



UNIVERSITY OF  
KWAZULU-NATAL  

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YAKWAZULU-NATALI

**Exploring teachers' experiences of teaching Economics threshold concepts in Grade 10  
FET phase at Ugu district.**

**By**

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**This thesis is submitted in fulfilment of the requirement for the Masters of Education  
Degree in the discipline of curriculum Studies**

**At the**

**School of Education, College of Humanities (Edgewood Campus), University of Kwa  
Zulu-Natal, Durban South Africa.**

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**Date submitted: March 2019**

## DECLARATION

I, Mthokozisi Nicolas Nani hereby certify that the material which is submitted in this thesis in “exploring teachers’ experiences of teaching Economics threshold concepts” in Grade 10 FET phase at Ugu district is entirely my own work. All sources quoted in this work have been indicated and acknowledged. In addition, this thesis has not been submitted for any academic research project other than part fulfilment of the award mentioned above.



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**Dr Bheki Cedric Mpungose**

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### **DEDICATION**

With all my heart I would like to dedicate this study to all learners that I teach (Economics) at Buhlebethu high, that you my Grade 10, 11 and 12 should go an extra mile in your academic journey more than I did. Let this be a stepping stone not just for me but to you as future leaders who are beginning to be enlighten about the importance of education, that embarking on it could make you to be better South African citizens.

## ABSTRACT

In recent years there has been a growing concern about the importance of curriculum since it has an impact in teaching and learning at school level. Thus this thesis presents an instrumental case study of four Economics teachers who shared their experiences of teaching threshold concepts in Grade 10 class. The study employed interpretive paradigm as the intention was to explore how teachers assign to Economics curriculum implementation process in a classroom situation in order to make the subject content meaningful to learners. As a result, reflective activity, focus group discussions and one on one semi-structured interviews were used for constructing meaningful data about teaching experiences. Purposive and convenience sampling were found most usable in clustering teachers for easy accessibility. Data were also analysed through the application of guided analyses. Furthermore, all proceeding of this study were guided by four curriculum principles drawn from Tyler's theory articulating in depth on teaching practices particular in Grade 10 Economics classrooms.

Literature proposed that teachers are influenced by personal, societal and professional rationales in order to embark on teaching practice. While teaching experiences portray how teachers assign themselves in the teaching of Economics in Grade 10 for the attainment of curriculum goals. Thus teachers' experiences were categorised base on themes emerged during the study. Finding reveals that teachers make use of various policy documents in order to make their Economics lesson understood by learners during teaching and learning. It is further shown that three levels of experiences may assist in the smooth implementation of Economics curriculum in Grade 10.

Further to this, this study reprimanded Economics teachers be qualified through pursuing relevant academic programmes from various institution of high learning in order to have sound Economics knowledge. This suggests that, teachers should possess the ability for effective teaching learners for successful achievement of scholastic goals.

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## **Chapter 1**

### **THE OVERVIEW, CONTEXT AND OBJECTIVES**

#### **1.1 Introduction**

The study explored teachers' experiences of teaching threshold concepts in Grade 10 FET phase in schools under Umzumbe circuit at Ugu district, KwaZulu-Natal, in South Africa. The study sought to construct an understanding of the impacts of these experiences in the learning of the Economics curriculum. Thus this chapter began by stating the research title, and the purpose of the study, deliberating on the background, and the rationale for embarking on a qualitative research study. This was followed by a brief explanation of the location of the study, the literature review, the research questions, and the objectives of the study. Thus research design and data-generation methods were discussed in order to elicit the nature of the study. The chapter concluded by examining the issues of trustworthiness, and the research ethics, giving a brief outline of chapters forming the body of this study.

#### **1.2 Research Title**

Exploring teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase at Ugu district.

#### **1.3 Focus and Purpose of the Study**

The purpose of the study is to explore teachers' experiences of teaching economics threshold concepts in Grade 10 FET phase at Ugu district, Port Shepstone.

#### **1.4 Location of the Study**

The study was conducted in the four rural high schools located at Umzumbe circuit using four teachers teaching Economics curriculum in Grade 10 FET phase as case studies. Thus teachers were given pseudonyms as follows, in order to protect their real names: Teachers A, B, C, and D. The study focused mostly on the teachers' experiences of teaching threshold concepts in the entry class at the FET phase.

### **1.5 Background and Rationale**

I decided to conduct this study because of my personal interest and involvement in the teaching of Economics for over 10 years. Currently, I am a cluster coordinator responsible for teaching and addressing curriculum issues at Umzumbe circuit under Ugu district, Port Shepstone. Being in this responsible position, I have observed that teachers who teach economics at the FET phase find it difficult to teach threshold concepts in Economics the way required by the CAPS policy document. This leads to a situation in which intended curriculum is not implemented smoothly for the attainment of scholastic goals. Furthermore, teachers seemed to be following a prescribed structure when introducing Economics concepts to Grade 10, thus making Economics content difficult to be understood by learners in their context. Teachers are affected by their backgrounds which impedes them from advancing to complicated economic situations when deliberating or reflecting on concepts. This served as a tentative observation; however, the findings of the study could reveal the main problem pertaining to the teaching of concepts in Economics. The purpose was to explore teachers' experiences of teaching threshold concepts in the Grade 10 FET phase. I believe that teachers' experiences could pave a way for the problem be addressed for quality implementation of the curriculum in schools.

Furthermore, these studies (Dewey, 2013; Hansen, 2000; Taylor, 2013) assert that experiences are assembled by individuals' mental interpretation emanating from a range of physical and psychological exposures which are either painful or pleasant. Studies outline that experiences are categorised into three levels, namely, informal experiences, formal experiences, and non-formal experiences. It has been submitted to this study that informal experiences relate to shared experiences which are drawn from social living in societal settings, people learning from one another in an informal way. Formal experiences are those associated with formal learning that takes place in any formal educational institution. However, non-formal experiences are defined as experiences drawn from individual's uniqueness and personal status. Thus they seem to be developed by subjective perceptions interpreted by the person concerned (Lutus, 2012; Maba, 2017). It is clear that teachers' habits in a classroom situation are informed or shaped by these three forms of experience. Khoza (2016) and Jóhannsdóttir and Roth (2014b) are of the view that, through experiences, teachers should be able to choose teaching activities, teaching roles, and teaching strategies which they perceive could assist in making learning effective for the benefit of learners. Experiences enable teachers to decide on how learners will be involved in the learning process for the attainment of scholastic goals.

The curriculum is understood as the body of any subject matter presented by teachers in the classroom with the aim of developing content knowledge for the learners (Marsh, 2012; Simmonds, 2014). Curriculum implementation is presented according to components of Tyler's theory which articulates teachers' experiences in classroom situations (Schiro, 2012; Tyler, 2013). This suggests that teachers' experiences may be made explicit by the above curriculum concepts for the successful curriculum implementation in schools. Thus, these studies (Khoza, 2015c, 2016) affirmed that, in order for teachers to be progressive in their teaching responsibility, they should reflect on their experiences based on three main layers of curriculum, namely: intended, enacted, and attained curriculums; this will help in making educational goals authentic. Furthermore, Khosa, Botha, and Pretorius (2015) argue that threshold concepts in Economics form the basis for comprehending the whole content subject. These are intensively presented at the introductory stage for learners to understand, describe, and interpret current economic situations. Teachers should therefore make it a point that threshold Economics concepts and terminologies are strongly emphasised at the beginning of each chapter during teaching and learning.

In addition, studies have outlined that much literature has been presented on teachers' experiences of curriculum implementation. However, very few of these studies specifically examined teachers' experiences regarding the teaching of threshold concepts in Economics. This study intends to bridge the obvious gaps. Findings and results that emerge from this study may not benefit only myself as a researcher, but could be part of life-long learning for teachers, subject advisers, and other relevant stakeholders to extend their knowledge and professionalism. Such would develop or improve the quality of the curriculum and its implementation, more especially in the field of commerce, for the benefit of society in general.

## **1.6 Review of Literature**

Teachers' practices and their conduct is of much concern in the South African education system today (Rogan & Grayson, 2003). This poses the question: What does constitute effective teaching in the South African schooling system? Jensen, Sandoval-Hernandez, Knoll, and

Gonzalez (2012) responded to this question by bringing awareness to quality teaching practices being informed by factors such as ethical and moral aspects of personal teaching. This includes a professional attitude, sufficient teaching materials, pedagogical content knowledge, skills, and a passion for the teaching practice. All these factors are framed under experiences each teacher has of teaching and learning (Lutus, 2012; Maba, 2017). The study conducted by Mpungose (2015) submitted that teachers are further influenced by three categories of rationale, namely: professional, societal, and personal rationales, in the teaching of the Economics curriculum, especially in Grade 10 classrooms. Thus teachers seemed to be driven by professional as well as societal rationales, teaching and learning being executed in the classroom through following prescribed CAPS documents and the communities' call for scholastic transformation (Khoza, 2018; Mpungose, 2015; Mqadi, 2015). However, Lumumba-Kasongo (2017) opined that personal rationale allows teachers to persist in teaching learners, even though unfavourable circumstances seem to be dominating schools and the entire education system. Economics teachers can experience benefits and challenges through continuing teaching as they are destined to fulfil that responsibility (Maba, 2017; Marom, 2019; Mathibe, 2015).

Furthermore, Lumumba-Kasongo (2017) and Morris and Morris (2012) assert that there are imbalances between intended curriculum and enacted curriculum seen as negatively affecting student learning in African schools (Hallam & Ireson, 2016; Khoza, 2016). This is perceived by many as a major challenge that has to be addressed with immediate effect in order for quality teaching and learning to take its course. It is noticed that Economics teachers' poor subject content knowledge is problematic for the realization of the intended curriculum (Avalos, 2011; Bantwini, 2010). As a result, missing of threshold concepts of Economics may lead to poor learning outcomes in South African schools. The existing shortage of teaching and learning resources in many rural schools continues to affect the attainment of quality results that could pave the way for indigent child in remote areas to move out of poverty (Lumumba-Kasongo, 2017; Motshekga, 2011). Thus, sound and effective remedial attempts by relevant institutions could serve to assist learners in practical ways (Lunenburg, 2011; Mbatha, 2016).

## **1.7 Questions to be asked**

The questions asked in the study are as follows:

- What are teachers' experiences of teaching economics threshold concepts in Grade 10 FET phase?
- What informs teachers' experiences in the teaching of economics threshold concepts in Grade 10 FET phase?
- What lesson may be learned from teachers' experiences of teaching economics threshold concepts in Grade 10 FET phase?

## **1.8 Objectives of the Study**

The purpose of the study was as follows:

- To explore teachers' experiences of teaching economics threshold concepts in Grade 10 FET phase
- To understand the reasons for their experiences of teaching economics threshold concepts in Grade 10 FET phase
- To understand how experiences are used in the teaching of economics threshold concepts in Grade 10 FET phase.

## **1.9 Research Design and Methodology**

### **1.9.1 Research paradigm**

In a research the term 'paradigm' describes a system of ideas or views which are used by a community of researchers to generate data and knowledge (Bertram & Christiansen, 2014). Studies postulate that a research paradigm represents a particular way of viewing the social world, which involves choosing various approaches to observe and measure the phenomenon being studied. The research paradigm can be representative of a particular set of human perceptions about the state of the world. As Rowden, Dower, Schlacher, Consalvey, and Clark (2010) affirmed, the way in which researchers see and observe the social world informs the way in which they conduct their research studies.



This study therefore falls under the interpretivist paradigm as it intends to make meaning of human experiences, perspectives, and feelings. Bertram and Christiansen (2014) state that researchers in the interpretivist paradigm do not aim to predict what people will do, but rather to describe and understand how people make meaning of their social world and how they consider their own conduct within their natural setting. Interpretive researchers believe that the reality consists of peoples' subjective experiences of the external world, thus they may adopt an inter-subjective epistemology belief that reality is socially constructed (Mertler, 2018; Sargeant, 2012). In addition to this, these studies (Lewis, 2015; McKenney & Reeves, 2018) submitted that, in the interpretive tradition, there are neither correct nor incorrect theories. Instead, these should be judged according to how interesting they are to the researcher and those involved in the same areas. Researchers choose the interpretive paradigm with the purpose of understanding more about the phenomenon of interest in order for the whole study to be meaningful and valued (Rowden, Dower, Schlacher, Consalvey, & Clark, 2010).

Given the purpose of the study which is to explore teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase, I considered the interpretivist paradigm more appropriate to this study, as it played the valuable role of providing a space to understand lived experiences of teachers as participants. Findings of this study identified the inability of teachers to fulfil the Economics curriculum.

### **1.9.2 Research approach: qualitative**

The method of approach that will be employed in this study is the qualitative approach. I am interested in exploring teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase. Creswell (2014) defined the qualitative research approach as that for exploring and understanding the meanings and experiences of individuals or groups of people having social problems. Thus the study unpacked experiences of teachers teaching Economics threshold concepts in Grade 10 FET phase. Denscombe (2014) outlined the strength of qualitative methodology by revealing that it allows researchers an opportunity to better understand human social circumstances. In support of this study, it was decided to employ qualitative approach as a usable methodology in an attempt to assess the experiential knowledge of Economics teachers pertaining to their conduct in a classroom setting. This concurred with ideas of Bertram and Christiansen (2014) and Zainal (2011) that the qualitative approach seeks to find an in-depth understanding by asking questions through an interview

process, resulting in data being generated, while teachers' experiences become known and interpreted.

Bertram and Christiansen (2014) spoke of representation and the reluctance to use figures as a strong weakness of a qualitative research study. The study referred to representation as a difficult aspect for qualitative researchers to adequately capture lived experiences owing to unforeseen and unpredictable factors from the scene where the study ought to take place. Thus, figures are viewed as numbers used in the study to articulate situations which describe the nature and the character of the research itself (Bertram & Christiansen, 2014; Christiansen, Bertram, & Land, 2010a). In order to address these limitations, the study applied words instead of figures to express all proceedings pertaining to the study. In addition to this, the study made use of inductive analysis as it allows researchers in qualitative study to stay true to the data as themes or categories emerge from raw data generated. Thus, specific teachers' experiences of teaching threshold concepts in Economics class were entertained during interviews; and patterns were observed in a classroom situation during lesson presentation by all participants involved in the study.

### **1.9.3 Research style/design: Instrumental case study**

The study adopted a case study as research style. Bertram and Christiansen (2014) opined that a research style reflects beliefs about what may be the most useful way of generating social knowledge. A case study qualitative style is viewed as a systematic and in-depth study of one particular case in its own context (Christiansen, Bertram, & Land, 2010b), in which the case may be persons or groups of people, for example, Economics teachers. The case study intends to describe what it is like to be in any particular situation. A case study is generally descriptive in nature although it may be used to generate claims for further verification (Bertram & Christiansen, 2014; Cohen & Howe, 2011). Creswell and Creswell (2017) stated that collective, intrinsic, and instrumental, are three types of case study found in research studies. The instrumental case study was chosen for this research. It is believed that it can assist in gaining an in-depth understanding of teachers' experiences of teaching threshold concepts in Grade 10 FET phase. Further to these studies (Cope, 2014; Creswell & Clark, 2017) affirmed that, using a case study, lived experiences of participants within a particular situation could be easily captured in a research study. In addition to this, illustrative and accessible seemed to be the

strengths of in the qualitative research using an instrumental case study. Such can hold the readers' attentions with clear accounts grounded in reality (Denscombe, 2014; Grant, 2015). Grant (2015) suggested that one of the drawbacks of the instrumental case study is that it comprises impossibilities of choosing and setting boundaries in the case to be studied. However, in order to overcome this limitation, I have selected four teachers easily accessible who can hold readers' attention, being Economics teachers who may offer clear accounts of experiences grounded in reality. The case study was found to be more conducive to this study. Findings were impossible to generalise owing to the limited size of the population.

#### **1.9.4 Sampling process**

Coyne et al. (2011) referred to sampling as the process in which the researcher decides which group he or she believes will maximise the possibilities of generating the data. This eventually leads to detailed information based on the research questions at his or her disposal. Bertram and Christiansen (2014) explained that sampling is about making decisions about the population, settings, and events to be incorporated into the study. The researcher should know exactly who to sample for the purpose of conducting a typical research study. Bertram and Christiansen (2014) further defined purposive sampling as a condition in which the researcher makes a specific choice about objects or people to include in the study. Thus, for the purpose of this study, four Economics teachers who are teaching Grade 10 in four high schools were purposively chosen to participate in this study. Sampling seemed to be convenient since chosen teachers are easily accessible and available. They form the cluster I currently lead, as coordinator. Thus I opted to include well-experienced teachers as well as novice teachers so as to generate balanced data that represents real situations in schools.

#### **1.10 Data-generation Methods**

Data generation refers to the theory and methods used by researchers to create data from sampled data sources in a qualitative study. Data sources include human participants (Suresh & Rath, 2014). For the purpose of this study the following three data-generation methods were applied in order to generate data: reflective activity, one-on-one semi-structured interviews, and group discussions.

### **1.10 1 Reflective activity**

Reflective activity is understood as a process executed with the purpose of identifying the strengths and weaknesses from the participants' point of view, based on the phenomenon being studied (Creswell & Creswell, 2017). This process allows the interpretive researcher to have a good understanding of the situation each participant is in, relating to the phenomenon or the problem being studied (Creswell & Clark, 2017). However, Bertram and Christiansen (2014) believe that reflective activity should be considered necessary to any human development process; advocating that teachers must mull over what they have experienced informally, formally, and non-formally. Bowen (2009) submits that researchers formulate questionnaires with the purpose of giving participants the opportunity to respond honestly. It seems less possible for participants to demonstrate honesty through their responses on the activity given to them. In order to address this issue more explanations on the issue of honesty and sufficient time to respond to questions, were given to all participants. An extra period of a week was also allowed for participants before questionnaires were collected in preparation for the group discussion process.

### **1.10.2 One-on-one semi-structured interviews**

For the purpose of this study, the one-on-one semi-structured interview with open-ended questions was adopted. As Ging 'ging (2013) argued, the one-on-one semi-structured interview is a method used to generate data based on direct interaction and exchange of words between the interviewer (e.g. the researcher) and interviewee, as a participant. This kind of interview is more personal and allows a participant in the process to frankly table his or her feelings and experiences regarding a particular subject being researched (Anfara & Mertz, 2014; Battiste, 2016). I found one-on-one semi-structured interviews conducive to such eliciting of information. Sufficient opportunity was allowed for more elaboration and details in favour of all participants when responding to the questions. I discouraged the discussion of any information not directly relevant to our discussion. Bertram and Christiansen (2014) assert that the main strength of the one-on-one semi-structured interview is that it comprises personal and direct contact between interviewers and interviewees. However, an interview process results in generating large textual data: when data is transcribed more time is consumed (Battiste, 2016). Thus, to address this limitation, a smartphone was used to record all participants during an interview which took only 30 minutes per participant. Data taken from the smartphone was later analysed.

### **1.10. 3 Focus-group discussions**

Group discussion refers to a process in which members articulate their views, experiences, and ideas with the aim of creating constructive solutions to pressing problems; the process usually results in social change and development for people involved (Banks, 2018). We have chosen my school as a place at which to conduct group discussions, the school having ample space and being located at the centre of all four schools. Thus the discussion was based on the experiences of teaching threshold concepts in Grade 10 Economics: we managed to address issues around the teaching of Economics and its concepts. Battiste (2016) attested that the strength of the group discussion is that the pool of knowledge becomes broad, making it easier for ideas and solutions to emerge for all members playing a part in the process; this does not take much time. However, the drawback is that certain members wish to speak endlessly, while others are not able to express their views. To address this limitation, I presided over the members, reminding them that I, as leader, would be giving everyone the opportunity to talk.

### **1.11 Trustworthiness**

Trustworthiness is the term used in qualitative research to reflect real and lived experiences of the participants as data generated from the research study (Bertram & Christiansen, 2014). These studies (Anfara & Mertz, 2014; Creswell & Clark, 2017) viewed trustworthiness as a process in which the researcher is in a position to convince the readers or audience that the research findings are of good quality and genuine. Thus, trustworthiness in research study may be enhanced by the following dimensions: validity, credibility, confirmability, and transferability (Bowen, 2009; Chaturvedi, 2015). I adhered to these dimensions in order for this study to satisfy research rules.

Furthermore, studies submitted that credibility should be viewed as an important aspect in establishing trustworthiness: it demands that the researcher clearly link the research findings with real experiences of the participants for the study to be considered trustworthy. The study demonstrated qualities, values, and neutrality in order for credible work to emerge (Chaturvedi, 2015; Christiansen, Bertram, & Land, 2010b). Moreover, Cope (2014) and Cohen and Howe (2011) posited that confirmability questions how the research findings are supported by the data-generation process. However, Miles, Huberman, and Saldana (2013) maintained that

confirmability is there to make sure that findings of the study really demonstrate experiences of teachers as participants in the study. Findings should be confirmed by participants as true words from their thoughts. Thus, according to research rules, it became necessary for me to avoid any influence on generated findings so as to ensure coherence and consistency. These studies (Cope, 2014; Creswell & Clark, 2017; Hart, 2018) referred to transferability as the degree to which the research study may be transferred to other contexts. Bertram and Christiansen (2014) argued that transferability in an interpretive paradigm incorporates considerations of the extent to which others could be inspired to create change in social practices through reading the account of the research study. Thus, as a researcher in this study, I enhanced transferability, ensuring that findings on teachers' experiences were accurate as constructive recommendations on how teachers should conduct themselves in teaching Economics especially in Grade 10 FET phase.

### **1.12 Research ethics**

Ethics deals with the conduct of people, and guides the norms or standards of behaviour of human species and their relationships (Anfara & Mertz, 2014; Banks, 2018). The primary responsibility for the conducting of ethical research rests with the researchers. Research principles compel them to act ethically towards those with whom they collaborate, consulting, where appropriate, guidance on ethical issues (Battiste, 2016; Bertram & Christiansen, 2014). Christiansen, Bertram, and Land (2010a) asserted that ethics in any study becomes important, more especially if the study is about people or animals. All research studies should consider the rights of participants to be protected from any harm that might exist as the research is in progress. I found it necessary in this study to ask for permission to conduct the research, writing to the Department of Education at Ugu district. After receiving permission, I contacted participants as well as schools in writing, and per telephone and email, asking for them to be part of my study.

Moreover, Bowen (2009) and Banks (2018) stated that the research should be based on the freely given informed consent of those under study. Selected participants in this study were given consent forms prior to the commencement of the study to consent to anonymous participation. Pseudonyms will be used. The purpose of the study was articulated well to all participants so as to familiarise them with the processes and aims of the study. This was done

with the intention of enhancing transparency, allowing participants to feel free and less threatened during the course of the study. Lastly, I made sure that all participants were informed that their participation in this study remained voluntary. They were able to exit the study at any time without explanation or repercussion.

### **1.13 Data analysis**

Data analysis is defined as the process of making meaning of the information in terms of participants' point of view based on the existing situation (Banks, 2018; Battiste, 2016). Furthermore, Bertram and Christiansen (2014) and Chaturvedi (2015) submitted that data analysis involves field notes recording observations, ideas, and teaching experiences in the school environment. Data analysis commenced after the intended data has been completely generated in this study. Proceedings involved reflective activity, focus-group discussions, and one-on-one semi-structured interviews as data-generation methods. This study adopted a guided analysis which comprised two main approaches to a qualitative study: inductive reasoning and deductive reasoning. As with these studies (Cope, 2014; Creswell, 2014; Golafshani, 2003) postulated that guided analysis is important during data analysis as the data generated may be organised and sorted into categories for themes to emerge.

Studies report that inductive reasoning works from specific observations to broader generalizations. I generated meanings directly from the data taken from participants, analysing it following relevant literature that informed the phenomenon of my study for a sound conclusion to be realised (Lewis, 2015; McKenney & Reeves, 2018). Deductive reasoning at the conclusion of this study maintained sound findings, as theories were used to analyse the data.

More to this, data generated from participants were coded during transcribing. Pseudonyms were used to enhance accuracy findings (Golafshani, 2003; Hart, 2018). Cope (2014) and Creswell (2014) described coding as a process of organising and sorting data, thus codes in a research study serve a way of labelling, compiling, and organising data generated. Coding becomes the basis for developing an analysis process. Studies claimed that, in a qualitative

study, the data must be analysed textually in order to be meaningful. I adhered to this principle with the purpose of constructing quality data that could assist readers of this study.

## **1.14 Outline of the study**

### **Chapter 1**

This chapter provides a brief motivation and background. It further presents the title, purpose, and rationale of the study. The literature review based on the phenomenon (experiences) of the study and curriculum terms were articulated. Thus Tyler's four principles, research design and methodology are also clearly considered to qualify procedures of conducting quantitative interpretive study.

### **Chapter 2**

Chapter 2 examined the literature review which seemed to be more relevant to matters around the curriculum and its implementation process. The chapter also draws on Tyler's theory which has been adopted as a theoretical framework in order to deliberate on the number of curriculum components explaining teaching and learning of Economics in Grade 10 classrooms. The exploration of teachers' experiences of teaching threshold concepts was necessary to inform Economics curriculum implementation for the construction of scholastic knowledge to the learners.

### **Chapter 3**

In this chapter the methodology adopted was presented in order to answer the research questions. It is also stated in this chapter that the interpretative paradigm was found relevant for the proceedings of the study; four teachers from various schools were chosen for the study. Reflective, one-on-one semi-structured interviews and focus-group discussions were employed as data-generation methods. This chapter also examined two samplings (convenience and purposive) and further described two reasonings (inductive and deductive). Thus trustworthiness and data analysis were further articulated in order to make the study sound and meaningful.



#### **Chapter 4**

This chapter discussed findings through the analysis of data generated from four Economics teachers in Grade 10. Thus the data from interviews were first analysed in order to ascertain teachers' experiences which may impact on their teaching attitude. The data were presented making use of quotations and curriculum concepts which emanated from Tyler's theory.

#### **Chapter 5**

Chapter Five presented a discussion of the findings from previous chapters as per purposes of the study. The chapter also looked at conclusions derived from the findings which linked to the objectives of the study. Thus these findings and conclusions represented Economics teachers' experiences of teaching threshold concepts in Grade 10 classes. A number of recommendations were made based on the findings of this study.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

In the previous chapter the background of the study was presented based on the gap which provided motivation for this study. The chapter further dwelt briefly on aspects such as levels of experiences, curriculum, and its scholarly components. Tyler's theory was also briefly introduced to bring more meaning to the research body of knowledge. Therefore Chapter Two takes the researched work further by focusing on detailed discussions of various local and international studies by experts pertaining to teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase. The chapter continues to view findings as well as positions of various studies explaining issues related to the curriculum, for example, curriculum knowledge and its implementation process in the classroom situations. This chapter will clarify curriculum levels, curriculum presentations, and aspects such as horizontal and vertical curriculums. However, Tyler's theory is also found necessary to be used as a guiding framework for the entire development processes of the study. Thus the chapter will also make use of various Economics literatures examining local and international perspectives on the meaning of teaching experiences.

Furthermore, Van Puyvelde (2017) and Hart (2018) describe literature review as a critical and analytical account of the existing research on a particular topic. However, these studies (Bornmann, 2013; Creswell, 2014; Mertler, 2018) perceive literature review as a means of locating and summarising studies on research topics. One among many purposes of the literature in the qualitative interpretive study, is to share with the readers the results or findings of other studies, adding to the larger ongoing dialogue in filling the gap and extending prior studies (Chenail, Cooper, & Desir, 2010). As a result, the literature review in this study intends to incorporate the information from the teachers' point of view pertaining to their teaching experiences of threshold concepts in Grade 10 Economics. The whole chapter is intended to explore in-depth teachers' experiences of teaching threshold Economics concepts in Grade 10 FET phase in order to generate sound understanding. Denney and Tewksbury (2013), Thistlethwaite (2012), Creswell and Creswell (2017), Booth, Sutton, and Papaioannou (2016) submitted that the literature review in the interpretive study helps a great deal in determining whether the information generated is of worth, or fits the body of knowledge for the proposed study. It also provides insight into the way in which the interpretivist researcher can limit the

scope and the extent to which the data generated is directed to the needed area of inquiry. The first part of the literature draws much from the phenomenon (teachers' experiences).

## **2.2 Phenomenon (teachers' experiences)**

### **2.2.1 What are experiences?**

Many companies and institutions recognise or value employees' years of experience as a relevant factor in human resource policies (Lutus, 2012; Rice, 2010). Experiences gained by people over a prolonged time-span enhance their abilities and competence in performing any task given to them (Lutus, 2012; Nyambe, 2015; Rice, 2010). Henry, Fortner, and Bastian (2012) caution that, although experiences gained result in good outcomes during the first few years of work, as the employee grows used to the situation over time, interest and passion may dwindle. Sometimes employees lose interest in their work, contributing less and less to the organisation's success and profit. Thus their rich experiences become useless and a burden to the organisation itself (Henry et al., 2012; Maharajh, Nkosi, & Mkhize, 2016; Mbatha, 2016; Stronge, 2018).

Furthermore, (Jensen, Sandoval-Hernandez, Knoll, & Gonzalez, 2012) argue that the term experience is complicated and difficult to comprehend, especially when it is associated with unpredictable humans. It is for this reason that this study intended to explore teachers' experiences of teaching threshold concepts for Economics in Grade 10 FET phase. Experiences, from an educational point of view, are understood as main factors in shaping teachers' and learners' understanding of academic processes that take place on school premises (Mbatha, 2016; Ross, Sinclair, Knox, & Macleod, 2014). In learning, experiences articulate the formal relationship between teachers and learners towards teaching and learning of the Economics curriculum. Fomunyam (2014), Heller, Daehler, Wong, Shinohara, and Miratrix (2012) assert that teachers utilise their experiences in order to choose the subject content, teaching methods and activities for the attainment of intended curriculum goals. Experiences construct teachers' knowledge of interpreting educational policy and the implementation curriculum the way it has been planned (Dewey, 2013a; Fantuzzo et al., 2012; Henry et al., 2012). In this study, experiences are further examined based on three levels or categories: formal, informal, and non-formal experiences.

Literature perceives informal experiences as the sharing of ideas which are drawn from local settings in which practitioners learn things consciously or unconsciously from one another in a relaxed and informal way. Thus Lutus (2012) and Mc Knight (2015) perceive informal experiences as life skills which are instilled by people to other people outside formal education. Informal experiences take the form of indigenous knowledge acquired by individuals through participating in the community or in social occasions at local level. Teachers in a school situation may therefore learn academic information from their colleagues during normal school hours. However, informal experiences are not constrained, predetermined by time, place, or content of learning. Instead, they are generally learned by people spontaneously in a social and friendly fashion. Thus such a level of experience arises casually within social settings.

However, formal experiences are found in education in the formal learning process (Lutus, 2012; Nyambe, 2015; Rice, 2010). Thus Jóhannsdóttir and Roth (2014a) and Bull et al. (2008) further state that formal experiences are structured in terms of learning activities and learning time in which the process of learning is infused with activities, complete with stipulated time for those activities. Teaching training provides the opportunity for teachers to have experiential knowledge of how to teach Economics in Grade 10 classes (Kennedy, Hyland, & Ryan, 2012; Khoza, 2016; Marsh, 2012). Literature supports that formal experiences are offered by various formal institutions of learning. Experiences are designed with the purpose of shaping or influencing peoples' thinking and behaviour in a particular intended direction. Teachers' knowledge or understanding is structured to take a particular direction in life for the realization of unforeseen political and economic ideology (Cooper, 2013; Roeser, Skinner, Beers, & Jennings, 2012). In addition to this, Ross et al. (2014) are of the view that, if someone intends to be an expert or a professional he or she must undergo a particular formal tuition which is offered by a legal or recognised formal educational institution. Academic institutions remain the source of formal experiences whereby teachers can acquire scholastic knowledge and skills in bringing improvement in the teaching and learning processes.

However, non-formal experiences are related to the state of individual subjectivity in which teachers as social beings build their own personal state of reality (Kennedy et al., 2012; Stronge, 2018; Zwozdiak, 2011). These studies (Cameron & Harrison, 2012; Petnuchova, 2012; Ross et al., 2014) share a similar sentiment, that non-formal experiences are more self-taught and are in existence based on individuals' choices and preferences. Non-formal experiences are more

purposive and voluntarily learned by teachers in a diverse range of social environments for which formal learning is not necessary (Thompson, 2013; Varpio et al., 2014).

Khoza (2018) asserts that experiences may play an important part in the modification of outlook and capabilities pertaining teaching practice in a school environment. Teachers have to rethink their experiences in order to understand the Economics curriculum and its implementation. This is similar to the views of Timoštšuk and Ugaste (2010), Fomunyan (2014) and (Dewey, 2013a) that teachers' professional identity involves the creation and recreation of meanings through practical experiences explored in the teaching field. Teachers usually make use of their experiences to construct and reconstruct their professional identity over time, owing to meaningful learning building on their current and previous knowledge. Teaching practice is considered by studies as the product of informal experiences, formal experiences, and non-formal experiences.

However, a study conducted by Henry et al. (2012) exploring the effects of experiences and attrition for novice high school science and mathematics teachers, compares teachers having long-standing teaching service with those having only a few years of teaching. Findings revealed that teachers depend more on their experiences. This suggests that experiences should not be used as the alpha and omega in the context of teaching and learning as most of the current information and related issues regarding Economics CAPS could be ignored. Teachers' experiences are generated in this study based on Tyler's principles of curriculum implementation.

## **2.3 The Curriculum as a Core Aspect of the Teaching and Learning Process**

### **2.3.1 What does curriculum mean?**

These studies (Hoadley & Jansen, 2013; Thijs & van den Akker, 2009) define curriculum as a plan for teaching and learning. Berkvens, Van den Akker, and Brugman (2014), Igbokwe, Mezieobi, and Eke (2014) comment that the term 'curriculum' is derived from the Latin 'currere', meaning a course to be run. A curriculum is only what is planned for actions like teaching strategies which are put in place for the purpose of attaining scholastic goals in the learning environment (Fallahi, Gholtash, & Ghaemi, 2013; Simmonds, 2014). Curriculum is regarded as a core aspect in education in which various school subjects are communicated in the learning space for the construction of educational knowledge (Ambrose, 2013; Hoadley &

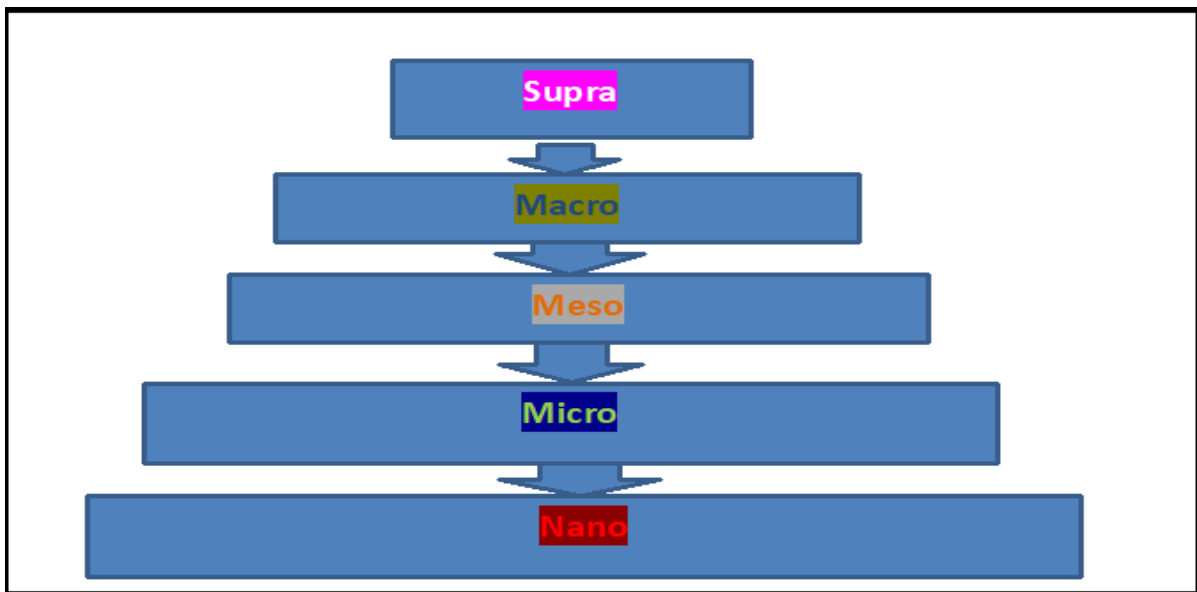
Jansen, 2013). The effectiveness of the curriculum in the classroom is judged through quality results attained on the basis of learners' experiences and their performance (Berkvens et al., 2014; Hoadley & Jansen, 2013). Thus these studies Khoza (2015a), Mpungose (2015) and (Fomunyam, 2014) argue that a curriculum allows teachers to deliberate on their teaching activities as well as on their methods for the sustaining of quality teaching and learning.

Furthermore, Hoadley and Jansen (2013), Mthethwa (2014) and Ylimaki and Uljens (2017) affirm that a curriculum is often implemented through making use of various policy documents and other teaching and learning materials. The curriculum implementation cannot be of good quality without the availability of adequate teaching and learning materials (Berkvens et al., 2014; Carl, 2015; Khoza, 2015a). The purpose of this study is to explore teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase. Teachers' experiences are scrutinised on the basis of expert opinion on teaching practices and teaching experiences which dominate Grade 10 classrooms. Thus this study attempts to seek ways of restoring quality teaching and learning in the schooling sector. Studies conducted by Thijs and van den Akker (2009), Berkvens et al. (2014) and Stabback (2016) have declared that quality education results in a wider range of potential opportunities, such as equipping learners with lifelong skills which could assist in sustaining economic growth. The transformation and development of the community depends on the education supplied and received through curriculum implementation (Carl, 2015; Khoza, 2015c; Ndalichako, 2015).

Studies (Carl, 2015; Johnson & Van Wyk, 2016; Khoza, 2015b) postulate that effective teaching and learning is a process which results in academic knowledge being understood by learners for quality performance in the classroom. Inexperienced and unqualified teachers do not, therefore, assist in the attainment of a quality intended curriculum (Hoadley & Jansen, 2013; Khoza, 2013, 2015b). This view concurs with studies (Barton, Garvis, & Ryan, 2014; Stabback, 2016; Stronge, 2018) submitting that lack of teaching material as well as indiscipline of learners contribute towards undesired curriculum goals. The curriculum in the classroom represents a conscious and systematic selection of knowledge, skills, and values that shape the way teaching and learning is formally organised. As these studies (Barton et al., 2014; Berkvens et al., 2014; Mazoue, 2014) further indicate, the curriculum should be known as a political and social agreement which stresses the common vision between the state and local people, while also taking into account international needs and expectations. The curriculum thus incorporates local and global educational goals.

### 2.3.2 Curriculum levels

A curriculum development process by its nature comes across at various levels intended to achieve its effective implementation process in a classroom situation (Barton et al., 2014; Schiro, 2012). Furthermore, these studies (Hoadley & Jansen, 2013; Khoza, 2015a) argue that a curriculum has five levels. Figure 2.1 below presents a hierarchical structure of these curriculum levels.



**Figure 2.1: Curriculum levels (Van den Akker, 2009, p. 9)**

Studies mentioned above claim that the curriculum is divided into: supra, micro, meso, micro, and nano levels. In Figure 2.1 the supra is the first level. It presents an international curriculum that has elements or influence of the global community on any single nation's curriculum making. The macro level applies at national level and enables a curriculum to be strongly influential at school level. The curriculum (CAPS) at the macro level is more of a guiding policy document which allows space for schools (Meso) to shape their own teaching and learning programmes, while selecting the subject content to be taught by teachers in the classroom setting (Carl, 2015; Khoza, 2015a, 2015b). The subject content comprises all modules and topics experienced by learners in a particular phase or grade.

Studies (Carl, 2015; Thijs & van den Akker, 2009) claim that the meso represents curriculum implementation at school level, thus the meso involves schools' programmes and a prescribed

policy document intended to be used by teachers during teaching and learning. In addition to this, DoE (2011) and Gorozidis and Papaioannou (2011) submit that those teaching Economics CAPS should possess sound understanding of the prescribed subject content for the attainment of quality results in Grade 10 Economics classrooms. Thus (Motshekga (2011), Eren and Tekinarslan (2012) postulate that Economics teachers are regarded as agents of the curriculum: they should therefore be able to interpret the curriculum for quality teaching and learning to prevail. Under the meso, teachers' experiences are being monitored and shaped towards good ethics and professional conduct in the midst of teaching and learning. Thus the micro level, on the other hand, interprets the execution of teaching and learning activities in the classroom situation. Thijs and van den Akker (2009), Mqadi (2015) and Selepe (2016) assert that the nano, as the last level, refers to how individual learners learn during the teaching and learning process. For teachers to have the upper hand during curriculum implementation they should be familiar with all curriculum levels as they are presented above (Khoza, 2015b; Lunenburg, 2011; Mqadi, 2015; Thijs & van den Akker, 2009).

### **2.3.3 The curriculum presentation**

In a school environment, curriculum presentation resembles the practical teaching and learning processes for learner developmental purposes. This seeks to practically articulate a country's educational vision towards the development of its citizens (Lambert, 2011; Motshekga, 2011; Msibi & Mchunu, 2013). Thijs and van den Akker (2009), (Khoza, 2015b) and Mpungose (2015) postulate that a curriculum has various dimensions or presentations: curriculum as intended, implemented curriculum, and achieved curriculum. The phrase intended curriculum implies that the teaching and learning of Economics CAPS is planned and controlled with the aim of providing common content knowledge to the learners across all schools in a country (Hallam & Ireson, 2015; Khoza, 2015a). Thus teachers are seen as linchpins for effective implementation of intended curriculum in a classroom environment (Brown, Bull, & Pendlebury, 2013; Johnson & Van Wyk, 2016; Tyler, 2013). Teachers should draw on their teaching experiences in order to be in line with their pedagogical responsibilities on schools' premises. Parkay, Stanford, and Gougeon (2010) and Selepe (2016) submitted that teaching and learning experiences should be geared towards an intended curriculum, as what ought to be taught and learned is part of a prescribed curriculum. An intended curriculum has been designed to serve as a guide or a framework for the teaching and learning of Economics in Grade 10 classrooms.



Furthermore, the implemented curriculum refers to the enacted curriculum which is put in place during the teaching and learning process (Hoadley & Jansen, 2013; Khoza, 2013; Maba, 2017). The enacted curriculum describes how teachers and learners conceptualise a curriculum in the learning environment (Hoadley & Jansen, 2013; Mqadi, 2015; Thijs & van den Akker, 2009). The curriculum implementation process begins with the act of understanding subject content that must be taught in learning (Maba, 2017; Tyler, 2008). Moreover, the literature in this study declares that the curriculum is designed according to how the syllabus is presented to society, educational goals being intended to be achieved through learning experiences. Recent studies conducted by Mpungose (2015) and Mbatha (2016) submitted that teaching experiences should be used by teachers in order to comprehend teaching strategies which could assist them in the teaching of Economics in Grade 10 classrooms. The enacted curriculum therefore allows teachers to reflect on their teaching experiences for quality teaching and learning to prevail in the classroom situation.

Studies (Maharajh et al., 2016; Perkins, 2016) argue that the achieved curriculum refers to the attained curriculum which is experienced through the achievement of learning outcomes in Economics classrooms. In addition to this, Mpungose (2015), Hoadley and Jansen (2013) opine that the attained curriculum provides feedback and also creates input for both intended and implemented curriculums. The achievement of CAPS curriculum goals serves as yardstick for effective teaching and learning in the classroom. Both competence curriculum as well as performance should be considered for the realization of a quality curriculum implementation in classrooms.

#### **2.4 Competence Curriculum versus Performance Curriculum**

Studies conducted by Hoadley and Jansen (2013) and Mpungose (2015) declare two main curriculum approaches which may be used for teaching and learning: the horizontal approach and the vertical approach. Both horizontal and vertical approaches are associated with the way in which teachers and learners deal with Economics for the attainment of educational goals (Ambrose, 2013; Marsh, 2009; Perkins, 2016). These approaches clearly state roles that should be played by both teachers and learners based on their experiences (Hoadley & Jansen, 2013; Mpungose, 2015; Zuma, 2016). Both horizontal and vertical approaches promote teaching and learning habits which could lead to educational goals. Thus, in this section both approaches

will be examined in-depth with the aim of understanding their contribution to the curriculum implementation process.

#### **2.4.1 Competence curriculum**

During the era of the government of national unity, South Africa, as a democratic country introduced a number of curriculum reforms such as curriculum 2005 (C2005), Outcomes-Based Education (OBE), National Curriculum Statements (NCS), and the Curriculum Assessment Policy Statement (CAPS) (Bantwini, 2010; Chisholm, 2005; Chisholm & Leyendecker, 2008). Literature submitted that curriculum reforms were introduced in South Africa with the aim of addressing the unfair practices in the education system perpetrated by the apartheid government. Mbatha (2016) and Ndalichako (2015) state that the education system under the previous government was not racially inclusive and accommodative. Certain racial groups were deprived of fair and quality education and such conditions caused them to be the victims of unfair social and economic conditions (Maba, 2017; Maharajh et al., 2016). The curriculum under the apartheid government was deemed less relevant for non-white learners' experiences of their actual world.

Studies (Bantwini, 2010; Maharajh et al., 2016; Young, 2013) assert that the apartheid curriculum was a reproduction of theories of schooling whose aims and intentions were to prepare and keep a certain ethnic group of people (Africans) suppressed, submissive to Whites and working class for a prolonged period of time. Thus curriculum modifications in South Africa since the introduction of the new democratic era have been seen as a new dawn of the educational system, supporting the masses (Chisholm, 2003; Maharajh et al., 2016; Mdutshane, 2010; Selepe, 2016) as this trend necessitated a fundamental change in education space. Modern curriculum reforms, for example, the CAPS curriculum, have demanded drastic changes in the way content knowledge in academic subjects was structured for the purpose of effecting fundamental social transformation for South Africans (Igbokwe et al., 2014; Maba, 2017; Mbatha, 2016).

Studies (Gorozidis & Papaioannou, 2011; Hoadley & Jansen, 2013; Mpungose, 2015) further reflect that competence curriculum directly or indirectly stimulates the culture of learning on the part of learners in order for them to remain passionate and enthusiastic during their learning

process. Studies further outline that, for effective learning to take place, learners firstly have to know and understand why they are learning. They have to realise the value of education and learning in their lives. (Cullen, Harris, & Hill, 2012; Hoadley & Jansen, 2013; Marsh, 2009) argue that a competence curriculum is intended to encourage learners to be fully hands-on in their studies with the purpose of deliberating on the subject during learning time. The teaching process depends on learners' own experiences and their everyday knowledge for them to build a better understanding of Economics knowledge.

This approach is effective in constructing learners' self-esteem apropos of curriculum implementation. Thus learners begin to value the role of education in their lives (Hoadley & Jansen, 2013; Mpungose, 2015). These studies assert that, by applying competence curriculum as a learning methodology in the classroom, one way or another this fosters and prepares learners, imparting a measure of control over what they actually learn (selection), when they learn it (sequence) and how fast they progress in their learning (pacing). Thus, during this time, the effective and relevant ways of constructing subject knowledge are being selected by learners as they perceive their ability to learn and grasp the information. In addition to the above, these studies (Cullen et al., 2012; Derting & Ebert-May, 2010; Hoadley & Jansen, 2013) assert that a competence curriculum exposes learners to a learner-centred strategy of conducting Economics. Such a strategy further develops sophisticated learning and problem-solving skills. Studies portray that a competence curriculum may be known as a learner-centred strategy which is employed in a learning process for the encouragement of independent learning of Economics. This requires teachers to use their informal experiences during the teaching and learning process.

In addition to this, learner-centred learning fosters content knowledge and competence towards learners, thus this becomes a buffer for the realization of learning goals in the learning process (Fantuzzo et al., 2012; Harris & Cullen, 2010). Learners rely on learning experiences to pursue their studies independently and successfully. This indirectly portrays that today's curriculum (CAPS) seems to be shifting away from the ideal that knowledge is simply given to learners in favour of the notion that they are passive recipients of information during teaching and learning (Hoadley & Jansen, 2013; Kennedy et al., 2012). Today learners are prepared by the system through various approaches (competence curriculum) to be fully engaged with their studies, as they are the ones who will sit the examinations, not their teachers. In addition to this (Khoza, 2016; Maba, 2017; Maharajh et al., 2016) are of the view that learners, in learning, should be active constructors of their own knowledge through their interaction with fellow learners,

interacting with their learning resources, the world, and the society around them. The competence curriculum seemed to expose learners in all dynamics and challenges of learning Economics for their own understanding (Kennedy et al., 2012; Khoza, 2016).

Based on the above sentiments, it is clear that learners require informal experiences (knowledge) as a foundation or prerequisite for formal experiences (subject knowledge) to be instilled through formal education (Bernstein, 1975; Hoadley & Jansen, 2013; Mpungose, 2015). As studies conducted by (Hoadley & Jansen, 2013; Mpungose, 2015; Mqadi, 2015; Mthethwa, 2014) stress, in the learning process, it is commonly assumed that learners, by nature, use heterogeneous speeds and methods in order to comprehend the information at their disposal. Thus learners, through the application of a competence approach in the Economics classroom, are likely to have control over what they learn, when they learn it, and how fast they learn it. As a result, teachers' role in the classroom tend to be covert as they only assist in making the classroom environment conducive to learning (Khoza, 2015b, 2016). Teachers should reflect on their teaching experiences as this will provide opportunities for them to explore various teaching strategies used in teaching and learning. In addition, the above studies highlighted the importance of assessment when competence curriculum is employed during learning. Activities should be based on what the learners have learnt and know, rather than what they do not know. Such may encourage a further habit of learning until understanding of the whole subject knowledge is gained. This requires this study to examine performance curriculum as this could assist in knowing how teachers should conduct themselves during curriculum implementation in their classrooms.

#### **2.4.2 Performance curriculum**

Hoadley and Jansen (2013) define performance curriculum as an approach driven by the subject matter or content subject. Subjects in the CAPS curriculum seem to differ and are separated in such a way that one subject could be clearly distinguished from another. The performance curriculum compels teachers to teach each subject in a way which is not similar to other subjects. For example, Economics may be explored differently from Mathematics or Geography or Science. In addition to this, studies postulate that this curriculum approach is perceived as a vertical curriculum since it puts individual teaching at the centre or forefront of teaching and learning, while learners have less control over their learning process. As studies conducted by Lunenburg (2011) and Thijs and van den Akker (2009) affirm, the curriculum

begins as a plan and it only changes to reality when teachers enact it with their learners in an actual classroom situation. Furthermore, (Hoadley & Jansen, 2013; Motshekga, 2015; Van der Berg, Taylor, Gustafsson, Spaull, & Armstrong, 2011) outline that a curriculum and policy statement (CAPS) is common policy for all educational subjects taught at school level in order to upgrade the national curriculum statement (NCS), attaining quality teaching and learning.

However, (Cullen et al., 2012; Marsh, 2009) are of the view that the curriculum, as an important policy document, on its own counts for nothing unless teachers are aware of its products (content and knowledge) and have the necessary skills to put it in practice for the betterment and transformation of people at societal level. In addition to this, (Bloom, Floetotto, Jaimovich, Saporta-Eksten, & Terry, 2018; Frumkin, 2015; Mohr & Fourie, 2014) suggest that the main objectives of Economics in learning is to assist learners to build necessary skills in order for them to be able to respond to economic challenges such as efficient use of scarce resources, making sound economic decisions, and eventually creating sufficient employment for a better future for all. Teachers should therefore use these objectives together with their experiences in selecting relevant or effective teaching methodologies and strategies, ensuring that the above situation is realised, especially by learners. The curriculum assessment policy statement (2012) has been implemented but it seems, not rigidly so (Glatthorn, Boschee, Whitehead, & Boschee, 2018; Hoadley & Jansen, 2013) thus the performance curriculum becomes more relevant and useful to articulate Economics effectively to learners in their learning process.

Studies conducted by (Bernstein, 1975; Hoadley & Jansen, 2013; Scrimgeour, 2012) argue that a performance curriculum is characterised by a focus on developing high levels of understanding in subjects such as Economics. In addition to this, studies above portray that in a classroom situation the performance curriculum usually takes a vertical format when teachers in Economics disseminate information to the learners, the process of teaching and learning tending to be teacher centred. The role of teachers in classrooms, seems to be clear and more effective since they are primarily perceived as transmitters of formal knowledge, while learners are deemed receivers and interpreters of that knowledge for the construction or building of scholastic knowledge (Hardin & Richardson, 2012; Marsh, 2009). In this way, knowledge is considered scholastic knowledge rather than everyday knowledge. Understanding the performance curriculum assists teachers to reflect on their teaching experiences in order to improve their pedagogy and teaching methodologies in Economics classrooms. Thus the purpose of this study is to explore teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase.

DoE (2011) and Motshekga (2011) express that the intended curriculum relies on teachers as agents of the enacted curriculum. Thus Economics teachers must draw more from their teaching experiences for proper selection of appropriate and effective teaching strategies which could assist in the attainment of scholastic goals. These studies (Hoadley & Jansen, 2013; Maba, 2017) declared that performance curriculum, as methodology in the teaching of Economics CAPS is deemed flexible enough for teachers to decide how learning can take place for the promotion of better performance in Grade 10 learners. The study conducted by Mpungose (2015) outlines that a performance curriculum fosters school knowledge, such knowledge being constructed systematically through making use of all academic resources. When the performance curriculum is adopted in the classroom, teachers should follow CAPS documents as these documents formally prescribe what should be taught and learned in Grade 10 classrooms (Brown & Liedholm, 2013; Burns, 2014; Cherkowski, 2012).

These studies (Hoadley & Jansen, 2013; Mpungose, 2015) affirm that the performance curriculum is the method of teaching that puts individual teaching at the centre or forefront of teaching and learning while learners have lesser control over their learning process. It is therefore suggested that teaching unfolds in school premises particularly in classrooms, in departmental workshops and seminars. Finally, teachers should deliberate on their teaching experiences in order to effectively implement Economics curriculum in Grade 10 classes for the benefit of the learners. Furthermore, the school curriculum is organised around Tyler's theory, make it sound to its users (teachers). This theory is given below.

## **2.5 Theoretical Framework (Tyler's theory)**

This study is located exclusively in the qualitative interpretive paradigm, with the purpose of exploring in detail teachers' experiences of teaching Economics threshold concepts particular in Grade 10 FET phase. As these studies (Gouin & Harguindéguy, 2015; Khanare, 2012; Yilmaz, 2011) posit, peoples' knowledge and understanding of social dynamics are constructed through the interpretation of the existing experiences as life unfolds. The researcher in this study is quite certain that exploration of teachers' experiences would yield genuine experience of what exactly hinders teachers from teaching Economics successfully and to the best of their abilities so that they may describe and understand their practices.

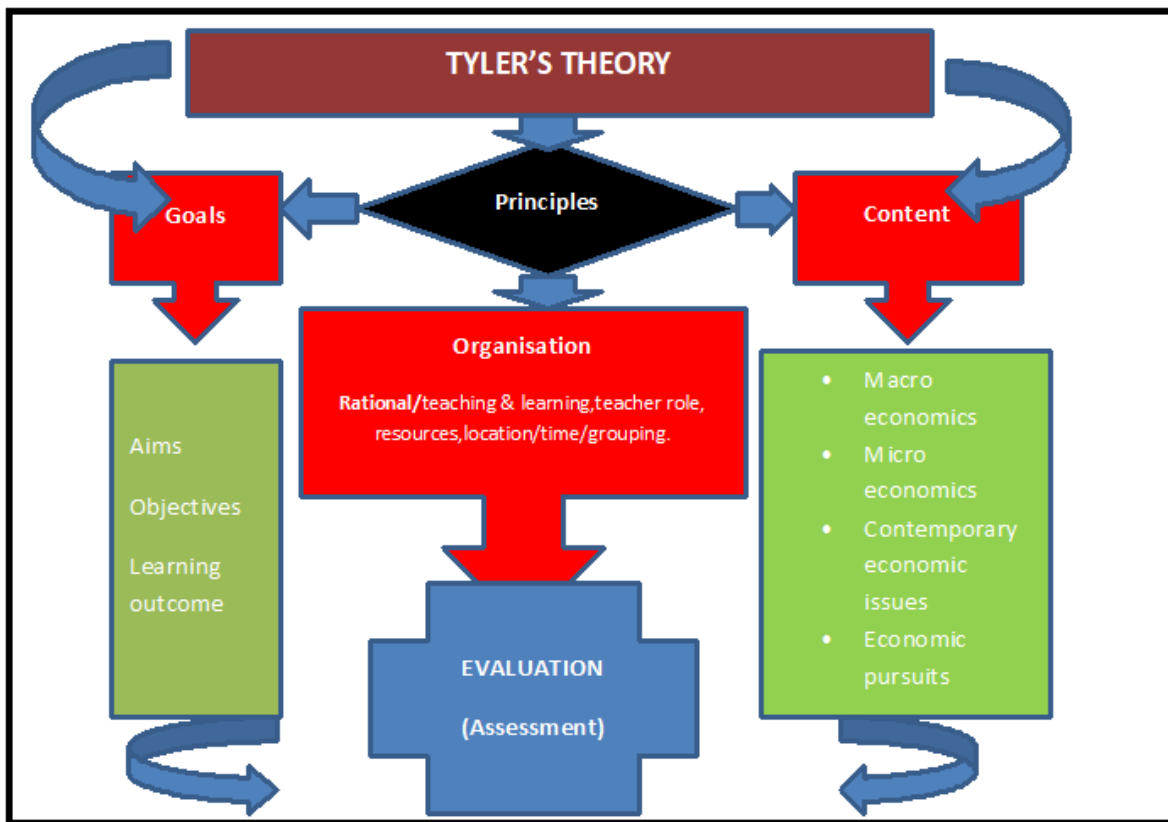
Studies conducted by Fomunyam (2013), Bell and Adams (2016) affirm that a theoretical framework is needed in a research of this nature, since it provides reasons for a study being

conducted in a particular fashion. A theoretical framework in a qualitative interpretive study provides the basis and opportunities for the researchers to theorise on their researched work in order to generate meanings to readers of the study. Studies conducted by (ReSearCher, 2017; Saldaña, 2015; Smith, Hayes, & Shea, 2017) assert that a theoretical framework consists of two words: (1) “theory” which means a set of interrelated constructions which present a systematic view of the phenomenon of the study (teachers’ experiences, (2) “framework” which should be understood as a set of ideas used in a research study to arrive at a particular decision or judgment about findings and the study itself.

However, (Bertram & Christiansen, 2014; Fomunyan, 2013; Yilmaz, 2011) define a theoretical framework as a well-developed and properly structured explanation of circumstances or events given in a coherent way. The framework in the study plays an important role as it determines how the study should be designed and how the data should be generated and further analysed with the purpose of deriving sound research findings (Bertram & Christiansen, 2014; Hart, 2018). According to the studies, this may be achieved only if the theoretical framework adopted in a study is linked to the research purpose as well as the research questions. For this reason these studies (Hart, 2018; Lewis, 2015) further state that a theoretical framework should be understood as a collection of interrelated educational concepts like the “Tyler’s principles of objective approach” which may be used to direct and guide a research study with the purpose of predicting and explaining its findings or results.

These studies suggest that, by simply adopting the theoretical framework as an interpretive qualitative study, researchers in their studies intend to limit the scope of the data through focusing on specific variables and viewpoints which they consider necessary for analysing and interpreting the data to be generated. Tyler’s theory has been employed with the purpose of framing the proceedings of the study for the articulation of teachers’ experiences of teaching threshold concepts, thereby ensuring the improved and quality curriculum practice during teaching and learning. In Figure 2.3 below, Tyler’s theory provides curriculum components which clearly reveal the scholastic situation in which teaching and learning ought to take place for societal development (Ford, Moore III, & Scott, 2011; Thijs & van den Akker, 2009). For this reason, Tyler’s theory is used as an instrument which can assist in making this study more meaningful, interesting, and encouraging, especially to Economics teachers. This study concludes that teachers may perceive the whole study as a necessary document intended to effect positive change in their teaching attitudes and behaviour. Tyler (1949) simply categorises

these principles as goals, content, organisation and valuation and Figure 2.3 once more assists in presenting these principles.



**Figure 2.2: (Tyler’s theory adopted from Ok-teaching by principles, 2001, p. 216)**

The foundation of Tyler’s theory is thought to be a combination of teachers’ pedagogy and understanding of educational contexts which eventually influence teachers’ experiences and their teaching practices in such a way that could best engender learners’ learning for comprehending Economics as a subject (Battiste, 2016; Van Puyvelde, 2017; Yin, 2017) Given the above explanation, Tyler’s theory consists of four fundamental principles in teaching and learning of any curriculum subject that incorporates goal, content, organisation and evaluation. R. W. Tyler (2013) argues that, before teaching and learning begins, goals should be identified so as to give direction to the lesson to be taught in a classroom situation. Thus teachers are required to share goals, objectives, and learning outcomes of any intended lesson to learners prior to the implementation of the Economics curriculum as this could assist learners to understand what is expected of them. The rationale is further elaborated on below.



### **2.5.1 Rationale for the teaching of Economics CAPS.**

A rationale represents fundamental reasons or intentions for a particular set of thoughts and actions; it serves as a justification for doing something. Teachers should make decisions about what they ought to teach and how they could teach it (Barton et al., 2014; Berkvens et al., 2014). A rationale in curriculum studies acts as a central link, connecting all curriculum components or concepts (Khoza, 2016; Thijs & van den Akker, 2009). These studies categorise the rationale into personal rationale, social rationale, and professional rationale. It is said that the personal rationale is understood as the rationale for teaching, which puts individual teachers and learners at the centre of the teaching and learning process (McKenney & Reeves, 2018; Thomas & Magilvy, 2011). This means that teachers use their non-formal experiences as a core of teaching, since these experiences articulate the extent of content knowledge they have on the teaching of economics in Grade 10 classes. Societal rationale considers the community as the main reason for the execution of teaching and learning at societal levels (McKenney & Reeves, 2018; Scarino, 2012).

In addition to this, McKenney and Reeves (2018) and Sargeant (2012) argue that curriculum implementation should be driven by the understanding of societal situations which emanate from teachers' informal experiences. The content knowledge to be taught in a classroom should be constructed from the societal point of view in order for it to directly address peoples' needs and wants. This could also help teachers as curriculum agents to understand what is expected of them in the school environment as they form part of the society (Khoza, 2016; Roth & Jornet, 2014). In this way, academic knowledge seems to be developed based on communities' circumstances. It is understood that scholastic knowledge serves as an effective mechanism which could bail out people from their social constraints (Motshekga, 2011; Van Deventer, 2003; Zuma, 2016). This indicates that learners in the classroom may easily comprehend all classroom knowledge as it is designed, based on their social context (Hansen, 2000; Khoza, 2015b). On the other hand, these studies (Khoza, 2016; Loewenberg Ball, Thames, & Phelps, 2015) understand professional rationale as placing professionalism at the centre of the teaching and learning process. It is related to formal experiences which connect to formal or professional education. This is constructed and implemented through academic principles and curriculum policy documents (CAPS). Moreover these are influential in the teaching practice, as teachers in schools ought to comply with them during teaching and learning.

### **2.5.2 Goals of the teaching of Economics in the classroom situation**

Goals are defined as general guidelines which explain what people wish to achieve in future. Goals tend to be either short-term, medium-term or long-term goals (Adelman, 2015; Sachs, 2017; Walls, 2017). Thus in the education space, goals are perceived as desired outcomes for learners experiencing the curriculum through teaching and learning which take place in a classroom (Khoza, 2016; Mqadi, 2015; Schank & Abelson, 2013). These studies (Berkvens et al., 2014; Khoza, 2016; Rink & Hall, 2017) noted that a curriculum implemented starts with identifying goals that encapsulate aims, objectives, and learning outcomes of the learning process. Teaching experiences assist in making curriculum goals achievable.

Teachers have been encouraged to follow curriculum policy documents during the Economics curriculum implementation process. Goals, by their nature, are intended to measure learners' understanding of the subject content during and after learning. These studies (Hoadley & Jansen, 2013; Khoza, 2016; Mqadi, 2015) share a similar view that goals should be utilised by teachers as a yardstick or benchmark to determine knowledge construction towards learners in a classroom situation. Teachers should deliberate on their experiences in order to avoid the disaster of leading learners astray, since engaging the learners without clearly defined curriculum goals could yield poor learning results. These studies (Hoadley & Jansen, 2013; Khoza, 2016) reflected that clear goals (aims, objectives and outcomes) motivate both teachers and learners during the teaching and learning process, thus quality results emerge.

However, poor understanding of curriculum goals could inadvertently tarnish teaching and learning, leading to a lower quality result (Lunenburg, 2011; Maba, 2017). Khoza (2016) and Mpungose (2015) affirm that teachers, through their teaching experiences, should clearly state goals in any Economics lesson with the purpose of assisting learners to move from known to unknown knowledge. Studies put it clearly that goals respond to the question: towards which goals are they teaching? Thus, aims, on the other hand, play a leading role in learning. Aims assist teachers to understand the purpose of the lesson content to be presented to the learners (Khoza, 2015b; Zuma, 2016). In addition, these studies describe aims as general statements of teaching which are constructed based on non-formal and informal experiences. Such experiences relate the curriculum to an individual's personal dimensions thus indicating what Economics teachers intend to do in a classroom situation. Aims direct teachers to understand why teaching is taking place in the classroom. They anticipate the state of mind learners could reach and develop after learning a particular content subject (Florian, 2012; Loewenberg Ball et al., 2015; Van Driel & Berry, 2012).

Objectives are understood as explicit statements of teaching plans in which specific schoolwork (content) has to be covered. This is indicated by teachers in their teaching and learning. When presenting Economics content, teachers should possess appropriate skills in selecting learning objectives that will assist learners to master the information that is delivered to them (Carbaugh, 2016; Mohr & Fourie, 2014; Zuma, 2016). According to (DoE, 2011) in a school environment objectives for any content topic are measurable, those in teaching and learning having a completion date. Teaching experiences help a great deal for teachers to become fully aware of their profession.

Furthermore, studies conducted by (Msibi & Mchunu, 2013; Mthethwa, 2014) argue that learning outcomes are statements which clearly outline what exactly learners in learning should understand, and be able to do, or make meaning out of at the end of teaching and learning. These studies further associate learning outcomes with skills developed through teaching and learning in a classroom situation. Learners become able to demonstrate what was taught during teaching and learning through responding positively to any assessments given to them (Ndalichako, 2015; Nyambe, 2015). Learning outcomes in a classroom demonstrate learners' capability and ability in comprehending Economics. Thus studies attest that learning outcomes indirectly promote the learner-centred approach. In this respect Mqadi (2015), Loewenberg, Thames, and Phelps (2008) postulate that, without goals (aims, objectives, and learning outcomes), teachers in their midst of teaching may not be able to state Economics content that has to be presented in classroom for learners to gain intended knowledge.

### **2.5.3 Economics content**

Studies conducted by (Mohr & Fourie, 2014; Parker, 2018) describe Economics as the study of how individuals, businesses, governments and other organisations within society choose to employ scarce means of production in order to satisfy their numerous needs and wants in a manner that is efficient, equitable, and sustainable. These studies (Black, Calitz, & Steenkamp, 2015; Mohr & Fourie, 2014) submit that Economics is more of a science, just like any other scientific subject, as it involves a systematic attempt to discover regular patterns of behaviour; such patterns being utilised to predict what might take place in future. Economists as well as governments should be able to choose and apply appropriate Economics policies that will yield positive results for the nation to benefit and prosper. Formal experiences should play a pivotal role in preparing Economics teachers to share content knowledge in Grade 10 classrooms in a

manner that is satisfactory (Lutus, 2012; Ross et al., 2014). In addition to this, Economics is part of a curriculum that is intended to be delivered to society in the form of a formal school system in which the content is shared by teachers to the learners bit by bit.

Furthermore, the studies conducted by Loewenberg Ball et al. (2015) refer to content as a source of information presented in a textbook, journal, or document for teachers to teach and for learners to study, in order to develop a particular knowledge and understanding of a curriculum subject. However, Mqadi (2015) asserts that the content in education is what teachers know, do, and care about, which is beneficial for learners; thus the content should enhance learners' experiences in their learning process. Thus, the content knowledge in a subject like Economics is regarded as the key factor, since the school curriculum without it would be meaningless (Mohr & Fourie, 2014). This suggests that teachers in the teaching profession should continuously pursue studies in order to improve their content knowledge. The subject content is never static but changes time and again (Bullough Jr & Hall-Kenyon, 2012; Fomunyam, 2014; Stronge, 2018).

On the other hand, these studies (Berkvens et al., 2014; Carl, 2015; Hoadley & Jansen, 2013) noted that the invention or development of subject content rests with the subject topic and subject knowledge perspective, thus the content presentation process by a teacher in a classroom situation revolves around teaching experiences and subject matter (content) that he or she possesses. In addition to this, teaching experiences and content knowledge are deemed by studies vehicles for attaining intended curriculum. School knowledge and performance curriculum may be constructed through making use of subject content designed for that specific subject. Thus the content in Economics is categorised into four topics: macroeconomics, microeconomics, contemporary economics issues, and economics pursuits. Studies conducted by (Black et al., 2015; Mohr & Fourie, 2014) state that macroeconomics is concerned with economics as a whole, thus economics principles compels macroeconomics to focus on the big picture in which the overall view of the economic system depends on the aggregate or total economic behaviour. Studies place emphasis on topics such as total production, total income, and total expenditure. All these topics are framed under macroeconomic principles, allowing them to be viewed as totals and aggregates as they formulate the Economics content.

Some studies (Frank & Parker, 2017; Mansfield, 2014; Mohr & Fourie, 2014) state that macroeconomics is concerned with economy as whole, thus economics principles prescribe macroeconomics to focus on the big picture where the overall view of economic system stems

on the aggregate or total economic variables. Studies, on the other hand, affirmed that microeconomics reflects principles in which individual aspects of the economy are studied. The decisions and the functioning of individual decision-makers such as individual households, firms, and other entities are considered separately from the entire economy (Brown & Liedholm, 2013; Mohr & Fourie, 2014; Parker, 2018).

Mohr (2015) reported that microeconomics studies small issues but on the level of the individual people and firms within the entire economy. Therefore microeconomics by its nature tends to be more scientific. It analyses how Economics players respond to change in prices, giving reasons for exhibiting such behaviour. An argument found in Economics literature is that both macroeconomics and microeconomics are intertwined, as Economics learners gain certain experiences in order to make more informed decisions pertaining to their career and future path. The book titled 'Curriculum organising knowledge for the classroom' written by Hoadley and Jansen (2013) states clearly that performance curriculum tends to be specific about what content should be taught in a particular prescribed order. Teachers, through their formal experiences, should be familiar with topics covered in the content subject. Teachers who may teach both macroeconomics and microeconomics may be driven by formal experiences as they are expected to teach the Economics in Grade 10 classes based on formal or prescribed principles, as explained above. Studies conducted by Mpungose (2015), Mqadi (2015) and Nyambe (2015) maintain that teachers who teach any particular curriculum subject in a school setting should be familiar with all curriculum documents which articulate the nature of the subject and procedures on how to teach that particular subject.

The content in Economics also incorporates Economic-pursuits as one of the topics suggested by the CAPS curriculum. These studies Carbaugh (2016) Mohr and Fourie (2014) see Economic-pursuits as a topic which demonstrates local economic knowledge based on social dynamics such as poverty, unemployment, and development strategies to improve society's standard of living. Teachers should be driven by their non-formal experiences in perceiving their own personal, local, and social economic situations. Studies further examine contemporary-economic issues as aspects of Economics content needing to be reviewed. For example, the international study on contemporary economic issues which was conducted at the University of Szczecin by Sokół, Figurska, and Drela (2016) states that contemporary economic issues are generally based on political and social conditions which are changing continuously and often unpredictably. The findings indicated that aspects such as crime, famine, inflation, education, and health are considered under contemporary-economic issues.

Teachers seem to be influenced by informal experiences as these experiences are drawn from society's point of view. Studies (Johnson & Van Wyk, 2016; Khoza, 2016) have outlined that effective teachers usually draw from various society's experiences in order to plan for lessons to be taught in a classroom situation. This is required by the CAPS curriculum in contemporary-economics issues forming the content knowledge in Economics. Teachers in Economics classrooms have to take a particular role and the responsibility of comprehending political and social aspects, structuring them to build a relevant and Complementary- economics perspective. Studying a teacher-centred approach is found more relevant in articulating economic-content. Teachers should be familiar with organisation as one of the Tyler's principles.

#### **2.5.4 Organisation**

Organisation is a systematic process of structuring, integrating, and coordinating curriculum concepts in order to attain curriculum goals (Johnson & Van Wyk, 2016; Tyler, 2013). Hoadley and Jansen (2013) state that organised curriculum is one that is planned and written in such a way that it makes sense to teachers and learners. It should be the one that provides guidance for teachers and learners by creating a path for learning. These studies (Khoza, 2018; Ngubane-Mokiwa & Khoza, 2016) reflect that, when teachers experience or reason about organising, they have to think about what activities, roles, material, time, location, grouping, classroom and assessment should be selected in order to achieve curriculum goals.

##### **2.5.4.1 Teaching activities in Economics**

Teaching and learning usually take place through well-prepared class activities which could yield sound understanding of the subject content for learners (Johnson & Van Wyk, 2016; Maba, 2017). Activities in the learning environment are drawn from Tyler's theory as one of components used to explain how curriculum implementation in Grade 10 is executed by relevant teachers. Teaching activities articulate Grade 10 learners' experiences of learning Economics CAPS in classroom settings (Berkvens et al., 2014; Johnson & Van Wyk, 2016; Parkay et al., 2010). For quality curriculum implementation to take place, adequate teaching and learning resources should be available in the learning environment. Such could help in the achievement of intended curriculum goals.

However, Kleickmann et al. (2013) and Fomunyam (2014) argue that, in less resourced learning environments, teaching activities could result in promoting the opposite of what actually is intended by teachers as well as the Department of Education. Thus the purpose of this study is to explore teachers' experiences of teaching threshold concepts in Grade 10 Economics classrooms. Moreover, these studies (Jansen, 2016; Van der Hulst & Jansen, 2002) posit that teaching activities are associated with teaching experiences which often emerge during the curriculum implementation process. Economics teachers should consider their teaching experiences in order to choose effective teaching activities that could result in quality teaching and learning. These studies (Bantwini, 2010; Kennedy et al., 2012; Msibi & Mchunu, 2013) state that teaching activities in any school environment should strive for quality learning which is accompanied by a positive learning attitude on the part of learners. A qualitative study conducted by Mpungose (2015) on reflections of the teaching of Grade 12 Physical Science CAPS, reveals that teaching activities are fundamentally attributed to formative assessment (informal activities), summative assessment (formal activities), and continuous assessment (continuous activities). Activities in teaching Economics in Grade 10 classes can be informal, formal, or continuous.

In addition to this, these studies (Mbatha, 2016; Westwood, 2018) maintain that informal activities refer to cluster-initiated activities which are formulated with the purpose of outlining a particular subject content in learning. Ovando and Combs (2018), and Westwood (2018) allude to informal activities being designed by teachers in order to trigger excitement in learners as they develop new knowledge. Collective thinking on the teachers' part results in the development of effective activities such as presentations and discussions which may be used for teaching Economics in Grade 10 classrooms (Jewett & MacPhee, 2012; Poekert, 2012).

Mbatha (2016) and Jansen (2016) postulate that formal activities emanate from formal assessments in which teachers ought to facilitate examination and invigilation processes on their school premises. Formal activities are performed in classrooms during or at the end of each term. The emphasis is on the learners as they are encouraged to actively show their strength and knowledge of Economics through responding to formal assessments given to them at a specific time (Berkvens et al., 2014; DoE, 2011). Thus formal activities are described as opportunities given to the learners who are expected to be active participants in determining whether they have achieved the intended learning outcomes (Khoza, 2015b; Mc Knight, 2015; Mpungose, 2015). Teachers need to undergo various workshops and training in order to

enhance their formal experiences: such could determine how to run examination processes (e.g. drafting of duty rosters, time table, seating plan, invigilation processes and handling of learners' scripts). In this way, formal activities result in learning exposure of some kind. In addition to this, these studies (Dewey, 2013a; Lumumba-Kasongo, 2017; Stronge, 2018) submit that teachers are curriculum implementers who understand constructive activities in the learning environment.

Teaching activities are not limited to the above explanations in as far as teachers are expected to mark learners' scripts, provide feedback to learners, and record marks for the purpose of tracking learners performance continuously (Hoadley & Jansen, 2013; Muskin, 2017; Stronge, 2018). Continuous activities refer to regular paper work or administration of teaching and learning process by teachers based on the subjects they teach in Grade 10 classrooms. Teaching experiences influence the Economics teacher in performing classroom activities successfully.

#### **2.5.4.2 Teachers' role in outlining Economics**

The professionalism and competence in teaching is deemed to be the top priority in achieving the vision 2030 agenda (Berkvens et al., 2014; Motshekga, 2011). Lumumba-Kasongo (2017) and Mohr and Fourie (2014) articulate that, in most African countries, teacher training institutions seemed to be neglected. These institutions are regarded as key in the education chain. In addition to this, literature strongly proposes that these conditions, in the long run, create unnecessary pressure on economic and business sectors. The products of institutions of higher learning tend to perform below what is expected in terms of creating job opportunities for themselves or acquiring skills which are demanded by the corporate sector. These kinds of narratives immediately draw the attention of many towards the role being played by academic institutions as well as teachers in the entire education arena on the African continent (Kelm & McIntosh, 2012; Mohr & Fourie, 2014; Parker, 2018).

Teachers play their pedagogical roles not only within the schooling system but also beyond. Teachers become role models, counsellors, pastoral and other leaders in community settings (Bean & Lillenstein, 2012; Cherkowski, 2012; Stronge, 2018). Literature in this study strongly affirms that a teacher's role is not about oneself — it is all about being accountable and responsible for societal transformation and development. The teachers' role in the community focuses on identifying issues and setting measures for corrective action which could yield quality of life experiences for everyone in the community.



Furthermore, the teachers' role continues to be linked with a teaching profession in which he or she is perceived as an agent of curriculum implementation in the academic environment. Thus Dreyer (2014b) and Grant (2015) assert that effective curriculum implementation is made authentic in schools through the application of clear and effective teaching roles presenting teachers as instructors, facilitators, and assessors in the academic space. Studies (Hoadley & Jansen, 2013; Khoza, 2013, 2015b) see teachers' roles characterised either by a teacher-centred, learner-centred, or content-centred approach.

Yuen and Hau (2013) and Hoadley and Jansen (2013) argue that the teacher-centred approach allows teachers in the classroom to take an instructor's role during the curriculum implementation process. Teachers should deliberate more on their non-formal experiences in order to select an appropriate teaching approach or approaches which could suit their circumstances in their classroom. Thus teacher practise in the classroom depends on how teachers personally feel or plan to achieve the intended curriculum goals (Hoadley & Jansen, 2013; Khoza, 2013).

Hoadley and Jansen (2013), Mpungose (2015) and Mc Knight (2015) postulate that teachers may teach the subject content using a learner-centred approach in which learning is linked to learners' daily knowledge and experiences. Teachers are driven by informal experiences, as they seem to be more passive in the classroom when the learner-centred approach is applied in Grade 10 Economics classrooms.

However, the content-centred approach is used by teachers when they are driven by the subject content in order to apply the curriculum in Grade 10 classrooms (Hoadley & Jansen, 2013; Simmonds, 2014). School knowledge seems to be promoted — teachers ought to be content knowledgeable, having majored in Economics during their training (Adelman, 2015; Muskin, 2017; Simmonds, 2014). Teachers are driven by formal experiences in achieving the intended academic goals. The curriculum adopted in today's education requires all teachers to be familiar with these three levels of teaching approaches in order for the teaching-learning process to be of good quality and transformative to society (Dreyer, 2014b; Hoadley & Jansen, 2013; Simmonds, 2014). Mpungose (2015) advocates that teachers, in their role, need to select the approach or approaches fit for purpose. Thus the quality or the nature of content subject presented to the learners in learning becomes crucial as this determines the future of those learners. Above this, teaching approaches in Economics curriculum matters most as such present or determine teachers' competences in the teaching of Economics CAPS (Hallam &

Ireson, 2016; Hoadley & Jansen, 2013). Various approaches of teaching Economics become crucial for the survival of all the learners in Grade 10 classrooms. Teaching and learning resources play a tremendous role in making teaching and learning sound.

#### **2.5.4.3 Materials for teaching Economics**

Materials in the school environment are well known as teachers' aids (resources) which assist in making teaching and learning productive and meaningful to users (Eren & Tekinarslan, 2012). These studies (Gelmon, Holland, & Spring, 2018; Mqadi, 2015; Nyambe, 2015) further explain resources as any component or person that helps communicate learning in the teaching and learning process. Moreover, these studies perceive school resources as either tangible or intangible components. Tangible resources relate to school furniture, subject policy documents, textbooks, study guides, chalk and chalk board, exercise and pens, inter alia.

However, studies conducted by (Khoza, 2015a, 2015b; Mc Knight, 2015) have submitted that there are three main categories of resources which underpin the curriculum. These resources play an important role in the implementation of the curriculum (Khoza, 2015, Mpungose, 2015; Mc Knight, 2015). Studies term these resources as either Hard-ware (physical resources), Soft-ware (carriers of information), or Ideological-ware (theoretical knowledge). Having studied in detail the various literature on these three curriculum resources assists in understanding how teachers make use of their various resources when teaching Economics to their Grade 10 learners (Fomunyam, 2017; Khoza, 2016). Once teachers really understand and are able to use all three categories of teaching resources, the teaching and learning process may be improved for the benefit of learners. Thus more explanation as well as articulation based on the three curriculum resources seem due according to this study.

Literature outlines that hardware resources refer to any tool or object which is utilised by teachers and learners in the classroom in order to teach Economics for meaningful comprehension (Fomunyam, 2017; Khoza, 2013; Mqadi, 2015). These studies further articulate that hardware resources are usually represented by computers, teaching projectors, and any fixed or mobile teaching aid provided in the learning space for teaching and learning purposes. Schools in deep rural areas often rely heavily on ordinary hardware resources like chalk boards, textbooks, study guides, exercises, photocopying machines, and furniture (Du Toit, Van der Merwe, & Rossouw, 2016; Fleisch, 2015). This deprives learners of learning: the current education system requires more advanced hardware resources in preparing learners for the

demands of tertiary institutions (Khoza, 2013). The study conducted by Khoza (2012) and Choi-Koh (2014) revealed that the use of advanced technology hardware in teaching and learning processes advance both teachers and learners as quality products in a classroom situation. Furthermore, these studies (Khoza, 2015b; Mc Knight, 2015; Mpungose, 2015) support self-development and advancement on the use of hardware curriculum resources in the teaching environment. Teachers should consider their teaching experiences in order to be able to use hardware resources successfully during teaching and learning time (Fomunyam, 2017). It is said that teachers should be cognisant of the various resources available in their teaching career; these include desktop computers, books, study guides, overhead projectors, laptops, and the Internet. However, Economics teachers should not stop there but should continue to be aware of other resources, such as software resources.

In addition to the above, a software resource is any teaching or learning material used to carry data to be communicated in a classroom setting using the hardware (Fomunyam, 2017; Khoza, 2013; Mpungose, 2015). Teachers should reflect on their informal experiences in order to be familiar with how to use software resources in their classrooms for teaching and learning to be meaningful to learners. Schools with advanced technological resources make use of software resources such as emails, Internet browsers (Explorer, and others). Teachers should move away from the traditional format of communicating among themselves, adopting new and updated ways of effective communication during teaching and learning. In addition to this, schools must move in the right direction by using various learning management systems such as Moodle, Blackboard, and others. It should be the norm even for teachers in rural areas to make use of software applications such as Microsoft Word, Microsoft Excel, Microsoft Database and many more as the current situation demands. Teachers in Economics should be further equipped with ideological-ware in order for them to fulfil their pedagogic role.

Ideological-ware resources refer to resources not physical and visible to people (Khoza, 2012). Ideological-ware comprises a number of components: ideas, methods, theories, experiences, teaching strategies, time, pace, and vision (Khoza, 2012, 2013, 2015c). Teaching and learning processes are not possible without the availability of these aforementioned ideological components. Thus experiences in the education arena could help a great deal in positioning teachers in terms of understanding the value of ideological-ware. Teachers must be able to utilise much of such components during their curriculum implementation for the emancipation of society (Fomunyam, 2017; Khoza, 2018; Lumumba-Kasongo, 2017). The study conducted by Khoza (2018) on teachers' reflections on digital aspects of the curriculum reveals that both

hardware and software should be combined during teaching in order for the ideological-ware to be authentic and meaningful to the learners. Thus teaching and learning is not about hardware or software: it should be about ideology or knowledge that teachers regard as valuable and the most primary resources in school (Amory, 2010, 2014). Economics teachers can have both hardware and software resources, but if they do not have the required methods of using these resources for teaching, their teaching could be less effective and even meaningless. Non-formal experiences must therefore prevail during the teaching and learning of Economics.

Lumumba-Kasongo (2017), in the article: Pan African Curriculum, declared that there is no more valuable resource than a professional, passionate, and dedicated teacher who is clear about teaching methods (ideological-ware) in any teaching and learning space. Teachers should base their non-formal experiences on such, in order to understand the curriculum implementation using digital resources as currently demanded by the CAPS (Kennedy et al., 2012; Khoza, 2015a). Unfortunately, teachers seem not doing this because of personal and other reasons which hinder them from upgrading their teaching skills pertaining to the use of sophisticated teaching resources (Berkvens et al., 2014; Kennedy et al., 2012; Maclellan, 2014). Teachers should be aware of time and location where these resources may be used during teaching and learning.

#### **2.5.4.4 Time and location of teaching Economics in a Grade 10 class.**

According to these studies (DoE, 2011; Thijs & van den Akker, 2009; Tyler, 2013) time is described as a period or a duration in which curriculum tasks or instructions are given to learners during the learning process. Thus DoE (2011) and Roehrig, Kruse, and Kern (2016) state that teachers should be at work for a time-span of seven hours during working days. Given this time allocated for teachers who teach Economics in Grade 10 classes is one hour per day, Economics teacher spend not less than four hours per cycle teaching. Khoza (2013) affirms that, during curriculum implementation, process time is about how long a teacher is supposed to be teaching a particular subject. The lack of teaching time seems to be a problem for teachers to be effective in their classrooms. The time factor is a valuable resource for proper curriculum implementation in learning (Barton et al., 2014; Simmonds, 2014). Economics teachers should draw on their teaching experiences in order to understand that time for Economics curriculum always is insufficient to complete the whole syllabus.

These studies (Berkvens et al., 2014; Parkay et al., 2010) articulate that, teachers should not be bound and confined by formal prescribed teaching time if they intend to complete the syllabus and have a reasonable time for the revision process. Economics teachers should learn to sacrifice their personal time and begin to devote it to the teaching and learning of the Economics curriculum (Fomunyam, 2014; Khoza, 2015b; Mpungose, 2015).

Moreover, teachers are encouraged to continue teaching even after normal school hours, for example, during extra classes on weekends and holidays, with the purpose of achieving intended quality results at the end of the year. Time for teaching Economics may be categorised into school normal hours (7 hours), extra hours (for extra classes) and holiday time (time used when schools are closed). In addition to this, literature gives an interesting viewpoint in this study that the use of these periods depends on teachers' non-formal, informal, and formal experiences. However, location is linked to the use of time for the purpose of deliberating on teaching and learning of Economics in Grade 10.

Location is about learning space (classroom) in which teaching and learning ought to take place for the realization of educational goals (Dalgarno, Bishop, & Bedgood, 2012). In simple terms, location refers to physical classrooms where learners congregate together with their teachers for the purpose of pursuing teaching and learning activities in a particular subject (Hoadley & Jansen, 2013; Khoza, 2013). Teachers should draw on their teaching experiences in order to understand how to manage their classroom for the benefit of the learners. Thus teaching and learning should occur in a conducive environment where interest, passion, and eagerness to learn is inspired in learners (Alducin-Ochoa & Vázquez-Martínez, 2016; Berkvens et al., 2014; Fomunyam, 2014).

In addition to the above statements, a study conducted by Mqadi (2015) on exploration of the experiences of Grade Ten Life Orientation teachers on the teaching of Physical Education, submitted a similar view, that teachers should learn from their colleagues in order to develop creative ways of clustering and managing learners in a safe location. Location may be divided into three levels: face-to-face, online, and blended environments (Alducin-Ochoa & Vázquez-Martínez, 2016; Berkvens et al., 2014).

McCutcheon, Lohan, Traynor, and Martin (2015), Delialioglu (2012) assert that a face-to-face environment refers to a direct consultation between teachers and learners in a physical space with the purpose of pursuing teaching and learning in Economics CAPS. In the study conducted by Richardson (2016) researching students' learning approaches to study in campus-based and

distance education it is revealed that face-to-face education involves traditional classroom learning. Thus teachers experience the teaching of Economics in Grade 10 classes using face-to-face consultations framed according to schools' subject time tables. A face-to-face environment leads to a situation in which teachers became instructors, facilitators, and assessors of the curriculum, while learners remain receivers and interpreters of the curriculum (Khoza, 2013, 2016, 2018).

Mohr and Fourie (2014) and Fantuzzo et al. (2012) view the online environment as Fomunyam (2017) and (Khoza, 2018) who affirmed that the online environment is linked with computer space when interaction between teachers and learners occurs over extended time, using emails, PowerPoint, and online discussion boards. Furthermore, the online environment requires teachers to be more conversant with interactive technologies which allow them to create strong instructor presence, engaging learners in the virtual space (Anderson & McGreal, 2012; Darling-Hammond, 2012). As it has been submitted by literature, learners perform badly in online learning, teachers not being well equipped for such.

The evidence from the latest qualitative study indicates that online teaching has found no popularity among teachers who have been in the field of teaching for a long period of time. Teachers should consider the shortfall they create towards learners and begin to think about upgrading their teaching skills in order to acquire new teaching experiences which are more effective in the new teaching and learning systems.

However, these studies (Alducin-Ochoa & Vázquez-Martínez, 2016; Eryilmaz, 2015; Güzer & Caner, 2014) see a blended environment as a learning environment which combines traditional classroom teaching and computer-mediated instruction. In this way, various literatures conclude that a blended environment avails teaching and learning resources even outside the classroom, making sure that the Economics curriculum proceeds, for quality intended goals. Teachers should be well experienced so that a blended environment enables both time and location flexibility and social interaction. This is rarely experienced in a pure or traditional class environment (Alducin-Ochoa & Vázquez-Martínez, 2016; Caner, 2012; Zhang & Zhu, 2017).

Studies by Glaser, Bailyn, Fernandez, Holton, and Levina (2013) Pianta, Hamre, and Allen (2012) and Pianta et al. (2012) argue that insufficient teaching resources impact negatively on the teachers' morale. Poor management of learning spaces results in chaos and disruption of the smooth running of the curriculum (Kleickmann et al., 2013; Pantić & Wubbels, 2012).

Teachers should consider all categories of teaching experience in order to be familiar with handling educational matters, especially in schooling environments.

These studies (Anderson & McGreal, 2012; Dobbie & Fryer Jr, 2011; Stronge, 2018) submit that all levels of location tend to influence teaching and learning when taking a particular direction. Thus for this to be realised, Economics teachers are required to be fully aware of how to capitalise on the issue of time and location in the education space (Khoza, 2013, 2015b, 2018). In addition to this, the literature advocates that Economics activities should be conducted in any environment which is prepared for studying, discussion, and presentations to emerge. Drawing from teaching experiences, teachers should be able to identify and organise all necessities for teaching and learning to be authentic. Studies (Dewey, 2013b; Khoza, 2013; Mpungose, 2015) have articulated that adequate teaching aids enhance any good tuition processes. Teachers also need to be aware that grouping can assist in making teaching and learning more effective in the classroom environment.

#### **2.5.4.5 Grouping in the classroom**

Viewing grouping as one of the concepts found in Tyler's theory, it was decided to draw from the two questions: (1) who are they teaching? and, (2) with whom are they teaching? In responding to the first question (Berkvens et al., 2014; Bull et al., 2015; Tyler, 2013) state that the curriculum is formulated on the basis of human rights; thus schools should be physical collations where all learners can pursue education with no experience of isolation. The education system should be inclusive enough to accommodate all learners. According to this (Bang & Baker, 2013; Simmonds, 2013, 2014) structural grouping should be promoted within the schooling system in order to pave sufficient access to teaching and learning for all learners. It is believed that in the long run this could help learners to experience and understand how they should learn Economics as the responsibility assigned to them. These studies (Mc Knight, 2015; Mqadi, 2015) share a similar view that grouping is paramount for quality cooperation between teachers and learners in Economics classes, teachers more able to control learners.

Grouping is categorised into cultural grouping, physical grouping, and financial grouping. By nature, cultural grouping consists of social beliefs, behaviour, and other human aspects which seem to be common to the members of a particular ethical group or society (Horowitz, 2012; Kisker et al., 2012; MacDonald & O'Regan, 2012). Through culture, people can share common attitudes, knowledge and practices that define who they are. Cultural grouping seems relevant

in a school situation, as the school environment accommodates various cultural dynamics (Blatchford, Edmonds, & Martin, 2015; Wong, Hsu, Sun, & Boticki, 2013). Based on non-formal experiences, teachers should be aware that learners belong to various cultural ethnicities and gender. Any teaching activity decided or executed by teachers should not infringe on learners' culture and gender, supreme law stating that these should be respected.

Studies (DoE, 2011; Hallam & Ireson, 2015; Motshekga, 2011) have articulated that effective teaching and learning of economics go hand in hand with grouping of learners according to their performance in Economics. Literature refers to this type of grouping as physical grouping since it is more sensitive to how learners perform in understanding the subject. Teachers should comprehend that learners are not the same; they do not absorb content knowledge using the same pace and same learning strategy (Ambrose, 2013; Fantuzzo et al., 2012; Motshekga, 2011). Teachers know that there are geniuses (high performers) and slow learners (struggling ones) in the same grade and class. Thus these learners need to be grouped according to their capacity of learning as they also need various teaching strategies (Hallam & Ireson, 2016; Wong et al., 2013). Studies (Fantuzzo et al., 2012; Lumumba-Kasongo, 2017) further assert that fair grouping is such that could cater for learners' interests based on willingness to choose a particular subject's grouping. Thus teachers ought to support the learners through their way of selecting subject groupings. Studies (Fomunyam, 2014; Khoza, 2015b) advocate that cooperation fosters quality academic achievement and strong humanity among scholastic communities in institutions of learning.

Hallam and Ireson (2015) explored secondary school teachers' attitudes towards teaching and their ability to manage students' grouping. The results indicated that teachers have a good attitude towards cooperative or group learning. Some teachers stated that they experienced certain challenges when teaching using physical grouping. Learners begin to socialise instead of doing group work. Teachers should draw on their teaching experiences in order to control groups in their classroom for effective teaching and learning. (Pianta et al., 2012) explained that, when learners are effectively grouped, teaching and learning becomes interesting and meaningful to them. Grouping is determined by the purpose or intention of the lesson or activity that has been given to learners during teaching and learning. Well experienced teachers know exactly the type of lesson and learning activities that could encourage group collaborative strategy in a classroom situation.



Grouping appears among learners taking a financial tendency. Learners in the school environment tend to group themselves based on family financial background. Those who come from wealthy families usually group themselves separately from those from less affluent households. Financial grouping tends to categorise learners based on material factors (Pianta et al., 2012; Stronge, 2018). Thus literature submits that teachers should reflect on their non-formal experiences in order to understand various economic situations which are experienced by learners while at school, as these situations impact variously on individual learner's school progress. Kapetanios, Mumtaz, Stevens, and Theodoridis (2012) argued that financial grouping further gives self-power even on the side of teachers as teachers in an education system occupying different levels (e.g. PL1, PL2 PL3 & PL4), thus teachers earn different salaries. Financial grouping seems to be silent in determining who teaches Economics among teachers. However Khoza (2016) and Johnson and Van Wyk (2016) state that proper access to the teaching of Economics should be relevant qualification, content knowledge, and passion for the subject. Adequate professional knowledge allows teachers to teach Economics curriculum successfully in Grade 10 classes.

Mqadi (2015), Mc Knight (2015) and Stronge (2018) state that application of effective teaching approaches ensures quality teaching in the classroom. Teachers of Economics must acquire a good understanding of monitoring groups. This could provide a valuable opportunity for learners to improve their school performance as they work together, motivating one another. Evaluation is the last component of the literature that has been examined in order to understand teachers' conduct on curriculum implementation in the classroom situation.

### **2.5.5 Evaluation**

According to these studies (Gelmon et al., 2018; Suskie, 2018), evaluation should be understood as a process which focuses on assessment implementation taking place in a classroom environment with the purpose of determining the effectiveness of teaching and learning. Assessment is perceived as a method used in determining the extent to which learners are achieving the intended learning outcomes for a particular course (Dreyer, 2014a; Ndalichako, 2015; Rahman, 2018). In addition to this, these studies (Brown et al., 2013; Brown & Harris, 2014; Brown & Liedholm, 2013) understand assessment as an integral part of schooling which involves testing and examining learners' knowledge based on any subject content. Learners' marks obtained through assessment should be analysed, interpreted, and

recorded as part of a continuous assessment process in the classroom (Hoadley & Jansen, 2013; Khoza, 2015c; Tyler, 2013).

Various literature describes assessment as a means of quality control which demands accountability from both teachers and learners in the learning environment. Thus teaching experiences assist teachers to understand the value of assessing learners prior to or after a lesson has been conducted in the classroom (Brown et al., 2013; Dreyer, 2014a; Hoadley & Jansen, 2013). Assessment is categorised into three levels: formative assessment (assessment for learning), summative assessment (assessment of learning), and peer assessment (assessment as learning) (Maba, 2017; Tyler, 2013). Thus Dreyer (2014b), Hoadley and Jansen (2013) and Khoza (2015b) describe formative assessment as informal activity that relates to the learning process. Formative assessment is an informal activity which is given to the learners as another way of exposing them to the subject content. Teachers should draw on their teaching experiences in order to decide what to assess and how to assess it. All formative assessment is aimed at improving learners' understanding and performance in the Economics curriculum (DoE, 2011; Khoza, 2015b; Mbatha, 2016).

However, Maclellan (2014), Kennedy et al. (2012) see summative assessment as a formal task given to the learners at the end of learning or at the end of school term. Moreover, summative assessment should be known as assessment of learning since it is intended to gauge learners' performance against a particular standard (Motshekga, 2011; Mpungose, 2015; Mqadi, 2015). Thus, summative assessment determines the overall achievements and learning success of learners in their learning process. Teachers use summative assessment in Grade 10 with the purpose of grading and certificating learners (Brown & Harris, 2014; DoE, 2011; Dreyer, 2014b). In addition to this, studies submit that formal tasks like controlled tests and examinations are given to the learners with the purpose of checking whether learning goals have been achieved (Andersson & Palm, 2017; Brown & Harris, 2014). Teachers of Economics should acquire the necessary assessment skills which can help them move their learners towards intended educational goals.

Literature reveals that the assessment process serves as the central feature of teaching and learning as this gives a clear sign that intended curriculum is effectively put into practise as planned. Economics teachers use CAPS documents when assessing Grade 10 learners (DoE, 2011; Motshekga, 2011). Teachers are influenced by their formal experiences in being able to set quality assessment tasks that assist in the attainment of the intended curriculum.

Peer assessment is perceived as the product of both formative and summative assessments. Learners conduct this based on experience gained from the two assessments (Andersson & Palm, 2017; Cullen et al., 2012). The literature describes peer assessment as assessment as learning occurring when learners assess themselves based on their learning experiences. Peer assessment is applied to save teachers time and improve learners' understanding of the subject. They are given the opportunity to set tasks which are to be written by themselves as well as their classmates. Teachers should consider their informal experiences in order to understand that peer assessment enhances learners' understanding and their performance in the Economics curriculum. It is clear that peer assessment allows the opportunity for learners to evaluate their peers' work during the learning process (Ambrose, 2013; Earl, 2012).

Studies (Barton et al., 2014; Hoadley & Jansen, 2013) submit that peer assessment compels learners to discuss feedback collaboratively in the classroom with the aim of constructing more content understanding as they begin to comprehend mistakes committed when the assessment was written. These studies (DoE, 2011; Maclellan, 2014; Suskie, 2018) affirm that peer assessment encourages active learner participation in any learning programme implemented in the classroom. Any assessment allows teachers to observe whether intended curriculum goals could be achieved in learning. Thus, these studies (Dreyer, 2014a; Hoadley & Jansen, 2013; Muskin, 2017) stipulate that constructive classroom assessment should be transformed from normal traditional classroom routines (cultural practice) for teachers and learners in Economics to understand that assessment is not given to the learners with the purpose of punishing them but it is there for educative aims for both teachers and learners. Thus assessment should promote learners' social intellectual abilities, knowledge, and values, as these are often demonstrated through quality performance in the classroom (Brown et al., 2013; DoE, 2011; Dreyer, 2014b).

Dreyer (2014a), Maclellan (2014) and Reinholz (2016) assert that assessment puts pressure on teachers and learners; teachers are expected to teach effectively, while learners ought to learn well. Teachers should make sure that they provide clear reasons for learners to be regularly assessed. This could help in enhancing their level of content understanding for quality performance (Kapetanios et al., 2012; Marsh, 2012). Both formal and informal experiences play a pivotal role in making teachers recognise appropriate assessment activities which could develop learners' knowledge and their cognitive skills for their future scholastic or academic

emancipation. Simmonds (2014) S. Simmonds and Roux (2013) state that written assessment tasks without a follow-up feedback could hinder learning. This could make it impossible for learners to know why they failed some of the assessment questions.

Furthermore, Bang and Baker (2013) and Motshekga (2011) describe feedback as an important component of classroom assessment. It makes teaching-learning more effective thus benefits learners in the learning process. Chun-Ming, Hwang, and Huang (2016) submit that immediate feedback conducted in the classroom allows both teachers and learners to exchange information with the purpose of constructing solid and reliable subject knowledge. Feedback in learning serves as a mechanism for the provision of commentaries on learners' work in which teachers respond on thoughts and ideas demonstrated by learners during assessment implementation. Last, these studies (Hoadley & Jansen, 2013; Khoza, 2016) assert that assessment should be connected to curriculum goals. Unclear goals in assessment result in ineffective assessment of learners. From the way in which teachers perceive the significance of assessment in Economics it is clear that teaching that does not incorporate the assessment of learners could be deemed meaningless, offering fewer scholastic benefits (DoE, 2011; Mohr & Fourie, 2014; Parker, 2018).

### **2.5.6 Conclusion**

This chapter provided a prolonged discussion from various local and international literature which assisted in articulating the phenomenon of this study. In addition to this, the study has indicated how the curriculum implementation process impacts on the school system in pursuing educational goals. This has been addressed by viewing curriculum levels, curriculum presentation, and curriculum approaches. Thus this study seeks to explore teachers' experiences of teaching threshold concepts in the Grade 10 FET phase. Furthermore, Tyler's theory was found important to be employed in meeting the criteria of conducting a qualitative interpretive research study. Tyler's theory offered certain principles from which teachers' experiences may be studied on the basis of the curriculum and its implementation in school settings. The literature review as scrutinised through the study, clearly indicated the importance of curriculum concepts in painting a picture of what ought to take place in the South African school system for the transformation of society. The following chapter presents how objectives of this study could be realised by examining the elements such as research design and methodology. These were of use in responding to the research questions formulated in this study.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### **3.1 Introduction**

The previous chapter viewed curriculum implementation based on Tyler's theory as it formed the theoretical framework of this study. The literature review indicated local and international studies on commercial education in which problems regarding experiences of teaching Economics threshold concepts were articulated in depth. Furthermore, the previous chapter scrutinised aspects of the curriculum such as curriculum levels and curriculum presentation. This also allowed the study to dwell on a number of curriculum concepts which are collectively known as Tyler's principles of curriculum. This study aimed at exploring teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase. An interpretive qualitative research method is employed in this study. Reflective, one-on-one semi-structured interviews and group discussions were also found relevant for the proceedings of this study. Methods used in this study seemed to be valid and justified for the desired outcomes of the study in progress. Thus the study intended to accomplish the following three objectives:

1. To explore teachers' experiences of teaching Economics threshold concepts in Grade 10 classes.
2. To understand the reasons for teachers' experiences of teaching Economics threshold concepts in Grade 10 classes.
3. To understand how experiences are used in the teaching of Economics threshold concepts in Grade 10 classes.

This study looks forward to generating data by posing the following three main questions to the participants:

1. What are teachers' experiences of teaching economics threshold concepts in the Grade 10 FET phase?
2. What informs teacher's experiences in the teaching of Economics threshold concepts in the Grade 10 FET phase?
3. What lessons may be learned from teachers' experiences of teaching Economics threshold concepts in the Grade 10 FET phase?

The following research aspects are dealt with in this chapter as follows: interpretive paradigm, research style (instrumental case study), sampling process (purposive and convenience), data-generation methods (reflective activity/semi structured interviews and group discussion), guided analysis (inductive and deductive), ethical issues, trustworthiness (credibility/confirmability/transferability, and credibility), data analysis (guided analysis), and limitations. Furthermore, these studies (Sargeant, 2012; Wynn & Williams, 2012) describe research design as a plan of how a typical researcher intends to generate and analyse the data that is required to answer the research questions. Sargeant (2012) and McKenney and Reeves (2018) see the research design as a well-planned structure of investigation which is used in the data-generation process and also applied in obtaining fundamental evidence that could complement suggested research questions. This briefly suggests that a research design in the interpretive qualitative study is a designed observation which differentiates a particular study from other forms of research studies.

Anfara and Mertz (2014) and Creswell and Clark (2017) describe research methodology as a framework which is linked to a set of rules used when qualitative research is conducted. These studies further assert that methodology comprises theoretical analysis of the body of knowledge and actions to be taken by a researcher to research the pressing problem in order to arrive at knowing its nature and course. Qualitative researchers study things in their natural settings with the purpose of making sense of them (Bertram & Christiansen, 2014; Creswell, 2014; Creswell & Clark, 2017). Teachers' experiences of teaching threshold concepts related to social problems are given in-depth study here. The figure below clearly indicates the proposed research design and methodology on how the study in this chapter is reflected.

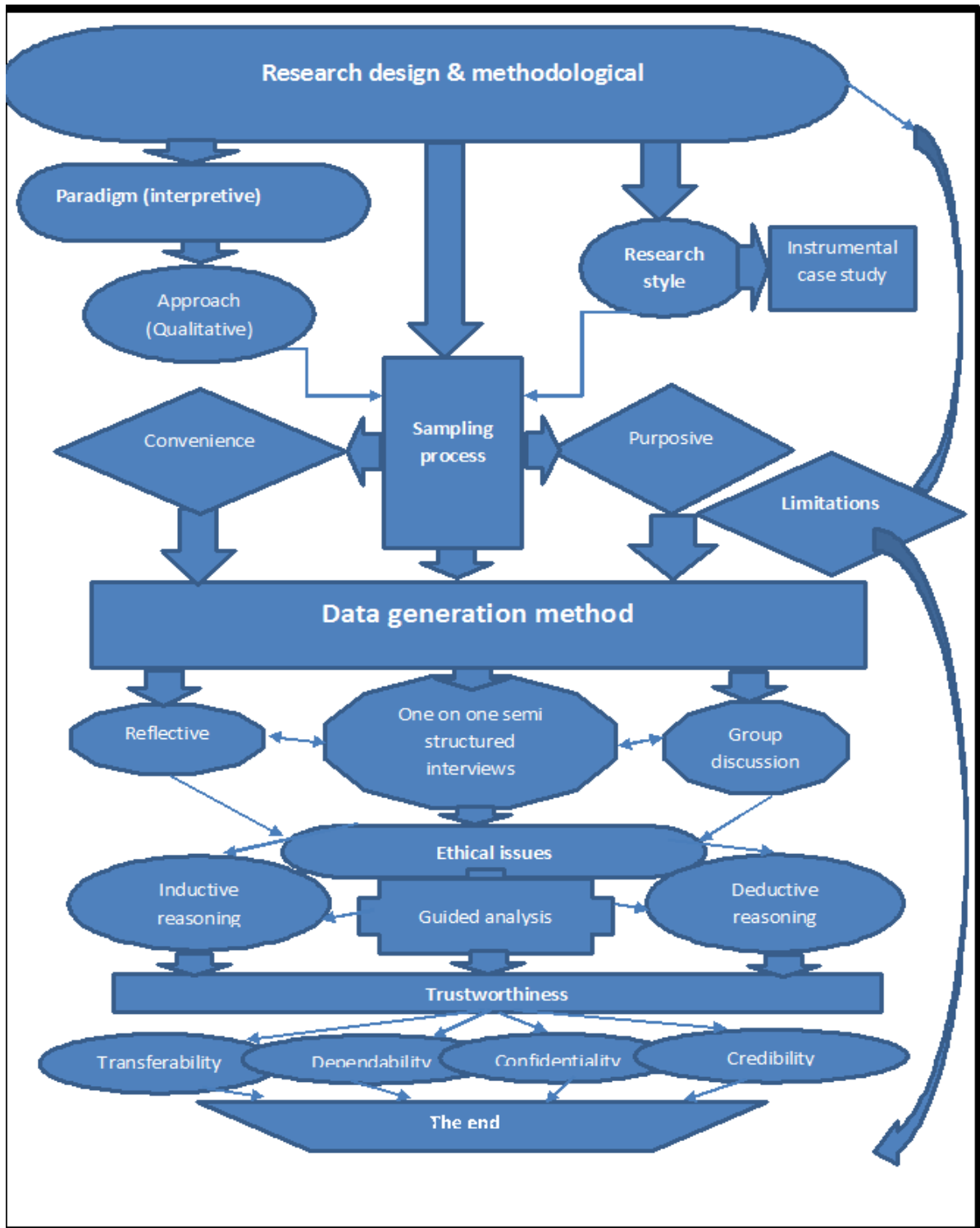


Figure 3.1 Chapter 3 flow diagram.

## **3.2 Research Paradigm**

In a research the term ‘paradigm’ describes a system of ideas or views which are employed by a community of researchers for observation, generating data and interpreting (Bertram & Christiansen, 2014; Scotland, 2012; Wang & Camilla, 2012). Christiansen et al. (2010a) and Cohen and Howe (2011) share a similar view in describing a research paradigm, holding that each research paradigm represents a particular way of looking at the social world; and choosing an approach to observe the phenomenon being studied. Each research paradigm is the representation of a particular set of human experiences and perceptions about the state of the world.

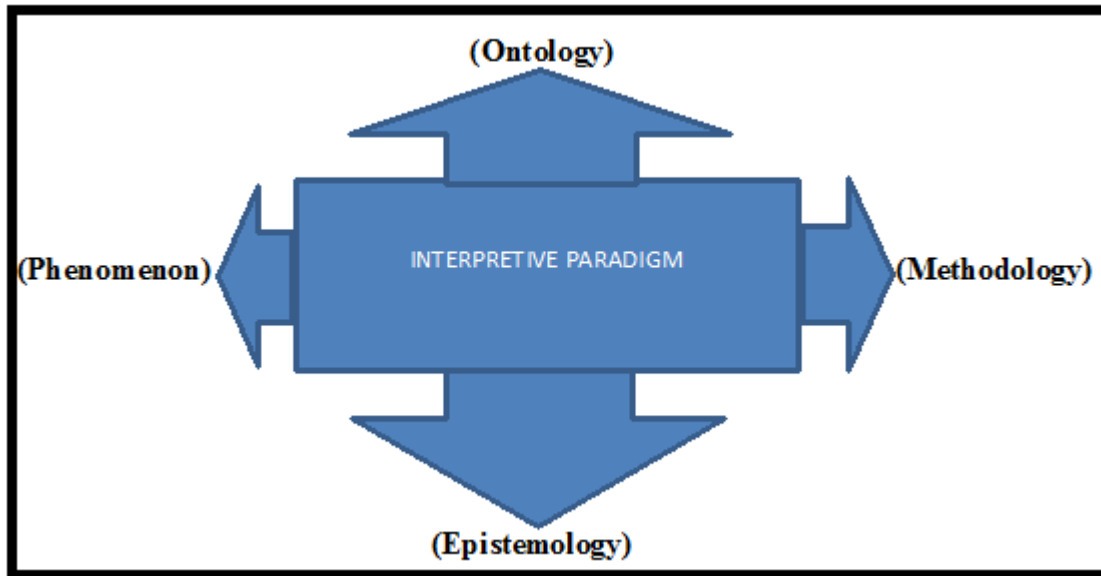
Bertram and Christiansen (2014) and McKenney and Reeves (2018) state that a research study either consists of a post-positivist, interpretivist (Hoadley & Jansen, 2013), or critical paradigm. Each type has its individual or unique way of looking at experiences as the phenomenon of the study. Battiste (2016) and Bertram and Christiansen (2014) describe post-positivist as a scientific paradigm that draws on systematic observations, thus concludes by testing a particular hypothesis. The scientific post-positivist paradigm arose from the perception that there is one truth about a naturalistic setting. Researchers cannot know this completely they can only get near to that truth (Cohen & Howe, 2011; Mustafa, 2015; Rowden et al., 2010). Researchers under this paradigm seek predictability, patterning, objectivity, and formulation of rules of conduct; thus findings are said to be generalised to other related studies (Bertram & Christiansen, 2014; Christiansen et al., 2010a). A critical paradigm is viewed as a perspective that seeks to present the historic, economic, and political dynamics of reality in order to bring change or emancipation through the application of fair dealings and justice to the oppressed or powerless society (Bertram & Christiansen, 2014; Creswell & Clark, 2017; McKenney & Reeves, 2018). Teachers, through deliberating on their teaching experiences, can assist in enlightening society by means of education. However, this study followed the route of an interpretive paradigm towards its completion.

### **3.2.1 The use of an interpretive paradigm.**

This study does not intend to maintain predictabilities, objectives, and social change. The interpretive paradigm is chosen for this study as Creswell (2014), Bertram and Christiansen (2014) and Cohen and Howe (2011) see an interpretive paradigm as the organising framework for principles which involve assumptions of quality research study and key methods for seeking



valid credible answers. An interpretive paradigm by its nature caters for teachers' experiences and their practices in school situations (Mc Knight, 2015; Mqadi, 2015; Nyambe, 2015). Figure 3.2 below denotes the interpretive paradigm with its research assumptions.



**Figure 3.2: Interpretive paradigm (Creswell et al., 2011, p.4).**

The above figure represents a collaborative system that should be put in place in order to comprehend the phenomenon within an interpretive study (Bertram & Christiansen, 2014; Cope, 2014; Creswell, 2014). Literature submits that the primary focus of an interpretive paradigm is the formulation of single or various social realities (ontology) that are presented to us in the form of social issues or problems; thus teachers' experiences and their practices are the main focus of this study. These studies (Bertram & Christiansen, 2014; Cope, 2014; Creswell, 2014) suggest that interpretive research allows interpretive researchers to explore and recognise social life through deliberately focusing on Economics teachers' personal and subjective (methodology) experiences. In order to deal with proposed research questions in this study, I interacted with chosen participants for the construction of rich and in-depth data (epistemology) within the context of curriculum implementation in high school situations. This directly or indirectly suggests that collaborating with these high school teachers resulted in a greater opportunity for me to capture their perceptions of their lives and real experiences (phenomenon). Thus studies assert that interpretive researchers should peruse the phenomenon under scrutiny in order for the whole study to be meaningful.

Battiste (2016) and Bertram and Christiansen (2014) state that people, as social beings, exist within the social world which is defined by literature, not independently from people themselves. Human conduct is informed by knowledge of the social world thus the interpretive paradigm serves as a buffer in which researchers can study human experiences from within. Human experiences tend to be more subjective as people by nature interact with one another with the purpose of sharing experiences and meanings (Bertram & Christiansen, 2014; Gorissen, Van Bruggen, & Jochems, 2013). This study seeks to explore teachers' experiences of teaching Economics threshold concepts in Grade 10 classes. In order to address the suggested research questions in this study I shall be interacting with Economics teachers, generating deeper understanding of their subjective experiences of teaching concepts in Economics classes. The interpretive paradigm becomes a central pillar in bringing about in-depth observation of experiences and rationale allowing the researcher to be devoted to a particular data-generation process (Bertram & Christiansen, 2014; Cohen & Howe, 2011; Cope, 2014). Moreover, the above articulation draws fundamental reasons for employing the interpretive paradigm since it is primarily geared towards gaining understanding from the participants' points of view of their teaching experiences (Creswell, 2014; Miles, Huberman, & Saldana, 2013)

Cope (2014) and Bertram and Christiansen (2014) outline that the interpretive paradigm has some shortfalls, in that the subjectivity of the researcher is permissible. It is likely that the findings of the study could articulate researchers' perceptions not actually of the participants. In order to close this gap the researcher in this study presented findings as articulated by all participants without altering any data from them. The data collected from participants is presented as is, with no influence by the researcher. As Bertram and Christiansen (2014) advocate, in an interpretive study, the data must be authentic and truly reflect the experiences of participants as they presented themselves during the data-generation process.

### **3.3 Research Approach (qualitative)**

Research is understood as a process of systematic enquiry, with the purpose of attaining more understanding of a particular case or problem. Research of this nature usually draws more on empirical evidence at hand (Bertram & Christiansen, 2014; Creswell & Creswell, 2017). Literature has observed the research as a process of collecting or generating data directly from the participants that have been chosen by the researcher. A research process is not conducted cavalierly as an everyday normal social occasion. It is a planned process with particular intentions (Bertram & Christiansen, 2014; Creswell, 2014). Scarino (2012) and Mertler (2018) concur with this assertion and further submit that, in a formal sense, a research should be perceived as a systematic study of a problem tackled by choosing an approach with the purpose of preparing written work which contains research hypotheses; thus presenting to the society solutions for the pressing issues. Furthermore, the approach in research refers to plans or procedures for the study which encompass deliberate steps from broader assumptions to complete, or detailing the entire method of data generation, analysing, and interpretation (Cohen & Howe, 2011; Creswell & Clark, 2017; Stronge, 2018).

The above explanation drove me to consider qualitative approach as a more suitable approach for the proceedings of this study. Thus the two other approaches (quantitative and mixed methods) were considered irrelevant and unnecessary to this study. For Bertram and Christiansen (2014), Cohen and Howe (2011) and Kapetanios et al. (2012), qualitative research is characterised by its objectives, which relate to understanding some aspects of social life (experiences) and methods of generating data in words, rather than in numbers. In these studies (Creswell & Clark, 2017; Kawamoto et al., 2014; Scarino, 2012) assert that qualitative study refers to a process of enquiry which seeks to comprehend social problems thus qualitative is applied in a natural setting with the purpose of studying human beings. This research approach assisted in gathering richer and more in-depth data about teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase. The reason for employing a qualitative research approach in this study was to capture real situations of the phenomenon based on participants' points of view. Literature insists that a qualitative approach be pivotal to a research study since it is able to provide numerous ways of exploring the problem under study; and further guide researchers toward an acceptable format of generating data when the research study is conducted. Flecha (2013) added to this by stating that a qualitative approach is further utilised in assorted ways in order to table the data correctly and further present the findings that could be rich and interesting to the readers. Through a qualitative approach this study aimed at

providing other alternative viewpoints in order to close or fill identified gaps experienced from previous related studies.

Furthermore, a qualitative approach possesses limitations of some kind. As one of its data-generation methods (interviews) tends to ask personal and sensitive questions of participants, it is heavily dependent on the individual researcher's skills and may be easily influenced by personal bias or idiosyncrasies (Cope, 2014; Creswell, 2014). To avoid all the above practices, as a researcher, I drew on research ethics as a guiding principle in order to cause no harm or present unfairness to participants during the course of data generation. Slee and Allan (2011) and Stronge (2018) state that, in a qualitative approach, researchers intend to construct understanding of the situation being studied in order to provide a clear explanation through making use of convincing arguments and evidence developed from data and literature. The main concern of a qualitative approach is to describe human relationships as well as life experiences. This approach seemed to be justified in exploring teachers' experiences of teaching threshold concepts. Last, the qualitative data was generated in this study via interaction between the teachers and me, and this was made possible through the instrumental case study which was clearly articulated below.

### **3.4 Research Style: Instrumental Case Study.**

The qualitative paradigm that has been chosen in order to conduct this study further allowed me to adopt and implement instrumental case study as a relevant research style of four Economics teachers who are teaching Economics in Grade 10 FET phase. These studies (Bertram & Christiansen, 2014; Christiansen et al., 2010a) described case study as a systematic and in-depth study of one particular case in which a case can be a group of people (e.g. teachers or learners) who are engaged in the teaching and learning process for educational goals.

Cohen and Manion (2011) maintained that a case study allows researchers to conduct an in-depth enquiry about a particular case of people or institutions with the purpose of gaining more information or understanding of the existing situation. A case study in a qualitative research tends to be descriptive in nature, thus allowing researchers to construct claims through their studies (Bertram & Christiansen, 2014; Creswell & Creswell, 2017; McKenney & Reeves, 2018). Studies by (Kapetanos et al., 2012; Stronge, 2018; Westwood, 2018) submit that a case study is suitable for a qualitative study to be conducted for the purpose of understanding social

human issues; thus people in their natural settings become a priority and are preferable for study purposes.

The instrumental case study was employed as the most appropriate research case study style. The study was conducted in various high schools; and these schools represent a natural setting where teaching experience takes place. Creswell (2014) and Ovando and Combs (2018) assert that a study strives to respond to a research question thus allowing data to be generated based on the research problem. Through application of a case study, Economics teachers are interviewed and observed based on their experiences of teaching threshold concepts in their Grade 10 classes. These studies (Bertram & Christiansen, 2014; Ovando & Combs, 2018) advocate that this could give a more comprehensive understanding of how teachers in Economics perceive their teaching manifesto in a classroom setting. The case study adopted in this study is instrumental, since the intention is to explore more (experiences) issues pertaining to the teaching of Economics as a curriculum objective. (Bertram & Christiansen, 2014; Christiansen et al., 2010a) state that the advantage of using an instrumental case study is that the data generated reflects the actual case of teachers' and researchers' claims remaining supported by relevant data which articulates the real study. The intentions of researchers through using instrumental case study are to tap into teachers' interpretations of their teaching experiences in order to generate more understanding (Jewett & MacPhee, 2012; Poekert, 2012). Furthermore, the generation of knowledge or information from various persons is possible only if an instrumental case study is in place. According to McKenney and Reeves (2018), Wang and Camilla (2012) and Scotland (2012), this could be authentic if the case study is applied in conjunction with group discussions and one-on-one open-ended conversational interviews as data-generation methods. The case study becomes paramount when related situations under the same phenomenon are scrutinised. In this way a case study accommodates teachers' experiences together with their actual life circumstances when qualitative research study is conducted (Christiansen et al., 2010a; Cope, 2014). Literature concludes that a case study assists researchers to explore heterogeneous situations which are perceived as very important. The instrumental case study assisted me in exploring Economic teachers' experiences of teaching threshold concepts in Grade 10 classes.

Bertram and Christiansen (2014), Christiansen et al. (2010a) and Creswell (2014) recognise that case studies have some shortcomings. These lack robustness and are unable to provide generalising conclusions from a wider populace. However, this study is not aimed at generalising its findings but rather developing more understanding of Economics teachers'

experiences of teaching threshold concepts, particularly in Grade 10 classes with the intention of generating in-depth understanding of how teachers go about presenting these concepts for learners' transformation. An instrumental case study is found to be more exploratory, constructive, and confirmatory in this study, allowing primary data to be successfully generated based on social experience (Bowen, 2009; Gorissen et al., 2013). In the view of Christiansen et al. (2010a) and Thomas and Magilvy (2011), instrumental case study represents an empirical research which investigates a social phenomenon with more logical planning and data analysis. Furthermore, literature suggests that weaknesses of case studies in qualitative studies should mostly be dealt with through making use of reflective activity, group discussion, and semi-structured interviews, as methods of generating data where consideration is paid to a single case in which the event is limited to a specific selected group of teachers sharing experiences based on teaching practice.

Anfara and Mertz (2014) and Creswell (2014) posit that the strength of using case study is that it assists in explaining the complexity of real-life situations which may not be captured through data generation; as this allows for live observation of participants engaging with learners with the purpose of deliberating on Economics. The case study enabled me to observe strategies which teachers use during the teaching and learning process. Thus Economics teachers were purposively and conveniently chosen on the basis of their schools' location; being from Umzumbe location which is where I am employed.

### **3.5 Sampling**

Coyne et al. (2011) refer to sampling as the process in which researchers decide which group could maximise the possibilities of generating the data, eventually leading to detailed information based on the research questions. Bertram and Christiansen (2014) Tsai (2012) explain that sampling is about making decisions about the population, settings, and events to be incorporated in the study. This is in line with the (Chaturvedi, 2015; Scarino, 2012; Tsai, 2012) assertion that sampling, as an act, allows researchers to select suitable representative parts of the population (e.g., teachers who are teaching Economics in Grade 10 classes) with the aim of determining the character of that population being targeted. Literature discusses that the main purpose of sampling in a research study is to draw conclusions about a particular group of participants from a sample which is going to help the researcher to arrive at the desired destination. In this way, if researchers are really intending to conduct a research study, they

should know exactly who to sample and for what purpose (Battiste, 2016; Bertram & Christiansen, 2014).

These studies (Mertler, 2018; Sargeant, 2012; Wang & Camilla, 2012) suggest that the economic advantage of using sampling in a research study is that it requires fewer resources. A sample group of only four Economics teachers is interviewed at lower cost for the purpose of gaining their various perceptions or experiences on the teaching of threshold concepts to the learners. These studies (Bertram & Christiansen, 2014; Chaturvedi, 2015; Scarino, 2012) discussed two main types of sampling: probability (random), and non-probability, or judgement sampling. According to these studies, the probability sample by nature considers a wider population size; thus all participants of the population share the same opportunity to be part of the study being conducted. The selection of the populace to the study is based on a random process; with a less formal criterion being applied, thus generalization and representative results could be constructed.

For the purpose of this study, the non-probability sampling was employed. Bertram and Christiansen (2014) and Christiansen et al. (2010b) assert that non-probability sampling consists of purposive and convenience sampling. These studies submit that non-probability sampling allows researchers to choose the population on the understanding that it does not represent the whole group or community of people. In this way, the community of teachers is not selected for the purpose of conducting this study. This study was purposely targeting high schools' teachers who are teaching Economics in Grade 10.

### **3.5.1 Purposive sampling**

Purposive sampling is described by Bertram and Christiansen (2014) and Stronge (2018) as a technique in which researchers make specific choices about objects or people to include in their studies. Thus this study made use of this aforementioned sampling with the purpose of including only Economics teachers who are teaching the subject in Grade 10 in four selected schools. All four participants chosen were under the Umzumbe cluster, working for the South African Department of Basic Education (DoE). Stronge (2018) and Cohen and Howe (2011) articulate that, in purposive sampling, teachers are chosen based on the common character that they share which qualifies them to be participants holding the data needed for the proceedings of the study. Thus purposive sampling contributed a great deal in selecting these participants since they currently deal with the Economics curriculum at the FET phase. As a researcher in

this study, I decided to focus my attention on teachers from schools in Ugu district since the area does not represent the wider community of teachers in the education system. Participants chosen for the study possess various teacher qualifications as well as having working experiences which seemed to be good for the generation of data. Moreover, various qualifications as well as experiences made the data for the study rich and in-depth, coming from various persons with heterogeneous expertise (Creswell, 2014; Lutus, 2012; Stronge, 2018). Four Economics teachers were in a position to express their various experiences when teaching threshold concepts in Grade 10 classes. Thus, purposive sampling was intended to explore various experiences of Economics teachers (Bull et al., 2015; Creswell, 2014; Mthethwa, 2014). Table 3.1 below assisted in revealing the various profiles of purposive sampled participants for this study.

**Table 3.1 Participants' Profiles in the Qualitative Study.**

<b>Participants</b>	<b>Subject</b>	<b>Qualification</b>	<b>Grade</b>	<b>Experience</b>	<b>Gender</b>	<b>Age group (1/2/3)</b>	<b>Race</b>
<b>Teacher A</b>	Economics	Currently doing final year BEd degree	10	4 months	F	1	Africa
<b>Teacher B</b>	Economics	Diploma in Accounting and Management & currently doing PGCE.	10-12	07 years	M	2	African
<b>Teacher C</b>	Economics	B.Com Economics degree plus PGCE.	10	12 years	M	2	African



<b>Teacher D</b>	Economics	B.Com Economics degree/ honours degree in Economics plus PGCE.	10-12	05 years	M	3	African
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The table above represents teachers who were teaching Economics in Grade 10 in particular; thus their qualifications, teaching experience, gender, age and race was also displayed on the table. Drawing from the participants' situations, all of them are teaching in deep rural schools, despite the various genders, age, qualifications, teaching experiences and backgrounds. (Sargeant, 2012; Stronge, 2018) The socio-economic status of each school should be considered since this factor has an impact on the functioning of teachers as well as the schools. Teachers from a common socio-economic background are clustered together in this study expressing frustrations (experiences) regarding the teaching of Economics CAPS.

Stronge (2018) and Etikan et al. (2015) state that a purposive technique has been formed based on subjective judgements of researchers. This is deemed a disadvantage of a purposive sampling technique. Since this shortfall could result in lack of representativeness of the sampling, readers of the study could be doubtful of the judgment used to choose units or population. In order to address this shortfall, I have drawn on research ethics which helped me a great deal in remaining objective with less or no influence on the data generated from participants. All participants deliberated on their experiences with no alterations from my side. The data remained genuine, as provided by original sources.

### **3.5.2 Convenience sampling**

Convenience sampling is a type of non-probability sampling that involves the sampling being drawn from the part of the population that is close at hand (Bertram & Christiansen, 2014; Christiansen et al., 2010a; Creswell, 2014). Sedgwick (2013) understands convenience sampling as a specific type of non-probability sampling technique which relies on the data generated from population members who are conveniently available to participate in the study.

It was convenient to select four teachers from four schools which I am currently coordinating in term of Economics curriculum implementation under the Umzumbe cluster. Convenience sampling intends to select participants who are within authentic or physical reach; thus one teacher in each school of four secondary schools was chosen on the basis of their accessibility. These studies (Bertram & Christiansen, 2014; Creswell, 2014) submitted that convenience sampling does not represent the larger population but serves as tool for supplying sound insight and ideas, such that findings will not be generalised. Convenience sampling was employed in this study with the purpose of serving time as it was easy to access all selected participants from their schools.

### **3.6 Data-generation Methods**

Data generation refers to the theory and methods used by researchers to create data from sampled data sources in a qualitative study when the data sources include human participants (Suresh & Rath, 2014). For the purpose of this study, the following three data-generation methods were adopted: reflective activity, one-on-one semi-structured interviews, and group discussions.

#### **3.6.1 Reflective activity**

Reflective activity is understood as a task that is given to all chosen participants by the researcher with the aim of identifying the level of knowledge and understanding of the phenomenon being studied (Bertram & Christiansen, 2014; Sargeant, 2012).

These studies discussed that this activity comprises a short series of prepared questions pertaining to the research problem while positioning both researcher and participants for interviews and discussion proceedings. I decided in this study to use reflective activity in order to draw focus to all participants of the study's phenomenon. All participants were reminded in advance of their role before the commencement of actual interviews and discussions. Tyler's theory was used as a framework in preparing questions based on reflective activity for all chosen participants to respond to. This is reflected in Table 3.2 below.

**Table 3.2 The Research Questions according to Tyler’s Theory.**

<b>Principles &amp; Concepts</b>	<b>Questions</b>	<b>Propositions</b>
<b>Goals</b>	Towards which goals are you working in teaching Economics CAPS?	<ul style="list-style-type: none"> <li>• Aims</li> <li>• Objectives</li> <li>• Outcomes</li> </ul>
<b>Content</b>	What content are you teaching in the subject of Economics?	<ul style="list-style-type: none"> <li>• Macroeconomics</li> <li>• Microeconomics</li> <li>• Contemporary economics issues</li> </ul>
<b>Organisation</b>		
Rationale	Why are you so interested in teaching the Economics curriculum to your learners?	<ul style="list-style-type: none"> <li>• Formal reasons.</li> <li>• Informal reasons</li> <li>• Non-formal reasons</li> </ul>
Teaching activities	What activities do you use when teaching your learners?	<ul style="list-style-type: none"> <li>• Informal assessment</li> <li>• Formal assessment</li> <li>• Continuous activities</li> </ul>
Teachers’ roles	What do you perceive as your role in an Economics classroom?	<ul style="list-style-type: none"> <li>• Teacher-centred (instructor)</li> </ul>

		<ul style="list-style-type: none"> <li>• Learner-centred (facilitator)</li> <li>• Content-centred (assessor)</li> </ul>
Resources	What resources do you use in the teaching of Economics CAPS?	<ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• Ideological resources</li> </ul>
Accessibility	Who is teaching Grade 10 Economics Curriculum?	<ul style="list-style-type: none"> <li>• Physical access</li> <li>• Financial access</li> <li>• Cultural access.</li> </ul>
Time and location	When & where do you teach the Economics CAPS curriculum?	<ul style="list-style-type: none"> <li>• Number of weeks</li> <li>• Number of days</li> <li>• Number of hours</li> </ul>
<b>Evaluation</b>		<ul style="list-style-type: none"> <li>•</li> </ul>
Assessment	How do you assess learners in Economics curriculum?	<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Summative assessment</li> <li>• Continuous assessment</li> </ul>

Table 3.2 carries questions which are framed based on the concepts according to Tyler's theory. Participants in this study were required to respond to all questions following suggestions found in the literature.

The following questions were posed to all participants as the first phase of their participation in the study.

**a. Why are you interested in teaching the Economics curriculum to your learners (rationale/reason)?**

The above question was intended to channel teachers towards deliberating on reasons for their passion for teaching the Economics curriculum. Teachers were expected to respond to the above question following three propositions (professional, societal and personal reasons) suggested by studies. All teachers were to explain their qualifications and the teaching policy documents they have at their disposal that made or assisted them to become professionals with academic knowledge that allowed them to teach content in Economics at Grade 10 classrooms. Berkvens et al. (2014) and Thijs and van den Akker (2009) comment that societal reasons are aspects which enable teachers to draw their reasons for teaching from society's point of view. This indirectly indicates how people at community level, and academics, have an influence on teachers' teaching practices. Various literature discusses that teachers choose to be teachers for personal reasons interpreted by many as passion that individuals have for doing something in their lives.

**b. Towards which goals are you working in teaching Economics CAPS?**

For this second question, teachers were required to deliberate on their teaching goals; their answers had to be directed to the aims of teaching (long-term goals), objectives of teaching (short-term goals), and learning outcomes of learning which are shown by learners' understanding of the information at the end of lessons (Dreyer, 2014b; Hoadley & Jansen, 2013; Khoza, 2013). Teaching and learning in a classroom is framed around these three propositions which teachers are expected to be clear on in order for their teaching to be meaningful and have the right direction (Brown & Harris, 2013; Dewey, 2013a; Khoza, 2013).

**c. What content are you teaching in Economics?**

This question asks teachers the subject content they teach, especially in the Grade 10 Economics curriculum. In other words, all teachers in this study were required to respond to this question by providing the main Economics topics taught in Grade 10, stating how knowledgeable they were on the subject. Economics content in Grade 10 comprises topics and chapters which result in two examination papers (DoE, 2011; Mohr & Fourie, 2014;

Motshekga, 2011). The subject knowledge is enhanced through making use of relevant Economics textbooks, study guides, and CAPS documents, as required by the Education department (Barton et al., 2014; DoE, 2011; Mohr & Fourie, 2014).

**d. What activities do you use when teaching your learners?**

In this question, teachers were required to highlight the teaching and learning activities used in the Economics classroom with the aim of conducting teaching and learning processes. Teachers have to differentiate between formal, informal, and continuous assessment activities as explained in the previous chapter. For example, literature refers to formal activities as the actual subject content presented in the classroom by teachers. Informal activities are understood as discussion, presentation, observation, as well as class work and homework. Continuous activities, on the other hand, represent a continuous giving of both formal and informal activities in a classroom while teaching and learning are taking place.

**e. What do you perceive as your role in the Economics classroom?**

This question asks Economics teachers how they understand their roles as instructors, facilitators, assessors in a classroom during teaching and learning. These studies (Khoza, 2015b; Mpungose, 2015; Ross et al., 2014) infer that a teacher is an instructor when giving instructions and orders to the learners. If the learners are told to conduct discussions or presentations on a particular lesson in Economics, the teacher is expected to facilitate the process. Furthermore, learners need to be assessed on what they have been learning and this could be achieved through assessment tasks which will be given by a teacher in order to check learners' understanding.

**f. What resources do you use in the teaching of Economics CAPS?**

Teachers have also been asked about resources they use to facilitate the teaching and learning processes. Responses by teachers were to be based on hardware resources, software resources and ideological-ware resources. According to Khoza (2015a), Khoza (2013) and Khoza (2018) hardware resources include tools such as computers, projectors and printers. Software resources involve any material applied in conjunction with hardware resources with the purpose of demonstrating the information to the learners. Ideological-ware resources are

deemed to be anything that can never be observed with an naked eye, something not touchable during teaching and learning, nevertheless there, for example, teaching theories, methods, and strategies available in the learning environment (Khoza, 2013, 2015a, 2018).

**g. How do you assess learners in the Economics curriculum?**

For this question teachers were expected to articulate how they go about assessing learners in Economics. The question was developed based on three propositions: formative assessment (assessment for learning), summative assessment (assessment of learning), and continuous assessment (assessment as learning). Formative assessment is based on frequent assessment tasks given to the learners with the purpose of identifying their learning progress and their difficulties (Brown et al., 2013; Dreyer, 2014b; Hoadley & Jansen, 2013). Literature suggests that understanding the learners' performance in a classroom could assist in adjusting teaching methods to cater for the existing learning situations. Summative assessment focuses on summing up learners' results for grading or passing purposes.

**h. When are you teaching Economics?**

For this question teachers were to explain the allocation of time for teaching Economics in Grade 10 as CAPS subject policy stipulates how time should be utilised for teaching the subject effectively.

**i. Where are you teaching Economics?**

In this question teachers were expected to explain the location of the schools and venues in which they teach Economics. These studies (Dewey, 2013b; Hoadley & Jansen, 2013; Khoza, 2013) indicate that physical environment of any school comprises either classrooms, laboratories, computer labs, or sports fields. All these are regarded as teaching and learning spaces. The condition of any learning space has an impact on teaching and learning processes; this also determines the performance at school.

**j. Who is teaching Grade 10 Economics?**

This question required teachers to deliberate on physical, financial, and cultural access. Literature remarks that physical access relates to the means of transport used to access school. Financial access relates to money as means to access schools, while cultural access relates to

people's ethnicity, political dynamics, and religious factors that impact on the teaching and learning of Economics in school (Berkvens et al., 2014; Schiro, 2012; Simmonds, 2013).

Reflective activity was made available to all teachers for a time-span of two weeks to ensure that they had enough time to respond to the questions fully. Questions in the activity were controlled with the aim of ensuring that all participants responded honestly to them; thus clarity was also provided to some participants who seemed to be lacking understanding. As these studies Mustafa (2015) and Kapetanios et al. (2012) postulate, researchers in a qualitative study formulate and provide clear questions to participants in order to promote fair and honest answers. This may be seen as one of the weaknesses of reflective activity, since a researcher takes trouble to make things simple and clear. There is no guarantee that all participants will be totally honest when responding to the research questions. However, enough time and further clarity on grey areas were outlined to participants. For further generation of the information, one-on-one semi-structured interviews were also considered in this study.

### **3.6.2 One-on-one semi-structured interviews**

After a reflective activity process has been completed, the study moves on in employing another method of data generation known as one-on-one semi-structured interviews with open-ended questions. As Bertram and Christiansen (2014) and Ging 'ging (2013) reflect, the one-on-one semi-structured interview is a method used to generate data based on direct interaction and exchange of words between the interviewer (the researcher) and interviewee as a participant. Cohen and Howe (2011), Mustafa (2015) and Creswell and Clark (2017) comment that interviews are deemed one of best and most popular methods used by researchers for data-gathering purposes. Semi-structured interviews are usually used by researchers to elicit participants' attitudes and their points of view pertaining to the researched problem. Mthethwa (2014) and Van Puyvelde (2017) add to this by discussing that the interview method is found more flexible in capturing original voices of interviewees and the way they create logic of their narrated life experiences.

Sonntag, (2013) and Bertram and Christiansen (2014) state that the interview process should lead to an understanding between participants and the researcher in order for the generation of sound information to be developed. Participants should articulate their view without being



disturbed by the researcher in order for the rich knowledge to be constructed. In addition to this, Mthethwa (2014) and Mathibe (2015) comment that it becomes important for researchers to allow participants to use the language of their choice, which is IsiZulu in this case, so as to make them comfortable with the whole process.

In order to generate reliable and comprehensive data, researchers should remain natural and allow the construction of information to emerge from the participants' side (Marom, 2019; Medea et al., 2018). In this study, a clear, open setting with freedom and flexibility was offered to all participants in order for them to table their views about teaching experiences. Semi-structured interviews applied in this study resulted in non-identical data since it was taken from various teachers with differing teaching experiences (Denscombe, 2014; Green, Adendorff, & Mathebula, 2014; Wahyuni, 2012). This data-generation method seemed to be more effective and preferred over structured interviews since it contributed to the divulging of detailed information according to participants' points of view. This indicates that all participants were fully engaged throughout the study, ensuring that the whole programme was successfully completed.

I found one-on-one semi structured interviews more suitable as I dealt with both novice and well-experienced teachers. This data-generation method was flexible enough to cater for both types of participant. In this study I used more open-ended questions as these seemed to provide easy access to all participants' opinions as well as their explanation of teaching experiences. All participants were given a chance to choose dates for interviews based on individual circumstances; and venues were selected according to participants' and school managements' preferences. The cellphone was used for recording purposes. Later, transcriptions of voice information were adequately done as required by the principle of conducting a research study. These studies (Bertram & Christiansen, 2014; Christiansen et al., 2010a; Creswell & Creswell, 2017) expressed that the data generated through an interview process should complement the data received through reflective activity, in order to give more meaning to the situation of the participant concerned.

Studies discussed that the interview process should be well planned in order to trigger the minds and awareness of participant so that necessary information should be revealed without diverting from the research questions posed. In this case I managed to conduct interviews in such a way that resulted in in-depth and relevant data about teacher's experiences of teaching Economics threshold concepts, particularly in Grade 10 classes. Thus interview proceedings varied from

school to school, for instance, HODs' offices were main venues at which to conduct interviews. Each interview took around (90 minutes to a full 2 hrs); and all interviews were conducted during normal school hours. Studies (Bertram & Christiansen, 2014; Ward, 2019) submitted that interviewers should possess proper interviewing skills which should never restrict participants in offering the required information during the interview sessions. Lack of interviewing skills could oblige the interviewee to answer the question directly without giving details. However Etikan, Musa, and Alkassim (2016), Hancock and Algozzine (2016), Bryman (2016) state that one-on-one semi-structured interviews are more time-wasting and expensive. The pitfall in this study was addressed through the selection of schools and teachers in one cluster, making access to them straightforward.

### **3.6.3 Focus-group discussions**

A focus-group discussion is a live discussion facilitated by researchers. Participants respond to the instructions issued by the researchers for the purpose of eliciting desired information (Groves, 2001, Cohen et al. 2011& Silverman, 2013). (Bryman, 2016; Creswell & Creswell, 2017; Marom, 2019) believe that, in a focus-group discussion a researcher remains a main player whose responsibility is to foster discussion, exchange of ideas and thoughts among group members in order to develop understanding. A focus-group discussion becomes relevant when researchers study how people behave in a particular social context (Bertram & Christiansen, 2014; Cope, 2014).

In this study a focus-group discussion was employed with the intention of collaborating with four chosen Economics teachers from various high schools. I found my school a convenient place to hold such discussions since the school is at the centre of all schools chosen for the study. The discussions emanated from reflective activities given to all teachers in the previous two weeks. Most participants managed to deliberate on some of Tyler's concepts although some participants seemed unclear about some of the concepts cited or used. My intervention was needed for the purpose of bringing clarity to all teachers who were part of the discussion process. Ritchie, Lewis, Nicholls, and Ormston (2013), Bendassolli (2013) and Creswell and Creswell (2017) state that during group discussions, the researcher's task is to foster teamwork and to familiarise members with all grey areas as the process unfolds. It was through this kind of gathering that the implementation process part of Economics was collectively debated among members. Much about teaching-learning practices was further clarified for everyone.

Teachers were engaged in the process in English and IsiZulu, as this helped a great deal for data generation. Flecha (2013), Van Puyvelde (2017) and Crossley and Vulliamy (2013) remark that focus-group discussions are effective and useful in capturing thoughts and frustrations experienced by individual teachers when teaching Economics. Literature adds that the effective discussion process should flow, all members contributing constructive ideas which could result in positive outcomes for all members. As a cluster group in Economics, we met to address curriculum issues; it became easier for us to conduct a focus-group discussion on two separate days. On the first day we spent an hour deliberating on questions according to the reflective activity which I had handed out to participants two weeks earlier. Teachers' responses from reflective activity indicated that some of them were not clear about certain Tyler's curriculum implementation concepts. The first session of discussion focused strongly on familiarising teachers with these concepts and what they mean in their teaching practice. Studies (Creswell & Creswell, 2017; Flecha, 2013) advocate that a well-planned focus-group discussion results in the development of new knowledge and understanding so group members may be professionally transformed for their own benefit. Individual competence, and quality teaching and learning is possible (Hoadley & Jansen, 2013; Simmonds, 2014).

The second one-hour discussion session was conducted for developmental purposes understanding that two focus-group discussions were sufficient for all participants to learn the dynamics around curriculum implementation, especially in Economics. Comments from participants indicated some positive changes on the understanding of holistic Economics curriculum implementation. For these reasons I decided to employ focus-group discussions in this study.

The information generated through focus-group discussions should be rich since collaboration results in a pool of knowledge, thus sound sentiments and thoughts emerge (Creswell & Creswell, 2017; Crossley & Vulliamy, 2013; Van Puyvelde, 2017). Various literature articulates that focus-group discussions tend to comprise people with varying expertise and experiences; thus well-experienced members could dominate those less experienced. To avoid dominance behaviour from participants I insisted that all participants have equal opportunity to express themselves, the intention being to learn from one another. However open-ended questions on what teachers were doing, how, where, and when, were used for everyone to simply respond according to their experience. For accuracy purposes the whole discussion process was also recoded using a smart cellphone; thus, at a later stage, transcription of participants' voices was properly achieved. All processes of the focus-group discussion were

thoroughly explained to participants and all agreed to the process. Figure 3.3 below illustrates the full consolidated data-generation process.

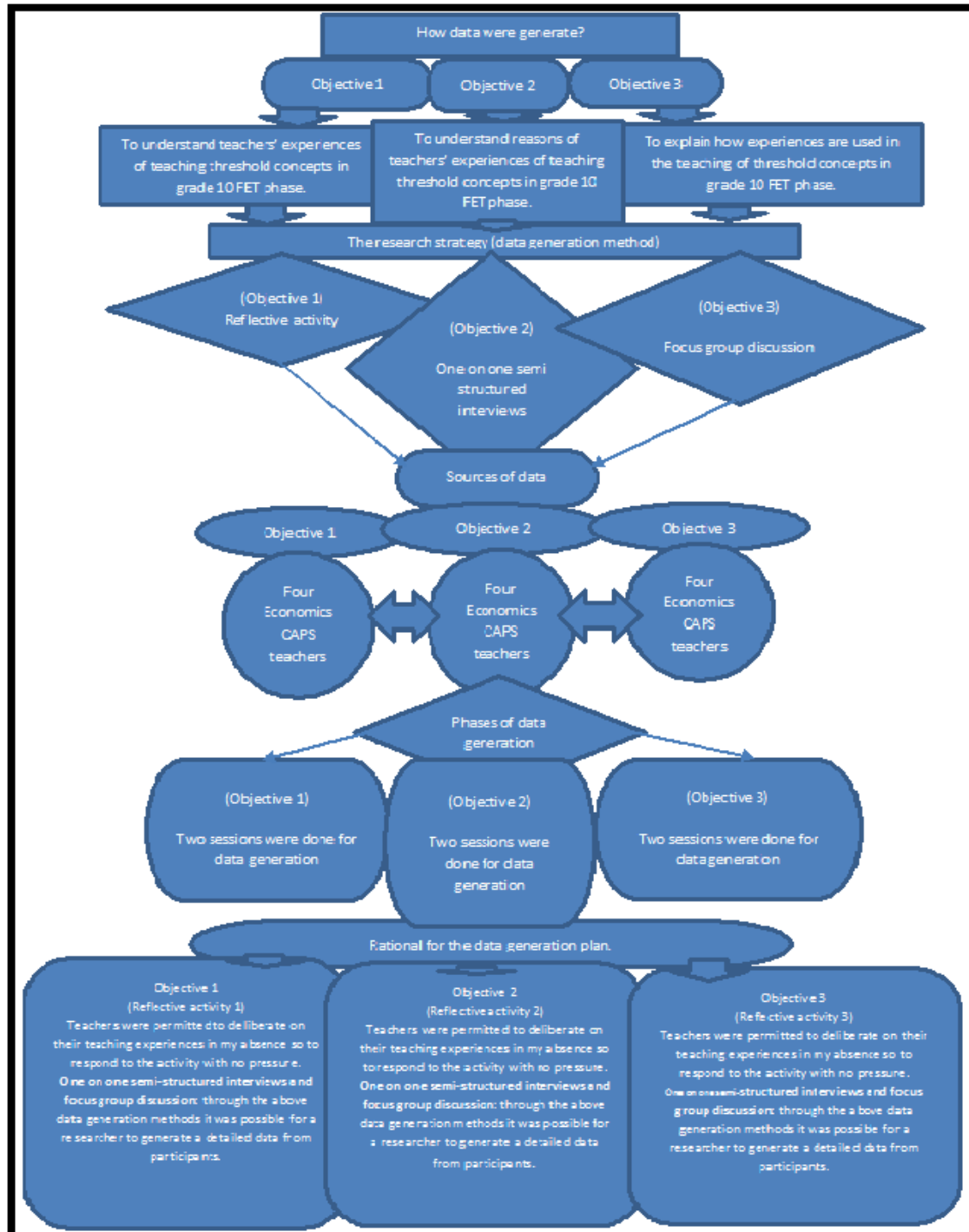


Figure 3.3 Data-generation plan.

### **3.6 Data Analysis**

According to Bertram and Christiansen (2014) and McKenney and Reeves (2018) data analysis involves field notes, recording observations, ideas, and experiences about the teaching process in schools. (Creswell & Creswell, 2017; Miles et al., 2013) comment that data analysis is about the information that has been generated from the participants, thus separating it into controllable units. Data analysis processes commence after a data-generation process has been instigated by the researcher. Thus the reflective activity, interviews and focus-group discussion made it possible for me to thoroughly analyse the data in this study. Through the process I broke down the data and built it again with the purpose of generating meaning and understanding. Christiansen et al. (2010a) and Bryman (2016) state that the data analysis process is a continuous process of arranging the information into categories and preparing it for the ultimate interpretation. The aim of qualitative data analysis in this study was to sum up all information developed using words and themes for easier clarification and comprehension (Bertram & Christiansen, 2014; Marom, 2019; Rink & Hall, 2017).

Furthermore, Creswell and Creswell (2017) and Bertram and Christiansen (2014) opine that data analysis usually takes two forms: inductive and deductive reasoning. Studies above explained that inductive reasoning works from specific observations to broader generalizations. In this reasoning (approach), researchers usually apply coding when scrutinising the data, thus the approach itself comprises logical thinking which emanates from specific facts leading to general conclusions (Bertram & Christiansen, 2014; Christiansen et al., 2010a). However, in deductive reasoning, conclusions maintain sound results as theories or literatures are utilised as a routine to analyse data generated (Banks, 2018; Creswell & Clark, 2017). When deductive reasoning is used researchers work from given theories; thus themes emerge for the purpose of classifying the data generated. In this study, the guided analysis comprises both inductive and deductive reasoning used to analyse data generated. Themes were derived from Tyler's theory concepts, and further enhanced by literature review conducted as reflected in the previous chapter.

Guided analysis is useful since it related very well to this study; as the purpose was to create themes from teachers' perceptions of their experiences pertaining to the teaching of threshold concepts in Grade 10 classes. Likewise, these studies (Battiste, 2016; Van Puyvelde, 2017) showed that the data generated from research studies must be analysed and transcribed textually in order for it to make sense to the readers. This was made more authentic through recording by means of a smart cellphone, as I could select the important data as opposed to from an

arbitrary transcribed source. Ethical issues were considered so as to limit infringements of participants' rights.

### **3.7 Ethical Issues**

Ethics deals with the conduct of people and guides the norms or standards of behaviour of human species and their relationships (Faden et al., 2013; Lange, Rogers, & Dodds, 2013; Seidman, 2013). Thus Bertram and Christiansen (2014), Battiste (2016) and Creswell and Creswell (2017) see ethics as principles researchers have to maintain when conducting social research study, this being related to human rights. These principles should be used to protect the rights and dignity of participants that could be infringed by researchers when conducting their studies.

Various literature asserts that researchers should see that the physical, social, and psychological well-being of their participants is not detrimentally affected by the research (maleficence). A research relationship between researchers and their participants should be bound by mutual respect and trust. Ethics is deemed crucial to any qualitative research study that involves human or animals. As these studies (Bertram & Christiansen, 2014; Flecha, 2013; Lewis, 2015) claim, before any study may be conducted a clearance certificate should be issued by an ethics committee granting permission to the researcher. According to these studies (Creswell & Creswell, 2017; Flick, 2018) this certificate permits a researcher to conduct a study in an ethical manner where wrong or right conduct is clearly defined. Gordon (2012) lists four components of ethics that should be considered when a research study is conducted: informed consent, protection from any harm, privacy, and honesty. Human rights and protection are promoted through the application of sound ethics in any research study (Gordon, 2012) All dimensions of ethics as explained above were strictly considered in this study.

### **3.8 Trustworthiness**

Trustworthiness is the term used in qualitative research to reflect real and lived experiences of the participants as sources of information (Bertram & Christiansen, 2014; Creswell & Creswell, 2017; Golafshani, 2003). These studies (Elo et al., 2014; Rolfe, 2006; Scotland, 2012) viewed trustworthiness as a process in which the researcher is in a position to convince the readers or audience that the research findings are of good quality and genuine. Terms that abound in the qualitative literature which address trustworthiness are validity, credibility, confirmability, and

transferability. Thus it becomes imperative for researchers to ensure validity and reliability of their research findings (Creswell & Creswell, 2017; Elo et al., 2014; Sargeant, 2012). I had to show quality values and neutrality in this study with the purpose of effecting credible work through considering the above stated dimensions. Literatures declares that, in order to experience quality and trusted research findings, researchers should promote trustworthiness and authenticity by making sure that genuine, lived teachers' experiences are captured and profoundly interpreted. All teachers who were part of the study were allowed the opportunity of reviewing tentative findings of the study for verification purposes.

### **3.8.1 Transferability**

Transferability refers to the degree to which the research may be transferred to other contexts (Bertram & Christiansen, 2014; Rolfe, 2006; Tsai, 2012). These studies further submit that transferability in interpretive paradigm incorporates considerations of the extent to which others could be inspired to create change in social practices through reading the account of the research study. In a qualitative research study it is important, as a researcher, to consider how the study will support actions and social learning at societal levels. (Kapetanios et al. (2012) and Baillie (2015) see transferability as the degree to which one situation in the study may possibly be applied to another setting. Transferability enhances confidence in the findings of the study. Thus my attempts at meeting transferability findings about teachers' experiences of teaching threshold Economics concepts are valid. Constructive suggestions on how teachers should teach these concepts will be documented clearly.

### **3.8.2 Dependability**

Dependability, on the other hand, ensures that the research findings are consistent and could possibly be repeated in identical contextual situations (Cope, 2014; Gorissen et al., 2013; Seidman, 2013). However, these studies (Bertram & Christiansen, 2014; Cope, 2014) define dependability as the degree to which readers of the study are convinced that all findings are interpreted according to the researcher. Researchers in qualitative research aim at verifying that their findings on experiences are consistent with the raw data generated during reflective activity, focus group, and interview processes (Christiansen et al., 2010a; Elo et al., 2014; Funder et al., 2014). It could assist if other researchers were to view my study, arriving at similar findings, interpretations, and conclusions. In this study there is no information left out

or misinterpreted as the raw data was returned to participants to check for accuracy of transcription. This help to enhance dependability. The smart cellphone contributed greatly as I listened repeatedly to participants' responses to ensure that there were no omissions and inconsistencies on data provided by participants. These studies (Banks, 2018; Denzin, 2012; Torrance, 2012) understand triangulation as an important element in trustworthiness thus responses from participants are verified for quality data generation.

### **3.8.3 Confirmability**

In this study, confirmability questions how the research findings are supported by the data-generation process (Connelly, 2016; Cope, 2014; Corbin, Strauss, & Strauss, 2014). In addition to this, various literature maintains that confirmability is about making sure that findings of the study really demonstrate experiences of teachers as participants in the study. In order for the research findings to complement confirmability, there must be a clear way in which these findings are constructed, interpreted, and arranged (Bertram & Christiansen, 2014; Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014; Cope, 2014). To comply with these conditions it was necessary that my research questions were clearly formulated in such a way that would allow participants to provide the intended data. Thus when responding to each question I also asked participants to clarify slang words and metaphors in order to give the readers more sense of trust in the whole research study. Last, all teachers who were part of this study confirmed that the findings accurately reflected their thinking.

### **3.9.4 Credibility**

Credibility is viewed as the most important aspect in establishing trustworthiness as it asks the researcher to clearly link the research study findings with reality in order to demonstrate the truth of the research findings (Bertram & Christiansen, 2014; Creswell, 2014). This aspect of trustworthiness is used to make sure that the researched findings are robust, rich, comprehensive, and well developed through incorporating elements such as triangulation and member checking of data (Banks, 2018; Battiste, 2016; Cope, 2014; Creswell & Creswell, 2017). In making sure that my study qualifies in this aspect, various data-generation methods were used in order to check the consistency of the findings. Thus summaries of transcribed data were provided to all participants to make their own personal remarks.



### **3.9.4 Limitations**

Creswell and Creswell (2017) and Flick (2014) define limitations as characteristics of design or methodology that impact the interpretation of the findings from the study, thus limitations in a qualitative study are aimed at identifying weaknesses of the study itself. In any study that has been conducted there will be some limitations experienced by the researcher concerned. This study could never be an exception. I acknowledge that the time factor was an issue in this study. For example, some teachers were busy with administration of final examinations while I was conducting interviews. In addressing this challenge I decided to use their exam time tables to see when the teacher was not on a day invigilation task, utilising that space to interview him or her. Another challenge was the issue of free space to conduct interviews as most schools selected for this study do not have enough classrooms or spare rooms for other activities. The only option at my disposal was to plead with each SMT at least to allow me to use one of the HODs offices for the purpose of interviewing my participants. These studies (Cope, 2014; Creswell, 2014) confirm that poor understanding of questions by interviewees during an interview process is a pressing issue which could result in distorted data. Some teachers seemed to struggle with understanding Tyler's concepts which were incorporated in the reflective activity and interview questions. However, this matter was tackled during focus-group discussions and all teachers agreed that they understood everything. I explained all propositions before I posed the question during the interview process. The element of dominance by so-called experienced teachers suppressed novice teachers during focus-group discussion in such a way that they tend to be passive and silent. To avoid such conduct I fostered talking and also reminded group members that each one of us had the opportunity to talk according to his or her experience.

I conducted the study in my cluster where I am well known by all participants. This posed possibilities of biased conduct which could result in participants not taking seriously the whole study, nor provide the information based on my subjectivity. Sticking to the rules or principles of conducting research and the utilization of reflective activity where all participants responded during their own time assisted greatly. On the other hand, it worked to my advantage to choose only schools within my cluster, understanding that focus-group discussions and interviews as ways of generating data are expensive and time-consuming. Lastly, recording seemed to be a problem to some of my participants, although I tried to explain that sound recording will be only used for the purpose of the study; it was not my intention to submit it anywhere.

### **3.11 Conclusion**

The study articulated more on aspects such as design and methodology. Thus the following components: research paradigm, research style, sampling, data-generation methods, analysis, ethical issues and study's limitations were thoroughly addressed. These research components helped a great deal in explaining how the study was meant to be conducted with the purpose of attaining desired aims. Teachers' experiences of teaching Economics threshold concepts in Grade 10 classes were explored in depth to develop satisfactory understanding of how the subject is taught at high-school level. In the following chapter, findings according to this study will be discussed, based on the data analysis explained above.

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

The previous chapter covered in detail the research design and methodology used in this study. This chapter goes a further step through presenting, analysing, and interpreting results or findings which were generated through the application of three research methods: reflective activity, focus-group discussions, and one-on-one semi-structured interviews. Thus the main aim of this chapter is to facilitate a detailed discussion before presenting the findings through making use of Tyler's theory which consists of four main principles. Components from four principles are made into themes, thoroughly presenting the data generated in this study. Four teachers from four schools were chosen and used as sources of data generation. These teachers were referred to as teachers A, B, C, and D. (Creswell & Clark, 2017; McKenney & Reeves, 2018) assert that, in the qualitative interpretive study, researchers analyse their findings through transcribing direct quotations from participants as they articulate their experiences of teaching threshold concepts in Grade 10 Economics classes.

#### 4.2 Data Analysis, Presentation and Interpretation.

The data-analysis process should be framed in such a way that could result in revealing research objectives, as previously discussed (Creswell, 2014; McKenney & Reeves, 2018). In addition to this, objectives of this study were supported by relevant research questions as demonstrated below, according to the components (themes) of Tyler's theory. Thus the standpoint on the CAPS subject documents as well as views by various authors were entertained in this study with the purpose of making them part of interpreting and presenting findings in this chapter. Thus one-on-one semi-structured interview processes allowed teachers to shed more light on their teaching experiences explaining what determines the way they teach Economics in the Grade 10 FET phase.

#### **4.2.1 Teachers' reasons for teaching the Economics curriculum.**

##### **Theme 1: Rationale**

The question on this theme was the reasons for teaching Economics in Grade 10 classes. By posing this question I intended to develop an understanding of teachers' experiences pertaining to their teaching of the Economics curriculum at FET entry level. Thus four participants provided various personal reasons as follows:

**Teacher A:** *"...I teach Economics because it was given to me by SMT... I teach through following ATP... (Personal)... indeed I saw a need to teach the subject with the intentions of helping my young brothers and sisters in my community...Instilling Economics knowledge into them could assist in developing their bright future... (Societal)...I'm doing the final year in Bed degree with EMS as major subject... I'm not yet a qualified teacher... participating in Economics cluster meetings and workshops help a lot in enhancing my knowledge in Economics knowing that I'm not doing any Economics module in my qualification"* (Professional).

**Teacher B:** *"...over and above, one is in love with the Economics... I became interested in this subject actually when I was enrolling at tertiary level (Personal). One engaged with the qualification that requires a background of Economics which is national diploma in accounting (Professional). In doing this qualification I have to study Economics as a second major subject...on top of that one attends departmental Economics workshops regularly...with the knowledge I acquired through my qualification and attending workshops, I'm able to teach learners how the economy works, so that they could be able to position themselves in a way that is going to benefit them at the end of the day... (Societal)."*

**Teacher C:** *"I'm very passionate about the subject and I feel more comfortable in teaching it because it is in my blood... basically Economics is an interesting subject since it talks about everyday life situation that I can relate my life to... (Personal)... academically I have diploma in business management... I did Economics 1 as additional subject in my qualification and on*

*top of that have PGCE... (Professional). There is a need for me to teach Economics to children at community level since poverty is seemed to be dominated... so bringing Economic skills or knowledge could bail out a lot of families from poverty which is perpetuated by high unemployment rate” (Societal).*

**Teacher D:** *“It’s just a personal love for the subject, because having a passion for what you are doing injects an energy and interest of pursuing it for prolong span of time... Economics knowledge help me to comprehend the nature of the world in terms of practical economy that is existing out there... (Personal). Actually, I studied Economics from the high school level up to tertiary where I received honours degree in Economics (B com Economics qualification) plus post graduate certificate (PGCE)... both qualifications made me the person I am today... (Professional)... my responsibility is to plant economic mind and knowledge to young people...In order to build a life support, one has to consider the fact that children from our communities need to be taught economic skills...” (Societal).*

The findings from teachers B, C and D indicated that they felt passion for teaching Economics. Teacher A had been instructed by her superiors (SMT) to assist the school by teaching Economics in Grade 10. Teachers B and C were of the same view as teacher D, confirming: *‘I feel more comfortable in teaching Economics because it is in my blood...’* Teachers submitted personal rationale as a motive for teaching Economics in Grade 10. Non-formal experiences allow teachers to remain as sources of content in Economics, where learners can relate their learning of Economics.

Furthermore, teachers’ responses indicated that their reasons for teaching Economics were in line with societal rationale, where the needs of communities seemed to be at the centre point. This is witnessed by comments made by teacher D: *‘... children from our communities need to be taught economic skills which are important for their independent life...’* Teachers A, B and C agreed with this assertion. Teachers in Economics are driven by informal experiences which make them enjoy the process of giving back to their communities.

Professional rationale triggers one's content understanding for the achievement of intended curriculum. Knowledge attributed to academic qualifications (professional rationale) serves as vehicle to ascertain quality teaching and learning in the learning environment. This is evident in the response made by teacher D: '*I studied Economics from the high school level up to tertiary where I received the honours degree in Economics... plus post graduate certificate (PGCE)*'. However, teachers B and C provided the same explanations as teacher D that they gained tertiary qualifications which assist them in teaching the Economics curriculum. Findings also submitted that teacher A is still doing her qualifications which reflected a strong professional rationale. Teachers are dominated by formal experiences which drive them towards learning processes in order to better understand the CAPS curriculum.

CAPS (2011) is recognised by academics as a guiding tool for an effective teaching and learning process. The CAPS curriculum was intended to equip learners with Economics knowledge and skills meaningful in lives. CAPS promotes skills which are going to be useful for moulding learners' lives in their local contexts. It is clear that the CAPS curriculum as an intended plan draws more on societal rationale through facilitating transition of learners to better social living. Teachers should deliberate on informal experiences in order to be in line with what is intended by the CAPS curriculum in a schooling environment. CAPS is by nature is a well prescribed policy document with arranged Economics content which is intended to be presented by teachers in Grade 10 classrooms. The professional rationale seems to have an effect on this since CAPS documents must be studied by teachers in order for their teaching of Economics to be meaningful to end users. Formal experiences influence teachers to be aware of their profession especially in a classroom situation. However, the analysis in this study concluded that CAPS was silent on personal rationale which usually deliberates on individuals' willingness to embark on teaching practice.

On the other hand, the rationale is the articulation of the reasons employed for consciously arriving at a particular decision (Kawamoto et al., 2014; Keim, 2012; Scarino, 2012). Economics teachers in this study justified their pedagogical decisions based on three categories of rationale (personal, professional, and societal) for choosing to teach Economics. Slee and Allan (2011) and Flecha (2013) agree that teaching practice should be accompanied by a continuous teacher upgrading (training) process within the ideology of professional rationale where quality tuition could emerge. Thus formal experiences should be viewed by Economics teachers as a reason for them to be content-grounded. In this way their tasks in a classroom

could be deemed by many as a contributing factor towards learners' uplifting or development (Lumumba-Kasongo, 2017; Poekert, 2012).

Moreover, the societal rationale may be articulated on the basis of teachers being lights in their communities (Motshekga, 2011; Stronge, 2018; Tsai, 2012). (Epstein et al., 2018) and Chalmers and Fuller (2012) perceived that the existence of community empowerment and transformation is due to teacher commitment in the scholastic vision. Teachers draw much on societal rationale in order to be able to respond to communities' call for a better life. This indicates that teachers are also driven by informal experiences in their teaching profession.

Barton et al. (2014) and Flecha (2013) conclude that teachers choose a teaching career for individual and personal reasons. Personal rationale influences teachers to deliver Economics content to Grade 10 classrooms in order to ensure that learners are learning all the time. These studies (Dreyer, 2014b; Henry et al., 2012; Kelm & McIntosh, 2012) share the same sentiments as above that the passion for teaching is rooted in the fact that teachers possess a positive teaching attitude which could result in individual teacher self-esteem in the classroom. Non-formal experiences help a great deal in boosting teachers' morale for teaching Economics. According to Fomunyam (2014) assertion, the decision to choose a teaching profession is not necessarily influenced by all levels of rationale, but one amongst them could be dominating teachers' choices of pedagogy. Some Economics teachers interpret teaching from a personal point of view resulting in associating themselves with the profession.

#### **4.2.2 The goals of teaching Economics.**

##### **Theme 2: Goals.**

In this theme I asked each participant: What are your goals in teaching Economics? The focus was to explore teachers' understanding of goals, namely: aims, objectives, and learning outcomes. The idea was to gain details on how teachers obtain teaching and learning goals when engaged with the learners in learning. The three propositions under this theme were deemed to be functioning towards goals which is a pillar or umbrella concept for three propositions (aims, objectives and learning outcomes). Thus all these were to be addressed by teachers as articulating their experiences. However, teachers' responses on reflective activity showed that they cannot distinguish between goals, aims, objectives, and outcomes. According to them all, these terms were the same. This misconception was addressed during focus-group

discussions. Thus during one-on-one semi-structured interviews teachers took the following positions:

**Teacher A:** “...to make learners understand the subject content so that they will pass with good marks (Objectives)... is to empower learners, so they could possess economic knowledge in their life time...” (Aims).

**Teacher B:** “I want to be one of those people who contributed in the creation of our leaders...when these learners do understand Economics moving forward, they will be great leaders who know how the economy works... (Aims)... I want to have learners who matriculate with good results in my subject Economics so they could be admitted at tertiary level (Objectives)... because of language barrier... learners respond in their own language to questions asked about the lesson they have learned, usually I get correct answers, but when English is used to ask the very same questions in a classroom the outcomes are not fulfilling” (Learning outcomes).

**Teacher C:** “... It is my responsibility as a teacher to make sure that learners get message...they understand the information I present to them...this could assist them when responding to questions during assessments (Objective)...to make learners economically aware of everyday life situation... I basically teach how to save money because savings allow one to build or accumulate wealthy.... Saving mentality has to be promoted to our learners in order for them to change from being good consumers but to be prominent investors (Aims)... Always outcomes are based on the learners’ performance or understanding of the subject itself... this ranges between 40% to 50% of understanding as some are still struggling a bit in getting the gist of what I normally teach in the classroom” (Learning outcomes).

**Teacher D:** “basically I teach learners Economics so they could be Economists, business owners, teachers of tomorrow... learners will acquire necessary business knowledge and skills in that way problems such as unemployment and poverty in this country could solved (Aims). I always have objective of making them to master the lesson according to the lesson plan...this helps because they perform well during any assessment given...once they have been taught



*well public sector for instance obviously their performance will be good (Objective)... good or bad results to me sound as outcomes of teaching and learning... if my learners performed well during test or class work that could be the sign to me indicating that my teaching was spot on. But if marks on any assessment activity are very low to most learners that obviously would be telling me that my teaching was not up to a good standard... I must look for other ways of teaching that section...*" (Learning outcomes).

Findings indicated that all teachers understand aims as long-term intentions of teaching Economics. For example, teacher C said: *'I basically teach my learners how to save money as savings allow one to build or accumulate wealthy....'* Teachers A, B, C, and D articulated aims of teaching Economics based on their personal perceptions. In order for teachers to make sense of the aims of teaching Economics they draw much on their individual non-formal experiences. Thus during one-on-one semi-structured interviews teachers expressed various sentiments but what they have shared was in line with general aims stipulated in CAPS document.

According to the findings, not all teachers seemed to clearly understand objectives of teaching Economics. For example, Teacher B spoke about long-term intentions while the question was based on short-term intentions, the teacher stating: *'... I want to have learners who matriculate with good results in my subject, so they could be admitted easily at tertiary level'*. Teacher B was referring to learners who are currently doing Grade 10. Learners who are in Grade 10 today are going to take two years before matriculating. However, teachers A and C's assertions were clearly based on the objectives (short-term goals) of Economics lessons — what learners were expected to be able to do after a lesson. The above-mentioned teachers shared the same views as teacher D who said: *'I always have objective of making them to master the lesson according to the lesson plan...this perhaps helps because learners perform well during any assessment given...'* Most teachers draw from formal experiences as they deliberately consider CAPS (lesson plans) documents and subject content in their teaching of Grade 10 Economics curriculum.

In addition to this, teacher A was very quiet when the question based on the learning outcomes was posed to her. The question was simplified; however, teacher A confessed that she did not understand the learning outcomes of teaching Economics, considering them the same as aims or objectives. Some teachers indeed implement the Economics curriculum without knowing and determining its goals. However, findings, on the other hand, indicated that teachers B, C,

and D seemed to feel much the same way in explaining the issue around learning outcomes in the teaching process. Teacher D said: ‘... *if my learners performed well during test or class work that could be the sign to me indicating that my teaching was spot on...*’ These three teachers submitted that learning outcomes are reflected through learners’ responses to assessments (class work and tests) given after lessons. Learning outcomes are perceived by individual learners variously from one another, depending on the nature of the lesson or content knowledge provided to them. Informal experiences dominate teaching and learning of Economics CAPS, most teachers drawing from learners’ responses to discover the effectiveness of their teaching in a classroom.

The CAPS (2011) document states clearly that the Economics curriculum should be taught based on the three components of goals: aims, objectives, and learning outcomes. The implementation of the Economics curriculum in a classroom is being guided by aims, objectives, and learning outcomes (DoE, 2011). Teachers of the Economics curriculum should be familiar with these component names for effective and meaningful teaching to take place.

The DoE (2011) states that CAPS grade R-12 (general aims of curriculum) gives expression to the knowledge, skills, values, worth learning in the South African schooling system. CAPS aims at ensuring that learners acquire Economics knowledge and skills to make them responsible citizens. The teaching of Economics CAPS is more driven by formal experiences as teachers ought to deliberate on CAPS subject policy documents in order to achieve intended curriculum goals in a classroom situation. In addition to this, the teaching of Economics should not be confined to one textbook as its curriculum content is designed to accommodate a variety of recommended teaching and learning textbooks (CAPS, 2011). The Economics CAPS document carries general aims of teaching the subject, while various Grade 10 Economics textbooks provide common objectives in which the content may be elucidated by teachers during teaching and learning (DoE, 2011). Teachers should consider their teaching experiences in order to comprehend that objectives of teaching Economics are more content based while learning outcomes seem to be subjective in as far as learners are in their learning space.

Moreover, goals in education are perceived as a particular plan proposed in order to attain something in the near future (Harlen, 2018; Khoza, 2013; Medea et al., 2018). Goals justify actions that have been taken for the implementation of a particular task that has been decided. In addition to this, these studies (Khoza, 2013, 2016; Mqadi, 2015) assert that the curriculum implementation process in a classroom begins with identification of goals which encapsulate

aims, objectives, and learning outcomes. Hoadley and Jansen (2013) and Barton et al. (2014) concur with the above statement, emphasising that effective teaching and learning can take place only if teachers are able to identify aims and objectives from what they intended to teach in their classrooms. Teachers should consider teaching experiences in order to be familiar with the effectiveness or importance of identifying and communicating aims and objectives during the teaching and learning process. As these studies (Hoadley & Jansen, 2013; Khoza, 2013; Msibi & Mchunu, 2013) submit, aims and objectives in learning indicate the intentions of teaching Economics for the expected outcomes from learners. Thus teachers are expected to be predominantly driven by non-formal and formal experiences in their teaching of Economics CAPS.

#### **4.2.3 Content in the Economics curriculum module**

##### **Theme 3: Content.**

The question in this theme required teachers to demonstrate understanding of the whole Grade 10 Economics content. Teachers were expected to share their experiences and challenges regarding the delivery of the Economics content in a class that is regarded as an entry class to the EET phase. Furthermore, findings showed that some teachers are uncertain about the Economics CAPS content and its presentation in a classroom situation. The following information was generated from four Economics teachers using a one-on-one unstructured interview process:

**Teacher A:** “... I do have business studies in my course not Economics, but since I needed job, I took economics when the school management asked me to teach it...the last time I did Economics it's when I was at high school as a learner... I do not have much understanding of it since the syllabus has totally changed... It's hard to teach something you don't understand... You end up compromising the quality of teaching and learning... It is impossible for me to list the content that I have to teach since I'm one month teaching the subject in Grade 10...Economics has too much content to teach, like the circular flow, public sector and...”(Macroeconomics).

**Teacher B:** “... In term one, I covered Economic basic concepts (e.g. descriptions, branches, and approaches of Economics, and other related science and careers)...This content introduced learners to the subject itself and related opportunities. I also covered basic economic problems...the content in this topic is too broad in a way that it becomes difficult to teach everything in a short span of time as required by teaching annual plan. The ATP also requires me to teach the circular flow and business cycle in order to prepare learners for learners for Grade 12 syllabus (Macroeconomics)... All these topics constitute paper One... Economics has two papers. Having content understanding is an advantage since I effectively teach my learners the dynamics of markets (e.g. demand and supply, types of markets, price formation and functions of market). Production possibility curves and public sector are topic needed to be taught during term two (Microeconomics)... All these topics form paper two in Economics. Unfortunately Economics is a content detailed subject... Currently I'm teaching growth, development, globalisation, money and banking, population and labour force as information required for paper one in term three (Economics pursuits)... One has also to teach unemployment, labour relations and economic redress in term four as additional content for paper two... Economics has two papers which count 100 marks in March and two papers for midyear as well as year-end examinations. Both papers have 300 marks in total...”

**Teacher C:** “In fact Economics consists of four modules... in module one I'm expected to teach concepts, basic economics problems (e.g. scarcity, opportunity cost violation and promotion of human rights, environment, production, consumption and exchange)... Some concepts are difficult to interpret and relate them to real situation...Circular flow and business cycles are also topics needed to be covered as per ATP (Macroeconomics). In terms of module two one has to teach dynamics of markets and production possibility curves through making use of equations, diagrams and calculations... The most stressing content... (Microeconomics). In module three the document states that I must cover Economic growth and development as well as globalisation... and a lot of history... (Economics-pursuit)... This is a very boring section to teach... I don't teach it... Term four I have to teach unemployment and labour...” (Contemporary-economics issues).

**Teacher D:** “...To be brief and spot on I use the APT and exam guidelines... Economics consists of two papers, each paper either has 100 or 150 marks depending on the term on which

*papers are written... The content is divided into four modules... I teach basic Economics concepts as gate way for knowing the subject... I follow with basic Economics problems just to develop basic understanding to the learners...The circular flow, quantitative elements and business circles are topics one has to teach as well, considering the CAPS documents (Macroeconomics) ...the whole of this content constitute paper one. However in term two, I'm expected to teach dynamics of markets, lot of graphs and calculations are contained in this section that's why I spend quite number of days teaching it... I cover also production possibility curves and public sector... All these topics make up paper two which I perceive more challenging to the learners... (Microeconomics). There is too much content in economics, experience is one thing assists me in dealing with this subject... For example growth, development, globalisation, history of money and banking, population and labour force are very long and I sometimes fell not energetic in teaching this part of curriculum, but I'm expected to follow subject policy document as is... (Economic-pursuits)...I grill learners based on exam guidelines and previous papers on this module in order to prepare them for exams and this seems to be working for me because, I can't teach everything since time does not allow for that. However in term four I'm required to teach unemployment, labour relations and economics redress for paper two...”(Contemporary-economic issues).*

Responses by teachers B, C and D suggest that, during teaching and learning, the performance approach in Economics curriculum is applied. The assertion made by teachers B and C concurred with teacher D that, during the teaching process they identify content to be taught using the annual teaching plan and exam guidelines which represent intended curriculum. These teachers mentioned that in Grade 10 they teach basic Economics problems, circular flow, quantitative elements, and business circles. Grade 10 Economics teachers consider their formal experiences in order to teach all topics listed under macroeconomics as per subject documents.

Furthermore, comments from teachers about the nature of the content in Economics seemed to be problematic to them as they confessed that some topics are challenging, making it difficult to be presented in a class situation. Teacher D said: *'I spend quite number of days teaching this section... which I perceive more challenging ...'* Some teachers teach without identifying suitable teaching strategies; or they lack technical knowledge of teaching Economics, which may be drawn from informal experiences. Teachers learn from their colleagues how to teach

challenging topics. However, some tertiary institutions (e.g. Edgewood) do not offer Economics to students who will in future be required to teach the subject in schools.

Based on the above two modules, findings indicated that teachers C and D felt that teaching the content on Economic pursuits and Contemporary-economic issues are stressful. Grade 10 Economics teachers are faced with miscellaneous content information, apart from having continuously to update themselves with societal issues in order to align with the content under these two modules. Teacher D agreed with teacher C who said: *‘In module three, the teaching document states that I must cover economic growth and development... and a lot of history... this is a very boring section to teach...’* The historical review content is based on the use of ancient money (Katanga cross) and other primitive commodities used as means of payments does not make sense; it confuses teachers and learners as it seems impossible to relate it to the current situation. Non-formal experiences drive Economics teachers to be more reluctant in teaching meaningless content which does not relate to present state of the economy. Teachers A and B did not reply when asked about the content to be taught under Economic pursuits. Their silence indicated that these teachers are also not interested in teaching most topics or chapters under Economics pursuits. However, Grade 10 teaching documents (ATP and exam guidelines) clearly state that historical review is not prescribed for examination purposes. Historical review is just an unnecessary topic which is added to the syllabus.

Furthermore, the teaching of Economics CAPS rests heavily on the teaching strategies used by teachers in the classroom situation. Thus the CAPS (2011) document states that the curriculum is intended to ensure that learners acquire and apply Economics knowledge and skills in ways that could be meaningful to their lives. Economics theory in Grade 10 is purposively focused on identifying the important economic variables, explaining their relationship with the real world (CAPS, 2011; DoE, 2011). The CAPS subject policy document in Economics emphasises that all four modules and topics selected for Grade 10 class should be taught thoroughly by teachers in order to promote Economics knowledge for learners. Teachers should draw much from their formal experiences in order to comprehend all chapters or topics under each prescribed module for Grade 10 learners.

Furthermore, CAPS (2011) stipulates that, there are four modules which are selected for Grade 10 class: Macroeconomics, Microeconomics, Economics-pursuits and Contemporary-economics issues. CAPS provides the content to be presented as intended curriculum but leaves it up to the teachers how they teach such content using all necessary teaching documents.

Economics teachers should deliberate more on their informal experiences in order to select the relevant or suitable teaching strategies for any prescribed topic or content in the Economics curriculum.

Economics is concerned with the efficient use or management of scarce productive resources to achieve maximum satisfaction of human material wants (Black et al., 2015; Mohr & Fourie, 2014; Svensson, 2017). However, Bullough Jr and Hall-Kenyon (2012) and (Hoadley & Jansen, 2013) stress that the content is what teachers know and care about during teaching and learning which seems beneficial to the learners. Teachers need to be content-grounded through considering their formal experiences as they remain primary sources of content knowledge in any subject (Barton et al., 2014; Hoadley & Jansen, 2013; Simmonds, 2013).

These studies (Berkvens et al., 2014; Bybee, 2010) suggest that the prescribed content in Economics is presented through four modules which consist of chapters or topics. The focus or priority for delivering this content at school level is the promotion of formal knowledge and academic experiences to Grade 10 learners (Carbaugh, 2016; Hoadley & Jansen, 2013; Loewenberg Ball et al., 2015). Subject content in any discipline is intended to promote valuable knowledge to the learners for use in their daily living, (Berkvens et al., 2014; Johnson & Van Wyk, 2016; Mohr & Fourie, 2014). Thus changing political, social and economic situations calls for constant changing of information, knowledge and skills to be experienced by communities at societal levels.

Furthermore, considering the aspect of changing conditions which compel curriculum developers to enhance or upgrade the knowledge in Economics curriculum that could allow the society to have abilities and skills to deal with the existing life challenges and constraints to effect good life towards them (Barton et al., 2014; Tyler, 2013; Ward, 2019). For these reasons literature has declared that Economics content should be designed towards contemporary-economics issues without overlooking growth, international trade, and indicators as part of Economic pursuits. Economics teachers should be driven by informal and non-formal experiences in order to be familiar with social, political, and economic dynamics that prevail in the community they are serving. In addition to this, it is submitted that knowledge of the subject becomes the important component in curriculum implementation. Thus Economics teachers are expected to possess subject knowledge as they ought to cover all prescribed topics in Economics during the teaching and learning process (Carbaugh, 2016; Loewenberg Ball et al., 2015).

#### 4.2.4 Teaching activities in Economics CAPS

##### **Theme 4: Teaching activities.**

The question in this theme required teachers to share their experiences on activities they undertake for teaching Economics curriculum, particularly in Grade 10 classes. Thus curriculum implementation involves activities that could yield positive achievement of intended academic goals. Teachers should articulate how they engage learners in learning in order to ensure good performance and quality results to be experienced.

**Teacher A** explained, *“Normally when I teach, I allow learners to table their views in a form of discussions and group presentations... I encourage them to bring more comments on the lesson of the day... I also give them home work prior the lesson is conducted in a classroom to check their knowledge of the topic... (Informal activities). As a teacher I formally don’t remain bossy in the class room. I allow learners to make decisions about how they feel wanting to learn a particular lesson or topic as the nature of Economics content differs...”*.

**Teacher B:** *“... When I teach I always start with lower order questions... I want my learners to see whether they have answered every topic which is presented to them in order to be easy and gradually I move to middle order questions and also higher order ones... (Formal activities). Discussion for me is the most informal activity... to get how learners think about a topic; I have to engage them in group discussions... I use to group and give them sub topics to read before explaining anything... (Informal activity). In order to understand the performance of learners one has to record all formal assessments and further do analysis regularly. This allows me to identify gaps created during teaching and learning...”* (Continuous activities).

**Teacher C:** *“Normally we bring newspapers to read sections which are relevant to the topic of the day... I allow learners to select any section from newspapers which is likely to address the topic we are dealing with ...obviously they pick whatever they think is relevant... Then I intervene and assist in what we should be talking about in a form of discussion or brainstorming... I already have informal activities for teaching purposes (class works, tests, presentations, etc.) which I received from my cluster... I normally give these to my learners prepare for informal dialogue during my period... (Informal activity). Formal activities*



*depend on what is required by ATP in that particular term. For example in term one. I should give them assignment, term two project, and in term three a case study... these activities emanate from various topics depending on school terms... I give tasks according to CASS grid and do recording in order to keep learners' marks for future use...” (Continuous activity).*

**Teacher D:** *“... I use a lot of activities, but the most I found effective to my class are things like case studies which allow learners to create something practically applicable in real economic situations. Groups in learning are also vital for learners to relate to one another and share the information... I also allow them to facilitate teaching and learning in that way the information goes horizontally allowing an easy understanding... I'm not all knowing kind of person... Meeting other fellow teachers per term is important as we use to discuss problems and solutions to our teaching... We also set activities together following teaching documents and these activities help in unpacking various content... (Informal activities). I use controlled tests and exam question papers which are supplied by the department as formal activities... these are given to learners for passing or failing them as they are written at the end of each term... These activities entail recording and analysing of learners' marks which are derived from formal written tasks... According to the department these marks should be used for grading learners at the end of the year...” (Continuous activities).*

Responses from all teachers showed that informal activity category is commonly used during the teaching of Economics in Grade 10 classrooms. Thus evidence of this is revealed in that teachers A, B, and C agreed with teacher D that class work, homework, tests, group discussions and presentations are the most effective informal activities which may be used in order to draw learning experiences in Economics CAPS. Teacher B confirms: ‘... *To get how learners think about a topic you have to engage them in group discussions...*’ Teachers noted that they use cluster meetings to discuss and set informal activities which could be useful in teaching the Economics curriculum. Teachers draw much on their informal experiences in order to make curriculum implementation effective to the learners. In addition to this, teacher D stated: ‘...*Meeting other fellow teachers per term is important as we discuss and collectively set activities based on teaching documents. Thus these activities help in unpacking various content...*’ Furthermore, when teachers were asked about formal activities they apply in Economics classrooms all seemed to be confused, thus the question was further simplified,

asking what activities they perform as teachers in order to identify learners' understanding or performance.

The data from all teachers suggests that they are of the view that formal activities comprise allowing learners to write formal assessments with the intention of testing their knowledge or understanding of the Economics curriculum. They felt that formal activities depend on what is required by the annual teaching plan in a particular term. Teachers B and C concurred with teacher D who said: *'I use controlled tests and exam question papers which are supplied by the department as formal activities...'* However, teachers A, B, C and D's comments seemed to be their personal general views showing that they have little knowledge of formal activities applied in Economics classrooms. This indirectly suggests that most teachers do not draw on their formal experiences in order to understand CAPS policy documents which are used to teach Economics curriculum. However, according to the findings, teachers B, C, and D were aware of continuous activities conducted after the teaching and learning process. Teachers B and C were able to share similar sentiments as teacher D, who said: *'...Activities entailed recording and analysing learners' marks which are derived from formal written tasks... According to the department these marks should be used for grading learners at the end of the year...'* Teachers should consider their teaching experiences in order to comprehend that continuous activities are performed with intentions of gauging the effectiveness of teaching and learning of the Economics curriculum in Grade 10 classrooms.

According to CAPS (2011), teaching activities are key components in making teaching-learning of the Economics curriculum effective and meaningful to both teachers and learners. Thus teaching activities in Economics content are categorised into three levels: informal activities, formal activities, and continuous activities (DoE, 2011). Economics teachers should use their experiences in order to identify effective teaching activities to ensure that all Grade 10 learners are assisted in equal attainment of learning goals (CAPS, 2011; DoE, 2011). The CAPS document suggests that teachers should use presentations, group discussions, and simulations during teaching and learning of the Economics curriculum.

Furthermore, the DoE (2011) contends that learners learn Economics concepts easily through the application of various activities which could expose them to various methods of knowing

content information. Thus CAPS (2011) advocates that various informal activities in learning promote interest and passion towards learning Economics CAPS. Informal experiences play a pivotal role in teaching and learning as they enhance understanding and performance for the learners. Teaching activities link the theory and the practice in order for learners to make sense or meaning of the content delivered to them (DoE, 2011). Thus teachers should consider their non-formal experience in order to make the aforementioned sentiments authentic during teaching and learning process.

Moreover, teachers' experiences of teaching threshold concepts in Grade 10 Economics classrooms seemed to tally with teaching activities according to literature. Tyler (2013) and Berkvens et al. (2014) submit that teaching activities serve as valuable input for the promotion of academic knowledge and skills for learners. Studies (Ovando & Combs, 2018; Westwood, 2018) contend that activities in the classroom yield the attainment of intended curriculum goals. Thus informal activities (group discussions, presentations, and debates) allow learners to be actively engaged with the subject content for their own benefit. (Hoadley & Jansen, 2013; Kleickmann et al., 2013; Maharajh et al., 2016). Informal experiences should be used by teachers in order to select appropriate activities which could have potential in promoting learners' performance towards Economics curriculum. Zuma (2016) and Maharajh et al. (2016) concur with this idea, stating that informal activities act as a stimulant for teaching and learning, resulting in the learners understanding their school subjects.

However, Pianta et al. (2012) and Harlen (2018) believe that formal and continuous activities are for the fulfilment of an effective curriculum that has been implemented inside or outside the classroom. Formal and continuous activities incorporate tasks of conducting examinations, and mark-recording processes (Barton et al., 2014; Simmonds, 2014). This further suggests that formal and informal experiences should be used by teachers in order to be able to run assessment processes and also achieve record-keeping for future reference.

#### 4.2.5 Teaching roles in the Economics classroom

##### **Theme 5: Teachers' role**

Teachers were asked to elaborate on their roles and the resources they use during the teaching and learning of Economics in Grade 10 classrooms. Thus below are responses in the form of data presented by four Economics teachers about two elements in curriculum implementation.

**Teacher A:** *“Usually I introduce the topic, like business cycle, ask questions based on it in order to check how far they know... This will help me to structure my teaching and the information to be presented... if I see that, they are clueless then I will be knowing that my teaching should be in details touching strong on concepts of business cycles for example (expansion, depreciation, phases and cause of business cycles)...(Instructor)... Through giving them tasks for example asking them to draw business cycle diagram and explain Economics activities through upswings and downswings in the economy...they have to demonstrate thoroughly understanding through relating this information with the real world economy...(Facilitator). I study first to remind myself with the content before I go to the classroom...”*

**Teacher B:** *“... What one do is to create an environment where there is discipline, once this is in place I believe there would be a great a teacher can achieve from learners... as leader in the class room I give orders and guidance on what we are going to do as we move along with the lesson... obviously teaching and learning will be conducted by learners themselves... (Facilitator). I have a commanding voice when I talk to learners... I'm expecting them to do as I tell them without wasting even a second...remaining professional and more discipline help learners to buy the same idea when they deal with their school work (Instructor)... I use ATP, lesson plans, lesson presentations as well as exam guidelines as framework to unpack the content in Economics”.*

**Teacher C:** *“... I provide them with notes before I present the lesson... the number of learners outweigh textbooks available...I use to give them home work after a lesson and they also write*

*test after we completed a topic... It is helping because I'm able to see where they are struggling... (Instructor). My responsibility is to make sure that teaching and learning occur effectively in a classroom... I must not do everything as learners have to take a role in order to be exposed on teaching and learning challenges... (Facilitator). I do not have power to determine what should be taught in a classroom, I just follow up department documents as they are, but these documents some times are not user friendly as they just direct me to teach and assess topics which I'm not comfortable with... ” (Assessor).*

**Teacher D:** *“...This it's when I come up with the topic and break it up through introducing it to the learners...By so doing I'm drawing their attentions to the lesson...giving them speed class work and home work is important in order to check how they grasped the information I have presented to them...(Instructor). The most impotent thing is to create friendly learning environment such as making sure that all learners have place to sit, making sure that the level of noise is reasonable when learners present topics or content...this encourages class participation and quality understanding of Economics... (Facilitator). Teaching and learning is not complete without assessment and feedback processes... I simple ask oral questions where everyone would come with the answers he/she thinks are correct... learners sometimes say whatever they think is correct...it's my responsibility to correct them when they go wrong with the content right on the spot... Speaking skills need also to be assessed and encouraged to our learners...” (Assessor).*

Findings gave a sense that no participant among these teachers who were aware of teaching roles outside the classroom as they were more silent on this part. All teachers explained roles they often play inside Grade 10 Economics classrooms only. Teachers A, B and D agreed with teacher C who explained: ‘I use to give them home work after a lesson and they also write test after we have completed a topic...’ A picture painted through narratives from teachers was that their roles end in the classroom, which is not the case in real life. Teachers need to consider their informal experiences in order to be conscious of roles to be played on the school premises.

Findings also revealed that teachers A, B and C were as vocal as teacher D in that they act as instructors when teaching the content in Grade 10 Economics classrooms. Teacher D submitted: ‘...This it's when I come up with the topic and break it up through introducing it to

*the learners...*' Teachers draw much on their formal experiences as they are able to select teaching roles which assist in the attainment of the intended curriculum. Moreover, remarkable notes according to findings emerged that teachers considered aims and objectives when they facilitate lessons in classrooms. Teachers A and B perceived facilitation as a way of exposing learners to the dynamics of learning. Thus teacher C shared the same sentiments: '*...I must not do everything as learners have to take a role in order to be exposed in teaching and learning challenges...*' Most teachers are aware that observing learners conducting lessons in the classroom enhances their understanding of the subject as it becomes easy for them to interact or exchange ideas among themselves.

Moreover, the data generated from teachers also showed that only teacher D seemed to have an understanding that a teacher can be an assessor in the classroom. His account confirms the above statement: '*...I simple ask oral questions where everyone would come with the answers he/she thinks are correct... Speaking skills need also to be assessed and encouraged to our learners...*' It emerged from the findings that most teachers do not understand their role as assessors, since they provided irrelevant information on this aspect. Teachers A and C provided information that showed inadequacy in acting as assessors in classrooms. Teacher B said: '*I use ATP, lesson plans, lesson presentations as well as exam guidelines as framework to unpack the content in Economics*'. The fact that these three teachers, other than teacher D, responded in a negative way on their role as assessors, indicates that most Economics teachers are not competent and effective in assessing their learners in Economics. Most teachers do not consider teaching experiences; they therefore lack the skills to set sound assessment tasks which could result in developing an interest in learners in the Economics curriculum.

According to the DoE (2011), norms and standards for teachers clearly state that teachers, as life-long learners or researchers of scholastic issues, should act as facilitators, instructors, assessors, and observers of teaching and learning. Teachers should be welcoming when playing their roles in the classroom as this could make them easily cater for all needs of the learners in the classroom (CAPS, 2011). Drawing from teaching experiences, teachers should be able to apply their roles in order to address barriers and challenges experienced by learners in their learning. The teaching of the Economics curriculum is applied in order to assist Grade 10 learners to experience quality results that would help them pass to the next grade (DoE, 2011, CAPS, 2011). Thus the DoE (2011) submits that teachers remained as the major sources of content knowledge. Teachers play out their roles on school premises in order to make learning easier for the learners.

Furthermore, the CAPS (2011) does not clearly stipulate which role teachers should apply when addressing the content in the subject of Economics. This indirectly suggests that teachers should consider their informal experiences as well as their formal experiences in order to understand exactly the correct role (s) which can help learners to master the content or lessons offered. However, the CAPS document comprises prescribed content; and this urges teachers to be driven by formal experiences which require their role to be instructors of the content. Teaching and learning solely depend on a particular teaching role that has been chosen by teachers during consultation time (DoE, 2011).

Tyler (2013) and Maba (2017) aver that there are many important roles to be executed in the school environment. Teachers play their roles inside and outside the classrooms. Msibi and Mchunu (2013) and Nyambe (2015) argue that the roles which are performed out of the classrooms include conducting assemblies, controlling late-coming and absenteeism, cleaning, and accompanying learners on tours and excursions. However, in the Economics curriculum, teachers' roles seemed to be attributed to teachers as assessors (content-centred), instructors (teacher-centred), and facilitators (learner-centred) of learning processes (Ambrose, 2013; Bantwini, 2010; Hoadley & Jansen, 2013). Teachers should use their teaching experiences in order to choose appropriate teaching roles which could result in making their teaching more effective for the attainment of curriculum goals in the classroom. Chalmers and Fuller (2012) and (Hallam & Ireson, 2015) postulate that teaching roles should be regarded as key components in curriculum implementation processes; but in order for teachers to be successful in playing their roles they need support from schools' management team as well as the Department of Education.

#### **4.2.6 Economics material and resources**

##### ***Theme 6: Resources***

In this section teachers were required to share their experiences on resources available at their disposal for effective teaching and learning of Economics CAPS in Grade 10 FET phase. Thus during one-on-one interviews it emerged that schoolteachers are not adequately furnished with resources for the smooth implementation of the Economics curriculum in classroom situations.

**Teacher A:** *“I keep it simple through using textbooks, study guides and checkboard... (Hardware resources)... Computers in my school are not used since we do not have electric power...Learners are not allowed to carry cell phones here, even at home parents do not cell phone...” (Software resource).*

**Teacher B:** *“It is easy for me to teach using charts because they summarise the textbook, policy document are also important to be used since they guide my teaching. Learners should have their various and recommended textbooks as well as study guides. Obvious the class should have enough chares and tables for learners to sit and learn... (Hard ware resources)... though my school doesn't have Internet I do have smart phone to search and download any information I need for my learners. We use also downloaded budget speech videos with my learners...” (Software resources).*

**Teacher C:** *“...I use textbooks (enjoy and focus), study guides and previous question papers and chalkboard to summarise the lesson... I also print out copies which I use to download from my cell phone and give my learners to study... (Hard ware resources). Some time I create slide and present them in a classroom using a projector... (Software resource)...*

**Teacher D:** *“I cannot only rely on textbooks and chalkboard; I also make use of ATP, pace setter and exam guidelines to conduct my lessons... (Hardware resource). It is interesting to teach using slides, videos downloaded from Internet... we have limited resources as a school... I rely on my lap top and projector to make presentations for my learners, we also use WhatsApp group as an alternative to network ... our school does not have enough money to buy Internet... (Software resources). Normally I count myself and my content knowledge in Economics as a resource in the classroom which can assist learners to get good results... (Ideological-ware resource).*

Response from teachers indicated that a combination of resources is used for curriculum implementation in Grade 10 classrooms. Teachers A, B and C all agreed with teacher D that, for effective teaching of Economics, hardware resources play a pivotal role. However, teachers



A and B submitted that lack of hardware resources disturbs smooth teaching and learning of Economics. When schools and teachers experience a shortage of hardware resources, teaching and learning could result in undesirable outcomes. Findings indicated that most teachers are not aware of ideological-ware. Only teacher D commented: ‘... *I count myself and my content knowledge in Economics as a resources in the classroom which can assist learners to get good results...*’. Thus most teachers shy away from considering formal experiences in order to be grounded in the content or personal pedagogic philosophy as a key resource in Economics classrooms.

Moreover, findings revealed that teachers A, B and C make use of computer slides and downloaded videos in order to make their teaching interesting in the classroom. Thus the software resource is confirmed to be utilised in the teaching of Economics CAPS, as teacher D stated: ‘...*We also use WhatsApp group as an alternative to network...*’. Informal experiences assist Economics teachers to comprehend that the current CAPS curriculum needs to be presented to learners through making use of software resources.

Furthermore, the DoE (2011) submitted that the primary resource in teaching and learning is the CAPS document, which is hardly used by teachers for delivering subject content to learners. However, the CAPS document itself suggests that teachers make use of hardware resources (e.g. physical resources) and software resources (such as PowerPoint and the Internet). The CAPS (2011) document is silent on ideological-ware as teachers through their profession and experiences are assumed by the department to be aware of subject content as well as teaching methods.

Resources in education are well regarded as teaching aids used to facilitate teaching and learning in a classroom situation (Mpungose, 2015; Mqadi, 2015; Nyambe, 2015). Thus Khoza (2018) and Maharajh et al. (2016) see a resource as any component or person that helps in communicating learning in the classroom. Teachers teach effectively when they experience adequate resources which could ensure a positive attainment of Economics curriculum goals (Hoadley & Jansen, 2013; Parkay et al., 2010; Tyler, 2013). These studies (Barton et al., 2014; Simmonds, 2014) affirmed that adequate resources in learning encourage active learner participation which could enhance their performance.

Fomunyam (2014) and Khoza (2013) affirm that ideological-ware resources were the key in the learning environment because of their ability to combine other resources for quality educational outcomes to emerge. Teachers should deliberate on their non-formal experiences so as to be useful resources in the learning environment. Thus Johnson and Van Wyk (2016) and Parkay et al. (2010) submit that teaching experiences allow teachers to remain fundamental resources intended to keep education alive in schools.

#### **4.2.7 Time and location for teaching economics**

##### **Theme 7: Time and location**

In this theme teachers were required to share their experiences on the time when and location where teaching and learning often take place. Teachers ought to be able to explain how they use their time and learning space to teach the Economics curriculum. Their responses determined their understanding of these two components.

**Teacher A:** *“Economics is allocated four hours per week which is two thirty minutes for two combined periods and for me this time is not enough to teach using the classroom... (School normal hours/face-to-face environment) ... Since I’m not a specialist in economics it takes some time for me to prepare and teach these learners. There is no way to apply online teaching this is deep rural school with no electricity and computers... (Online environment). I teach after school since we are told to do so...it’s where I get enough time to be with Grade 10... (Extra classes). I don’t teach during weekends and holidays I have to focus on my studies as well... ”*

**Teacher B:** *“...time for teaching Economics is determined by subject policy document which I received from the department... This document states that, I must teach Economics in a well conducive classroom for one hour per day which means I can be able to see learners four days per week (School normal hours/Face to face environment)... Yes in a much as Internet is useful in teaching of Economics we don’t have such facilities in this school which is one of the challenges we face as a school (Online environment)... given time constrain I have to teach during school hours, in the morning, afternoon and even on Saturdays to cover a syllabus per term (Extra classes) ... department does not pay us for working extra hours and learners some times are so reluctant in coming to school very early and during weekends and holidays... ”*

**Teacher C:** “Normally we I have one hour period a day which I perceive insufficient for teaching Economics... Again learners do not grasp the information quickly the way I wanted... some time I have to repeat one and the same thing till they understand...( School normal hours). I also tech my learners in the morning and after school if I see that I’m lacking behind with my teaching plan... (Extra-classes). Since most of my learners have progressed they struggle to master Economics I have to use weekend and holidays to teach them and it’s where I get enough time for teaching and assessing them... (Holiday time). Unfortunately our school is an under resourced school as you see... classroom are not enough for to teach effectively, as result, good classroom are occupied by grade 12 learners... well it is a school arrangement we do not have a say on it... in grade I have 49 learners who are doing Economics that makes one task to be occupied by three learners... it is very hard to move between spaces when teaching, I remain standing at front... without going to learners at the back... I can say I can’t make any arrangements in order to teach well... (Face-to-face environment). I don’t teach using on line environment since we don’t have computers and Internet... I only rely on my cell phone to download what I think is important for my learners... (Online environment). I’m not sure of blended learning...

**Teacher D:** “... In one hours that is officially given I often use 30 minutes for presenting content and another 30 minutes for assessing to check effectivity of my teaching...( Normal school hours). You cannot say you are done with the syllabus till these kids write the final exam paper... Whenever I get a chance I make sure that I teach them... it is better to teach during extra classes because there is no pressure from other teachers demanding their insufficient periods... (Extra hours). I normally quickly finish work for the term and start revision preparing for formal assessments... I find classroom conducive for teaching Economics, I can’t teach it outside the classroom as I like to write on the chalkboard most when I teach...The size of classroom and number of learners determine my teaching, it becomes hard to teach over populated classroom (Face to face environment). In order to make my teaching effective I use Internet and WhatsApp group with my learners in order to study the content in learning... unfortunately our computer lab is no longer in use and computers there are not in good conditions to be used for on line platforms (Online environment).

The responses from all teachers revealed that they are implementing the Economics curriculum in Grade 10 classes through following teaching time as per CAPS policy documents. Teachers A and C concurred with teachers B and D that the duration for Economics CAPS in Grade 10 is one hour per day or four hours per cycle. Teachers draw on their formal experiences in order to understand the stipulated time for engaging learners face to face in a classroom environment. In addition to this, findings indicated that teachers C and D were not happy with the time-span or the classrooms situation, claiming that these factors are not really assisting in achieving quality intended curriculum results. Teacher A confirmed this: *‘Economics is allocated four hours per week which is two thirty minutes for two combined periods and for me this time is not enough to teach using the classroom...’*. The time stipulated in the ATP and pace-setter seemed to be insufficient for teaching richly detailed Economics content, as schools do have other non-teaching activities. Teachers need to learn from their informal experiences in order to understand that the teaching profession demands not only time within teaching hours but also their personal time which is counted aside from their job descriptions. This sentiment is witnessed by teachers B and C who agreed with teacher D: *‘it is better to teach during extra classes because there is no pressure from other teachers demanding their insufficient periods...’* It is suggested that most teachers use their experiences in order to engage learners during extra classes and holidays with the purpose of assisting learners to perform well in their studies. The findings continue to submit that teachers do not rely on the online learning due to resource constraints in their schools — a blended environment was not a wise alternative teaching environment for almost all of them. Learners in some rural communities are deprived of other learning opportunities.

According to the CAPS (2011), Economics in the CAPS document is stated as one hour a day and four hours per cycle. Thus the CAPS (2011) prescribes only 4 hours of teaching basic processes of production, consumption, and exchange. Teachers should deliberate on their formal experiences in order to understand the exact prescribed time for presenting Economics CAPS in Grade 10 classrooms. The CAPS document is silent on specifying time for extra classes and holidays lessons. Economics teachers should draw from their informal experiences in order to determine adequate times and venues for effective teaching of Economics CAPS (DoE, 2011). As the DoE (2011) further argues, quality teaching for Economics may only be experienced if the curriculum is conducted through proper organisation of the learning space. It is the duty of every teacher to ensure that the physical location is neat and properly arranged for smooth teaching and learning to take place (DoE, 2011). Most teachers seemed to be

influenced by non-formal experiences as they consider that schools and classrooms should remain clean for a healthy atmosphere to prevail during the curriculum implementation process.

Muskin (2017) and Maba (2017) agree that limited time in Economics is perceived as an obstacle to learning. Content in Economics requires sufficient time to be correctly taught and absorbed by learners. The Economics curriculum demands more time than the actual time given for it in schools (Maba, 2017; Mbatha, 2016). As Carl (2015) and Kennedy et al. (2012) further submit, for the content to be successfully presented in the classroom, more time for proper planning and teaching is imperative. It is stated in various literature that teachers should be at work for a time-span of seven hours during the working days. Given this time allocated for teaching the Economics curriculum, teachers are expected to spend one hour articulating lessons which could develop sound content knowledge to the learners in their learning (Igbokwe et al., 2014; Motshekga, 2011). Thus, a quality amount of teaching time seems to tally with good learner achievement in Economics CAPS (Motshekga, 2011; Mthethwa, 2014). Teaching experiences influence teachers to increase the amount of time in which they engage learners in educational activities for greater achievement of the planned curriculum goals.

Furthermore, valuable time in most schools seemed to be wasted on fruitless events such as meaningless meetings and extramural activities (Igbokwe et al., 2014; Maba, 2017; Mbatha, 2016). Teachers should consider their teaching experiences in order to understand that normal school hours should be spent on delivering the curriculum to the learners. However, quality teaching and learning in Grade 10 requires an appropriate location in which the learners can enjoy their learning process (Khoza, 2015c; Maharajh et al., 2016; Stabback, 2016). As Khoza (2011) and Lunenburg (2011) further affirm, for quality assurance to emerge in any intended curriculum, the learning environment should be properly addressed. Teachers should draw on their informal experiences in order to make means for proper organisation of learners in a particular learning place. These studies (Gorozidis & Papaioannou, 2011; Harlen, 2018) affirmed that insufficient use of time and teaching environment could negatively impact on teaching and learning, resulting in desired outcomes not being realised.

#### 4.2.8 Assessment in Economics curriculum

##### **Theme 8: Assessment**

Under this theme teachers were asked to share their experiences on how they go about assessing learners in Economics. Various views from all teachers emerged, indicating their ideas of how assessment should be conducted in Economics classroom situations.

**Teacher A:** *“In assessing learners I normally make use of peer assessment which is in a form of tests, presentations and class work, obviously these tasks are often designed by learners under my supervision to be written by them in the classroom...these form of tasks are good in stimulating learner-participation in the learning of Economics... I like when learners perform peer assessment orally where one learner would stand in front of the class and ask questions. Thus quality communication skills and content understanding is enhanced... (Peer assessment). Formal projects, controlled tests and examinations conducted at the end of each term or year form part of formative assessment which normally I do as per required by the department... This is what I do in Economics with the aim of evaluating learners’ performance as well as grading them. In each and every chapter I give summative assessment to my learners in order to check whether my teaching of Economics is still effective...”*

**Teacher B:** *“ I always try by all means to incorporate as many assessment types as possible, reason obviously for that it is because when learners are assessed formally there would be external papers (Summative assessment)...On peer assessment I normally apply baseline activities which are based on previous knowledge that learners gained from previous grades obviously. Thus formative assessment for me it has to be a test... I normally give test in order to find gaps after I have taught them so as to try to find ways of overcoming those gaps” (Formative assessment).*

**Teacher C:** *“...During peer assessment as a teacher, I become a facilitator while learners do assessment according to instructions... (Peer assessment)... I apply formative assessment through teaching for 40 minutes and last 20 minutes I give learners the assessment and this should not exceed 15 minutes... this activity could help to see if learners understood or*

*not...(Formative assessment). I use summative assessment to assess learners on topics I have taught...This means summing up the whole work I have done with my learners...”*

**Teacher D:** *“...According to the CAPS policy document I have to give learners three informal tasks per week as it is compulsory for me to assess them... I usually give my learners class work and home work prior the presentation of the lesson so as to have an idea of what is going to be taught in the classroom...I also assess them orally after a lesson to check how well they understood the lesson... (Formative assessment). I also assess my learners formally (Summative assessment) as this could help me to see whether they understand the content or not... I never taught of peer assessment but as you ask about it one has to consider it in future”.*

The responses from all teachers revealed that assessment is rarely done in Grade 10 classrooms. The majority of teachers seemed to be using formative and summative assessments during curriculum implementation in the classroom. For example, teachers B and C concurred with teacher D: *‘...I usually give my learners class work and home work prior the presentation of the lesson so as to have an idea of what is going to be taught in the classroom...’* Findings revealed that most teachers sounded clear on the reasons for assessing learners using formative assessments. Non-formal experiences are considered by the majority teachers before they embark on the teaching-learning process. Findings in this study outlined that teaching and learning in Grade 10 Economics classrooms incorporates summative assessments which are given by most teachers in learning. Teacher B agreed with teacher D: *‘... I always try by all means to incorporate as many assessment types as possible, reason obviously for that it is because when learners are assessed formally there would be external papers’*. Thus it becomes important for the learners to be assessed formally as this could serve the purpose of grading and recording marks in CASS grids for year marks. Formal experiences seemed to be assisting most teachers to comprehend the importance of giving learners formal tasks while learning. It is submitted in this study that some teachers seemed to be uninformed about assessing the learners in their classroom using peers. This is confirmed by teachers B and D: *‘I never taught of peer assessment but as you ask about it one has to consider it in future’*. In addition to this, findings also reveal that some teachers seemed to be confusing purposes of levels of assessments. Teacher C said: *‘I use summative assessment to assess learners on topics I have taught...This means summing up the whole work I have done with my learners’*. Teachers draw

less on their formal experiences which could assist them in understanding CAPS documents. as Such documents prescribe and further articulate on how summative assessments should be conducted in a classroom setting.

The CAPS (2011) stipulates that learners in Economics should be given three informal (formative assessments) assessments per cycle. In addition to this, the DoE (2011) states that teachers should consider cognitive levels (lower order, middle order, and higher order) when setting assessment questions as this will cater for all learners in the classroom. The DoE (2011) affirmed that curriculum policy documents in any subject clearly state what to assess and when to assess it. Teachers should deliberate on their formal experiences for their own improvement so as to understand when and how to assess learners, particularly in Grade 10.

The CAPS (2011) document suggests that teachers should apply two forms of assessment (formative and summative assessments) if they intend to produce quality results for their learners. The CAPS document states that formative assessment is deemed assessment for learning as it exposes learners to the subject content in the form of questioning (CAPS, 2011; DoE, 2011). However, CAPS (2011) states that summative assessment should be in the form of formal tasks which are given to the learners with the purpose of gauging their performance and mark-recoding for the construction of year marks. It is further submitted that summative assessment is designed with the purpose of concluding the overall performance of learners in Grade 10; further giving an indication of whether learners are ready to be graded and certificated (DoE, 2011). Teachers should be mindful of their teaching experiences as these could assist them in knowing that all categories of assessments should be recorded for effective tracking of learner performance.

Moreover, these studies (Barton et al., 2014; Brown et al., 2013) assert that the assessment process is about gauging the effectiveness of both teaching and learning in the classroom. Economics teachers must know whether their teaching could yield intended learning goals through the execution of assessments in the classroom (Brown et al., 2013; Carl, 2015; Dreyer, 2014b). Studies describe the term assessment as formative, summative, and peer assessment activities which are conducted by Grade 10 learners in their learning process. Thus teaching experiences could assist Economics teachers to comprehend all assessment types that have to be implemented during teaching and learning for the realization of scholastic goals (Igbokwe et al., 2014; Khoza, 2015c; Lunenburg, 2011).



Expanding on the views articulated above, it is said that formative assessment is intended to monitor the daily progress of Grade 10 learners in Economics curriculum implementation, thus this type of assessment becomes a prerequisite for summative assessment. Various literature suggests that the summative assessment tasks be thoroughly marked and recorded by teachers with the intention of grading and certificating learners. Peer assessment provides Grade 10 learners' with experience of learning Economics on their own, while teachers remains less active in the classroom (Dreyer, 2014b; Earl, 2012; Hoadley & Jansen, 2013). These types of assessment require teachers to deliberate more on their formal experiences, as reading and conducting research can assist in making them more competent in the classroom situation.

### **4.3 Conclusion**

Chapter Four presented findings from Economics teachers who are currently teaching Grade 10 classes at FET phase. The data generated through one-on-one semi-structured interviews were analysed and further discussed according to themes and categories which emerged from Tyler's theory of curriculum implementation. Findings from this study indicated a strong connection between all emerging themes, reflecting how each theme links to the next theme. The findings outlined that Economics teachers still lack pedagogical skills and knowledge which would allow them to maintain the upper hand in terms of curriculum implementation in a classroom situation. The next chapter will address the whole study summary, conclusion, and some recommendations seeking to close gaps detected from teachers' experiences that have been explored in Chapter Four.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The main purpose of this study was to explore teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase.

Research questions were as follows:

- What are teachers' experiences of teaching Economics threshold concepts in the Grade 10 FET phase?
- What informs teachers' experiences in the teaching of Economics threshold concepts in the Grade 10 FET phase?
- What lessons may be learned from teachers' experiences of teaching Economics threshold concepts in the Grade 10 FET phase?

Research objectives were as follows:

- To explore teachers' experiences of teaching Economics threshold concepts in the Grade 10 FET phase
- To understand the reasons for their experiences of teaching Economics threshold concepts in the Grade 10 FET phase
- To understand how experiences are used in the teaching of Economics threshold concepts in the Grade 10 FET phase.

This section of the study views the research questions and objectives as explained above, further summarising the research findings in order to give conclusions based on the research results, data analysis, and discussions presented in the preceding Chapter 4. Recommendations for future studies will be also offered. Conclusions will provide the full experiences, whether they were influenced by personal, societal, or professional rationale. Conclusions in this study emerged on the basis of themes formulated from the data deliberated from the preceding chapter. Chapter 5 will also indicate how the aforementioned research questions are dealt with through research findings.

**Table 5.1 Chapters, Numbers of Words and the Percentage**

<b>Chapters</b>	<b>Number of words</b>	<b>Chapter in percentage</b>
<b>Chapter 1:</b> Overview of the : Context and :Objectives	4683	12%
<b>Chapter 2:</b> Literature Review	13746	34%
<b>Chapter 3:</b> Research Design and Methodology	9381	24%
<b>Chapter 4:</b> Research Findings and Discussions	11948	30%
<b>Totals</b>	39758	100%

## **5.2 Summary of Chapters**

The focus of the study was exploring teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase in Umzumbe circuit. The study attempted to make meaning of teachers' experiences by finding out what actually informs their experiences. This information could help the researcher to know what needs to be done in order to revive the spirit of offering quality Economics curriculum especially in the Grade 10 FET phase.

Chapter One delivered the rationale for the study through explaining the research title and purpose intended by the study. The location, research questions, and objectives which guided the proceedings of the study were articulated. Methodology and data-generation methods were briefly explained. Last, the issue of trustworthiness and research ethics were considered more in this chapter.

Chapter Two started by discussing the literature review relevant to matters around the curriculum and its implementation process. The chapter also draws on Tyler's theory which has been adopted as a theoretical framework in order to deliberate on the number of curriculum components explaining teaching and learning of Economics in Grade 10 classrooms. The exploration of teachers' experiences of teaching threshold concepts was necessary to inform the Economics curriculum implementation for the construction of scholastic knowledge to the learners.

In Chapter Three the data-generation methods (reflective activity, focus-group discussions, and one-on-one semi-structured interviews) were well articulated for the purpose of understanding the stance of Economics teachers on their teaching of threshold concepts in the FET entry-level class. Thus it was clear to me that in order to make this study valid I must be sensitive to all research rules and ethics which comprise (trustworthiness, transferability, dependability, confirmability, credibility and limitations) as issues of convenience and purposive sampling were also considered. In addition to this, Chapter Four articulated, analysed, and further discussed the data generated.

However, in Chapter Four the analysis and interpretation of teachers' experiences of teaching threshold concepts were presented, transcribed, and coded, and analysed. The data generated was arranged based on Tyler's curriculum concepts (Simmonds, 2014; Taylor, 2013).

Chapter Five examined the position of the literature and CAPS based on curriculum components according to findings. Conclusion and recommendation for future studies are presented.

## **5.3 Summary of Major Findings and Conclusions**

### **5.3.1 Rationale**

Rationale seeks justification by teachers for embarking on an education process (Alducin-Ochoa & Vázquez-Martínez, 2016; Marom, 2019). Thus teachers should know the reasons for teaching the Economics curriculum in order to make sure that educational goals are clearly achieved (Green et al., 2014; Mthethwa, 2014; Ward, 2019). These studies (Kawamoto et al., 2014; Keim, 2012; Scarino, 2012) further submitted that rationale is divided into three levels:

personal rationale, societal rationale, and professional rationale, that drive teachers in the teaching of Economics CAPS. Rationale influences teachers to define goals to be accomplished through curriculum implementation in Grade 10 classroom (Motshekga, 2011; Rahman, 2018). Moreover, Rahman (2018) and Marom (2019) declare that teachers should be mostly driven by professional rationale when they teach Economics curriculum since everything about the subject is prescribed. Teachers in Economics are compelled to follow what is written in the documents in order to be able to meet what is required by the intended curriculum (Brown & Harris, 2013; Khoza, 2018). The literature emphasises that teachers are not to be more driven by personal rationale or societal rationale. This further suggests that teachers should be less influenced by non-formal experiences and informal experiences when they teach Economics in Grade 10 classrooms since the subject itself is more scientific in nature.

However, findings indicated that literature declared that the most dominating rationale that drives teachers in the teaching of Economics CAPS is the societal rationale. Teachers are strongly informed by informal experiences in their teaching since they understand the issue of giving back to the society. Teachers anticipated the need to develop the community through teaching Economics curriculum to Grade 10 learners. Even though teachers were aware of the personal and professional rationale, they seemed to care less about these rationales (personal rationale and formal rationale). The findings indicated that teachers are less driven by non-formal experiences and formal experiences with regard to their teaching practices. Most teachers lack passion for teaching of Economics curriculum in Grade 10 classrooms. Teachers seemed not to study or take into consideration the issue of policy documents that drive teaching and learning of Economics CAPS. Thus, these findings answer the second research question as well as its respective objective: What informs teachers' experiences in the teaching of Economics threshold concepts in the Grade 10 FET phase? To understand the reasons for their experiences of teaching Economics threshold concepts in the Grade 10 FET phase is an objective based on the question raised above.

However, Economics CAPS (2011) draws much on societal rationale since it is encouraging learners to acquire skills. Economics teachers are considered to be more driven by informal experiences in order to be in line with prescribed curriculum. The DoE (2011) submits that teaching and learning should be driven by prescribed policy documents which are issued by the department. Thus documents such as the annual teaching plan, exam guidelines and programme of assessment seemed to be playing an important role in making the content subject reasonable to teachers and learners (CAPS, 2011; DoE, 2011) The professional rationale is

further observed as the dominant rationale during teaching and learning of Economics. The CAPS document requires teachers to be more influenced by formal experiences in order to be aware of the teaching documents which help them in the implementation of curriculum in Grade 10 classrooms.

### **5.3.2 Goals**

Studies submitted that goals should be understood as desired outcomes experienced in learning through the implementation of curriculum. It is outlined that goals are utilised in the classroom for the purpose of measuring the progress and performance of learners in their learning process (Fomunyam, 2017; Khoza, 2015c, 2016). Goals in education seemed to be categorised into three levels: aims, objectives, and learning outcomes. These further clearly set intended directions of teaching and learning (Khoza, 2013, 2015c; Simmonds, 2013).

Literature further revealed that aims and objectives in learning set guidance on the long-term and short-term achievement of learning outcomes. Considering teaching experiences could allow Economics teachers to define clearly the aims and objectives of teaching Economics curriculum in Grade 10 classrooms (Barton et al., 2014; Harlen, 2018; Schiro, 2012). Thus Loewenberg Ball et al. (2015) as well as Hoadley and Jansen (2013) declare that teachers should be familiar with the aims and objectives, as these frame their teaching process. Aims and objectives need to be communicated clearly in order for the lesson to be meaningful to the learners. Teachers should draw more forcefully on their teaching experiences as they are expected to help learners to understand the goals of learning Economics CAPS.

A conclusion that has been drawn from findings was that all teachers seemed to have sufficient knowledge about goals in terms of the aims of teaching Economics CAPS in Grade 10 classrooms. Furthermore, it was found that most teachers use ATP, exam guidelines, and lesson plans in order to create meaning in a classroom out of aims, as these serve as long-term intentions of teaching Economics. Teachers seemed to be more influenced by non-formal experiences in determining aims of teaching Economics in Grade 10 classrooms. What emerged from the findings was that not all teachers indicated clear knowledge of objectives and learning outcomes. Some of them confused these two levels while others shied away from questions posed on learning outcomes. Findings declared that teachers are less influenced by both formal and informal experiences during curriculum implementation. Teachers often teach the content subject without setting short-term goals (objectives) of teaching Economics, while

it is also clear that they are less concerned about whether the learners achieved learning outcomes. This was revealed in that teachers seemed to have general comments about how to measure learners' achievements in Economics.

In addition to the above, the CAPS document (2011) states clearly the general aims of teaching the Economics curriculum in Grade 10. In line with the above sentiment, the DoE (2011) states that the CAPS document for Economics outlines intended curriculum aims rather than content aims, as objectives are left to be specified through prescribed or recommended textbooks used in the teaching of Economics. The DoE (2011) declares that aims and objectives of teaching Economics curriculum are documented from teaching and learning resources (CAPS documents/textbooks) in order for teachers to reflect on them for quality teaching and learning to emerge. Teachers should consider formal experiences and informal experiences which confirm that they do read school documents before preparing lessons to be taught in Economics classrooms. The CAPS (2011) advocates what should be learned in school. It deals mostly with the prescribed general aims and objectives. However, the same CAPS document is silent on learning outcomes (e.g. intended, implemented, and achieved learning outcomes) as these can be experienced by learners in the classroom after lessons and assessments have been conducted. This further suggests that teachers are less influenced by non-formal experiences during their class consultations.

### **5.3.3 Content**

The content in Economics is determined by modules which comprise various chapters or topics to be covered during school terms (DoE, 2011; Harlen, 2018). Literature declares that the content indicates the information to be taught during teaching and learning period. The content in Economics is categorised into macroeconomics and microeconomics, economics pursuits, and contemporary economic issues (Kleickmann et al., 2013; Mohr & Fourie, 2014; Tyler, 2013). Literature indicates that teachers should consider more contemporary economic issues, as economics is intended to respond to societal issues or challenges. Thus, Mohr and Fourie (2014) see economics as a social (science) study which examines people's behaviour according to their self-interest. Teachers should rely on informal and formal experiences as they are expected to conduct research on aspects which affect society in general. Adelman (2015) and Khoza (2016) remark that teachers remain scholars who possess knowledge about issues affecting the community. As social, political, and economic issues form part of Economics

content, inadequate knowledge of these aspects can result in poor Economics content being presented in Grade 10 classrooms.

Furthermore, it has emerged from the findings, that teachers lack content knowledge for Grade 10 Economics. This was revealed in that only one module was reflected by teachers as interesting when it comes to teaching and learning. Furthermore, findings indicated that teachers love to teach macroeconomics and microeconomics as modules in terms one and two. These two broad modules carried principles of Economics as well as assumptions applied within the subject, thus making the content more complicated. Macroeconomics and microeconomics contain topics which require thorough reading in order to be understood. Teachers should draw much on their formal experiences in order to be grounded in terms of the content knowledge for quality Economics curriculum implementation in Grade 10 classrooms.

Findings submitted that both economics pursuits and contemporary economics issues are not well taught by teachers in their classrooms as these two modules comprise current issues which require more research in order to be understood. This indirectly suggests that teachers are less influenced by informal experiences as they are reluctant to teach these two modules. Teachers do not have an interest in teaching the content that compels them to conduct research about social and political issues at community levels.

The DoE (2011) states that, in order for any teacher to teach Economics CAPS, he or she should be clear on the subject content. The assessment policy statement (CAPS) serves no purpose if teachers lack subject content knowledge which could be a vehicle for the attainment of the intended curriculum (DoE, 2011). The CAPS (2011) document declares four modules prescribed for the Economics curriculum in Grade 10. These modules, according to the CAPS policy document are arranged as: Macroeconomics and Microeconomics, Economics Pursuits, and Contemporary-economics Issues. All of these should be taught in Grade 10 during Economics periods. Teachers should use their teaching experiences in order to select appropriate teaching strategies for effective implementation of intended Economics content (CAPS, 2011). The CAPS document does not specify which curriculum approach or strategy should be applied during teaching and learning, but strongly emphasises that teachers should rely on ATPs, programme of assessment, exam guidelines and their time table as additional resources relevant for smooth teaching and learning of the Economics curriculum in Grade 10. All four prescribed that modules with their topics in Economics CAPS should be taught. The



CAPS policy document states that Economics teachers are expected to draw from their teaching experiences in order to be effective during the teaching and learning process. As the DoE (2011) insists, the CAPS document remains the performance-based curriculum whose intention is to encourage the development of academic knowledge in learners.

#### **5.3.4 Teaching activities**

Literature submitted that teaching activities resulted in the attainment of intended curriculum goals. These activities are categorised into informal, formal, and continuous activities (Loewenberg Ball et al., 2015; Simmonds, 2014). In addition to this, literature also suggests in this study that formal and continuous activities are not designed for teaching purposes but are performed by teachers for assessing and recording purposes. Teachers should draw on informal experiences in order to understand informal activities as activities of teaching and learning of the Economics curriculum. Various literature recommends that informal activities are for effective curriculum implementation in the classroom.

Furthermore, findings in this study revealed that teachers seemed to be using informal activities to conduct their lesson in the classroom as they gave more details on them. Thus teachers outlined that they use class work, tests, group discussions and presentations as activities in teaching the Economics curriculum in Grade 10. Their sentiments seemed to be in line with what has been submitted by literature and CAPS documents. Thus informal activities should be used by teachers as a vehicle for selecting or formulating activities to be performed during curriculum implementation.

Teaching activities serve as means of driving the teaching and learning process that takes place in or outside the classroom (DoE, 2011). The CAPS (2011) suggests teaching activities to be based on informal, formal, and continuous activities for the attainment of the intended curriculum. Although all activities are deemed important, activities such as class debates, discussions, presentations, and simulations are highly recommended by the CAPS document as informal activities meant for teaching and learning of Economics CAPS (DoE, 2011). Teachers should consider informal activities as they are expected to understand the role of these activities in the learning process. In other words, during teaching and learning Economics teachers seemed less dependent on the formal and continuous activities as these activities were often applied at the end of curriculum implementation.

### **5.3.5 Teaching roles**

According to these studies (Dreyer, 2014b; Tyler, 2013), teachers should play these seven roles: leaders, administrators and managements, mediators of learning, interpreters and designers of learning, assessors and subject specialists, pastoral care-givers, researchers and lifelong learners. However, the teachers' role in the Economics curriculum seemed to be more driven by teacher-centred, (instructor), learner-centred (facilitator), and content-centred (assessor) (Bantwini, 2010; Berkvens et al., 2014). In addition to this, quality teaching and learning could be experienced through the ability to perform all the three roles mentioned above (Khoza, 2018). Thus the literature declares that all teaching (approaches) plays a significant role in the Economics curriculum implementation. All teaching experiences should be considered by teachers in order to be able to choose teaching approach (s) which suit the prevailing teaching circumstances in Economics classrooms.

Findings gave a sense that teachers only think that teaching roles are about teaching and learning which often take place in classrooms. Teachers are less conscious that they should play certain roles other than teaching. Teachers do not consider non-formal experiences in order to anticipate other roles they should play in their schools.

Findings revealed that teachers act as instructors or facilitators in order to present Economics in Grade 10. Economics teachers seemed to draw much from formal and informal experiences as these experiences could assist them deliver the content in the classroom. Teachers also understand that learners should not remain as empty vessels in the classroom — they are expected to be active participants in the classroom through teachers conducting lessons for their benefit.

Moreover, it emerged from the findings that most teachers do not understand the role of assessor as one of the teaching roles. This indicated that some Economics teachers are not competent when it comes to assessing learners while teaching and learning is in progress. This indirectly suggests that formal experiences should be thoroughly deliberated for teachers to be familiar with the content-approach as this provides indications whether learners have mastered the content.

The DoE (2011) states that teachers' academic roles consist of instructor (teacher-centred) of learning, facilitator (learner-centred) of learning, assessor (content-centred) of learning. Thus the application of teaching roles in the classroom confirms the live curriculum implementation process (CAPS, 2011). The CAPS (2011) document only states what is to be taught by teachers

in the classrooms, but the same CAPS document seems to be silent on how it should be taught and assessed, teachers knowing their roles during the teaching and learning process. Teachers should consider any teaching experiences in order to decide how and when to perform a particular role in the classrooms.

### **5.3.6 Resources**

A resource is any person or component that helps in communicating learning in the classroom (Khoza, 2018; Mc Knight, 2015; Mpungose, 2015). Thus, any adequate teaching and learning process in the classroom can emerge through the availability of quality resources (Hoadley & Jansen, 2013; Maharajh et al., 2016). Furthermore, the literature offers that ideological-ware resources are the key in the learning environment because of their ability to combine other resources for quality educational outcomes to emerge. However, Khoza (2015a) and Lumumba-Kasongo (2017) believe that the most used resources in rural schools for curriculum implementation are hardware resources.

In addition to this, (Khoza, 2018; Loewenberg Ball et al., 2015) concur with the above sentiment by stating that financial constraints in most low socio-economic schools deprive learners of software resources that could advance diverse information for their learning. The literature asserts that teachers should use ideological-ware, hardware, and software resources in their classrooms for the attainment of intended curriculum goals. Economics teachers should consider all teaching experiences in order to be aware of relevant and effective resources which may be used for the implementation of the Economics curriculum in Grade 10 classrooms.

Findings from all teachers suggest that hardware and software resources were popular with teachers, as the two categories of resources seemed to be contributing to the learning environment. Teachers reflect on their informal experiences in order to understand all recommended resources for effective teaching of Economics in Grade 10 classes. Findings indicated that most teachers are not aware of ideological-ware resources which can assist them to be more content-grounded. Teachers are regarded as the main sources of information in the classroom. Teachers seemed to be less influenced by formal experiences as most of them lack content knowledge in Economics. Teachers are less interested in pursuing their studies in order to upgrade their knowledge for their benefit as well as the benefit of the learners in the classroom.

Furthermore, the DoE (2011) states that primary resources which are used for Economics curriculum implementation in Grade 10 are the subject policy document, textbooks, and the teachers themselves. However, the CAPS (2011) document suggests that these are hardware resources (e.g. ATPs, time tables, programme of assessment, exam guidelines, lesson plans, subject scope, subject improvement plan, SBA mark sheets, and indication of relevant textbooks) and software resources (e.g. computer power points, Internets video, clips and soft copies). The effectiveness of teachers in the learning environment relies on adequate resources available which could assist in the attainment of curriculum goals (Hoadley & Jansen, 2013; Maharajh et al., 2016; Perkins, 2016). The CAPS policy document declares that teachers should use hardware resources as well as software resources to present content knowledge in the classrooms. However, the same CAPS document does not specify the use of ideological ware as a resource to be employed during the teaching and learning process. This suggests that teachers should draw deeply on their formal and informal experiences in order to avoid confusion on which resources they should apply when engaging learners in the learning process.

### **5.3.7 Time and location**

Barton et al. (2014) and Simmonds (2014) maintain that sufficient time and a convenient location allows for a smooth and friendly learning process. Hoadley and Jansen (2013) affirm that, in any learning environment, there is time anticipated for teaching and learning to take place. Thus the literature suggests that learning time comprises seven hours of normal schooling, extra classes, and lessons during weekends and holidays. However, the location comprises three levels: a face-to-face environment, an online environment, and a blended environment (Barton et al., 2014; Berkvens et al., 2014; Blatchford et al., 2015). Studies remind that time and location as articulated above give soundness and meaning for quality curriculum implementation to emerge in a classroom situation. Therefore considering teaching experiences could assist teachers to decide on a conducive location as well as providing sufficient time for teaching Economics curriculum for the sake of the learners.

Moreover, the DoE (2011) declares that, for teaching and learning to be successful, sufficient time is required for proper lesson preparations as well as teaching. Thus the CAPS (2011) document postulates that Economics CAPS should be presented in four-hour cycles with forty weeks in aggregate. Teachers are influenced by informal experiences in order to teach learners even beyond school normal time. The CAPS document does not suggest any extra time for teaching Economics curriculum in the classroom.

The data findings suggest that teachers teach Economics curriculum face to face within a stipulated time in a classroom environment. It is clear from the findings that teachers are aware that normal school time is inadequate for teaching the whole content in Economics, therefore teaching experiences influence teachers to see the need for teaching during their spare time.

The findings from all teachers revealed that they are implementing the Economics curriculum in Grade 10 classes through following teaching time as per the CAPS policy document. All teachers agreed that the duration for Economics CAPS in Grade 10 is one hour per day and four hours per cycle. Teachers rarely draw on their formal experiences in order to understand stipulated time for engaging learners face to face in a classroom environment. Findings also revealed that most teachers are not aware of the online learning, since their schools do not have adequate resources for teaching per digital means.

### **5.3.8 Assessment**

Assessment is perceived as a method used in determining the extent to which learners are achieving the intended learning outcomes for a particular course (Dreyer, 2014b; Hoadley & Jansen, 2013; Khoza, 2015c). Literature categorises assessment into three levels: formative, summative, and peer assessments, which must be applied by teachers in the classrooms when assessing the learners. According to these researchers (Brown & Harris, 2013; Dreyer, 2014b), sixty per cent of assessment conducted in the classroom is summative; formative assessment comprises thirty per cent, while ten percent is peer assessment. Teachers should be driven by formal experiences when assessing learners in the Economics curriculum. This could expose learners to writing formal assignments, two controlled tests, projects, mid-year exams, case studies and final examination. Although studies remark that all forms of assessment should be applied in the classroom, the emphasis is on the summative assessment, as tasks from this type of assessment are formally recorded for various academic purposes. Teachers should consider mostly their formal experiences as these experiences could help in enhancing their skills for

designing effective formal tasks which could promote quality learners in the commercial stream.

Furthermore, findings suggest that teachers use mostly both formative and summative assessments during teaching-learning of Economics CAPS in Grade 10 classes. The majority of teachers are influenced by non-formal and formal experiences in making sure that Grade 10 learners are exposed to informal as well as formal tasks in their learning of Economics CAPS. However, findings also demonstrated that teachers are less interested in making use of peer assessment when teaching Economics curriculum. Most teachers of Economics are less driven by informal experiences in assessing Grade 10 learners. It is revealed by this study that teachers tend to confuse the intentions of assessing learners formally. It may be concluded that teachers do not consult the CAPS document properly. The document explains clearly how formal assessment should be conducted and for what purpose.

The (CAPS, 2011) document prescribed six summative assessment tasks that have to be written by Grade 10 learners for the whole year. Teachers are expected to design assignments, projects, controlled tests, presentations as well as case-study tasks, while the department supplies schools with common mid-year and final exam papers on which learners must be examined (CAPS, 2011; DoE, 2011). Teachers should be driven by their formal experiences in order to be able to formally assess learners in their learning. The CAPS (2011) document stipulates that teachers should give the learners three formative assessments per cycle, while the same document does not state which tasks should be used for informal assessment purposes. Informal experiences should be considered by Economics teachers in order to familiarise themselves with particular formative tasks which could enhance learners' content understanding in Grade 10 classrooms.

The CAPS curriculum document states nothing about the use of peer assessment in learning. This serves as an indication that teachers should not be driven by non-formal experiences when assessing learners in Grade 10 classes. Thus it may be concluded that the priority in education is the development of a quality product for learners rather than the process of teaching and learning (DoE, 2011).

## **5.4 Recommendations**

It creates more confusion in teachers when they have to teach and assess the Economics curriculum, understanding that the content in this subject seems detailed, yet there is insufficient time to deliberate on it during teaching and learning. However, direct involvement of Economics teachers in the drawing up of the curriculum, could solve some of the problems identified in this study. Thus following recommendations are derived based on the above conclusion.

### **5.4.1 Recommendation 1: Rationale**

Findings indicated that most teachers in Economics lack a passion for teaching the subject in the Grade 10 FET phase. Thus teachers seemed to be reluctant to consider the issue of policy documents that drive their teaching processes in Grade 10 classes. This study recommends that stakeholders in education, as well as pre-service teaching sectors, should be actively involved in dealing with these issues. In order to address this problem, the Department of Education should mobilise workshops at which teachers are embraced and supported in their effort to teach learners under unfavourable working conditions. It is further suggested that the CAPS policy documents, in particular for the Economics curriculum, should be reviewed in order to make the teaching and learning in Economics easier and more enjoyable for both teachers and learners in Grade 10.

The existing CAPS document offers unnecessary information in the content that has to be taught and learned by Grade 10 learners. However, a supportive CAPS document such as exam guidelines state in bold that certain topics (history of money) should not be examined. In addition to this, teachers need to be treated humanely by department officials. They should not always be harassed whenever things do not go the way intended. It is further recommended that pre-service teacher education institutions should infuse into their teaching courses at entry level all teaching documents which tend to be used often in basic education. All student teachers should be familiar with the use of these documents during teaching and learning, recognising their importance.

#### **5.4.2 Recommendation 2: Goals**

According to these studies (Khoza, 2013, 2016), teaching goals in the Economics classrooms should be authentic and achievable by teachers and Grade 10 learners. There should be a connection between goals and Economics content (Hoadley & Jansen, 2013; Khoza, 2018). It is noted that some teachers perceived that learning outcomes are the same as aims and objectives of teaching the Economics curriculum. Thus it becomes necessary for the CAPS subject policy documents to be revised in order to explain clearly the specific goals of teaching Economics. In other words, the CAPS policy document should be amended in order to link the content with goals of teaching the subject. It is further recommended that, during curriculum workshops at cluster and district levels, some slots should be based on goals of teaching Economics. Last, teachers should bear in mind that they are lifelong learners. Therefore, it is recommended that they should develop the habit of registering for study educational courses, as most of these courses address issues of the curriculum and its implementation process.

#### **5.4.3 Recommendation 3: Content**

The findings revealed that most teachers teaching Economics CAPS are unqualified, thus have missed the smooth teaching of the content in Economics. This study recommends that teachers be qualified through pursuing relevant academic programmes from universities. It is recommended that, before teachers are given teaching responsibilities, the department should make sure that such teachers possess sound Economics knowledge. It is further recommended that pre-service teacher-education institutions (universities) should begin to restructure their faculties such as commerce departments, so as to have full commerce streams including Economics and Consumer Studies. Teachers from these institutions lack knowledge on these subjects, while they find themselves compelled to teach these subjects at school level. All institutions of higher learning which offer education studies must have all subjects taught at the FET phase. This could improve the quality of teaching and learning for the attainment of quality education.

#### **5.4.4 Recommendation 4: Teaching activities**

Findings revealed that the teaching activity component seemed not to be receiving the necessary attention, according to the Economics teachers. This tendency resulted in teachers not knowing certain activities to be performed in the classroom. Therefore it is suggested that



all teaching courses should include Tyler's theory as this theory carries all components explaining the implementation of Economics curriculum in a classroom situation.

In addition to this, the issue of workload per teacher needs to be reviewed. Findings revealed that most teachers teach many classes, with not less than forty-five learners per class. Thus schools should be supplied with sufficient teachers so that all learners receive reasonable attention from teachers when experiencing problems with their studies. (Bantwini, 2010; Berkvens et al., 2014).

#### **5.4.5 Recommendation 5: Teaching roles**

Findings revealed that teachers struggle to know their roles as assessors of learning in the classroom. Therefore, it is recommended that teachers should conduct research in order to familiarise themselves with the roles they have to play in schools. This refers to teaching experiences which could be another alternative available for teachers to learn what they ought to do in the classroom. During departmental workshops it is important that teachers are often reminded of their role inside and outside the classroom.

#### **5.4.6 Recommendation 6: Resources**

It is noted from the findings that the majority of teachers lack ideological-ware. Teachers seemed to be less interested in upgrading their knowledge through pursuing relevant courses. Having a diploma or junior degree is not enough as the curriculum often changes according to the nature of the information per subject. Therefore it is recommended in this study that knowledge upgrading should be a norm for teachers as this could assist them to remain effective in the classroom when content is delivered to the learners. Teachers are encouraged to attend curriculum workshops and seminars that could sharpen their knowledge and teaching skills. Teachers seemed to be relying on using their smartphones to search for information to be used in their classes. The call is on the department to ensure that rural schools have adequate electricity, computers, and the Internet, for teachers and learners to conduct academic business smoothly.

#### **5.4.7 Recommendation 7: Assessment**

Findings demonstrated that most teachers do not use peer assessment in their teaching of the Economics curriculum. Peer assessment gives learners good exposure to academic dynamics and experiences. Therefore it is recommended that Economics teachers honour school-based moderation as well as cluster moderation which may be of great assistance in making sure that they understand all assessment types to be implemented in the classroom. Last, teachers should not allow learners to develop assessment tasks themselves for peer assessment. Learners do not understand cognitive levels of questions. Rather, teachers should develop assessment tasks, giving such to the learners to conduct peer assessments.

#### **5.5 Limitations of the study**

Shortage of space and spare rooms in some of the schools forced me to conduct interviews after school hours. Since I am a cluster coordinator I have tried to remain unbiased, as I was dealing with participants whom I work with under Umzumbe cluster. Thus to remain in line with research ethics I did not put any view forward during interview sessions, meaning that all data generated was from the participants' points of view. Owing to the nature of qualitative interpretive research, this study is small scale, thus findings tend to be subjective and cannot be generalised, but could be transferable to other, similar situations.

#### **5.6 Suggestions for further research**

The following recommendations are suggested for further research:

According to the literature review, there are limited studies on teachers' experiences of teaching Economics threshold concepts in the FET phase. Therefore, in order to address this issue, it would be advisable that further studies be conducted outside Umzumbe circuit. Potential studies focusing on the issue of teacher attitudes and habits, teaching skills, knowledge, and experience in the implementation of Economics curriculum are required. Further research should be conducted on the basis of Tyler's curriculum concepts/components as most teachers find it difficult to link these concepts with their teaching practice in the classroom situation. Studies which could strongly focus on the relevance or link between educational programmes offered by institutions of higher learning and the quality of teachers needed in FET phase on basis of curriculum/content knowledge are required. It was identified that some universities do not offer subjects such as (Economics/Consumer Studies), while most teachers teach these subject without relevant knowledge.

## **5.7 Conclusion**

The Economics teachers' experiences of teaching threshold concepts which originate from the curriculum indicated gaps between curriculum implementation in the classroom and that of planned curriculum. This could be the result of teachers' inability to comprehend curriculum components which are presented according to Tyler's theory. Poor implementation of the Economics curriculum could result in unacceptable learners' performance, thus indicating a failure in the attainment of intended curriculum goals (Andersson & Palm, 2017; Cherkowski, 2012). Teachers' negative attitude towards teaching some topics in Grade 10 curriculum displayed a loophole or weak point in securing the achievement of intended curriculum. Teaching experiences displayed by four teachers in this study reflected their attempts to achieve scholastic goals which are linked to a performance approach to the curriculum. However, certain components within Tyler's theory seemed to be less known by Economics teachers.

Furthermore, the main aim of this study was to explore teachers' experiences of teaching threshold concepts in Grade 10 FET phase. Thus, in meeting the objectives of the study, research questions were asked as intended: 1. what are teachers' experiences of teaching Economics threshold concepts? 2. What informs teachers' experiences in the teaching of Economics threshold concepts? 3. What lessons may be learned from teachers' experiences of teaching Economics threshold concepts in the Grade 10 FET phase? The answer to the first question is found in that teaching experiences construct knowledge of interpreting curriculum policies and the implementation of Economics curriculum in Grade 10 the way perceived by teachers (Msibi & Mchunu, 2013; Mthethwa, 2014; Ross et al., 2014). It is observed in this study that teachers are being driven by some of the rationale components in their teaching practice. However, the second question elicited that the way Economics teachers handle themselves during teaching and learning is derived from their knowledge as well as their subjective backgrounds (Mthethwa, 2014; Muskin, 2017). Thus the last question led to the understanding that there are loopholes in the teaching and learning of Economics, particularly in Grade 10, owing to most teachers lacking content knowledge as well as effective teaching strategies. This situation is perpetuated by most teachers finding it difficult to read the CAPS policy documents. Such documents articulate how teaching and learning should be conducted for the attainment of scholastic goals in Grade 10 classrooms.

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## Annexures A: Gate keepers' letter



**education**

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1563

Mr MN Nani  
PO Box 1676  
Port Shepstone  
4240

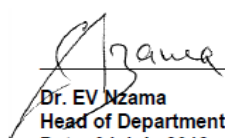
Dear Mr Nani

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“EXPLORING TEACHERS’ EXPERIENCES OF TEACHING THRESHOLD ECONOMICS CONCEPTS IN GRADE 10 FET PHASE AT UGU DISTRICT, PORT SHEPSTONE”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2018 to 01 October 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(PLEASE SEE LIST OF SCHOOLS ATTACHED)

  
\_\_\_\_\_  
Dr. EV Nzama  
Head of Department: Education  
Date: 04 July 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION  
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Facebook: KZNDOE... Twitter: @DBE\_KZN... Instagram: kzn\_education... Youtube: kzndoe

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## Annexures B: Ethical clearance letter



10 September 2018

Mr Mthokozisi Nicolas Nani 215075148  
School of Education  
Edgewood Campus

Dear Mr Nani

Protocol reference number: HSS/0935/018M

Project title: Exploring teachers' experiences of teaching Economics Threshold Concepts in Grade 10 FET Phase at Ugu District

**Full Approval – Expedited Application**

In response to your application received 9 July 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Professor Shenuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr CH Mpungose  
cc Academic Leader Research: Dr SB Khoza  
cc School Administrator: Ms Sheryl Jeemarsin

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Humanities & Social Sciences Research Ethics Committee

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Annexures C: Letter form the editor



Lydia Weight  
HTSD English Specialist  
SACE No: 11135129

E-mail: [lydiaweight@gmail.com](mailto:lydiaweight@gmail.com)

Pinpoint Proofreading Services

40 Ridge Rd

Kloof

Durban

3610

04 March 2019

To whom it may concern

This is to certify that I, Lydia Weight, have proofread the document titled: Exploring teachers' experiences of teaching Economics threshold concepts in Grade 10 FET phase at Ugu district by Mthokozisi Nani. I have made all the necessary corrections. The documents are therefore ready for presentation to the destined authority.

Yours faithfully

A handwritten signature in black ink that reads "L. Weight". The signature is written in a cursive style with a large, flowing "L" and a clear "Weight" following it.

L. Weight

**Annexures D: Instruments –Reflective activity**

Question 1:	<i>Why do you teach concepts in economics your class and why do you have an interest in teaching them?</i>
Answer:	

Question 2:	<i>What resources do you use when you teach economics to your learners (resources)</i>
Answer:	

Question 3:	<i>Which ways or methods your find effective in teaching economics threshold concepts?</i>
Answer:	

Question 4 :	<i>How do you ensure justice in teaching economics (goals to be achieved)</i>
Answer:	

Question 5 :	<i>What content are you teaching in economics (content)</i>
Answer:	

Question 6 :	<i>What activities do you use when assessing learners in economics? (activities)</i>
Answer:	

Question 7 :	<i>How do you maintain discipline in economics class to ensure that all learners pay attention to the lesson of the day? (teachers' role)</i>
Answer:	

Question 8 :	<i>In which place your find conducive for you to teach economics? (location/environment)</i>
Answer:	

Question 9	How much time is sufficient for you to teach a topic in economics? ( <i>time</i> )
Answer:	

Question 10	<i>How do you introduce a topic to learners to make them interested on it?</i>
Answer:	

**Annexures E: Instruments – One-on-one semi-structured interview**

Question 1:	<i>Why do you teach concepts in economics your class and why do you have an interest in teaching them? (reasons)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• What informal rationale/reason that made you to teach economics</li> <li>• What formal rationale/reason that made you to teach economics</li> <li>• What non-formal rationale/reason that made you teach economics</li> </ul>

Question 2:	<i>What resources do you use when teaching economics (resources)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• What software resources do you use when teaching economics?</li> <li>• What hardware resources do you use when teaching economics?</li> <li>• Which learning theories or theories that guide your teaching of economics?</li> </ul>

Question 3:	<i>Are you qualified to teach economics and what are the qualities teachers should have in order to teach economics successfully?(accessibility)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• Do you have any cost implications in teaching economics?</li> <li>• How do you access the school/learners (physical ability)?</li> <li>• Is the any cultural influence when teaching economics?</li> </ul>

Question 4:	<i>How do you ensure justice when teaching economics to learners? (goals to be achieved)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• What are your aims of teaching economics?</li> <li>• What are the objectives of teaching economics?</li> <li>• Indicate the DoE intentions of allowing learners to learn economics</li> </ul>

Question 5 :	<i>What content are you teaching in economics?(content)</i>
Sub- question	<p>What module content do you cover when teaching economics (<i>can you provide me with the module outline</i>)?</p> <p><i>Micro</i></p> <p><i>Macro</i></p>

Question 6 :	<i>What class activities do you use when assessing learners in economics ?(activities)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• What class activities designed to enhance teaching and learning?</li> <li>• What activities designed to unpack the content in economics?</li> </ul>

Question 7 :	<i>How do you maintain discipline in economics class to ensure that all learners pay attention to the lesson of the day? (teachers' role)</i>
Sub- question	<ul style="list-style-type: none"> <li>• Are your role assists learners to be fully hands on to school work?</li> </ul>

Question 8 :	<i>In which place you find conducive for you to teach economics? (location/environment)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• are classrooms user friendly in teaching economics?, substantiate</li> <li>• Do you use computer lap in your school to access internet,</li> <li>• Is blended learning possible in economics learning system?</li> </ul>

Question 9	How much time is sufficient for you to teach a topic in economics? <i>(time)</i>
Sub- questions	<p>Which time is most suitable for you to teach economics:</p> <ul style="list-style-type: none"> <li>• Spare time</li> <li>• During lecture hours</li> <li>• After lecture hours</li> </ul>

Question 10	<i>What activities do you use when assessing learners in economics? (assessment)</i>
Sub- questions	<ul style="list-style-type: none"> <li>• What economics activities do you use to assess learners?</li> <li>• What assessment types do you use when assessing learners?</li> </ul>

**Annexures F: Instruments – focus group discussion**

• <b>goals</b>	Aims
	Objectives
	Outcomes
• <b>Content</b>	Macro-economics



	Micro- economics
	Contemporary issues of the day
• <b>Organization</b>	Teaching & learning activities Teacher role Materials Location Time Rationale Grouping
• <b>evaluation</b>	Assessment

## Annexures G: Turnitin

The screenshot displays the Turnitin Feedback Studio interface. The browser address bar shows the URL: [ev.turnitin.com/app/carta/en\\_us/?student\\_user=1&lang=en\\_us&s=&o=1086702796&u=1085236012](https://ev.turnitin.com/app/carta/en_us/?student_user=1&lang=en_us&s=&o=1086702796&u=1085236012). The user name is Mthokozisi Nicolas Nani, and the document is labeled 'Final draft 2019'. The main content area shows the following text:

**Chapter 1**

**THE OVERVIEW, CONTEXT AND OBJECTIVES**

**1.1 Introduction**

The study explored teachers' experiences of teaching threshold concepts in Grade 10 FET phase in schools under Umzumbe circuit at Ugu district, KwaZulu-Natal, in South Africa. The study sought to construct an understanding of the impacts of these experiences in the learning of the Economics curriculum. Thus this chapter began by stating the research title, and the purpose of the study, deliberating on the background, and the rationale for embarking on a qualitative research study. This was followed by a brief explanation of the location of the study, the literature review, the research questions, and the objectives of the study. Thus research design and data-generation methods were discussed in order to elicit the nature of the study. The chapter concluded by examining the issues of trustworthiness, and the research ethics, giving a brief outline of chapters forming the body of this study.

On the right side, the 'Match Overview' panel shows a match rate of 0%. Below this, it states: 'There are no matching sources for this report.' The interface also includes a sidebar with navigation icons, a status bar at the bottom showing 'Page: 1 of 139' and 'Word Count: 46095', and a Windows taskbar at the very bottom with the date and time '10:10 AM 3/3/2019'.

## Annexures H: Consent letter



Curriculum Studies, School of Education,  
College of Humanities,  
University of KwaZulu-Natal,  
Edgewood Campus,

Dear Participant

### INFORMED CONSENT LETTER

My name is Mthokozisi Nicolas Nani. I am a Masters student studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in exploring teachers' experiences of teaching threshold economics concepts in grade 10 FET phase. Having been in a teaching profession for quite some times, I have observed that teachers when engaging with learners in classroom situations find it difficult to unpack threshold economics concepts in a way that will be meaningful to learners. It seems that, teachers are struggling to introduce these concepts the way it is required by subject policy documents, therefore it is for this reason I have decided to conduct this study to look at teachers' experiences of teaching economics threshold concepts as these serve as fundamental background or foundation for learners to completely comprehend economics content in their space. To generate data, I am interested in requesting any kind of relevant information seeking teachers' experiences of teaching threshold concepts in economics classroom. With your support, I would like you to be one of this study's participants in order to look at the issue identified above.

**Please note also that:**

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 45 to 60 minutes, relevant documents will be analysed, and the reflective activity will be sent to you via e-mail.
- Any information given by you cannot be used against you, and the generated data will be used for purposes of this research only.
- There will be no limit on any benefit that you may receive as part of your participation in this research project;
- Data will be stored in secure storage and destroyed after 3 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- You are free to withdraw from the research at any time without any negative or undesirable consequences to yourself;
- Real names of the participants will not be used, but pseudonyms (false name) will be used to represent your full name;
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment	✓	
Photographic equipment		✗
Video equipment		✗

I can be contacted at:

Email: ganjalistnani@gmail.com

Cell: 0825319237

My supervisor is Mr. CB Mpongose who is located at the University of Kwa Zulu Natal  
School of Education Education and Curriculum studies

Contact details: [mmpongosec@ukzn.ac.za](mailto:mmpongosec@ukzn.ac.za) Phone number +2731 260 3671

Discipline Co-coordinator is Dr. Carol Bertram,  
Curriculum Studies, School of Education,  
Edgewood College, University of KwaZulu-Natal  
(Tel) (033)260 5349, Email: [BertramC@ukzn.ac.za](mailto:BertramC@ukzn.ac.za)

You may also contact the Research Office through:

P. Moham

HSSREC Research Office.

Tel: 031 260 4557 E-mail: [mohamp@ukzn.ac.za](mailto:mohamp@ukzn.ac.za)

Thank you for your contribution to this research.

#### DECLARATION

ZWELIZINI GOODWILL MTOLO (Full names of the participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school and teachers to participate in the research project.

I understand that the school and teachers are at liberty to withdraw from the project at any time, should they so desire.

SIGNATURE OF PARTICIPANT

DATE

ZweliZini Goodwill Mtololo

29/05/18

