

**AN EXPLORATION OF GRADE 9 TEACHERS’
EXPERIENCES OF TEACHING ECONOMIC AND
MANAGEMENT SCIENCES (EMS) IN SELECTED SCHOOLS
IN UMLAZI DISTRICT**

By

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DECLARATION

I, Wilondja Rashidi Williams declare that this is my own work submitted in partial fulfilment of the requirements of the degree of Master of Education at the University of KwaZulu- Natal and that the dissertation has never been submitted at any university besides UKZN.

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As the candidate's supervisor, I agree to the submission of the thesis/dissertation

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Signature: _____

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DEDICATION

This dissertation is dedicated to my late father Muzombwe Rashidi Epanga and my mother Kyala Heriette Nawilela, Mrs N'samba Rashidi Williams and our children: Muzombwe Roméo, Noël-Gratias Lienda, Sakina Sarah, and Polet Ben Rashidi Williams.

ABSTRACT

This study was an Exploration of Grade 9 Teachers' Experiences of Teaching Economic and Management Sciences (EMS) in Selected Schools in Umlazi District in Durban. The objective of this study was to explore Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District and to examine the resources that these teachers draw on to teach Economic and Management Sciences (EMS). A literature review on the experiences of Grade 9 EMS teachers as a new and integrated subject in the GET Band was done.

The researcher in this study adopted a qualitative approach as the study is concerned with understanding the experiences of Grade 9 teachers in teaching EMS. The researcher does not aim to predict what participants will do, but rather to understand how participants construct their real world.

Bronfenbrenner's Ecological Model and the Asset-Based approach were used in concert as conceptual framework in this study in order to respond to the research questions. The juxtaposition of these two theoretical frameworks showed that teachers were not working in a vacuum but were instead working within a web of systems and, this theory was helpful to explore this. It has been shown that a school is a system within different subsystems comprising staff, learners, curriculum and administration, interacting with other outside systems, such as the family or local communities.

Research instruments in this study included one-on-one interviews, collages and researcher field notes. This study identified challenges the Grade 9 EMS teachers faced.

The teachers were no longer seen as orators and possessors of all knowledge, but the teachers' role moved more towards facilitating the learning process. Therefore, it required that Grade 9 EMS teachers make a 'paradigm shift' from their old teaching practices to new ones in order to understand the processes better, as well as the fact that they need to adhere with it if they are going to be competent implementers of the EMS Curriculum. The teachers' strong subject matter knowledge in Accounting, Business Studies, and Economics were required combined with pedagogical skills, the capacity to work effectively with a wide range of learners, colleagues and other stakeholders within the school environment and outside by drawing on

resources to contribute to the school and the profession, and the capacity to continue developing. The study showed that the prescribed textbook alone was insufficient, but other sources such as the learners, other colleagues, visual aids, the internet; DVDs, etc. were also relevant.

Findings of this study showed that teachers provided two options to teaching EMS as an integrated subject. The first option was that the Department of Education should employ an Accounting specialist to teach Grade 9 EMS classes if there is a single teacher because of the demand of the EMS Curriculum for Grade 9. The second option mentioned was that different teachers could share the teaching load with respect to their specialisations within EMS.

LIST OF ACRONYMS

- ATP – Annual Teaching Plan
- CAPS – Curriculum Assessment Policy Statement
- CAPS – Curriculum Assessment Policy Statement
- C2005 – Curriculum 2005
- CPTD – Continuing Professional Teacher Development
- CTA – Common Tasks for Assessment
- DBE – Department of Basic Education
- DoSD - Department of Social Development
- DoE – Department of Education – DoE
- EMS – Economic and Management Sciences
- FET – Further Education and Training
- GET – General Education and Training
- NCDC- National Curriculum Development Centre
- RNCS-New Revised National Curriculum Statement
- DBE – Department of Basic Education
- DoE – Department of Education
- HoD – Head of Department
- IQMS – Integrated Quality Management System
- ICT – Information and Communication Technology
- KZN DoE- KwaZulu-Natal Department of Education
- LA – Learning Area
- LPG – Learning Programme Guidelines
- LTSM – Learner Teacher Support Material

NCS – National Curriculum Statement

OBE – Outcomes Based Education

OECD - Organisation for Economic Co-operation and Development

RNCS – Revised National Curriculum Statement

SAG – Subject Assessment Guidelines

SGB – School-Governing Body

SMT – School Management Team

UKZN - University of KwaZulu- Natal

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CAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter introduces an exploration of Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected public schools in Durban, in the Province of KwaZulu-Natal, Republic of South Africa. Firstly, it discusses the contextual background leading to the curriculum change and the introduction of teaching and learning of EMS as an integrated subject in South African high schools. Secondly, it discusses the statement of the problem; motivation and significance of this study followed by research objectives and questions. The chapter concludes by providing an outline of the structure of the chapters to follow for the entire thesis.

1.2. BACKGROUND

The end of apartheid in 1994 brought about many changes affecting all South African sectors, which continues today. The new democratic constitution paved the way for change in our education system (Schoeman, 1995). Consequently, the notion of a National Curriculum was a new concept and its reform brought many changes to teaching and learning in schools. Previously the learning areas were created from existing subjects of the old curriculum; this also included four new areas, which were new to teachers. These four new subjects included Technology, Art and Crafts, Economic and Management Sciences and Life Orientation (De Waal, 2004), to achieve the goals outlined in the Constitution. The aim of these subjects was to provide teachers with the ability to help learners gain a better understanding of their education. Furthermore, it was to improve their prospects for success in school and in life (these new subjects alongside the previous subjects provide holistic development).

The New Revised National Curriculum Statement (RNCS) for grades R-9 introduced Economic and Management Sciences (EMS) as a new learning subject, in the senior phase of the General Education and Training (GET) band (De Waal, 2004; Maistry, 2005). Its implementation, followed by the revised Curriculum and Assessment Policy Statement (CAPS) in 2010 saw the introduction of EMS as an integrated subject (Assan & Lumadi, 2012).

The introduction of the CAPS curriculum has placed a demand on teachers to adopt an integrated teaching approach, to better organise their teaching to promote integration of one learning area with another (Mwakapenda & Dhlamini, 2010). However, there were concerns that teachers are not adequately trained to handle new curriculum demands, given that they are qualified in specific disciplines (Mwakapenda & Dhlamini, 2010). This new integrated subject therefore called for teachers to find innovative and creative ways for facilitating learning and teaching (Assan & Lumadi, 2012). This required a whole new way of thinking, in terms of planning and implementation (De Waal, 2004). It is in this regard that EMS teachers needed to shift their approaches from being responsible for one subject or discipline to being experts in all the areas within the EMS curriculum (Schreuder, 2009), including Economics, Business Studies, Office Practice, Accounting and Entrepreneurship.

Several studies (Nakabugo & Siebörger, 2001; De Waal, 2004; Gouw, 2008; Schrader, 2009; Assan & Lumadi, 2012; Ngwenya & Maistry, 2012; Maboko, 2012), have clearly revealed that when EMS was implemented, there were no teachers who had any formal educational qualification to teach the learning area. These studies found that teachers focused only on one discipline (E.g. Accounting or Business Economics or Economics or Entrepreneurship), whereas EMS requires teachers to be knowledgeable in all the different disciplines within the learning area. As a result, these studies pointed out that EMS in its current structure is not very effective in equipping learners in all the disciplines located within the learning area. The reason for this, according to these studies, is that teachers who teach the leaning area are mostly equipped to teach only one of the disciplines. EMS teachers are therefore focused and biased towards their particular area of expertise (Assan & Lumadi, 2012; Ngwenya, 2012; Schreuder, 2009). Also, some teachers avoid challenging topics which was reflected in the quality of answers given by the learners in their final examination (DoE 2011).

Given the limited allocation of teaching time (8%), teachers are unable to do justice to all these areas (Schreuder, 2009). Moreover, literature highlights a gap between theory (policy) and practice (implementation); and pointed out that the shift from a traditional curriculum to a new curriculum has brought with it innovations not only in teaching, but, more fundamentally, in terms of knowledge; what is to be taught and how to learn in schools. As such, teaching EMS in an integrated way serves to provide learners with the basic knowledge, which would support their choice of subject at the Further Education and Training (FET) level. Therefore, the Grade 10 Accounting, Business Studies, and Economics curricula are based on the assumption that

learners have mastered the related content in Grade 9 with the understanding that learners would have achieved the Accounting, Business Studies, and Economics-related learning outcomes and assessment standards within the EMS learning area.

1.3. RATIONALE OF THE STUDY

The rationale for conducting this study arises from the academic background of the researcher, being a student in the Commerce Education Department, and a novice EMS teacher. Two scenarios developed the interest in this study. The first scenario occurred in the academic year 2012. The researcher had a colleague in class who specialised in EMS, Mathematics (for Further Education and Training phase), and Economics, and who was afraid to teach EMS. He was not very confident to teach an Accounting lesson during his placement for teaching practice in schools. As result, he preferred to teach Mathematics and Economics. The second scenario occurred during the researcher's second placement in a secondary school where one of the Grade 9 EMS teachers was constantly consulting and seeking information from a highly experienced Grade 10 Accounting teacher. This teacher helped him organise the teaching of Accounting within EMS. He would then obtain teaching materials (exercises) from the Grade 10 teacher and adapt them to the needs of his learners.

The interpretation of these two experiences during work-integrated learning, initiated a need to research the sources of strength drawn on by these EMS teachers (Seligman, 2000). Also, by reflecting globally on EMS teachers' experiences, the researcher developed an interest in how they teach EMS and their understanding and experiences of teaching EMS.

Central to the influence of the improvement of their own teaching practices, the Grade 9 EMS teachers need to be aware of the knowledge they possess. The researcher is a novice EMS teacher and is engaging with participants to enhance personal experiences. This research was aimed at initiating debate and the information filtered from the discussion helped to strengthen the researcher's personal competence and confidence. It was expected to advance the researcher's knowledge. More significantly, it also encouraged the researcher to think of different ways of teaching this subject.

The study focused on the experiences of Grade 9 EMS teachers of teaching EMS in three selected schools in Umlazi District based on the assumption that teachers were facing many

challenges when they were teaching EMS as an integrated subject. It was from these challenges that the researcher wanted to know what their experiences of teaching EMS were. Based on their experiences, the researcher aimed to determine the assets that they drew on while they were preparing to teach EMS. This study therefore engaged with these issues and attempted to determine the resources that Grade 9 EMS teachers draw on to teach EMS in the context of these three selected schools.

By engaging teachers as participants in this study, it would initiate a debate that would investigate and critically inspect Grade 9 EMS teachers' experiences of teaching EMS in selected schools in Umlazi District. It was hoped that this research would highlight the strengths experienced by Grade 9 EMS teachers while carrying out their teaching responsibilities based on evidence of their understanding of teaching all the related EMS subjects and resources they drew on while preparing their learners for their everyday classroom life.

This study aimed to create a platform for Grade 9 EMS teachers to engage and debate about their teaching experiences in order to address the existing gap in the literature. The participants were able to reflect, relate and revisit their experiences of teaching EMS and were able to identify the resources they drew on while developing their teaching plans and approaches. The introduction of EMS has had a very important role as the subject contributes towards economic literacy and empowerment. Its implementation was a relatively new phenomenon in the South African education context, and as such had not been subject to intensive research and needs to be studied (Maistry, 2005; Schreuder, 2009).

The literature shows the need to integrate teaching in order to process high-quality learning of which the justification and reasons given have not changed much. It is also indicated that there is little data on the extent to which Grade 9 EMS teachers integrate their EMS teaching, as an integrated subject. There is, therefore, a gap in the literature around the debate on Grade 9 teachers' experiences of teaching EMS and how they experience the EMS teaching in their classrooms. Consequently, this study attempted to influence the development and improvement of the quality of teaching by engaging participants to revisit their experiences of teaching.

1.4. THE PROBLEM STATEMENT

The South African education system has undergone major changes both in content and pedagogy over the past number of years since its new democracy was born (Schreuder, 2009). Nakabugo and Siebörger (2001), support that there is a ‘paradigm shift’ that was not well thought of as a strategy when it was first introduced in 2005 as a curriculum. The results of their study indicate that teachers do not abandon one strategy for another, nor do they consistently use strategies which they accept as the better ones and according to the DoE (2011) some teachers avoided challenging topics which was reflected in the quality of answers they gave their students.

It has been observed in many high-performing education systems that teachers do not only have a central role to play in improving educational outcomes, they are also at the centre of the improvement efforts themselves (Organisation for Economic Co-operation and Development (OECD), Jensen, Knoll, & Gonzalez, & 2012). The problem is that teachers are often unaware of the knowledge they possess, which is often contextualised and associated with particular students, events, and classrooms (Van Driel, 2010). Czerniak, Weber, Sandmann, and Ahern, (1999) argue that teachers should use a wide variety of sources, including primary sources, oral communication, direct observation, and experimentation, as well as multiple symbol systems as tools to learn and present knowledge. As well as the use of wide-ranging assessments to evaluate both the process and outcomes of student learning.

Du Toit (2010), argues that the quality of an education system depends on the quality of the teachers in the system. This enables students to become more competent in the practice of organising systematic learning and nurtures their commitment to do so which occurs when teachers only specialised in one component of EMS instead of components that make up the subject and are now expected to teach the subject in which they may not have fully specialised. This problem is related to the policy document for EMS that obliges teachers to shift their approaches from being responsible for one subject or discipline to being an expert in all the areas within the EMS curriculum. What are the experiences of such teachers who teach EMS in class?

Furthermore, a National Report on Learner Performance in Selected Subjects published by the Department of Basic Education in April 2011 regarding the National Senior Certificate Examination revealed that integration should not only be relevant within the field of EMS, but

also between EMS and others teaching subjects (DoE, 2011). For example, integration should also be between EMS and Mathematics or EMS and Language, to name but a few. It is on this basis that EMS teachers are expected to integrate basic arithmetical/mathematical principles into their teaching and show the link of the learners' study of Mathematics being relevant to Accounting and should teach learners to read before they write (DoE, 2011). While this is beyond the scope of my study, it highlights some of the complexities of integrated subjects or learning areas worldwide.

Vasiliki, Panagiota and Maria (2016) stated that, specifically, art can be used as a stimulus for drawing students' attention, enhancing their aesthetic experience and critical thought. Further, they highlighted that art can be included in the teaching process by selecting the appropriate and relevant artworks from music, painting, literature, cinema etc. in order to combine them with the teaching process.

This study focused on the exploration of Grade 9 teachers' experiences of teaching EMS in three selected schools in Umlazi District. In line with this study, the need to integrate teaching in order to get high-quality learning has been justified from the very beginning of the last century and the justification and reasons given have not changed much (Czerniak et al., 1999; Rauma, Himanen, & Väisänen, 2006). Of interest, there is little data on the extent to which Grade 9 EMS teachers integrate their EMS teaching. However, new demands have been made on teachers within this transformed agenda, and the effects of these demands are part of this study and continue to be a site of inquiry for education researchers (Maistry, 2005; Schreuder, 2009; Govender, 2011).

1.5. SIGNIFICANCE OF THE STUDY

This study sought to extend the boundaries of knowledge by providing insightful knowledge and add to existing literature particularly with the shortage of literature on EMS teachers' experiences of teaching the subject. Furthermore, the research will contribute to knowledge through the research outcomes, which will significantly contribute to the existing knowledge of EMS in South Africa.

The study was aimed at helping teachers to reflect on their own methods of practice and by so doing might identify not only barriers but also create possible solutions to those barriers, hence, improve their teaching of EMS.

Teachers are supposed to be agents of change and this study positions them as resources for that change. Teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment, or accumulate experience in the same grade level, subject, or district (Kini & Podolsky, 2016). More experienced teachers confer benefits to their colleagues and to the school as a whole, as well as to their own students (Kini & Podolsky, 2016). As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance (Kini & Podolsky, 2016). In addition, the resources they identified could be used in their own classroom context and by so doing improve the quality of the learners' education.

Using visual arts-based techniques such as collage, teachers enhanced their visual skills. The collage made by teachers could be used as a teaching resource which can be shared with other teachers as a pedagogical tool. Innovative strategies such as collages could also be used by learners where learners can make their own collages of different topics in EMS. This makes learning more democratic, as learners can use various methods to represent their ideas, other than only using words.

The study findings will inform the DoE about recent experiences of EMS teachers and such findings could enhance EMS policies and guidelines. Moreover, the findings can disrupt existing policies and create a space for more debate and research which involves not only the policy makers but even those at the grass roots level, thereby allowing all agents of change to participate in the process in their own context.

1.6. PURPOSE AND FOCUS OF THE STUDY

The main purpose of this study was to explore the experiences of Grade 9 teachers in teaching Economic and Management Science (EMS) in three selected schools in the Umlazi District. It was also to identify the resources the Grade 9 EMS teachers draw on in order to teach EMS as an integrated subject.

1.7. OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To explore Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District.
2. To examine the resources that Grade 9 teachers draw on to teach Economic and Management Sciences (EMS) in three selected schools in the Umlazi District.

1.8. RESEARCH QUESTIONS

In line with the objectives, the following research questions guided this study:

1. What are the Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?
2. What resources do Grade 9 teachers draw on to teach Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?

1.9. OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

This section provides an introductory summary of the research design and methodology. A more comprehensive discussion and the rationale for the choice of methodology are presented in Chapter Four.

1.9.1. Research Paradigm

This study was undertaken using an interpretative paradigm, which allowed the researcher to seek methods that enable him to provide in-depth understandings in the actors' constructed reality (Willis, Jost & Nilatanta, 2007). Cuba and Lincoln (1994, p. 106) define paradigm as "a set of basic beliefs (or metaphysics) that deals with ultimates or first principles. ... on faith (however well argued); there is no way to establish their ultimate truthfulness".

Furthermore, a paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field (Willis et al., 2007). The central endeavour in the context of the interpretative paradigm is to understand the subjective world of human experience (Cohen, Manion & Morrison, 2011). The interpretive paradigm aims to describe how members of the society make sense of their world, and how they make meanings of their activities or actions (Cohen et al., 2011; De Vos et al., 2005).

Thanh and Thanh (2015), state that there is a strong connection between interpretivist paradigm and qualitative methodology as one is a methodological approach and one is a means to collecting data. Furthermore, Thanh & Thanh (2015), emphasise that the researchers who use the interpretivist paradigm and qualitative methods often seek experiences and perceptions of individuals for their data rather than rely on numbers of statistics.

The purpose of using an interpretivist paradigm in this study was to gain a better understanding of Grade 9 EMS teachers' perspectives through their experiences in teaching the subject. In other words, the paradigm drives to develop a better understanding of how Grade 9 EMS teachers make sense of the environment or context in which they live and work.

1.9.2. Research Approach

The researcher in this study adopted a qualitative approach as the study was concerned with understanding the experiences of Grade 9 teachers in teaching EMS. One distinguishing characteristic of qualitative research is that the researcher attempts to understand people in terms of their own definitions of their world (Merriam, 2002). In that regard, the researcher does not aim to predict what participants will do, but rather understands how participants construct their real world.

Qualitative research views participants as experts and allows for in-depth exploration of their complex lived realities. The key concern here is to understand the phenomenon of interests from the participants' perspectives, not the researcher's (Merriam, 1998). Realities are thus treated as pure "phenomena" and the only absolute data from where to begin (Groenewald, 2004). In addition, qualitative research allows the researcher to be flexible in terms of using a variety of methods to generate data including the use of non-conventional methods such as creative images (Creswell, 2009; De Lange, Oliver & Wood, 2008; Prosser, 2009).

The word qualitative implies an emphasis on the qualities of entities and on processes and meaning that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency (Denzin & Lincoln, 2000). Furthermore, according to Denzin and Lincoln (2005) cited in Joubish (2011), qualitative research is defined as 'multiple-methods in focus, involving an interpretative, naturalistic approach to its subject

matter' (p. 2083). It does not just rely on statistics or numbers which are the domain of quantitative researchers (Joubish, 2011). In contrast, quantitative studies emphasize the measurement and analysis of casual relationships between variables, not processes (Denzin & Lincoln, 2000). In other words, qualitative researchers study things in their natural settings, and attempt to make sense of or interpret phenomena in terms of the meaning that people bring to them (Joubish, 2011).

Denzin, Lincoln and Merriam (2011), argue that the advantage of using qualitative methods is not only to generate rich, detailed data that leave the participants' perspectives intact but also provides multiple contexts for understanding the phenomenon under study. To understand how specific strengths of using qualitative methods to study social science research problems is the ability to: Obtain a more realistic view of the lived world that cannot be understood or experienced in numerical data and statistical analysis; Provide the researcher with the perspective of the participants of the study through immersion in a culture or situation and as a result of direct interaction with them; Allow the researcher to describe existing phenomena and current situations; Develop flexible ways to perform data collection, subsequent analysis and interpretation of collected information; Yield results that can be helpful in pioneering new ways of understanding; Provide a holistic view of the phenomena under investigation and finally interact with the research subjects in their own language and on their own terms and to create a descriptive capability based on primary and unstructured data.

Along with the advantages, there are a variety of disadvantages in the use of qualitative methods. Denzin, Lincoln & Merriam (2011) have identified some specific limitations associated with using qualitative methods to study research problems in the social sciences including: Drifting away from the original objectives of the research in response to the changing nature of the context; Arriving at different conclusions based on the same information depending on the personal characteristics of the researcher; An inability to investigate causality between different research phenomena; difficulty in explaining the difference between the quality and quantity of information from different respondents and arriving at different, non-consistent conclusions. It requires a high level of experience from the researcher to obtain the targeted information from the respondent and may lack consistency and reliability because the researcher can employ different probing techniques and the respondent can choose to tell some stories and ignore others and finally, generation of a significant amount of data that cannot be randomised into manageable parts of analysis.

Qualitative research is also used to gain insights into people's attitudes, behaviours, values, systems, concerns, motivations, aspirations, cultures or lifestyles. According to Joubish (2011), qualitative approaches to research are based on the 'world views' which are holistic and have the social contexts within which they follow beliefs. There is not a single reality that is based upon perceptions that is different from each person and changes overtime; including what we know has meanings only within a given situation.

However, qualitative research allows the researcher to be flexible in terms of using a variety of methods to generate data including the use of non-conventional methods such as creative images. It helps the researcher to gain an understanding of the Grade 9 EMS teachers' experiences at work. The goal here was to understand the teaching/learning phenomenon from the point of view of these teachers (participants) in relation to the selected township schools. Qualitative researchers pay attention to the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry.

To address the research questions, the study adopted a case study as a research strategy. A case study is an in- depth examination of a particular example of a phenomenon. Moreover, case study provides both the researcher and reader of research report a unique example of real people in a real situation (Denzin & Lincoln, 2011). A case study approach provides a detailed description of the situations in the research study involving people, events, and how their interaction with their environment is shaped (Cohen et al. 2011). In this study a case study was used as a strategy because I intended to explore in-depth views of Grade 9 EMS teachers regarding practical work in a real- life situation.

1.9.3. Sampling

Along with the purposive sampling method, I used convenience technique in order to find a group of individual Grade 9 EMS teachers who can participate in the study (Wallen & Fraenkel, 1991). Both purposive and convenience sampling methods were relevant for the study. The sample size consisted of EMS teachers who were teaching in Grade 9 classes. The choice of the three secondary schools was influenced by my teaching experiences as a qualified EMS teacher, and the contiguity of these schools to my work place.

1.9.3.1.A purposive sampling

Purposive sampling was used to select participants which is also called judgement sampling and is also described as a deliberate choice of an informant due to the qualities the informant possesses (Togo, 2007). Purposive sampling signifies that the researcher sees sampling as a series of strategies about whom, where and how to do his/her research (Palys, 2008). Black (1999) describes a purposive sampling method as hand-picked subjects based on specific characteristics. This means that the researcher does not simply study whoever is available but uses judgement for a specific purpose (Allen & Fraenkel, 1991). Hence, the researcher actively selected the most productive sample to answer the research questions (Wallen & Fraenkel, 1991; Mardhall, 1996).

The general principle, however, remains, to this of the person, place or situation that has potential for generating rich data (Palys, 2008). The appropriate groups of this study are the Grade 9 EMS teachers in Umlazi District schools because of their expertise of teaching this particular subject, as the researcher is constantly searching for knowledge and quality information to contribute to a better understanding of information in relationship with the defined theoretical framework as well as the best ways to meet the research objectives. However, the individual Grade 9 EMS teachers who have expertise are most likely able to advance the researcher's interests and provide rich data in response to the research questions (Palys, 2008).

Purposive sampling was used to select the school at which the research was to be conducted. According to Cohen et al. (2011: 156), in the purposive sampling "researchers hand-pick the cases to be included in the sample on the basis of their judgement of their possession of the particular characteristics being sought". The following criteria were used to select the participants: Grade 9 EMS teacher; gender, teaching in Umlazi District, conversant in English; voluntary participation; informed consent to audio/video taped interviews; complete collage exercise and make presentation.

1.9.3.2. Convenience sampling

Convenience sampling or as it is sometimes called accidental or opportunity sampling, involves choosing the nearest individuals to serve as respondents and continuing that process until the required sampling size has been obtained and who happen to be available and accessible at the time (Cohen et al., 2011). Marshall (1996), asserts that although the convenience may result in

poor data and lacks intellectual credibility, it is the least costly to the researcher in terms of time, effort and money; and it is more thoughtful in terms of the selection of a sample that is usually justified.

1.9.4. Data generation methods

Data was generated from six interviews (i.e two sessions per school) using both textual and visual techniques and thereafter analysed following detailed thematic analysis and descriptive analysis technique as advocated by Tesch (1990).

1.9.5. Data analysis

Generating codes from data was used resulting in the development of meaningful themes without explicitly generating theory (Tesch, 1990). However, analytical frameworks such as thematic networks and the framework approach appear to have a greater emphasis (Smith, Joanna & Firth, Jill, 2011). The data includes transcripts of talks and texts from different collage presentations and interpretations done by the participants, since all data collection devices, audiotapes and transcripts were narrowed by the researcher. The researcher employed a thematic analysis technique using the thematic network tool for qualitative research as outlined by Attride-Stirling (2001). Thematic analysis is relevant to my study as it is qualitative in nature. Interviews were transcribed and interview transcripts, observation and collage presentation were assessed to establish recurring codes and themes. A process of open coding was initially used followed by gathering of specific themes.

1.10. DELIMITATION OF THE STUDY

The study was restricted to three schools in a particular geographical area within the Mayville EMS Cluster, located in the Umlazi District. It was also restricted to Grade 9 EMS teachers in the selected schools in Ethusini and Umkhumbane circuits, and the results of the study may not be generalisable to all Grade 9 EMS teachers.

1.11. STRUCTURE OF THE STUDY

Chapter Two is a literature review and theoretical framework, which discusses the education philosophy that has informed the study. It begins with an analysis of existing and relevant literature about research conducted in the field of Commerce (business) education in order to locate EMS within the broader field of Economics. It also examines the concept of integration

within EMS, as well as the concept of integration of EMS and other subjects within the curriculum. The chapter concludes with a reflection on the implications of the literature review for the present study (Schreuder, 2009).

Chapter Three outlines and discusses the theoretical frameworks based both on Bronfenbrenner's Ecological Theory, and the Assets-based approach. It explores their importance and how the one is a complement (dependent) on the other in responding to key research questions. In addition, the chapter discusses today's Grade 9 EMS planning regarding the global view of the concept of integration. The Chapter further emphasises on the juxtaposition of the Bronfenbrenner's Ecological Theory to the Asset-Based Approach which indicated that teachers are not working in isolation or in a vacuum. It as well explore skills, gifts, resources, capacities and strengths that are shared with individuals teachers, schools as institutions, and community and organisations surrounding the schools, and resources available at national level impacting on teaching and learning.

Chapter Four is the design and methodology used in the study. It focuses on the contextual profiling of the participating schools and teachers involved. It discusses issues of research design, research paradigm, research approach, research strategy, population, sampling and data collection methods, processes and instruments used to generate data. Ethical issues including confidentiality, informed consent and validity are also addressed in this chapter.

Chapter Five provides a presentation and analysis of findings based on the research questions of this study. It provides an understanding of the context in which the data was generated. It provides a comprehensive picture of what was found during the data collection process through focus group interviews, one-to-one interviews and collage making and interpretation regarding experiences of Grade 9 EMS teachers of teaching EMS and the literature analysis.

Chapter Six focuses on analysis and interpretation of the findings as presented in Chapter Four of the data obtained from the Grade 9 EMS teachers. The main trends and patterns in the data in relation to the research questions are highlighted. The Chapter Six discusses research findings of the study presented in Chapter Five.

Finally, Chapter Seven draws on conclusions based on the empirical data obtained from the study. This provides synthesis of the arguments developed and offers recommendations that

have been obtained from the study. It concludes by pointing out areas of research that need further investigation.

1.12. CONCLUSION

This chapter has discussed the contextual background leading to the curriculum change and the introduction of teaching and learning EMS as an integrated subject in South African high schools. Secondly it discusses the statement of the problem; motivation and significance of the study followed by research objectives and questions. Finally, it outlined the structure of the study providing what will be discussed in each chapter.

It has given a brief overview of the research study by providing a preview of the chapters to follow.

The next chapter firstly reviews the existing literature and explores the education philosophy and curriculum. Secondly, it discusses the theoretical framework providing detailed understanding of theories and their applications to the study basically in order to respond to the research questions. Thirdly, teaching and learning Economic and Management Sciences is looked at from a global view of curriculum integration. The scope is narrowed to EMS within the South African context. Benefits of teaching EMS in an integrated way is discussed as well as its shortcomings. The implications of integration of EMS and other subjects within the curriculum are reviewed. Lastly, the next chapter examines the Grade 9 EMS planning regarding teachers experiences' of teaching the subject.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. INTRODUCTION

This chapter begins with an exploration of educational philosophy and curriculum which can be applied across all sectors of teaching and learning (Gwele, 2005a). Different definitions stemming from different perspectives and their implications for designing the EMS curriculum are given and a working definition for this study is provided. Secondly, teaching EMS is looked at from a global perspective of integration. The scope is narrowed to EMS within the South African context. Benefits and shortcomings of teaching EMS in an integrated way are discussed and the implications of the integration of EMS and other subjects within the curriculum are reviewed. Lastly, this chapter examines Grade 9 EMS planning regarding teachers' experience of teaching EMS.

2.2. EDUCATION PHILOSOPHY AND EMS

This section is inspired mainly by a body of knowledge including the work done by (Lebow, 1993; Steffe & D'Ambrosio, 1995, Watts, 1998; Kennedy, Hyland, & Ryan; n.d; Kennedy et al., n.d ; Gwele, 2005a; Mtshali, 2005; Uys, 2005a; Uys, 2005b; Organisation For Economic Co-Operation and Development [OECD], 2008; Rice & 2010; Thaanyane, 2010; Du Toit, 2011; Jensen et al., 2012; Maboko, 2012; Austen, 2018).

It discusses different definitions of the concept of curriculum from different authors and perspectives in order to develop the researcher's own definition for the purpose of this study. It debates briefly and provides comprehensive definitions of the purpose of education taking into consideration, the concept curriculum regarding broad streams of educational philosophy that underpin curricular choice and decisions (Gwele, 2005a).

2.2.1. The concept of curriculum

The term curriculum means different things to many people. It is used with several meanings and hence has many different definitions (Gwele, 2005a; Thaanyane, 2010). The lack of interpretations of this concept has led to the unavailability of a common definition for curriculum. (Gwele, 2005a), argues for clarification of the definition of the term, stating that

the curriculum refers to planned learning experiences that the educational institution intends to provide for its learners.

With reference to literature on what exactly the concept curriculum entails, Du Toit (2011) states that there are several definitions broadly categorised into four groups. These definitions focus on product, process, intended learning (the What and the How are separated), and experience of the learner (what is planned does not always happen) (Du Toit, 2011). Furthermore, Tanner & Tanner (1975) and Du Toi (2011) suggest that curriculum is the planned (unplanned) and guided learning experiences, formulated through the systematic reconstruction of knowledge and experience (by all involved), under the auspices of the school, for the learners' continuous and wilful in personal-social competence. In addition, according to Du Toi (2011), the core business of a school is to implement the curriculum, and it is the task of the teacher to interpret the various forces that influence a curriculum. Furthermore, the curriculum can change depending on the need or the requirements of the society, which is an indication that it is not fixed or rigid (Du Toi, 2011). Curriculum development is thus a process and not a single event (Du Toit, 2011). Similarly, Uys (2005a, p. 20), suggests that:

‘Developing a curriculum is a major task, which should be seen as an ongoing process, rather than a one-off event. It commences when the educational institution makes a decision to develop a new curriculum, but it is never really completed. Even when a new curriculum has been implemented, and the implementation and outcomes have been evaluated, the process does not stop. Adaptations are usually necessary, and the impact of these has to be evaluated, and so the process continues’.

However, with specific reference to post-apartheid South Africa, the Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (DoE, 2009) pointed out that the new national curriculum had multiple roles to play and needed to, respond to the new nation's needs and it had to:

- ‘Promote the new constitution
- Rebuild a divided nation

- Establish and promote a sense of national identity in general but particularly for a troubled education sector ('17, largely race-based, education departments with several different curricula')
- Be inclusive in the broad and narrow sense of the term
- Offer an equal educational opportunity for all
- Inspire a constituency that had been oppressed by the very nature of the previous education dispensations and policies
- Establish socially valued knowledge to be transmitted to following generations (DoE, 2009, p. 11)

I can also conclude that curriculum is constructed, planned and formulated through the prearranged reconstruction of knowledge and experiences involving both teachers and learners, under the control of the school. Therefore, educators are continuously able to gain personal-social competence which further promotes teaching and learning within schools which enables learners to become architects of their intellectual self-development and socio-politico and economic changes in their respective communities and society.

2.3. GLOBAL VIEW OF INTEGRATION

The concept of integration means different things to different educators. The term integration has been utilised to define or describe global systems such as economic, political, cultural, technological, educational, and so forth. The researcher will strictly discuss the concept of integration in education by stressing what the word "integration" stands for; the acceptance of integration in curriculum design; the disadvantages of curriculum integration; and, the obstacles to enacting integrated units.

2.3.1. The meaning of the word integration

Integration has been defined as the "organization of domains of teaching into wide units of knowledge where different substances assimilate" (Rauma et al., 2006, p.27). According to Lederman and Niess (1997), the word integration refers to a replacement of fragmented division of knowledge, the active searching for interface and notes of different subjects and connecting them to each other is emphasised in order to support students to develop solid knowledge structures that exceed the borders of subjects and disciplines.

Fan (2004) argues that, in Chinese, the word "integrated" literally means putting different cultures together, based on positive moral concepts. This definition reveals the importance of the notion of mutual understanding, respect and appreciation targeting a whole person as a complete human being for culture to become integrated. As Fan (2004, p.1.), suggested in the quote below:

In order for cultures to become integrated, they must know and understand each other. In addition, they should appreciate and respect each other. Therefore, integration does not require the parties to give up their own characters, nor to focus on their differences. This is the proper form of integration.

Based on the above definition, the concept of integrated education emphasizes methods which concentrate on viewing the student as a whole person. The goal is not about how to find a good job or make big money, but about how to develop a complete human being. Every part of the individual - mind, body, emotion, and spirit, should be developed at the same time and be integrated into the whole person (Fan, 2004).

Fan (2004), further clarifies that the idea of integrated education is not only about how to make a smart person but to also make a good person. This means that it is not only about giving people knowledge, but also helping them to translate that knowledge into true wisdom. Also, with integrated education, there is no division between school and society, study and human life, knowledge, and goodness.

In Stedman (2007), conducted a study on 'Creating an Integrated, Interdisciplinary Global Studies Curriculum. It was found that we share our planet including issues involving the global community such as global warming, biodiversity and ecosystem losses, fishing depletion, deforestation, water deficits, and maritime safety and pollution. Also, the study pointed out that we are sharing our humanity and raising issues requiring a global commitment regarding massive step-up in the fight against poverty, peacekeeping, conflict prevention, combating terrorism, education for all, global infectious diseases, digital divide, and disaster prevention and mitigation. Furthermore, the study highlighted that we share the same rule book involving issues needing a global regulatory approach such as reinventing taxation for the twenty-first century, biotechnology rules, global financial architecture, illegal drugs; trade, investment, and

competition rules; intellectual property rights; E-commerce rules; and international labour and migration rules.

Stendman (2007), stressed that despite nearly 50 years of educational reform focused on raising Mathematics and Science scores, citing national security and the competitiveness; American students still do not outscore their peers in much of the developed world. The need to refocus school reform efforts remain an imperative, and yet, as a result, drawing on Yong's (2006), study pointed out that two decades after "A Nation At Risk" the United States still a superpower, dominates the world as the most scientifically and technologically advanced nation. Core innovations that drove the global digital revolution were created in the United States. Finally, (Stedman, 2007) concluded that what is necessary includes a curriculum that prepares students to actively engage in global issues, focuses on authentic, critical global and international issues, is integrated and develops skills, global perspectives, and attitudes and that foster creativity and flexibility.

In the United States, (Sharp, (n.d)) reported that understanding how high school students view international agriculture is an important step to the development of international agricultural curricula. With so few international curricula available there is a pressing need for expansion in order to educate high school agriculture students and prepare them for the globalised industry (Sharp, n.d). It is suggested that the development of international curricula for secondary students should be increased. The United States is a major player on the world stage and interacts with countries from every region, as a result, it is also recommended from the study that the revised curricula be taught and disseminated on a broader scale. Finally, if the United States is to compete in the global market it is important that they prepare their students to enter the international workforce (Sharp, (n.d)). This can be accomplished by incorporating a broader view of agricultural concepts into the curricula that gives students a foundation of international agriculture at the secondary level (Sharp, (n.d)).

To the contrary, a study conducted by (Popp, 2006; Popp, 2014) on perspectives on world history courses in German classrooms shows difficulties of implementing an integrated global curriculum due to the available budget of history periods and advocate for classroom strategies of introducing macro-perspectives by questioning techniques. According to (Popp, 2014), there is not even a slight chance of covering "world history" topics to the extent as they are outlined in the curriculum of the National Standards for world history. Apart from occasional

project work, it will not be possible to deal more intensively with the history of certain non-European societies (Popp, 2014). As an alternative, it is possible to foster the students' globally orientated historical consciousness by developing their skills in asking systematic questions regarding the larger historical framework, such as subjects of major topics of Western Europe, and German history as prescribed in their curriculum (Popp, 2014). Furthermore, Popp clarifies that:

...this method of posing historical questions could help students to become aware of their curriculum' implicit dependence on a limited standpoint. Our student will begin to realize, bit, that Western, European, and German history, which is covered to be "our" history, is more intertwined with trans-regional interrelations than is outlined in their textbooks. This insight, however, is an appropriate prerequisite for another becoming sensitive to what extent the chosen level of perception and analysis (local, macro-regional, national, macro-regional, global) influences what we get to see while regarding the past. A student can find out that there are phenomena highly relevant to national history that are mostly invisible on a national scale, but a very clear perspective on a global scale (Popp, 2014, p. 5).

For German teachers who were unfamiliar with constructing macro-perspectives, Popp (2014) suggests that it is very helpful to consult with the current concepts of globally conceptualised world history like those of the United States National History Standards. The study also suggested that German teachers should be able to select adequate global and world history perspectives which can extend, deepen, and enrich the given topic. In addition, German teachers would apply the method of unfolding history at certain intervals, applying macro-surveys that have an important meaning of introducing global and world history perspectives in the German classroom (Popp, 2014).

From an American point of view the discussions on the main didactic functions of the new perspective in the old curriculum, are, according to Popp (2014):

- Firstly, that new American curriculum concepts of a globally conceptualised world history offer an invaluable abundance of suggestions to any German history teacher who is interested in linking up similar topics with world history perspectives.

- Secondly, the major didactical problem is not a lack of ideas, but the need for compelling and carefully integrated choices of perspectives and topics because it is absolutely necessary to avoid any randomness and arbitrariness, since students cannot get used to a certain way of historical questioning and thinking if they are not already familiar with systematic way of proceeding (Popp, 2014).
- Thirdly, Popp (2014), lists general concepts that are connected to long-term social changes in the areas such as economic, social, political, military, cultural, religious, technological, or demographic change and likened them to a "historical development towards a more cohesive world order and associate world culture" should be preferred.
- Fourthly, Popp (2014) states that German teachers' choice, therefore, has to be geared for some main didactic functions that world and global history perspectives should fulfill in view of promotion of a globally oriented history consciousness in the specific situation of German classroom (Popp, 2014, p. 8).

The didactic function of orientation in terms of choice of world and global history perspectives adheres to the intention of helping students assign the main topics of the familiar Western, European, or German history to a larger historical framework with particular aspect to the "big questions" and "global trends" of a certain era. The didactic function of systemising and contextualising which is about linking the ordinary topics of "our" history with the global macro-level, and especially with such historical developments which can only be perceived on a macro-level. The didactical function of critical reflection in terms of the choice of the world and global history perspectives to be oriented towards an ability to think critically about the historical narrative offered in the classroom.

General meta-cognitive functions should be observed as the problem German teachers encounter during the history lessons and are rooted in the "fragmented" historical knowledge which the students cannot connect with or transfer to other topics or condense into synopses. In a study conducted by Rauma et al. (2006), on the integration of Science and Mathematics into HE (Home Economics) teaching- a way to improve the quality of learning , Rauma et al.

(2006), observed that there was little data on the extent to which HE teachers integrate Science into their teaching. Drawing on a pilot study by Rauma & Väisänen (2003), Rauma et al. (2006), purposed that their study was to examine Finnish HE teachers' Science and Mathematics integration practices and teaching practices in general.

However, Rauma et al. (2006) observed on one hand that Mathematics was integrated into HE more often than the Natural Sciences. On the other hand, they established that Chemistry, Biology, and Microbiology were integrated "sometimes" and Physics "seldom". They comment that integration usually occurred when explaining phenomena and the relationships between cause and effect. The findings of their study suggest that HE teachers' competence to integrate Science and Mathematics into HE was insufficient; uncertainty and inadequate knowledge were considered as limiting factors. They have identified main obstacles to the implementation of integration including the lack of supporting material and time and discovered that the number of Natural Science classes in the curriculum of HE teacher education was minimal, which makes teachers uncertain about their ability to integrate. Conversely, the study also revealed that teachers who were more prone to integrate had studied Science more and consequently were more self-confident about their teaching. They furthermore highlighted that the most important factor influencing teaching and its planning was the teacher's own opinion on the importance of certain content areas and elements of HE.

In a literature review of Science and Mathematics integration conducted by Czemiak et al. (1999), it has been highlighted that integrated curricula has gained a great deal of acceptance among educators. They provided testimonials about the effectiveness of units they teach, and many professional organisations stress integration across the curriculum, although some educators questioned integration across the curriculum, because, in the effort to integrate topics, Science and Mathematics content became superficial and trivial.

The paper discussed several issues, including the lack of an operationalised definition of integrated curriculum and the role of integration of the school curriculum including the advantages and disadvantages associated with integration, and problems commonly encountered in trying to implement an integrated curriculum. These issues are critical to the understanding and implementation of integrated curriculum and present areas for future research that can help prove or disprove the value of an integrated curriculum) (Czemiak et al., 1999).

2.3.2. Acceptance of Integration in Curriculum Design

“Curriculum designed to integrate across subjects varies in its approach to connect subject areas” (Czemiak et al., 1999, p. 425). Integrated curricula have gained a great deal of acceptance among educators (Czemiak et al., 1999). Many educators provide testimonials about the effectiveness of units they teach, and many professional organisations stress integration across the curriculum (Czemiak et al., 1999).

In terms of South Africa, the debate is not about whether we should integrate knowledge or not, but about the nature of that integration (Taylor, 2001). More effectively, it promotes achievement, personal development, or harmonious group citizenship.

1.10. EMS CURRICULA

South Africa’s post-Apartheid grades R–9 curriculum, Curriculum 2005, requires that teachers make a ‘paradigm shift’ from their old teaching practices to new ones (Nakabugo & Sieborger 2001). These changes were also manifest in EMS as a new integrated school subject.

The subject Economic and Management Sciences deals with the efficient and effective use of different types of private, public or collective resources to satisfy people’s needs and wants (DoE, 2011). It reflects critically on the impact of resource exploitation on the environment and on people. It also deals with effective management of scarce resources in order to maximise profit (DoE, 2011). Economic and management Sciences is a practical subject that equips learners with real-life skills for personal development and the development of the community (DoE, 2011). The tasks set should contribute to personal development and should promote the idea of sustainable economic growth and the development of the community (DoE, 2011).

2.4.1. Paradigm shift

It is important to take note that social constructivism is the philosophy that influences curriculum development in South Africa (Du Toit, 2011). The teacher is no longer seen as an orator and possessor of all knowledge, but his/her role moves more towards facilitating the learning process (Du Toit, 2011). It is required that teachers make a ‘paradigm shift’ from their old teaching practices to new ones in order to understand better the processes, as well as the

fact that they need to adhere with them if they are going to be competent implementers of our policies (Nakabugo & Siebörger, 2001; Morrow, 2007).

The prescribed textbook alone is insufficient, but other sources such as the internet, DVDs, etc. must be used (DuToi, 2011). The learner is the centre of the learning process and thus accountable for his/her learning (Du Toi, 2011). This means that, in the process of knowledge construction, the learner must be goal-orientated and continuously self-regulated (Du Toi, 2011). This process will be further enhanced if the learner:

- ‘Independently constructs meaning with the content
- Works cooperatively with others to construct meaning
- Demonstrates a critical disposition’. (Du Toi, 2011, p.5)

Lebow (1993, p. 5), developed five principles that represent a response to the question as follows:

- Maintain a buffer between the learner and the potentially damaging effects of instructional practices.
- Provide a context for learning that supports both autonomy and relatedness.
- Embed the reasons for learning into the learning activity itself.
- Support self-regulation through the promotion of skills and attitudes that enable the learner to assume increasing responsibility for the developmental restructuring process.
- Strengthen the learners’ tendency to engage in intentional learning processes, especially by encouraging the strategic exploration of errors.

2.4.2. The implications of constructivism for instructional systems design

Considering the concerns mentioned above about the potentially detrimental side effects of instructional practices, the first principle for the implications of constructivism for Instructional Systems Design (ISD) are based on constructivist values suggests several directions for instructional designers (Lebow, 1993):

- Increase emphasis on the affective domain of learning.
- Make instruction personally relevant to the learner.

- Help learners develop skills, attitudes, and beliefs that support self-regulation of the learning process.
- Balance the tendency to control the learning situation with a desire to promote personal autonomy (Lebow, 1993, p.6).

4.2.3. A context for learning that supports both autonomy and relatedness

The second principle provides a context for learning that supports both autonomy and relatedness (Lebow, 1993). Since constructivists believe that motivation to learn cannot be separated from the social context in which it is embedded, they seek to structure student relations to promote collaboration (Lebow, 1993). At the same time, they believe that the educational process should emphasise nurturing each student's own capacity for transformation and self-regulation (Lebow, 1993). This does not mean, however, that the learner should have complete control. Constructivists recognise that the support of autonomy, in contrast to permissiveness, requires an element of stewardship (Lebow, 1993).

4.2.4. The reasons for learning into the learning activity

Principle three embeds the reasons for learning into the learning activity itself as the constructivists tend to favour problem-solving activities that are linked to student interests. That have at least some of the "messy" attributes of real-world problems that are meaningful and satisfying for students to solve (Lebow, 1993). They further recognise that personal goals, motives, expectations, and attitudes critically influence the learner's experience of the learning situation (Lebow, 1993).

4.2.5. The learner to assume increasing responsibility for the developmental restructuring process

‘Principle four supports self-regulated learning by promoting skills and attitudes that enable the learner to assume increasing responsibility for the developmental restructuring process’ (Lebow, 1993, p.10). ‘In the limited sense intended, a change strategy includes underlying assumptions about how people learn and a plan for making learning happen’ (Lebow, 1993, p. 10). Constructivists propose that one way to influence students' experiential beliefs and mental models is to find ways for students to discover how their everyday knowledge may be insufficient for solving personally relevant problems.

According to Scardamalia et al. (1989) cited in Lebow (1993), this also requires helping students make their knowledge-construction and raising their awareness about how they have learned. Within this framework, learning is understood as a social process of making sense of experience in terms of extant knowledge. It is also seen as a series of constructions that occur because of progressive self-regulation (Lebow, 1993).

The role of the educator is not to control the learning process, but to support self-regulation by providing a bridge between student understanding and canonical knowledge (Tobin, 1992 cited in Lebow, 1993). Morrow (2007), establishes the key strategic objectives for the development of learning programmes, qualifications, and standards for educators. These norms and standards provide a basis for providers to develop programmes and qualifications that will be recognised by the DoE for purposes of employment (Morrow, 2007). Seven roles are specified (Morrow, 2007, p.10):

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader, administrator, and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area / subject / discipline / phase specialist.

It is important to note at this point that the poor level of learner performance in South African schools is probably not largely the fault of the new curriculum (Taylor, 2001). The cycles of education are far too long to have had a major effect on schooling during its limited period of implementation (Taylor, 2001). Also, the main problem in our schools is poverty aggravated by the fact that most learners come from illiterate or semi-literate parents/families and homes which do not facilitate epistemological access and many of our teachers are first generation literate who themselves possess rather scanty knowledge resources (Taylor, 2001). In addition, aside from these macro conditions which affect schooling, there are a range of institutional factors such as civil service of teachers, textbooks not being delivered (at all or on time to schools), etc. because of the country's poor civil delivering services, while the government is making a determined effort to address these problems (Taylor, 2001). It would appear that a

radical constructivist curriculum like C2005, despite a strong equity agenda, leads to a widening of social inequality, because only highly skilled teachers are able to use it effectively, while those teachers whose own knowledge resources are not strong are left to flounder (Taylor, 2001).

Also, a Task Team output document published on 5 April 2013 by the University of Stellenbosch on the “Strategy for the use of ICT in learning and teaching at Stellenbosch University” advocated the use of technology and appliances such as cell phones and tablets in the classroom. These were identified among the critical projects in which ICT can make a large impact in order to improve the student experience.

The findings of a study conducted by Thaanyane (2010) on teachers’ experiences of implementing Business Education in three secondary Schools in the Maseru District, of Lesotho revealed that teachers were not adequately trained in how to implement Business Education. Many teachers were also not involved in the design of the new curriculum and were not even trained in teaching methods because the National Curriculum Development Centre (NCDC) just assumed that they would not have problems. Also, the study pointed out that teachers showed that performance of Business Education was poor because they hated teaching theory; as a result, concentrated more on practicals, which led to students also hating it. The reasons for these problems were linked to the teachers’ beliefs in implementing a new curriculum and practices in relation to teaching as well as the challenges they face with curriculum implementation. Factors influencing their attitudes towards curriculum implementation such as positive attitudes towards the environment in their teaching are limited in their delivery of such aims by constraints on time and resources (Thaanyane, 2010).

In the context of South Africa Thaanyane (2010) following Mtheku (2004) notes that the successful implementation of the new curriculum largely depended on teachers’ skills and knowledge of OBE structures in the school and the assistance of the DoE. In addition, Zangele (2004) cited in Thaanyane (2010) explained that primary schools in Gauteng found the introduction of the new curriculum into schools was hasty. Teachers were insufficiently prepared for outcomes-based pedagogy which had been highly problematic for schools implementing this new curriculum.

2.5. EMS AS AN INTEGRATED SUBJECT

Within the context of the new curriculum paradigm, Assan and Lumadi (2012) established that EMS is an integrated discipline. Given that this is a subject in the new school curriculum, there are teaching and learning dimensions of EMS that need to be more carefully understood for effective instruction to take place (Assan & Lumadi, 2012).

Of course, on one hand, we must relate school knowledge to the world and to the experience of learners, but currently in the same way of structuring that relationships leading to a better teaching and learning processes (Taylor, 2001). On the other hand, Morrow (2007), argues that educational change depends on what teachers do and think, but we have a huge problem when such a high proportion of our teachers have not yet accomplished the 'paradigm shift' they need to if they are going to be competent implementers of our policies. Morrow (2007, p.7.) furthermore emphasised that:

Teaching needs to be freed from the dominance of 'textbooks'. Teachers themselves need to design learning programmes, sensitive to their learners and responsive to their contexts and develop appropriate resources and other learner support material, in order to achieve the nationally mandated learning outcomes.

However, South Africa with its unique historical background is a special case; furthermore, it can be argued that the outcomes (or aims) in South Africa's case were poorly defined and most of the South African schools lacked qualified teachers to take advantage of the 'freedom' an aims (or outcomes) based curriculum offers (Graham, 2012). Further, Taylor and Vinjevoid (1999) cited in Graham (2012), argued that in our poorest schools, while teachers and learners are enthusiastic about the new curriculum it would seem that there is disaster in term of what is happening in terms of performance levels in literacy and numeracy foundations on which all other forms of learning depend. In addition, drawing on Vinjevoid and Roberts (1999) as well as Graham (2012) it was observed that similar evidence that came from the DoE - commissioned an evaluation of pilot materials developed to support the introduction of C2005 in 4 new learning areas suggesting for example:

...the radical integration of school every day knowledge's demanded by C2005 leads to practice in which the body of knowledge that defines mathematics is obscured or dominated by no-mathematics considerations (Taylor, 2001, p.6).

All countries are seeking to improve their schools and respond better to higher social and economic expectations (Santiago, 2005). The social constructivism paradigm is a paradigm that directs the curriculum development on the macro, meso and micro levels within education in South Africa (Du Toi, 2011). In this context, the complexity of demands on schools and teachers is evident, suggesting that teachers need to be capable of preparing students for a society and an economy in which they will be expected to be self-directed learners, able and motivated to keep learning over a lifetime (Santiago, 2005). Therefore, it is the task of teachers to interpret the various forces such as philosophical, psychological, knowledge, technological, and social that influence the curriculum development (Du Toi, 2011). Gwele (2005b p.80) observes that implementing a new curriculum is never easy.

According to Schreuder (2009), before 1998 the provision of Business Education was limited to senior standards in schools and to higher education. Commercial subjects were only introduced from Grade 8 at the earliest and in many cases only from Grade 10- Learners with a specific interest in commerce could register at technical colleges or study at technikons and universities after completing Grade 12 with the relevant Higher Education Institution (HEI) entrance requirement (Schreuder, 2009). Furthermore, commercial subjects like Accounting, Business Economics, Economics, and Typing were choice subjects where learners could exercise an option to do these subjects (Schreuder, 2009).

When a new curriculum was introduced in 2005, all learners from grade R - 9 took EMS, one of eight compulsory learning areas in the GET band, as part of their learning programme. (Schreuder, 2009) however when EMS was implemented, there were no teachers who had any formal educational qualification to teach the learning area (Schreuder, 2009). These changes in teaching and learning as well as in assessment procedures are likely to affect Grade 9 teachers' understandings of the new expectations and what they may imply in line with their daily experiences as teachers of EMS.

The Curriculum for EMS is compiled in three inter-related and integrated majors' topics including the Economy, Financial literacy, and Entrepreneurship (DBE, 2011). The table below shows the main topics and content for each grade in teaching and learning of the EMS curriculum (DBE, 2011, p. 14):

Table 1: The main topics and content for each grade in teaching and learning of the EMS

Topic	Grade	Content
The economy	7	History of money; needs and wants; goods and services; the production process; and inequality and poverty
	8	Government; the National Budget; standard of living; and markets
	9	Economic systems; the circular flow; price theory; and trade unions
Financial literacy	7	Savings; budgets, income and expenses; and accounting concepts
	8	Accounting concepts; accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a service business; effects of cash transactions on the accounting equation; General Ledger and trial balance
	9	Cash Receipts Journal and Cash Payment Journal of a sole trader; posting to General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Creditors Journal; posting to the Debtors Ledger and Creditors Ledger
Entrepreneurship	7	The Entrepreneur; starting a business; businesses; and an Entrepreneur's Day
	8	Factors of production; forms of ownership; levels of management; and functions of management
	9	Sectors of the economy; functions of a business; and a business plan

The EMS teachers together with their learners are expected to cover the above outlined topics and content per grade.

2.5.1. Understanding the Teachers' knowledge to teach EMS

According to Bernard et al. (n.d), it is compulsory to complete all the topics as indicated in the Annual Teaching Plan, and when teaching these topics, the context of the school should be considered. Similarly, Mwakapenda and Dhlamini (2010) asserted that it is generally understood that contexts are a useful way in which to “integrate” learning areas, and that ways of proceeding with integration determine what kinds of integrations are possible.

The findings of Dorasamy's (2005), study on capacity building strategies of Heads of Departments, curriculum coordinators and level one educators of EMS in five primary schools in the eThekweni Region in KwaZulu-Natal Department of Education. The department suggested that there existed a lack of fundamental knowledge in the EMS learning area and further that current development strategies did not necessarily meet the needs of educators.

Stemming from these research findings, the study recommends that continuous professional development of educators must be an evolving set of activities. These activities respond to the specific contextual needs of educators at different stages in their lifelong development as professionals (Dorasamy, 2005). The feelings of educators are heard by the department to portray a common view of workshop participants argued that although the schools have qualified teachers as EMS is a new learning area, they did not have the necessary skills and therefore tend to leave this to the Governing Body appointees who are effectively unqualified (Dorasamy, 2005). One Head of the Department reported that whilst many educators have specialised subjects, others do not have very much background information or qualification regarding EMS. They therefore find Economics is generally not a very easy subject to teach. ‘It makes it worse without the necessary qualification, marrying the content with the practical aspect proves to be a major challenge. It becomes even more difficult to manage if one doesn't have the relevant qualification’ (Dorasamy, 2005, p.47).

Maistry's (2005) study on teacher learning in EMS, examines the influence of contextual constraints, teachers' biographies and professional career trajectories on teachers' ability to participate in a learning community. By drawing on Wenger's theory of learning in a community of practice and Wenger et al.'s stages of community development framework, the

study also illuminates and theorises the potential that a community of practice framework has for teacher development. It reveals the potential that a learning community framework has for teacher learning through different levels of participation, and points to the importance of the input of an outside expert, particularly during the early stages of development of a community of teacher learners who lack subject content knowledge (Maistry, 2005).

In initial interviews, teachers stated unreservedly and unashamedly that they knew very little about the new EMS learning area or how to teach it, expressing much insecurity and apprehension (Maistry, 2005). According to Maistry (2005), teachers' poor knowledge of the EMS learning area can be attributed to three factors as outlined below:

...none of them had any formal or informal qualification in any commerce related discipline. Secondly, their negative experiences with the learning area and their negative perceptions of C2005 and its complex jargon were telling factors that hindered their access to the curriculum policy documents. Thirdly, the lack of support from the Department of Education meant that professional development in the EMS learning area was severely lacking (Maistry, 2005, p. 206).

As a solution, (Maistry, 2005), argues that teacher learning communities present a fruitful and viable alternative to the current 'deficit' models of teacher development that typify the present South African teacher development scenario, as teacher learning communities suggest a conceptual reorientation of the discourse on teacher development. In the same way, Hord (1997), support that outcomes for both staff and students have been improved by organising professional learning communities. For staff, the results include (Hord, 1997, pp. 33-34):

- reduction of isolation of teachers
- increased commitment to the mission and goals of the school and increased vigour in working to strengthen the mission
- shared responsibility for the total development of students and collective responsibility for students' success

- powerful learning that defines good teaching and classroom practice, that creates new knowledge and beliefs about teaching and learners
- increased meaning and understanding of the content that teachers teach and the roles that they play in helping all students achieve expectations
- higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students
- more satisfaction and higher morale, and lower rates of absenteeism
- The collection of research studies cited in this review clearly identifies the power of the organized professional learning community that makes possible the advancement of student achievement.
- significant advances into making teaching adaptations for students, and changes for learners made more quickly than in traditional schools
- commitment to making significant and lasting changes
- higher likelihood of undertaking fundamental, systemic change.

For students, the results include (Hord, 1997, p34):

- decreased dropout rate and fewer classes “cut”
- lower rates of absenteeism
- increased learning that is distributed more equitably in the smaller high schools
- larger academic gains in math, science, history, and reading than in traditional schools
- smaller achievement gaps between students from different backgrounds.

Schreuder (2009) conducted a study exploring the role that the learning area, EMS, plays in preparing learners for Accounting in Grade 10. The study revealed a gap between EMS policy and EMS practice. There was very limited exposure to the accounting related assessment standards in EMS. According to Schreuder (2009), this could be attributed to several factors including teacher qualifications and training, lack of support, policy shortcomings, absent guidelines, etc. There was a disjuncture between what teachers believed and what they were translating into practice (Schreuder, 2009). Recommendations have been made in terms of the learning area policy, professional development and support for teachers and learners (Schreuder, 2009).

Sithole's (2009) study examined the standardised tests as administered in Grade 9 in the form of Common Tasks for Assessment (CTA). The focus of the study was to understand the attitudes of Economic Management and Sciences teachers toward the CTA (EMS) and how they were engaging with the CTA (EMS) during the 'normal' course of curriculum development. The study was undertaken in response to Sithole's observation of the negative attitudes of EMS teachers toward CTA (EMS) during EMS workshops.

Results of the study revealed that (Sithole, 2009): (1) teachers and learners experienced problems with the language used in the CTA (EMS); (2) the content of the CTA (EMS) was biased; (3) CTA (EMS) put pressure and stress on EMS teachers; and (4) the CTA imposed unfair curriculum expectations on EMS teachers. These problems made EMS teachers develop a negative attitude toward the CTA (EMS) (Sithole, 2009). It was also found that EMS teachers had difficulty in engaging with CTA (EMS) during the 'normal' course of curriculum development (Sithole, 2009). Therefore, it is recommended that policy makers should regularly interact with schools in order to acquaint themselves with teachers' experiences during CTA (EMS) administration (Sithole, 2009). Furthermore, they should take the views of the teachers into consideration during the policy formulation on CTA (EMS) administering (Sithole, 2009).

In a similar study carried out by Cassim (2010), on an exploration of Grade 9 teachers' understanding and practice of assessment as it relates to the EMS, it was discovered that inadequate resources, time, policy interpretation all affected a number of learners and thus shaped teachers' understanding and practice of assessment. The contest of the school's rigid and structured assessment policy was a key inducing factor which influenced teachers' assessment practices (Cassim, 2010).

This study suggests that if classroom teachers are to become effective '*mediators*' of assessing they must be provided with a better theoretical grounding of assessment (Cassim, 2010). Therefore, the DoE needs to provide more guidelines, practical demonstrations and workshops to assist teachers to understand and implement new concepts of assessment practices (Cassim, 2010). Reduction in the number of learners in the classrooms and the stipulated assessment requirements must be considered by the DoE (Cassim, 2010). In addition, the study suggests that schools and teachers must be provided with the necessary and appropriate resources. Facilitation of adequate professional development courses for teachers, Heads of Departments and Principals will all need to support teachers to accept change and also to remove feelings of

reluctance towards assessment, which will promote teachers' understanding and practices of assessment towards an 'assessment *for* learning' approach (Cassim, 2010).

2.5.2. Integration of EMS and other subjects within the curriculum

The absence of uniform commonalities in interpretations of the concept of integration has led to the unavailability of a common definition for integration (Mwakapenda & Dhlamini, 2010). Drawing on Adler, Pournara and Graven (2000), Mwakapenda & Dhlamini (2010), argue that while integration is desirable, the extent of the demands placed upon teachers makes integration less feasible. Furthermore, in order for teachers to integrate what they are teaching with other learning areas, teachers need not only have sufficient knowledge of their own learning areas but also need to have and be aware of a broad range of knowledge within and outside the curriculum (Mwakapenda & Dhlamini, 2010). However, there are claims within the new curriculum that integration across learning areas should be more feasible at the lower grades than at the higher because of the difficulty of finding sufficiently generative contexts at the higher levels (Mwakapenda & Dhlamini, 2010).

Lesson planning for Grade 9 EMS shows a complexity of integration of EMS across disciplines into different chapters including Languages , Arts and Culture ; Languages and Mathematics; Languages and Social Sciences (Geography, History); Languages and Social Sciences (Geography); Mathematics and Technology; Life Orientation and Languages; Languages, Mathematics , Technology and Social Sciences (History), etc.

Below I will explore a few cases which show other disciplines integration to EMS including Languages and Mathematics; Social Sciences (History and Geography); Technology; Languages, Natural Sciences and Life Orientation; and Arts and Culture.

2.5.2.1. Languages and Mathematics

A chapter on "The economic cycle" shows the induction of the languages into EMS. However, the cognitive verbs such as discuss, explain, describe, present stories, share reasons, expresses thoughts used in the Assessment Standards. This was related to the above chapter and explains the different flows of money, factors of production and goods and services in the economic cycle within the South African economy. It discusses the role of the foreign sector in the economic cycle which is an expression that language is viewed as a vehicle to facilitate the teaching and learning process between teachers and learners.

The reinforcement and expanded opportunities requesting learners to discuss cash and credit transactions, as well as for reading up more about the economy in urban and rural environments are evidence that there is a link between EMS and languages. In addition, it has been recommended with reference to the medium of instruction (mother tongue) to give special attention to the learners whose mother tongue is different to the medium of instruction.

A study conducted in Lesotho by Masilo (2010), regarding teachers' curriculum development experiences of the transition from their mother tongue to English as a medium of instruction revealed that teachers regularly employed code-switching as a strategy to make meaning in their classrooms. Also, for learners with a disability such as dyslexia, teachers are to ensure that there are spelling programmes in place; instead of writing, dyslexic learners may be allowed to name or describe content. EMS as a subject is not an exception to the highlighted demand made and this shows how complex it is to integrate languages in the learning and teaching process.

Mwakapenda and Dhlamini, 2010, presented a paper on integrating Mathematics and other learning areas outlining emerging tensions from a study involving four classroom teachers. This paper presents findings from a pilot study that investigated the extent to which teachers make connections between mathematical concepts and concepts from other disciplines. Data from concept maps and interviews were collected and the analysis revealed that the kinds of connections teachers made are closely tied to teachers' disciplines of specialisation (Mwakapenda & Dhlamini, 2010). The findings suggest that for some teachers, though desirable, it may not be feasible to require them to make connections with disciplines that are not within their areas of specialisation (Mwakapenda & Dhlamini, 2010). This presents tensions for learners learning Mathematics in classrooms where opportunities for making connections between Mathematics and other learning areas are available but are neither taken up nor appropriately used by teachers (Mwakapenda & Dhlamini, 2010).

Drawing on Beckmann, Michelsen and Sriraman (2005), Mwakapenda and Dhlamini, 2010, observed that there is a "historical lineage of connections between mathematics, arts and science". On one hand, Arts and Culture provide possibilities to visualise mathematical thinking and expressing mathematical thoughts which might be difficult to comprehend theoretically (Mwakapenda & Dhlamini, 2010). Mathematics, on the other hand, can contribute

to the solution of significant unresolved cultural and social problems, for instance, global birth control and epidemic control. On the other hand, EMS as a learning area is fairly new at the current Grade 7 to 9; and according to Bernstein's (1982) terms, cited in (Mwakapenda & Dhlamini, 2010) EMS is a weakly classified subject, that is, it has the potential to allow other learning areas to integrate with it.

A chapter on "Market prices" in EMS shows the link between EMS and Mathematics. The borrowed cognitive verbs such as **calculates** change, **identifies** prices clearly regarding instruction to the learners to illustrate by means of graphs and discuss the demand and supply influence the prices shows the integration of both languages and Mathematics in EMS.

Another example is the chapter related to the General Ledger. However, the sub-topics such as cash and credit transactions in the books of service and retail businesses, such as cash receipts and payment journals; debtors' and creditors' journal; the general ledger and trial balance involve a more mathematical aspect in EMS. Learners are recommended to use ledger paper, treble and double cash paper, calculators and access to the Internet or library in order to complete their learning tasks.

2.5.2.2. Social Sciences

A chapter on "Trade unions and labour relations" in EMS shows the integration between both Geography and History. In this topic learners learn about the Economy and includes the following (Barnard, Voges & De Nobrega, (n.d) p. 120):

- The concept of trade unions
- A brief historical development of trade unions
- The role and responsibilities of trade unions in South Africa
- The effect of trade unions in businesses
- The contribution of trade unions to sustainable growth and development.

During the learning and teaching process, among learning resource materials, students and teachers will find pamphlets, articles, magazines, newspapers and the internet about industrial movements and actions in South Africa and in other countries such as France, where industrial actions happen quite frequently (Barnard, Voges & De Nobrega, (n.d).

The boycott of South African products in the world during apartheid provides a lesson drawn from the historical perspective. The case of trade unions actions in France for example, is an indication that there is a link between EMS as this informs South African workers, learners, teachers, etc. about the impact and contribution of these actions to the workers in the world and in South Africa in particular. It helps learners to critically assess the influence and actions of trade unions in general and during the apartheid era. It also helps to undertake research regarding the laws affecting basic conditions of employment and non-discrimination in the workplace.

2.5.2.3. Technology

A chapter on “Cash transactions” shows the link between Languages, Mathematics, Technology, Social Sciences (History) and EMS. In the learning and teaching process, learners will be able to complete cash and credit transactions in the books of service and retail businesses. It also enquires about keyboard skills and function keys in developing, storing, retrieving and editing business documentation.

In particular, the use of Information and Communication Technology (ICT) will be recommended. Software for office administration and business spreadsheet software are used to file addresses, telephone numbers, buying and selling records and other data such as financial and other numerical information (King & Justus, 2005). King and Justus (2005), further argue that with spreadsheets, the computer can automatically show numbers as bar graphs and pie charts which makes it easier for the manager to interpret their budgets and their sales figures. Internet banking and other forms of electronic transactions and communication must be introduced to Grade 9 EMS learners.

In some areas of African countries, especially in the rural and township schools, access to internet facilities and computers are not available or are limited. In Botswana, a study conducted by Sithole and Lumadi (2013, p.2), while reflecting on “improvisation and the Use of Community Resources in Business Studies Teaching” and drawing on Boitshwarelo (2007) and Boitshwarelo (2009) stated that the use of the internet by teachers and students in schools in Botswana to search for relevant online business resources may be hampered by a shortage of information and communication technology (ICT) facilities, particularly the internet, because internet connections are limited in most schools. Another constraint is that computer laboratories in the schools are used primarily for teaching Computer Awareness and, therefore,

they can usually only be accessed by teachers when there are no Computer Awareness classes running which is mostly in the afternoons.

As a result, the study's findings revealed that Business Studies teachers mostly rely on instructional materials supplied by the school and did not use locally available business community resources, which were abundant and could be sourced with minimum expenditure of money and energy, to maximum use. The study concluded by recommending that teachers should be more resourceful and attempt to incorporate improvisation into their schemes of work and lesson plans to foster creativity and financial independence from the school.

2.5.2.4. Languages, Natural Sciences and Life Orientation

A topic on public relations, social and environmental responsibility shows the integration, between EMS and subjects such as Languages, Technology, Natural Sciences and Life Orientation. It helps learners and teachers to investigate the public relations, social responsibility and environmental responsibility strategies and actions of different businesses and organisations.

2.5.2.5. Arts and Culture

A chapter on "The business plan" introduces the learners on developing a business plan which links to Languages, and Arts and Culture. Besides, languages and communication skills, this chapter will help learners to engage in the business activity planning and discuss the reasons for choosing a particular form of ownership, and also as conducting a marketing campaign. Marketing planning and designing an advert during a market day at school for example involve a piece of Art thinking and doing.

2.6. TEACHERS' EXPERIENCE OF TEACHING INTEGRATED SUBJECTS

2.6.1. International perspective of teaching

It has been agreed that improving the efficiency and equity of schooling depends, on ensuring teachers pro-efficiency (Santiago, 2005). Hence, quality teaching is vital for improving student learning (Santiago, 2005). The demands on schools and teachers are becoming more complex as teachers need to be capable of preparing students for the society and an economy in which they will be expected to be self-directed learners and be able and motivated to keep learning over a lifetime (OECD, 2005). The teacher profiles need to encompass strong subject matter knowledge, pedagogical skills, the capacity to work effectively with a wide range of students

and colleagues, to contribute to the school and the profession, and the capacity to continue developing. The profile could express different levels of performance appropriate to beginner teachers, experienced teachers, and those with higher responsibilities. “A clear, well-structured and widely supported teacher profile can be a powerful mechanism for aligning the elements involved in developing teachers’ knowledge and skills, and for providing a means of assessing whether teacher development programmes are making a difference” (OECD, 2005, p. 10).

On the other hand, Jensen et al. (2012) pointed out that “teachers need to in curricula, pedagogy and the development of digital resources” (Jensen et al., 2012, p.5). Du Toit (2011) outlined four lessons which lead to a successful education system. The first lesson is that the quality of a school personalises learning experiences to ensure that every student has a chance to succeed and to deal with increasing cultural diversity in their classrooms and differences in learning styles. They also need to keep up with innovations:

- Cannot exceed the quality of its teachers.
- The second lesson is that the only way to improve outcomes is to improve the teaching.
- The third lesson learned is that high performance requires each learner to succeed; and
- The fourth lesson is that school needs a good leader.

2.6.2. Teaching and learning situation

The teaching of any learning area or subject is directed by the answers to the following questions (Du Toit, 2011, p. 4):

- WHAT must be taught and learned?
- WHY must we teach and learn in a particular way?
- HOW must we teach and learn?

According to Du Toit (2011), the answers to above mentioned questions will influence the management of a teaching-learning situation, and more significantly will influence the functions and the roles of players involved in the teaching and learning process.

The role players in the didactic situation are shown in figure 1 (attached, on page 135) and the answers to the WHAT, WHY and HOW questions will indicate (Du Toit, 2011, p. 4):

- the type of interaction between the different role players
- the functions of role players.

Furthermore, Du Toit (2011), argues that a stimulus is necessary to activate the interaction between the three components in the didactic triangle in order to obtain the answers to the above questions. “The type of curriculum and its development is such a stimulus” (Du Toit, 2011, p.4-5).

Gwele (2005, p.14-15) illustrated the nature and the role of both teacher and learner, curriculum change, as well as teaching/learning process change according the changing surfaced in the line of the purpose of EMS education change in relation with the underpinning educational philosophy influencing related teaching/learning.

What is the nature of the new ideas confronting South African teachers in general and Grade 9 EMS teachers in particular? (Criticos et al., 2011, p.12) have suggested:

- Design classroom and use methods that are learner-centred
- Teach learners how to solve problems and think critically
- Teach learners how to use the knowledge we teach them (this is sometimes referred to as developing learner competences)
- Plan lessons guided by learning outcomes.

2.7. CONCLUSION

This chapter discussed different definitions which stem from different perspectives and their implications for designing the EMS curriculum and provided a working definition of the concept of curriculum for this study. It also discussed and contextualised the concept of integration globally, locally, across disciplines as well as within EMS as an integrated discipline, and between EMS and other disciplines. This shows the need for teachers’ paradigm shift, teachers’ challenges in curriculum implementation as well as the factors that influence teachers’ attitudes towards EMS curriculum integration.

It indicates curriculum approaches underlying value positions within the context of EMS teaching and learning process as adopted and adapted by the researcher for the purpose of the study. In addition, the advantages and disadvantages of three different curriculum approaches were discussed. Furthermore, it has been observed that teachers are now expected to have

much broader roles, considering the individual development of children and young people. They are seen as part of the management of learning processes in the classroom, the development of the entire school as a “learning community” and connections with the local community and the wider world (Santiago, 2005).

CHAPTER THREE

THEORETICAL AND CONCEPTUAL FRAMEWORK

3. 1. INTRODUCTION

The meaning of theory in any scientific field is to provide a framework in which to explain connections among the phenomena under study and to provide insights leading to the discovery of new connections (Tudge, Mokrova, Hatfield, & Karnik, 2009). The conceptual framework for this investigation focuses on Grade 9 EMS teacher experience of teaching EMS as an integrated subject and not the whole school reform. For the purposes of this study, the researcher has adopted an ecological systems theory (Bronfenbrenner, 1994; Lake, 2003; Letseka, 1995; Paquette & Ryan, 2001;) jointly with the asset-based approach (Ebersöhn, 2006; Mathie & Cunningham, 2003; McKnight & Kretzmann, 1993; McKnight & Kretzmann, 1996; McLean, 2011; Pinkett, 2000; Ryan, 2008).

3. 2. BRONFENBRENNER'S ECOLOGICAL MODEL

Teacher-student interaction does not take place in a vacuum (Englehart 2009). It occurs within a particular socio-cultural ecology which can be extremely complicated (Englehart, 2009). However, 'Ecological models encompass an evolving body of theory and research concerned with the process and conditions that govern the lifelong course of human development in the actual environments in which human beings live' (Bronfenbrenner, 1994, p.37).

Bronfenbrenner (1994) argues that in order to understand human development, one must consider the entire systems in which growth occurs. This ecological systems theory is composed of five organised sub-systems that help support and guide human growth (Bronfenbrenner, 1994). Integrating Bertalanffy's (1950), Blecher's (1983) and Betts's (1992) definitions, (Letseka, 1995) suggests that, a system can be seen as a set of interrelated and interacting elements which function as a whole or in a unit to achieve a common goal or purpose from which the researcher needs to reflect on, and situate the EMS teacher within the discourse of ecosystem theory. Hence, the researcher uses the ecological systems theory in order to place the EMS teacher within the wider social context of teaching and learning. Systems theory influenced as it is by this 'holistic view', seeks an understanding of educational problems of South Africa in the 1970s by treating social phenomenon as a 'totality' (Letseka, 1995).

The main tenets of this theory are interdependence, interrelationships and reciprocity (Deutsch, 1949; Stanne, Johnson & Johnson, 1999; Bolton & Oxkenfels, 2000; Johnson & Johnson, 2005; Johnson & Johnson, 2009; McGinnis, 2017; Austen, 2018) all of which emphasise that people are born within a web of relationships. In this regard, teachers are not working in a vacuum in order to teach EMS, they are working with a web of systems which theory will help to explore. For example, a school is a system with different sub-systems comprising staff, learners, curriculum and administration, interacting with other outside systems, such as the family or local communities (Pillay, 2004).

Interdependence refers to a mutually reliant on each other (Cambridge Dictionary on line, 2019). There is an interdependence between teacher and learner, they depend on each other in learning and teaching process. There is also in interconnection, linkage, alliance, relationship, tie-in, kindred, propinquity, liaison, relative, connection, affiliation, affinity, correlation, link, association (Cambridge Dictionary on line, 2019).

Interrelationships are the connections between multiple people or groups or parts of a system among other people, people or groups (Cambridge Dictionary on line, 2019). These relations refer to the way in which Grade 9 EMS teacher is connected to the learner and affect one another: the interrelationship between teaching and outcomes in the learners being able to meet their goals. Stanne, Johnson and Johnson (1999) asserted that cooperation promoted higher individual achievement and great productivity. They identify dependent variables were achievement of performance on motor tasks, interpersonal attraction, social support, and self-esteem (Stanne, Johnson & Johnson, 1999). ‘The way that teachers interact with their students is a prominent factor in differentiating one from the next in terms of impact’ (Springer International Handbooks of Education, 2019).

Reciprocity refers to mutual exchange in terms of reciprocal actions or relations between Grade 9 EMS’ teachers and the learners. Austen (2018), argues that the existence of reciprocal relationships based on trust is a necessary condition for the existence of all types of networks. Therefore, trust is very important for the achievement of goals and satisfactory network performance (Austen, 2018). The Grade 9 EMS teacher must facilitate the transfer of knowledge and skills to enable the learners to become successful in their live and enabling them to contribute to the well-being of the community, country and participate and compete at

international level. Pistorius (2011, p. 47) illustrated that ‘one of the requirements of an EMS teacher is that they have not only the academic knowledge of EMS but also the practical know-how of entrepreneurship.’

Schools are part of the entire social fabric, which cannot be treated in isolation from their socio-political and economic context (Letseka, 1995). The underlying argument is that the South African socio-economic and politic fabric is a ‘system’ and a structure such as education, the law, the courts, prison, governance, the economy, financial institutions, and so forth, are all ‘sub-systems’ of the main ‘system’ (Letseka, 1995).

It is also argued that an adequate understanding of how a particular system behaves depends on an adequate understanding of how the individual sub-systems influence/are influenced, affected/are affected, inform/are informed by their relationships with one another; that the entire system can only be critically and meaningfully reflected upon if it is viewed as a ‘totality’ (Letseka, 1995).

Drawing on Betts (1992) and Letseka (1995) who argue that a shift from viewing education as a system, where one teacher provides information to many students towards a system in which there are many information resources available for one student, and not only one of which the teacher instructs the entire learning process. Furthermore, if we share the view of a learning process, and we agree that learning is completely different from instruction, in the rigid military sense then it will not be difficult to acknowledge that education as a system ought to be an open system characterised by inquiry, sharing of information, dialogue, debate, contestations, constructive criticism, creativity and generally interaction at various intellectual levels (Letseka, 1995).

According to Higgs (1995), the systems approach encourages the examination of the relationships and functions between subsystems. Moreover, the author outlined that the essence of the systems approach lies in realising that, with any problem involving a system, it is necessary to recognise both the resources available as well as its limitations. Similar to the ecological systems theory the researcher also used the asset-based approach (Kretzmann & McNight, 1993), in this study. Bronfenbrenner’s theory is an attractive one for our work around high school reform because it is expansive, yet focused; one eye is trained on the

complex layers of school, family and community relationships, while the other is sharply focused on individual student development (Leonard, 2009).

Figure 2 places the teacher and learner setting in the centre of various microsystem-level settings and exosystem-level settings are the furthest from the centre (Leonard, 2009). The historical nature of this study allows us also to address the chronosystem (Leonard, 2009) in which peers, home, school, parents' work place, and church or believes have an impact on teaching and learning process.

3.3. ASSET-BASED APPROACH

The asset-based approach is relationship driven (Ebersöhn & Eloff, 2006). According to Ryan (2008), assets refer to skills, gifts, resources, capacities and strengths that are shared with individuals, institutions, associations, the community and organisations.

Assets can be described as the collective resources which individuals and communities have at their disposal and are a part of every person, although they are not necessarily used purposefully or mindfully (McLean, 2011). In addition, (Ryan (2008) argues that the Asset-Based approach is based on the belief that people who feel connected through supportive relationships, develop more rapidly and become people with resources who can resolve problems in partnership with professionals.

Kretzmann and McNight (1993) explain that each community boasts a unique combination of assets upon which to build its future. A thorough map of those assets would begin with an inventory of the gifts, skills and capacities of the community's residents which will require a change in individual Grade 9 EMS teachers and organisational attitudes, values and practice (Kretzmann & McNight, 1993; McLean, 2011).

The reason to incorporate the asset-based approach helps to identify and indicate that there are resources and assets in every system in the lives of the EMS teacher. It helps to identify the capacities of individual Grade 9 EMS teachers and how they engage or not with other resources such as, learners, other teachers, teaching resources within the school and beyond, in their teaching of EMS.

3.3.1. Capacity of the School

In a report to the Minister of Education by Christie et al., (2007) it has been argued that capacity is an essential part of school performance, and that it is a component of the accountability that enables the schools to meet the demands of external accountability, manifested in good learner performance. Building the capacity of teachers (their knowledge, skills and use of resources) is a critical dimension of enabling schools to address their central tasks of teaching and learning. “School improvement cannot be achieved unless schools have teacher capacity”. Leadership- in different forms and at different levels within schools- is an important dimension of school organisation (Christie et al., 2007, p.114).

The research undertaken by Christie and colleagues (2007) therefore provided an account of schools that use their results and provide a summary analysis of their dynamic success as follows:

- these schools were focused on their primary task of teaching and learning with a sense of purpose, responsibility and commitment;
- they carried out their tasks (teaching and learning, supported effectively by management and leadership) with competence and confidence;
- their organisational cultures supported hard work, achievement and success; and
- their internal accountability structures enable them to meet the demands of external accountability, evidenced most particularly in Senior Certificate results.

3.3.2. Teachers’ capacity

In the case of the school as an organisation, one group of participants involved the teacher (Kleinsasser, 2000). For instance, the extent to which the school has defined successful teaching guides on how students are taught in the classroom (Kleinsasser, 2000).

How a teacher interacts with students translates into products that are important to education and the agreed upon way in which teachers and students interact are all critical factors in determining student outcomes (Englehart, 2009). When students are recognised as having important contributions in school, they come to know that discourse and negotiations are valued skills, and they will have opportunities to use them. Here, the lesson embedded in the curriculum is one that can expand the possibilities of the student even beyond the school setting. Here, the student is better able to acquire the interpersonal skills necessary for success

in the adult world. ‘The second way that a teacher can facilitate student social development is by acting as a model for desirable social behaviors. Students see teachers at their best. Teachers must recognise that their actions have effects beyond the utilitarian purpose for which they were enacted’ (Englehart, 2009, p. 716).

In practice, it is true that teaching does not take place in isolation. Teachers request for parental involvement, asking parents to participate in the schooling of their children, particularly surrounding the issue of achievement (Lareau, 1987) and discipline. A “teacher’s cohesiveness has very strong relationships with teacher collaboration, faculty goal setting, management of student behaviour, and teacher learning opportunities while having strong relationships with teacher complaints and teacher evaluation” (Kleinsasser, 2000, p. 276-277).

3.3.4. School infrastructure

UNAIDS (2002) cited in Khanare (2009) argues that schools’ physical infrastructure can be used in training and skills development and in promoting increased access to quality basic education for all children.

3.3.5. Mobilisation and mapping schools’ assets

The asset-based approach assessment begins with what is present in the community rather than what is absent (Ryan, 2008). Therefore, asset mapping means to identify the initial list of potential participants and incorporate as many partners as possible from inside and outside the immediate environment (Khanare, 2009). However, asset mapping refers to the ways in which individual Grade 9 EMS teachers and groups of other educators within the school system (and outside the school environment) such as HODs, Principals of the schools, subject advisers, institutions, etc.

This is to provide their contributions in terms of planning, mobilise available resources and utilisation of these resources in order to meet the needs of learners. According to Ryan (2008), the way of recognising assets is by drawing an ‘asset map’ of all the skills, talents, capacities and resources that are available. In that regard, Ryan’s (2008) drawing on Ammerman & Park (1998) proposes the three levels of community asset assessment including:

- “An individual capacity inventory of specific skills, talents, interests and experiences of community members;

- An inventory of local citizen associations and organisations that include both formal and informal groups;
- An inventory of local institutions, e.g. parks, libraries, schools, colleges, hospitals, clinics, banks, police department and other business” (Ryan, 2008, p. 17).

Similarly, according to Kretzman and McKnight (1993) cited in Ryan (2008), mobilisation involves connecting people with other people, local associations, local business, local institutions and capital and credits.

The Best Practice Brief No. 4 published by the Michigan State University identified other forms of conceptual mapping including Mapping Public Capital and Cultural Mapping. Therefore, according to the Brief, Public capital is identified as (Michigan University, 1998-1999):

- Social gatherings that enable people to learn about what is happening in the community;
- Organised spaces for interaction where people can learn about, discuss, and act on community challenge;
- Catalytic organisations that spur discussion on community challenges and marshal a community’s resource to move ahead; and
- Safe havens for decision makers to meet for unofficial candid discussions.

Moreover, the Brief reported that cultural mapping consists of examining long-term customs, behaviours, and activities that have meaning to individuals and to the community. Therefore, the information for cultural mapping is gathered by face-to-face interviews; and the communities use cultural mapping as a tool for self-awareness to promote understanding of the diversity within a community and to protect and conserve traditions, customs, and resources emphasised in the Briefing report.

According to Mourad and Ways’ (1998) cited in Khanare (2009, p. 29) there are three “tiers” of community assets that could be adapted to mobilise assets in order to respond to the issues of learning and teaching EMS in the school context. These three tiers are namely the primary, secondary, and the ‘outside’ tiers, each of which is explained below:

Primary tier: The most easily accessible assets are typically those that are located within the school: teachers, learners and the school physical infrastructure.

Secondary tier: the next ‘tier’ of assets available are those that are located inside the neighbourhood but are not controlled by the school (local health centres, faith-based organisations, cultural groups, local businesses and police stations).

An ‘outside’ tier: The least accessible assets will be those that are ‘outside’ the community, both in location and ownership (private businesses, national corporations, and non-governmental organisations).

3.3.6. Individual Capacity

Each school boasts a unique combination of assets upon which to build the future of all children, and in teachers and learners one can discover a vast and often surprising array of individual talents and productive skills (Khanare, 2009). The tensions in Grade 9 EMS teachers may be linked to poor academic performance of the learners in the highlighted learning area, especially in Accounting, learners’ coping problems, poor family relations to help the learners and students’ dropping out of school due to social ills such as smoking, alcohol, drug abuse, early pregnancies, and so forth.

3.3.7. Neighbouring capacities

The key to neighborhood regeneration is not only to build upon those resources which the community already controls, but to harness those that are not yet available for local development purposes (McKnight & Kretzmann, 1996).

3.3.8. Institutions’ capacities

In addition to the individual and local association capacities that make up the asset base on which the school can draw, there are more formal institutions (Khanare, 2009). These include involving the private sectors, Non-Governmental Organisations (NGOs) and public sectors such as the universities and colleges, hospitals, police stations, media, national corporations, and international organisations. For example, the KwaZulu-Natal Department of Education offers workshops on the implementation of CAPS in schools. The University of KwaZulu-Natal and University of South Africa (UNISA) also offer a range of programmes related to teaching and teachers’ development. Universities and local municipalities’ libraries, and internet facilities can be accessed by both teachers and learners for teaching and learning in schools.

In the same perspective, the findings of a study conducted in Botswana by Sithole and Lumadi (2013) revealed that Business Studies teachers mostly relied on instructional materials supplied by the school and did not include locally available business community resources. These resources were said to be in abundance and could have been sourced for minimum expenditure of money and energy, as well as to maximum use. The study concluded by recommending that teachers should be more resourceful and attempt to incorporate improvisation into their schemes of work and lesson plans to foster creativity and financial independence from the school (Sithole & Lumadi, 2013).

3. 4. JUXTAPOSITION OF THE BRONFENBRENNER ECOLOGICAL THEORY TO THE ASSET-BASED APPROACH.

The exploration of Bronfenbrenner and the ecological theory (Bronfenbrenner, 1994; Paquette & Ryan, 2001; Lake, 2003) jointly with the asset-based approach (Kretzmann & McNight, 1993; McKnight & Kretzmann, 1996; Eloff & Ebersöhn, 2001; Pinkett, 2000; Mathie & Cunningham, 2003; Ryan, 2008; and McLean, 2011) is an attempt to offer a framework to understand the study.

Figure 3 attached (see, page 137) shows how these two existing theories have been presented as the theoretical framework and how they have been used to respond to the research questions. However, the juxtaposition indicates that teachers are not working in a vacuum in order to teach EMS, instead they are working within a web of systems which this theory will help to explore. It has been shown that a school is a system within different subsystems comprising staff, learners, curriculum and administration, interacting with other outside systems, such as the family or local communities (Pillay, 2004).

The five systems within the Bronfenbrenner's theory are the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem that help support and guide human growth (Lake, 2003; Bronfenbrenner, 1994). All these sub-systems are in perpetual and mutual interaction within which the teacher and the school environment are in a constant state of flux and their power of interaction depends on the content and structure of elements as well as resources underlying the system and its impact on various aspects of the teachers' life, on the state, development and socialisation of the teacher.

3.4.1. The microsystem and related assets

The microsystem is the inner most layer (the core) represents how teaching/learning takes place in the classroom setting. There is a teacher and a learner who interact with each other, they both use the resources available to them such as a book in a given infrastructure or physical setting.

According to Leonard (2011), the inner circle, which he calls the microsystem, describes each setting in which the child has direct, face-to-face relationships with significant people such as parents, friends, and teachers. This is where students live their daily lives and where they develop (Leonard, 2011). Ordinarily, there are cross relationships between these small settings (Leonard, 2011) in which there are available resources on which the Grade 9 EMS teacher can draw while teaching.

Paquette and Ryan (2001), suggest that at this level, relationships are bi-directional, namely from the child and towards the child. This is an indication that there is a link between the juxtaposition of the Asset-based approach to Ecological Theory because of the interactions among individuals when individuals are accomplishing their goals is a result of these interactions and resources available within their setting.

Deutch, 1949; 1962; Johnson, 1970; Johnson and R. Johnson cited in Johnson and John (2005) assert that social independence exists when the accomplishment of each individual's goals is affected by the actions of others. In addition, Johnson and Johnson (2005) identified two types of social interdependence, positive (cooperation) and negative (competition):

- Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals are cooperatively liked, also when they reach their goals and therefore, promote each other's efforts to achieve the goals.
- Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively liked fail to obtain their goals, and therefore obstruct each other's efforts to achieve the goals.

In the same way, Johnson and Johnson (1999) as well as Johnson and Johnson (2009), concur that cooperation tends to induce and be induced by mutual assistance in terms of exchange of need resources and trust and agreed that competition tends to induce and be induced by the

obstruction of each other's success, tactics of coercion and threat, enhancement of power differences, deceptive communication, and striving to "win" conflict. Individualistic efforts tend to induce and be induced by an avoidance of other people (Johnson and Johnson (2009).

Among the advantages of the social interdependence theory is that it is advocating for individual accountability and personal responsibility as well as for promoting interaction (Johnson & Johnson (2009). Individual accountability exists when the performance of everyone is assessed and the results are given back to the individual and the group to compare against a standard of performance (Johnson, 2009).

Student-centred or teaching and learning work happens at the microsystem level and involves teachers, learners and their peers, Principals of the schools and home. However, here, the researcher used the term 'assets' to signify all resources, actions, transactions, abilities, inner strengths, possessions and so on that Grade 9 EMS teachers have but not yet fully realised. They underlined that assets also imply a basic understanding of the necessity to coordinate resources in a sustainable manner (Chikoko & Khanare, 2012). Furthermore, the literature suggested that a Grade 9 EMS teacher is a resource within the Commerce teaching field in terms of knowledge, skills, behaviours and attributes towards learners. As a result, Grade 9 EMS teachers should begin to develop from the start of their teaching career and continue to build on their teaching techniques and they also need to consider all the valuable resources within the community and educational sphere.

Teachers who can change the way that teaching takes place in the classroom are able to make sure that children learn and gain knowledge that is beneficial to them. This knowledge should be able to help them achieve personal success (especially future growth) and the ability to contribute to the economic growth of the country. In this instance, I focus more on what is currently presented in the schooling environment and explore what are the intrinsic capacities of the teacher and the environment in which they teach the subject.

3.4.2. The mesosystem and related assets

According to Berk (2000) cited in Paquette and Ryan (2001), this layer provides the connection between structures of the child's microsystem. Examples include connections between the child's teacher and parents, between his/her church and his/her neighbourhood (Paquette &

Ryan, 2001). In addition, Kretzmann and McNight, (1993), pointed out that each community boasts a unique combination of assets upon which to build its future.

A thorough map of those assets would begin with an inventory of the gifts, skills and capacities of the community's residents which will require a change in individual Grade 9 EMS teachers and organisational attitudes, values and practice (Kretzmann & McNight, 1993; McLean, 2011). Therefore, the reason to incorporate the asset-based approach helps to identify the resources and assets that are available in the lives of EMS teachers. It helps to identify the capacities of individual Grade 9 EMS teachers and how they engage or not with other resources such as, learners, other teachers, teaching resources within the school and beyond, in their teaching of EMS.

3.4.3. The exosystem and related assets

School partners lie in the exosystem outside the daily school environment (Leonard, 2009). Paquette and Ryan (2001) define this layer as the larger system in which the child does not function directly and the structures in this layer impact the child's development by interacting with some of the structures in their microsystem. Logically, partners will have more positive impact on student development when they operate at the microsystem level in direct relationships (Leonard, 2009). Parent workplace schedules or community-based family resources are examples (Paquette & Ryan, 2001).

In order to achieve these aims, this study puts the Grade 9 EMS teacher at the centre of the teaching and learning process and explores how the teacher survives during that process. This study intends to contribute to the discussion of teachers' strengths, abilities, and capacities to overcome the deficiencies in terms of mapping, identifying, and accessing, mobilising and sustaining available school-based "asset" or/and outside school resources in order to improve their expertise and practices of teaching EMS as a learning area in South African schools.

In addition, this study hopes to provide background information regarding teachers' involvement with more emphasis on teachers' outcomes instead of teacher deficits in helping learners, by designing, developing and implementing an instructional strategic plan that meets the needs of all learners. In other words, in this context, the researcher explores the positive role of the EMS teacher as an agent of change and transformation of the society. It is suggesting that the teacher is not the only stakeholder or player in the teaching and learning process, but

he/she is seen as a leading available resource that learners have and can rely on in the classroom context.

Therefore, the study praises and accounts for the confidence and commitment of the teachers with respect to the trust they have gained from schools/universities and training centres, community, government institutions and various stakeholders as well as the way they mobilise, available resources/assets within and/or around them and supporting them to become more confident and proactive to engage with their learners for change and, thus, achieve the learning and teaching outcomes. The teacher remains a valuable source of wisdom, skills and support to the learners.

Teachers need support from society as a whole and in particular from every stakeholder involved in education such as learners, schools' government bodies members, colleagues and school staff members, parents, community and NGOs, government sector (DoE, Department of Health, Department of Sport, Department of Social Department, etc.) private sector and parastatal companies sounding the school or outside school environment.

Drawing on Donald et al. (2007), Beyers and Hay (2011) added that transformation of the school system can, however, change effectively only if individual stakeholders such as teachers examine and modify their values, understanding and actions accordingly. Because globally, teachers' professional development is changing rapidly we are aware that even the 'most recent' literature may present model or experiences that are no longer implemented in a particular country (UNESCO, 2003, p.8).

3.4.4. The macrosystem and related assets

This layer is considered as the outermost layer in which the child develops (Paquette & Ryan, 2001). In this way, the business community reached vertically up through the Bronfenbrenner circles – far beyond the power and reach of the local school leaders – to help promote city-wide reforms for school improvement and gains in student development (Leonard, J., 2011). Therefore, Bronfenbrenner (1997), suggested that research on the ecology of human development should include experiments involving the innovative restructuring of prevailing ecological systems in ways that depart from existing institutional ideologies and structures by redefining goals, roles, and activities and providing interconnections between systems previously isolated from each other.

The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers (Paquette & Ryan, 2001). However, children do not have the constant mutual interaction with important adults that is necessary for development. According to the ecological theory, if the relationships in the immediate microsystem breaks down, the child will not have the tools to explore other parts of his/her environment (Paquette & Ryan, 2001). Children looking for the affirmations that should be present in child/parent or child/other important adult relationship look for attention in inappropriate places (Paquette & Ryan, 2001). According to Addison (1999) cited in Paquette and Ryan (2001), these deficiencies show themselves specifically in adolescence as anti-social behaviour, lack of self-discipline, and inability to provide self-direction.

The overview of contents of the Grade 9 EMS syllabus as structured in the CAPS (DoE, 2011) will help the teacher to connect the universities and other higher education institutions, school committee, business community, foundations as well as media in order to select resources to teach/learn the following (Barnard et al., (n.d):

- The needs and wants of different communities in societies
- The nature, process and production of goods and services, and business activities within the different sectors
- Financial management, according as a tool for managing a business, and record keeping
- The influence of demand and supply, and pricing
- The flow of money and, goods and services between households, business and government, and the rights and responsibilities of different role players in the economy.
- The way in which to achieve sustainable growth, reduce poverty and distribute wealth fairly, while still pursuing profitability.
- Entrepreneurial skills and knowledge needed to manage the self and the environment effectively.
- Basic aspects of leadership and management
- The role of savings in sustainable economic growth and development
- Trade unions and their influence on the economy
- The importance of using resources sustainably, effectively and efficiently
- The functioning of both formal and informal businesses.

In this way, the involvement of the mentioned elements within the macrosystem in teaching and learning EMS will help the Grade 9 EMS teacher to prepare and produce learners gradually assume greater responsibility for student outcomes. This will help to produce independent adults who will be able to create jobs for themselves and employ other people in their respective communities. Rather than waiting for students to emerge from the school as candidates for employment or higher education, the partners in a macrosystem should also be involved and began to work with students while they are still in school, then work with teachers and administrators.

3.4.5. The Chronosystem

This system encompasses the dimension of time as it relates to a child's environment (Paquette & Ryan, 2001). The main element within this system can be either external, such as the time of a parent's death, or internal such as psychological changes that occur with the aging of a child (Paquette & Ryan, 2001). As children get older, they react differently to environmental changes and may be more able to determine more how that change will influence them (Paquette & Ryan, 2001). This may also apply to the teacher who would like to improve and develop in consulting his/her peers, discuss with his/her HODs, subject advisers, or attending professional development workshops or further study at a given time.

3.5. CONCLUSION

This chapter explored the Bronfenbrenner and the Ecological Theory jointly with the Asset-Based approach in an attempt to offer a framework to understand the study. However, the chapter focused on details of the Grade 9 EMS teachers' experience of teaching EMS as an integrated subject and not the whole school reform. The juxtaposition of these two conceptual frameworks indicated that teachers are not working in a vacuum in order to teach EMS. They are instead working within a web of systems in which there were available resources they could draw on to teach EMS as an integrated subject.

The next chapter will focus on the research design and methodologies for the study. The researcher will present a comprehensive explanation of the research design, the strategies utilised during the data collection and data analysis in order to explore the Grade 9 Teachers' experiences of teaching EMS in three selected secondary schools.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

The first three chapters of this dissertation discussed the contextual background leading to the curriculum change and the introduction of teaching and learning EMS as an integrated subject in South African schools' context. The statement of the problem, motivation and significance of the study followed by the research objectives and questions were also discussed. In addition, different definitions which stem from different perspectives and their implications for designing an EMS curriculum and a working definition of the concept curriculum for this study were provided.

Furthermore, discussions and the conceptualisation of the concept of integration were explored globally, locally and across disciplines as well as within EMS as an integrated discipline, between EMS and other disciplines. These discussions had shown the need for teachers' paradigm shift, teachers' changes in curriculum implementation as well as the factors that influence teachers' attitudes towards EMS curriculum integration. It has also been highlighted that teachers are now expected to have much broader roles, considering the individual development of children and young people. This also includes the management of the learning process in the classroom, the development of the entire school as a "learning community" and connection with the local community and the wider world (OCD, 2005). The exploration of Bronfenbrenner's ecological theory jointly with the asset-based approach was an attempt to offer a framework to understand the study. These have been presented as the theoretical framework and will be used to respond to the research questions.

This chapter focuses on the research design and methodologies for the study (Bhattacharjee, 2012). This chapter discusses the tactical strategies allowing the researcher to establish the feasibilities of the research assuming that, generally, it is feasible (Cohen et al., 2011). There is also an important need to consider and clarify distinctions made between methodology and methods, approaches and instruments, styles of the research and the ways of collecting data (Cohen et al., 2011).

4.2. RESEARCH DESIGN

Research design is a comprehensive plan for data collection in an empirical research project (Bhattacharjee, 2012). It is a “blueprint” for empirical research aimed at answering specific research questions or testing specific hypotheses and must specify at least three processes: (1) the data collection process, (2) the instrument development process, and (3) the sampling process.

I present a comprehensive explanation of the research design, the strategies utilised during the data collection and data analysis in order to explore the Grade 9 Teachers’ experiences of teaching EMS. The case study was relevant to guide the design process of sampling, generating and collection of data in this study. There were three selected secondary schools within the Ethusini and Umkhumbane Circuits in Umlazi Department of Education District in Durban, Province of KwaZulu-Natal in South Africa.

4.3. RESEARCH PARADIGM

Different authors have used the term paradigm differently, which leads to some confusion (School of Education and Development, 2010). The exact number of world views (paradigms) and the names associated with a particular paradigm vary from author to author, but one generally accepted list includes three paradigms: (1) Post positivism, (2) Critical theory, and (3) Interpretivism (School of Education and Development (2010).

This study was located within the interpretive paradigm. The interpretive paradigm aims to describe how members of the society make sense of their worlds, and how they make meaning of their particular activities or actions (Cohen et al., 2011; De Vos et al., 2005). The purpose of using the interpretive paradigm in this study is to gain a better understanding of the world from an individual Grade 9 EMS teacher’s perspective through his/her experiences in teaching that learning area. In other words, an interpretive paradigm’s drive is to develop a better understanding of how Grade 9 EMS teachers make sense of the environment or context in which they live and work.

4.4. RESEARCH APPROACH

The researcher in this study adopted a qualitative approach as the study is concerned with understanding the experiences of Grade 9 teachers in teaching EMS. One distinguishing

characteristic of qualitative research is the fact that the researcher attempts to understand people in terms of their own definitions of their world (Merriam, 2002). The researcher does not aim to predict what participants will do, but rather to understand how participants construct their real world.

The word qualitative implies an emphasis on the qualities of entities and on processes and meaning that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency (Denzin & Lincoln, 2000). Furthermore, according to Denzin and Lincoln (2005) cited in Joubish (2011) qualitative research is defined as ‘multiple-methods in focus, involving an interpretative, naturalistic approach to its subject matter’ (p. 2083). It does not just rely on statistics or numbers which are the domain of quantitative researchers (Joubish, 2011). In contrast, quantitative studies emphasise the measurement and analysis of casual relationships between variables, not processes (Denzin & Lincoln, 2000). In other words, qualitative researchers study things in their natural settings and attempt to make sense of or interpret phenomena in terms of the meaning that people bring to them (Joubish, 2011).

The approach to qualitative research views the participants as the experts and allows for an in-depth exploration of their complex lived reality. The key concern here is to understand the phenomenon of interest from the participants’ and not the researcher’s perspectives. Realities are thus treated as pure ‘phenomena’ and the only absolute data from where to begin.

Denzin and Lincoln and Merriam (2011) stress that the advantage of using qualitative methods is not only to generate rich, detailed data that leave the participants’ perspectives intact and provide multiple contexts for understanding the phenomenon under study but also among the specific strengths of using qualitative methods to study social science research problems is the ability to:

- Obtain a more realistic view of the lived world that cannot be understood or experienced in numerical data and statistical analysis;
- Provide the researcher with the perspective of the participants of the study through immersion in a culture or situation as a result of direct interaction with them;
- Allow the researcher to describe existing phenomena and current situations;

- Develop flexible ways to perform data collection, subsequent analysis and interpretation of collected information;
- Yield results that can be helpful in pioneering new ways of understanding;
- Provide a holistic view of the phenomena under investigation;
- Interact with the research subjects in their own language and on their own terms;
- Create a descriptive capability based on primary and unstructured data.

Along with the advantages, there is a variety of disadvantages in the use of qualitative methods. Denzin, Lincoln and Merriam (2011) have identified some specific limitations associated with using qualitative methods to study research problems in the social sciences including:

- Drifting away from the original objectives of the research in response to the changing nature of the context;
- Arriving at different conclusions based on the same information depending on the personal characteristics of the researcher;
- An inability to investigate causality between different research phenomena;
- Difficulty in explaining the difference between the quality and quantity of information from different respondents and arriving at different, non-consistent conclusions;
- Requiring a high level of experience from the researcher to obtain the targeted information from the respondent;
- Lacking in consistency and reliability because the researcher can employ different probing techniques and the respondent can choose to tell some stories and ignore others;
- Generating of a significant amount of data that cannot be randomised into manageable parts of analysis.

Qualitative research is also used to gain insight into people's attitudes, behaviours, values, systems, concerns, motivations, aspirations cultures or lifestyles. According to Joubish (2011), qualitative approaches to research are based on the 'world news' which is holistic and has the following beliefs:

- There is not a single reality;
- Reality is based upon perceptions that are different from each person and change overtime;

- What we know has meanings only within a given situation.

Therefore, qualitative research allows the researcher to be flexible in terms of using a variety of methods to generate data including the use of non-conventional methods such as creative images. It helps the researcher to gain understand of the Grade 9 EMS teachers' experiences and the social contexts within which they are working. The goal here is for understanding a teaching/learning phenomenon from the point of view of these teachers (participants) in relation to the schools. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry.

4.5. RESEARCH STRATEGY

A Research Strategy is a systematic plan of action that gives direction to researcher thoughts and efforts, enabling him/her to conduct research systematically and on schedule to produce quality results and detailed reporting (Dinnen, 2014). This enables the researcher to stay focused, reduce frustration, enhance quality and most importantly, save time and resources (Dinnen, 2014).

The researcher employed the use of the case study as a research strategy. Pandya (2012) defines a case study research as descriptive research that involves describing and interpreting events, conditions, circumstances, or situations that are occurring in the present. Cohen, Manion and Morrison (2011) argue that a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles. They also mention that case studies can establish cause and effect ('how' and 'why') in a real context. Further, they emphasise that contexts are unique and dynamic, hence case studies investigate and report the real-life context, complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance.

This study employed the case study design because case studies are based on an in-depth holistic exploration of the research under investigation. The research used the single case study of the experience of Grade 9 EMS teachers of teaching EMS in three selected schools in Durban.

4.6. SELECTION OF THE RESEARCH SITE

The study was conducted in Durban, in the Province of KwaZulu-Natal in South Africa. Durban is situated in the eastern part of South Africa and is made up of townships, suburbs and residential areas.

My field of study is the three secondary school selected and located in a particular geographical area within Mayville in the Umlazi District, in Durban, province of KwaZulu-Natal, in South Africa. It is also restricted to Grade 9 EMS teachers in the selected schools in Ethusini and Umkhumbane circuits. The researcher has selected the three schools because of their locations next to his work place. The three schools are discussed below and the names used are not real.

4.6.1. PROFILE OF SCHOOL “A” AND ITS SURROUNDING COMMUNITY

Secondary school ‘A’ is a government school, which is fully administrated and controlled by the KwaZulu-Natal -Department of Education. This school is situated in a poorer part of the area.

4.6.1.1. Geographic Information

Geographically, the school is located in the Province of KwaZulu-Natal, in the EThekweni Municipality. The DoE, states that the school is situated in the Umlazi District, in the Ethusini circuit in the KZN DoE. The school is mostly a Black populated school. It caters for 1243 learners with a total of 43 educators, 3 security guards and cleaners and 10 active governing body members.

4.6.1.2. Historical background of the school

In terms of the historical background of the school, it is important to take note that school “A” was built under the initiative of the Chesterville Cato Manor Development Association (CMDA). However, the community was able to identify the need to build schools and fundraise because they were worried about the invasion of growing numbers of people from the rural areas who had children not attending schools. The school was built using funds from the European Union.

4.6.1.3. Socio-economic background

The school is surrounded by informal settlements riddled with shacks. However, government houses have also been recently erected.

4.6.1.4. Social services in the area

There is one clinic, and one hospital in the area however because it is a private hospital Cato Manor residents have no access to it. Consequently, they must go to either King Dinizulu which is about 10km from the settlement, or King Edward hospital, which is about 4km away from the area and the latter being the referral hospital because of its proximity to the area.

There is a library, and one police station. There are five primary schools in the area and five secondary schools, with the University of KwaZulu- Natal 2km away (UKZN).

4.6.1.5. Types of businesses in the area

There is a Hardware Store, a supermarket and several small businesses where vendors sell all sorts of merchandise on the streets.

4.6.1.6. Business owners

Most business owners are Indians and Black Africans are vendors, however in terms of profitable businesses Indian business owners are the more successful.

4.6.2. PROFILE OF SCHOOL “B” AND ITS SURROUNDING COMMUNITY

4.6.2.1. The school

School B is a public secondary school. This is a Black (African) school which was built to accommodate African children in the area. Initially, it was known as a technical school, but the idea was not materialised because of several issues that the school faced and thus it became a normal secondary school.

In terms of performance, the school had its first Matric class in 2004 and it obtained a 36% pass rate. In the years that followed pass rates increased gradually to 50%, 90% and to 100%.

4.6.2.2. Department of Education Demarcation

According to the KZN DoE, the school is situated in Ethekewini Region, in the Umlazi district, Durban central or Umkhumbane circuit.

4.62.3. Socio-economic background

The socio-economic background of the population in this area has been defined as poor, with 90% of the population relying on state grants. This is made worse by the high levels of unemployment in the area. The community is characterised by high levels of crime.

There is a housing problem in the area with several squatter camps. People are desperate as they do not have adequate housing. In terms of types of business in the area, there are seven taverns, two butcheries and two petrol stations owned by a Black majority.

The school has 35 educators; 940 learners; two security guards and three cleaners and eight active Governing body members. The DoE provides textbooks, pays the water and electricity, as well as paying for learners who have been exempted from paying school fees (as per policy).

In terms of business partnerships in the area, La Farge has been the forerunner in supporting the community.

4.62.4. The role of the Department of Social Development

At the time of our data collection, it was revealed that the school is working closely with the Department of Social Development (DoSD) to support learners. They were able to introduce a person responsible for the welfare of the learners who reported hunger or starvation due to poverty. The Department provides food and other items to the learners identified as needy within school.

In addition to the DoSD learners' support programme, churches were also reported to have supported learners who belonged to their denominations.

4.6.3. PROFILE OF SCHOOL "C" AND ITS SURROUNDING COMMUNITY

The school was established in 1994. It is a school with a mix of Black, Coloured and Indian learners, with mostly Indian personnel in managerial positions.

4.6.3.1. Geographical information on socio-economic background of the area of the school

The school is located in the Province of KwaZulu-Natal, in the eThekweni Region, in the city of Durban, in Mayville/Cato Manor suburb. The socio-economic background of the area is low to moderate with high levels of unemployment resulting in high levels of crime.

Department of Education's demarcation

The secondary school is part of the Umlazi District, Umkhumbane District.

4.6.3.2. The statistics

According to a participant interviewed on the 18th of April 2017, there were 856 learners in the school of which 95% were Black and 5% were Indian and Coloured. There are 32 educators and six non-teaching staff and nine active Governing body members.

4.6.3.3. Government service providers in the area

There is a hospital, a clinic, a library, one Police Station, one Primary school and one community. The school is located 8 km away from Howard College, UKZN. The school only benefits from support from the DoE in terms of subsidies for textbooks and stationery.

4.6.3.4. Types of business activities in the area and their impact on the school

There are small informal businesses owned mostly by African people who do not provide any support to the school.

4.6.3.5. The neighbouring schools and other stakeholders in the area

The school has a good relationship with the neighbouring schools in terms of networking with them. In addition, the school maintains a good working relationship with the University of KwaZulu-Natal, Edgewood College regarding the support it is providing to the student teachers. There are also NGOs such as Safer Cities that conduct leadership programmes in the school.

The school provides space for church services and other religious activities. Pravesh indicated that it was very important to take note that all learners in Grade 9 do EMS, but very few continue in FET phase doing commerce subjects. We need to encourage more learners to do business subjects and become Entrepreneurs as they do not choose the subject because they feel that it is very difficult.

4.7. POPULATION

A population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study (Bhattacharjee, 2012). The unit of analysis may be a person, organisation, country, object, or any other entity from which you wish to draw scientific inferences. Therefore, the accessible population for this study were the Grade 9 EMS teachers in three selected schools in Umlazi District in Durban.

4.8. SAMPLING PROCEDURES AND METHOD

The quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen, Manion, & Morrison, 2013). However, for the purpose of this study, the selectivity, which is built into a non-probability sample, derives from the researcher targeting a particular group, in full knowledge that it does not represent the wider population; it simply represents itself (Cohen et al., 2013). This is frequently the case in small-scale research, for example, as with one or two schools, two or three groups of students, or a particular group of teachers, where no attempt to generalise is desired (Cohen et al., 2013).

Cohen et al. (2013), highlighted that there are several types of non-probability sampling including convenience sampling, quota sampling, purposive sampling, dimensional sampling and snowball sampling. Each type of sample seeks only to present itself or instances of itself in a similar population, rather than to represent the whole, differential population (Cohen et al., 2013).

Along with a purposive sampling method, the researcher also used the convenience sampling technique in order to find a group of individuals EMS teachers in selected schools available for the study (Wallen, 1991). Convenience sampling, also called accidental or opportunity sampling, is a technique in which a sample is drawn from that part of the population that is readily available, or convenient (Bhattacharjee, 2012).

According to Cohen et al. (2013), convenience sampling –or, as it is sometimes called, accidental or opportunity sampling- involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time. Marshall (1996), asserts that although the convenience sampling technique may result in poor quality data and lacks intellectual credibility, it is the least costly to the researcher, in terms of time, effort and money, and is a more thoughtful approach to the selection of a sample that is usually justified. Similarly, the researcher simply chooses the sample to which he/she has easy access (Cohen et al., 2013).

According to (Cohen et al., 2013), as its name suggests, a purposive sample has been chosen for a specific purpose. Daniel (2012) noted that purposive sampling is a non-probability

sampling procedure in which elements are selected from the target population based on their fit with the purpose of the study and specific inclusion and exclusion criteria. In addition, Daniel (2012), asserts that in purposive sampling, elements are not selected simply based on their availability, convenience, or self-selection; instead, the researcher purposely selects the elements that satisfy specific inclusion and exclusion criteria for participation in the study.

There are five major steps in selecting a purposive sample (Daniel, 2011):

- Define the target population.
- Identify inclusion and exclusion criteria for sample.
- Create a plan to recruit and select population elements that satisfy the inclusion criteria.
- Determine the sample size.
- Select the targeted number of population elements.

The selection of the three schools was justified by the fact that these schools were located close to my work place, and because of my teaching experiences as a qualified EMS teacher. In addition, the travelling distances among these schools were more convenient. The easy access to the target group helped me move easily on field, and at the same time have rapid access to the needed information for the purpose of the study.

One Grade 9 EMS teacher and one School Management Team (SMT) member per school constituted the size of the sample of three participants (See Table: 2). However, I wanted the individual Grade 9 EMS teachers who had expertise, who were available to participate in the study, and able to advance my interests and provide in-depth knowledge and views in response to the research questions.

The School Management Team (SMT) members were also involved, in particular, the Principal of the school or his or her delegate because of their input in terms of the background information of the schools, and their understanding of the schools' relationships with different stakeholders within the surrounding community, region, and across the country. They shared the vision and the direction of the schools which were relevant for the purpose of this study. They were also able to provide information on EMS Curriculum management and difficulties

related to teaching/learning EMS as an integrated subject. In addition, they were able to share their own experiences of teaching or managing the curriculum within their particular schools. Most of the time, this happened as a spontaneous exercise, after I have introduced myself and talk a bit about the aim of visit to the school and, the presentation of the overview of my study. It was also depending on the availability of the Principal of the school on the first day for orientation, and with whom could I get orientation, before meeting with the Grade 9 EMS teachers. It was convenient and more thoughtful in terms of accessing field notes.

4.9. DATA COLLECTION METHODS

The study used a combination of three different methods used to collect data including: one-on-one or face-to-face interview, the collages made up by the Grade 9 EMS teachers and field notes.

After introducing the study to the participants and briefing them on what the study is all about, I began collecting data using the first research method as previously described. One-on-one interviews were used in order to gather data from the participants individually. The second phase of data collection involved the interpretation of individual collages by the participants. The third stage involved my own observation. I used observation in the light of the physical setting of the location of the study, teachers' setting as well as the interactions that took place, formal, informal, planned, unplanned, verbal, and non-verbal, at the school.

4.9.1. One-on-one Interviews

I conducted two series of interviews involving the Principals of the schools and Grade 9 EMS teachers separately. After the introduction of my study and the submission of my permission letters to conduct the research to the schools I arranged to get appointments with the Principals of the schools in order to collect information to profile the schools and surrounding communities and to identify the role of different stakeholders.

I engaged in conversations with three schools' Principals (or representatives) from June to December 2016. However, I had an opportunity to meet with Noluthando, Bonga, and Pravesh who were Principal at School A, Deputy Principal at School B, and HOD of Commerce at School C respectively.

Their views were clear and uniform regarding the socio-economic background of the area in which the schools are located in term of poverty, lack of housing and service delivery and the lack of parental involvement in their children's academic activities.

I also conducted four interviews with the Grade 9 EMS teachers in order to gain information that allowed me to answer the first question of the dissertation. Interviews provided rich data that painted a broad picture (Wilson, 2009) of Grade 9 EMS teachers' experience of teaching EMS in the selected schools. However, the interviews are a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen et al., 2013).

One-on-one or face-to-face interviews were conducted with the teachers using a set of questions as a guide line in order to obtain their perceptions and opinions as well as feelings with respect to their experiences of teaching EMS. It helped to discuss their interpretations of the world in line with their work and to express how they regard the situation from their own point of view (Cohen et al., 2013).

I used a voice recorder to record all the interviews and I was simultaneously taking notes. However taking notes during the interviews was very important for me, even if the interviews were tape recorded (FORUM, 2006): (1) to check if all the questions have been answered; (2) in case of malfunctioning of the tape recorder, and (3) in case of "malfunctioning of the interviewer" (in case I had forgotten to push the "record" button).

All participants were asked the same questions, but, I probed inductively on the key responses. However, probes throughout this section were determined for experiences with: the role of the DoE; subject advisers; libraries; universities; colleagues; learners; community; etc.

4.9.2. Collages

According to Weisstein (1978), the literal definition of collage is a form of art in which extraneous objects, paper cuttings, pieces of paper, string, etc., are glued on a surface.

A collage is a work of the visual arts, made from an assemblage of different forms, thus creating a new whole, often having a purposeful incongruity (Goferman, Tal, & Zelnik-Manor, 2010).

Collages have been a common form of artistic expression since they first appeared in China around 200 BC (Goferman et al., 2010). Recently, with the advance of digital cameras and

digital image editing tools, collages have gained popularity also as a summarisation tool (Goferman et al., 2010).

In this case, the images from different collages were taken especially by the researcher with the idea of using them to elicit information and then the participant's comments or analysis of the visual material is itself recorded by an audio recorder for subsequent analysis (Wilson, 2017).

Section 1: Collage making

The study explores the experiences of teachers teaching EMS in three schools, and in particular, the ways in which they map and mobilise resources in and outside their school and to teach EMS effectively in the classroom context. In this session, the Grade 9 EMS teachers were able to identify the resources available to them inside and outside their respective schools. Exploring these two areas provided an opportunity for “deep” discussion and reflection.

I used several existing approaches with the Grade 9 EMS collage presentation which proved to be effective and efficient. I conducted three interviews where the Grade 9 EMS teachers were invited to interpret and explain their collages. These interviews involved three Grade 9 EMS teachers. I created three kinds of summaries for each collage including notes and audio recordings of the different explanations of collages. I shared a random set of instructions with the participants and asked them to answer the questions after they presented their own collages. This was in order to identify (or list) what resources EMS teachers draw on in order to teach EMS as an integrated subject.

Step 1:

At the beginning of the session I introduced, explained and explored what a “collage” is, with the participants and provided them with examples of collages via WhatsApp cell phone links.

Step 2:

I provided all the necessary materials for the collages including glue, A5 papers, colours, crayons, etc.

Step 3:

I asked the participants to make their own collages in which they were able to identify the resources they are using to teach EMS in the school using the following prompt such as combination of pictures, drawing, texts and phrases to show the resources that you use to teach EMS in the classroom.

Step 4:

I invited the participants to share their collages and asked them to paste collages on the wall and have a “walk around” and view them and thereafter audio-recorded (and took notes) of their answers to the following questions for their collages’ interpretation:

- From your experience, do you think that resources are important when you are teaching EMS? Why do you think so?
- Can you describe your collage: What is in your collage? Why did you choose the items that are in your collage? How do you use them in your class?
- Can you describe the way in which these resources help learners?
- Looking at your collage, what are the omissions (if any)? What could be added? Why?
- Can you describe what you and other teachers have to make sure that there are resources in the school and in relation to the delivery of EMS in a classroom context?
- What barriers have you encountered being a Grade 9 EMS teacher?
- What challenges do you face daily? (Probe: as per answer provided for a better understanding)
- What opportunities have you encountered that have helped you as a Grade 9 EMS teacher?

Section 2: Collages presentation in different schools

The collage of resources presented by teachers at the schools A, B, and C were collected for interpretation and analysis after the presentation.

4.9.3. Observation (field notes)

An observation is more than just looking (Cohen et al., 2013). Therefore, observations are a form of data collection that enables the researcher to have access to interactions in a social context and to yield systematic records in many forms and contexts to complement other kinds of data (Simpson & Tuson cited in Cohen et al., 2013).

Drawing on Morrison (1993) cited in Cohen et al.'s (2013) observations enabled me to gather data on:

- the physical setting (the physical environment of the school under study and its organisation);
- the human setting (the organisation of people, the characteristics and make up of groups or individuals being observed, for instance, Grade 9 EMS teachers)
- the interactional setting (the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal, etc.);
- the programme setting (the resources that Grade 9 EMS teachers are drawing on to teach EMS and their organisation, pedagogic style.

4.10. DATA ANALYSIS

Data analysis is the process of reducing large amounts of collected data to make sense of them (Kawulich, 2004). LeCompte and Schensul (1999) cited by Kawulich (2004), suggest that data analysis be done as soon as possible after the data have been collected, both while the researcher is still in the field, and later, when the researcher is no longer in the field. They describe inthefield analysis as including inscription, description, and transcription and also suggest that analysis may be conducted in both a top- down and a bottom- up fashion.

The data includes transcripts of talks (audio-recordings) and texts from different collage presentations and interpretations done by the participants, since used by the researcher. The researcher employed a thematic analysis technique using the thematic network tool for qualitative research as outlined by Attride-Stirling (2001).

4.10.1. Advantages and disadvantages of a thematic network method

This method of analysis contains several advantages and disadvantages. It is up to the researcher to decide if this method of analysis best explains their results. Greg (2012) and Johnny (2009), list the following advantages:

- Flexibility - it allows the researcher, to apply multiple theories across a variety of epistemologies.
- Well suited for large data set.
- Allows the researcher to expand the range of study past individual experiences.

- Interpretation of themes supporting data.
- Applicable to research questions that go beyond an individual's experience.
- Allows for categories to emerge from data.

Greg (2012); Virginia and Clarke (2006); Charmaz (1988); acknowledge the following disadvantages in the thematic analysis method:

- Reliability is a concern due to a wide variety of interpretation from multiple researchers.
- Thematic analysis may miss nuances in the data.
- Flexibility makes it difficult to concentrate on what aspect of the data to focus.
- Discovery and verification of themes are meshed together.
- Limited interpretative power of analysis excludes the theoretical framework.
- Difficult to maintain a sense of continuity of data in individual accounts.
- Does not allow researchers to make aims about language usage.

As this study is exploratory oriented, the researcher carefully reads and rereads the data, looking for key words, trends and themes or ideas in the data that will help outline the analysis before any analysis take place (Guest, Greg, MacQueen & Namey, 2012). This approach helps to discover what Grade 9 EMS teachers think about teaching EMS as an integrated subject. It enables one to generate data from different typologies of qualitative data as well as to identify specific codes and specific categories in the context of purposive and convenience sampling. Especially since most available data is in the form of free-flowing text data (one-on-one in-depth interviews) which I narrowed down using thematic codes and themes (Guest et. al., 2012).

4.10.2. Structure of a thematic network

Figure 4 (structure of a thematic network) shows the procedure of thematic networks and provides a technique for understanding the text and finding within it explicit rationalisations and their implicit significances (Source: Attride-Stirling, 2001, p. 388).

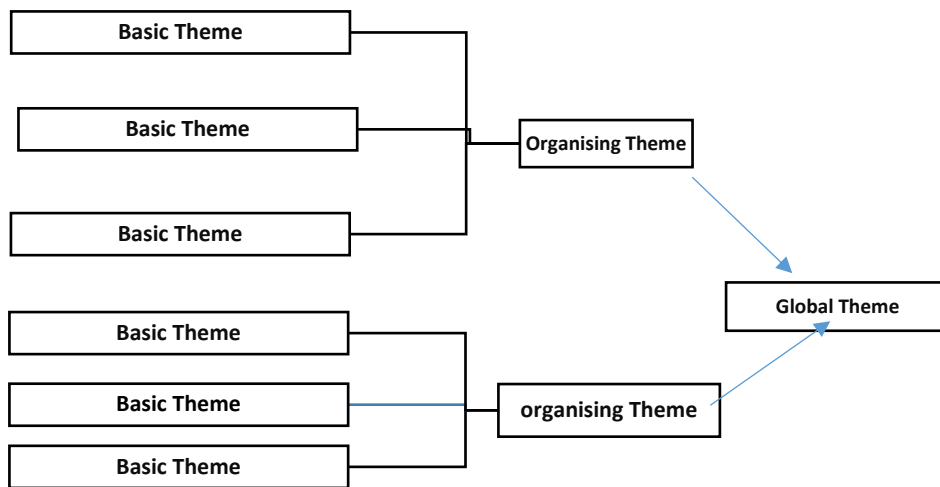


Figure 4: Structure of a thematic network as adapted by the researcher (Source: Attride-Stirling, 2001, p. 388)

The three classes of the theme can be described as follows (Attride-Stirling, 2001, pp.388-389):

(1) **Basic Theme:** This is the most basic or lowest-order theme that is derived from the textual data.

(2) **Organising Theme:** This is a middle-order theme that organises the basic themes into clusters of similar issues. They are clusters of significance that summarise the principal assumptions of a group of basic themes, so they are more abstract and more revealing of what is going on in the texts.

However, their role is also to enhance the meaning and significance of a broader theme that unites several organising themes. Organising themes simultaneously group the main ideas proposed by several basic themes, and dissect the main assumptions underlying a broader theme that is especially significant in the texts as a whole. In this way, a group of organising themes constitutes a global theme.

(3) **Global Theme:** Global themes are super-ordinate themes that encompass the principal metaphors in the data as a whole. A global theme is like a claim in that it is a concluding or final tenet. As such, global themes group sets of organising themes that together present an

argument, or a position or an assertion about a given issue or reality. They are macro themes that summarise and make sense of clusters of lower-order themes abstracted from and supported by the data. Thus, global themes tell us what the texts as a whole are about within the context of a given analysis. They are both a summary of the main themes and a revealing interpretation of the texts. Importantly, a set of texts may well yield more than one global theme, depending on the complexity of the data and the analytic aims; however, these will be much fewer in number than the organising and basic themes. Each global theme is the core of a thematic network; therefore, an analysis may result in more than one thematic network.

Importantly, however, Attride-Stirling (2001) clarified that the networks are only the tools in analysis, not the analysis itself. Once a thematic network has been constructed, it will then serve as an organising principle and an illustrative tool in the interpretation (Ritchie & Lewis, 2003). Smith, Joanna and Jill (2011) supported that this enables the researcher to explore data more in-depth while simultaneously maintaining an effective and transparent audit trail, enhancing the rigour of the analytical processes ensuring data analysis is explicitly described to enhance the credibility of the findings (Joanna & Jill , 2011).

In the next sub-section , I will demonstrate how to do a thematic networks’ analysis and summarise the basic steps, beginning from coding of the text, assuming that the previous research stages of design, fieldwork or data collection, and (when required) transcription, have already been completed (Attride-Stirling, 2001).

4.10.3. Steps in employing thematic networks

Table 2 outlines in detail the different stages to be followed in conducting thematic network (analysis), once the researcher has finishing transcribing the data in written form. These stages will include the following stages:

- Analysis stage a: reduction or breakdown of text
- Analysis stage b: exploration of text
- Analysis stage c: integration of exploration

Table 2: Steps in employing thematic networks (Attride-Stirling, 2001, p. 391).

<p>ANALYSIS STAGE A: REDUCTION OR BREAKDOWN OF TEXT</p> <p>Step 1. Code Material</p> <p>(a) Devise a coding framework</p>

(b) Dissect text into text segments using the coding framework

Step 2. Identify Themes

(a) Abstract themes from coded text segments

(b) Refine themes

Step 3. Construct Thematic Networks

(a) Arrange themes

(b) Select Basic Themes

(c) Rearrange into Organising Themes

(d) Deduce Global Theme(s)

(e) Illustrate as thematic network(s)

(f) Verify and refine the network(s)

ANALYSIS STAGE B: EXPLORATION OF TEXT

Step 4. Describe and Explore Thematic Networks

(a) Describe the network

(b) Explore the network

Step 5. Summarise Thematic Networks

ANALYSIS STAGE C: INTEGRATION OF EXPLORATION

Step 6. Interpret Patterns

In performing thematic network analysis I applied the following steps:

- I commenced with collecting data, including field notes and personal observations at different times and schools. I conducted interviews which were audio recorded and transcribed. In both processes, I generated data through in-depth interviews and qualitative field notes.
- I carefully read and re-read all the data/interviews transcripts, field notes and comments in order to become more familiar with data details, with special attention to the patterns that occurred and re-occurred and underlined them (See Table 2).
- I then identified and grouped all the data with similar topics (See Table 2).
- The data segments with similar topics were grouped and the list of the codes were developed and listed in a journal along with an explanation of what each code stood for and the source of that code in order to find similarities in the defined discovered patterns.
- I made inferences about the meanings of the different codes in order to obtain detailed information as to how and whether or not to combine data and comprehend what

questions were asked as well as to understand how the data answered the research questions.

- These topics were combined into abbreviated codes and then converted into overarching themes in order to describe how the codes were interpreted and combined to form themes which resulted in a list of themes for further analysis.
- I made notes that include the process of understanding the themes and how they fit in the given codes.
- I looked at the context and verified that the data answered the research questions and that the developing argument was well supported by the data.
- I also defined what each theme is, which specific aspect of data was being captured and what is most interesting about the themes in order to provide a comprehensive analysis of what the themes contribute to understanding of the data.
- I then looked at the all the data, categories and themes and created a mind map of assets within the ecological system (See Figures: 3 and 4) and wrote the report and decided which themes made a meaningful contribution to understanding the data. I noted particular themes that were more useful and described the process of choosing the way in which the results should be reported.

4.11. CONTEXTUALISATION AND LITERATURE CONTROL

Subsequent to the thematic networks as an analytic tool for qualitative research, I constantly navigated my mind map between the existing theoretical framework and literature as well as returning to the sample in order to produce accurate and reputable knowledge. Guest, Greg, MacQueen and Namey (2012), supported that the final step in producing the report is to include number checking to establish credibility and the researcher should consider taking final themes and supporting dialogue to participants to elicit feedback.

According to Attride-Stirling (2001), the value of qualitative research lies in its exploratory and explanatory power, prospects that are unachievable without methodological rigour at all stages of the research process – from design, to field work, to analysis. “There is a need for interpretative tools in qualitative research, for the creation of methods, guidelines and techniques, and for the exchange of ideas, concepts and experiences” (Attride-Stirling, 2001, p. 391).

4.12. ETHICAL ISSUES

Ethical considerations refer to all precautions, steps and effort that researchers carefully put into practice to protect the research participants while interacting with them for data production (MacMillan & Schumacher, 2006). According to De Vos et al., (2000), it is a set of moral principles that are suggested by an individual or a group, which are subsequently widely accepted, and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, others researchers, assistants and students.

4.12.1. Permission

In both interviews and collage presentations, I used audio recording tapes to record the discussions. However, this was upon agreement with the participants who were guaranteed anonymity and confidentiality and that the data including the transcribed interviews, CDs were only used for research purposes and will be securely kept at the University of KwaZulu-Natal and will be destroyed by shredding after 5 years, according to the policy requirement.

4.12.2. Informed consent

The autonomy of participants is protected using an informed consent form, which specifies (in language that respondents will understand), and the nature and purpose of the research was clarified. The identity and institutional association of the researcher and supervisor/project leader and their contact details were provided. The participation was voluntary, and the participants were free to withdraw from the research at any time without any negative or undesirable consequences to themselves.

4.12.3. Anonymity

Participants' anonymity and confidentiality throughout the research project, as well as in the reporting of the findings was assured. That responses were, and still are treated in a confidential manner. The anonymity was ensured where appropriate (e.g. coded/ disguised names of participants/ respondents/ institutions).

4.12.4. Confidentiality

Schools and individuals were not identified in the dissertation as I used fictitious names. Participants' participation was purely voluntary therefore they were at liberty to withdraw from the study at any given stage and no harm will befall them.

4.13. TRUSTWORTHINESS

The researcher seeks believability based on coherence, insight instrumental utility and trustworthiness through a process of verification rather than through traditional validity and reliability measures (Easner, 1991; Lincoln & Guba, 1985 cited by Creswell, 2003). Here researchers seek to satisfy four criteria such as: credibility, transferability, dependability, and confirmability (Shenton, 2004).

4.13.1. Credibility

It is not possible to conduct objective research from which participants options and research views are completely objective. Interpretivists do not consider any form of research to be completely objective, because reality is constructed by actors of the phenomenon under study (Willis, Jost, & Muktha, 2007). Willis, Jost and Nilakanta (2007) argue that understanding can only occur in a context. They emphasise that reality is not separate from the actors' experiences and constructs of the world around them.

In addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented (Shenton, 2004). The outlined provisions that may be made by a qualitative researcher include the following (Shenton, 2004):

- Adoption of appropriate, well recognised research methods. Development of early familiarity with culture of participating organisations
- Random sampling of individuals serving as informants. Triangulation via use of different methods, different types of informants and different sites
- Tactics to help ensure honesty in informants. Iterative questioning in data collection dialogues. Negative case analysis
- Debriefing sessions between researcher and superiors
- Peer scrutiny of project. Use of “reflective commentary”. Description of background, qualifications and experience of the researcher
- Member checks of data collected, and interpretations/theories formed
- Thick description of phenomenon under scrutiny. Examination of previous research to frame findings.

4.13.2. Dependability

Dependability refers to the employment of “overlapping methods” and in-depth methodological description to allow the study to be repeated (Shenton (2004). The meeting of the dependability criterion is difficult to work with in qualitative work, although researchers should at least strive to enable a future investigator to repeat the study (Shenton (2004).

4.13.3. Transferability

Transferability is the provision of background data to establish the context of the study and a detailed description of phenomenon in question to allow comparisons to be made (Shenton, 2004). There is no way that the findings from this study can be generalised to any other cases. Selected participants have influenced the meaning and understanding developed by the researcher and multiple sources of data used (Willis et al., 2007). To allow transferability, the researcher should provide sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing environment is similar to another situation with which he/she is familiar and whether the findings can justifiably be applied to the other setting (Shenton , 2004).

4.13.4. Conformability

Conformability includes triangulation to reduce the effect of investigator bias; admission of researcher’s beliefs and assumptions; recognition of shortcomings in the study’s methods and their potential effects. In-depth methodological descriptions allow integrity of the research results to be scrutinised; as well as the use of diagrams to demonstrate an “audit trail” (Shenton, 2004). To achieve conformability, researchers must take steps to demonstrate that findings emerge from the data and not their own predispositions (Shenton, 2004).

4.15. CHAPTER CONCLUSION

This chapter outlined a detailed explanation of the research design and methodology that was used to collect data in the study. The chapter further recognised the significance and constructive aspects of utilising qualitative research. The methodological strategy, data collection and analysis measures were discussed in detail. Chapter Five will present the findings of the study.

CHAPTER FIVE

PRESENTATION OF RESEARCH FINDINGS

5.1 INTRODUCTION

The previous chapter explained both the research design and methodology used to collect data for this study. This chapter presents the study findings, apropos the Grade 9 teachers' experiences of teaching EMS as an integrated subject in three selected schools in UMLazi District, Durban.

The table below provides detailed biographical information of the teachers involved in this study before presentation of findings. It provides information about the name of the school, the name, age, gender, highest level of education, specialisations, appointment time in the school environment, and the number of years teaching EMS of the participant.

Table 3: Biographical information of the teachers

Name of the school	Name	Age	Gender	Highest level of education	specialisations	Appointment time in school environment	Number of years teaching EMS
A	Johan	28	Male	Bachelor's Degree	Business Studies Geography Sports Sciences	9 years	1 year
B	Xavier	27	Male	Accounting Diploma (PGCE)	Accounting EMS Economics Business Studies	6 years	3 years
C	Pravesh	55	Male	Bachelor of Degree	Business Studies Economics	35 years	16 years

The findings were based on the following main research questions guiding the study:

- What are Grade 9 EMS teachers' experiences of teaching EMS in the three selected schools?
- What resources do EMS teachers draw on (if any) in order to teach EMS in three selected schools?

The response to the above questions were obtained through one -on -one interviews; interpretation of collages' presentation and observation field notes. This chapter reveals the main themes that emerged from the study. The themes generated are namely:

- Teachers' understanding of the nature of the subject EMS;

- Challenges in teaching, learning and assessment in EMS and;
- Available resources to teach EMS.

Teachers' understanding of the nature of the subject EMS is the first major theme that presented itself within the data collected. The theme addresses the issues of a single teacher to teaching EMS and the associated problems attached relating to the implementation and delivery of the subject contents. The theme also revealed an important sub-theme which detailed the extreme importance of having an Accounting specialist when teaching difficult or unfamiliar accounting concepts within EMS.

The second theme that emerged was the challenges in teaching, learning and assessment in EMS. The theme revealed three subthemes namely: Teaching strategies within EMS; Learners' lack of discipline and commitment to learning; and finally, Poor knowledge of the Accounting Curriculum.

The final theme focused on the lack of adequate resources to teach EMS which also revealed a number of subthemes, including home /parental support and role model; lack of support from the Heads of the Departments (HoDS); and the importance of teachers' networking with other teachers. Thus this theme focuses on the outcomes of the collage of resources presented by the Grade 9 EMS teachers from three different schools.

5.2 TEACHERS' UNDERSTANDING OF THE NATURE OF THE SUBJECT EMS

The findings revealed that Grade 9 EMS teachers lacked adequate understanding of the nature of EMS as an integrated subject. This lack of understanding resulted in the poor delivery of the subject content as well as time-tabling challenges. The lack of understanding of the subject also gave rise to inadequate structuring of a time-tabling for the subject.

Within the context of this study, teachers' understanding of the nature of the subject was divided and presented into two sub-themes. These emerged sub-themes include:

- Problem of understanding and delivery of the content.
- Challenges with the structure of the EMS timetable.

The first sub-theme will be further articulated on issues such as a single teacher to teach EMS: Teachers not well equipped; Lack of understanding of Accounting curriculum in EMS: Need for Accounting specialist in teaching EMS.

The second sub-theme regarding challenges with the structure of the EMS timetable will focus on Fragmentation of teaching and learning; and Coordination problems.

5.2.1 Problem of understanding and delivery of the content.

Findings revealed teachers lack adequate knowledge and understanding of the subject EMS. As a result, teachers could not teach the subject adequately nor as they were required. This lack of understanding of the subject is exacerbated by the fact that the subject is taught by a single teacher in several schools. In many instances teachers who teach EMS are not Accounting specialists and find themselves teaching accounting concepts with very poor understanding of the subject, which meant that teachers were not well equipped.

In addition, in Grade 9 classes, findings showed that an EMS teacher is regarded as someone who possesses skills and experiences teaching Accounting; Business Studies; and Economics. Therefore, these teachers' understanding of EMS is presented as per their experiences of teaching the subject.

Teachers had differing understandings of the subject EMS. Johan who is qualified in Business Studies, Geography, and Sport Sciences reported that his understanding of EMS was that of a subject that provided learners with an introduction to the three subjects that are taught in the FET phase:

“EMS is a subject that is there to basically to give learners information on how one can handle money and that’s with regards to the Accounting side. EMS provides a basis as to how one can handle their money and how to draw a budget ... In Business Studies section they learn more about Entrepreneurship. Economics section teaches the learners about the sectors of the economy. It allows learners to learn more about the economy, where our Government gets the money from, how is that money spent” (Johan).

Besides Johan's general knowledge on EMS, he further stated that he was very versed and confident with regard to sections linked to Economics and felt the opposite with regard to the section like Accounting.

"My own knowledge of EMS when it comes to the components that are there, with Business Studies obviously I'm very conversed and extremely confident about the Economics part for me the major problem in Grade 9 E.M.S is the Accounting part I'm not an Accounting major or Accounting specialist....." (Johan).

Pravesh reported that EMS is a practical subject. The subject content deals with everyday real-life situations. He said:

"EMS allows the learners to identify business opportunities. For example, small scale production, home industries, entrepreneurship and also creating an awareness of the business environment and the economy" (Pravesh).

When asked if there is an aspect of EMS which is more important than other aspects, he indicated that:

"I don't think that there is any aspect that is less important in EMS, Accounting, Economics and Business Studies are interrelated, the Accounting Business Studies are interrelated and dependent on each other in the study of EMS" (Pravesh).

Pravesh prefers to teach the Business and Entrepreneurship components because it teaches learners the ability to create jobs for themselves. He was very confident to teach EMS in Grade 9 because he had taught Accounting up to matric.

From the participants' responses above, it would be safe to suggest that the lack of background knowledge in Accounting was critical. According to the Annual Teaching Plan as outlined in the CAPS (DOE, 2011), Grade 9 teachers must be able to teach the content as drawn for Financial literacy, the Economy and Entrepreneurship as integrated in EMS. The above findings in this study provide evidence that Grade 9 EMS teachers should avoid bias regarding the three components of EMS and adhere to the Annual Teaching Plan for EMS.

5.2.2 Single teacher to teach EMS: Teachers not well equipped.

As EMS is an integrated subject the assumption is that the subject should be taught by someone who has adequate knowledge of it. However, in this study findings revealed that teachers had

difficulty in teaching EMS as an integrated subject as well as for the learners to comprehend the subject.

Xavier mentioned that he did not face problems when teaching EMS in Grade 9 and Accounting in the FET phase. He said regarding his learners that:

“I would say it’s the economics side; learners don’t seem enthusiastic about learning the graphs regarding the increase and decrease in demand so that it. They always eager to do the activities you give them on dally basis. They do overwork almost every day. The learners are very enthusiastic about their work, especially the accounting part. They love accounting. They demonstrate good understanding (ehhh) of the accounting part. They enjoying being in class since it is a practical subject ... Normally, I use business examples. The experience is very much positive” (Xavier).

Bonga argued that the teachers need to also understand the development of the learners. He therefore suggested the following:

“For example I teach EMS in Grade 9 and I got teach Business Studies in Grade 11. As I teach in Grade 9, I have to consider the level of development of the learners in terms of how I transmit the information to them. It will be not the same as I am transmitting information in Grade 11. It is very important to consider the level of development of the learners you are teaching” (Bonga).

5.2.3. Poor understanding of the Accounting curriculum in EMS: need for an Accounting specialist in teaching EMS.

Findings revealed lack of delivery of content suggesting that EMS teachers were not well equipped to teach EMS content. In some schools, EMS was taught by one teacher who had a problem with Accounting.

Xavier stressed that there are many challenges in EMS particularly in terms of Accounting. He supported his claims pointing out that the results in the FET phase were not good in Accounting. Additionally, Xavier also pointed out that the problem is in the background of EMS, specifically when it comes to the Accounting component of the subject. He said:

“The problem is in a background of EMS, specifically when you look at the Accounting part. You find out that some teachers are only good in Economics and Business studies part. Therefore the Accounting part causes problems rights” (Xavier).

Accounting was regarded as a problem by Pravesh, because the learners were not adequately prepared from primary school in terms of understanding its calculations and setting out of figures:

“The subject content deals with real life experiences but learners have difficulty in the Accounting aspect reason for that is they don’t come adequately prepared from primary school such as addition subtraction (the bonds), calculations, setting out of figures” (Pravesh).

Accounting and Business terms (EMS) must be introduced to learners in primary schools, especially in Grade 7 (Maboko, 2012). Johan strongly believed that Grade 9 EMS should be taught by teachers who have qualifications in EMS with a greater understanding of the subject matter and are aware of the connections to Accounting. He stated that:

“If the school doesn’t have that person, EMS should be taught by an Educators who have majors or specialists in Accounting, because every term they have a bit of Accounting unit” (Johan).

Participants also identified that EMS is a theoretical subject:

“Another thing is most of the learners in Primary schools; EMS is taken as a theoretical subject but not as practical subject. When they get to Grade 9, for the journals become a problem. EMS has been taught as theoretical subject like Business studies. You write notes and then you write a test. But in Accounting you have to be more practical. The other thing is the practicality of the subject itself (you know)” (Pravesh).

“If we had given an opportunity to the learner to start a small business at home, and then we teach them about, about... about supply and demands and everything, and then they would have a better understanding” (Pravesh).

Bonga suggested that the teachers in Grade 10 must be able bridge the gap, to try to combine the pre-knowledge gained in Grade 9 and combine it with the new knowledge in Grade 10 so the learners will not see the difference. In other words, Grade 10 teachers combine the knowledge gained teaching Grade 9 EMS to add to the knowledge they teach in Grade 10, to prevent students not feeling thrown back in higher grades that are to follow:

“Understand that is the continuation. The learners must understand now they are doing Accounting in full, Business Studies in full and Economics in full” (Bonga).

From the above it was clear that having no qualified Grade 9 EMS teachers in Accounting negatively affected teaching and learning. Another problem that presented itself was that of learners who come from primary schools inadequately prepared to learn EMS in high schools.

5.2.4. Challenges with the structure of the EMS Timetable.

The findings revealed that the production of a timetable proved to be a complex process. Timetables need to align with CAPS for EMS in terms of time allocation and what content must be delivered to the learners. In general, to make a timetable one should consider the following elements: sort out the number of classes; enter the timetable for every educator (teacher load), look at each subject and how many periods per subject; consider all the teachers in school as well as their preference teaching list; and start allocation taking into account the policy of the school.

The time allocation in teaching and learning EMS is recommended to be two hours per week. As the subject involves development of Accounting skills of learners in Grade 9, one hour per week must be used for financial literacy in terms of Annual Teaching Plan (Bernard et al. n.d). The instructional time per year for each EMS topic in Grade 9 is as follows (Bernard et al. n.d):

Table 4: Time allocation in teaching EMS

Topic	Number of hours per week	Total of hours /weeks per year
The Economy	19	
Financial Literacy	32	
Entrepreneurship	13	
Revision	8	

Contact times	72	
Examination	8	
Total hours per year	(19+32+13+8+72)	80
Total weeks per year		40

The findings revealed that the timetable arrangements become difficult for school A to implement because there are three different educators who teach in five Grade 9 EMS classes. Johan explains how this proved to be a problem at the school.

“The timetable is set, if this week I’m seeing Grade 9A and 9B then somebody else is seeing 9D and 9C and somebody else might be seeing 9E. It’s a whole complete rotation where as in grade 12 I know that I see them every week, every day they only know me. In Grade 11 is the same case, they only know me whereas in Grade 9 there’s a whole lot of confusion. Learners get confused a lot and they lose out on precious contact time another result you have to bring in learners to try and teach them on weekends, so that you can catch up on that just to make sure you complete the syllabus and the learners know what to do” (Johan).

5.2.5. Fragmentation of teaching and learning EMS.

Noluthando and her School Management Team (SMT) raised a number of challenges that the school had encountered when it had been decided to split the EMS into Accounting, Business Studies and Economics because the new curriculum in the schools EMS has put three legs (Accounting, Business studies and Economics) together. Now the three different teachers of EMS had to teach the learners Accounting, Business Studies, and Economics in order to prepare them for Grade 10 and to further their studies. School A found that combining the three learning areas and allowing one educator to teach that learning area was a challenge. The educator would not do justice to the learning area he/she does not know or specialised in.

Noluthando commented that Accounting is difficult for a learner to understand when he/she does not have a background which he/she would have acquired in Grade 8 and 9, especially when the teacher was not confident, and the same applies to Business Studies and Economic parts of EMS. She then mentioned:

“... With EMS, if we have an educator who knows the three learning areas and majored, even if he did not major in Accounting but he’ll have the know-how of Accounting, its fine he can teach the entire EMS but if you majored in Economics you can’t teach Accounting. So we split the EMS subject because educators have expertise to teach the part they specialise in for a learner in grade 10 to perform better, so that is how we’re doing it at our school” (Noluthando)

The aim of these decisions in the school were to help learners to perform better in the different learning areas. It was also, particularly a good strategy within EMS in terms of helping the learners to get a better understanding of the subject in order to be able to make correct subject choices of the subject for Grade 10 and furthers studies. These decisions had several implications for both the teachers and learners. The Principal at School A observed the following:

“In fact you see when you want to introduce something new there will be a little bit of definite unhappiness because people do not want to change and when they’re used to doing something a particular way and then come changes you’ll see challenges and stuff like that...” (Noluthando).

Johan believed that having three teachers in one EMS class created a lot of confusion for the learners. He was convinced that EMS was a really good subject. He indicated that, the school that needed to get more qualified teachers with the capacity to teach Accounting, Business Studies and Economics and not to have different teachers teaching the subject as this created confusion among students. Below are his responses from participants:

“.... as a school, as an institution, we have regards to EMS we have different teachers teaching one class so that creates confusion for the learners. Learners don’t know which teacher they’re going to see today for EMS and which books or text books they should bring because EMS now with these 3 different components Business Studies, Economics and Accounting learners get confused. They don’t know what’s happening. So those were some of the negatives” (Johan).

It is imperative to understand that EMS should be taught by one teacher who is well-versed in skills in Accounting, Business Studies and Economics. A sentiment echoed by participants such as Johan:

“To be quite honest it really had an impact because as a result I’d see for example we have five Grade 9 EMS classes in the school. I have to teach all of them. For example if this week I am going to be seeing Grade 9 A, Grade 9 B and Grade 9 C this week, the remaining classes will be not seen for the entire week. As we move on, there are classes that will be left behind. We don’t have enough contact time with the learners as to say how it impacted or affected me. You are busy teaching them this week, suddenly next week another teacher comes to teach another component, Economics, Accounting or Business Studies so you never get enough time. As a result against time constraint you have to push to finish your syllabus. Another thing ehh... I must raise with regards to that since I was doing the Business Studies component of EMS ehh... the whole year I only had like 3 or 4 sub topics that I had to teach. So the Accounting teacher and Economics teacher would go and I’d also go and I’d struggle to teach in terms of the natural Frame work or the work schedule because there is nothing in there for me to teach but yet I’m assigned to a class I need to be there so I start teaching them things that aren’t there in the hope that maybe if they do choose Business Studies for grade 10 so I would have covered a lot of basics so I think contact time is the issue, that is the impact that I had” (Johan).

On a positive note, Johan explains EMS to be as follows:

“With regards to positives I think the one good thing about it is that now the splitting of educators for subjects it now allows for more specialised people to teach those components. So if you are a major or a major in accounting then you can bring your expertise to the learners in grade 9 because you find that the reason for accounting pass mark or pass rate is so low is because in grade 8 and 9 they’re not getting the basics. We don’t have an accounting specialist teaching in grade 9 so they don’t know what to expect. So those are some of the positives I can say about EMS by bring somebody to teach EMS, but I do believe that in essence it would be good that if they had one educator that taught them everything” (Johan).

This strategy was implemented since in 2015, the Principal observed that sometimes there was resistance. Educators were not happy about it because they believe that periods are going to increase and that they are going to be overworked. However, school A needed to do justice to the learners and, as results were not good even during the year of our interview 2016 as indicated by the school's Principal. But School A believed they were going to improve:

“Eeeh but they're better than last years. Last year there was some form of resistance this year at least they understood the rationale behind the split and they accepted it but others are more, some of our educators are so selfish that they think about themselves that my load is going to increase for me to lower it I need to do 1, 2, 3, yes there was that kind of resistance last year but this year when educators from the same department, Commerce Department Complained they then realised no in fact we need the subject to be spited. It is now volume time because if an educator who is teaching EMS in grade 8 is more of an Economics educator, it means if that educator is going to teach Accounting and Business Studies, learners are going to have problems in Grade 10. So they understood “ukuthi” we now know why, we now see why the Principal is looking at this thing like this” (Noluthando).

Johan supported this by saying:

“It has its benefits, I believe if it was well structured it would be a lot of work to do, but the way it structured at the moment it doesn't suit the learner's needs at the moment, because from what I've seen in the past two years it haven't helped at all the improvements of learners in E.M.S in fact it as if having different teachers has made it worse, so I really don't know what needs to be done about it” (Johan).

The subject EMS aims to equip learners with knowledge, skills and attitudes that they will be able to apply in their personal lives (Schreuder, 2009). According to the Department of Education (DoE, 2002) cited in Schreuder (2009) the subject provides support that learners will be able to participate and survive in an economically complex society. In addition, entrepreneurship is an important focus within the learning area, which will enable learners to become job creators rather than merely job seekers (Schreuder, 2009).

5.2.6. Coordination problem

The fragmentation of teaching and learning of the subject EMS brought about coordination problems in terms of drawing-up a timetable, assessment of learners, setting exam papers and marking of the papers. Bonga reported that, teachers often chose teaching methods or subject areas they are most comfortable with in teaching and assessing in EMS. He provided an example of one of the difficulties they faced with regard to the setting of exam papers for EMS. He spoke about what was wrong with the teachers in setting exam papers in EMS as an integrated subject:

“... To teach EMS you have focus on its three legs all inclusive. Now the teachers choose to teach what they are comfortable with. When the HOD got the paper, you found out that one aspect is missing and have to send back the test to the teacher in order to add the missing aspect” (Bonga).

The findings reveal that there was a little accomplishment in terms of curriculum support at school level. The HODs of Commerce would do their best to help, but because of the lack of resources, the EMS teachers had to find innovative ways to improve their teaching, such as they would go out into other schools and build relationships with other teachers. As a result, teachers at these schools, were more likely to get support from each other.

Johan indicated that there were no moderation or workshops taking place regarding EMS. He claimed that the subject advisers were not visible at their school. He said they go for moderation workshops for the FET phase and wished the same happened for EMS on a quarterly basis in order to give the Grade 9 EMS teachers the opportunity to ask the subject advisors to give them support in terms of the curriculum where they should be heading, what methodology they should use, that would be helpful:

“I never saw any subject adviser in the school. However, I remember once, perhaps it was two years ago, went to an EMS workshop. I think it is also very important for the Department can strengthen these workshops. At the beginning of the year have those kinds of orientation workshops As every year we will have new teachers who are coming to the fields – to the profession and the old educators need to be informed more about new methodologies in place that they can use to teach the subject... So in term of EMS, the Department should be visible.... Subject advisors should be there to assist us

as educators in term of guidance because sometimes I do believe that we get lost and we can get lost. The annual Teaching Plan and Teaching Framework doesn't do enough. We need someone to talk to" (Johan).

5.3. CHALLENGES IN TEACHING, LEARNING AND ASSESSMENT IN EMS.

The Grade 9 EMS teachers raised several challenges they encounter during learning/teaching EMS. They were asked to identify the difficulties, obstacles and challenges that they were experiencing in teaching EMS. The ways to improve learning and teaching EMS will include three sub-themes, namely: Teaching/learning strategies in EMS; Preparedness of Learners' lack of discipline and commitment to learning; and the Lack of knowledge of the Accounting Curriculum.

5.3.1. Teaching and learning strategies in EMS.

Xavier mentioned that he had problems since he had taught EMS in Grade 9 and Accounting in the FET phase. He also taught Economics in Grade 12 and Business studies in Grade 10. He indicated that there was correlation since he had taught all these subjects. Teaching becomes a problem sometimes when someone is not familiar with the different components of EMS. He highlighted that one had taught all three (3) components of EMS it would not create a problem for him/her. He indicated that his learners were not enthusiastic about learning Economics. He said regarding his learners:

"I would say it's the economics side; learners don't seem enthusiastic about learning the graphs regarding the increase and decrease in demand so that it. They always eager to do the activities you give them on dally basis. They do overwork almost every day. The learners are very enthusiastic about their work, especially the accounting part. They love accounting. They demonstrate good understanding (ehhh) of the accounting part. They enjoying being in class since it is a practical subject ... Normally I use business examples. The experience is very much positive" (Xavier).

In terms of learning/teaching strategies Johan explained that the EMS teacher should use some visual aids such as collages, charts and pictures; to get the learners to participate in class. This gives them an idea to interact; and have control of the classroom, management skills. He comments:

“At grade 9 levels using collages, charts and pictures I think visual aids assists a learners if u you tell a learner something they more likely to forget it, but if u show the learner something which is more likely to remember and record, the learners will be like this is what the teacher taught us, so those are some of the visual aids that are used. Obviously with my star alarm more of a facilitator, I’d say a teacher who would stand upfront and alert a learner listen to new talk all period long or all hour long without having to get them to participate in class, so I think that it gets them going and makes them retrieve and makes them learn more about the subject, tell you against the idea that I come inside the class and I stand for an hour before I even give them an idea to interact that’s not how I teach E.M.S. Yes with the classroom management it is obviously has a skill that the educators need to have and one needs to ensure that you need to enforce it in class that we see its getting out of hand” (Johan)

Xavier reported that good teaching/learning strategies should include role play; and question and answer as well as classroom discussions. He then elaborated that it is good since he had taught all the subjects in the FET phase, taught economics in Grade 12 and was teaching Accounting for Grade 12 and Business studies in Grade 10. He found that there was a correlation between all these subjects. Teaching becomes a problem sometimes when teachers are not familiar with all the subjects so if one has taught all three topics of EMS it is not a problem. He provided the following examples:

“Okay in Role play, let’s say for instance we act out a play for a credit sale what exactly happens with credit sales because there’s no bank involved so we allow learners to come and buy fill out an invoice then the source document since there’s no longer a receipt because there is no cash involved there’s an invoice so it helps them have a better understanding so when they go to the store and they pay cash they know they receive a receipt but when you buy on credit because you didn’t pay anything then you are given an invoice. Then when you talk about strikes in relation to trade unions we’d act out strikes” (Xavier).

This means that the role play method can lead to questions and answers as well as to a classroom discussion showing an opportunity for the learners to be able to link the theories to practices. It helps the learners to gain a better understanding of the topic or the lesson. In addition, Xavier reported that that discussions and engagement should start from what learners

know through to the textbook curriculum. He prefers to teach the business and entrepreneurship components, because he believes that it teaches the learners how to create jobs for themselves.

5.3.2. Preparedness of Learners' lack of discipline and commitment to learning.

Noluthando reported that in the community surrounding the school one will expect a lot of crime where children will engage in substance abuse at an early age even as early as Grade 5 Grade 6 and Grade 7. She supported her argument by underlining the following regarding the learners' behaviour at schools:

“They are still at primary school but some of them are already addicted to either drugs or liquor, by the time they reach high school the situation is worse. So if a learner wants to fund his/her habit obviously he/she will do crime to get access and in most instances you find that some of our kids engage in sex while they're still young. They get pregnant at Grade 8” (Noluthando).

The same sentiments were shared by Bonga who said:

“Criminal activities very high. You can't go on foot. Since we are saying there are no jobs, how people survive? We are having cases for learners have been hijacked on their way to school and even after school. We have requested the local forum to assist us.... We went to the Cato Manor Police station to ask them to avail themselves in the morning and help us to deal with the problem in the morning and after school (home time). The situation is better than before because of the visibility of the police” (Bonga)

In response to the above- mentioned issues, some schools have taken contacts with other stakeholders such as NGOs, local institutions and churches in order to help learners with psycho-social ills. A few examples are mentioned below:

At school A, Noluthando said:

“As I told you earlier, some of our learners become sexually active at a young age. Initiative such as ITHEMBA LETHU comes to school and encourage learners to make sure that they behave themselves until they reach a certain stage they will be fit to do whatever they want to do. ITHEMBA LETHU assists us in counselling learners. Some of the learners will come with problems, as educators we're not in the position to

counsel learners, we're here to teach learners. Yes we can do a little bit of counselling but mostly we don't have the expertise, sometimes you do try to counsel a learner, you do damage then correction, so ITHEMBA LETHU will always be here to give us advice as educators to assist learners counselling them and they're really doing a wonderful job"(Noluthando).

In addition, Noluthando reported that they had a project called the Umkhumbane Education Project. The project assists learners in subjects such as Mathematics, and Physics, which helps prepare students for university.;

"One of my dreams when I came here in 2009 was to make sure that this school produces 100% of quality results, we don't want to produce 100% of quality but we want to produce skills that are scarce in our country, we want to make sure that our learners when they go and compete with other learners in X model C schools (Durban Girls'/Westville Boys) they're able to compete them and match their standard so they assist us in terms of that". (Noluthando).

Noluthando also reported that, school A introduced English as the home language programme which was the desire of the school's Principal. This will be actualised because the programme will bring at least three teachers from the USA and be paid by the USA government in order to assist learners to do better in English. This is especially because, English is the primary language of instruction of all the learning areas. She supported her argument by saying that:

"...why am I saying that, tuition is done in English, if a learner fails English, if a learner cannot understand English he or her may not perform to his or her optimal level so we need to groom our learners as young as grade 8 to make sure that they are able to speak English fluently, they're able to understand English like a white girl or a white boy from an X model C school so they've come on board, next year we will be getting assistance from USA and we believe our results will also improve because if our learners are now able to comprehend the language and also it becomes easy for them to comprehend in other learning areas. So they are assisting us a great deal with that". (Noluthando).

5.4. THE RESOURCES THAT GRADE 9 EMS TEACHERS DRAW ON TO TEACH EMS.

The interpretation of the different collages presented by the participants highlighted resources to teach EMS. These resources include visual aids, textbooks, using computer and networking, newspapers, real life situations and keeping healthy. These resources were essential to support the school's performance (capacity of the school) in terms of successful teaching guides (teachers' capacity). Therefore, capacity of the school, teachers' capacity, school infrastructure, neighbouring capacities, institutions' capacities as well as the involvement of the international institution also account as resources supporting learning and teaching EMS in the selected schools.

5.4.1. Visual Aids

It has been reported by the participants that visual aids are critical resources in the learning process because they stimulate the mind of the learners. According to the respondents, these visual aids may include: pictures/films/photographs of real experiences in respect of shopping, banking, visiting post office, etc. Johan indicated that visual aids become key; because learners have a very short attention span. He further commented that:

“Learners will remember and retain what they were shown rather than what they were taught. You may teach a learner something she or he might retain it or not, but when you show, 100% chances are that she/he will remember what it is’ ... Provide the correct stimuli and serves as vital resources for educator to tap into, especially when teaching EMS which involves trading, buying and selling, management, entrepreneurship, etc.” (Johan).

Xavier supported the use of visual aids while teaching EMS. He reported that:

“For the information of factors of production, I will create a poster showing the learners each factor of the production and how the process tills the final process. This will include: natural resources, labour, capital and entrepreneurship” (Xavier).

5.4.2. Textbooks

The data reveal that in the most under-resourced schools, the textbook is widely used as the only resource for teaching and learning. There is a wide variety of textbooks available for teaching of EMS – some place emphasis on Business and Entrepreneurship whilst others the Accounting and Financial Procedures to be allowed for sound and successful financial management. Activities found in the textbooks are useful. On that note, Pravesh reported the following:

“Use of different textbook so that I will collect all the information that needs to process on the learners and to get more different examples.” (Pravesh).

Noluthando indicated challenges because schools are forced by the Department of Education to buy books from the catalogue and most of the books in the catalogue are not assisting learning and teaching EMS. He comments:

‘EMS in grade 8 and 9 the Department will give us a catalogue in terms of resources, a catalogue that has books that we don’t want, because if you are a teacher you know better, you know which books are going to assist your learners you know which books are going to assist or won’t assist the department will come up with a catalogue, we don’t know who screened those books, we do not know who recommended those books and as educators we recommend that the department should not discriminate let them include all the books that are published by whoever, let the school choose the books that they want, as a no fee paying school we have a challenge because we’re forced to buy from the catalogue and most of the books in the catalogue are not assisting us so this is a challenge’ (Noluthando).

5.4.3. Using Computer and Networking

Data shows that this allows educators to do research on the topics of the syllabus and to network with other educators and schools and to discover new information and methods of teaching and resources that could be used to enhance a lesson or a specific topic or scenario. Xavier emphasised the importance of the use of the internet. He said that:

“Internet/ research is one of the best resources a learner can have. Most of the assessment tasks received by learners are done using internet and research” (Xavier)

5.4.4. Newspapers.

Data shows that *“also collect other information from the newspapers like national budget to show the learners how government’s funds are allocated to different levels of the government till to reach us as public goods and services through different departments” (Pravesh).*

5.4.5. Real Life Situation

Data shows that educators need to investigate the socio-economic situation faced by most learners. A comment from Xavier supports this argument:

This can be used effectively as a resource for allowing learners to identify with the current situation of poverty and unemployment that is faced many in the country”.
(Xavier).

5.4.6. Keeping Healthy

A healthy body and mind enable children to develop better. Health resources in a community must always be used by educators to encourage learners to be healthy at all times.

Our respondent Xavier pointed out that identifying with the economy around us will pay a critical role in learning and teaching EMS and observed the following:

“In studying EMS, learners will be able to identify with the need for management, business operations, entrepreneurship, savings, spending...They will understand how to grow the economy” (Xavier).

5.4.7. Capacity of The School

A school with internal capacity would be able to take charge of change because it is adaptive (Stoll, 2009). In the light of Bronfenbrenner’s Theory and the Asset-based Theory, the capacity of the school is seen as more generic and holistic in terms of the power to engage in and sustain continuous learning of teachers and the school itself for the purpose of enhancing student learning, influenced by individual teachers within a school; as well as the school's social and structural learning context; and the external context (Stoll, 2009). Therefore, the ultimate aim

of school improvement is that it needs to make a difference for students, although it is about more than just adding value and, doing the right things.

5.4.8. Teacher's Capacity

Teacher's capacity in term of knowledge, skills and use of resources is a critical dimension of enabling schools to address their central tasks of teaching and learning. School development cannot be accomplished unless schools have teacher capacity as discussed earlier.

5.4.9. School Infrastructure

The schools' physical infrastructure is used as a training centre for skills advancement and in promoting increased access to quality basic education for all the learners. The National Minimum Uniform Norms and Standards for School Infrastructure, as set out in the Schedule hereby published by the Minister of Basic Education in 2009, after consultation with the Council of Education Ministers and in terms of section 5A of the South African Schools Act, 1996 (Act No 84 of 1996), provide the norms of the School infrastructure in South Africa.

5.4.10. Neighbouring Capacities

Findings reveal that there were several stakeholders such as neighbouring schools, churches, NGOs, private business, municipalities' libraries etc. within the surrounding area of the school with an interest in the success of the school in fulfilling its mission.

5.4.11. Institutions' capacities

The data revealed that there was involvement of other stakeholders, which includes involving the private sectors such as business, Non-Governmental Organisations (NGOs) and public sectors such as the universities and colleges, hospitals, police stations, media, national corporations, and international organisations. For example, the KwaZulu-Natal Department of Education offers workshops on the implementation of CAPS in schools. The University of KwaZulu-Natal and University of South Africa (UNISA) also offer a range of programmes related to teaching and teachers' development. Universities' and local municipalities' libraries, and internet facilities can be accessed by both teachers and learners for teaching and learning in schools. A few examples:

“The European Union build five schools in Township, including the school A”(Noluthando).

“UMKHUMBANE EDUCATION PROJECT assisting our learners in terms of Math and Physics because you know our country is scarce of skills relating to Maths and physics and if you look for engineers you have to look outside the country, if you want chartered accounts you have to look outside the country it is because schools are failing to produce learners that are good in physics and accounting so this lady came on board to assist schools around the area so they are focusing on preparing learners for university life so they assist us a great deal”(Noluthando).

“ITHEMBA LETHU they assist us in counselling learners” (Noluthando).

“La Farge key partner. It is a private company. Our library has been a white elephant for a very long time. Last year, we wrote a letter requesting sponsorship (funds) to La Farge in order to renovate our library and provide R575 000” (Bonga).

5.5. CHAPTER CONCLUSION

The three themes elicited from the analysis of the participants’ responses are teachers’ understanding of the nature of the subject EMS; challenges in teaching, learning and assessment in EMS and; available resources to teach EMS. The study has shown that in the case of a single teacher to teach EMS, he/she: needs to be an Accounting specialist in teaching EMS. Alternatively, the findings suggested that EMS should be taught by three different teachers according to their specialty within EMS. This allowed learners to be equipped with numerous skills. There were some gaps with regard to challenges they encountered in terms of teaching/learning strategies in EMS; preparedness of learners’ lack of discipline and commitment to learning; and the lack of knowledge of the Accounting Curriculum. The resources include visual aids, textbooks, using computer and networking, newspapers, real life situations, keeping healthy in light of the capacity of the school, teacher’s capacity, school infrastructure, neighbouring capacities, institutions’ capacities as well as the involvement of the international institution were also relevant in terms of learning and teaching EMS in the selected schools.

CHAPTER SIX

DISCUSSION ON FINDINGS

6.1. INTRODUCTION

The previous chapter presented and analysed data under three themes. This chapter discusses the teachers' views of their experiences of teaching EMS as an integrated subject that emerged from the data collected in this study. This chapter also presents a deeper discussion of these themes by engaging with the existing literature in the field of EMS and explores how the findings in the current study relate to the existing body of literature. Findings that emerged from the data and presented in the previous chapter will be discussed in the following three key broad themes:

- Teachers' understanding of the nature of subject EMS;
- Challenges in teaching, learning and assessment in EMS and;
- Available resources to teach EMS.

6.2. TEACHERS' UNDERSTANDING OF THE NATURE OF THE SUBJECT EMS

Findings revealed that teachers are not well equipped and showed a lack of understanding of the Accounting curriculum in EMS. The data showed a need for an Accounting specialist in teaching EMS because teaching/learning EMS in Grade 9 focuses on Accounting more than Economics and Entrepreneurship. Subject matter content knowledge of Grade 9 EMS teachers is diverse with an impact on the learners' progression to FET-band. `

Findings revealed that Accounting skills were regarded as the most important skills that were acquired by the Grade 9 learners. This is in line with the CAPS for EMS providing instructional time per year for each EMS topic in Grade 9 of which, for a total of 40 weeks converted to 80 hours of which Financial Literacy counts for 32 hours. The Economy part counts for 19 hours, Entrepreneurship counts for 13 hours as well as Revision and examination count for time equal to 16 hours as detailed by Bernard et al. (n.d).

Schreuder (2009) argues that EMS aims to equip learners with knowledge, skills and attitudes that they will be able to apply in their personal lives. According to the Department of Education (DoE, 2002) cited in Schreuder (2009), learners will be able to participate and survive in an economically complex society. In addition, entrepreneurship is an important focus within the learning area, which will enable learners to become job creators rather than merely job seekers (Schreuder, 2009).

It was indicated earlier that several studies (Assan & Lumadi, 2012; De Waal, 2004; Gouw, 2008; Nakabugo & Siebörger, 2001; Maboko, 2012; Ngwenya & Maistry, 2012; Schrader, 2009) have clearly revealed that when EMS was implemented, there were no teachers who had all the qualifications required to teach this new learning area. Maboko (2012) argued that, the EMS teachers must have Accounting, Business Studies and Economics, and most teachers do not have Accounting.

This is the response to the literature where most EMS teachers concentrated on the topic they major in when teaching EMS concepts. This brings about bias towards teaching and learning EMS as an integrated subject. This has a negative impact on the learners' ability to perform at school and being ready to further their education, as well as uplift the community and the country and the world at large. The teachers, therefore need to shift their approach from being responsible for one subject or discipline to being an expert in all the areas within the EMS curriculum (Schreuder, 2009).

Educators who are qualified to teach EMS must be employed to teach the subject (Maboko, 2019). Workshops should be organised and teachers should further their studies in order to equip themselves with the relevant knowledge (Maboko, 2019).

6.3. CHALLENGES IN TEACHING, LEARNING AND ASSESSMENT IN EMS

The data showed challenges regarding the structure of the EMS timetable, on fragmentation of teaching and learning, as well as on the coordination. However, EMS consists of three Learning Areas including Accounting, Business and Business Studies so teachers are expected to teach them in integrated ways as indicated earlier.

Data has shown that it was relevant that the Grade 9 EMS teachers should know and major the three topics, and even if they did not major in Accounting they should have the know-how of teaching.

The lack of an Accounting specialist for the Grade 9 EMS class was identified as a major problem. Schreuder (2009) maintained that the Accounting-related assessment standards are often ignored or taught inadequately, and as such learners are entering Grade 10 Accounting at a disadvantage.

The findings revealed that the time allocation was not enough for EMS compared to other subjects such as Mathematics. The time allocation become critical when it comes to time-tabling, as curriculum coverage becomes complex especially in the case where the subject has been taught by two or three different teachers according to their specialisations.

6.4. AVAILABLE RESOURCES TO TEACH EMS.

Cales (2008) cited in Maboko (2012), regards resources as the tools which teachers and learners use to support their learning. Material resources are vital if the teacher can make a good choice of a particular resource in the teaching of EMS (Maboko, 2012).

The participants identified different kinds of resources including visual aids, textbooks, using computer and networking, newspapers, real life situation and keeping healthy. In addition, the interpretation of the collages made by the participants showed other resources such as learners themselves, teachers and the different other resources located in the different context within which teaching and learning take place with reference to the juxtaposition of the two theoretical frameworks. All the mentioned resources should be used by the Grade 9 EMS teacher in order to impact on the implementation of the EMS Curriculum.

6.4.1. The Learners

Findings reveal that learners also played a critical role as resources in the teaching and learning process. Most of the participants mentioned that learners' attitude towards learning EMS were not right due to the impact of their psycho and socio-economic background.

The problem with the level of learners' development from primary schools in EMS was also mentioned as a challenge. When they learn in EMS, learners need to practice, participate in different project and engage with the teachers.

Schreuder (2009) stated that, learners' lack of interest, poor reading ability, tendency not to do homework, inability to work on their own, together with a lack of parental involvement are all factors that impact negatively on the delivery of a high knowledge, high skills curriculum that demands a high level of commitment from teachers, learners and parents.

McGinnis (2017) drawing on Bronfenbrenner and Morris (2006), mentioned that after the immediate family, schools are the most important developmental system in the lives of children.

6.4.2. Teachers

The transformation of the education system has a range of implications for teachers and their role in schools and in the implementation of the new policies, particularly those related to the EMS Curriculum (Schreuder (2009)). Further, Schreuder (2009) argued that teachers are acknowledged as key contributors to the education transformation process in South Africa.

Teachers are visualised as being qualified, competent, dedicated and caring individuals (Parker, 2006). The role of the teachers is clearly detailed and defined in the norms and standards for educators' policy. These roles include teachers being mediators of learning, interpreters and designers of learning materials, leaders, administrators, managers, researchers, scholars, lifelong learners, citizens, pastors, assessors and subject specialists. Therefore, to be effective, EMS teachers must carefully determine the situational factors that might impact their teaching strategy (Van Wyk, 2016).

Teachers should try to further their studies in commercial subjects, and they should also establish relations with their neighbouring schools to practice (Maboko, 2019).

6.4.3. Visual aids

Findings reveal that visual aids such as pictures/films/photographs of real experiences in respect of shopping, banking, visiting a post office etc. enhanced learners' understanding. Data showed that visual aids were crucial resources in the learning process because they stimulate the minds of the learners.

Vasiliki, Panagiota and Maria (2016) supported that, specifically, art can be used as a stimulus for drawing students' attention, enhancing their aesthetic experience and critical thought. Further, they highlighted that art can be included in the teaching learning and teaching EMS by selecting the appropriate and relevant artworks from music, painting, literature, cinema etc. in order to combine them with the teaching process. These can be used in Entrepreneurships, especially on market day, where posters and adverts play a critical role during the practical learning process.

6.4.4. Textbooks

The findings revealed that textbooks were the most used resources in teaching EMS. It has been indicated that schools do not have enough textbooks which results in time being wasted to complete the syllabus, because teachers must make extra photocopies for the learners to access the information.

Participants mentioned that there were not enough textbooks and answer books. It becomes a problem if the schools cannot afford to buy the books. Participants would like to use more than one textbook, but they had no autonomy, as all was prescribed by the Department of Education. Maboko (2012) argued that the lack of textbooks hampers the teaching and learning of the subject. Van Wyk (2016) supported that the textbook undoubtedly remains one of the most important aids in the classroom. As a result, the textbook offers a measure of security to both learners and teachers, especially inexperienced teachers.

Maboko (2012) suggested that more teaching aids should be bought and used in every day periods, together with textbooks, accompanied by computers. In addition, Maboko (2012) insisted that enough workshops based on contracts and re-training new teachers who will be able to help the old ones should be held. More workshops should be held, and subject specialists should help the teachers where they are having problems (Maboko, 2012).

6.4.5. Using computer and networking.

It was evident from the findings that the use of the computers and internet allowed teachers to retrieve vast amounts of information at rapid speeds on the topics of the syllabus. This had allowed teachers to discover new information and methods of teaching and resources that could be used to enhance a lesson or a specific topic or scenario.

Data showed that internet/ research was one of the best resources a learner can use because most of the assessment tasks received by learners are done using internet and research. The options for e-learning have started in Gauteng Province and the KwaZulu-Natal Department of Education is in the process of embarking in the e-learning process in order to promote a paper- less school environment.

A Task Team output document published on 5 April 2013 by the University of Stellenbosch on the “Strategy for the use of ICT in learning and teaching at Stellenbosch University” mentioned that the use of cell phones and tablets in the classroom (connected to internet via Wi-Fi or cell phone data networks), ensures that classrooms are brought up to standard with the relevant technology (among others to accommodate diversity such as disability and language preference), and the fitting of multipurpose, high-quality technology-enhanced active learning e-classrooms, are among the critical projects in which ICT can make a large impact in order to improve the student experience.

6.4.6. Newspapers

Findings reveal that newspapers are much more current than textbooks. There is also a lot of information in newspapers which make them an excellent springboard for EMS lessons. Also, there are many different kinds of writing in newspapers. These texts may include, government’s budget, narratives, stories, letters, advertisements, reports, etc. which can be used both by the teachers and learners in EMS.

6.4.7. Real life situation

Findings revealed that the correct stimuli serves as vital resources for educators to tap into, especially when teaching EMS which involves trading, buying and selling, management, entrepreneurship, etc. Findings also revealed that investigating the socio-economic situation faced by the learners can be used effectively as a resource for allowing learners to identify with the current situation of poverty and unemployment that is faced by many in the country. Van Wyk (2016) supported that EMS is a living and practical subject that should be linked to what happens in real life. It is EMS teachers’ responsibility to define a strategy to do this.

6.4.8. Keeping healthy

Findings revealed that learners will be able to identify with, national budgets, inflation, demand and supply and how prices are determined. They will understand how to grow the

economy. Maboko (2012) pointed out that, EMS teachers must help the learners to be knowledgeable about the country's economy and how to deal with scarcity where there are numerous wants and limited needs to satisfy those wants.

6.4.9. Capacity of the School

Individual schools are the most visible reminders to parents and community members of the importance and presence of the educational mission within the community (See Sustainability Series No 6, 2009).

Christie et al. (2007, p. 115) pointed out that schools that work are more than ordinary schools and show the following attributes:

- Their focus, commitment in terms of time and effort and their achievement are exceptional.
- The school's work exhibits strong inner capacities in terms of teaching and learning, supported by management and leadership, as well as a sense of agency.

6.4.10. Teachers' Capacity

Bernard (2014, p. 21) advised that teachers and schools have the power to transform lives and highlighted the following:

- Turnaround teachers do not have a one-size-fits-all approach to teaching. Rather, they start where young people are and take them where they want to go.
- They use the students' own strengths, interests, goals, and dreams as the beginning point for learning.
- They then actively assist students in developing mastery and competency- but based on the youth's own interests and future plans. Thus, they tap the students' intrinsic motivation; their existing, innate drive for learning.

Findings reveal that the schools' physical infrastructure was provided by the Department of Education and used as a training centre and skills advance in order to promote access to quality basic education for the learners. School A is a government school which was built by the European Union.

6.4.12. Institution's Capacities

Findings revealed that there was institutional support from different stakeholder in terms of assisting our learners in Mathematics, Physics and English. There were NGOs and government related services that assist schools in counselling learners and support in kind and towards school fees. There were key partners in private companies who made a significant contribution in the rehabilitation of a library in one of the schools as well as support during sport activities.

6.5. CHAPTER CONCLUSION

The major conclusion that can be drawn which addressed the two research questions:

- What are the Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?
- What resources do Grade 9 teachers draw on to teach Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?

The Grade 9 EMS teachers expressed challenges in their daily work in schools. These challenges included, the EMS curriculum demand, how to teach EMS as an integrated subject, understanding of the subject; lack of background in the Accounting component; lack of resources; learners' lack of background knowledge and lack of discipline and commitment to learning; lack of parental involvement towards school work of their children; and lack of role model in the community, etc.

Teachers played a vital role since they want to be agents of change for their learners since they are helping them to find their place in life and to prepare them for an ever-changing future, and impact on their community and nation. They were able to identify useful resources through the collage exercise in order to do better in the subject because of practicality of the learning area.

The next chapter will present a summary, conclusion and recommendations of the study.

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1. INTRODUCTION

The main purpose of the study was to explore Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District, as well as to examine the resources that Grade 9 teachers draw on to teach EMS.

The previous chapter presented the discussion of the three themes in Chapter Five. These findings were discussed in relation to existing research of Economic and Management Sciences, and available resources in line with the juxtaposition of the two theoretical frameworks of the study. In this concluding chapter, the overview of the study and the summary of the findings will be provided. The chapter further presents some limitations and suggests recommendations for further research and then makes concluding remarks.

7.2.OVERVIEW OF THE STUDY

The research is reported in this dissertation through seven chapters.

Chapter One is an introduction and orientation to the study which discusses the contextual background leading to the curriculum change and the introduction of teaching and learning of EMS as an integrated subject in South African high schools; discusses the statement of the problem; motivation and significance of this study.

The objective of this study was:

- To explore Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District.

- To examine the resources that Grade 9 teachers draw on to teach Economic and Management Sciences (EMS) in three selected schools in the Umlazi District.

In line with the objectives, the following research questions guided this study:

- What are the Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?
- What resources do Grade 9 teachers draw on to teach Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?

Chapter Two focused on the literature review and theoretical framework to study which discusses the education philosophy that has informed the study. It started with an analysis of existing and relevant literature about research conducted in the field of Commerce (business) education in order to locate EMS within the broader field of Economics. It also outlined and discussed the theoretical frameworks based both on Bronfenbrenner's Ecological Theory, and the Assets-based approach. It explored their importance and how the one is a complement (dependent) on the other in responding to key research questions. In addition, the chapter discussed current Grade 9 EMS planning regarding the global view of the concept of integration. It also examined the concept of integration within EMS, as well as the concept of integration of EMS and other subjects within the curriculum.

This chapter discussed different definitions which stem from different perspectives and their implications for designing the EMS curriculum and provided a working definition of the concept of curriculum for this study. It also discussed and contextualised the concept of integration globally, locally, across disciplines as well as within EMS as an integrated discipline, and between EMS and other disciplines. This shows the need for teachers' paradigm shift, teachers' challenges in curriculum implementation as well as the factors that influence teachers' attitudes towards EMS curriculum integration.

It indicated curriculum approaches underlying value positions within the context of EMS teaching and learning process as adopted and adapted by the researcher for the purpose of the study. In addition, the advantages and disadvantages of three different curriculum approaches were discussed. The teachers were now expected to have much broader roles, considering the individual development of children and young people. They were also participating in the management of learning processes in the classroom, the development of the entire school as a "learning community" and connections with the local community and the wider world (Santiago, 2005).

Chapter Three explored the Bronfenbrenner and the Ecological Theory jointly with the Asset-Based approach as an attempt to offer a framework to understand the study. However, the chapter focused in detail on the Grade 9 EMS teachers' experience of teaching EMS as an integrated subject and not the whole school reform.

The juxtaposition on these two conceptual frameworks indicated that teachers are not working in a vacuum in order to teach EMS. They are instead working within a web of systems in which there were available resources they draw on to teach EMS as an integrated subject. It has been shown that a school is a system within different subsystems comprising staff, learners, curriculum and administration, interacting with other outside systems, such as the family or local communities (Pillay, 2004).

Chapter Four was articulated on research design and methodology. This chapter outlined a detailed explanation of the research design and methodology that was used to collect data in the study. The chapter further recognised the significance and constructive aspects of utilising a qualitative research. The methodological strategy, data collection and analysis measures were discussed in detail. The contextualisation and literature control including ethical issues, permission, informed consent, anonymity and confidentiality were examined. The trustworthiness of the study was also discussed.

Chapter Five presented the findings of the study apropos the Grade 9 teachers' experiences of teaching EMS as an integrated subject in three selected schools in Umlazi District, Durban.

The analysis of the data was obtained from the Grade 9 EMS teachers. The main trends and patterns in the data in relation to the research questions are highlighted. The response to the above questions were obtained through one- on- one interviews; interpretation of collages presentations and observation field notes. This chapter revealed the main themes that emerged from the study. The themes generated are namely:

- Teachers' understanding of the nature of subject EMS;
- Challenges in teaching, learning and assessment in EMS and;
- Available resources to teach EMS.

Chapter Six presented the discussion on findings of the study in detail. The chapter discussed each theme highlighted in Chapter Five and supported findings with existing literature and theoretical framework.

This Chapter Six presents a deeper discussion of these themes by engaging with the existing literature in the field of EMS and explores how the findings in the current study relate to the existing body of literature.

Finally, Chapter Seven provided a summary, conclusion and recommendations and conclusions based on the empirical data obtained from the study. This provides a synthesis of the arguments developed and offers recommendations that have been obtained from the study. It concludes by pointing out areas of research that need further investigation.

7.3. SUMMARY OF THE FINDINGS

This section presents the summary of the findings under each of the research objectives as discussed above. The summary of the findings presented according to the themes that emerged from the findings is therefore used to draw conclusions and offer recommendations. The summary of the findings is presented according to the objectives of the study.

The purpose of the study was to explore Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District as well as to examine the resources that Grade 9 teachers draw on to teach Economic and Management Sciences (EMS).

The following research questions guided this study:

- What are the Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?
- What resources do Grade 9 teachers draw on to teach Economic and Management Sciences (EMS) in three selected schools in the Umlazi District?

7.3.1. Teachers' understanding of the nature of the subject EMS

Findings revealed that teachers were not well equipped to teach EMS as an integrated subject. The lack of understanding of the Accounting curriculum in EMS was a major problem in the context where the Accounting skills were regarded as the most important skill that was acquired by the Grade 9 learners.

The participants believed educators who are qualified to teach EMS must be employed to teach the subject. Workshops should be organised and teachers should further their studies in order to equip themselves with the relevant knowledge in the subject.

7.3.2. Challenges in teaching, learning and assessment in EMS

Findings revealed that teachers' understanding of the nature of the subject EMS believed that challenges come from the learners themselves. Data showed that learners have lost the culture of learning. They were bunking school, late coming as a result of lack of discipline and commitment to learning. They were always submitting their work late in class and for some learners there are no submissions at all. The lack of parental involvement in schools that influence discipline was noted.

7.3.3. Available resources to teach EMS

The interpretation of the different collages presented by the participants provide an inventory of resources in five organised sub-systems that help support and guide teaching and learning to teach EMS and indicated that there were resources and assets in every system in the lives of the EMS teacher. These resources were essential to support the schools' performance (capacity of the school) in terms of successful teaching guides (teacher's capacity).

These resources included the following and how they engage or not with other resources such as, learners, other teachers, teaching resources, visual aids, textbooks, using computer and networking, newspapers, real life situation, keeping healthy, capacity of the school, teacher's capacity, school infrastructure, neighbouring capacities, institution's capacities as well as the involvement of the international institution within the school and beyond, in their teaching of EMS.

7.4. LIMITATIONS OF THE STUDY

The study was restricted to three schools in a particular geographical area within the Mayville EMS Cluster, located in the Umlazi District. It was also restricted to Grade 9 EMS teachers in the selected schools in Ethusini and Umkhumbane circuits, and the results of the study may not be generalised to all Grade 9 EMS teachers or to the entire province or for the country at large, although these results can at least provide an image of the experience of the Grade 9 EMS teachers. Findings of related studies at other schools can nevertheless be linked for results and trends. There was 1 a limitation related to the method employed in the study as it was only qualitative.

7.5. RECOMMENDATIONS

This section summarises the recommendations that could be implemented to bridge the gap that was identified in the study.

Although there were challenges identified by the participants during the teaching and learning of EMS, they gave alternative solutions for overcoming those challenges. Findings show that teachers provided two options to teaching EMS as an integrated subject.

The first option was that the Department of Education should employ Accounting specialists to teach Grade 9 EMS classes if there is a single teacher because of the demand of the EMS Curriculum for Grade 9. The second option mentioned was that different teachers could share the teaching load with respect to their specialisations within EMS.

It is important to take note that in the second option, in order to do justice to both teachers and learners, the SMT of the school must come out with clear planning in term of time-tabling allowing a smooth rotation of the different EMS teachers (Accounting- EMS, Business Studies- EMS, and Economics-EMS), sharing Annual Teaching Plan and lesson plan, and Assessment Planning and marking papers for each component.

These options have an impact on the CAPS for EMS in terms of time allocation and the structure of EMS. It can be said in line with the second option that EMS could be divided in three independent learning areas known as Accounting, Business Studies, and Economics designed from the Grade 7 learners up to Grade 12. This strategy aimed to avoid bias and confusion on both the teachers and learners in order to promote a better understanding of

Accounting; Business Studies; and Economics from Primary School up to High School, and at tertiary level.

The inventory of the resources obtained from the different collages suggested that Grade 9 EMS teachers should not be limited to one resource such as textbooks. They should be able to identify, to use and combine available different resources, and adapt them in the classroom setting with respect to multiple resources in the complex layers of school, family and community relationships, within the wider social context of teaching and learning, and development of the teachers.

7.6. RECOMMENDATIONS FOR FURTHER STUDIES

The following areas need further investigation:

Findings in this study revealed that teaching EMS as an integrated subject posed problems to the teachers. If teachers lack understanding in their discipline, they are likely to deny learners of development of higher-level thinking skills. Therefore, this needs further investigation.

In addition, findings in this study indicate in addition that most of the Grade 9 EMS teachers do not have qualifications in Accounting. It is therefore important to investigate how effective those teachers are.

The Department of Education should thus investigate the impact of results triggered by the lack of resources for EMS in schools. Further, the findings in this study also showed, an inventory located in the different spheres of teacher/learner development. The Department of Education should examine how better these resources are for teaching EMS.

The findings in this study also showed an option to split EMS in three dependant learning areas such as Accounting; Business Studies; and Economics to be taught from the GET to the FET. The Department of Education should also investigate in terms of time allocation and time-tabling.

7.7. CONCLUSION

Initially, this study has found that understanding of the nature and the scope of EMS are necessary for effective teaching and learning of EMS. The participants believed teachers who are qualified to teach EMS must be employed to teach the subject. Workshops should be

organised and teachers should further their studies in order to equip themselves with the relevant knowledge in the subject.

Grade 9 EMS teachers should therefore be knowledgeable in content matter in all the three components of EMS, namely Accounting, Business Studies, and Economics. The content should be supported by their pedagogical skills, as well as their capacity to work effectively with a wide range of learners, colleagues and other stakeholders within the school environment and outside by drawing on resources to contribute to the school and the profession, and the capacity to continue developing. In addition, Grade 9 EMS teachers should use a range of the resources available within the school environment and outside school, including prescribed textbooks combined with other sources such as the learners, other colleagues, visual aids, the internet, DVDs, etc.

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(Figure1: The didactic triangle as adapted by the researcher (Source: Du Toit, 2011, p.4)

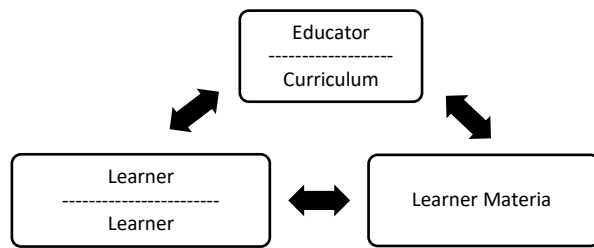


Figure 2: Bronfenbrenner's nested relationships in a public school setting as adapted by the researcher (Source: Leonard, 2009, p.7)

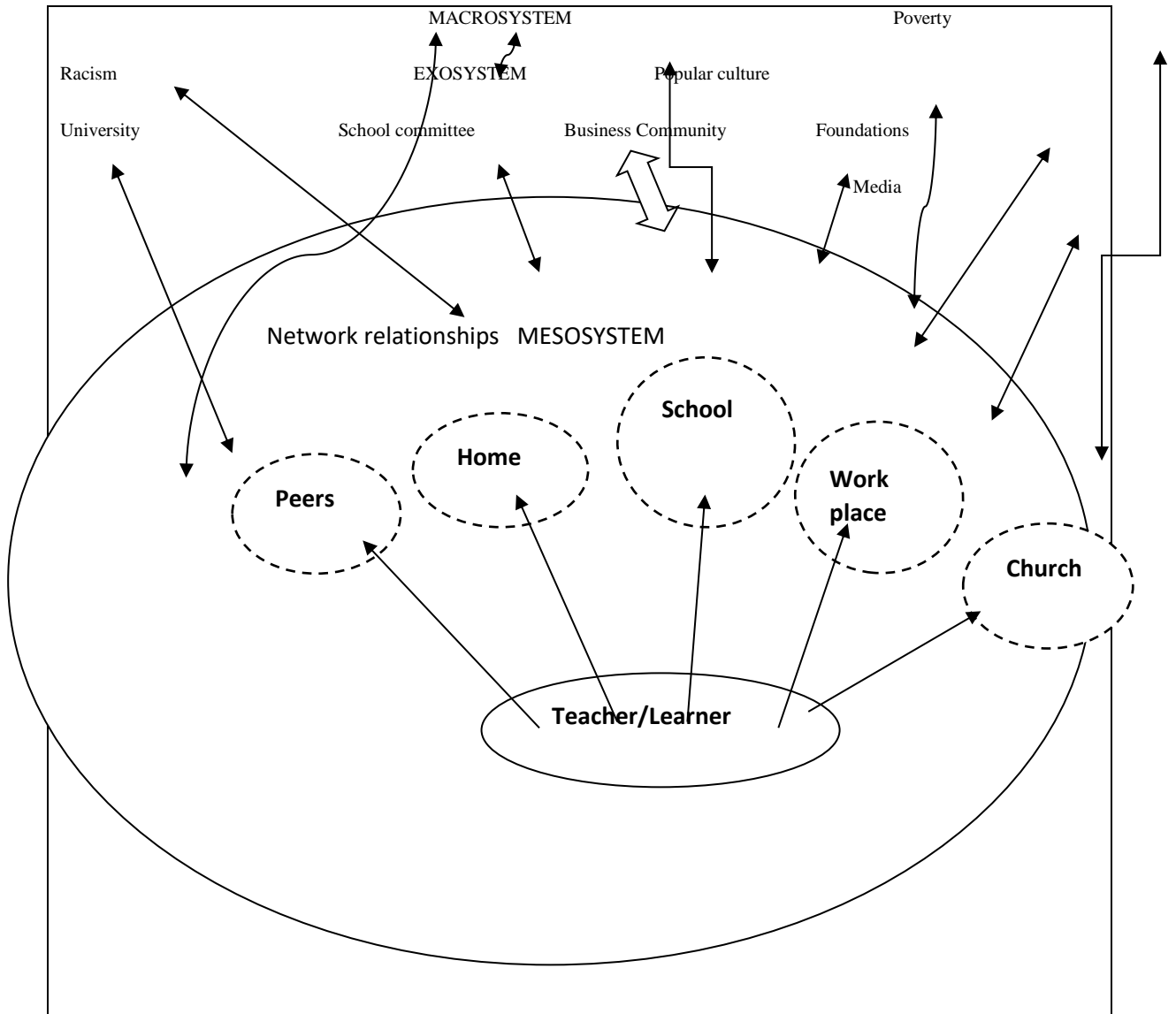
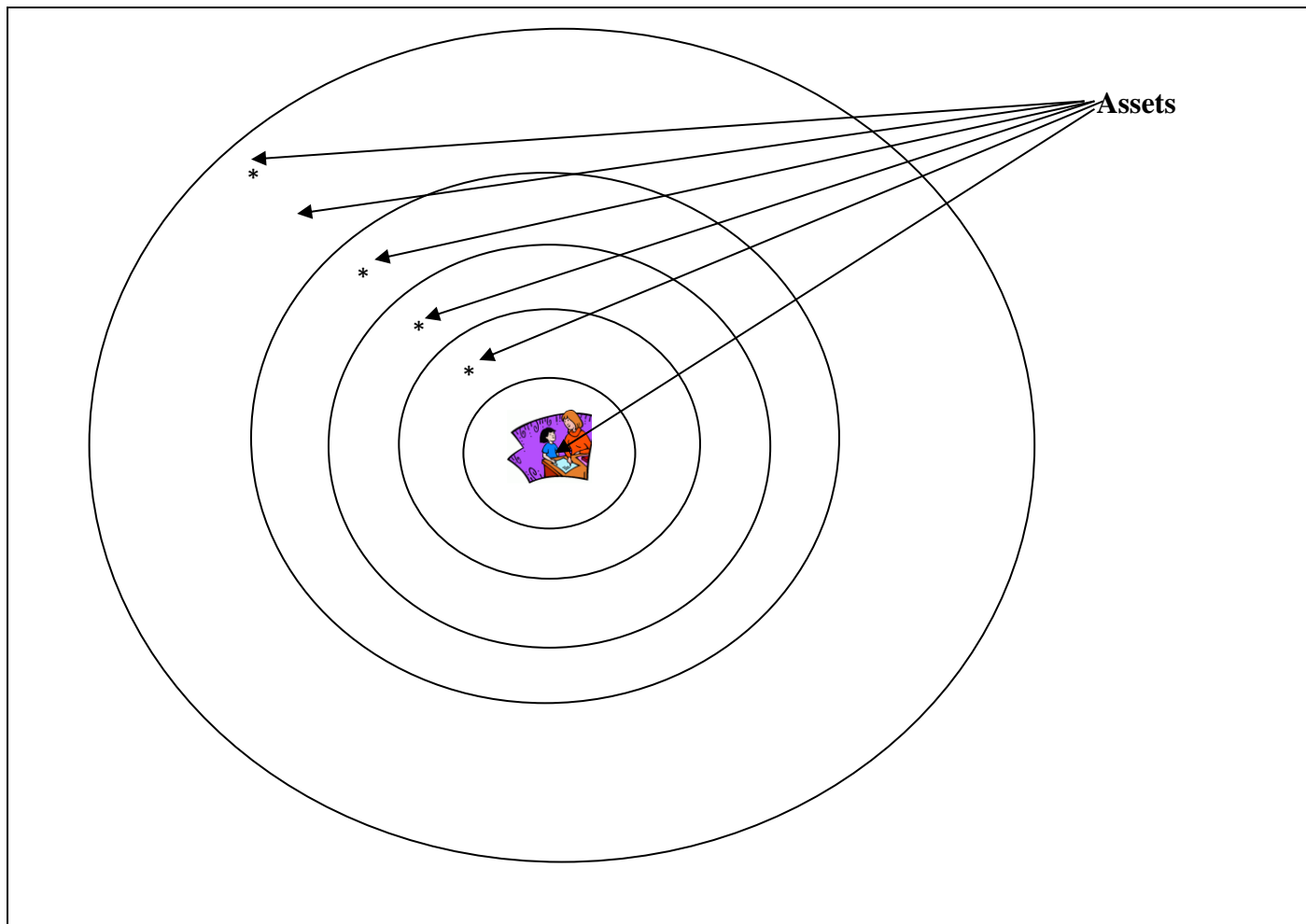


Figure 3: The juxtaposition of the Asset-based approach to the Ecological Theory





6 March 2014

Director -The Research Unit
Resource Planning; KwaZulu Natal Department of Education
Private Bag X9137; Pietermaritzburg; 3200

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Director

My name is Wilondja Rashidi Williams, and I am a student at the University of KwaZulu-Natal, Edgewood Campus, and School of Education in KwaZulu-Natal. The research I wish to conduct for my Master's dissertation involves **"An Exploration of Grade 9 Teachers' Experiences of Teaching Economic & Management Sciences (EMS) in Three selected Township Schools in Durban"**

I am hereby seeking your consent to approach three senior school in township area in Pinetown District in order to provide participants for this project.

The first objective of this study is to explore the experiences of Grade 9 teachers of teaching Economic and Management Sciences (EMS) in three selected township schools. The second objective is to examine the resources that teachers draw on to teach EMS in these three selected township schools.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full report. If require any further information, please do not hesitate to contact me on my direct cell phones numbers: 0824843190 or 0730490227, and email: wilorashidi@yahoo.fr or 206526647@scu.ukzn.ac.za. By all means, you can also directly contact Ms P Kimba (Tel: 031 260 3587, Email: kimba@ukzn.ac.za) from the Humanities and Social Sciences Research Ethics Sub Committee (HSSC) Research Office if you may account any difficulty regarding this research.

Thank you for your time and considerations in this matter.

Yours sincerely

Wilondja Rashid Williams
Researcher, University of KwaZulu-Natal

Student No: 206526647

(Commerce Education)

Cell phones Numbers: 0824843190 and 0730490227

E-mail: wilorashidi@yahoo.fr

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2. Ms Fumane Khanare

Tel: 031- 260 3545

E-mail: khanare@ukzn.ac.za



APPENDIX B

(Edgewood Campus)

The Principal

Letter of Invitation to School Principals

My name is Wilondja Rashidi Williams, and I am a student at the University of KwaZulu-Natal, Edgewood Campus, and School of Education in KwaZulu-Natal. The research I wish to conduct for my Master's dissertation involves "An Exploration of Grade 9 Teachers' Experiences of Teaching Economic & Management Sciences (EMS) in Three selected Township Schools in Durban". I am hereby request a permission to carry out my research at your school.

Objectives of the Research:

- The first objective is to explore the experiences of Grade 9 teachers of teaching EMS in three selected township schools.
- The second objective is to examine the resources that teachers draw on to teach EMS in these three selected township schools.

Significance of the Research Project

The research is significant in four ways:

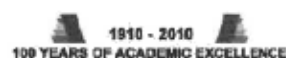
1. It will provide information about teachers' experiences on teaching EMS in selected township schools.
2. It will provide information about what influence teachers' practices of teaching EMS. It is assumed both negative and positive influences will be highlighted by the teachers themselves.
3. It will provide information about resources both within and outside school that the teachers draw on (if any) and how they use those resources in their teaching of EMS.
4. It will provide schools and teachers with greater understanding about how teachers' experiences impact on learners in township school in relation to EMS.

Benefits of the Research to Schools

1. After completion of the study there will be dissemination of results to schools, KwaZulu-Natal Department of Education, and the broader public.
2. The results will inform curriculum development in career education.

Research Plan and Method

Initially, there will be focus group interviews with the Grade 9 EMS teachers at their respective schools. The estimated time for such interviews will be 1 hour to 1 hour 30 minutes. The second session will involve participation of teachers from the selected schools, whereby the Grade 9 EMS teachers will explore through a collage and a focus group.



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School

APPENDIX B

(Edgewood Campus)

The Principal

Letter of Invitation to School Principals

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Yours sincerely

Wilondja Rashid Williams
Researcher, University of KwaZulu-Natal

Student No: 206526647

(Commerce Education)

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E-mail: jngwenya@ukzn.ac.za

2. Ms Fumane Khanare

Tel: 031- 260 3545

E-mail: khanare@ukzn.ac.za

After making collages, participants will explain their collages. In both of these sessions, I will need to audio and video record the discussions. However this will be upon participants' agreement. If so, participants are guaranteed anonymity and confidentiality and that the data will be only used for research purposes and will be securely kept with the university after 5 years. Thereafter, it will be shredded.

Participants' anonymity and confidentiality throughout the research project, as well as in the reporting of the findings are assured. Schools and individuals will not be identified in the dissertation as I will use fictitious names. Participation is purely voluntary therefore participants are at liberty to withdraw from the study at any given stage and no harm will befall them. For any further information, I have enclosed herein the contacts of my supervisors.

School Involvement

Once I have received your consent to approach teachers to participate in the study, I will

- Arrange for informed consent to be obtained from the teachers
- Arrange a time with your school for data collection to take place
- To obtain informed consent from participants

If you require any further information, please do not hesitate to contact me on my direct cell phones numbers: 0824843190 or 0730490227, and email: wilorashidi@yahoo.fr or 206526647@stu.ukzn.ac.za. By all means, you can also directly contact Ms P Ximba (Tel: 031 260 3587, Email: ximbap@ukzn.ac.za) from the Humanities and Social Sciences Research Ethics Sub Committee (HSS/REC) Research Office if you may account any difficulty regarding this research.

Thank you for taking the time to read this information.

Yours sincerely

Wilondja Rashidi Williams
Researcher, University of KwaZulu-Natal.
Student No: 206526647
(Commerce Education)
Cell phones Numbers: 0824843190 and 0730490227
E-mail: wilorashidi@yahoo.fr
206526647@stu.ukzn.ac.za

SUPERVISORS:

1. Dr. Jabulisile Ngwenya
Tel: 031- 260 3621
E-mail: Ngwenvaj@ukzn.ac.za
2. Ms Fumana Khanare



07 April 2014

Mr Wilondja R Williams (206526647)
School of Education
Edgewood Campus

Protocol reference number: HSS/1517/013M

Project title: An exploring of Grade 9 teachers' experiences of teaching Economic & Management Sciences (EMS) in three selected township schools in Durban

Dear Mr Williams,

Full Approval – Expedited

In response to your application dated 29 November 2013, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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

Dr Shenuka Singh (Chair)

/ms

cc Supervisors: Ms Fumane Khanare and Dr Jabulile Ngwenya
cc Academic Leader Research: Professor P Morojele
cc School Administrator: Mr Thoba Mthembu

Humanities & Social Sciences Research Ethics Committee

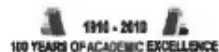
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3557/83504657 Facsimile: +27 (0) 31 260 4809 Email: shnuks@ukzn.ac.za / ksm@ukzn.ac.za / mshu@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:24/8/167

Mr WR Williams
4 Cedarwood Flats
15 Cedar Road
Umbilo
40001

Dear Mr WR Williams

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "AN EXPLORATION OF GRADE 9 TEACHERS EXPERIENCES OF TEACHING ECONOMIC & MANAGEMENT SCIENCE (EMS) IN THREE SELECTED TOWNSHIP SCHOOLS IN DURBAN", 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 February to 30 June 2014.
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 Mr. Alwar 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 Director-Resources Planning, 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:

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 12 March 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa *...dedicated to service and performance*
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 *033 392 1004*
EMAIL ADDRESS: help@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzndoe.gov.za

APPENDIX E: Letter to teachers: Request for participant.



Dear Participant

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH PROJECT

Greetings, my name is Mr. Wilondja Rashidi Williams and I am a Masters student with the School of Education (Human and Social Sciences: College of Humanities/Commerce Education) through the Edgewood Campus, University of KwaZulu-Natal, and as such I am required to carry out research to write up a dissertation. This is in part-fulfilment of the requirements of the Masters Degree in Education (Commerce Education) which I am currently pursuing at the above-mentioned University.

The title of my research is “**An Exploration of Grade 9 Teachers’ Experiences of Teaching Economic & Management Sciences (EMS) in three selected Schools in Durban**”

The objective of this study is to explore the experiences of Grade 9 teachers of teaching Economic and Management Sciences (EMS) in three selected schools. This study is two-fold. The first objective is to explore the experiences of Grade 9 teachers of teaching EMS in three selected schools. The second objective is to examine the resources that teachers draw on to teach EMS in these three schools.

In order to achieve this, your participation is cordially requested. Initially, there will be focus group interviews with the Grade 9 EMS teachers at their respective schools. The estimated time for such interviews will be 1 hour to 1 hour 30 minutes. The second session will involve participation of teachers from the selected schools, whereby the Grade 9 EMS teachers will explore through a collage and a One-on-one interview on how they imagine the issue of teaching and learning EMS as an integrated subject. This will be look at in the context of the implementation in 2003 of the New Revised National Curriculum Statement (RNCS) for grades R-9 (Schools) followed by the revised Curriculum and Assessment Policy Statement (CAPS) in 2010.

In both of these sessions, I will need to audio and video record the discussions. However, this will be upon your agreement. If so, you are guaranteed anonymity and confidentiality and that the data will be only used for research purposes and will be securely kept with the university after 5 years. Your anonymity and confidentiality throughout the research project, as well as in the reporting of the findings is assured. Schools and individuals will not be identified in the dissertation, as I will use fictitious names. Your participation is purely voluntary therefore, you are at liberty to withdraw from the study at any given stage and no harm will befall you. For any further information, I have enclosed herein the contacts of my supervisors. Please complete the consent form attached should you decide to participate in the study.

Yours sincerely

Wilondja Rashidi Williams Student (No: 206526647)

Cell No: 0824843190 and 0730490227

E-mail: wilorashidi@yahoo.fr
206526647@stu.ukzn.ac.za

SUPERVISOR

Dr. Jabulisile Ngwenya (Commerce Education)

Tel: 031- 260 3621

E-mail: Ngwenyaj@ukzn.ac.za

DECLARATION

(To be completed by participant)

I (**full name of participant**) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

.....

Participant's signature and Date

Respondent's profile

Socio-demographic data			
1.	What is your gender?	1. Male	2. Female
2.	How old are you?		
4.	What is your highest level of education?		
5	What are your specializations		
6.	How long have you been appointed in a school environment		
7.	How long have you been teaching EMS? (Years and since what date?)		



education
 Department:
 Education
PROVINCE OF KWAZULU-NATAL

ENQUIRIES: TT MTHEMBU AND S M KHUMALO

REF:

TEL: 031 274 1900

DATE: 25-08-2016

FAX: 031 205 0738

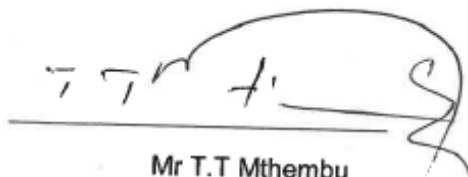
Dear Principal

RE: PERMISSION TO CONDUCT DATA COLLECTION IN PUBLIC SECONDARY SCHOOLS IN DURBAN

This letter serves to indicate that Mr Wilondja Rashidi Williams (Student No 206526647) has been granted permission by Mr T.T Mthembu and Mr S.M Khumalo respectively Circuit Managers of Ethusini and Umkhumbane to conduct the data collection sessions in the circuits under their responsibilities in order to allow him to complete his Masters Degree in Education with the University of Kwa-Zulu Natal.

The objective of the study is to explore the experiences of Grade 9 teachers of teaching Economic and management Sciences (EMS) in selected secondary schools.

Your co-operation will be highly appreciated.



Mr T.T Mthembu



Mr S. M Khumalo

**KZN DEPT. OF EDUCATION
 UMKHUMBANE CIRCUIT**
 6 ACTON RD UMBILO, DURBAN 4001
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 UMLAZI DISTRICT

...dedicated to service and performance
 beyond the call of duty

KWAZULU-NATAL DEPARTMENT OF EDUCATION
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PREAMBLE: We are interested in learning about the Grade 9 EMS teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected township schools in Durban, Province of KwaZulu-Natal, in the Republic of South Africa.

This study is two-fold:

- The first objective is to explore your experiences of teaching EMS.
- The second objective is to examine the resources that you draw on to teach EMS.

Two key questions guiding the study are:

- What are Grade 9 EMS teachers' experiences of teaching EMS in a township school?
- What resources do EMS teachers draw on (if any) in order to teach EMS?

We are interested in learning about the challenges you have faced when they you are teaching EMS as an integrated subject; what your needs are; and what the Department of Education, other stakeholders, and you can do to improve your situation of teaching EMS. This study will therefore engage with these issues and attempt to determine the resources that you draw on to teach EMS in the context township schools. You are not required to answer any questions you don't feel like answering. However, your answers will be confidential and your name will not be associated with them. The information will help us to learn more about your situation and what can be done about it. We hope to collect the information in order advice policy makers on how to improve services and policies. We value your contribution as an expert teaching EMS. We expect our conversation to last about one thirty to fifty minutes and thank you for being here.

1. How many streams to you teach? If one how many students do you teach?
2. In your opinion, what have been your experiences of teaching EMS in this school?
3. Please share both the experiences, either **positive** or **negative** (**Probe: what it is like to teach EMS? Please be specific as possible**)
4. In the mentioned experiences, what was happening, where and how did affect or impact on your teaching EMS?

An exploration of Grade 9 teachers' experiences of teaching Economic and Management Sciences (EMS) in three selected township schools in Durban, Province of KwaZulu-Natal, in the Republic of South Africa.

Gender Number of participant School Code

1. Introduce interviewer.
2. Introduce participants.
3. Explain why we are here (aims of the questionnaire, how long it will take).
4. Explain the focus of the study and define its key priorities.
5. Explain that all answers will be treated confidentially (no names revealed, what will happen to the data and assurance of confidentiality).
6. Ask whether participants are willing to participate in the interview (participation is voluntary and there is no need to answer questions they do not want to answer).
7. Read out the consent form, for those participants that are willing to participate; obtain their signature on a copy of consent form. Collect signed forms; the participant is to keep the second copy.

[Note to INTERVIEWER]: At this point, if there are participants, who are not willing to participate, thank those participants now and politely ask them to leave – you should reassure all participants who DO agree and ensure all consent forms are signed. Also reiterate that if there are any questions that they do not wish to answer, they have the right to refuse and they may also leave the interview at any time without giving a reason. At this point pass around and complete attribute forms for all participants. Upon completion begin your interview. This form is to be filled out for all respondents to shed light on their individual profile and **should be filled by all interviews.**

5. You can give an example how a particular experience affected your teaching EMS?
6. How do these experiences function to facilitate or inhibit you teaching EMS and learners' academic performance?
7. How do you think teaching EMS is perceived in school environment and in community at large? (**Probe:** Why, provide examples) Do you have a qualification in EMS? If not, why are you teaching EMS?
8. If you had a choice, would you choose to teach EMS? Why?
9. What is your understanding of EMS as a subject?
10. How would you describe your own knowledge of EMS (in Accounting, Economics and Business Study)?
11. Which teaching methods do you employ in teaching EMS? Explain.
12. Which section or component do you prefer to teach in EMS, why?
13. Which section do you prefer less, why?
14. Accounting or Financial Literacy is regarded as the most important component of EMS, do you have a qualification in Accounting?
15. How confident are you in teaching the Accounting component within the EMS curriculum? Explain.
16. How familiar are you with the Grade 10 Accounting curriculum?
17. Do you think at the end of the year your learners will be ready for Grade 10 Accounting?
18. What are the difficulties, obstacles and challenges that you are experiencing in teaching EMS?
19. What changes if any will you like to see in EMS?

Section 1: Collage making

The study explores what looks is like to teach EMS in township schools, and in particular, the ways in which you map and mobilise resources in you school and outside school to effectively teach EMS in the classroom context. In this session, you will be able identify the resources

available to you through and outside your school. Exploring these two areas will provide an opportunity to “deep” discussion and reflection.

20. *Note to INTERVIEWER: Probe throughout this section for experiences with the following determinants: the role of the Department of Education; Subject advisers; Libraries; Universities; colleagues ;learners; community; etc.)*
21. Exploring what a “collage” is.
 22. Showing teachers examples of collages.
 23. You will make your own collages in which you will identify the resources you are using to teach EMS in the school using the following prompt: “Use a combination of pictures, drawing, texts and phrases to show the resources that you use to teach EMS in the classroom.
 24. Sharing your collage: You will paste your collages on the wall and have a “walk around” and view it.
 25. Do you have a professional relationship with other teachers, especially where planning is concerned?
 26. How often do you meet with other Commerce teachers and what information is discussed?
 27. What kind of curriculum support structures exists at your school?
 28. Describe a situation where you felt confident/less confident about the topic or assessment task in EMS. In which section (Financial literacy, Economics or Business Study). What do you do when you struggle with an activity or task or topic?
 29. Are you getting any support from the Department of Education and the school?
 30. What are you doing to empower yourself as an EMS teacher?
 31. What do you suggest that the Department of Education must do to empower you as an EMS Teacher?
 32. What support would you need in improving your learners' competency in EMS?
 33. What support would you need in improving your learners' competency in Accounting
 34. What courses or training have you received in EMS?
 35. What support in teaching EMS have you received from:
 - 1) other teachers at your school
 - 2) other commerce teachers in your school

- 3) other commerce teachers in your cluster
- 4) from the DoE
36. Are there any workshops attended on EMS this year?
37. What sort of training, did you acquire with regard to EMS?
38. Do you feel that the DOE has done enough to support your understanding of EMS?
39. In terms of resources and implementing EMS, how do you manage?
40. To what extent do you rely on textbooks for your lesson preparation?
41. How often do you use / refer to your EMS CAPS documents?
42. Is there anything more you would like to add?

Section 2: Collage interpretation

43. [Note to the INTERVIEWER: The following questions will guide the collage interpretations. *Only probe as per the answers otherwise we end up asking leading questions. If they do not mention any of these above mentioned determinants it's alright, it's a finding.]*
44. From your experience, do you think that resources are important when you are teaching EMS? Why do you do so?
45. Can you describe your collage: What is in your collage? Why do you choose the items that are in your collage? How do you use them in your class?
46. Can you describe in which way do these resources help learners?
47. Looking at your collage, what are the omissions (if any)? What could be added? Why?
48. Can you describe what can you, others teachers have to make sure that there are resources in the school and in relation to the delivery of EMS in classroom context?
49. What barriers have you have encountered being a Grade 9 EMS teacher?
50. What challenges do you face daily? (**Probe:** as per answer provided for a better understanding)
51. What opportunities have you encountered that have helped you as a Grade 9 EMS teacher?

Section 3: Understanding, hope, and resilience

[*Note to INTERVIEWER:* alert participants that you are now transitioning to another set of questions dealing with possibilities for hope in addressing some of the issues they have identified].

52. What are some of the things that you try to do in order to change or improve your teaching situation? (**Probe:** *individual level-Agency/availability and accessibility of resources or programmes*)
53. How do the you “survive” while teaching EMS? How have teachers who teaching other integrated subject such as physical sciences (physics, chemistry) managed to get themselves to improve their teaching?
54. What is being done and by whom to deal with while you are teaching EMS?
55. In your view what should be done to deal with the situation?
56. What do you hope and aspire to be in two, three, four years and more from now?
57. What will make that possible for you?

Note to INTERVIEWER: alert participants that you are now moving to their recommendations going forward.

58. How do you think resources and access to resources for teaching EMS can be improved?
59. In your opinion, how can we address what causes Grade 9 EMS teacher not getting proper resources enable them to teach?
60. Are you aware of any initiatives, campaigns, interventions that have addressed the needs and aspirations of Grade 9 EMS teacher? **Probe:** *What has been achieved (or not achieved) as a result of these initiatives in your opinion?*
61. Are there resources and supports that you would like to have that are not available to you? What are they? Which are the most important?

Closing

Summing up: Finish by summarizing key points raised in the discussion. Ask participants if they want to add anything. Thank them for attending and express how helpful their answers have been. Because the research is to inform the Department of Education, schools, parents and other stakeholders. The closing should address this by explaining next steps. Indicate that although we hope our research will influence policy makers to improve services and address issues they are facing, there are no guarantees that this will happen and that we are not making any promises, but it is important that they have helped us provide evidence that can be used to improve teaching and learning EMS in township schools.

APPENDIX I Collage School A

COLLAGE OF RESOURCES

VISUAL AIDS

The following diagram illustrates the use of inputs, the production process and the production of outputs in the secondary sector by using the example of a clothing manufacturer:

Inputs	Production process	Outputs
Zippers/buttons Materials Equipment/tools		Final products - finished garments

The production process in the manufacturing of clothes

- * Crucial resource in the learning process
- * Stimulates the mind of the learner.
- * Learners are able to recall and retain concepts when showed rather than when taught.

TEXTBOOKS

- * Textbooks are key, however notes need to be summarised.
- * Activities found on textbooks are useful
- * Greater care needs to be taken of them.
- * Often the only resource most schools have.

FEEDBACK ON ASSESSMENTS

- * Most overlooked activity by most educators.
- * Educators should be able to identify areas which need more improvement and weaker learners.
- * Time constraints and large numbers in classrooms prohibit this process.

INTERNET & RESEARCH

- * One of the best resource a learner can have.
- * Most assessment tasks received by learners are done using internet & research.

APPLYING DIFFERENT TEACHING STRATEGIES

- * Teachers should use different teaching approaches and methodologies e.g.
 - get learners to actively participate in class
 - conduct classroom presentation
 - facilitate group work activities

EXAMPLES OF THE TERTIARY SECTOR

THE COLLAGE OF RESOURCES

TEXT BOOKS

TOP CLASS SPOT ON

- I use different text books so that I will collect all important that need to be passed on to learners and to get more different examples and activities.

INTERNET

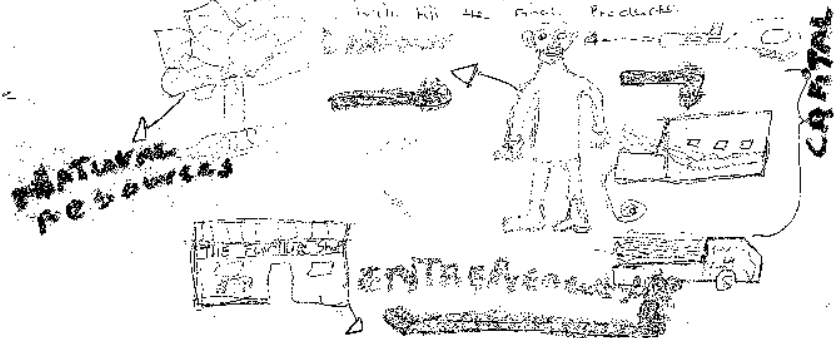
- I use local library to search for information and pictures to make posts and charts for learners to make them understand easily.

NEWS PAPERS

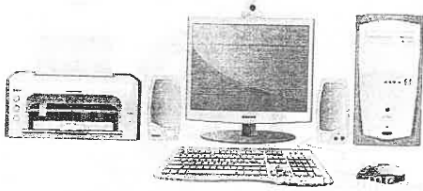
- I also collect other information from news papers like National Budget to show them how government's funds are allocated to different levels of government to till reach us all public goods and services through different departments.

FACTORS OF PRODUCTION

* For the introduction of factors of production, I will create a post like this to show them each factor and how the process will fit the final products.



COLLAGE: IDENTIFYING RESOURCES TO TEACH EMS

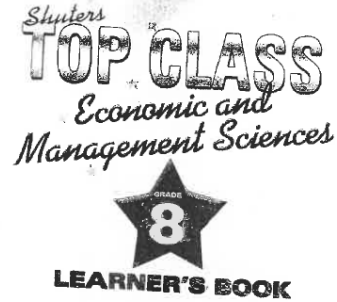


THE TEACHING OF EMS AT SCHOOL LEVEL IS GUIDED STRICTLY BY A PRE-DETERMINED SYLLABUS DESIGNED BY THE DEPARTMENT OF BASIC EDUCATION.



1. USING COMPUTERS AND NETWORKING

THIS ALLOWS EDUCATORS TO DO RESEARCH ON TOPICS OF THE SYLLABUS AND TO NETWORK WITH OTHER EDUCATORS AND SCHOOLS TO DISCOVER NEW INFORMATION AND METHODS OF TEACHING AND RESOURCES THAT COULD BE USED TO ENHANCE A LESSON OR A SPECIFIC TOPIC/SCENERIO.



2. TEXT BOOK USED IN TEACHING

IN MOST UNDER-RESOURCED SCHOOLS THE TEXT BOOK IS WIDELY USED AS THE ONLY RESOURCE FOR TEACHING AND LEARNING - THERE IS A WIDE VARIETY OF TEXT BOOKS AVAILABLE FOR THE TEACHING OF EMS - SOME PLACE EMPHASIS ON BUSINESS AND ENTREPRENEURSHIP WHILST OTHERS EMPHASISE THE ACCOUNTING AND FINANCIAL PROCEDURES TO BE FOLLOWED FOR SOUND AND SUCCESSFUL FINANCIAL MANAGEMENT.



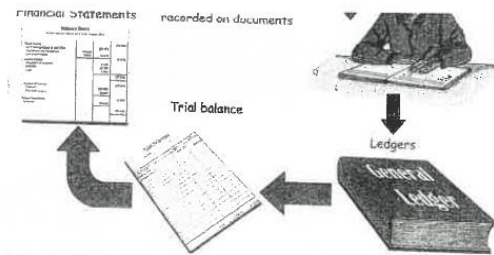
4. REAL LIFE SITUATION

EDUCATORS NEED TO INVESTIGATE THE SOCIO-ECONOMIC SITUATION FACED BY MOST LEARNERS - THIS CAN BE USED EFFECTIVELY AS A RESOURCE FOR ALLOWING LEARNERS TO IDENTIFY WITH THE CURRENT SITUATION OF POVERTY AND UNEMPLOYMENT THAT IS FACED BY MANY IN THE COUNTRY.



5. REAL LIFE EXPERIENCES

PICTURES/FILMS/PHOTOGRAPHS OF REAL LIFE EXPERIENCES IN RESPECT OF SHOPPING, BANKING, VISITING THE POST OFFICE, ETC., PROVIDES THE CORRECT STUMULI AND SERVES AS VITAL RESOURCES FOR EDUCATORS TO TAP INTO, ESPECIALLY WHEN TEACHING EMS WHICH INVOLVES TRADING, BUYING AND SELLING, MANAGEMENT, ENTREPRENEURSHIP, ETC.



6. KEEPING HEALTHY

A HEALTHY BODY AND MIND ENABLES CHILDREN TO DEVELOP BETTER. HEALTH RESOURCES IN THE COMMUNITY MUST BE USED BY EDUCATORS TO ENCOURAGE LEARNERS TO BE HEALTHY AT ALL TIMES



7. IDENTIFYING WITH THE ECONOMY AROUND US

IN STUDYING EMS, LEARNERS WILL BE ABLE TO IDENTIFY WITH THE NEED FOR FINANCIAL MANAGEMENT, BUSINESS OPERATIONS, ENTREPRENEURSHIP, SAVINGS, SPENDING, ETC. THEY WILL UNDERSTAND HOW THE ECONOMY WORKS, HOW UNEMPLOYMENT AND POVERTY IS ERADICATED AND HOW TO GROW THE ECONOMY. THEY WILL BE ABLE TO IDENTIFY WITH - NATIONAL BUDGETS - INFLATION - DEMAND AND SUPPLY - HOW PRICES ARE DETERMINED.

APPENDIX L Turnitin Report

5/29/2019

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APPENDIX M Editors Report

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Date: 13 May 2019

To whom it may concern

This is to certify that the Dissertation: An exploration of Grade 9 Teachers' Experiences of Teaching Economics and Management Sciences (EMS) in Selected Schools in Umlazi District written by Wilondja Rashidi Williams has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

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