaching materials in Business Studies affect the teaching and learning of this subject?
8. What is the contribution of parents, in terms of supporting Business Studies learning materials for their children?
9. What is the contribution of other interested parties such as the Department of Education, NGO's and Book Publishers in terms of supporting Business Studies learning materials for their children
10. How would you advise on provision of necessary teaching and learning materials which could assist in implementing the Business Studies curriculum?
11. What content do teachers find difficult to teach in Business Studies? Could you explain why they experience this difficulty?

12. In your own understanding what other challenges are Business Studies teachers experience in the teaching and learning of this subject?
13. What are the teaching methods Business Studies teachers use in their lessons? Could you please explain why they use them?
14. How would you explain Business Studies results in your district? Can you elaborate? Are you and your district satisfied or not?
15. Do you see link between the kind of lesson planning and assessment with the pass rate you normally get in Business Studies?
16. Are you satisfied with the teaching methods and strategies used to teach this subject?
17. What advises would you give teachers to do things differently to improve
the results in the subject.
18. Can you suggest what could be the main problem teachers have in teaching this subject.
19. How do you support these teachers on these problems? Can you elaborate?
20. What support does schools get from the departmental district officials in the teaching of Business Studies? Is the support adequate? Please explain further.
21. How are the district officials monitor the teaching of Business Studies in your district? Are you satisfied or not explain further.

Appendix 12

DOCUMENT ANALYSIS

The following documents were analyzed to validate and cross check the collected findings:

Teachers' lesson plans

Learners' profiles

Teachers' profiles and

Learners' note books

The focus of all the above documents was on the implementation of the Business Studies curriculum in the high schools. Therefore, as a basis for comparing Business Studies teaching and learning against the benchmark set out in the National curriculum statement (NCS), lesson plans, teacher's and learners' files were analysed using the Business Studies NCS guidelines . Another focus of the documents was to assess teachers' planning and delivery of Business Studies lessons and how they assess the learners' activities.

