



**Exploring Business Studies Teachers' perspectives on teaching Grade 12 learners for entrepreneurship**

By

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## Declaration

I, Zinhle Thabisile Dube, declare that:

- i This dissertation is my own work and has never been submitted for any degree or examination before at any other university.
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- iii This dissertation does not contain any other persons' data, pictures, graphs or other information unless specifically acknowledged as being sourced from other persons.
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Date: 28/05/2019-----

**Statement by the supervisor:**

This dissertation is submitted with/ without my approval.

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Signed

Date

## **Acknowledgements**

First and foremost, I thank God, Lord Almighty for walking by my side throughout this journey. He provided me with the forte, courage and wisdom to complete this dissertation. I further thank the Almighty for giving me wonderful parents who afforded me with a remarkable opportunity to be enlightened, despite their financial constraints, and educational level. I also convey my gratitude to the following people who enthused and assisted me in this research.

- My supervisor Dr. Pryah Mahabeer, for her support and supervision. Without her, I would not have completed this study;
- The participants of schools for allowing me to conduct the research;
- The principals of schools for allowing me to conduct the research; and
- My family, colleagues and friends for their endless support.

## **Dedication**

This thesis is dedicated to my mother Linah and my late father Mzwandile Duduza Dube. Thank you mother, for your love and care; without your unconditional love, I would not have made it this far.

## **Abstract**

South Africa is faced with high unemployment rate, especially amongst learners leaving school. One of the aims of the South African Business Studies curriculum is to ensure that learners acquire and apply skills and knowledge in ways that are meaningful to their own lives after they complete Grade 12 and they enter the job market (Department of Basic Education, 2011). These skills are believed to enhance the spirit of entrepreneurship in the Business Studies learners, thereby reducing unemployment and poverty. Therefore, this qualitative research study explores Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship.

The study employed a qualitative method to provide an in-depth insight into teachers' perspectives on teaching Grade 12 learners for entrepreneurship. The data generation method of the study was influenced by the interpretive paradigm. Data was generated in three secondary schools in Pinetown District, and three teachers (one from each school) were purposively selected to participate in this study. Thematic analysis was employed in order to explore different perspectives of teachers on the teaching of entrepreneurship. Semi-structured interviews and focus group discussions were used for this research. In addition, the theory of scaffolding was used as a lens to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship, and ethical issues were considered. The research was carried out after the ethical clearance approval from the University of KwaZulu-Natal ethics office was obtained. The findings were presented using pseudonyms to protect the identity of the participants.

Findings indicated that the teaching of entrepreneurship was too theoretical and lacked practical based activities such as market days and on the job training. The results also indicated a lack of interest from learners which possibly resulted from the lack of practical based activities. Teachers further remarked that the teaching of entrepreneurship should empower learners by allowing theoretical knowledge gained in the classroom to be put to real-world practice, which may also include interacting with economic, production, marketing, promotion and other inherent business processes, tasks and opportunities of entrepreneurial activities. Furthermore, participants indicated that their perspectives were influenced by inadequate teaching time, CAPS-driven teaching and assessment activities, and lack of teaching and learning resources. Other factors included the language barrier in the teaching of entrepreneurship, overcrowded classes, and the inability of learners to grasp the subject content. The key recommendations of the study included: the need for the Department of Education to review the Business Studies curriculum to include practical based

activities in order to awaken interest in the learners; encouragement of further workshops for pre- and in-service teachers to empower them (teachers) with the necessary knowledge, skills and training for effective teaching of entrepreneurship; as well as encouraging small sizes by erecting more classroom buildings, and allocating more time for the teaching and learning of entrepreneurship.

## **List of Acronyms**

CAPS	Curriculum and Assessment Policy Statement
CAT	Computer and Applied Technology
DBE	Department of Basic Education
FET	Further Education and Training
GEM	Global Entrepreneurship Monitor
ICT	Information and Communication Technology
MBA	Master of Business Administration
StatsSA	Statistics South Africa

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# Chapter One

## Overview of the study

### 1.1 Introduction

Entrepreneurship plays a major role in the economic success of any country. In South Africa, the economic impact of entrepreneurship cannot be downplayed as it is the solution to cutting down the high percentage of unemployment, particularly among the youth. According to Statistics South Africa (StatsSA) (2018), youth unemployment percentage increased to 52 percent in the first quarter of 2018 as compared to 51 percent in the fourth quarter of 2014. Again, the youth unemployment rate in South Africa reached the midpoint of 52 percent between 2013 and 2018, going beyond 56 percent in the second quarter of 2017 (StatsSA, 2018).

According to StasSA (2018) two in every one hundred unemployed South African youths have matric. In the face of these alarming statistics above, many Further Education and Training (FET) institutions and universities in South Africa are offering entrepreneurship programmes to help learners self-sustain in business, for example, in the FET phase, there are a set of organised sections (modules) of teaching entrepreneurship in the Business Studies curriculum. These sections are taught by well-trained teachers in the field of Business Studies who possess teaching qualifications. “Teaching of entrepreneurship throughout the education sector helps promote a positive mindset in the youth and adults, and assists in eradicating poverty through the creation of effective entrepreneurs” (Shiri, Alibaygi & Faghiri 2013, p. 262 ). In light of this situation, the main objective of the study was to explore Business Studies teachers’ perspectives on teaching Grade 12 learners for entrepreneurship.

### 1.2 Business Studies curriculum: The South African context

Some studies suggest that the curriculum must take into account what knowledge needs to be learnt (subject knowledge) and what subject topics need to be covered as per proposed curriculum (Black, Harrison, & Lee, 2003; Carl, 2009; Hoadley & Jansen, 2009; Shepard, 2001). Both subject topics and subject knowledge are imperative components of the curriculum, and so subject content should be balanced, well sequenced and organised. These studies suggest that teachers should possess the necessary subject knowledge like Business Studies, and they should be knowledgeable of the

topics to be covered as per the intended curriculum. According to the Department of Basic Education (DBE) (2011), teachers should be aware of policy documents such as Curriculum and Assessment Policy Statement (CAPS), annual teaching plans, and lesson plans. CAPS documents outline curriculum knowledge which Business Studies teachers can easily reflect in their teaching practices (DBE, 2011).

The DBE (2011) observes that the Business Studies curriculum was developed for two important reasons, that is, to match up the demands of the 21<sup>st</sup> century in terms of technology, growth and knowledge development. This would expose South African learners to different and higher-level skills and knowledge. The transition of South Africa from apartheid to democratic governance requires a revision of the educational curriculum to reflect new values and principles, especially those cherished in the constitution of South Africa.

The Business Studies curriculum in FET is structured to develop the knowledge, required skills and values which are beneficial for learners in order to meaningfully, responsibly, and productively engage in business activities, both in the formal and informal sector in South Africa (DBE, 2011). Therefore, the school curriculum needs to produce entrepreneurs and skill orientated learners to enter the job market. The Business Studies curriculum is developed to provide learners with a global business perspective as well as to understand the functions of the different role players and the diverse business challenges and issues which affect or impact the business decisions that are made (DBE, 2011). Hence, the nature of Business Studies has to change to meet the needs of the changing economy. The curriculum is about the planning of learning content and subjects, such as teaching learners for entrepreneurship in the Business Studies (Steyn, De Klerk & Du Plessis, 2015).

### **1.3 The Research Problem**

Governments around the world have come to the realisation of the economic importance of Entrepreneurship in reducing unemployment rates and creating competitive economies (Hegarty & Jones, 2008). As a result of this, many secondary schools have adopted the teaching and learning of entrepreneurship as either a core or elective module or subject (DBE, 2011). The Department of Basic Education in South Africa (2011) states that the new concept of the Curriculum and Assessment Policy Statement (CAPS) has the potential of producing a learner who is an

independent thinker. Yang (2016) however, believes that entrepreneurship education has failed because the curriculum, which is supposed to make the learner action-oriented in the field of entrepreneurship, makes the learner theoretically oriented. Numerous specialists like Lackéus (2014) and Yang (2016) assert that the best way to make individuals more innovative is by applying a learning-by-doing approach. Action-oriented learning can trigger the improvement of innovative capabilities as observed by (Lackéus, 2014). Teachers should give their learners assignments regarding real-life problems to make learning action-oriented. Such assignments prompt rehashed associations with the outside world which triggers vulnerability, uncertainty and confusion (Lackéus, 2014). The school educational programmes must have the capacity to create learners who are business oriented.

With the astronomical rise of youth unemployment in South Africa and its yearly matriculated learners, it raises the question of what can be done to encourage the growth of successful entrepreneurs. Bright, Muller and Venter (2011) state that entrepreneurs should possess certain traits and skills, which when successfully learnt, can make one start and sustain a business. Lackéus (2014) argues that the curriculum does not automatically make Business Studies learners entrepreneurs, as the curriculum is a more rigid policy document which does not give room for creativity and innovation. The curriculum prevents historically disadvantaged learners from becoming successful entrepreneurs as they are in touch with reality (Lackéus, 2014). Sithole and Lumadi (2012) found that teachers of Business Studies in Botswana were facing certain challenges mainly challenges that focus on learners' lack of historical knowledge in the subject content, scaffolding tasks in mixed ability classes, immaturity of learners relative to subject content and misunderstandings by learners that the subject is complex. Therefore the primary focus of the study is to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship.

#### **1.4 Rationale for the study**

The main object of this study was to provide curriculum designers, Department of Basic Education, policy makers and all other interested stakeholders in education, valuable information that might be used to improve the curriculum. Having a curriculum policy for the teaching of entrepreneurship can help school leavers to become better furnished with the right skills and information to create enterprises so that they can be self-reliant. The researcher has observed, from thirteen years of

teaching Business Studies, the high rate of unemployment, poverty experienced by historically disadvantaged learners who come back to school to request any type of assistance. The researcher thought the Department of Basic Education, together with the curriculum designers, could assist to arrest the problem. Shastri (2012) believes a quick informal study of teachers and learners' perspectives on certain issues on entrepreneurship has to be suitably oriented to the learning process. The main motivation of this study was to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship, to determine if the curriculum had the desired entrepreneurial effects. The education policy concentrates on policy production and not on the teacher who implements this policy (Smith, 2001). It then becomes paramount to determine the reasons for the failure of learners in the courses or the lack of engagement of the learners in such courses.

### **1.5 Objectives of the study**

- a) To explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship.
- b) To explore what influences Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship.

### **1.6 Research questions**

1. What are the Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship?
2. What influences Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship?

### **1.7 Significance of the study**

The study provides Business Studies teachers, the curriculum designers, Department of Basic Education, policy makers and all other stakeholders in the education sector with valuable information that can be used to further improve the existing curriculum. This includes time allocated to study entrepreneurship and teaching them to be action oriented. The research has the potential to improve learners' entrepreneurial knowledge and skills as it reveals the perspectives of the teachers in the Business Studies curricular and therefore aid in coming up with clear-cut

teacher needs which are important to learner progression. It is foreseen that the outcomes of the research will lead to suggestions on how to effectively motivate learners to become business creators rather than merely acquiring theoretical knowledge. The following section discusses the theoretical framework employed in the study.

## **1.8 Theoretical framework**

A theory is a structure that supports or argue a claim that has been set. Hammond (2001) contend that by applying Vygotsky's scaffolding theory (discussed in chapter 2), a single more knowledgeable person, for example, a teacher is in a better position to provide learners with the exact support they need to move forward. The role of the teacher in the success story of a learner can never be underestimated. Scaffolding supports the learning process which is custom fitted to the requirements of the learner; with the purpose of assisting them to achieve their learning goals. Scaffolding is a process whereby a teacher helps a learner to gain new knowledge or master an activity that he or she is unable to perform (Silver, 2011). The scaffolding theory was therefore used as the framework of analysis. Vygotsky's Scaffolding theory is significant to the study as it suggests that teaching Business Studies in the classroom by teachers is mostly theoretical, and the teacher engages learners' thoughts by providing the support that learners need for entrepreneurial skills.

## **1.9 Research design and methodology**

This study employed a qualitative approach to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship. The study sought the opinion of teachers with respect to the curriculum which provides a plan for the teaching and learning of entrepreneurship. The researcher focused on three Grade 12 Business Studies teachers at three secondary schools in Pinetown District, KwaZulu-Natal in South Africa. The study is positioned within the interpretive paradigm. According to Bloomberg and Volpe (2018), the interpretive paradigm provides the groundwork for understanding how people interpret the world. Interpretive paradigm is concerned with meanings, understanding social members' definition and context (Henning, Van Rensburg, & Smit, 2004). Interpretivists believe that there is no fixed structure of society, and the social world is created by individuals' interactions (Mertens, 2014). Interpretive paradigm is context based and the researcher sought to explore Business Studies perspectives in their physical context.

## **1.10 Research methods**

In this study, data was gathered using focus group discussions and semi-structured interviews. According to Remler and Van Ryzin (2014), a semi-structured interview is a one-on-one interview and a focus group discussion involves two or more people with a set of open-ended questions that sometimes can be propped. These would help the researcher to gain an insight on how different participants think, feel and what they understand about the fundamental issues on the phenomenon being explored, that is; Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship. Data collected during the interviews were audiotaped to guarantee no data misinterpretation when analysing.

## **1.11 Sampling**

In exploring Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship in this study, purposive sampling was used, where participants were picked because of required characteristic features (Maree, 2007). According to Cohen, Manion, and Morrison (2011), purposive sampling is where participants are handpicked to be incorporated in the sample based on set attributes. Business Studies teachers were handpicked because of their qualifications and valuable experiences in the teaching of Business Studies in Grade 12. The selected participants for this study were three Business Studies teachers from three different secondary schools in the Pinetown District.

## **1.12 Trustworthiness of the study**

Qualitative researchers consider that dependability, credibility, transferability and confirmability as trustworthiness criteria ensure the rigour of qualitative findings (Guba, 1981; Schwandt, Lincoln, & Guba, 2007). The researcher went through sections that address the trustworthiness criteria used by the participants for ensuring the credibility of the data.

## **1.13 Ethical issues**

Any study concerning human beings should consider ethical issues. The participants must be completely informed about the study and be provided with information that their view will be anonymously presented (Henning et al., 2004). Participation was voluntary and participants' names were kept anonymous to ensure their privacy and confidentiality. Pseudonyms were used

in order to hide their real identities. Participants signed informed consent letters including details of the study and data collection procedures. The participants were allowed to pull out from the research at any given time with no penalties to them. Research findings were shared with the participants before the publication to ensure confirmability.

### **1.14 Outline of the study**

This study is organised into five chapters as follows:

**Chapter One** covered the introduction and overview of the research problem. This chapter also addressed the rationale for the study, significance, objectives of the study, theoretical framework, research design and the research method.

**Chapter Two** reviews the literature on teachers' perspectives on entrepreneurship, the teaching of entrepreneurship, the emergency of global entrepreneurship education, the various factors influencing the way teachers teach entrepreneurship, challenges of teaching entrepreneurship education in South African context. The theoretical framework for the study was also discussed.

**Chapter Three** discusses the qualitative approach and interpretive paradigm methodology that was utilised to gather the data to help provide possible responses to the research questions in order to accomplish the objectives of the study including issues of trustworthiness and ethical issues.

**Chapter Four** provides the data collection, data analysis and interpretation of results. In addition, this chapter compares the research finding of this study to previous research findings contained in literature.

**Chapter Five**, the last chapter of this study, comprises conclusions drawn from the study and recommendations to address recognised problems in the teaching and learning of Business Studies in secondary schools and also recommend alternatives to enrich the curriculum and to fully equip learners in the field of entrepreneurship to become job creators rather than job seekers.

### **1.15 Summary**

Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship and the positive outcomes are important elements in deciding the success of the curriculum. This study views entrepreneurship education from teachers' perspectives and aims to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship. The next

chapter looks at the literature review and the theoretical framework used in this research and provides an understanding of the selected themes for the research.

## **Chapter Two**

### **Review of Related Literature**

#### **2.1 Introduction**

The preceding chapter presented the background of the study, the research problem, rationale, focus, objectives and significance of the study. In addition, a brief theoretical framework and the research design methodology that underpinned the study was also discussed. This chapter reviews the literature on entrepreneurship; identifies teachers' perspectives on teaching entrepreneurship in the Business Studies curriculum, various factors influencing the way teachers teach entrepreneurship in the Business Studies curriculum, and the emergence of global entrepreneurship education: development, trends and challenges. In addition, this chapter addresses the understanding of entrepreneurship in education, and challenges of entrepreneurship education in the South African context. It is important to understand the meaning of entrepreneurship. The next section expands the meaning and the value of entrepreneurship in education.

#### **2.2 Teachers' perspectives on teaching Business Studies Curriculum**

Teacher's perspectives on teaching entrepreneurship in Business Studies are the views that teachers have on teaching Business Studies for entrepreneurship. A Business Studies teacher has the main role to assist learners to understand how businesses work and assists in developing necessary expertise and acquaintance to help learners further their studies or to start their businesses (Bound, 2016). Business Studies is a practical subject, and as a result, a teacher must prepare learners to function in the real world. Bound (2016) further notes that teachers should help learners develop teamwork abilities, interpersonal skills, leadership skills and problem-solving.

To achieve this, and for effective teaching and learning in a Business Studies class, teachers should use real-life problems and motivate learners to come up with business-oriented solutions. In other words, teaching must be problem-based. Teachers' perspectives on teaching Grade 12 learners for entrepreneurship can assist to make reasonable conclusions on the nature of educational atmosphere that they perceive as conducive to discussion and that will lead to robust engagements. The atmosphere can be created by grouping learners into small groups and a teacher will then guide the discussion between learners about a certain case study. To allow for critical and creative

thinking, a teacher should enable learners to come up with ideas on how to address certain issues and answer questions related to a particular scenario (Bound, 2016). In this case, the teachers' role would be to facilitate and control the discussion between learners and to guide them to the right answer.

### **2.2.1 Pedagogical perspectives of teaching entrepreneurship**

A study conducted in Kenya by Okao, Bosire, Sang, and Barmao (2013) revealed that teachers play an essential role in the teaching of Business Studies in the class such as merging the necessary skills and knowledge they possess. Teachers play the role of a mediator and a role model in the decisions learners make as far as the learning of Business Studies is concerned (Okao et al., 2013). Business Studies would make a very good impact on learners in terms of its practicality if the Business Studies curriculum is integrated with Economics. This would help strengthen the teaching and inclusion of skills and ideas that are not clear (Okao et al., 2013).

The study further revealed that most of the teachers felt the necessity to teach issues which make up the Business Studies curriculum. According to Okao et al. (2013), for learners to be fully equipped with the requisite skills, curriculum designers have to advance an up-to-date teachers' guide for the teaching of Business Studies. This guide should outline in detail, the coverage for each topic and the best way to impart the content for the advantage of the learners. This suggests that the Business Studies curriculum should be developed in a sequential order to sustain the interest of learners.

Brand-new method of considering learning in academic institutions has been discovered, however, it presents a challenge to most teachers and learners alike (Johnson et al., 2016). Entrepreneurial learning requires the teachers to permit learners to work out new prospects, take initiatives and be autonomous. However, this is often difficult for teachers, since they are fixated on standard curricula, teaching ways, and use of information, teaching designs, teacher-learner relations, culture, surroundings and assessment (Johnson et al., 2016). According to Bae, Qian, Miao, and Fiet (2014), entrepreneurship education could be a question of learning for entrepreneurship, regarding entrepreneurship and through entrepreneurship. Different teaching ways are connected to entrepreneurship education. However, Bae et al. (2014) argue that it appears that teachers are given similarly insufficient apparatus to train entrepreneurship classes. Given the fact that

entrepreneurship training is never a lengthy part of teacher's college training and continued education, it is not a marvel that teachers view the topic of entrepreneurship as a difficult component of Business Studies subject.

A minimum of “two changes are needed for entrepreneurship education objectives to be met, namely; curricula should be modified and teaching and learning ways developed” (Jones & Iredale, 2014, p. 719). The teaching related to entrepreneurship teaching ought to be designed on the function of learners within the teaching approach, and on new ways of teaching made jointly (Bae et al., 2014). Strategies include collective learning, project work, team learning, learning journals, learning by demonstration, apply enterprises, drama teaching, enterprise visits and work steering (Bae et al., 2014). According to Boud, Cohen, and Sampson (2014), there is a large variety of teaching strategies, like role-play, learning diaries, case studies; and simulations of these strategies were applied within the room. He advances the idea of exploring teaching methods which employ scenarios within and out of doors of the classroom setting. Various factors influence the way teachers teach, and the subsequent section below outlines the various factors which influence the way to teach specifically in secondary schools.

### **2.2.2 Pedagogical challenges of teaching entrepreneurship**

In a study in Botswana, Sithole and Lumadi (2012) grouped pedagogical challenges related to entrepreneurship teaching into three core groups, namely 1: challenges relating to the teaching of Business Studies and the limitations in employing Business Studies methods, 2: challenges pertaining to the learners themselves and 3: lack of proper policy to implement the pedagogies as arranged in the curriculum. The teachers' perspective on the challenges of teaching is not limited only to the teaching of Business Studies but sheds more light on typical pedagogics in Business Studies (Sithole & Lumadi, 2013). A study conducted by Ngure (2013), on the perspectives of teachers on technical vocational education in Kenya, showed that teachers have similar challenges. The study concluded that amongst the challenges which constrain the teaching and learning of Business Studies in secondary schools include time allocation for teaching Business Studies, relatively inadequate physical facilities, schemes of work not prepared on time, and the curricula are not equipped to allow learners to be fully be fortified with all the required skills.

## **2.3 The value of entrepreneurship in education and the Business Studies curriculum**

Entrepreneurs are individuals who identify a new business opportunity, gather resources to take advantage of the opportunity, and then start a new business (Bright, Muller & Venter, 2011). Entrepreneurs take responsibility for their actions and are committed and work hard to achieve what they want. Entrepreneurs prefer to work for themselves rather than for others and assume the responsibility for economic growth and creation of employment. Dutta (2009) asserts that entrepreneurship acts as a catalyst to accelerate the development of a country. Hence, Entrepreneurship is a calculated effort to make, sort out and support a commercial undertaking at the same time transforming threats or dangers into favorable prospects (Block, Thurik, Van der Zwan, & Walter, 2013).

An entrepreneur's values are measured by the outcome of what he or she actually does which is achieved through making decisions and actions such as, identifying new opportunities for products and services that offer some kind of solution that presents itself as a possible demand. Starting one's own enterprise, obtaining financial means to fund ventures, and willingness to take calculated risks is a great effort. These underpin the characteristics of entrepreneurs and actions they should take to become successful. Ateljević, Stefanović, Ivanović-Đukić, and Janković-Milić (2016) note that entrepreneurs who start up new companies contribute to the reinforcement of economies by innovation or innovative ideas that create products and services. Entrepreneurship, in turn, creates employment that supplies goods and services thus, contributing to economic growth.

For any person to become a successful entrepreneur, they should start off their entrepreneurial journey with an entrepreneurial spirit that can push such them into overdrive and accelerates the path to success (Dees, 2017). The author further asserts that success does not come easy and hence, the entrepreneur should be able to develop grit. Grit is the entrepreneurial belief that one can conquer anything or any obstacle that may come if, and only if, the entrepreneur sticks with it (Dees, 2017).

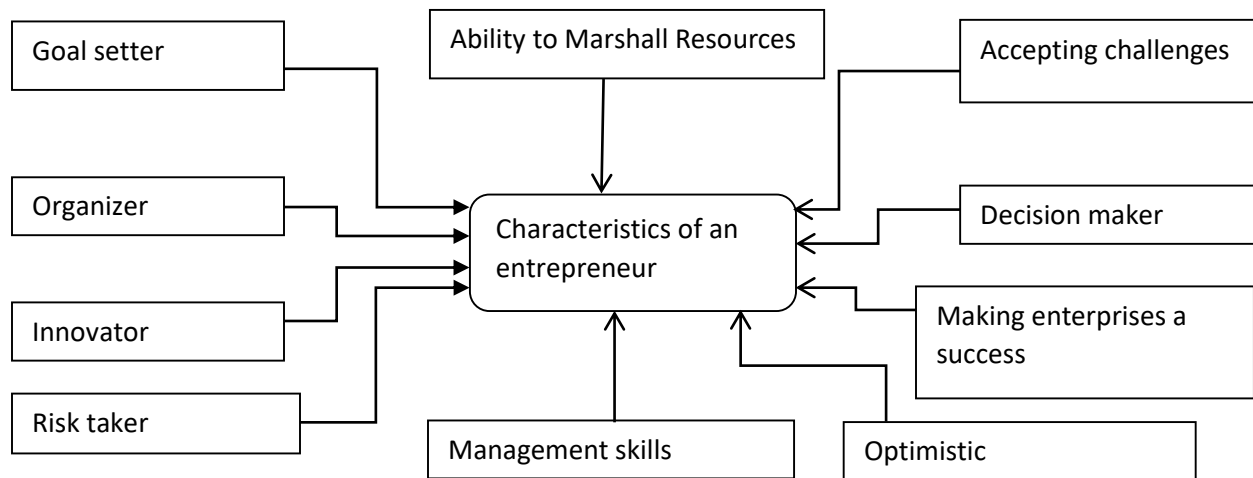
The behavioural approach to the analysis of enterprise regards business as a collection of actions related to corporation establishment (Kirzner, 2015). However, according to the trait approach to the definition of an entrepreneur, the entrepreneur is a set of personality traits and characteristics

(Kirzner, 2015). Entrepreneurship is starting one's own enterprise, obtaining finance to fund ventures and willingness to take calculated risks. The next section will address issues pertaining to the teaching of entrepreneurship as a subject in the education sector.

## **2.4 Teaching of Entrepreneurship**

Effective teaching of entrepreneurship still remains a challenge for teachers when it comes to action-orientated lessons (Moos & Sambo, 2018). However, entrepreneurship may be taught via structured entrepreneurial packages strategically planned to create a possible impact on the learners. Tende (2014) states that there is heightened attention to entrepreneurship education as learners show genuine interest in the subject get an individual edge that adds to levels of their abilities. Tende (2014) further asserts that entrepreneurship is chosen as a career alternative due to the uncertainty of corporate careers for learners exiting the formal schooling sectors. Nonetheless, StatsSA, (2018) postulates that many start-up businesses get closed due to lack of requisite entrepreneurial skills required to sustain businesses. This suggests that schools should equip learners with relevant entrepreneurial skills.

The core objective of teaching entrepreneurship at school is fundamentally different from that of typical education relatively due to entrepreneurship focusing on the need to start, manage and sustain a business whereas conventional education focuses on the job market (Moos & Sambo, 2018). However, Rideout and Gray (2013) argue that the teaching of entrepreneurship is essential but may not necessarily create a successful entrepreneur. Thus according to this view, there is a need to tailor Business Studies curricula that creates a successful entrepreneur. Figure 2.1 below shows the expected qualities of an entrepreneur:



**Figure 2.1 Qualities of an entrepreneur (Badi & Badi, 2006)**

According to Badi and Badi (2006) in Figure 2.1 above, an entrepreneur is a goal setter. S/he identifies something that can be accomplished and uses a time frame to measure the goal that had been set. An entrepreneur must be able to organise and bring order to events, have an innovative mind to introduce new ideas and methods for the success of the business. Badi and Badi (2006) further posit that an entrepreneur must be a risk-taker, always willing to take chances and take advantage of new business ventures presented to them. The ability to marshal all essential business resources should be the greatest asset of an entrepreneur because the accomplishment of the business is reliant on the perfect coordination of these resources. Moreover, a good entrepreneur accepts all kinds of challenges and looks at them as opportunities to learn and grow. Being equipped with management skills is vital for an entrepreneur as the achievement of the entity’s goals is based on how expertly the operations of the business are managed. Decision making is another indispensable attribute of an entrepreneur as every decision made in the business will most likely affect its profitability or reputation. Thus, an entrepreneur needs to make very wise decisions on behalf of the company. Making the enterprise a success, ensuring financial returns and gaining recognition for the business is very important to the entrepreneur, as is always remaining optimistic and confident concerning all operations (Badi & Badi, 2006).

The success of an entrepreneur is a complex interplay of factors such as socio-cultural and economic factors, and entrepreneurial education (Schneider, Bach, Wagner, Blacher, & Thöle, 2017). Schneider et al. (2017) further believe that when the educational curriculum is fine-tuned

to the reality outside the ‘classroom context’, learners of such programmes can become successful. There are arguments that exist about the importance of education amongst entrepreneurs and business owners (Kwong & Thompson, 2016). There should be no question about education being key in business. However, the argument should revolve around the type of education and the adequacy of the education rather than a question of whether it is important or not.

Company liquidations may be acknowledged as emanating from a deficiency of suitable expertise in matters of economics, administration and advertising, by the entrepreneur (Ucbasaran, Shepherd, Lockett, & Lyon, 2013). Authors have a conviction that basic business education might influence the capability of the entrepreneurs to study markets as well as business environments that permit the containment of risk along with skill progress (Ucbasaran et al., 2013). Kwong and Thompson (2016) state that governments’ efforts are key in promoting entrepreneurship education and should initiate the same. According to DBE (2011), the school curriculum should be outcome-based, which will stimulate the spirit of entrepreneurship education and how entrepreneurship is taught and learnt. Rideout and Gray (2013) also state that the level of entrepreneurship achieved is very much determined by the level of education achieved, entrepreneurship should be proportional to the level of education given. However, Business Studies has been taught but cannot give practical experience. In order to zoom in on the importance of entrepreneurship, the following subsection deals with the issue of entrepreneurship in the realm of Business Studies within South Africa.

## **2.5 Entrepreneurship as key to Business Studies in South Africa**

As a developing nation, South Africa has an astronomical rate of unemployment StatsSA, (2018), bringing about numerous discouraged youthful employment seekers. This problem has attracted the government’s efforts to reduce youth unemployment through the advancement of business enterprise. One of the solutions to this problem is inculcating a more entrepreneurial way of thinking in South Africa’s educational system, specifically by including small Business Studies as part of the curriculum, either as part of a subject on its own or as part of an existing subject like technology. Ngure (2013, p. 55) argues that “countries like Nigeria and Kenya have tried to mitigate the problem by preparing learners with entrepreneurial skills while they are still at school.” The importance of this training provides learners with the required foundational know-

how and proficiencies which are, not only limited to emotional intelligence and risk-taking but also develop learners to appreciate self-employment opportunities (Ngure, 2013). Countries that have made entrepreneurship education as part of their school's vocational subjects and technology have, over the decade, made economic strides.

In the South African curricula, the subject Business Studies is given prominence in secondary schools and is meant to develop entrepreneurship interest that enhances economic growth and eliminates poverty. According to DBE (2011, p. 5) as a field of learning, Business Studies aims “to produce learners that have entrepreneurial skills, and are able to identify and solve problems and make decisions using critical and creating thinking.” The purpose of the Business Studies curriculum is to equip learners with the necessary skills that would help them face real business situations in their careers. The Business Studies curriculum assists learners in shaping and developing interest in entrepreneurship to reduce poverty, and in the process help the government in creating job opportunities and economic growth for the country. The Department of Basic Education established Business Studies as a subject aimed at imparting business skills. It is also aimed at producing learners who will be able to create business opportunities, creatively solve business problems, respect environment, take calculated risks, “secure formal employment and are in a superior position to seek sustainable entrepreneurial and self-employment work profession pathways” (DBE, 2011, p.5).

The challenge faced by the Business Studies syllabus is how to improve the standard of living across the country characterised by high levels of poverty and income dispersal inequity. From a study conducted by Miller and Le Breton-Miller (2017), South Africa suffers from an enduring lack of skilled and semi-skilled workers about 25% in many disciplines, and this scarcity draws back growth in several areas. For the country to fight this challenge, it was submitted that the subject like Business Studies should include more entrepreneurial and applied skills in its content, than theory (Miller & Le Breton-Miller, 2017). It goes without saying that the Business Studies curriculum still needs transformation to address the effects felt by the disempowered people, and work towards the creation of the economy. Miller and Le Breton-Miller (2017) argue that the life of any country depends on its education and economy. This study explores teachers' perspectives on teaching entrepreneurship in the Business Studies curriculum. In the next section, the researcher will review the literature on matters pertaining to entrepreneurship training in the country.

### **2.5.1 The state of South African entrepreneurship training**

The South African educational policies and lack of access to capital pose huge challenges to aspiring and existing entrepreneurs. Fatoki (2014) notes that entrepreneurship education in South Africa is in its developmental stages and this requires increasing commitment from institutions of academic learning and research agencies committed to the study and learning of entrepreneurship. The assessment methods adopted by South Africa stick to the old-style “classroom delivery” approach while training and development in the entrepreneurial field are perceived as less rigorous as other management disciplines (Fatoki, 2014). To mitigate these shortfalls in the teaching and learning of entrepreneurship in South Africa, there should be a review of the curriculum development approach, evaluation of teaching and assessment mythologies, and a strengthened effort to create local community partners to offer learners opportunities in an internship (Fatoki, 2014).

Malebana (2014) believes that entrepreneurial education must fulfil a primary role in equipping the youth for their future. Malebana (2014) postulates that in as much as entrepreneurship education is implemented at school levels; numerous difficulties in the institutes hamper the effectiveness of the execution of entrepreneurship. Barriers, to entrepreneurship teaching according to Malebana (2014), include inadequate or poor educational resources and poorly trained educators in the field of entrepreneurship. Kanonuhwa, Rungani, and Chimucheka (2018) posit that there is a depressing number of entrepreneurial activities among the citizens as compared to other Sub-Saharan African nations. This is large because most South African youth are not fully equipped with the relevant skills to start and sustain their businesses (Kanonuhwa et al., 2018). (Fatoki, 2014; Kanonuhwa et al., 2018) confirm the lack of requisite entrepreneurship education within secondary schools. Entrepreneurship education, as well as tutoring, must be incorporated into the school curriculum at all levels to develop and build a strong entrepreneurial culture amongst the youth. In order to understand the challenges of entrepreneurship education in the South African context, the next section presents the literature on challenges to entrepreneurship training, specifically in South Africa.

## **2.6 Challenges of entrepreneurship education in the South African Context**

South Africa has made significant strides in reducing youth joblessness, but high rates of youth unemployment remain due to how entrepreneurship education is infused in the curriculum (Ngure, 2013). The youth unemployment rates of South Africa stand at about 55% (Ngure, 2013). This reveals how entrepreneurship training in the education sector is still failing to provide solutions to the problem of unemployment.

The present educational programmes do not contain a clear entrepreneurship gist (Ngure, 2013). Teachers who are also tasked to teach entrepreneurship are not trained or provided with the right content or knowledge to pass on to the learners. Research conducted by (Tshikovhi & Shambare, 2015) shows that the biggest challenge facing South Africa as a nation is the low level of overall education and training of entrepreneurship studies. When schools are given the required support the educational sector can produce cross-functional thinkers who are fully equipped with a creative and innovative skill (Tshikovhi & Shambare, 2015).

However, Herrington, Kew, and Kew (2014) believe that South Africa's education system is one of the main causes of killing the entrepreneurial spirit of people. Herrington et al. (2014, p. 20) further state that "in South Africa, only 10% of working age have plans or goals of starting their enterprises in the next three years, compared to 42% in other African countries". The country's entrepreneurship curricula, as well as training, account for constrained entrepreneurship. South Africa's schooling or educational system has failed to fully prepare learners for any meaningful participation in the economy. Herrington et al. (2014) concur that entrepreneurship studies are taught as a Business Studies topic, but neither widely nor effectively in schools. The problems which exist in primary and secondary school education do not solely relate to the quality of entrepreneurial education offered, but rather to having access to it (Herrington et al., 2014). The business world keeps on transforming at a dramatic pace, and thus jobs and business opportunities which will exist in the next 10 to 20 years can hardly be predicted. The following section presents teachers' perspectives on Business Studies curriculum.

## **2.7 Various factors influencing the way teachers teach entrepreneurship**

Numerous factors can affect how teachers teach entrepreneurship, these factors are as follows:

Teaching and learning in South Africa are CAPS driven and consists of formal and informal assessment activities followed by examinations. Therefore in order to ease the teaching and learning of entrepreneurship in South Africa, there should be a review of the curriculum development approach, evaluation of teaching and assessment methodologies, and a strengthened effort to create local community partners to offer learners opportunities in an internship (Fatoki, 2014). Hence the resources in the teaching of entrepreneurship are very scarce because learners depend upon teachers' knowledge, there is no school Wi-Fi and computers to download relevant articles related to Business Studies subject and it appears that educators were afforded insufficient implements to handle their entrepreneurship training (Ruskovaara & Pihkala, 2013). Therefore, the role of a teacher is also very important and it is to deliver knowledge in the classroom via curriculum using different teaching techniques that will engage learners' participation to ensure that the desired knowledge is transmitted to the learners. Thus Haßler, Major, and Hennessy (2016) suggest that the use of technology during classes can support learner-centred didactical approaches, which indicate teachers as the true facilitators of technology-enhanced learning, as they incorporate technology into their daily classroom practices.

Language as a barrier to lack of understanding of entrepreneurship plays a role in how teachers teach entrepreneurship, therefore, learners' who take English as a second language have difficulties in understanding some concepts in the Business Studies subject and this results in learners' poor performance. Mendoza (2016) is of the same opinion that "it is hard to make learners understand when the problem is the lack of understanding the different technical jargons spoken in the classroom. Similarly, inadequate teaching time is also an important factor because the teaching of Business Studies is four hours a week as per CAPS document which is inadequate for the teaching of entrepreneurship. Time is too less to complete work schedule as it has been brought into a much broader context. Enough teaching time in the class can positively lead to the accomplishment of the learning outcome (Liston & Zeichner, 2013). Therefore more time is needed to enhance the required skills. Overcrowded classes must be considered when teaching entrepreneurship because it determines teachers' performance. A classroom should not contain more than the required number (36) of learners (DBE, 2011). The teaching of overcrowded

classrooms leaves teachers' with only one choice of teaching learners' that is convenient for them (teachers). The convenient method of teaching leads to passive learners instead of active learners. Van den Akker, de Boer, Folmer, Kuiper, Letschert, Nieveen and Thijs (2009) state that teachers use their experience and discretion to arrange and make the classroom conducive for teaching and learning

In Addition to the factors that influence the way that teachers teach Loughran (2013) believes that learning environment such as a library, up-to-date textbooks and technological material have a positive impact on lesson delivery. The learning environment has to encourage opportunities for life-long learning and individual study for learners. Duchesne and McMaugh (2018) are of the opinion that learners' behaviour in the classroom is largely dependent on the teacher's behaviour; either intentionally or unintentionally, verbal or nonverbal. Loughran (2013) asserts that teachers should be innovative in their lesson delivery. Teachers who are good at sparking the imagination of learners through hands-on learning activities are able to draw learners into the joy of learning. It breaks the barrier of learners seeing new ideas as unachievable. The hands-on learning activities can close gaps in both teaching as well as knowledge of entrepreneurship in the classroom. In order to reveal the current developments in the teaching and learning of entrepreneurship, the next section presents a critical review of the literature on the emergence of global entrepreneurship education. A discussion of the current developments, trends and challenges is presented.

## **2.8 Global trends in Business Studies (entrepreneurship)**

The most potent economic discovery the world has experienced over the last two decades is the teaching of entrepreneurship in Business Studies (Kuratko, 2016). This has further increased the expansion of entrepreneurship learning. Entrepreneurship learning has led to the recent growth and development of new curricula which seek to promote new venture creation (Kuratko, 2016). As a result, a large number of schools either integrate entrepreneurship learning, an elective or core subject. Kuratko (2016) notes that as much as there have been some real achievements in entrepreneurship education, some teething challenges are anticipated in the future. Bux (2016), the reality of entrepreneurship learning dates back to early 1970s and was first introduced as an MBA programme at the University of South Carolina in 1972. Bux (2016) asserts that from there, entrepreneurship learning began to take roots in most of the schools across the globe.

Other countries such as Finland, India, Hong Kong and China later started entrepreneurship education but did not get to where they wanted it to be (Cheung, 2016). According to Cheung (2016), the “business curriculum in Hong Kong secondary schools” was in existence, but it lacked significant programs in entrepreneurship learning. According to Cheung (2016, p. 242), “business education was introduced in the form of vocational training for people who wanted technical and secretarial training.” He further states that it was then later, “introduced in the secondary school but was only limited to a few subjects such as business fundamentals, commerce, Business Studies and principles of accounts” (Cheung, 2016, p. 242). In Hong Kong, according to (Cheung, 2016), secondary schooling did not appear to produce well inspired and well-versed young folks that companies wanted to recruit. Entrepreneurship education, according to Ruskovaara and Pihkala (2013) has got attention from the EU. For instance, in Finland, entrepreneurship teaching was incorporated in the nationwide central syllabus as a cross-cutting theme. The next section outlines and presents the adopted theoretical framework of the study.

## **2.9 Theoretical Framework**

This section discusses the theory, which forms the theoretical framework for this research. There are many definitions advanced by different researchers and scholars on the theoretical framework. According to Khan and Law (2015), a theory is a device for interpreting, criticizing and unifying established laws, modifying them to fit data unanticipated in their formation, and guiding the enterprise of discovering new and more powerful generalisation. It is important to give a brief meaning of the theoretical framework in order to shed light on the reason why it is necessary for the study. The theoretical framework is the foundation for one’s research plan that is used to support or argue a claim about the findings. Reupert, Maybery, and Nicholson (2015) “Conceptualise a theoretical framework as a structure that guides research by relying on a formal theory...constructed by using an established, coherent explanation of certain phenomena and relationships.”

This study employed a single theory, which was used to explore Business Studies teachers’ perspectives on teaching Grade 12 learners for entrepreneurship. In order to understand teachers’ perspectives in the teaching of entrepreneurship the researcher adopted (Vygotsky, 1978) ‘the theory of scaffolding and the Zone of Proximal Development as the theoretical framework.’ The subsection below discusses how scaffolding can be used as the theoretical framework in this study,

outlines the components of the scaffolding theory in the classroom, and that of the Zone of Proximal Development in the Business Studies curriculum.

### **2.9.1 Vygotsky's theory of scaffolding**

Scaffolding refers to the level of support provided when doing a task (Tomlinson, 2015). Wilson and Devereux (2014) mention that Scaffolding is placed around the outside of new buildings to allow builders' access to the emerging structure as it rises from the ground. With this understanding, it is assumed that as soon as the structure is capable of sustaining the situation, the constructor detaches the platform. From the aforementioned, one can argue that the notion of scaffolding denotes a method whereby a teacher replicates or displays the problem-solving procedure, and then takes a back seat and offer support as desired by the learners (Bruner, 1960). (Silver, 2011) says that scaffolding is a process whereby a teacher helps a learner to gain new knowledge or master an activity that the learner is unable to perform.

According to Jacobs, Vakalisa, and Gawe (2011), scaffolding entails giving learners much backing through precise instruction, to develop an ability for example writing, calculating or driving; gradually shifting to a learners-focused technique till the learners entirely accomplish that task by themselves, without any assistance. Teachers can use many proven effective teaching approaches which include precisely evaluating where the learners are in relation to knowledge understanding, as well as relating substance to what is already known by the learners. Vygotsky (1997) recommends that lecture methods must be exercised in the early phases of imparting new expertise to learners. Help would be provided for those skills that are beyond learners' ability.

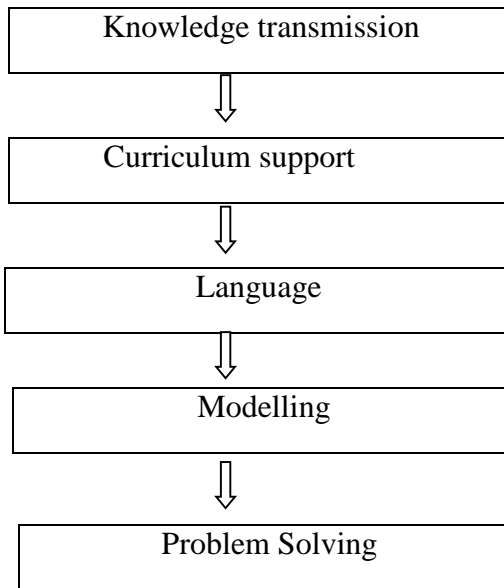
Teachers should provide illustrations of the preferred aim and reveal to the learners the nature of the task, unravelling the larger aim into reduced, attainable tasks with prospects for feedback. Teachers must also give learners an opportunity to verbally contribute. They should also incorporate suitable oral hints and reminders to assist learners in assessing stored information. A teacher must regularly ask learners to theorise or forecast subsequent events, permitting learners' time as well as the chance to discover deeper connotations and to relate the recently learnt information to their individual existences. In addition, a teacher can set apart a period for learners to appraise on what is applicable and not understandable in their subject area. Vygotsky (1978)

asserts that learning leads to the development of higher thinking and occurs through social interactions within the Zone of Proximal Development (ZPD), which means the current ‘level of development’ as compared to the ‘potential level of development’.

Scaffolding is important considering that the teaching of Business Studies in the classroom by teachers is mostly theoretical and the teacher engages learners’ imagination by giving practical examples of the topic taught (Jacobs et al., 2011). These imaginary examples embedded in the learners ‘minds act as the scaffolding used when building, as they support the learners when they are operating in real life as entrepreneurs, thereby bridging the gap between theory and practical entrepreneurship. The knowledge learnt holds as the foundation from which the learner-entrepreneur builds his activities, through the learning curve, until the entrepreneur is well established or entrepreneurship is mastered.

The metaphor of scaffolding has been widely used in recent years. As presented in figure 2.2, in the same way, the builders offer necessary and temporary support, teachers need to provide temporary supporting structures to assist learners to develop new understandings, new concepts, and new abilities through knowledge transmission (Wilson & Devereux, 2014). This implies that during the learner’s development of new skills, the teachers must remove that prop, and merely offer additional support for lengthy or additional tasks, identifications and ideas through curriculum support.

Vygotsky (1997, p. 20) believes learners’ “thinking is affected by their knowledge of the social community” and “language is the most important tool for gaining this social knowledge, the child can be taught this from other people via language”. Furthermore, Vygotsky (1986) views intellect as the ability to acquire from teaching, which emphasises the duty to inform the learners in a clear way. If Business Studies learners learn according to Vygotsky’s scaffolding model, teachers would give them practical examples (modelling) whenever they are taught and help learners to master problem-solving skills.



**Figure 2.2 Scaffolding model (adopted from Vygotsky, 1986)**

Although the theory of scaffolding is appealing in its principles, Maybin, Mercer, and Stierer (1992) argue that it is at the same time hard to pin down in practice. They state that the application of the concept among teachers derives from the reality of the same teachers' contributions to knowledge (Maybin et al., 1992). Trif (2015) points out the advantages scaffolding provides, such as clear-cut guidelines for learners, clarification of the rationale for the subject, retaining learners on tasks, suggesting appraisal, clarifying prospects, directing learners towards commendable sources, lessening doubt, disbelief and frustration.

(Maybin et al., 1992) mention that teachers' acknowledgement of the scaffolding theory remains at an abstract level and is not translated into a practical classroom context. Vygotsky (1997) "viewed children and adults as dynamic agents in the course of the child's development" (Bodrova & Leong, 1996, p. 35). As Christmas, Kudzai, and Josiah (2013) observe, the analogy related to scaffolding does not deny the reciprocal association amongst the instructor and a learner but somewhat suggests a biased opinion of this association where a teacher delivers a lecture method of teaching to the learner. Verenikina (2003) points out that scaffolding may lead to deeming the teacher-learner contact in the schoolroom as mainly teacher determined and unrepresentative in character.

### **2.9.2 Zone of Proximal Development in the Business Studies curriculum**

Vygotsky (1978, p. 100) defines the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.” Vygotsky (1997) theory of ZPD can be looked at in two different levels. Firstly, “the present level of development, which describes what the child is capable of doing without any help from others” (Vygotsky, 1997, p. 20). At this stage, the child does things without being taught. Secondly, “potential level of development that means what the child is potentially capable of with help from other people or teachers” (Vygotsky, 1997, p. 20). In this instance, the child would need someone to help him, for example, a teacher. Vygotsky (1997) cognitive development perspective asserts that “cognitive development is important when dealing with children because understanding their mental progress and growth is essential when working with them.” In schools, learners need to be assisted in dealing with their mental progress and growth. This requires that learners be given a curriculum that allows them to grow with their age of development. This implies that such curriculum has to be flexible enough to accommodate individual learners’ capabilities.

Vygotsky (1997) was a social constructivist theorist. His theory has, in most cases involving the teacher in the child’s development. For him, the values grant the youngster cognitive gears desired for growth and the kind of tools govern the shape and proportion of growth. He says adults, for example, parents, as well as instructors, are channels for the transmission of language and culture. This means learners learn better when the curriculum is language and culturally based. This Zone of Proximal Development suggests that the learners, with the assistance of elders or other kids who have advanced capabilities, would understand concepts as well as philosophies that they may not comprehend individually.

According to Vygotsky (1997, p. 20), “a constructivist teacher creates a context for learning in which learners can be engaged in interesting activities that encourage and facilitate learning”. This theory suggests that the instructor does not merely watch children go into groups and learn, but frequently guides learners as they tackle problems, which might inspire them as they undertake problem-solving. Teachers have always assisted learners to learn because learners must be shown how to do their work. The curriculum is made in such a way that it allows the teacher to lead in

the teaching and learning of the child. Vygotsky and other educational specialists supposed that the function of education must be to offer children with skills within their ZPD.

## **2.10 Conclusion**

The purpose of this chapter was to present the literature and theory underpinning the teaching of entrepreneurship in the Business Studies curriculum. In addition, teachers' perspectives and various factors influencing the way teachers teach and the emergence of global entrepreneurship education were discussed. The study adopted the scaffolding theory by Vygotsky to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship. In view of Vygotsky's theory, scaffolding plays a crucial role in modern education. It promises a differential success of teaching and learning entrepreneurship. Further, scaffolding supports learners' learning strategies, develops learners' self-esteem, confidence and motivation. Effective scaffolding has a positive effect on learner achievement, and emotionally inspires learners to achieve their individual learning goals up to a higher level of learning entrepreneurship. The next chapter focuses on the study methodology. It discusses the research design, sampling, data collection instruments as well as data analysis. It concludes with the quality measures as well as the ethical considerations, undertaken during the data collection period.

## **Chapter Three**

### **Research Design and Methodology**

#### **3.1 Introduction**

Chapter two discussed the literature related to previous studies about Business Studies and entrepreneurship. This chapter explores the research design and methodological approaches used to conduct this research. The chapter discusses the research design, as well as data collection and analysis as employed in this study. Firstly, the chapter focuses on the research design and methodology utilised, as well as the research field. It includes procedures to get permission to get in the field and consent matters. A sampling of participants is also addressed in this chapter. The data collection process is explained. This chapter concludes with a discussion of ethical issues, how data was analysed, and trustworthiness and limitations of the data.

Research design and methodology is the general plan through which a researcher plans to go about answering a research question (Saunders & Lewis, 2012). Research design can also be described as an overall strategy that a researcher chooses to integrate the different approaches of the study in a coherent and logical way (Anyanwu, 2013). The researcher used semi-structured and focus group interviews to collect data from three secondary schools in Pinetown Districts. Interviews were conducted, as the researcher needed to address the questions particularly since the study was focused on a contemporary phenomenon in real life. The multiple questions were answered for the research. This study explored Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship.

#### **3.2 An Interpretive Paradigm**

In any research study, there are different beliefs and values that inform the study (Bertram & Christiansen, 2014). The research paradigm which guided the study was determined by the kind or nature of the study to be conducted and was largely dependent on the paradigm the researcher subscribed to. The study paradigm again was directed by the aim and objectives of the study. According to Saunders and Lewis (2012), a research paradigm can either be quantitative (positivist) or qualitative (phenomenological) and/or a mixture of mutual paradigms. The

researcher recognised that there were many research paradigms out there in the field of research, but this study only concentrated on the interpretive paradigm as a chosen paradigm of the study.

The research employed the interpretive paradigm, which sought to find the subjective meanings of study participants (Cohen et al., 2011). This paradigm is based on the notion that individuals make an idea of truth built on their personal experiences and preconceptions, and more especially, from their relations with other members of the society (Check & Schutt, 2012). The authors further argue that the interpretive researcher also believes that people are active agents of their own knowledge and are responsible for the interpretations of their own experiences (Check & Schutt, 2012). The interpretive paradigm employs qualitative methods in the social environment. Interpretivists believe that there is no fixed structure of society, therefore, the social world is created by individuals' interactions (Mertens, 2014). Participants' (three Business Studies teachers) subjective views were the unit of analysis in the study and hence this interpretive paradigm best suited the study.

The study used the interpretive paradigm because the researcher wanted to have a detailed understanding and meanings regarding teachers' perspectives on teaching Grade 12 learners for entrepreneurship. The researcher used the ontology, epistemology and axiology of interpretive paradigm in order to understand better the phenomenon being explored (Creswell & Creswell, 2017). The researcher understood that the reality was perceived in multiple ways as the participants had many factors that affected their teaching of entrepreneurship. The researcher went to the field to collect data and spent time with the participants to get their perspectives on teaching for entrepreneurship. Axiological, the researcher acknowledges that the research was value-laden and that bias was present. The researcher accepted the diverse perspectives from the participants on teaching Grade 12 learners for entrepreneurship.

### **3.3 Qualitative research approach**

A qualitative research approach is a general way of thinking about conducting research (Bryman, 2016). This approach either implicitly or explicitly describes the purpose of the study, the role of the researcher, the stages of research and the method of data analysis. There are four basic qualitative research approaches (Bryman, 2016). These are ethnography, phenomenology, field research and grounded theory. However, the researcher adopted a qualitative approach (field

research) because the study relied so much on teachers' subjective experiences and interpretations of the environmental setup they found themselves. One on one (semi-structured) interviews were first conducted, followed by focus group discussions. Remler and Van Ryzin (2014) note that a semi-structured interview is a one on one interview and focus groups focus on two or more people with a set of open-ended questions that sometimes can be probed. Open-ended questions helped the researcher to gain an insight into how these different participants think, feel and understand about the fundamental issues based on the phenomenon being explored; that is Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship.

### **3.4 Study Location**

The research was done in three different secondary schools in the Pinetown, Kwa-Zulu Natal Province. These three secondary schools were strategically chosen because of their location. The first school was located in a rural area with limited educational resources. The second school was in the urban area (township) with partial or average access to educational facilities. The third school was fully equipped with resources and had access to Information and Communication Technology (ICT). The ICT exposed both learners and teachers access to educational information on a related topic of interest. These three different schools were selected for the study in order to interpret how the natural environment impacts on the teachers' perspective on the teaching of entrepreneurship in the Business Studies curriculum.

### **3.5 Sampling technique**

According to Bell, Bryman, and Harley (2018), a sample is conceived as components, which are extracted from the population to make extrapolations or draw deductions concerning the entire population. The sample selected from the population usually shows similar or the same characteristics relative to the population. Dawson (2019) says, if relatively smaller and more manageable numbers of elements or people are chosen to take part in a study or research, the challenges of including the entire population in the study will greatly be overcome. Generalisation about the entire population can be made possible if the researcher resorts to the correct research procedure (Dawson, 2019). Dawson (2019, p. 87) argues that these conclusions from "the sample analysis can provide insights into the behaviour of the wider research population." Selecting the sample from the "target population can be done either by probability method." Contingent on the

intricacy of collecting pertinent data relative to the populace, a suitable sampling technique is advisable.

For the purpose of this study, the researcher adopted a purposive and convenience sampling technique Etikan, Musa, and Alkassim (2016) to select three Business Studies teachers as the sample. A purposive sample is a non-probability sample that is selected on the basis of the objective of the study. Convenience sampling was used for easy access to the participants at the secondary schools. The three Business Studies teachers were purposively chosen by their qualifications and experience from three different schools located in different geographical areas, namely; rural, township and urban. These three Business Studies teachers were hand-picked on the basis of experience and qualifications. Purposive sampling can be very useful in situations when the researcher needs to reach a targeted sample quickly, and the sampling for proportionality is not the main concern (Etikan et al., 2016). The researcher considered a sample size of three interviewees as practical, given the relatively short period of data collection, together with information regarding participants' experiences in teaching Business Studies.

### **3.5.1 Biographical data of participants**

In this study, three teachers from three different schools were purposively chosen from the Pinetown District. Their biographical information is presented in Table 3.1 (below). These teachers were used for both semi-structured interviews and focus group discussions. Pseudonyms were used to represent the three (3) participants to protect their identity. Each participant represented one of the types of schools chosen, namely; rural, urban and township.

Name of the teacher	Highest qualifications held by the Teacher	Rank in school	Gender of the teacher	Teaching experience	Type of school
Mr. Casanova	Masters	Deputy principal	Male	11 years	Rural
Mrs. Cute	B.Ed. Honors	Level 1 teacher	Female	18 years	Urban
Mr. Charmer	B. Ed	Head of Department (HOD)	Male	13 years	Township

**Table 3.1: Biographical information of participants**

### 3.6 Data collection

Semi-structured and focus group interviews were employed to collect data for this study. The most important source of collecting information is conducting interviews (Yin, 2017). Questions were formulated based on the research topic, exploring Business Studies teachers ‘perspectives on teaching Grade 12 learners for entrepreneurship.

#### 3.6.1 Semi-structured interview

Semi-structured (one-on-one) “an interview is a data collection method in which the researcher questions participants on the topic at hand, as well as records answers from the participants” (Creswell & Creswell, 2017). Strydom, Fouche, and Delport (2005) note that a one-on-one interview is a procedure of getting to know what encourages another person. The study employed face-to-face interviews as a data collection method because of their capability to gain the participants’ trust, as well as a deeper understanding of their individual first-hand direct responses. The researcher chose semi-structured interviews because the study was essentially qualitative and phenomenological. This further enabled the researcher to investigate the internal subtleties of the study topic. Some of the advantages of the semi-structured interview include the following Creswell and Creswell (2017):

- Places participants at the core by shunning trouble with poor visualisation or low literateness.
- It makes the study enjoyable and ensures completeness.
- Precise data may be found instantly.

However, one of the disadvantages of using the interview as a data collection methodology is that it is time-consuming and expensive if trained interviews are required (Creswell & Creswell, 2017).

The researcher undertook the following steps in setting up the interview with the participants:

- The researcher chose a setting with little or no distraction.
- The reason for the interview was plainly clarified to the participants.
- Issues of confidentiality and anonymity were ensured through the use of pseudonyms to protect the real identity of the participants and the schools.
- The estimated time length of the meeting was revealed.
- The researcher gave the participants her contact information in the event they wished to contact her.
- The participants were asked if they had any questions to ask before the interview commenced.
- The interviews were conducted once on semi-structured and once on a focus group.

### **3.6.2 Focus-group interviews**

Focus group interview is a form of an interview where reliance is on the interaction within the group which discusses a topic provided by the interviewer (Cohen et al., 2011). (Cohen et al., 2011) further explain that focus groups are expended in an effort to comprehend individuals' thought and feelings, by obtaining their opinion, values and feeling. The advantages of using focus group interviews or discussion group, according to Barbour and Morgan (2017) are that they are profitable and allow participants to provide an interpretation of their own experiences. The research adopted this approach where participants gave varying opinions on the role the curriculum plays in entrepreneurship education in secondary schools within the Pinetown District. The researcher used focus group discussions in order to understand varied perspectives on certain issues simultaneously. The responses documented were of the group as a whole, as participants exhibited signs of being of the same view regardless of their background and/or demographics. The group met once in the library discussion room and the interview lasted almost two hours. However, the disadvantages of a focus group are that group discussions are hard to manage and the group Braun and Clarke (2006) may overwhelm an introverted person.

### **3.7 Data presentation and analysis**

The researcher adopted thematic analysis in order to analyse data collected during interviews. Thematic analysis is a way of analysing, classifying and reporting outlines within facts (Braun & Clarke, 2006). Willig (2012) says thematic analysis focuses on different types of meaning; which can be ‘manifest’ meanings (reflecting the explicit contents of what a research participant has said) or ‘latent’ meanings. The researcher recorded the interview and later transcribed the recordings. After transcribing, the transcript was taken to the participants to double check the accuracy to confirm authenticity. The researcher, in undertaking the thematic analysis of the information collected, and undertook the steps which follow as given by (Willig, 2012).

- The researcher fully immersed and vigorously engaged in the information by first recording the exchanges and then analysing the recordings and taking note of the interview sessions. These offered the basis for successive analysis.
- The researcher again generated preliminary codes that is the data that appeared stimulating and expressive. This likewise provided a sign of the setting of the discussion.
- Themes were examined. This alluded to the association between themes
- The researcher ensured a more profound review of categorised themes to guarantee that the themes identified were expressive and clearly distinct
- The researcher again refined and defined the themes as well as possible sub-themes in the data gathered.

The following section discusses the trustworthiness of the study.

### **3.8 Trustworthiness of the study**

The term trustworthiness refers to the way in which the enquirer is able to control the interview; the findings in the study are worth paying attention to (Guba & Lincoln, 1994). Paying attention to the dimensions of the study upturns the trustworthiness of the study. Guba and Lincoln (1994) and (Elo et al., 2014) both suggest that in any qualitative study, credibility, dependability, confirmability, and transferability increase the trustworthiness of the study. The researcher selected a sample from the potential population and conducted interviews with three Business Studies teachers. Questions which appeared vague, ambiguous and difficult to understand were modified appropriately. The trustworthiness of the study was also strengthened by applying the

literature review discussed to the primary data analysis. (Elo et al., 2014) assert that the trustworthiness of qualitative research is often criticised by positivists, perhaps because the concepts of reliability and validity cannot be addressed in the same way in a naturalistic work. The credibility of the study is crucial, and the following subsection discusses credibility.

### **3.8.1 Credibility**

Credibility in qualitative research is defined as the degree to which data and analysis of data are trustworthy and believable (Houghton, Casey, Shaw, & Murphy, 2013). Smith- and Anderson (2007) argue that the credibility of a study is effective to the researcher and not essentially to others owing to the likelihood of multiple truths. Thus, from an interpretive perspective, creating understating is a co-created activity and there is no objective truth to which the result of a study or research can be compared to. Nevertheless, in order for the researcher to ensure the credibility of the study, the participants were included in checking the transcript of the interview. Participants gained feedback from the data collected and interpretations made from the data. Participants checking the findings is the most critical technique for establishing credibility (Cope, 2014).

### **3.8.2 Transferability**

Transferability is how the qualitative researcher demonstrates that the findings of the research are applicable to other contexts (similar population or phenomena). Transferability is related to external validity and shows the extent to which findings can be generalised (Maxwell, 2015). Yin (2015, p. 156) argues that transferability is a major challenge in qualitative research due to the subjectivity from the researcher as the key instrument, and poses a threat to valid inferences in its traditional thinking about research data.” In order to ensure transferability and generalisability of the study, the researcher provided a rich and detailed account of the background data to an extent that readers would be able to appraise the importance of the findings to make their own judgements and make comparison on diverse perspectives on the teaching of entrepreneurship in the Business Studies given by the participants. I considered three different schools in different environments.

### **3.8.3 Dependability**

Dependability is the extent or degree to which a study can be repeated by other researchers and findings would be consistent (StatsSA, 2018). If the research is to be replicated, StatsSA (2018) suggests that enough information should be contained in the research report for other researchers to obtain similar findings. Shenton (2004) argues that the changing nature of the phenomena makes scrutiny by qualitative research problematic. This was considered when replicating the research. To ensure the dependability of the study, the researcher used an external auditor to appraise and examine the research procedure, as well as data analysis to guarantee that the results were consistent and could be replicated.

### **3.8.4 Confirmability**

The concept of confirmability is the qualitative researcher's finding comparable to objectivity (Shenton, 2004). This is the degree to which the research findings can be confirmed or corroborated by others. In order to ensure confirmability, the researcher should not make a skewed interpretation of what the participants said to fit a certain narrative (StatsSA, 2018). The researcher ensured the confirmability of the research by providing an audit trail which highlighted every step of data collection and the research analysis that was made, in order to provide a rationale for the decisions made. Researchers should archive, "all collected data in a well-organised, retrievable form so that it can be made accessible if the findings are challenged" (Yin, 2015).

## **3.9 Ethical issues**

Ethics denotes standard norms, moral values or approved guidelines that model the relationship between the researcher and participants. The rules of research ethics help researchers to explain problems or matters that may arise due to the need to carry out a study that satisfies academic conditions. According to (Ruane, 2016), the standards, normative principles, codes and regulations which are expected are employed as "a code of good conduct" in enquiry and the academic community.

The researcher submitted an Application Form for Ethical Approval of Research Projects to the University of KwaZulu-Natal Educational Research Human Ethics Committee. In addition, approval was sought from the DBE and the secondary school principals to gain access to the

schools before interviewing the teachers. Finally, consent was sought and granted by the participants.

Informed consent involves notifying the study participants who become the subject of the research, the importance of the study. Sekaran and Bougie (2016) believe that consent letter provides participants a holistic understanding of the nature of the research and thus positions participants in a balance and subjective position in answering the interview questions without any coercion. It also outlines the voluntary nature of the research and thus, participants are made aware they can withdraw from the study at a point they feel necessitated to do so.

The most important means to gain access to an organisation or an individual during a study or research is for the researcher to explain to and assure participants of the confidentiality of information collected and an individual's anonymity (Saunders & Lewis, 2012). Anonymity is when the identity of participants is not disclosed to any third party without the express permission of the participants for the subsequent use of data. Saunders and Lewis (2012) further note that once such promises have been given by the researcher, the onus lies with the research to adhere and maintain such anonymity and confidentiality.

Moreover, ensuring no harm or exposure of participants to any form of risks, either socially or physically Sekaran and Bougie (2016) is the responsibility of the researcher. Participants cooperated with the researcher voluntarily and participants could terminate their participation during any stage of the study without any consequences on their side.

### **3.10 Limitations of the study**

The limitations of this study related largely to the sample sizes and the timetable of the participants. The sample used in this study comprised secondary school Business Studies teachers, therefore, the finding of this study could not be generalised to other types of research and learning environments. According to Maxwell (2015), limitations are boundaries that are generally outside your control but could affect the study outcome. Maxwell (2015) further mentions that limitations frequently stream from methodology and study design choices. The study used qualitative data techniques that only allowed a small number of participants. This might have hindered the universality of the data. The researcher endeavoured to overcome the above by probing the participants for more quality and detailed information. The researcher, therefore, recommends that

other researchers carry out the research using different data instruments and in different standing to ensure generalisability.

### **3.11 Conclusion**

This chapter presented the research design and methodological approaches used to conduct this research. It discussed the research design, data collection and analysis as employed in this study. The chapter focused on the research design and methodology utilised as well as the research field. Procedures for gaining access to the research sites were discussed. A sampling of the participants was also addressed in this chapter. The data collection process was explained. The next chapter presents a discussion on the data collected and findings.

## Chapter Four

### Data presentation and analysis

#### 4.1 Introduction

The previous chapters were foundational to this current chapter. This chapter presents findings from interviews and focus group discussions. An interpretive “thematic analysis of qualitative data” was adopted. The chapter thematically presents data followed by discussions on the findings from the primary data from the interview. For the purpose of fulfilling ethical standards, anonymity was ensured by using pseudonyms instead of the actual names of the participants (Mrs. Cute, Mr. Casanova and Mr. Charmer). The emerging theme is supported by participants’ direct quotations (in italics) for both focus group and semi-structured interviews. Data responded to the following key research questions:

- What are Business Studies teachers’ perspectives on teaching Grade 12 learners for entrepreneurship?
- What influences Business Studies teachers’ perspectives on teaching Grade 12 learners for entrepreneurship?

The following section responds to the first research question: What are Business Studies teachers’ perspectives on teaching Grade 12 learners for entrepreneurship?

#### 4.2 Diverse perspectives of teachers on the teaching of entrepreneurship

This section analyses the different perspectives of teachers’ perceptions on the training of entrepreneurship in Business Studies inside secondary institutes, in line the research objectives. To achieve this objective, participants were required to give their varying perspectives based on the questions asked. The themes emerging in response to the first research question were as follows: Teachers role on teaching entrepreneurship, Teaching entrepreneurship in the Business Studies being too theoretical, Learners lacking interest in the Business Studies, Teaching entrepreneurship lacking practical based activities, Creativity being the key to teaching entrepreneurship in Business Studies, and Teaching entrepreneurship empowering learners.

### **4.2.1 Teachers' role as facilitators on teaching entrepreneurship**

The participants suggested that teachers should make the teaching of entrepreneurship appealing and more meaningful to the learners by facilitating the acquisition of the necessary information. The teachers' role is to teach knowledge, build a warm inclusive environment, and be role models and mentors to learners. In order for all these to come to pass, teachers are given a curriculum to follow throughout the year. Teachers teach in many ways e.g. small group activities and individual activities. If the teacher prepares a warm environment, learners are most likely to be happy. This can be a positive effect if the teacher is also aware that they are also a role model for the learners they teach. This will help learners feel they are part of the lesson taught using learner-centred methods. Hence, they will also feel accommodated when teachers use the teacher-centred method.

The participants agreed that learners need to be familiarised with the topic by "*engaging in probing questions that lead the discussion to the lesson topic*" (Mrs. Cute) and every lesson should "*begin from the known to the unknown to check the level of understanding of my learners*" (Mr. Casanova). Some further comments by the participants were "*allowing learners to sit in groups and search for information from textbooks and other sources like newspapers and internet*" (Mr. Charmer), and the learner-centred teaching is beneficial because "*it allows learners the opportunity to explore the topic for themselves*" (Mr. Charmer). This suggests that teachers make learners lead the lesson using a learner-centred method to teach entrepreneurship. Haßler et al. (2016) suggest that the use of technology during classes can support learner-centred didactical approaches, which indicate teachers as the true facilitators of technology-enhanced learning, as they incorporate technology into their daily classroom practices.

### **4.2.2 Teaching entrepreneurship in Business Studies is too theoretical**

The participants reflected that the Business Studies subject is taught too theoretically as "*the content prescribed in the Business Studies Teaching Plan is concentrated on theory rather than practical which I would prefer it to be*" (Mr. Casanova). Mr. Charmer also indicated that "*theory was difficult for learners to comprehend the concepts and the learners seemed to enjoy the practical aspects of the subject and the finest method of learning the subject is via direct involvement and repetition*" (Mrs. Cute). The data reveals that the theoretical approach shows teaching and learning based on the content and content alone without practicals. Teaching theory only hinders learners from becoming action-oriented and developing the necessary skills of

entrepreneurship (Schulze, 2009). This suggests that the curriculum on teaching entrepreneurship does not allow much exposure that could contribute to the development of the learners. She further emphasises that there are consequences to teaching only theoretical aspects of Business Studies to the learners. The view was endorsed in the excerpt below:

*“Teaching the learners, the theoretical aspects of Business Studies is not enough because it is easy for me to tell you to put some ice and a little bit of juice in a freezer to get an ice block and sell it for 50c. But the learners do not really practice it themselves to see how it works and are then still confused about whether it works or not”* (Mrs. Cute).

This response indicates that theory only in teaching Business Studies will not expose learners to the more important aspect of learning the skill of putting entrepreneurship into practice. Learners are merely learning different theories that are meaningless to them, which do not involve much-needed implementation in real-life situations. What emerged from the response above was that the Business Studies teachers did not consider the teaching of Business Studies theory as being enough to equip Business Studies learners for the challenges encountered in the business environment. Teaching Business Studies based on theory may have many consequences on the learners *“it may favour some learners who are able to grasp and explore theoretical concepts while at the same time disadvantaging the majority of learners who are not fast enough to grasp information”* (Mr. Charmer). Another participant stated, *“more time should be allocated to the practical aspects of Business Studies which will benefit the learners”* (Mr. Casanova).

South African educational curriculum does not automatically make Business Studies learners entrepreneurs, as the curriculum is a more ‘rigid’ policy document which does not give room for creativity and innovation (Lackéus, 2014). People without formal education thus, have more potential of becoming successful entrepreneurs as they are in touch with reality (Lackéus, 2014). This calls for educational reforms which can create a practical component to either have a real-time experience or exhibit creative business skills in the form of project work. It is evident in the literature review that the core objective of teaching entrepreneurship at school is fundamentally different from a typical education due to the challenge of starting a business and how to manage and sustain it (Moos & Sambo, 2018).

There is a gap in the learning of Business Studies, created by a curriculum that does not allow for flexibility and practical lessons. In order to reduce this learning gap, it is envisaged that the teaching of Business Studies coupled with a well mapped out practical component can go a long way to motivate learners to develop the skill and passion for the learning and implementation of the entrepreneurial skills to be acquired.

South African school curricula should be restricted to produce outcomes based on an educational system that stimulates the spirit of entrepreneurship education. The responses from the participants clearly support the assertion that the current teaching of Business Studies lacks the guidelines for practice in teaching Entrepreneurship (DBE, 2011). To fully equip learners of the Business Studies programme to become capable of starting their own business after Grade 12, or even cultivate the required skills or spirit of entrepreneurship in the learners, learners need to be guided in the path of purposeful practice. All stakeholders, especially curriculum policy formulators and teachers, need to guide learners on the path of purposeful practice and create mechanisms to reach and bridge the current educational gap.

#### **4.2.3 Learners lack interest in the Business Studies**

The theme on learner disinterest indicates that lack of willingness to learn Business Studies from learners causes the subject to lose its appeal. The disinterest could be due to the lack of practical sessions. This may be caused by factors, such as too much to be learnt in a short space of time, the curriculum being too long to be finished by teachers. The responses below present teachers' perspective based on the factors listed above. Mr. Charmer indicated that "*it might happen that our learners in the Business Studies class are not business minded or have a general lack of interest in their education.*" He further believed that:

*"Learners who showed no interest in their education complete Grade 12 with very little knowledge of the business world around them. They then find it very difficult to apply the theoretical knowledge that should have been learnt in school. It is these learners who walk the streets looking for any job to earn a living. What then is the purpose of teaching them entrepreneurial skills? As teachers, it is our goal to see our learners use these skills after completing school."*

From the comment above, it is evident that learners do not have interest in their Business Studies. As a result, they fail to develop the knowledge and skills needed for employment. This lack of interest in learners' impacts negatively on learners and teachers as further explained in the extract below:

*“Teachers struggle to teach skills to disinterested learners who cannot grasp simple life skills like needing water, soap, towel and a basin to take a bath. And even newspapers which are readily available to them and which contain a lot of subject supplementary information are discarded because of lack of interest”* (Mrs. Cute).

Similar to the comment by Mr. Charmer, the excerpt from Mrs. Cute above also indicates that learners lack interest in Business Studies. As a result, even when they are provided all the information needed they do not use it. There are numerous factors that can affect how teachers teach learners to master any subject (Loughran, 2013). Learners' performance is largely influenced by their behaviour towards the learning of the subject (Loughran, 2013). From the literature review and the responses from the participants (teachers), there is apathy amongst learners towards learning. This can largely be attributed to traditional methods of teaching which may be out-dated. However, Hung (2015) suggests that the internet can be used to make learning fascinating since the current generation is techno-savvy. Teachers should teach learners to take more responsibility for themselves and their learning, to try to achieve their goals, to be creative and discover existing opportunities, and in general, to cope in our complicated society (Ruskovaara & Pihkala, 2013). In order to further change learners' attitude towards learning, (Bae et al., 2014) suggest that the pedagogy used in entrepreneurship teaching be constructed on the lively function of learners in the knowledge procedure, as well as on non-traditional instructional approaches.

It is evident that both teachers and learners need to make the change towards a better teaching and learning environment. Teachers need to introspect on their teaching methods in teaching entrepreneurial skills if they truly believe that they can make a difference. Learners need to take initiative towards their learning and study hard, in order for them to achieve their goals and being more action-oriented.

#### **4.2.4 Teaching Entrepreneurship lacks practical based activities**

The participants indicated that the Business Studies curriculum did not enhance the practical aspect of teaching and learning of Business Studies. Mrs. Cute indicated that *“practice is not part of the Business Studies curriculum and this is at the detriment of the learners.”* The findings of the study revealed that the curriculum of Business Studies focused on theory and did not recognise teaching the learners the practical side of entrepreneurship. Mrs. Cute also suggested that *“hours of teaching and learning of Business Studies should be extended to accommodate a practical section of the subject, the curriculum must be amended.”* Schoenfeld (2013) states that a wide range of teaching methods, such as role-play, learning diaries, case studies and simulations can be adopted to inculcate practical skill into learners rather just theory. The participants revealed that involving a practice-based component in Business Studies should be at the heart of teaching and learning, especially when teaching entrepreneurship.

The curriculum should constitute the skills and knowledge learners attain which will contribute to their performance outside the recognised education system (Gero & Abraham, 2016). The lack of practical activities such as (Market day/Entrepreneurship day) as pointed out by Mrs. Cute, was confirmed by Mr. Charmer who also pointed out that:

*“The syllabus does not allow teachers to share their experience and knowledge or organise for practical sections; teachers only follow what is in the textbooks. Since there are no allocated times for practical in the Business Studies curriculum, teachers only follow what is in the CAPS document.”*

(Solomon, 2007) argues that “it is extremely rare that entrepreneurship education takes place outside a classroom.” This was affirmed by Mr. Charmer whose comment reads *“in my own opinion or if I am to advise those responsible for drafting Business Studies curriculum, my advice to them will be to make teaching and learning of Business Studies to be 50% of theory and 50% of the practical section.”* This suggests that the theoretical sections should be proportional to practical sections. In order for teachers to possess the right knowledge to teach entrepreneurship, they need to be trained for the task. Mr. Casanova added that:

*“Either way, the practical section should be included in the Business Studies. If we want to match with other countries e.g. look at the Chinese product when they say most of their*

*production is from the school's crafts. We can include practical in the curriculum of the Business Studies."*

This can be done as Agwu, Onwuegbuzie, and Ezeifeke (2017) classified the learning activities into three stages, that is, "learning to understand entrepreneurship, learning by actually being involved in business and learning to do business." The Business Studies curriculum can be formulated in such a way that learners will be required to either present a creative business idea or be attached to a business organisation during the school vacation; to gain some practical skills of the subject. This agrees with Mr. Casanovas' definition of practical which states that "*the learner must be active e.g. in most cases every school creative functions, it can be any functions, and a learner of Business Studies should be able to demonstrate his or her business skills.*"

From the participants' responses, it was evident that the Business Studies curriculum did not have any time allocation for conducting practicals in the teaching and learning of Business Studies. The findings indicate that learners did not have any practical knowledge of business, especially the Grade 12 learners who were not good learners of Business Studies. Involving both practice and theory would equip learners with the required skills. This is because "*most of the times we teach them (learners) every skill of how to plan their businesses without involving or engaging into the practical aspect of the business (Mr. Charmer).*" The participants went further to say that, if the practical section is included in the curriculum, teachers will be forced to teach it because they would know it is going to be tested like drama subject, Computer Applications Technology (CAT) or Consumer Studies which are tested in both practical and theory. The same can be done for Business Studies as suggested by Mr. Charmer as seen in his comment,

*"We can ask learners to bring something to sell, it can be sweets, chips, biscuits, etc. this can be included in the Business Studies curriculum and create time in the curriculum for practical like this, we can do this in order to put theory into practice."*

The findings show that teachers of Business Studies wanted time allocation for theory and practical to be equal. They require active learner-focused instructional methods and learning exercises that utilise practical learning aligned with the real world (Agwu et al., 2017).

From the responses above, what is evident is that, in the Business Studies curriculum, there is no available time to organise practical sections for the learners of Business Studies, and teachers are

not allowed to organise such practical sections due to time constraints. Findings also indicated that creating time or including practical part of learning in the Business Studies curriculum will help both the teachers and learners of Business Studies at the secondary school to merge theory into practice with aim of making learners action-oriented. According to the participants, this would give learners more understanding of what they have been learning in theory and putting it in good use during practical sections.

#### **4.2.5 Creativity is the key to teaching entrepreneurship in Business Studies**

The theme of creativity indicates that teachers have to develop a skill of coming up with original ideas, and an interesting way to express information to learners when teaching entrepreneurship. Scaffolding theory states that the teachers should give learners much support through direct teaching to learn a skill such as writing, calculating or driving. The teacher should slowly switch to a learner-centred method until the learners can perform that skill completely on their own, without any help (Jacobs et al., 2011). Mr. Charmer in his comment indicated that:

*“At school, learners on their own can come up with an idea of functions such as parent’s day, market day, spring day, awards day, etc. mind you, Business Studies have functions of the business, that they could apply to their functions by selling snacks, juices, fruits or anything affordable and legal to sell. A person who came up with the idea gets a profit on sale each time they have a function.”*

Functions can equip learners with entrepreneurial skills as organisers, innovators, goal setters, risk takers and optimistic (Badi & Badi, 2006). The responses from the participants suggested that teachers could help Business Studies learners understand and unpack the real concept of entrepreneurship. By coming up with creative ideas and participate in entrepreneurial activities. Mr. Casanova and Mr. Charmer both suggest that the idea of unpacking the entrepreneurship concept to learners is that *“you do not have to start a business physically and that by being an entrepreneur does not mean you have to have huge capital, but you can combine or brainstorm ideas only respectively.”* The practice should be applied to entrepreneurship education and should actively involve learners in the learning procedure and application thereof (Gibb & Hannon, 2006). The teaching of entrepreneurship should involve practice in order to make learners actively involved in real Business.

#### **4.2.6 Teaching entrepreneurship empowers learners**

What the above theme suggests is that teaching entrepreneurship empowers learners with skills that enable them to excel in their chosen career. Empowering learners through the teaching of entrepreneurship is giving them a stepping stone to the job market. The world needs more innovative and creative people with entrepreneurial mindsets. These entrepreneurial skills are able to empower learners to become a generation of doers and dreamers (O'Connor, 2013). However, the school systems are structured in such a way that learners focus on the task assigned, not go off and dream up their own projects or develop entrepreneurial abilities. Mr. Casanova said, *“I tell my learners every day that I am not teaching them to be employed, but to employ themselves (be their own bosses/ employers).”* Learners who desire to become entrepreneurs should be guided and trained to develop attitudes, values and spirit to become successful in their chosen careers (Mohamad, Azer, Mustapha, & Abdullah, 2016).

Similarly, Mr. Charmer postulated that *“Business Studies relate learners in a business career, like how to start a business. It influences the individual to the business career. There are different types of businesses, which falls under the FORMS OF OWNERSHIP.”* If you are a person who likes to do things on your own, you can choose one and start your business. Contributing to the questions Mrs. Cute noted that *“Business Studies is designed to influence an individual on how to establish own business and be able to improve the country’s economy yet eliminating poverty.”*

From the responses, it is evident that teachers expect Business Studies curriculum to include a number of hours to enable the learners to have all the necessary skills that business learners should have. The findings of the study also concurred with Anyanwu (2013) argument that including practicals into teaching and learning of business management will be a wise thing to do. Additionally, Anyanwu (2013) argues that it will help the learners of business management have a clear idea and understanding of the theory and give them such motivation of entering into the actual business world.

The next section responds to the second research question and is based on the findings from the focus group: What influences Business Studies teachers having these perspectives on teaching Grade 12 learners for entrepreneurship?

### **4.3 What influences Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship?**

This section discusses factors that influenced the teaching mindset of teaching grade 12 learners for entrepreneurship in the Business Studies curriculum. Factors that influenced the teachers' perspectives were as follows: inadequate teaching time, teaching and assessment activities being excessively too CAPS driven, lack of resources in the teaching of entrepreneurship, language barriers contributing to lack of understanding of entrepreneurship in the Business Studies, overcrowded classes leading to ineffective teaching of the subject, learners struggling to cope with the subject, Business Studies is taught as a filler subject, and teachers teaching for recognition.

#### **4.3.1 Inadequate teaching time**

The category above explains that there was not enough time to facilitate and finish the work schedule as specified by CAPS. The teaching time for Business Studies as per the CAPS document is four hours per week for each grade (10, 11 and 12) on the time table. These hours given per week are inadequate to cover both theory and practical sections, and practical activities are not included in the CAPS document. In order to effectively accommodate all the theoretical and practical components of the teaching and learning of Business Studies, extra hours are required to make it effective. Enough teaching time in the class can positively lead to the accomplishment of the learning outcome (Liston & Zeichner, 2013). Mr. Charmer indicated that *"the four hours' allocation in the curriculum is not enough to cover all the basic competencies. I think teaching time for Business Studies should be increased at least by an hour."* Mrs. Cute noted that *"more time is needed for teaching entrepreneurship in the Business Studies"* also supports this view. The responses from the participants in the study thus confirmed the need for extra time to be allocated for the study of Business Studies. The participants answered the inquiry about their perspectives on the challenges of teaching entrepreneurship. The participants in the focus group were not satisfied with the amount of time allocated to the subject as it can be witnessed from their statements. Mr. Casanova said, *"there are too many assessment tasks which leave teachers with little time for actual teaching."* At the moment, Business Studies was not given long hours of teaching like Mathematics and Physical Science. This inadequacy of teaching time led to less time for practical activities.

### **4.3.2 Teaching and assessment activities are CAPS-driven**

This theme revealed that Business Studies assessment was based on CAPS with no additional activities. Mr. Charmer confirmed that “*all assessment activities are based on CAPS document.*” Assessment in Business Studies should focus on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in economic sectors (DBE, 2011). DBE (2011) further states that assessment of Business Studies must not only “cover essential business knowledge, skills and principles, but should also promote entrepreneurial initiatives, sustainable enterprises and economic growth”. The assessment should incorporate both informal (Assessment for Learning) and formal (Assessment of Learning) assessments, such as assignment activity and examination, respectively.

The research to assess the state of development of entrepreneurship education suggested that entrepreneurship education in South Africa is in its developmental stages and this requires increasing commitment from institutions of academic learning and research agencies committed to the study and learning of entrepreneurship (Fatoki, 2014). In order to ease the teaching and learning of entrepreneurship in South Africa, there should be a review of the curriculum development approach, evaluation of teaching and assessment methodologies, and a strengthened effort to create local community partners to offer learners opportunities in an internship (Fatoki, 2014).

The curriculum should also cover “valuable skills such as leadership, risk-taking, problem-solving and management skills that teach learners for success in different business environments which teachers have to take in account when planning teaching, learning and assessment activities” (DBE, 2011, p. 11). (Ruskovaara & Pihkala, 2013) who posited that research on educators’ entrepreneurship education is vital to support the participants’ concern. Teachers’ entrepreneurship education performances, as well as the teaching approaches involved, is inadequate. Factors seem to be a problem in teaching for entrepreneurship effectively as the findings showed.

### **4.3.3 Lack of resources in the teaching of entrepreneurship**

This category means that there was a short supply of materials needed for the teaching and learning of Business Studies. Shortage of teaching material makes it difficult for both learners and teachers to impart and learn the necessary information in order to gain entrepreneurial knowledge. The

participants indicated that teaching resources were very critical in teaching subjects like Business Studies that involved practical skills. It appears that educators were afforded insufficient implements to handle their entrepreneurship training (Ruskovaara & Pihkala, 2013). The participants agreed with (Ruskovaara & Pihkala, 2013) in the focus group that *“resources are scarce, and only CAT learners who access computers and most schools do not have internet services like Wi-Fi. This makes it difficult for learners to access information,”* (Mrs. Cute & Mr. Casanova). Mr. Charmer confirmed *“schools in rural areas do not have internet services. Teachers and learners rely only on textbooks for information* (Mr. Casanova). Mr. Charmer) said *“it is really a big challenge, learners are expected to search for projects and assignments information but there are no libraries. Our learners have to go in town for those services. I hope the department of education can do something.”* The responses from the focus group discussions clearly show the importance of resources in the effective teaching and learning of entrepreneurship education. There is a need for schools to make adequate provision of resources needed for the teaching of entrepreneurship in schools.

#### **4.3.4 Language as a barrier contributes to a lack of understanding of entrepreneurship in the Business Studies curriculum**

The above theme indicates that the use of English language, which is not a mother tongue to most learners, as a medium of teaching and learning, constitutes a problem among African learners. Language is the barrier that contributes to the failure of the Business Studies since learners fail to grasp the required concept. They fail to understand the question asked during assessments. Most subjects are taught in English to learners, but due to a poor background in the English language, it restricts their understanding of entrepreneurship. As a result, this affects the grasping of the subject content. Mrs. Cute shared similar sentiments that *“another thing our learners have language barriers which makes it hard for them to understand Business Studies.”* Research conducted in Mozambique by Guro and Weber (2010), education experts to collaborate in the design of teaching materials revealed that almost all educational programmes used to be written in Portuguese. Then this language became a barrier to none Portuguese as it was difficult to understand the lesson taught in the classroom.

Language creates a burden in exchanging knowledge between learners and teachers who do not really speak the same language. Mrs. Cute said, *“personally, I can say English is not pushed to the*

*limit. We cannot run away from the fact that English in South Africa is dominant, and, in some countries, it works as a medium of communication.*” Mendoza (2016) is of the opinion that “it is hard to make learners understand when the problem is the lack of understanding the different technical jargons spoken in the classroom.” Mr. Casanova concurred with the fact that “*English as a medium of instruction sometimes prevents learners from performing to their best level because of their poor language background.*” The findings agree with Vygotsky- (1997) that language is the most important tool for gaining skills and social knowledge. Learning and teaching materials have to be easily comprehensible, culturally appropriate and able to address the diverse needs of communities throughout the countries educational systems.

#### **4.3.5 Overcrowded classes lead to ineffective teaching of the subject**

This category refers to having more than the expected number of learners in one classroom. Participants highlighted that overcrowded classes made it difficult to teach effectively. In semi-rural and semi-urban schools, large class sizes of learners offering Business Studies prevented effective teaching. The participants complained about large numbers in classes. Mr. Casanova stated, “*we do not have enough classrooms, and this makes it difficult to give attention to all learners.*” However, Van den Akker, de Boer, Folmer, Kuiper, Letschert, Nieveen and Thijs (2009) state that teachers use their experience and discretion to arrange and make the classroom conducive for teaching and learning. Mrs. Cute further said, “*it is even difficult to form groups in class for group discussions due to the shortage of space, look I am too fat but I have to squeeze myself between the desks checking learners work.*” Hence, effective teaching coupled with learning means that the requirements of each learner in the classroom are met (Isaacs, Visser, Friedrich, & Brijlal, 2007).

#### **4.3.6 Learners struggling to cope with subject content**

This section refers to the inability of learners to understand the content of what the subject is all about. As a result, most learners will tend to struggle with the subject. Kongruga, Nilsook, and Wannapiroon (2016) concur that some learners are slow in interpretations unlike in applied tasks. Mr. Charmer affirmed that “*teaching theory in Business Studies classrooms is not enough, it may go well with some learners but for other learners, maybe the majority, it is not enough. This is because; other learners are not fast catchers (slow learners) of information.*” Another participant

(Mr. Casanova) stated that *“possibly if curriculum could be amended for a practical section in the Business Studies that could benefit a lot of learners.”* Zentall and Galef Jr (2013) argue that observational learning is the technique, which can aid skill acquisition. (Mr. Charmer) noted, *“because of some learners being slow learners, sometimes grasping the subject content becomes a problem and the learners end up losing interest in the subject.”*

#### **4.3.7 Business Studies is taught as a filler subject**

Business Studies is taught as a filler subject in some schools, in the sense that, Business Studies is not the learners’ choice but the schools’ choice. Learners are forced into taking subjects they are not interested in. This is done to assist struggling learners to pass Grade 12. Mrs. Cute confirmed that *“Business Studies sometimes is offered to learners that are struggling and therefore, there is no interest in the subject. It is a matter of getting learners to pass Grade 12.”* According to Colucci (2016, p. 7), *“school districts have to provide strategies focused around standards and instructional practices to increase learners’ achievements.”* The school should come out with ways that will help all the learners to achieve their studies rather than using Business Study as a filler subject as they end up struggling to pass it also.

#### **4.3.8 Teachers teach for recognition**

Participants indicated that teachers taught for approval by education stakeholders and for better results. Teaching for recognition becomes a factor if the education stakeholder fails to recognise the teacher teaching Business Studies. That will make the teacher not to care how the information is delivered to learners. So, teachers will no longer teach for subject content but for performance standard.

Teaching any subject for that matter requires time and effort from all stakeholders alike, especially when putting the theoretical concepts into practice. The curriculum is structured in a way that limits teachers from guiding learners to fully apply classroom theories to the real world. This has affected the way the subject is taught. In South Africa, teachers are placed under intense pressure to meet a certain percentage pass mark at the expense of imparting the practical components of the subjects into learners. This is seen in the remark of one of the participants *“as teachers, we have a duty to perform at high levels because the Grade 12 results are released nationally and the whole country is looking at the results”* (Mrs. Cute). Grade 12 Business Studies is nationally assessed

and there is pressure for both teachers and learners to perform. Teachers and learners work extremely hard to reach required levels of performance and therefore, the teachers are not teaching for the understanding of the subject but to get learners to pass the subject. Mrs. Cute added that “teaching *and learning would be directed at achieving better marks not the understanding of the subject.*” Emphasis should be placed on concepts and activities which will equip learners with the necessary skills and training which will, in the long run, make learners prepared for the business world. Teachers thus should go all out to assist, train and develop learners who will be vested in entrepreneurial studies.

#### **4.4 The perspective of Scaffolding and ZPD**

This section discusses the findings in line with the theory of the study which is scaffolding. Scaffolding as a theoretical framework states that, once learners are provided what they need beforehand, they can stand an improved chance of employing that information self-sufficiently (Vygotsky, 1978). The findings indicated that not including practical activities (support learners need to be independent in society) in the Business Studies curriculum may hinder the learners from not having enough knowledge of business activities. From the theoretical perspective as indicated by Vygotsky’s, learners need support from the school to be able to stand independently. Teachers in their role as facilitators in the school environment can provide support to learners by explaining the concept of the subject to learners that provides them the skills they need to be useful in their future. Additional time for practical activities also will empower learners. For the learning support to be effective, teachers have to communicate with learners with language that learners would understand.

The data from this research study revealed that teachers have a particular perspective about Business Studies curriculum in secondary schools. It is clear from the research participants that teaching and learning of Business Studies involve only theory. According to the findings of this study, without providing adequate teaching to Business Studies learners, on how the business world operates the same will not be able to stand firm on their own after Grade 12. This is in line with DBE (2011) observation that the curriculum and education intended to give a child at school a chance to stand on his own after completing Grade 12.

The findings are similar to García-Aracil (2013), who argue that there is a need for major changes to instructional and curricular models to reinforce a pedagogical tactic that also highlights the social value of entrepreneurialism. This implies restructuring the curriculum to include those aspects of information useful to the society. The findings indicated that teaching and learning of Business Studies involved only theory. Ruskovaara and Pihkala (2013) who point out that the drive of entrepreneurship is for learners to take more accountability for themselves and their learning, to try to accomplish their goals, be creative, discover existing opportunities, and in cope in our complicated society further support findings. Moreover, Ruskovaara and Pihkala (2013) argue that the Business Studies syllabus aims for learners to take an active role in job markets and consider entrepreneurship as a natural career choice.

Intelligence is the capacity to form instruction, which emphasises the fact that there is a requirement for more knowledgeable people (Vygotsky, 1986). This implies that learners need more instruction from those in the business environment, and this can be done during excursions. Therefore, drawing from Vygotsky's theory of ZPD, that is to be looked at on two different levels based on the findings of this study. Firstly, 'the present level of development', which describes what the learner is capable of doing without any help from others. This level, the learner does things without being taught. Secondly, 'potential level of development', that means what the child is capable of with help from other people or teachers" (Vygotsky, 1986). In this instance, the child would need someone to help him achieve the purpose of being in school, for example, a teacher. According to the findings, learners in a role play or excursion can be guided by professionals in the business who have more knowledgeable ideas about business. After this, the learner can now stand on his or her own without any help from anyone, which is after Grade 12. The learner can combine theory and practice.

The findings indicated that there is a correlation between the aspects that shape the teaching of entrepreneurship and perspectives of teachers on teaching entrepreneurship in Business Studies. These factors are inadequate teaching time, lack of resources, language barrier and overcrowded classes. They affect each other and contribute to the struggle of learners towards coping with the subject. When learners are given the necessary support at school and practical section has been developed from the Business Studies curriculum, Zone of Proximal Development will be seen in learners as they will be able to work independently without the support of the teachers. Scaffolding

is directly related to Zone of Proximal Development (ZPD) in that it is the support mechanism that helps a learner to successfully perform a task within his or her Zone of Proximal Development.

## **4.5 Conclusion**

This chapter presented the teachers' perspectives on teaching Business Studies in South Africa. The findings showed that there are diverse perspectives of teachers on the teaching of entrepreneurship to Grade 12 learners. Findings indicated that the teaching of entrepreneurship is too theoretical and lacks practical based activities. The results also indicated a lack of interest from learners, which may have resulted from the lack of practical based activities. Teachers, however, remarked that the teaching of entrepreneurship should empower learners. Participants indicated that their perspectives were influenced by; inadequate teaching time, CAPS-driven teaching and assessment activities, lack of teaching and learning resources. Others included language barrier in the teaching of entrepreneurship, overcrowded classes, resulting in the inability of learners to grasp the subject content among others. The findings were also in line with the theory of this study, that is, the theory of scaffolding by Vygotsky, which states that if learners are given the necessary support earlier for discovering new things, they have an improved chance of gaining the intended knowledge and skills for future reference. The next chapter recommends some solutions to address these challenges and some areas for future research.

## **Chapter 5**

### **Summary, Conclusion and Recommendations**

#### **5.1 Introduction**

The goal of the investigation was to explore Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship. Chapter one outlined the background and problem statement, focus, rationale and what motivated the research. The chapter also presented research questions, objectives, and the significance of the study. The theoretical framework and the study methodology were outlined.

Chapter two reviewed literature by other authors that were related to this study, namely; conceptualising the understanding of entrepreneurship, teaching of entrepreneurship, the emergence of global entrepreneurship education, various factors influencing the way teachers teach, teachers' perspectives on Business Studies Curriculum and the theoretical framework- Vygotsky's theory of scaffolding (1986) which highlight the Zone of Proximal Development in the teaching of Grade 12 learners for entrepreneurship in the Business Studies curriculum.

Chapter 3 presented a qualitative approach, interpretivist research paradigm and methodology used to explore Business Studies teachers' perspectives on the teaching of Grade 12 learners for entrepreneurship. Chapter four provided the presentation and analysis of the findings collected from three participants in three different schools in the Pinetown District. Data was collected in the form of semi-structured and focus group interviews in response to the two main research questions which were as follows:

1. What are the Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship?
2. What influences Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship?

This chapter summarises findings, followed by the recommendations for this study and for further study, and the conclusion.

## **5.2 Diverse perspectives of teachers on the teaching of entrepreneurship**

This section discusses the diverse perspectives of teachers in the teaching of entrepreneurship in the Business Studies curriculum.

### **5.2.1 Teachers role as facilitators on teaching entrepreneurship**

The data collected showed that teachers play a huge role in teaching entrepreneurship in Business Studies. Teachers assist learners in understanding how businesses function. They also help learners develop the required skills and knowledge that they will need to further their studies or to start and run their business. Business Studies is a practical subject therefore, teachers in the classroom help learners develop teamwork abilities, interpersonal skills, leadership skills and problem-solving skills. For learners to achieve the above-mentioned skills, teachers use real-life problems and motivate them to come up with business orientated solutions.

### **5.2.2 Teaching entrepreneurship in Business Studies is too theoretical**

The teaching of entrepreneurship is merely theoretical. The learners only take notes and do assignments, projects, tests and examinations. Theory only does not develop learners in a manner that will enable them to comprehend the aspects of entrepreneurship as they learn divergent theories. Therefore, Business Studies teachers do not see teaching Business Studies as being adequate to prepare learners for the business environment.

### **5.2.3 Learners lack interest in the Business Studies**

The data also revealed that lack of interest from the learners caused the subject to lose its appeal. The lack of interest was caused by factors such as the curriculum having a long section of theory without a practical section.

### **5.2.4 Teaching entrepreneurship lacks practical based activities**

Findings indicated that the Business Studies curriculum does not include teaching learners the practical section of the business. Business Studies does not have any time provision for piloting practical teaching and learning. The provision for the practical section in the curriculum will force teachers to teach it as they would know that practical work would be assessed. Participants felt this would give the learners further understanding of what they have been taught in theory.

### **5.2.5 Creativity is the key to teaching entrepreneurship in Business Studies**

The data indicated that teachers can assist Business Studies learners to understand and unpack the real concept of entrepreneurship. The idea of unpacking the entrepreneurship concept to learners is that they do not have to set up a business physically, but they have to be creative in their thinking. Hence, being an entrepreneur does not necessarily mean one needs to have enormous capital, but one can be innovative by coming up with new ways or ideas. Teachers lack the capacity to teach learners to think creatively and innovate.

### **5.2.6 Teaching entrepreneurship empowers learners**

Findings revealed that Business Studies learners should be equipped with business knowledge that equips learners with essential business skills. This is in line with CAPS document which suggests that Business Studies should teach, shape and develop attitudes and values to the learners that can impact both the economic and informal economic sectors of the country (DBE, 2011). In view of these vital views, CAPS document has specifically been mapped out to guide Business Studies teachers on what to teach, and to put emphasis on teaching learners to be creative thinkers, who create businesses and enhance economic growth.

## **5.3 Factors influencing teachers' perspectives in teaching entrepreneurship**

This section discusses factors that influence teachers' perspectives in the teaching of entrepreneurship in the Business Studies curriculum.

### **5.3.1 Inadequate teaching time**

The data indicated that there is much content to be covered in a short period and teachers find it hard to cope with the long work schedule for Grade 12. Teachers are left on their own to push to the end of the work schedule. Also, participants felt that there are many assessment activities with insufficient time for teaching. This implies that the subject content would not be covered and as such, not all the skills would be learnt or acquired.

### **5.3.2 Teaching and assessment activities are too CAPS driven**

Findings indicated that assessment for Business Studies is only based on CAPS with no additional activities added by teachers. The assessment according to CAPS should contain both informal and formal assessment such as assignment activities and examinations.

### **5.3.3 Lack of resources in the teaching of entrepreneurship**

The data indicated that there was a lack of resources, especially in rural schools, and this made it difficult for teachers to teach effectively. Teachers, therefore, had to rely on textbooks only to present the lessons. Some schools have no libraries, computers or internet services for research assignments and projects.

### **5.3.4 Language as a barrier contributes to a lack of understanding of entrepreneurship in the Business Studies**

The data collected also showed that the English Language as the standard of instruction within the Business Studies curriculum made it difficult for most African learners to cope with the subject. Therefore, learners ended up performing badly. One of the participants agreed that English sometimes prevented learners from achieving the best results.

### **5.3.5 Overcrowded classes lead to ineffective teaching of the subject**

The class sizes played a major role in class teaching. Big classes are difficult to teach effectively, whereas smaller classes are easier to handle. Participants complained that large class sizes caused more failures than smaller classes. Teachers are unable to form groups for discussion and it is difficult to check learners' activities while they are working in class.

Learners can create their own businesses after finishing their studies. Learners need more instruction from those in the business environment, and this can be done during field trips. The findings from the study also suggested that teachers could apply the scaffolding concept by acting as role models who give learners support they will need at the early stage of their studies. This can be achieved when the curriculum is restructured to give more time allocation to the subject and a period for practical work. When this is done, learners would naturally develop the love for entrepreneurship and the zeal to create their own businesses after graduating.

### **5.3.6 Learners struggling to cope with the subject**

With regards to grasping the subject content, some learners could face major difficulty due to the fact that some learners are unable to put theory into practice. Learning the theory alone for some learners do not aid their understanding as some are slow learners. Perhaps, if more hours are spent on practical work rather than theory, more learners would improve as this will make them understand more of what is being taught and learnt.

### **5.3.7 Business Studies is taught as a filler subject**

The findings indicated that Business Studies is offered to slow learners as an additional subject which, it is believed, will help learners pass Grade 12. Learners do not show much interest in the subject due to the fact that the school suggests it for them, and it is not their choice.

### **5.3.8 Teachers teach for recognition**

Time and effort are required from all stakeholders when it comes to teaching any particular subject. The school curriculum is set in a manner that teachers are limited to allowing learners to apply their school work to real life. The South African learners are put under pressure to meet a certain pass mark. However, this is at the expense of teaching the learners the correct concept of the subject and thus learners develop interest. Since Business Studies is assessed nationally, teachers push learners to pass but with little to no understanding. Teachers have a duty to perform as the entire country looks at the results. Teaching is directed at achieving better marks, not the understanding.

## **5.4 The perspective of Scaffolding and ZPD**

Scaffolding as a theoretical framework states that, once learners are accorded the provisions they need beforehand, they stand a chance of employing that data self-sufficiently in relation to theory and practice. Findings indicated that not including practical activities in the Business Studies curriculum may hinder the learners from having enough knowledge of business activities. The findings also indicated that learners need more instruction from those in the business environment and this is done during field trips. Drawing from the theory of ZPD, the child is looked at, at two different levels. The first level is the present level of development whereby a child is capable of doing things without any help from others. The second level is the potential level of development

whereby a child could be capable of doing things with help from others. In this instance, the child would need someone to help him or her for example, a teacher explaining a difficult task to the learners.

## **5.5 Recommendations for this study**

There should be time allocated for practical learning in the Business Studies curriculum. The teachers teaching Business Studies need more training on delivering practical work and projects for Business Studies. The Business Studies curriculum should include excursions or field trips as part of the curriculum. The assessment of Business Studies should be separated into two sections i.e. paper one for theory and paper two for practical. Additionally, the findings of this study indicated that the participants unanimously agreed on the following:

- The government should make bursaries available to support Business Studies as it is applied to science, which is treated as a critical subject. Business Studies should be given equal importance such as science if it must contribute to reducing unemployment.
- Workshops for teachers that emphasise the importance of the commercial subject which learners must attend, like science weekly.
- The Department of Basic Education should review the Business Studies curriculum to include practical based activities in order to awaken interest in the learners so that they obtain the required skills.
- The Department should encourage further workshops for pre-and in-service teachers that empower teachers with the necessary knowledge, skills and training for effective teaching of entrepreneurship.
- To reduce overcrowded classrooms, the Department should erect more buildings to encourage small class sizes. In addition, more time should be allocated for the teaching and learning of entrepreneurship.
- Department of Basic Education should encourage the promotion of commerce as seen on TV.
- Using media to support tourism such as tourism indaba, agriculture expo, and science week.

- Department of Basic Education should install Wi-Fi in schools so that learners could have more access to information with regard to what is obtainable in the subject in other parts of the world. This is highly practical as technology is the order of the day. All sectors of the economy have adopted the use of technology in all their daily activities (Anyanwu, 2013). Business Studies should not be separated from technology as most of the things are being modernised and work with the same technology. Learners will be able to download informative articles related to the subject.
- The government should stop the dependency syndrome among our learners for example from always thinking that government is there to provide us freebies such as child grant, free education, free houses, free health...then they do not see the importance of working hard because everything to them is free. However, this can be accomplished through the introduction of citizenship education where learners will learn how to be self-determining, responsible and self-sustaining.

## **5.6 Recommendations for further study**

The findings of the study cannot be generalised to other contexts. Its findings can only be used to explain what happened in the data site under study. However, a similar study can be replicated in other contexts to ascertain if findings would be the same as this study. This study has researched only the Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship in Pinetown District in Kwa-Zulu Natal Province, using Business Studies teachers as research participants, focusing only on the teaching of entrepreneurship in the Business Studies curriculum. For the study to be exhaustive, further and bigger research can be done on learners' experiences of Business Studies curriculum.

## **5.7 Conclusion**

This study aimed at exploring Business Studies teachers' perspectives on teaching Grade 12 learners for entrepreneurship. Since teachers should have the knowledge of teaching entrepreneurship, the perceptions of teachers on teaching entrepreneurship education were considered. The findings showed that Business Studies curriculum is actually content-based and lacks allocation of time for practical learning.

The above implies that learners need more instruction from those in the business environment, and this can be done during excursions. Moreover, the findings are in line with the theory used in this study, which is scaffolding. Scaffolding could be practical work where the teacher should guide the learners or during excursion where someone more knowledgeable will address the learners. Therefore, as this study concurs with the theory of ZPD. The learners need assistance to cross over their level of learning and that could be done through practical work in Business Studies.

Despite the innovation of this research, various limitations and deficiency of previous reviews focusing on teachers' perspectives, this investigation gave insight into how teachers viewed entrepreneurship teaching. It is, therefore, imperative to consider teachers as an important constituency in advancing entrepreneurship education. There should be measures used to improve the curriculum to understand the idea and the significance of entrepreneurship education.

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