

**EXPLORING TEACHERS' PERCEPTIONS OF THE
QUALITY OF TEXTBOOKS: A CASE OF GRADE 12 CAPS-
PRESCRIBED BUSINESS STUDIES TEXTBOOKS.**

by

MOTSILISI MULEBUENG MOLUTSOANE

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of Commerce Education, Social Sciences, School of Education, College of
Humanities**

University of KwaZulu-Natal

SUPERVISOR: Dr Jabulisile Ngwenya


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DECLARATION

I, Motsilisi Mulebueng Molutsoane, declare that this is my own work submitted in part of the contentment of the requirements of the Master of Education Degree at the University of KwaZulu Natal. I also declare that this dissertation has not been submitted for degree purposes at any other University, and all the sources used have been indicated and acknowledged accordingly.

Motsilisi Mulebueng Molutsoane

Student number: 211 526 541

Signature:  _____

Date: 29 July 2019

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

Dr Jabulisile Ngwenya

Signature:  _____

Date: 29/ July/ 2019

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DEDICATION

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ABSTRACT

Textbooks are the most powerful instructional tools available in schools which are considered to be the most effective and dominant of all educational resources. From the high power of the Department of Basic Education, appropriate textbooks to be used in schools are prescribed. When it comes to the selection of textbooks used in schools, teachers have no say in the textbook selection process. Textbook are just prescribed to schools based on the Department of Basic Education criteria. Teachers are expected not to be using just one textbooks when preparing lessons and delivering those lessons however they are expected to utilize two or more textbook. Therefore, this study is based on teachers' perceptions of the quality of the Grade 12 CAPS prescribed Business Studies textbooks.

The research study focused on teachers' perceptions of the quality of the Grade 12 CAPS prescribed Business Studies textbooks. The main purpose of the study was to explore the teachers' perceptions of the quality of Grade 12 Business Studies textbooks and to determine why teachers perceive the quality of Grade 12 Business Studies textbooks the way they do. The study is located within the interpretive paradigm and qualitative case study design was employed in assisting to acquire the in-depth understanding of teachers' perceptions of the quality of Business Studies textbooks. The sample size of the study is Five Business Studies teachers from five schools around the Pinetown district of KwaZulu Natal. Purposively and conveniently, the schools and teachers were sampled and the use of interviews were used to generate data.

The study findings revealed that Business Studies textbooks used in Grade 12 classes are aligned with the curriculum stipulated by CAPS, does give the learners the foundation of the business world, the business language required and the clarity of new concepts. The Business Studies textbooks on the other hand lack assessment task with relevant cognitive levels of difficulty that prepares learners for examination and topic content is out-dated. Resulting from the hindrances noticeable in the findings, teachers turn to other relevant educational resources such as other relevant textbooks, the examination guideline and ATP for the success of the teaching and learning process.

For better and improved teaching and learning process, the study recommended that textbooks should be improved in the future publications of textbooks. This will also allow teachers to be fully satisfied in using those textbooks for teaching.

LIST OF ACRONYMS

ATP	Annual teaching plan
BBBEE	Broad-Based Black Economic Empowerment
BCM	Business, Commerce and Management studies
CAPS	Curriculum Assessment Policy Statement
CD	Compact Disc
CSR	Corporate social responsibility
DBE	Department of Basic Education
DoE	Department of Education
CSI	Corporate Social Investment
EMS	Economic and Management Sciences
FET	Further Education and Training
FRN	Federal Republic of Nigeria
GET	General Education and Training
HIV	Human Immunodeficiency Virus
HOD	Head of Department
KZN	KwaZulu Natal
LTSM	Learning Teaching Support Material
NCS	National Curriculum Statement
OBE	Outcomes based Education
OHP	Overhead projector
UNESCO	United Nations Educational, Scientific and Cultural Organization

ZPD	Zone of proximal development
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LIST OF APPENDICES

APPENDIX A	Ethical clearance
APPENDIX B	Permission from the KwaZulu Natal Department of Education
APPENDIX C	Letter to the principal: Permission to conduct research
APPENDIX D	Letter to teachers: Request for participant
APPENDIX E	Informed consent of the teacher
APPENDIX F	Interview schedule
APPENDIX G	Turnitin Report
APPENDIX H	Letter from the Editor

Table of Contents

DECLARATION	i
ACKNOWLEDGEMENTS.....	ii
DEDICATION	iii
ABSTRACT.....	iv
LIST OF ACRONYMS.....	v
LIST OF APPENDICES	vii
CHAPTER ONE	1
INTRODUCTION AND ORIENTATION TO THE STUDY.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND OF THE STUDY.....	1
1.3 RATIONALE.....	3
1.4 PROBLEM STATEMENT.....	5
1.5 SIGNIFICANCE OF THE STUDY	5
1.6 LOCATION OF THE STUDY	6
1.7 OBJECTIVES OF THE STUDY	6
1.8 RESEARCH QUESTIONS.....	6
1.9 OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY.....	6
1.9.1 Research Paradigm.....	6
1.9.2 Research Approach	7
1.9.3 Research strategy.....	7
1.9.4 Sampling.....	7
1.9.5 Data collection methods	8
1.9.6 Data Analysis.....	8
1.10 TRUSTWORTHINESS AND RELIABILITY	9
1.10.1 Credibility (internal validity)	9
1.10.2 Dependability (replicability).....	9
1.10.3 Conformability (objectivity)	9
1.10.4 Transferability (external validity).....	10
1.11 ETHICAL CONSIDERATIONS	10
1.12 LIMITATION OF THE STUDY.....	11
1.13 OVERVIEW OF THE CHAPTERS	11
1.14 CONCLUSION.....	12
CHAPTER TWO	13

LITERATURE REVIEW	13
2.1 INTRODUCTION	13
2.2 THE IMPORTANCE AND THE ROLE OF TEXTBOOKS IN TEACHING AND LEARNING.	13
2.2.1 Advantages of relying on textbooks as teaching and learning material.....	20
2.2.2 Disadvantages of relying on textbooks as the only teaching and learning material	21
2.3 THE IMPORTANCE OF TEXTBOOKS IN BUSINESS STUDIES	21
2.3.1 The historical evolution and nature of Business Studies	22
2.3.2 Textbooks in teaching and learning of Business Studies	25
2.4 TEACHERS' PERCEPTIONS ON THE QUALITY OF TEXTBOOKS.....	29
2.4.1 Physical qualities of textbooks and educational material	32
2.5 CONCEPTUAL FRAMEWORK.....	33
2.6 CONCLUSION	36
CHAPTER THREE	38
RESEARCH DESIGN AND METHODOLOGY	38
3.1 INTRODUCTION	38
3.2 RESEARCH PARADIGM	39
3.3 RESEARCH APPROACH	40
3.4 RESEARCH STRATEGY	41
3.5 SAMPLING	42
3.5.1 Selection of the schools	42
3.5.2 Selection of the teachers	43
3.6 DATA COLLECTION METHODS.....	43
3.6.1 Interviews.....	43
3.7 DATA ANALYSIS	45
3.8 TRUSTWORTHINESS AND RELIABILITY	45
3.8.1 Credibility	45
3.8.2 Dependability (replicability).....	46
3.8.3 Conformability (objectivity)	46
3.8.4 Transferability (external validity)	46
3.9 ETHICAL CONSIDERATIONS	47
3.10 LIMITATIONS OF THE STUDY	48
3.11 CONCLUSION	48
CHAPTER FOUR	49

DATA PRESENTATION.....	49
4.1 INTRODUCTION.....	49
4.2 TEXTBOOKS ALIGNMENT WITH THE CURRICULUM.....	49
4.2.1 Textbook alignment with the CAPS in terms of topics and content coverage	50
4.2.2 Structure and sequencing of topics	52
4.2.3 Accuracy and updated content presented in textbooks.....	54
4.2.4 Textbooks as supplementary resources	56
4.2.5 The consultation of a variety of learning teaching support material to supplement textbooks in the classroom.....	58
4.3 GUIDANCE AND SUPPORT PROVIDED BY THE TEXTBOOKS IN TEACHING NEW KNOWLEDGE...	59
4.3.1 Assistance in teaching and learning of new concepts or new terminology.....	60
4.3.2 Drawing from learners' own experience and prior knowledge in introducing new content	62
4.3.3 Guidance on content coverage in each chapter	66
4.3.4 Level of language used in the textbooks.....	68
4.3.5 Visuals used to promote understanding of new knowledge	71
4.4 GUIDANCE AND SUPPORT PROVIDED BY TEXTBOOKS IN TERMS OF ASSESSMENT TASKS	72
4.4.1 Textbooks alignment with examination papers in terms of preparing learners for external examinations.....	72
4.4.2 Types and forms of assessment tasks in the textbooks.....	77
4.4.3 Level of challenge of the assessment tasks	79
4.5 CONCLUSION.....	82
CHAPTER FIVE	83
DISCUSSION OF FINDINGS.....	83
5.1 INTRODUCTION.....	83
5.2 TEXTBOOKS ALIGNMENT WITH THE CURRICULUM.....	83
5.3 GUIDANCE AND SUPPORT PROVIDED BY THE TEXTBOOKS IN LEARNING NEW KNOWLEDGE ...	91
5.4 GUIDANCE AND SUPPORT PROVIDED BY THE TEXTBOOKS IN TERMS OF ASSESSMENT TASKS .	96
5.5 CONCLUSION.....	101
CHAPTER SIX.....	102
SUMMARY, CONCLUSION AND RECOMMENDATIONS	102
6.1 INTRODUCTION.....	102
6.2 OVERVIEW OF THE STUDY	102
6.3 SUMMARY OF THE FINDINGS.....	106
6.3.1 Objectives of the study are to:.....	106

6.3.1.1 Alignment of Business Studies textbooks with the curriculum	106
6.3.1.2 Guidance and support provided by the textbooks in learning new knowledge	107
6.3.1.3 Guidance and support provided by textbooks in terms of assessment tasks	107
6.3.2 Challenges in Business Studies textbooks that hindered the teaching and learning process	107
6.3.3 Suggested ways to overcome the challenges of using prescribed Business Studies textbooks	108
6.4 LIMITATIONS OF THE STUDY	108
6.5 RECOMMENDATIONS	108
6.6 RECOMMENDATIONS FOR FURTHER STUDIES	109
6.7 CONCLUSION	109
REFERENCES	111
APPENDIX A: Ethical Clearance	121
APPENDIX B: Permission from the KwaZulu Natal Department of Education	122
APPENDIX C: Letter to the principal: Permission to conduct research	123
APPENDIX D: Letter to teachers: Request for participant.	124
APPENDIX E: Informed consent of the teacher	125
APPENDIX F: Interview schedule: Face to Face interview	126
APPENDIX G: Turnitin Report	129
APPENDIX H: Letter from the Editor	130

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter serves as an introduction to this study, and therefore aims at discussing the key issues relevant to the study. The purpose of the study is to explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks. This chapter provides the background and the overview of the study. Included in this chapter is the rationale for embarking on the study, the purpose statement and the key research questions which guide the study. The chapter also provides an overview of literature and conceptual framework. Further, it offers a detailed overview of the research design and methodology adopted in the study. It highlights the ethical considerations and limitations of the study and concludes with an outline of the chapters to follow.

1.2 BACKGROUND OF THE STUDY

Recurring curriculum shifts in South Africa have been ushered to reform education practices to be in line with international trends (Naicker, 1999). However, a number of problems were documented regarding poor performance in South African schools. In response to a number of criticisms, Minister of Basic Education Angie Motshekga appointed a task team to advise the Department of Basic Education (DBE) on changes that needed to be made in order to address the education crisis (Kgosana, 2010). One of the attempts to ensure that the performance of South African learners is improved, was to introduce the Business Studies Curriculum and Assessment Policy Statement (CAPS). To ensure that improvement is effected, the Department of Basic Education (DBE) re-introduced textbooks in classrooms as a vital resource for learners and teachers. According to the DBE, the textbook is one of the most effective tools through which to deliver the curriculum and support assessment.

A textbook interprets and presents the knowledge (content and concepts) and skills, as listed in the Business Studies CAPS. Therefore, each learner should have a textbook for each subject to take home, do homework, study and prepare for subsequent lessons (DBE, 2009). The textbook is often defined as the most significant teaching material that can be used in schools to study a particular subject.

The importance of textbooks is also evident in Business Studies. The skills and knowledge required in Business Studies are informed by developments in the business environment, with recently changed legislation and changing markets. The new CAPS Business Studies subject is more practical; it is about current activities and deals with issues that our learners see in their daily lives. As such it encourages learners to be more open-minded and creative. These changes have made learners acquire entrepreneurial skill and aims to ensure that they apply knowledge and skills in a way that is meaningful to their own lives (Motsekga, 2012). Business Studies is a subject that deals with knowledge, skills, attitudes and values which ensure critical, informal, productive, ethical and responsible participation in the formal and informal business economic sectors (Umalusi, 2012). The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprise and growth (Umalusi, 2012). The role of Business Studies as a subject is to develop learners' insight into South African and global businesses so that they understand the functions of different role players on various issues and challenge that influence or impact on the business.

As a result, more topics require complex reasoning to deal with impact and to investigate possible business solutions, interpretation and application of graphs. The learner must devise and critically develop strategies as well as make recommendations (Umalusi, 2012). As the level of depth of the topics is likely to make the Business Studies CAPS more challenging, a learner's ability to cope depends on the integral role the teacher plays. Business Studies teachers therefore are expected to equip learners with a great deal of problem solving and investigation skills.

Business Studies contains many scientific terms and much abstract knowledge. In order to encourage students to understand CAPS Business Studies concepts, prevent memorisation and increase their knowledge, textbooks must contain relevant information and activities to stimulate critical thinking skills. Textbooks provide the foundation for the content of the lesson and represent what is important on a particular topic. In this regard, a good quality textbook should reflect the reform of the curriculum and align with the curriculum requirements. A good quality textbook needs to be used to achieve the curriculum objectives. The CAPS Business Studies textbooks provides teachers with content, concepts, skills as listed in the National Curriculum Statement (NCS), as well as the assessments as prescribed by the Department of Basic Education (Umalusi, 2014).

Textbooks perform a vigorous role in teaching and learning; hence they are an essential tool to be used by teachers and learners to enhance their teaching and learning (DBE, 2011). Shifting of knowledge from the teacher to the learners is not the only thing that goes on in teaching and learning: a much more in-depth process is involved. As the term ‘teaching and learning’ is referred to as the notion of learners having specific styles of learning, it has implications for teaching approaches. Teachers are expected to ensure that assessment tasks set out in textbooks are relevant and suitable for learners taught as well as in line with the requirements set out in the Business Studies CAPS policy document (Department of Basic Education, 2011). The selection process of suitable textbooks which will address the needs of a diverse group of learners in schools, requires a committed, dedicated and knowledgeable Department of Basic Education team. Such a team would ensure that the level and quality of textbooks used in schools are up to the required standard, to guarantee adequate teaching and learning.

Jones and Jarr (2007) observe that a day-to-day teaching and learning schedule is influenced and affected by the content that textbooks contain. This is much reason for textbooks to contain valuable learning activities and assessment tasks according to difficulty levels and cognitive demand levels. Seeing the importance of content contained in the textbooks as teaching and learning tools, the Department of Basic Education has to intervene in making sure textbooks writers produce up-to-standard textbooks. In the process of selecting textbooks to be used in schools, screening should take place and changes are to be acclaimed where required, for assurance of quality curriculum coverage in textbooks, especially in Grade 12, which is an exit grade.

Textbooks offer the underpinning for the content of the lesson and symbolise what is important on a particular topic. In this regard, textbooks should reflect the improvement of the curriculum and align with the curriculum necessities. Textbooks must also include relevant content and assessment tasks aligned with the curriculum requirements because many teachers use them in class. While in the Business Studies CAPS textbooks are regarded as the main learning teaching support material, there has been little explicit research focusing on teachers’ perceptions of the quality of textbooks, especially in Business Studies.

1.3 RATIONALE

The desire to pursue this study emanated from reflections on various experiences, as a learner, a student and a Business Studies teacher. Being a high school learner doing higher grades in

Business Studies, textbooks which were used to teach and for assessment tasks had major loopholes. What was taught according to the annual teaching plan was not what was set in the assessment tasks. Assessment tasks in textbooks could not cater for different cognitive levels, different learning and teaching styles. Some of those textbooks had very minimal activities that needed to be done by us as learners. These activities were not enough to capacitate or equip us with the relevant skills. The textbooks lacked assessment tasks with higher order questioning which would assist learners to be capacitated and equipped for the higher grades. Riet (2015) states that well-structured assessment tasks in textbooks assist learners greatly in terms of developing a better understanding of the content of what has been learnt.

Other textbooks used in high school's lack consistency, and the structure of such textbooks is poorly conceptualised. According to Riet (2015), a well-structured textbook is expected to have an influence on the authentic classroom instruction, meaning that if textbooks are not well-structured, the instructions may not be clear to the users of the textbooks. Gak (2011) states that textbooks should give direction and provision to the teaching and learning process for both teachers and learners. A textbook with proper direction and provision should retain a preliminary section with lesson outcomes at the end of the chapter. The criteria described by (Gak, 2011) is not the criteria most textbooks follow, especially in the high schools during attending teaching practice as a student.

During cluster meetings as well as departmental content workshops, observes were made through discussions as Business Studies teachers, challenges in terms of vocabulary used in textbooks, textbooks updating are not addressed on a regular basis, and that out-dated textbooks with errors are still being used in schools. Teachers also add in cluster meetings that there is a lack of support from the Department of Basic Education. As a result, the types of exam papers and test papers that are set by teachers do not balance and align with Business Studies CAPS in relation to the cognitive demand levels (30%, 50%, and 20%). Teachers are failing to set exam and test papers according to this target. This affects the teaching and learning greatly.

The literature (Davidson & Baldwin, 2005; Black, 2012; Ujarathi, 2012) reveals that there is a scarcity of studies in Business Studies Education in general and in teachers' perception of the quality of Business Studies textbooks in particular. Furthermore, since the implementation of the National Curriculum Statement (NCS) in the Further Education and Training (FET) phase in 2006 and the revised curriculum (CAPS) in 2012 in South Africa, few studies have been

undertaken in Business Studies Education and how teachers perceive the quality of the textbooks in teaching Business Studies. Therefore, this study sought to explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks.

1.4 PROBLEM STATEMENT

Primarily, it is very essential to bear in mind that teachers are the core stakeholders in teaching and learning of curriculum put in place by the DBE (2011), which is mostly guidance by the curriculum carrier being the textbooks. Teachers are central to the teaching and learning process (Opfer & Pedder, 2011). Together with teachers being important stakeholders, teachers cannot successfully teach without quality educational material. Textbooks being the most fundamental and available teaching material available to support teachers in the process of teaching and learning are deemed the most important. According to Gok "Textbooks support teachers by aiding day-to-day planning and teaching, and long-term professional development", (2012, p.2). Therefore, getting teacher's perceptions of the quality of Grade 12 Business Studies prescribed textbooks is essential. This study can therefore assist both the teacher and learners in improving the teaching and learning process of Business Studies with quality textbooks together with educational support documents.

1.5 SIGNIFICANCE OF THE STUDY

The core of research is to discover more new knowledge and add to the prevailing body of knowledge (Woodall, 2012). Cryer (2000) and Al-Ani (2013) note various ways in which research can contribute to knowledge which includes the formulation of a new theory, insightful knowledge, and new methodology, and by improving practice. This study sought to extend the frontier of knowledge by providing insightful information and supplement to existing literature. This is informed particularly by the paucity of literature on teachers' perceptions of the quality of textbooks, noting the case of Grade 12 CAPS prescribed Business Studies textbooks. Due to the limited literature on the analysis of high school Business Studies textbooks, the findings of this study will make a contribution to the current literature in Business Studies, particularly on textbooks analysis nationally and internationally. It is hoped that this study will be of value to educators teaching Business Studies when selecting prescribed textbooks and to other stakeholders who are interested in promoting the subject and who are committed to its improvement.

1.6 LOCATION OF THE STUDY

The study is located in five different secondary schools in the Pinetown District in KwaZulu-Natal. All of these five schools are offering Business Studies as a subject and are within close range of my place of work. The study explored five teachers' perceptions of the quality of Grade 12 Business Studies textbooks that are prescribed by CAPS in South African schools. The participants of the study were selected from the five schools located in the Pinetown District in KwaZulu-Natal. The schools are in a semi-rural area with many people in the community being multi skilled but mostly not formally educated.

1.7 OBJECTIVES OF THE STUDY

The objectives outlined in this study are:

1. To explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks,
2. To determine why teachers' perceive the quality of Grade 12 Business Studies textbooks the way they do.

1.8 RESEARCH QUESTIONS

1. What are teachers' perceptions of the quality of Grade 12 Business Studies textbooks?
2. Why do teachers perceive the quality of Grade 12 Business Studies textbooks the way they do?

1.9 OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

This section provides an overview of methodology used in the study. More detailed discussion of the research design and the rationale for the choice of methodology is presented in Chapter Three.

1.9.1 Research Paradigm

A paradigm is a model or framework for observation or understanding. It shapes how people see and understand their life-world (Babbie, 2007). The Interpretivist paradigm was employed in this study as it is an approach to CAPS Business Studies and Social Sciences as a whole. This paradigm puts emphasis in the importance of understanding the social reality in terms of the researcher's interpretation. There are multiple socially constructed realities in which the researcher's verdict and viewpoint is considered in the process of the interpretation of data, which locate this study with the interpretive paradigm (McMillan & Schumacher, 2010). The purpose of the study is to explore the teacher's perception of the quality of Business Studies

Grade 12 textbooks, requiring the qualities of the interpretive paradigm, hence its relevance to this study.

1.9.2 Research Approach

The research approach of this study was within the qualitative research approach. An understanding of the actual human interactions, actions which constitute real-life settings and meanings are of importance in this approach as qualitative research (Cohen, Manion & Morrison, 2011). My aim in this study was to understand teachers' perceptions of the quality of the Business Studies Grade 12 textbooks, with involves qualitative research. Qualitative research, according to Cohen et al. (2011, p.47) "provides an in-depth and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviors". Therefore, qualitative methodology is considered to be suitable for this research study.

1.9.3 Research strategy

The study adopted the research strategy of a case study. Case studies make available to both the researcher and the reader, a distinctive testimony of the people and situation involved (Denzin & Lincoln, 2011). Schell (1992) adds that a case study research design was essentially more time-intensive and more skill-intensive than supplementary methods of research. In this study, a case study was used as a strategy to guide the research data generation and analysis process in investigating teachers' perceptions of quality of the CAPS prescribed Business Studies textbooks. A case study is important in the sense that it will assist in preserving the actual events holistically throughout the study.

1.9.4 Sampling

De Vos, Delpont, Fouché and Strydom (2005) state that sampling is a representative of a population which was taken from part of the research study population. This study used purposive and convenient sampling. Remler and Ryzin (2014) define convenience sampling as a sampling method in where people are sampled simply on the basis that they are convenient sources of data for researchers. According to Burns and Grove (2011, p.313), "purposive technique is based on the judgment of the researcher relating to participants that are representative of the study phenomenon or who are especially knowledgeable about the question at hand". The sample of this study is purposive in that it is intentionally limited to Grade 12 Business Studies textbooks and five Grade 12 Business Studies teachers, one teacher

from each of the five secondary/high schools in the Pinetown district of KwaZulu-Natal. The sample size of five teachers is based moderate number that allowed for reasonable data to be collected, having viewed the data collection method of the study.

In order to go for depth rather than breadth, I selected only five schools. The choice of the schools is based on its accessibility to the researcher. Therefore, I used convenience sampling which, according to Clarke and Creswell (2008), also involves including in the samples respondents who are easily accessible and willing to participate. Five Grade 12 teachers were selected purposively from each school. I choose Grade 12 Business Studies teachers as participants as they are convenient sources with more insight into the subject than the other grades (Grades 10 and 11), as mentioned above. Participants confidentiality and anonymity was attained through the use of pseudonyms.

1.9.5 Data collection methods

This study adopted face-to-face interviews to collect data from Business Studies teachers. Face-to-face interviews were conducted to extract five teachers' perceptions on the quality of Business Studies. According to Lavrakas (2008), face-to-face interviews, also known as in-person interviews, is perhaps the most current and ancient procedure of data collection.

In this study, data collection methods took the form of initial interviews, with the analysis instrument based on the conceptual framework, and then follow-up face-to-face interviews. All five interviews took place in the five different schools during free periods. They were all audio-taped. Interviews varied in terms of length between 40 to 60 minutes.

1.9.6 Data Analysis

In this study, data-driven coding and theory-driven coding was conducted to analyse the data. Therefore, thematic analysis was applied to analyse teachers' perceptions of the quality of Business Studies textbooks (Braun & Clark, 2006). Thematic analysis is described as a qualitative analytic method for identifying, analysing and identifying patterns within the data. Thematic analysis also helps in analysing some aspects of the data collected. Thematic analysis was found to suit my study as it is qualitative in nature. Interviews were transcribed and interview transcripts and audio recordings assessed to establish recurring codes and themes. Initially, a process of open coding was used, followed by clustering of specific themes. Themes that emerged from interviews were used to analyse data.

1.10 TRUSTWORTHINESS AND RELIABILITY

Trustworthiness, according to Lincoln, Guba and Schwandt (2007), refers to whether the findings are worth paying attention to; this refers to whether the data reported is credible, transferable, dependable and confirmable. Lincoln, Guba and Schwandt (2007) describe four strategies to assess the trustworthiness of a particular study. They are:

1.10.1 Credibility (internal validity)

Credibility alludes to confidence in the truth of the data and the interpretation thereof. Activities that will enhance credibility include repeated study, reading and re-reading of text. In my study, credibility was assured through the use of face- to-face interviews which was also supported by the use of audio recordings made during interviewing.

1.10.2 Dependability (replicability)

Dependability is a further criterion listed by Lincoln, Guba and Schwandt (2007) to establish the trustworthiness of the study. This requires an audit. The enquiry auditor, usually a peer, follows the procedure used by the researcher in the study to determine whether they are acceptable and dependable. The dependability of this study ensured that results were consistent during data collection, analysis and interpretation. My peer educators who have a Masters in Education qualification, determined through auditing whether the processes and procedures I conducted were acceptable. They did so by checking if I had been careless or made minor mistakes in conceptualising the study, collecting the data, interpreting the findings and reporting.

1.10.3 Conformability (objectivity)

Conformability guarantees that the findings, conclusions and recommendations are supported by the data and that there is internal agreement between the investigator's interpretation and the actual evidence. Conformability is also enhanced by an audit trail which often entails safe storing of raw data interview tapes, transcripts and field notes. During interviews, I recorded all responses rather than writing notes. I ensured that the interviewees from the face-to-face interviews were comfortable during the interview so that responses to the questions would be as accurate as possible. In this study, peer educators were used to audit conformability through reviewing interview transcripts. This ensured that conclusions drawn are supported by relevant data.

1.10.4 Transferability (external validity)

Transferability refers to the ability to apply the findings in other contexts or to other participants. The qualitative researcher is not interested in generalizing the findings, but rather in outlining data from the face-to-face interviews within the specific contexts in which they occur. This can be addressed by collecting, analysing and cross-checking data from multiple sources in order to address a particular question. The audio-recordings from the face-to-face interviews were transcribed and consolidated. The main reason for the interviews with the teachers was to get their point of view on the quality of Business Studies textbooks and to probe for other arising concerns associated with textbook quality.

1.11 ETHICAL CONSIDERATIONS

Permission: A presentation and submission of the research proposal was done to the University of KwaZulu-Natal (Research and Ethics Committee) prior to data collection to gain approved ethical clearance as a researcher. Permission from the gatekeeper of the school, which is the principal, was also requested; a permission letter was also given to the district office. As means of gaining participant access, I visited the gatekeeper of the school (the principal) to enlighten him/her on my research project. Given the gatekeeper's approval, the participants were informed of the details of my study.

Informed consent: An approval letter to conduct the research in schools was handed to the principals of the schools by myself. Business Studies teachers were given a detailed description of the study. As the main participant, a written and signed approval letter as a form of informed consent was required. The participants have the right to voluntary participation, confidentiality, anonymity and to decline to participate or to be removed from the study at any time. This was ensured. An information sheet detailed the purpose of the study was also handed to the principal and teachers as participants.

Anonymity: Confidentiality was ensured using pseudonyms e.g. for the names of the schools and the teachers. Protection of participants' identities was ensured, and research document did not require any personal details. Coding was used.

Confidentiality: The use of the data obtained from this study was restricted to the purpose of this research project and was only accessible to the researcher and the supervisor. The

accessibility of the data such as transcripts and audio-tape recordings was restricted to the individuals involved in the research. All work audio-tape was saved in memory stick secured with a password. After the research project has been completed, the interview records will be demolished, and the transcripts will be shredded.

1.12 LIMITATION OF THE STUDY

Having to use only five schools from the number of schools in the Pinetown district was a restriction to this study. Further, the perceptible limitation in this study was one of sample size choice together with having to use one methodology. It can be questioned why the mostly used textbooks were selected rather than others; the selection of the sample size was based on the most informative and easy to understand language used in textbooks as the schools' background would differ.

The literature review on this specific study was limited, as Business Studies is not as widely researched as subjects such as History, Geography, Science and Life Sciences. For this reason, literature that related specifically to Business Studies was difficult to find. A tangential approach was adopted in this secondary research, investigating what authors who conducted research using a similar topic in other subjects and in other countries or in tertiary education, have discovered. Time constraints of a school day may have played a negative part in gaining research material, as teachers are pressured to get through their annual teaching plan.

1.13 OVERVIEW OF THE CHAPTERS

This study consists of six chapters which comprise different aspects of the study, as follows:

Chapter One presents a brief overview of this research study. It introduces the study by giving a detailed description of the background of this study, and the rationale behind it. It further presents the objectives of the study and the research questions that guide the study. Lastly, it outlines the methodology of the study and its limitations.

Chapter Two presents the literature reviewed that encompasses research based on textbook quality in Business Studies and teachers' perceptions of the quality of Grade 12 Business Studies textbooks. The conceptual framework that shapes this study is also discussed in this chapter.

Chapter Three gives a clear methodological positioning adopted in this study. It explains in detail the research design and methodology used to answer my research questions. The chapter also presents the sampling processes used to choose participants for interviewing, the data generation and data analysis. Further, it describes the ethical consideration used and model of ensuring trustworthiness of this study.

Chapter Four deals with the presentation of data generated through this study. The data is presented in the form of themes that emerged from the process of analysing the data.

Chapter Five discusses the research findings of the study presented in Chapter four.

Chapter Six offers a summary of the study, its recommendations for future research and its conclusions.

1.14 CONCLUSION

This introductory chapter has outlined the rationale and purpose of this study, research questions and the basic overview. It gives primary motion based on its research design and methodology. The subsequent chapter presents relevant literature review and an outline of the framework as per this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided the background of the study. The chapter also described the study focus and rationale and gave a brief overview of the research design and methodology of the study. This chapter starts by reviewing literature on the importance and the role of textbooks in teaching and learning. The chapter also goes on to discuss the importance of textbooks in Business Studies. This will be followed by a discussion of teachers' perceptions on the quality of textbooks. Finally, the conceptual framework that underpins this study will be discussed.

2.2 THE IMPORTANCE AND THE ROLE OF TEXTBOOKS IN TEACHING AND LEARNING.

In this section, a discussion based on the importance and the role played by the textbooks in teaching and learning is provided. The section further provides a discussion of how textbooks are considered the most important educational resources.

According to Odun (2013, p.8), "textbooks are important sources that help students to receive related information about the topics stated in the curriculum". Likewise, one of the best and essential fundamental sources of communication between the learners and the school curriculum is the textbook. Through using the textbook, teachers achieve a systemic way of delivering/teaching. Lifelong skills, individual learning, and improved thinking skills are also achieved through textbooks. Furthermore, textbooks are responsible for quality lessons as expected and they serve as support system and guide in terms of assessment. According to Sunday (2014, p.140), "textbook as an instructional tool is unique among all other instructional media due to possession of certain characteristics". They are regarded as being very durable as they are permanent and not fleeting, they are moveable resources and they do not rely mainly on electricity or automatic trick to be used. Textbooks seem to be the most historic of instructional media (Sunday, 2014). Its use for teachers and learners in the classroom is crucial since it is the longest existing and available resource compared to other educational resources used.

In and around the classroom, textbooks play a very important role because in education they have a very close relationship with the classroom interaction (Johansson, 2003). Sunday and Adebowale (2013, p.163) argue that the “textbook is a supplementary instructional source, which stays longer with the learner than the teacher could do, if properly presented can motivate the learner and promote a positive attitude”. The textbook is without doubt a useful learning material, which is sometimes neglected in many classrooms around the world (Johansson, 2003). The presence of the textbook in the classroom is mainly to assist teachers in teaching the educational concepts according to the aligned set curriculum and for the learners to be able to learn to interact, engage and work closely with one another for their educational benefit, according to their specific subjects. Textbooks are not only seen as influential in directing what and how learners learn, but also focus on how and what teachers teach the learners. “Textbooks are considered as the sole and legitimate source of knowledge both for students and teachers” (Bano, 2005, p.5). As the sole and legitimate knowledge source, Mahmood (2009, p.171) emphasises the significant role played by textbooks as the “primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class”.

Textbooks are referred to as being a systematic publication of well-structured activities, information and background on the content to be taught in certain subject (DoE, 2014). This type of publication is anticipated to produce sufficient knowledge that insures the outlined objectives of the curriculum. Textbooks are the backbone of curriculum delivery as per the objectives stipulated in the Department of Basic Education Business Studies CAPS document. Hence, it is important that well-structured, sufficient information is presented in the textbooks as textbooks are learning and teaching support materials used in schools. This refers to the assistance of textbooks as resources that provisions learners to understand the content of curriculum that is covered in the classroom. Gak (2011) defines textbooks as a standard source of information for formal study of a subject and an instrument for teaching and learning. Rezat (2010, p.1260) believes that “the structure of textbooks is likely to have an impact on actual classroom instruction”. If the textbook structure is well in order and has accurate and relevant information to be used for the grade and subject, successful teaching of the curriculum through textbook use can be achieved. It is argued that the structure and format of the textbooks can advance a model of separate education and therefore be able to symbolise a plan to successful educational opportunities (Valverde, Bianchi, Wolfe, Schmidt & Houang, 2002).

The government has positioned clearly the textbooks as endorsed and sanctioned transcripts to be used in school classrooms. In South Africa, the Department of Basic Education regards the aim of textbooks as to develop “knowledge, skills and values” (DoE, 2003, p. 1). Crucial roles in education are thus fulfilled through textbooks as they are prime vehicles for conveying scientific knowledge to learners through ideas, information, explanation, argumentation, and persuasion (Muspratt, 2005). The significance of textbooks was emphasised at a 2002 UNESCO meeting (UNESCO Headquarters, Paris, 12-13 December 2002), where textbooks were characterized as explicit exhibitions of both national education viewpoint and national political orientation (UNESCO, 2002). The implication here that the textbooks do not really deserve the reputation they are getting as impartial tools which educate the learner on facts and skills. It should not be assumed that they manifest equal cognitive levels in all textbooks. A textbook identifies the content under topics and then it helps manage them in terms of ordering them in a manner that learners can simultaneously track in their study of the material. The structure of the lessons of the day is also specified within the textbooks accompanied by suitable activities and exercises for the classroom. Textbooks are essential in directing the overall performance of the teaching and learning that occurs in the classroom, whether it benefits the learners’ learning as well as the teacher’s teaching, or not. The textbook is the main item used as reading material which prepares learners and is also prepared to assist learners in the teaching and learning process. In the curriculum classification, there is a connection between the curriculum aims and its real-life teaching where you find that textbooks are applied curriculum in theory (Valverde et al, 2002).

According to Rottensteiner (2010), textbooks assist in preparation, provision and valuation. Furthermore, textbooks are the mainly used source of information in the classroom which puts the material at a risk of having to be at a high ranking in terms of delivering quality lessons. Zareian (2015, p. 314) defines educational teaching materials “as anything which can be used to facilitate learning of a language” or any other teaching subject. Educational teaching materials or resources can take the form of reading and writing materials, visual or audio, which can require teachers and learners to learn and teach by listening, including tapes, CDs, videos, self-study workbooks, library books etc. Sunday (2014) places emphasis on the most important tool, said to be the textbook that drives the teaching and learning process. One of the major factors that affect students’ learning outcomes is the textbook that students engage with. The educational initiative values textbooks as the core element that drives teaching and learning which offers learners a range of interesting and constructive activities that well prepare learners

for the outside world. Textbooks play an important role in providing learners with the richness of all the interesting facts which are potentially the world's invented educational experiences. In the eyes of several teachers based in the classroom, textbooks are seen as the only teaching resource available to them readily (Maffia, Dias, Brauna & Cruz, 2003). Textbooks are regarded as the most authentic resources used in the classroom that will impart valuable knowledge through the curriculum. Thus, the crucial role of carrying out the logical knowledge needed by the learners through different aspects such as ideas, explanations, information, and argumentation, is accomplished through textbooks in education.

Worldwide, according to Mahmood (2009), there is some sort of curriculum reformation in the education system among several countries. Sunday (2014, p.142) views textbooks as having “a prominent position in curriculum reform and are considered the most important tool for the implementation of a new curriculum”. The major important reasons for this reform are that “the information age has brought technology to schools and to the lives of the young and the old in our societies”, Mahmood (2009, p.158). The most prominent outcome during this process is noted to be textbooks, which are the most used educational material as means of curriculum understanding and application. Mahmood (2009) asserts that textbooks are one of the supreme teaching and learning resources used in schools. Regardless of the many other useable types of educational transcripts in the classroom, learners and teachers still make use of textbooks many times rather than other complementary texts available in the classroom. Just recently in the classroom just like years ago, a curriculum that is centred around textbook is still carried out, since the learners and teachers have no choice but to make use of them. The only resources that are presented to them in the classroom and that seem to be effective are the textbooks Paxton (1992). The ever-present use of the textbook in an unsuspecting way in the classroom results in textbooks being convincing and permitted to be used widely. However, textbooks are only seen by the public as another mere prophecy on a particular subject (Fan & Zhu, 2007; Pingel, 2010). Also, according to Mahmood (2009), it is imperative that more attention is placed on textbooks for the betterment of educational instruction that unfolds in an education institution. Textbooks should be able to catch the viewers' attention and then enable the learner to comprehend during discussions because of the interesting nature of the textbook. Textbooks are to uphold the value of being a very useful and reachable resource that students and teachers can use according to their needs (Mahmmod, 2009).

Tornroos (2004), as a means to describe the role played by written curriculum such as textbooks and other educational curriculum materials or resources utilised in the classroom, uses the term “potentially implemented curriculum” (p. 2). The establishment of the transitional phase between the intended curriculum (written) and the implanted curriculum is through the use of textbooks. The opportunity for learners to learn is gained through the presence of textbooks, hence they are regarded as the main educational tool for teaching (Fan, 2013; Wijaya, van den Heuvel Panhuizen, & Doorman, 2015). Textbooks are the first helping hand to students in receiving the relevant and related information and topic content according to the curriculum, (Ödün, 2013). As the most widely used educational resource, textbooks are responsible for the delivery of quality lessons and they serve a purpose in initiation, planning, support and assessment (Rottensteiner, 2010). Ödün (2013, p.8) also notes that “textbooks are one of the essential parts of school curriculum. Furthermore, textbooks are the best and fundamental source of communication between students and the curriculum”.

Teachers greatly rely on textbooks in their specific subjects to assist them to cover their annual teaching plan and to systematically direct and support the teaching process. An annual teaching plan is defined by Ur (1998) as all things in a course that are to be taught specified in a document designed as a means of conveying the specific subject curriculum. The annual teaching plan comes to a point where ideas or the most important units of the curriculum are deemed difficult for learners to comprehend during the teaching and learning process of a specific subject. It then calls for the introduction of the textbooks for the betterment of the learners’ understanding of the specific topics or units in the subject curriculum.

With the help of textbooks, it will be much easier not to omit any important component of the subject. The successful adaptation of the annual teaching plan is one that involves a partnership whereby the teacher and learner work hand-in-hand to come up with critical decisions made in terms of the course at hand. It is also important to keep in mind the different learners need with engaging in the course. As the conveyors of the subject curriculum stipulated in the textbook, the teacher need to take distinct measures for the successful and worthwhile use of textbooks.

According to Yang and Sianturi (2017), the selection of content is crucial and should be done on the basis of what is important to consider in the textbook. Yang and Sianturi (2017) argue that it is therefore a crucial stage to consider what is important to include in the textbooks in terms of its cognitive demand level requirements. In this sense, textbook content should be

relevant, cost-effective, reliable and economically advantageous to all stakeholders in education. Although the creation and development of textbooks affect teachers and learners most, it is up to the publishers to decide what the textbooks entail when they are ready to be used in schools. Writers who are the one who write the textbooks are the main people who decide on which pedagogical approach to be used when developing a textbook to be used in the classroom for any given subject. Mahmood (2009) states that the process of developing textbooks is guided by the mandate by the Department of Basic Education centered around the economic situation at the specific time. He also mentioned that students are faced with the challenge of not being able to comprehend some of the content covered in the textbooks. This issue is likely to be caused by the lack of effective relevant information and curriculum coverage by the authors of the textbooks. This problem of the effective relevant content curriculum coverage and instruction is a never-ending topic among many disciplines (Apple, 2002).

This has led to the idea of recommending that the pool of textbook evaluators assigned by the Department of Basic Education should have a clear picture of the criteria of shared knowledge and understanding of the standard expected for textbooks. Among the recommendations is that of having teachers present in the pool of textbook evaluators to be able to identify and eradicate issues associated with the low standard of textbooks. Ladnier-Hicks et al. (2010) and Jitendra et al. (2010) state that it is obvious that with the presence of teachers, the textbook as an important teaching and learning resource available can improve its standard, therefore improving the education process. Mahmood (2009, p. 180) argues that “textbooks are evaluated on the basis of some assumptions about the authors and publishers”. The assumption is that they have full understanding of the requirements of the written curricula while developing the textbook; however, findings disclosed that these assumptions are often incorrect.

Mahmood (2009) notes that there is a lack of a set standard that textbooks should be evaluated according to, such as format and design. Furthermore, Mahmood (2009) adds that there is also “lack of compliance with objectives of the curriculum in the approved textbooks and the lack of consistency with regard to the level of understanding demanded by each of the approved textbooks” (p.180). The idea of textbooks being available in many different contexts can be achieved by simply avoiding debatable topics and prevent presenting unrealistic views of the world. It is important to be transparent when dealing with educational material so the teachers and learners can engage with authentic information of the world. Textbooks are interpreted and

adapted in many different ways, which can affect the teachers and learners' thinking, positively or negatively. Textbooks offer the appropriateness of language and the structure of sentence with effectiveness and further allow for students to remain eager to actively participate in the learning process and research (Ödün, 2013). Being knowledgeable about learners' needs and difficulties as a teacher is very important. Making a decision of how and which textbooks are suitable to be adapted to the level of unit, annual teaching plan and activity, can be very challenging.

According to Ngubeni (2009, p. 1), the most important part in any "teaching and learning process" is played by the textbooks and the learners are shaped and socialized by the textbooks. Crawford (2003) finds that textbooks as part of teaching and learning materials available, also have a more in-depth purpose rather than just singling out facts. Textbooks are also there to help scratch the socio-political standards of the society upon the learners' awareness; in this sense, philosophies are also spread instead of simply transmitting facts. For one to consider the information transmitted in textbooks as being "neutral" would be naïve (Pingel, 1999, p. 5). The standard sources of formal study information as teaching and learning instruments and for the subject at large, are textbooks. In creating an effective learning environment for learners and an effective teaching environment for teachers, textbooks are regarded as one of the many essential teaching resources which educational information can be drawn from and guidance and alignment can be acquired. Adaptation of the teaching and learning curriculum as a new teacher in a teaching field might come as a challenge but with textbook intervention, the new teachers are able to gain self-assurance, guidance and safe-keeping of the work-related issues that they might come across.

According to Graves (2000), textbooks have an important role in teaching and learning. It is seen as a useful resource to both the teachers as subject deliverers and learners who acquire the subjects. Nevertheless, there are advantages and disadvantages of using a ready-made textbook for both the learners and teachers. In the process of teaching and learning, using textbooks have both advantages and disadvantages, based on the manner in which the textbooks are used and the circumstances for which it is used. For Graves (2000), an advantage noticed by one teacher in a certain textbook can be noticed by another teacher as a disadvantage, considering the approach through which the content is viewed.

2.2.1 Advantages of relying on textbooks as teaching and learning material

There are noticeable advantages of relying on the textbooks that can enhance the teaching and learning process. According to Graves (2000, p.175), the most frequently stated advantage of using readily available textbooks in schools is that it includes “supporting materials such as teacher’s guide, CD, worksheets, and video”. He further adds that textbooks may provide a set of visuals, activities, and readings and save teacher’s time in finding or developing such materials. Agreeing with Graves (2000), Basturkmen (2010) added that textbooks provides consistency within a program across a given level, if all teachers use the same textbook. Furthermore, he states that textbooks provide an annual teaching plan for the course because the authors of the annual teaching plan have made decisions about what will be learned and in what order and also provide teachers with a basis for assessing students’ learning. Some textbooks include tests or evaluation tools. Finally, he adds that textbooks may provide security for the students because they have a kind of road map of the course so that learners know what to expect and what is expected from them.

Textbooks lie at the core of an educational enterprise, offering learners “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” Chambliss and Calfee (1998, p. 7). The textbook is a learning tool usually active in institutes to support the learning curriculum of education. Textbooks helps identify topics to be taught and the order in which it should be followed by the learners guided by the teacher. Textbooks further specifically indicates how to channel lessons so that all lessons are structured in a suitable manner with exercises and activities included. Thus, it is a key element of understanding material, organized for learners and precisely intended to be used by learners. Textbooks are regarded as the most effective tools in delivering the curriculum and further guiding in terms of assessment tasks, Riet (2015). Textbooks also have a role of safeguarding the appropriate pacing and weighting of content delivery, lesson planning by the teachers and curriculum content and assessment coverage. Textbooks are observed as accurate foundations of the information that can be conveyed in the classroom as envisioned by the curriculum.

Johansson (2003) claims that textbooks are designed to assist teachers to organize their teaching and topics are designed in order for each term so that it is easy to find topics to cover during the year. Therefore, this means that good quality textbooks are to be utilized by educators in order for learners to excel in class and understand the content of the subject. The facts learnt in most subjects and the setting of the curriculum are set out by the textbooks in a

particular discipline. In most cases, the textbooks for many learners are their first and many times their earliest exposure to books and reading. Textbooks are important educational documents which are seen by the public as accurate, authoritative and necessary to use. The teachers in many educational institutions are reliant on textbooks for the development of lessons as well as the structure of the subject matter at hand.

2.2.2 Disadvantages of relying on textbooks as the only teaching and learning material

Textbooks likewise have boundaries that can clearly lead to frustration among teachers and learners with the development. According to Graves (2000, p.175), the most commonly stated disadvantages of using only off-the-rack textbooks is that “textbook content or illustrations may not be significant or applicable” to the crowd of learners using it and they may not reflect the learners’ requirements since textbooks are frequently written for a worldwide point of view. He further states that textbooks may encompass counterfeit language, since transcripts, discussions and other facets of content have the intention of specifically integrating teaching points and are often not representative of factual language use. In line with Graves, Basturkmen (2010) added that textbooks can disadvantage learners because there might be too much emphasis on one or supplementary characteristics of language and not sufficient emphasis on others, or do not comprise all that is required by the teachers to be included. Basturkmen further states that the activities, visuals, and readings presented in the textbooks might be uninteresting to the readers and users.

Graves (2000, p.176) advises that should teachers wish to reduce complications when selecting textbooks and when using textbooks in the classroom, they ought to “use the textbook as a resource for students, but not the only resource”. Graves further advises that teachers should use a textbook as a guide, and be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook. Teachers should enhance the textbook content with information from other sources.

2.3 THE IMPORTANCE OF TEXTBOOKS IN BUSINESS STUDIES

This section discusses the nature of business Studies as a subject. It further provides a discussion on the importance of textbooks in the teaching and learning of Business Studies.

2.3.1 The historical evolution and nature of Business Studies

Effectively from the 1980's, Business Studies as a subject was given birth in schools. According to Jordan and Yeomans (1998, p.378) "while it had its origins in typing, office practice, commerce and economics courses it was to all intents and purposes invented in various schools, examination bodies and curriculum development agencies during that period". In other words unlike other subjects that are academic and vocational subjects, Business Studies seemed to be lacking a tradition that is well-established. Seemingly, this lack has caused Business Studies as a subject to be ignored and repelled from business dealings within and without the school setting. Further in the 1980s, Business studies was a transition subject, a crossbreed of occupationalism and the new vocationalism. The crossbreed of Business Studies "aspired to academic status and, thereby, straddled somewhat uncomfortably the academic/vocational divide endemic within secondary and post-secondary education in England and Wales", (Jordan & Yeomans, 1998, p.378).

According to Russell (2009, p. 28), "Business Studies is one of 29 FET subjects and falls within the group of Business, Commerce and Management studies (BCM) known in Outcomes based Education (OBE) as Economic and Management Sciences (EMS)". In lower levels and General Education and Training (GET), learners study EMS to get a commercial foundation; however, they have a choice at FET level to pick/do any subject combination among Accounting, Business Studies and Economics. Later on, prior to 2008, Business Studies was known as Business Economics in the National Curriculum Statement (NCS) curriculum, where there was only one examination paper. With the introduction of the new Curriculum and Assessment Policy Statement (CAPS), the title Business Economics changed to Business Studies which is used nowadays in schools. From Business Economics to Business Studies, examination papers are now separated into two examination papers, paper one being 'Environments and Operations' and paper two being 'Ventures and Roles'.

The subject Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth (DBE, 2011). Teaching and learning for Business Studies take place within the Curriculum and Assessment Policy Statement (CAPS), introduced for Grade 10 in 2012, Grade 11 in 2013 and Grade 12 in 2014. The skills and knowledge acquired in Business Studies are

informed by developments in the business environment, recent and changed legislation and changing markets.

According to DBE (2011), the Business Studies subject cover various topics ranging from micro-, market- and macro-environments, entrepreneurship, forms of ownership, creative thinking and problem-solving, self-management, professionalism and ethics, business functions and quality of performance, which therefore have been transcribed in the textbook to be transmitted to learners. However, Business Studies covers four main topics:

Business Environment: To enable learners to demonstrate knowledge and analyse the impact of changing and challenging environments on business practice in all sectors;

Business Venture: To enable learners to identify and research viable business opportunities and to explore these and related issues through the creation of achievable business ventures;

Business Role: To enable learners to demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles, and

Business Operation: To enable learners to apply a range of management skills and specialised knowledge to perform business operations successfully.

Business Studies textbooks, just like other textbooks in other subjects, are important in delivering the subjects annual teaching plan in the best way possible. Business Studies as a subject, with the help of the textbooks, ensures that learners are exposed to the five essentials of this subject, Business Studies DBE (2011). The primarily, the unique subject essentials offered by Business Studies textbooks are the acquisition and application of essential business knowledge, skills and principles to productively and profitably conduct business in the changing business environments. The creation of business opportunities, the ability to creatively solve problems and take risks, respecting the rights of others and environmental sustainability, are key. Further, the application of basic leadership and management skills and principles while working with others to accomplish business goals, is emphasised. Through these essentials, learners are motivated and self-directed, and will become reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals for their future business lives. Learners become committed to developing themselves and others through business opportunities and ventures and are able to secure formal employment and have courage to be able to be in a position to pursue sustainable entrepreneurial and self-employment career pathways.

Business studies principles are the essential, underlying factors that form the foundations of the subject. They focus on the theoretical and practical aspects of business activities. The principles provide a framework for the study of Business Studies. They give coverage of the core principles of business and management. They provide learners or aspiring managers with a clear and concise text that covers all aspects of the business creation and management. They consider strategic implications of economic theories and principles on business decisions and organizations, Business Studies DBE (2011). Business Studies textbooks, just like other textbooks, have been a significant part of the teaching and learning of the subject for many years in Western education (Mirkovic & Crawford, 2003; Nicholls, 2006). Textbooks are the main variable in education that drives the process of teaching and learning to succeed. Similarly, in the Business Studies teaching and learning process, textbooks are greatly relied on, where it is not complicated to use textbooks like other educational resources which need the assistance of electricity, for example, to be used.

The role of Business Studies in the FET Phase is to develop learners' insight into South African and global business so that they can understand the functions of the different role-players and the various issues and challenges that influence and impact on business (Umalusi, 2014). Further, it seeks to lay a sound foundation for learners to initiate and/or carry out business within a national and international context and contribute to the development of sound knowledge, skills and values it is necessary to effectively initiate, set up and carry out informal or formal business forms the foundation (DoE, 2014). As a means to consolidate the continuous aim of laying a sound foundation for learners based on Business Studies, the National policy on Education (Federal Republic of Nigeria, 2009) came up with objectives to be followed for Business Studies. FRN (2009) emphasised that it is important that learners are allowed to acquire the basic knowledge of Business Studies. At the end of the Business Studies annual teaching plan, learners are to have developed the basic skills in office profession. Learners are prepared for further training in Business Studies through the subject objectives. The aim is to prepare learners with orientation and basic skills for those who will not undergo further training to start a life of work. Business Studies enables learners the opportunity to use basic skills personally in future. Learners are expected to be able to use the acquired knowledge and skills in the national economy.

A synthesised, systematic and organised manner of organising content and concepts is presented in the Business Studies textbooks, which are aligned with the CAPS document.

Business Studies CAPS require learners to engage in active and critical learning, high knowledge and high skills, identify and solve problems and make decisions using critical and creative thinking (DoE, 2011). In order for one to understand the subject Business Studies, one needs to understand the Business Studies concepts. In this regard, textbooks should reflect the reform of the curriculum and align with the curriculum requirements in terms of content. The teacher's planning and teaching is made tranquil by means of sequential and easy to follow pace content. These textbooks assist with examples of complications, informal daily teaching and learning activities and recommendations for prescribed tasks. Textbooks should accommodate learner diversity and should be easily accessible to learners in the form of printouts or audio texts. In that light, textbook content is to be written in a way that it can be reworked to suited learners with learning barriers, when engaging with good textbooks.

2.3.2 Textbooks in teaching and learning of Business Studies

The Business Studies textbooks and its availability are becoming progressively important in the South African context. According to the Minister of Education (2006), textbooks play a significant role in South African Education due to a number of Business Studies teachers' heavy reliance on them. Because of the problem of a lack of resources based on Business Studies in the South African schools, textbooks are probably the largest source of help with the ongoing of the teaching and learning process and are certainly available in most schools. The Minister of Basic Education, Angie Motshekga, in her report to Parliament 2009, emphasised the importance of textbooks and their use of in schools. She mentioned that "textbooks are going to be used as an effective tool to ensure consistency, coverage, appropriate pacing and better quality in terms of instruction and content" (Motshekga, 2009, p. 5). Much significance is noted in Motshekga's report where she stresses that, given the need for ensuring the consistence coverage of the official knowledge, it is important for teachers to adjust their teaching and learning pace to accommodate the textbook content, mainly in Business Studies. In planning of the Business Studies day to day lessons, teachers are to take special precautions in ensuring that the successful process of teaching and learning through making the textbook central. Hence, it is the greatness goal of the Department of Basic Education to make it known to all teachers that textbooks should take priority in the classroom. Thus, the textbooks are part of the broader nation building ethos that is prevalent in South African society.

According to Ontario (2006), the daily lives of all are affected by Business activities as they work, travel, save, spend and play, which all revolve around Business activities. These

Business activities have an influence within jobs, opportunities for personal innovativeness and incomes. The standard of living and quality of living in many places of living is yet again argued to be affected significantly by the Business activities one engages with on a daily basis. Ultimately, one way or another, all learners are to be equipped for the world of Business as they are yet to encounter it and they are to be equipped enough to be able to tackle any Business activity confidently and capably (Mahmood, 2009). However, it is important that in the textbooks, especially the Business Studies textbook, they are “carefully examined for bias” like those which can hinder their journey towards being equipped for the world of Business (Pillay, 2017, p.64). Further, failure in the exposure of multiple perspectives of the Business world to learners, means that the textbooks would be continuing with an unequal system stirred by the economically powerful group and is continuously biased towards learners (Pillay, 2017).

Having to focus mostly on those aspects of Business Studies would also assist greatly on the practical skills essential for the Business workplace, if one has the utmost wish to head directly into the workplace after what is called higher education. In considering the outside world of business, a study of the community, individuals and organisations together with their desires and difficulties is to be taken into account, with an aim of devising suitable solutions. Business Studies works hand in hand with other fields which interact simultaneously with each other to achieve one set goal. As a guide to achieve this set goal, Business Studies as a subject, draws on many facts, processes and concepts from other arenas of study, DBE (2011). These arenas can somehow be linked to the arena of Business and so can uplift it in some way or another. Some of the typical examples of arenas that work hand in hand and have a link are marketing and communications, entrepreneurial studies and technology, as well as human nature and management and studies of society. The one common thing about information and communication technology, is that the skills and knowledge is considered to be relevant and related to all the disciplines across the curriculum. The application of what the learners learn in other subject areas can be easy in the world of business and *vice versa*, as learners can easily transfer what they have learnt in one subject and use it profitably in other subjects.

As the world of business requires all types of skills that are gained through a number of subjects, it would greatly help learners to focus on the relevant subject which applies all the skills in Business Studies. Learners who aim at getting into the world of business after secondary or high school, have to focus mostly on Business Studies because of its qualities. Demonstrated by the subject, Business Studies is the impact that is shown visibly in the lives

of many through the combination of productive activities put out. A successful evolution to the education after secondary school and workplace made by the learners can be done through the assistance of the knowledge and skills provided through courses of this discipline. The most common subject and its textbook that is considered to prepare learners for better opportunities, world challenges and the experiences that they are going to encounter, is Business Studies. Mahmood (2009, p.165) argues that “one of the basic principles generally used for the development of a quality product is that it should meet the criteria used to determine its quality”. Quality products assist the students in studying further in the business field and also with life in general (Mahmood, 2009). Business Studies is seen as a dynamic course which formulates students for the hardship they encounter during and in the 21st century by familiarising them with the world of business. Business Studies is considered to be a key mediator of economic and technological development; this can be done either as means of developing human capacity or enabling of the masses or conservational development (Umezulike & Okoye, 2013). A significant role in the economic development is played by the subject Business Studies, by making available the necessary knowledge and skills to learners allowing them to convey the knowledge and skills to others (Amoor, 2010). The world of business is the real world and they are thus seen as connected to each other and as having the same qualities.

From small businesses and worldwide initiatives, the operations and the smooth operations of the business involved which multidimensional is ensured by the Business Studies curriculum. The economy is therefore driven by these businesses and its smooth operation; business industries are also accountable for the creation of jobs, the standard of living for many and influence the manner in which many of the secondary school learners make their career choices. This is when the subject of Business Studies comes in with prospects of relevant, real world learning experiences that help learners face the difficult situations with ease (Amoor, 2010). Experiences like this help one to get theoretical learning reinforced as well provide learners with genuine perspectives which can be applied in their teaching and learning process. In the intention of the Business Studies learners and teacher’s exploring potential work environment and business opportunities, they engage in sharing information from different business pathways. These pathways are associated with specific education and workplace purposes, which includes supportive business education developments.

Relevance in what a certain learner is learning and being taught based on Business Studies is an essential element that contributes largely to the learner's understanding and grasping of business-related content, and furthermore in motivating the learner to be eager to learn more the business world. A great impact has been seen in the Business Studies textbooks used on classroom work and this has resulted in textbooks being the sole backbone of teaching, (Kajander & Lovric, 2009; Tornroos, 2005). The basic resource for teaching and learning is the textbook, and it aims at simplifying the instruction through teachers and student's understanding of the Business Studies subject. Yang and Sianturi (2017, p. 3831) suggest that for the support system of teachers and education, "textbooks constitute an integral element of education". Yang and Sianturi (2017) believes that the influence of what topics are contained and how are these topics developed is through textbooks. Business teaching and education is driven by the textbooks in the classroom. In all educational levels and in all educational institutions that offer Business education, textbooks are used as the main resource of education. According to Odün (2013, p. 1), "content, presentation, and the learning provided to students by textbooks are important for teachers for the effective delivery of the curriculum".

However, Graves (2000) emphasises that the ever-changing information of Business Studies which needs to be included in textbooks, and there are no ready-made textbooks that can always be suitable flawlessly to the education system or even to specifically to the Business Studies subject. Ideal textbooks Business Studies for every single teacher, all the different groups of learners with different learning and ideal learning situations, have not yet been found. Moreover, diverse teacher reactions of teachers teaching Business Studies have been observed with and during the use of textbooks in different classroom situations, Graves (2000). The entitlement of the high degree of suitability, appropriateness and relevance in a business-related textbook by teachers and learners is not that of total acceptance (Sunday, 2014). This may be due to the fact that knowledgeable Business Studies teachers are not blind to the textbooks they are using, considering that textbooks serve as a guide to learners when they are learning and the instruction by the teacher is directed. This implies that (Sunday, 2014, p. 148) "giving opportunity to the students to make an assessment might tend to reduce the level of the textbooks' appropriateness and likewise the exposure of teachers to other textbooks written in pattern to programmed instructions which is interactive in presentation, may make them reconsider a downward review of the appropriateness of their textbooks".

If the above statement refers to all textbooks in general, the same fact applies to Business Studies textbooks. Even after the huge recently advanced teaching and learning resources, textbooks continue its dominance within the Business Studies discipline. The textbooks hold the key and fundamental role in the teaching and learning process, and it is implied, influences users greatly.

2.4 TEACHERS' PERCEPTIONS ON THE QUALITY OF TEXTBOOKS

Teachers' perceptions of quality textbooks have a massive effect on the successful implementation of quality education in schools, quality of teaching and quality of learning through textbooks. Teachers state that textbooks are effective teaching materials which save and serve them both time and money. Indicated by teachers is that textbooks assist them in saving time to prepare for lessons since detailed descriptive activities and exercises are attached in quality textbooks (Chirwa, 2016). Sunday (2014) finds that the desirable teaching and learning outcomes through textbooks are revealed to be possible, through the great relevant features possessed by the textbook if suitable and adequate enough. In the Business Studies classroom, there are several important sources of information that are imperative for Business Studies learners through the textbook use and their teachers. So, the key role brought forth by the textbooks as per Bhatti, Jumani and Bilal (2015, p.262), is "of bringing the alignment of written, taught, and assessed curricula" together is imperative. The alignment of classroom instruction and the curriculum is likely to be achieved through the alignment of textbooks with the curriculum.

For teaching and learning to be effective and fruitful, a good quality textbook should be used as an instructional tool. Instructional tools such as the curriculum bearer which are the textbooks, should be published to suit teaching and learning and that can be done only through the potential users and experts who uphold the effective method of evaluation of the instructional tool (Mahmood, 2009). There are factors that make the textbook a quality textbook by ensuring the presence of those factors "through adopting critical and rigorous evaluation processes" Mahmood (2009, p.171). The student's learning process is directly affected positively or negatively by the quality of textbooks (Allington, 2002). According to Lepik (2015), a good quality textbook should be structured appropriately, according to the curriculum needs. Curriculum alignment is only possibly achieved through quality textbooks and other instructional material (Spillane, 2004). Good quality textbooks should present the main content, concepts and skills that support the instructional objectives for the subject and

grade in the curriculum statements (Sunday, 2014). The quality of a textbook can therefore be noted in the skills, understanding and application of knowledge attained by the learners who used the textbook. Classroom instruction is greatly inspired by the teacher and students who are the main members of that process of interacting with the textbook (Brown, 2009).

Additionally, the textbook should have connections between instructional strategies, assessment should be meaningful and should be consistent with the assessment strategies for the subject or course (Minister of Education, 2006). On the other hand, authors (Stein, Remillard and Smith, 2007) adds that whatever curriculum content that is not covered within the textbooks used in the classroom is likely not to be touched on during the process of teaching and learning. Bhatti et al. (2015, p.263) see “textbooks influence content delivered by teacher and the content learnt by the students”. With the assistance of textbooks, the knowledge and skills stipulated in the curriculum is directly presented to students for them to aim to achieve. Carney (2011) declares that due to the absence of certain content in the textbooks, students are unable to rightfully control their learning of that set of content as it will not be taught to them. Furthermore, Sunday (2014) suggests that there are still relevant aspects to be looked at in the textbook and also worked on for the benefit of student workbooks, and activities for learners and teachers’ guides to go hand in hand with the available textbooks.

There is a constant concern that arises based on content represented in textbooks used in schools: there is no certainty of the quality of content reflected in those textbooks. Because of the challenging interests around such issues arises and leave teachers and learners to fend for themselves (Werner, 2005). Therefore, this places the importance of going through textbooks to expose the hidden, fundamental assumptions and labels that are said to be presented through content. Learners are mainly influenced and gain positive attitude of a certain topic of which is learnt if only relevant, appropriate, up-to-standard examples and classroom exercise usage is presented through the textbooks (Sunday & Adebawale, 2013). For textbooks to gain the reputation of having the title as having appropriate standard possession, they have to be able to accommodate all types of learners that make use of it. Learners who are classified as high achievers, moderate achievers and low achievers have to be accommodated. “To encourage positive attitude, the language of presentation should be simple and familiar”, Sunday (2013, p.167).

Textbooks exclude learners from the dynamic process of curriculum design. Textbooks are believed to have a lack of authentic academic language, and textbook designer's capacity does not hold satisfactory hypothetical and applied contextual knowledge of the subject at hand, making them money-making products, advertising issues rather than educational validity. On the other hand, textbooks are additional resources provided to teachers along with the curriculum content already available, (McGrath, 2013). Tomlinson (2012) argues that the cost effectiveness and saving of time in the use of textbooks makes them most essential in any educational institution. Furthermore, textbooks assist in standardize teaching in many institutions.

A number of teachers are expected to utilise textbooks despite their different views of the existing form of the textbooks being used. Different schools have different textbooks that are prescribed in their schools of which textbooks are irrelevant and useless in some cases. Teachers' jobs are made easier and simpler with the textbooks being used at school, but this is seen to be problematic to those teachers who only rely closely and follow the textbook as it is, without consulting other relevant resources that can be used in the classroom, Tomlinson (2012). Change and integration of some sort is very important in a given classroom to add essentials of the subject from other resources available. It is noticeable on the one hand that some teachers choose to ignore the textbook/s during the teaching and learning process in the classroom and focus mostly on other relevant resources and then use textbooks for referral purposes. This encourages the use of a variety of resources which will benefit both the teachers and learners in a number of ways.

Teachers have voiced that they have been assigned much more work and duties other than teaching and learning in schools. Subsequently, the best way of reducing teacher's workload is by using textbooks, as the textbooks are loaded with a day-to-day work schedule. Furthermore, concerning the textbooks used in schools are ones that are tried, verified and developed by curriculum professionals and experts, teachers refer to them as dependable and operational teaching materials for the classroom context. The delivery of the curriculum in the classroom is greatly affected by the quality of textbooks as per the teachers' views (Ödün, 2013). This therefore points out the need for textbook analysis studies which has played an important role in education over the years.

Mahmood (2011) studied the internationally available criteria for textbook evaluation and was able to first identify the characteristics of quality textbook through that study. The quality of the educational materials should be of high quality. In terms of the above stated criteria, it is especially having to do with physical quality. Educational quality, of course, is an indicator and a driving force in the textbooks and or educational material.

2.4.1 Physical qualities of textbooks and educational material

According to Mahmood (2011) the physical qualities that are essential for textbooks and any other educational material to have is firstly a good clear cover page. The cover page should be of good considerable, hard-wearing binding, whether soft or hard, appealing page arrangement, with sufficient white space to be eye-catching. Mahmood (2011) states that the reader of the textbook and educational material should be able to read the font and topic size as well as the content contained in that specific textbook. Furthermore, he suggests that the photographs contained in the textbooks should be first-class photographs, well collected, of adequate determination and with good record-keeping. Lastly, he adds that the use of colour must be appropriate for a certain age group and certain grade, appropriate extent of complementary materials, which can both be beneficial to the teacher and the learners in terms of time factor, educational experience and cost effective.

According to Chirwa (2016), compared to other teaching materials, teachers prefer using textbooks as they are making their teaching task easier although they do sometimes use other teaching material as means of supplementing their teaching. It is sometimes very difficult to work without a textbook in the classroom voiced out teachers and also using textbooks as their teaching resource made them feel confident in delivering the lesson. However, Mahmood (2009) points out that the country's predominant textbooks which are pre-approved by the minister of Education have visible inconsistencies in terms of the quality textbook characteristics stipulates. The inconsistencies are visible within specific subject were identified as the basic curriculum components such as objectives, teaching and learning methodology and assessment, the scope and detail of the content. According to Razzak (2011), for good quality textbooks with good alignment of the annual teaching plan to be in place, proper guidelines are to be following when developing the textbooks.

2.5 CONCEPTUAL FRAMEWORK

According to Miles and Huberman (1994), “a conceptual framework explains, either graphically or in narrative form, the main things to be studied, the key factors, constructs or variables and the presumed relationships among them” (p. 18). Conceptual framework is defined as a network, or ‘a plane,’ of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy. In a comparable way this section focuses on concepts that clarify teachers’ perceptions of the quality of the Business Studies textbooks.

This section of the study commences by discussing the conceptual framework which is developed by combining Aggarwal (2001), the South African Department of Basic Education framework for analysing textbooks and basic attributes of quality textbooks as postulated by Abadzi (2006). These authors have suggested a yardstick for evaluating the quality of textbooks.

Aggarwal (2001) suggested guidelines upon which the quality of textbooks could be evaluated. These are: Selection of content, Organization of content, Presentation of content, Verbal communication, Visual Communication (illustration). According to the DBE, textbooks should be analysed in terms of compliance with the curriculum, content, learning activities and assessment, layout, design and overall quality and teacher guide. After Aggarwal (2001) developed the ideals and suggestions made on textbooks, Afolabi (2010) quoted Aggarwal (2001) on those relevant ideals and suggestions. Aggarwal (2001) developed an all-inclusive list that if ever the textbook should be used for school work, certain attributes should be contained in that given textbook. Aggarwal (2001) pronounced that textbooks are to be created in a manner that interests the learners who are using those textbooks that they should arouse the eagerness to learn within the learners and all types of learners. He continues to say that textbooks should aspire to create a beautiful picture of education in learner’s imagination with qualities content. According to Aggarwal (2001), the appearance of the textbooks in and out should catch the user’s attention and capture them. Furthermore, textbooks should be inviting, attractive, pleasure document to read and engage with, sequencing of the content should be coherent, and the illustrations should be clear and linked well to the content. The currentness of textbook content is very central so textbooks are to always contain new content and information which is often updated and reprinted if needed. To add to the credibility of

textbook, Aggarwal adds that all prescribed textbooks used for educational purposes are to be complete with all the pertinent fundamentals needed such as the content page, charts, illustrations, tables, references, definitions etc. Textbooks should be graded for the appropriate grade it will be used for. This means that textbooks should suit the learners of a particular grade matching to its appropriate level of content.

These attributes are not necessarily the core of the subject matter however are considered to be psychological attributes that trigger the interest of learners and subsequently boost the learner's eagerness to teaching and learning. Aggarwal (2001) continued to suggest guidelines which will again have significance and capability of textbook features that could be evaluated together with-it constraints. These can be the Selection of content, Organization of content, Presentation of content, Verbal communication (language) and Visual Communication (illustration). For each of these specific features to evaluate the textbooks, there are also constraints that goes hand in hand with these textbook features.

According to Aggarwal (2001, p141), when the selection of textbook content is undertaken, the content must be relevant, it should have adequate coverage of the content, adequate content of each topic, authentic content, up-to date content, integrated content and content linked with real life situations. Aggarwal (2001) further suggested that for the organisation of textbook content to be successful, content should be divided into suitable units, suitable sections and should have a psychological approach to the content. He added that the presentation of the textbook content must have an attractive and appropriate title, motivating presentation, creative and interesting content. For verbal communication (language), he felt that it is important that textbooks have appropriate vocabulary, short and simple sentences, correct spelling and correct punctuation is a must include. Finally, he indicated that for textbook visual illustrations, it should be suitable for the mental level of learners, easily portable and up to date, the illustrations should motivate learners, be relevant and purposeful, accurate, simple and cheap; and large enough for sight. Aggarwal (2001) also mentioned that these inner features of the qualities of textbooks can somehow affect the attitude of the learner towards education.

Abadzi (2006) has proposed the following yardstick for evaluating the quality of textbooks: user-friendliness of the instructional materials, appropriateness of level of language; appropriateness of suggested teaching, learning and assessment methodologies and resources; and clarity of illustrations and their ability to support text. Abadzi (2006) has suggested some

of the basic attributes of good textbooks. Abadzi (2006) indicates that in order for a textbook to be labelled a good textbook; it should have solemn concentration on content, which also has rich and wide-ranging explanation and expansion of concepts. Moreover, when engaging with the textbook, it should have a wide-ranging of the use of pictures, diagrams, drawings, and figures that apprehends the core of important concepts. “The pictures should not just be cartoon drawings of figures with bubble instructions or arbitrary images of some event, but rather skilled pedagogic distillations of the essential patterns, relationships and logic of a specific content area” argues Abadzi (2006, p.91). Plentiful space aimed at drilling and expansion that allows for categorized ascending progress is also needed in textbooks. Through textbooks or workbook attachments, this can be achieved. A well-organised layout that focuses meaning of topics which are efficient and clear is what a good textbook ought to have furthermore, the textbook should be simple to read to all aimed for it. Most importantly, Abadzi (2006) places emphasis on the clear and explicit structural links, it is essential for all textbooks to have flawless content coverage and should for an increasing level of difficulty, expansion and concentration.

On the contrary, many researchers emphasise the limitations of textbooks. According to Mahmood (2009, p.181), “it is imperative that the textbook writers have an additional responsibility to ensure that the textbook reflects basic characteristics of quality textbooks” as the education system is faced with difficulty emanating from textbooks not accommodating a range of learner’s with different barriers to learning mainly. Moreover, the irrelevance of topics in mostly used textbooks have caused the downfall in learning in most learning institutions as this is the main reason for boredom and paucity of inspiration among learners. The teacher’s initiative and creativity can be hinder or disturbed by the textbook sequence and structure. Looking at the teacher’s ability to see what is suitable to be taught when and with which learners, reshuffling of the textbook structure and sequence will be needed. Mahmood (2009) adds that several teachers in the public sector have limited or no access to the document that holds the national curriculum. Teachers are only guided by the textbooks provided to them by the writer and Department of Basic Education (Bano, 2005). The Department of Basic Education, teachers and textbook writers are to at least work hand-in-hand for the benefit of all education stakeholders. Besides, Richards (2001) states that most textbooks are written for global market and not for the purpose of a specific set of users which need it, some textbooks might not suit all learners’ needs. “The poor quality of textbooks is a major factor of students’ low achievement in external examinations”, Oakes and Saunders (2002, p.3). With the correct

alignment of the textbook content according to Department of Basic Education guidelines, students can be enabled to perform well in external examinations with the help of the textbooks.

Good textbooks, however, know how to contribute to student learning. Abadzi (2006) argues that for textbooks to be the key resource in any teaching institutions and a quality from top to bottom of textbooks is unmarketable. Textbooks must be evaluated by specialists over a procedure that is outside fraud, well-structured and well satisfied. To stabilize fraud in textbook evaluation or assessment, there must be more than one textbook evaluation board. Senegal has two textbook evaluation boards for each textbook, in order to stabilize fraud issues (Abadzi 2006).

For the purposes of this study, the focus is on alignment of textbooks and the curriculum, presentation and learning. Alignment of textbooks and the curriculum includes content coverage and scope of content specified in the curriculum, level of treatment of content, expertise for content development, accuracy of content and currentness of content. Presentation includes comprehensiveness of student and teacher resources, organization of instructional materials, logical structure and organisation, readability of instructional materials in the textbook. Learning includes motivational strategies, explicit instruction, guidance and support, instructional assessment strategies, instructional strategies and assessment techniques used in the textbooks.

In my study, I continually drew from the combination of Aggarwal (2001), the South African Department of Basic Education framework for analysing textbooks and basic attributes of quality textbooks as postulated by Abadzi (2006), who speaks on yardsticks for evaluating the quality of textbooks. This was done with the aim of exploring the teacher's perceptions of the quality of the Grade 12 CAPS prescribed Business Studies textbooks.

2.6 CONCLUSION

The chapter reviewed literature on the importance and the role of textbooks in teaching and learning. It went on to discuss the importance of textbooks in Business Studies for all stakeholders. Furthermore, a discussion based on the teachers' perceptions on the quality of textbooks in general and in Business Studies was presented. The process of educational instruction that occurs in the classroom is deeply connected with textbooks as a result of the interaction between the teacher and students and the textbooks are involved. Finally, the

conceptual framework that underpinned this study was discussed. The conceptual framework combined guidelines upon which the quality of textbooks could be evaluated by Aggarwal (2001), the South African Department of Basic Education framework for analysing textbooks and basic attributes of quality textbooks as postulated by Abadzi (2006). The next chapter discusses research methodology and design of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed the literature based on the importance of textbooks and the role of textbooks in the teaching and learning of Business Studies. It also discussed the conceptual framework that guided the study. This chapter focuses on the research design and methodology of the study that was employed in order to address the research questions. The chapter begins with a discussion on the research paradigm where the study is basically located. This is followed by a discussion on the research approach and strategy adopted in this study. Next, the research processes that were undertaken such as the context and the sampling procedures are presented. This is followed by an outline of the data collection methods and data analysis procedures. Ethical considerations, some key limitations of the study and the attempts made to address them, are also described.

The research design is described by Durrheim (2002, p.29) as “the plan of how the researcher will systematically collect and analyse the data that is needed to answer the research question”. Research design can be referred to as a common-sense matter rather than a logistical matter and it is therefore considered to be the structure of an enquiry. In order to test the clear-cut of certain theories and/or answer certain research questions, the collected evidence should be undergone through a design which is a logical task. The identification of the necessary and essential type of evidence required to answer a specific research question in a substantial way is very important when designing research. The implication here is that evidences are not to be simply collected based on being consistent with a specific explanation or theory.

Research methodology is the process of expressing and controlling the attainment of data, organizing data after its attainment and then abstracting meaning from it (Leedy & Ormrod, 2013). It is a logical manner of sorting out data gained with the aim of easily breaking it down when engaging with the research processes. Salkind (2012, p.47) indicated that “research methodology consists of the group of tools and techniques used to answer questions in a scientific manner”.

3.2 RESEARCH PARADIGM

The concept of a paradigm has many definitions that can be found nonetheless the paradigm eminence came from two profound data bases, namely, Michel Foucault and Thomas Kuhn. The term “paradigm originated from the Greek word *paradegima* which means to represent something or offer it as a model” (Jordaan & Jordaan, 1986, p.13). Sikes (2004, p.18) defines paradigm “as a basic set of beliefs that guides action”. Paradigm means “worldview” according to Creswell (2009, p.6). It is seen as the way which we as people perceive the world. Denzin and Lincoln (1994, p.107) explained that “a paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimate or first principles”. It represents a worldview that defines, for its holder, the nature of the “world,” the individual’s place in it, and the range of possible relationships to that world and its parts, as, for example, cosmologies and theologies do. Paradigms possess ontological, epistemological, and methodological assumptions, and each concept within a paradigm would play an ontological or epistemological role (Guba & Lincoln, 1994). Cohen, et al. (2011) state that there are three paradigms that influences research; the positivists, interpretivists and critical paradigms.

The study was located in an interpretive paradigm as the “central endeavour in the context of this paradigm was to understand the subjective world of human experience” (Cohen, Manion & Morrison, 2011, p.51). Wright and Losekoot (2010) note that the interpretivist paradigm suggests that the researcher’s values are important at all the stages of the research, and data is usually portrayed in dialogue. In addition, Bertram and Christiansen (2014) explain that the interpretivist paradigm aims at getting an understanding about the explored phenomenon and how people make sense out of a context; thus, it is naturally descriptive. Bertram and Christiansen (2014) indicate that the interpretivist paradigm views a phenomenon from the perspective of understanding, in detail what the phenomenon underpins.

Check and Schutt (2012, p.15) describe interpretivism “as the belief that reality is socially constructed and that the goal of social scientists is to understand what meanings people give to that reality”. Multiple socially constructed realities which the researcher’s verdict and viewpoint were considered in the process of the interpretation of data, which located this study with the interpretive paradigm (McMillan & Schumacher, 2010). This paradigm emphasised mostly the importance of understanding the social reality in terms of the researcher’s interpretation. The Interpretative paradigm presents that researcher’s interpretations were based on understanding human behaviour’s, attitudes, beliefs and perceptions (Bertram &

Christiansen, 2014). Laverly (2003, p.13) asserted that the main aim of interpretive paradigm was “the understanding of phenomena and the reconstruction of experience and knowledge from an individual’s point of view”. According to Cohen et al. (2011), researchers working within the interpretive approach believe that it is people who define the meaning of any particular situation. In relation to this study, I described and understood how Business Studies teachers perceive the quality of prescribed Grade 12 textbooks.

The Interpretivist paradigm was the paradigm that was employed in this study, as a suitable approach to help understand the viewpoint of teachers’ in terms of the quality of prescribed Business Studies Grade 12 textbooks. The purpose of the study was to explore the teachers’ perceptions of the quality of Business Studies Grade 12 textbooks, and so this study drew from the interpretive paradigm as it has relevant qualities to be used.

3.3 RESEARCH APPROACH

The two commonly used approaches in research are quantitative and qualitative approach. The characteristics of the quantitative approach are the systematic empirical studies which is associated with quantifying together with mathematics and statistics (Bryman & Bell, 2007). Numbers used to symbolise or represent the data collected after being empirically tested are considered to be quantitative data. In other words, the quantitative approach is associated with numerical interpretations. On the other hand, Bryman and Bell (2007) assert that qualitative approach in research is often relatively associated with case studies which required data to be collected by studying a certain object.

In the view of Golafshani (2003), a qualitative approach is that which directly opposes numerical measures of the quantification of data and aims to produce findings explored by the real world unfolded naturally and also give details data of the phenomenon. The qualitative approach aims at giving an in-depth understanding and knowledge of world as per the experiences of people (Wilmot, 2005). According to Nzimande (2011), qualitative research is referred to the type of interactions between the research and the participants in the participants’ natural setting, allowing the researcher the chance to generate data contextually.

This study was located within the qualitative research approach. An understanding of the actual human interactions, action which constitute real-life settings and meanings are described as some important and principles of qualitative research (Cohen et al., 2011). The process of

shaping a research study which involved the people, events and the interaction of environment together a full in-depth description of the situation was possible through a case study approach (Cohen et al., 2011). My aim in this study was to understand the teachers' perceptions of the quality of the Business Studies grade 12 textbooks, with involves qualitative research. Qualitative research, according to (Cohen et al., 2011, p.47), "provides an in-depth and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviours". Therefore, the qualitative methodology was thought to be suitable for this research study.

3.4 RESEARCH STRATEGY

The study adopted a research strategy of a case study. A case study as defined by Robson (2002) is a plan of engaging in research which involves empirical investigation of a specific contemporary. Saunders, Lewis and Thornhill (2000) define case study as the development in comprehensive, concentrated information about a solitary circumstance, or minimum connected circumstances. According to Opie (2004), the focus of a case study is on a real-life situation, with real people in an environment often familiar to the researcher. Yin (2009, p.18) states that "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context". Creswell (2012, p.465) also wrote that "a case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection". "Being bounded means being unique according to place, time, and participants' characteristics" (McMillan & Schumacher, 2010, p.344). Case studies make available to both the researcher's and the reader of it, distinctive testimonies of the factual people and situation involved (Denzin & Lincoln, 2011). The case study approach has considerable ability of generating answers to questions "why" as well as "what" and "how".

In terms of Cohen et al. (2011) in a case study design, for the research to appear to be worthwhile, the activities involved in the research and the manner in which the participants are engaged should not be influenced in any way by the investigator of the research. These writers (Cohen et al., 2011) contend that case study largely deals with "a rich and vivid description of events and it provides a chronological narrative of events relevant to the case" (p. 290). According to Rule and John (2011), the case study approach allows the researcher to choose one or a few cases and studies them in depth. In this study, a case is the Grade 12 Business Studies textbooks. In this study, a case study was used as a strategy because I intended to investigate teachers' perceptions of quality textbooks, precisely Business Studies textbooks.

Therefore, a case study was important in the sense that it assists in preserving the actual events holistically throughout the study.

3.5 SAMPLING

De Vos, Delpont, Fouché and Strydom (2005) state that sampling is a representative of a population which was taken from part of the research study population. According to Frankel and Wallen (2009), the population of a study is when all the cluster affiliates with interest in the study are present. In a study conducted by Owolabi (2016), he maintains that there are various ways of sampling in Educational research, which include probability and non-probability. In probability sampling, the sampling element in the population has a very equal chance of being selected in the sample (Bertram & Christiansen, 2014; Gay, 2014). The essence of this is to prevent bias and promote precision of the results (Finn, Elliot & Walton, 2001). According to Cohen et al. (2011), various types of probability sampling include simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multi-stage sampling. On the other hand, non-probability sampling is the sampling method in which the sample was selected based on the judgement of the researcher and it does not involve the use of random selection (Brink, von Winterdorff, van der Donk, Peeters, Beisser & Stobberingh, 2014). Non-probability sampling includes convenience sampling, quotas sampling, purposive sampling, snowball sampling, homogeneous sample, heterogeneous, quota sample and structured sample (Cohen et al., 2011).

This study used a purpose and convenient sampling. For convenience and availability purposes, generalisations can be possibly made if only the portion of the entire population is assessable to the research population (Owolabi, 2016).

3.5.1 Selection of the schools

Convenience sampling was used to select the schools at which the research was conducted. Remler and Ryzin (2014) define convenience sampling as a sampling method in where people are sampled simply on the basis that they are convenient sources of data for researchers. Also, convenience sampling is a situation in which a researcher takes advantage of a natural gathering or easy access to people they can recruit into study (Remler & Ryzin, 2014).

Since I want to go for depth rather than breadth, I selected only five schools. The choice of the schools was based on their accessibility to the researcher. Ease of access to the schools was

also a consideration as I am a part-time student doing full thesis as a full-time teacher. This necessitated confining my study to neighbouring schools where I work. Therefore, I used convenience sampling which, according to Clarke and Creswell (2008), involves including in the samples respondents who are easily accessible and willing to participate.

3.5.2 Selection of the teachers

Five Grade 12 teachers were selected purposively, one from each school. I choose Grade 12 Business Studies teachers as participants as they were convenient sources with more insight to the subject than the other grades (Grades 10 and 11). According to Burns and Grove (2011), purposive technique is based on the judgment of the researcher relating to participants that are representative of the study phenomenon or who are especially knowledgeable about the question at hand. Furthermore, for Cohen et al. (2011, p.156), purposive sampling “researchers hand-pick the cases to be included in the sample on the basis of their judgement of their possession of the particular characteristics being sought”. Henning (2007, p.71) describes purposive sampling as the type of sampling which “looks for factors which fit the criteria of desirable”. The purposive sampling approach is used when samples are chosen as a result of their particular structures or characteristics which enabled detailed examination and understanding of the dominant questions that the researcher anticipated in the study (Ritchie & Lewis, 2003). The sample of this study was purposive in that it was intentionally limited to five Grade 12 Business Studies teachers (one teacher from each of the five secondary/high schools) in the Pinetown district (KwaZulu-Natal) which were surrounding schools from my work location. (Business Studies teachers were given pseudonyms to ensure confidentiality and anonymity).

3.6 DATA COLLECTION METHODS

The main methods for collecting qualitative data are face-to-face-interviews. This study adopted face-to-face interviews to collect data from five Grade 12 Business Studies teachers.

3.6.1 Interviews

According to Bertram and Christiansen (2014), an interview is a dialogue between the interviewer (researcher) and the interviewee (participants). They referred to interviews as a structured conversation where the researcher has certain expectations of answers he wants from the participants and has designed particular questions to be answered. Interviews enable participants to discuss their “interpretations of the world in which they live, and to express how

they regard situations from their own point of view” (Cohen et al., 2011, p. 349). Interviews can be semi-structured, unstructured or structured. Interviews are also divided into individual or focus group interviews.

The study used individual or face-to-face semi-structured interviews. The reason for using semi-structured interviews was that this study used the qualitative research style. Therefore, with the qualitative style the aim was to get a deeper understanding of the participants in relation to a given question or topic. Cohen et al. (2011) state that semi-structured interviews are interviews in which the researcher chooses an area in which they have curiosity and enquiries are articulated but the researcher may adapt the format or questions during interviews.

Individual face-to-face interviews are one of which the “physical and social circumstances of the interview can be monitored, and participants’ interpretations of questions can be probed and clarified” (Check & Schutt, 2012, p.174). Added by the scholars was that the full understanding of what the participants have actually said is clearly comprehended by the researcher. Face-to-face interviews will be conducted to stimulate teachers’ perceptions on the quality of Business Studies Grade 12 CAPS prescribed textbooks. According to Lavrakas (2008), the face-to-face interview, also known as an in-person interview, is perhaps the most current and ancient procedure of assessment data collection. Face-to-face interviews are frequently used to ask evidence in projects that can be reflected to be very complex (Lavrakas, 2008), for example, for data collection on teachers’ perceptions on quality of textbooks used in school. Face-to-face interviews were therefore probably best suited for qualitative studies.

I had to ensure that the interviews were held at a convenient time for the respondents. Therefore, all five interviews took place in the five different schools during break and after school hours. They were all audio-taped. Interviews varied in terms of length between 40 - 60 minutes. Interviews being the main data collection method tool in this study, I had to thereafter transcribe the interviews. This allowed for a better understanding of the singularities that comes with this study, being able to track down every essential research practice that comes with qualitative research (Yates, 2004).

3.7 DATA ANALYSIS

According to Vaismoradi, Turunen and Bondas (2013), in an event of identifying, analysing and reporting themes gathered from the data, the use of thematic analysis comes in which is a qualitative and descriptive approach. With the data generated from the study at hand, thematic analysis gives allowance to the researcher to be able to draw understandings reliably explains (Alhojailan, 2012). Furthermore, thematic analysis is described as a qualitative analytic method for identifying, analysing and identifying patterns (within) the data. Thematic analysis also helped in analysing some aspects of the data collected. Thematic analysis suited my study as it is qualitative in nature.

The first step during data analysis was to familiarising myself with data and transforming data to written text by transcribing interviews. Therefore, to become familiar with the collected data, I listened to all tapes several times. To make analysis more manageable, all interviews were fully transcribed verbatim. After transcribing and typing up the interviews, I started to read through data to familiarise myself with the data. The second step was to allow the themes to emerge from the data by applying line by line coding. Therefore, a process of open coding was used followed by clustering of specific themes. Open coding is “the process of breaking down, examining, comparing, conceptualising and categorising data” (Strauss & Corbin, 1990, p.61). By engaging with thematic analysis, it allowed for the study to be broken down into simpler themes of text that can be certainly understood. Thereafter, categories of analysis were drawn; data was organised into categories that made it easy to identify any relationship among different aspects and themes that emerged from the participants’ responses. Data was then coded and categorised into themes.

3.8 TRUSTWORTHINESS AND RELIABILITY

The knowledge of how data was collected and how were conclusions reached is a crucial aspect in the trust of data in research. Lincoln, Guba and Schwandt (2007) referred to trustworthiness as whether the findings are worth paying attention to. This transformed to whether the data reported was credible, transferable, dependable and confirmable. Lincoln, Guba and Schwandt (2007) described four strategies to assess the trustworthiness of a particular study. They are:

3.8.1 Credibility

Credibility alludes to confidence in the truth of the data and the interpretation thereof. Activities that enhanced credibility included repeated study, reading and re-reading of text. In my study,

credibility was assured through the use of face-to-face interviews, which also support by use of audio records made during interviewing.

3.8.2 Dependability (replicability)

Dependability is a further criterion listed by Lincoln, Guba and Schwandt (2007) to establish the trustworthiness of the study. This required an audit. The enquiry auditor usually a peer followed the procedure used by the researcher in the study to determine whether they were acceptable and dependable. The dependability of this study ensured that results were consistent during data collection, analysis and interpretation. My peer educators who have Masters in Education qualifications, determined through auditing whether the processes and procedures I conducted were acceptable. They did so by looking if I had been careless or made minor mistakes in conceptualising the study, collecting the data, interpreting the findings and report writing.

3.8.3 Conformability (objectivity)

Conformability guarantees that the findings, conclusions and recommendations are supported by the data and that there was internal agreement between the investigator's interpretation and the actual evidence. Conformability was also enhanced by an audit trail which often entailed safe storing of raw data interview tapes, transcripts and field notes. During interviews, I recorded all responses rather than writing notes. I ensured that the interviewees from the face-to-face interviews were comfortable during the interview so that responses to the questions would be accurate as possible. In this study, peer educators were used to audit conformability through reviewing interview transcripts. This ensured that conclusions drawn were supported by relevant data.

3.8.4 Transferability (external validity)

Transferability referred to the ability to apply the findings in other contexts or to other participants. The qualitative researcher is not interested in generalising the findings, but rather in outlining data from face-to-face interviews within the specific contexts in which they occur. This can be addressed by collecting, analysing and cross-checking data from multiple sources in order to address a particular question. The audio-recordings from the interviews were transcribed and consolidated. As the main reason for the interviews with the teacher's was to get their point of views on the quality of Business Studies textbooks and to probe for other arising concerns associated with textbook quality.

3.9 ETHICAL CONSIDERATIONS

Strydom (1998, p.24) defines ethics as an individual's or a group's suggested set of ethical principles and was successively widely accepted, which dealt with rules and developmental expectations about what conduct was most correct towards investigational subjects and defendants. Nonetheless, all ethical considerations required by the University of KwaZulu-Natal regarding this sort of research have been observed.

Permission: A presentation and submission of the research proposal was done to the University of KwaZulu-Natal (Research and Ethics Committee) prior to data collection to be approved ethical clearance as a researcher. Permission from the gatekeepers of the schools, which were the principals, was also requested and granted; also, a permission letter was given to the district office. As means of gaining participant access, I ensured to pay the principals as the gatekeepers of the schools a visit to enlighten them about my research project with was initially done telephonically. Upon the gatekeepers' responses, the participants were informed of the details of my study. Permission to conduct research in KwaZulu-Natal Department of Education Pinetown District schools was assessed by myself at the Department of Basic Education head office.

Informed consent: An approval letter to conduct in schools was handed to the principals of the schools by myself. Business Studies teachers as participants were handed a detailed description of the study. As the main participant, a written and signed approval letter as a form of informed consent was attained. The participants have rights to voluntary participation, confidentiality, anonymity and to decline to participate or to be removed from the study at any time was ensured.

Anonymity: Confidentiality was ensured by using pseudonyms e.g. teachers' names were changed to "Nandi, Nelly, Zinhle, Nonhle, and Muhle". Protection of participants was ensured as the research document did not require any personal details however coding was to be used.

Confidentiality: the use of the data obtained from this study was restricted to the purpose of this research project and only those access, such as the researcher and the markers (supervisor), were granted this. The accessibility of the data such as transcripts and tape recordings were

assured of being kept confidential among the above-mentioned individuals. All work taped was saved in memory stick secured with a password. At the end, after the data has been used and the research project has been completed, the interviews recorded were demolished and the transcripts were shredded.

3.10 LIMITATIONS OF THE STUDY

Maxwell cited in Cohen et al. (2011, p.236) detailed that “some participants may feel uncomfortable during interviews and formal voiced communication”. Having to use only five schools from the number of schools in the Pinetown district and a single methodology was a restriction to this study. Further, the perceptible limitation in this study was one of sample size choice. It could be asked why were the mostly used textbooks selected rather than others; however, the sample size was conditional on the most informative, language understood textbooks as the school’s background would differ.

The literature review on this specific study was limited, as research on Business Studies was discovered not to be as prevalent as subjects such as History, Geography, Science and Life Sciences. For this reason, literature review that related specifically to Business Studies was scarce. A tangential approach was adopted in this secondary research, investigating what authors who conducted research using a similar topic in other subjects and among the University of KwaZulu-Natal, School of Education domain have discovered. Time constraints of a school day have also played a negative part in gaining research material as teachers were pressured to get through their annual teaching plan.

3.11 CONCLUSION

This chapter presented the design and methodology for the study. The research paradigm, which is an interpretivist one, was discussed, followed by a qualitative approach which focused on detailed understanding of the teachers’ perceptions of the quality of the Grade 12 CAPS prescribed Business Studies textbooks. The study therefore adopted the research strategy of a case study which utilised initial interviews, with the analysis instrument based on the conceptual framework and face-to-face interviews to collect data from Business Studies teachers. The sampling was purposive and convenient, where five Grade 12 Business Studies teachers from five of the high schools around Pinetown district were selected for data analysis. The limitations of the research were also discussed in the chapter to acknowledge areas that can affect the credibility of the study. The next chapter presents the findings of the study.

CHAPTER FOUR

DATA PRESENTATION

4.1 INTRODUCTION

The previous chapter described the research design and methodology used for this study. This research explores the teachers' perceptions of the quality of Grade 12 CAPS prescribed Business Studies textbooks. The present chapter aims at presenting an analysis and interpretation of the collected data in this study in order to answer the research question. The teachers' perceptions were collected by means of initial interviews, with the analysis instrument based on the conceptual framework and individual interviews. Five participants from five schools were selected to gain the needed data in order to answer the following to research questions:

1. What are teachers' perceptions of the quality of Grade 12 Business Studies textbooks?
2. Why do teachers perceive the quality of Grade 12 Business Studies textbooks the way they do?

This chapter is arranged in terms of several themes followed by their sub-themes, which emerged, from the data that was generated from the initial interviews, with the analysis instrument based on the conceptual framework and semi-structured face-to-face interviews. Participants were allocated pseudonyms: Nandi, Nelly, Zinhle, Nonhle and Muhle. Data will be presented on the following three themes that emerged from the analysis:

- Alignment of business studies textbooks with the curriculum
- Guidance and support provided by the textbooks in teaching new knowledge
- Guidance and support provided by the textbooks in terms of assessment tasks

To support the themes, direct quotations from participants are utilised.

4.2 TEXTBOOKS ALIGNMENT WITH THE CURRICULUM

The main determinant of quality of a textbook is the alignment of textbooks with the curriculum. Alignment in terms of topics and content coverage are very important elements in successfully achieving quality education through the help of all stakeholders and the teaching

and learning materials. This section will present data on the teachers' perceptions on alignment of Business Studies textbooks used by teachers with the Business Studies CAPS document and other educational documents, such as annual teaching plan and examination guideline. This theme is divided into three sub-themes. The first sub-theme is based on content coverage of the textbook as stipulated in the Business Studies CAPS curriculum. The second sub-theme is based on the structure and sequencing of topics. Accuracy and updated content presented in textbooks are discussed as the third sub-theme.

4.2.1 Textbook alignment with the CAPS in terms of topics and content coverage

When teachers were asked if the textbooks they use help them to teach all topics as per Business Studies CAPS requirements, they indicated that the textbooks do cover all the topics as stipulated in the Business Studies CAPS document. The teachers mentioned that topics in the textbook are well presented although there are some loopholes in other books. Textbooks are divided into chapters or units, according to the Business Studies CAPS document.

Yes, with Platinum I would say yes, all the topics are there, the book has all the topics outlined by the CAPS. (Nelly)

The textbook is presented according to the CAPS document so there is no topic missing. (Nonhle)

Most of the textbooks - that I have noticed - is that when they are published, when they are given the order of the topics, they have the CAPS document with them, they know that during term one, this is the first topic we are dealing with; in term two, these are the topics that you are working with...up until you get to the third term. So it is really in a very good order to help us as educators to teach all. (Nandi)

As per responses from the Business Studies Grade 12 teachers, most of the prescribed textbooks are well aligned with the Business Studies CAPS document in terms of content coverage.

Although all topics are covered, the sub-topics are not covered in the same way. The content needed to teach is not sufficient. Other textbooks do not have enough information on the topics. As a result, teachers use different books when preparing. This is what Nonhle said:

Some of the textbooks I have consulted like Focus, do not give me enough information I need; that is why I go to other textbooks like Via Afrika and also Platinum. I have consulted especially Platinum because I have seen that they have a lot of information.

Although topics and sections within many textbooks and the Business Studies CAPS document are interlinked, textbooks appear to have many noticeable gaps that tend to hinder the teaching and learning process. Loopholes in a number of topics in terms of content coverage tend to be a hindrance. These loopholes in content confuse learners when dealing with some topics and sections in certain textbooks.

Teachers also indicated that while textbooks are aligned with Business Studies CAPS document, they cover topics differently. They found all books they are using wanting in other topics in terms of content. As a result, they are not relying on one textbook. They use more than one book to supplement the prescribed book.

One textbook would be good in one section or on one topic or one unit, so there is no single textbook that you say will cover all information learner to pass. (Muhle)

Focus is basically for referral and comparison; the major textbook that I am currently using is Platinum, so yes, if you look at the topics as per the CAPS document, they are all there but with the content you have to go all out to add, to make your learners understand, to make them achieve the outcomes that will make you happy at the end. (Zinhle)

Another participant added that because other textbooks do not cover topics adequately, they check with the previous examination papers to confirm if all the topics have been taught and the important information has been imparted to learners and emphasised.

When I am teaching the topic, what I use mostly is the questions on previous question papers so that I can check which topic or sections I have not covered in a certain topic. (Nonhle)

While the topics are aligned with the Business Studies curriculum, teachers were concerned with the coverage of content in the subtopics. Teachers indicated that other sub-topics contain

much unnecessary information that does not help the learners. Sometimes, the information is irrelevant and confusing to the learners. This is what Nandi said:

All topics found in the textbook are like in the CAPS. But when you teach, the information under each topic is not relevant. In most cases, we use other textbooks and past exam papers to check the new information on the topic.

4.2.2 Structure and sequencing of topics

Teachers were asked about the structure and sequencing of topics in each textbook. All teachers were concerned about the organisation of topics. When asked about the structure of topics in each textbook, teachers indicated that grouping of topics is not as it would be expected to have been by the Business Studies teachers and scattered and disorganised. When there is disorganisation of some sort, teachers and learners have some level of confusion along the process. They mentioned that although textbooks cover topics according to the Business Studies CAPS document, but sub-topics are not arranged in an orderly manner within each topic and structure is not real and practical, as sub-topics are not well organised:

Topics are mixed, you find that some subtopics are scattered. You find that in term one we are teaching the legislations, in the third and final we are going back; now we are teaching insurance and in the insurance section, it has the same legislations that you taught in first term. (Nelly)

The content is not organised well in textbooks...the CAPS document does not follow them as they are ...textbooks are not following that order - to say well, we know this will be in term one ... (Muhle)

Teachers expressed concerns about the structure of sub-topics within the main topics in Business Studies textbooks. This affected the processes of teaching and learning as teachers had to find information from other sources.

Zinhle stated that although the topics are in the same order as in the Business Studies CAPS, the sequence of the topics does not make sense:

Topics in the textbooks are not really that organised because to understand a business you need to make it formal, you need to formalise the registration of the business; however, you must know the type of business that you are going to open first before formalising it. (Zinhle)

The concern among the Business Studies teachers from different schools is that the topics and the sub-topics are scattered all over the textbook. This affects learners' understanding of content and as a result, more confusion takes place. Related topics and sub-topics should follow each other so they could link them and gain a clear understanding of content, which would be easily achieved. It is a major concern to Nonhle and Nelly, that the link between the topics are problematic. Topics in any given Business Studies textbook are to be building up on each other; however, in this case, there is a huge gap; the topics in the prescribed textbooks do not build on each other. There is lack of progression in topics. This affects learners' understanding of related topics.

There is no link after each topic, making sure that each topic builds on the previous one, because some learners learn better when there is a pattern; when there is no pattern, some learners struggle so if there is a link, it would assist greatly. (Nonhle)

I feel that it should be presented in such a way that there is a link of topics and there is a build-up of topics. (Nelly)

The way in which topics are sequenced affects progression across the topics. Teachers voiced that the progress depends greatly on the way content in textbooks used in schools is structured. Sequencing of the topics, the smooth flowing and linking of related ideas within and across the topics influence learning and understanding of new content. The textbook content and topics are not well sequenced in most of the textbooks. Teachers had this to say:

There is lack of structure of important content of the textbook in the prescribed textbooks for Business Studies. It disadvantages learners' understanding. (Nandi)

I feel that it should be presented in such a way that there is a link of topics and there is a build-up of topics. (Nelly)

Teachers were concerned about the structure and sequencing of related topics. They unanimously perceived prescribed textbooks as deficient in terms of learning of related topics due to the way in which topics are sequenced. Textbooks scatter sub-topics and address topics differently, to the point that this either benefits other teachers and learners or deprives them of essential tools and information, which are supposed to be gained from school- prescribed textbooks.

4.2.3 Accuracy and updated content presented in textbooks

The discipline of Business Management is affected by the changes in the business industry. Teachers were concerned about the outdated information found in the Business Studies textbooks. Teachers mentioned that even examples provided in the textbooks are very old. As a result, it misinforms learners because the information is outdated. This is due to the fact that books were written in 2011 and 2012. This is what Nandi said:

These books were published in 2012 and right now it is 2018 so there is a gap, there are a lot of events that happened there; in most cases, if you look at those textbook examples that are used here, they are based on the soccer world cup that was in South Africa in 2010.

Changes in the legislation due to changes in the business environment are not effected in the textbooks. Legislation changes from time to time to accommodate the economic changes that have been happening in the business industry, nationally and internationally. Zinhle gave an example of legislation that is outdated in the textbooks:

Look at the topic of BBBEE as a legislation under the micro-environment, whereby BBBEE as a legislation was introduced in 2012 and it has seven (7) pillars that was representing it... but as time goes by, the legislation has changed and has developed, it was amended, and now there were only five (5) pillars that were represented there but in the textbook it remains as seven.

Although there are recent developments in the policy, textbooks still focus on the old policy whereas the new policies in practice have added new information due to changes in business and industry. This change is evident as the gaps in the textbooks are visible. The gaps in the

textbooks associated with policy changes affect the teaching and learning process, especially when learners are required to know current information during examinations.

Some of the information that is contained in the textbooks is no more examined because it is outdated. Teachers raised concerns about the content which is not examinable but still appears as examinable in textbooks and teachers are expected to teach it. As a result, teachers are relying on the examination guidelines and not the textbooks. They mentioned that they are also informed of the new developments at departmental workshops that are held every term.

And also with the exams, in the question papers, the seven pillars are no longer examinable guided by the exam guideline which states that seven pillars are no longer applicable. (Nandi)

I have seen that at departmental workshops, they give me more information than the textbook, you come back being more informed. (Nonhle)

The issue of examinable content in textbooks is very problematic because we find that teachers and learners have no control over the textbooks that are published whenever they are published. (Nelly)

Misrepresentations in the textbooks is a serious example of one of the problems faced by teachers and learners in the Business Studies classroom. The shifting of knowledge and the rearrangements of content to suit the technological developments in the curriculum have not yet been implemented in textbooks, and the textbooks that are still used in school are very old ones. Noticeable is that textbooks are not in line with technological changes. Other books do not give detailed information on the use of technology in teaching Business Studies, while it is indicated in the CAPS and examination guidelines that learners need to evaluate it.

Few textbooks mention multimedia presentation, yet we are living in a time of technology; learners have to be exposed to PowerPoint presentations, OHPs (overhead projectors) smart boards. Others just list it while the exam guideline says a learner must be able to evaluate. (Muhle)

4.2.4 Textbooks as supplementary resources

According to this sub-theme, findings revealed that textbooks are not just learning materials but are more important in the teaching and learning process. Teachers voiced their perceptions of the textbooks they use their Business Studies classrooms as being more of an important resource which supplements other resources such as Business Studies CAPS, examination guidelines and the year plan.

When teachers were asked if they can use the Business Studies CAPS only to teach, they mentioned that teaching and learning cannot be successful without the use of textbooks in the classroom. Nonhle indicated that the curriculum gives them guidance of what to teach but the textbook is a crucial support material that teachers and learners use during teaching and learning:

Textbooks are regarded as a LTSM for teaching and learning of the curriculum and the CAPS is a guide, so I would say without a textbook learning would not be effective.
(Nonhle)

Nelly concurred with other teachers by making the following comment:

Textbooks are very important because they are the only source we have as teachers that are able to assist us during teaching.

Nandi and Muhle perceive textbooks as documents that provide them with teaching and learning content which is not found in the Business Studies CAPS and the annual teaching plan:

Textbooks have information that is not in the CAPS document as well as the annual teaching plan so these textbooks are important in teaching and learning. (Nandi)

Textbooks will tell you what to teach and how to teach it. (Muhle)

Teachers felt that textbooks are useful resources in the teaching and learning process. They believed one cannot proceed with teaching without using a textbook as an additional resource to Business Studies CAPS. Textbooks are considered to be the only resources close to the teachers which contain information that helps them to prepare for teaching.

Important information needed to teach is found in the textbooks used in the Business Studies classrooms. Nandi and Nelly were of the view that textbooks contain content that learners need to review and revise what had been learnt in class.

We use textbooks because we want learners to get content knowledge, in the textbook to help them understand better the content we are using. Textbooks are helping to bridge the gap between the content that is being taught in the classrooms and the practicality of the issues that are being taught in Business Studies. (Nelly)

They contain information needed by the learner. It gives learners the opportunity to understand better what is taught in the classroom. (Nandi)

Zinhle found textbooks to be very important in Business Studies because learners use them as referral recourses during discussions. She added that textbooks provide learners with activities that are crucial in consolidating learning.

The learners will be able to refer to textbooks whenever we are discussing topics or the sections of Business Studies especially in Grade 12 and also when you give them questions to answer, it become easy for them.

Teachers mentioned that even though they use past examination papers and the examination guideline, they relied on textbooks when teaching in class. This is what Muhle said:

We normally use textbooks to prepare and teach in class, we use past examination papers to give our learners activities.

While teachers perceived textbooks as essential resources used by during the process of teaching and learning, they were concerned that textbooks are different in the way they explain content. Information provided in textbooks is not the same. Teachers were of the opinion that more that different textbooks should be used. This is what teachers said:

Considering the fact that we are teaching learners with different needs and different topics are differently illustrated in different textbooks, as an educator you need to go

through different textbooks and understand the one that will be able to help my learners to grasp the particular topic that you are working with. (Nandi)

What I have just observed with these textbooks, is that you find that one textbook is very good maybe in CSR, another one will be very good in legislations or X, but go to, check the same textbooks looking at human resources... they are silent, so it just depends to what section or topic you want to look at. (Muhle)

Look at Platinum and Focus, the way the content is explained there is not the same. (Nonhle)

Participants' responses indicated that teachers should use a variety of textbooks and other resources. Although textbooks contain the same topics, they explain content differently. Other textbooks provide detailed explanations of terms needed in the Grade 12 textbooks, specifically in the subject of Business Studies. Some textbooks cover more information about some topics and sections than others. Teachers suggest that Business Studies teachers should make sure to use different resources and textbooks. Textbooks and a variety of textbooks if possible, help in enhancing the learning process of a learner and ease the work of the teachers.

4.2.5 The consultation of a variety of learning teaching support material to supplement textbooks in the classroom

Teachers felt that was always better to consult other resources other than a prescribed textbook when preparing for a lesson. Business Studies is a multifaceted and ever transforming subject that needs a number of resources to engage with meaningfully. From the onset in the classroom, teachers are to take on the responsibility of engaging learners with as many resources associated with Business Studies as possible. Educational resources that can enrich learners with new and ever-changing information can help greatly in their teaching and learning process. They indicated that because there are some gaps in terms of content, like information that is irrelevant to the topic, the consultation of other teaching and learning materials is important. Muhle preferred the use of the internet and media.

I believe when you are teaching a topic, you can never refer to a textbook alone but you need other resources such as the internet, such as the newspaper.

Another teacher believes that it is wise to extract examples from different sources when introducing new topics to enhance teaching and learning of the topic. A certain topic can be interpreted in many different constructive ways that can be interlinked to come up with one well-founded idea of the topic. In consulting a number of sources, teachers and learners become more knowledgeable and therefore can work with any topic. They will be able to engage and answer questions associated with specific the topics studied using a variety of sources. In using a variety of sources, one gains in terms of working with case studies, the internet, library books and many other sources. These different sources enrich an individual in many different ways which cannot be done when using one source. Nandi explained that in Business Studies it is not wise to take examples of case studies from the prescribed textbooks.

In Business Studies, we deal with case studies so you can never take case studies from the textbook, but refer to the magazines, refer to the internet, refer to the library books.

Consultation of a variety examples from different sources helped in getting sufficient information for an effective lesson. It is important for Grade 12 Business Studies teachers to make use of other examples outside the classroom in preparation for the real-life business world. Another participant indicated that using examples from other sources helps with new information and real-life examples:

Focusing on the textbook alone will not be enough to have an effective lesson. Other sources may give you different real case studies that they must also apply in their lives and also in future. (Nonhle)

There is some profound information based on the business world that learners can gain from through the internet, newspapers, magazines and other many resources. Learners can enter the business world having sound information about the business industry through studying other resources other than the textbooks.

4.3 GUIDANCE AND SUPPORT PROVIDED BY THE TEXTBOOKS IN TEACHING NEW KNOWLEDGE

The third theme that emerged from the data collected from teachers is on the guidance and support provided by the textbooks in teaching new knowledge. It is about the assistance provided by textbooks in the teaching of new concepts or new terminology that is used in

Business Studies. In the Business Studies classroom, there are many different, new concepts or new terminologies as a result of the subject being ever-changing. The complexity of these concepts and terminologies progresses as the Grade escalates as well. Textbook are expected to be of great help in assisting teachers in introducing new concepts and new terminologies.

This theme is divided into five sub-themes. The first sub-theme is based on the assistance of textbooks with new concepts or new terminology that is used in Business Studies; the second sub-theme is based on drawing from learners' own experience and prior knowledge needed in introducing new knowledge; the third sub-theme is based on the guidance gained through content coverage in each chapter; the fourth sub-theme is based on guidance regarding prior knowledge needed for the new content, and the fifth sub-theme speaks to the level of language used in the textbooks.

4.3.1 Assistance in teaching and learning of new concepts or new terminology

Teachers revealed that textbooks help considerably when it comes to teaching learners new concepts and terminologies in the Business Studies classroom, especially in Grade 12. The use of textbooks with the aim of looking for the definition of new concepts and terminologies goes a long way as they help with mainly understanding the content covered in the Business Studies Grade 12 classroom, and also with understanding the examination paper, to have a good chance at using those concepts and terminologies. One of the good features of the textbooks and its authors specifically in Business Studies, is the way they have tried to explain new concepts and new terminologies. These concepts and terminologies are well explained, according to the teachers.

Teachers indicated that authors are using different strategies to guide and assist teachers and learners to teach and learn new knowledge. When new concepts are introduced, there are key word boxes that provide lists of new concepts to assist learners to remember:

In each and every page of these textbooks, you find that there are key word boxes with new terms. (Nandi)

In both textbooks Focus and Platinum, you have something called key words - the key words help in term of concepts and new content that is going to be used, for example if you are going to learn about business ventures, each textbook has some sort of a box

that has key words that tell you that these are the key words, these are the most important things that would help you to understand what content is all about. (Nelly)

Most of the textbooks like Focus, Platinum, Viva Afrika, when they give you a new concept or a new term, they explain it for you, they always have something like at the bottom of the page, something written as keyword. And then they write those different terms, it is very rare to find a term that is new in the textbook and that they have not explained. (Zinhle)

In addition to the key word boxes, textbooks also provide support in learning new concepts by providing word boxes with definition of new terms which are difficult to understand because they are not familiar with them. These word boxes provide definition to assist learners to better understand the new concepts. This is what Zinhle said:

And also in terms of new terminology when they have a new word, there is something they call the word box, and these word boxes are words that they think learners might find hard to understand or the words that learners are being introduced to, which are new to them - and in these word boxes they explain them.

Nonhle clarified that the word boxes are sometimes written in bold. Learners are then able to familiarise themselves with those new concept definitions with the help of their teachers, as the concepts may somehow be difficult for them to grasp on their own.

These word boxes write new terms in bold. If there is a new term which is not familiar to the learners, it has been written in bold and so it helps us to teach new concepts and new terminologies.

Teachers emphasised that at the end of the textbooks, a glossary of terminology is provided with a brief description to consolidate learning of unfamiliar and new terms. In every prescribed Business Studies textbook used in schools, writers have made it a point that they have included a glossary section at the end of each textbook. This glossary section consists of the new terms used in the textbook as well as a description of them. Teachers had this to say:

In the last page of both these textbooks, you find a glossary page where there are brief descriptions of all the terms that have been used in these textbooks, so in that way it helps learners to grasp easily what are those concepts about in Business Studies. (Nandi)

Platinum does help, even with Focus; there is an index at the back of the page whereby if there is something that you do not understand, you can actually go there and refer - so I would say they did help a lot with that one. You find that there is one word your learners do not understand while you are going through or teaching; then they can go to the back and find the meaning so it does help with the new words. (Nonhle)

Business Studies, it is not like English where we need to bring dictionaries in the classroom. The glossaries and the word banks as well as key words, do assist learners in trying to understand terms. (Nelly)

The content, description of new terminologies and the terminologies themselves differ from textbook to textbook and even in other resources. The ways these are laid out in these different resources is not the same and the level of difficulty they have is not the same. Having different views play a good role in perceiving and taking the most effective information presented. Learners are enriched enough to understand what is going on in the classroom when engaging with their teachers after the engagement with other different resources.

4.3.2 Drawing from learners' own experience and prior knowledge in introducing new content

Learners find it difficult to understand new concepts because of language barriers, as they are teaching second language speakers. Most of the learners that attend school in the area in which this study is focused, are learners from disadvantaged backgrounds. These learners did not have a chance to interact with other language speakers, except for those who spoke their Zulu African language. As a result, teachers are forced to make use of the learners' environment or background knowledge to explain the new concepts. However, using the learners' environmental experiences and knowledge can somehow be problematic, as Business Studies requires knowledge that is ever-shifting and improving.

Teachers mentioned that Business Studies, like other Business, Commerce and Management studies, has its own language; as a result, there are words which have their own meaning which

is different from the everyday meaning. Teachers have an extra task in ensuring that learners do understand the language that is spoken in the Business Studies classroom. For learners to understand such words and language, teachers need to use scenarios from learners' experience, scenarios that learners will be able to comprehend. Therefore, they use scenarios from learners' experience.

Sometimes when I speak of investment, there is no proper usage, proper term in their language, that help them say investment, insurance is this in their language, until you make a scenario for them and then they will make sense. (Nandi)

In order for me to help them understand I use their own experiences, I make sure that I teach and use examples in class that they will use and link to what they go through and also their experiences; so the only textbook that I have seen working enough to give learners an understanding of their own experiences is Via Afrika because most of the examples they use, they take from what is happening in society. (Nelly)

Teacher One indicated that the textbook he is using does give learners an opportunity to draw from their own experiences because some tasks require learners to do an investigation or research in their community. Investigations and research done by learners will differ from learner to learner because of their background. Although you find that learners come from disadvantaged backgrounds, the levels of those backgrounds are not the same. Some backgrounds exposed them to big businesses such as Shoprite and Spar supermarket, and some exposed them to small vendors such as the corner vegetable shops. So, in completing the task identifying the different qualities of an entrepreneur, those would differ from learner to learner.

There is a topic in Focus that is looking at the different qualities of an entrepreneur, looking at the qualities of a success team; learners are asked to go out to work in groups and to identify some of these qualities, so it is helping them to draw from their own background information. (Nonhle)

Another participant gave a similar view with regard to the use of learners' experience in learning new content. She mentioned that there are activities in the textbooks where learners are required to go to the communities to complete a task, like a business survey. Also, in those tasks where learners are required to go out to different businesses around to conduct surveys,

the results from the surveys will differ from learner to learner as a result of different backgrounds. Textbooks also mention projects that are familiar to learners and it is easy for them to relate to; some learners easily relate to those projects.

They are asked to go out to businesses around their homes to complete the surveys. Learners are aware of Corporate Social Investment (CSI) project since some of them come from disadvantaged communities, so when they go out there in their communities, they are exposed to things such as CSI programmes. (Muhle)

These CSI programmes are programmes that help in subsidising towards people needs in a given disadvantaged communities. This occurs in the communities that are very needy and do not have some of the services that they require. Therefore, these communities rely predominantly on CSI projects from neighbouring companies to come and assist families and so the learners also get the services that they require.

When teachers were asked if textbooks provide them with guidance regarding prior knowledge needed for the new content, they indicated that some Business Studies textbooks they are used in schools do have an impact on guidance in term of prior knowledge needed in introducing new content. These textbooks provide adequate guidance regarding prior knowledge to introduce to learners new content to be taught effectively. Before the introduction of new content, many Business Studies textbooks start by discussing prior knowledge. Business Studies teachers use this introductory section found in a number of textbooks with the hope of interlinking content learnt previously and the new content for better understanding. This was what teachers said:

A brief introduction to remind the learners what has been taught; constant reminder there in the introduction. (Nandi)

In every chapter there is a paragraph that introduces the topic, there is a paragraph which tells you work that has been done previously, touched on which links to the current topic so that how you understand that you need to draw on information from previous chapters. (Nelly)

Having to have an introduction of prior knowledge for each and every new section entered in the curriculum is of huge benefit that is provided by the textbook to the learners and teachers. It serves as a reminder of what has been learnt; what went well and what did not work very well. Recapping based on the previous work helps understanding some of the mistakes that happened so that you can correctly engage with the coming up set of work. Learners benefit from recapping which helps them in recalling important aspects of the previous in the hope of it being linked to the upcoming working.

Nonhle expressed her concern that in the Business Studies textbooks there is no progression due to the sequencing of chapters which is not structured well. The necessity for drawing information from previous chapter is not necessary, according to some teachers consulted. Although other textbooks introduce new content by first reminding teachers and learners of the previous content, there are textbooks that are silent in terms of prior knowledge.

Business Studies chapters are not inter-related, when we teach them we don't necessary need to draw information from the previous chapter. (Nonhle)

Another teacher responded to say that it is the examination guideline that works best in terms of prior knowledge. However, this specific response is based in terms of the whole year Business Studies annual teaching plan where you find that prior knowledge is addressed from Grade 10 or 11 leading to Grade 12. Recapping Grade 10 work in Grade 11 will help the teachers understand how far the learners' knowledge goes in terms of content and recapping on Grade 11 is essential for Grade 12.

I would be guided by the exam guideline because in the exam guideline it says prior knowledge; you have to start from grade eleven work or grade ten work... So, you would know exactly that firstly the baseline assessment - let me see whether they understand - but that will be guided by the exam guideline and CAPS document, not a textbook. (Muhle)

The examination guideline is very essential for teachers to have in terms of the prior knowledge and moving on with the correct annual teaching plan. Many of the textbooks in schools are over-rated and outdated and can mislead the teaching and learning process, that is why teachers

are to make use of the examination guideline. The examination guideline is renewed each and every new year based on the set work that particular year, unlike the textbooks used in schools.

The teachers noted the way in which Business Studies Grade 12 textbooks helps learners to enhance their understanding of new content. Reviewing of prior knowledge assist great in the introduction of the next lesson to be taught, while learners make reference to the new content on the textbooks. Learners' prior knowledge is emphasised by all teachers. Teachers indicated that textbooks remind teachers of the learners' prior knowledge needed to understand a new topic.

4.3.3 Guidance on content coverage in each chapter

Teachers were asked about how textbooks they were using helped them to know that they had covered everything that needed to be covered in a chapter. Responses to that question differed from teacher to teacher in terms of their experiences and the conditions they work under. Teachers indicated that textbooks do not give a clear guide on the coverage of all topics to be taught in the chapter.

Textbook do not guide you to say now you are done; now you are not done. Sometimes textbooks are not helping me clearly to see which topics I have to cover in the chapter.

(Nelly)

A clear guideline is not stipulated; however, there is guiding information that assists teachers and learners to see that they have taught all the subtopics within the chapter or main topic. Other teachers indicated that although textbooks do not give clear guidance, at the beginning of each and every chapter there is a content page where topics that will be covered in the entire textbook are listed. In the list of topics to be covered in the textbook, other teachers make use of those to tick the topics that have been done already to help them see which topics have been done already.

So, each book has content page whereby the topics are listed and each time you teach you can just go back. As a teacher I go back to the book to the topic to tick topic that are done, and what is an advantage in these books is that the topics are separated.

(Nonhle)

Muhle indicated that she used objectives to see that content or subtopics that need to be taught in the chapter have been covered. However, she was concerned that a number textbooks do not have topic objectives at the beginning of the chapter. This is what Muhle said:

Objects of the topic tells me which sub-topics to teach in the chapter, but what I have noticed is that other books do not have topic objectives.

The CAPS document and Annual teaching plan (ATP) are very important educational documents that play a huge role in guiding teachers in what topics to teach. These two documents act as a guideline in the Business Studies teaching and learning process. Other teachers emphasised the use of the CAPS document and the Annual Teaching Plan (ATP) because they used them as a guide and are aligned with the textbooks they are using. Most textbooks that teachers engage with when teaching are aligned with the CAPS document and the ATP, although they are not as clear as them.

The topics that are given to us in a CAPS documents as well as our annual teaching plans are covered in both Focus and Platinum books. (Nelly)

The CAPS document and the ATP are not the only supporting educational resources that can be used in the Business Studies classroom in order to know that all sub-topics have been taught. In addition to the CAPS and the Annual Teaching Plan, other teachers recommended the use of the examination guidelines. The examination guidelines are issued by the Department of Basic Education for each Grade 12 subject. They are aligned with some of the textbooks in terms of content and provide teachers with accurate and adequate information on what is expected of the teachers and learners in this subject. The examination guidelines clearly stipulate what is expected to be learnt by learners in a given year and what is examinable.

To say you are done, you will be guided by the CAPS document plus the exam guidelines. (Zinhle)

I will have to consult the exam guidelines to make sure that everything in the chapter is covered. (Nandi)

Responses on whether or not guidance in terms of content coverage of each chapter differed from teacher to teacher, showed that teachers depended on the conditions they work under and their experiences as teachers. Although some teachers feel that there is no clear indication of the completion of chapter, some teachers make use of content page and objectives to track down their completion. Moreover, teachers mentioned the two valuable and most important documents to have and utilise as a teacher, which are the Business Studies CAPS document and the ATP. The Business Studies CAPS document and ATP serve as a guide in the teaching and learning process.

4.3.4 Level of language used in the textbooks

Teachers were asked about the linguistic style and tone of the textbooks they use. The textbooks used in many high schools were created with a specific aim and vision of the writer. Teachers indicated that textbooks are standardised and they are appropriate for the Grade 12 learners:

The linguistic style and tone are standardised; however, the glossaries and the word banks as well as key words do assist learners in trying to understand but the language may be at a level that is higher than what the learners know. (Nelly)

I think they are good, simple straight forward language is use; they are at a good level for the understanding of Grade 12 learners. (Muhle)

Similarly, the way in which the new terms are defined in different prescribed textbooks differs as well. Another participant indicated that Business Studies Grade 12 textbooks are not the same when it comes to the presentation and definition of new terms:

Focus is the easiest to understand, definition of terms, they use easy language because the concepts they talk about, they explain information on the topics very simple to understand... (Zinhle)

Platinum it is written in a language level that learners understand, it catered for our learners. (Nonhle)

While some participants are positive with the standardisation of the textbooks, other participants were concerned that the language used in other textbooks do not cater for first

additional English language speakers. The authors of some of these textbooks did not consider that these textbooks will not be used by only one language group but many different language speakers. The different levels of language use were not considered well and this needs attention in the Business Studies Grade 12 textbooks used in schools.

In Business Studies we have our own language that we use and also the tone of understanding that particular information is not the same as for other subjects. These books are also used by model C schools. We write the same exam... (Zinhle)

Another participant shared a similar view with regard to the difficulty in accessing the new content:

They do understand but then the language barrier becomes a challenge. (Nonhle)

Teachers indicated that language is a barrier to first additional language speakers from disadvantaged backgrounds. The learners come from backgrounds that are not literate and only know how to speak their own African language and they cannot read and write it. The African language is carried down to the children from the parents and so the modern language of English is not easily adopted. There is no-one that can take the responsibility of teaching the children this modern language. Teachers were teaching in schools with disadvantaged backgrounds and they are also first additional language speakers. This situation of teachers and learners coming from the same backgrounds which they teach in, is somehow a disadvantage in terms of speaking the language and articulation.

No, they are not because I teach at a school whereby learners come from disadvantaged backgrounds and they are also first additional language speakers of the language. The language barrier becomes a challenge to them even though as a teacher I understand but it is not easy for them. (Nelly)

Teachers need to sit down prior to a certain lesson in the Business Studies classroom to plan carefully the approach in which the lesson will unfold. They need to research other sources as consultation of other resources is essential to teach with clarity and for learners learn with understanding. One teacher indicated that before going to class, there are chapters where she needs to translate and find strategies to clarify to learners.

Sometimes as a teacher you need to try and water down the language first in order for you to ensure that learners understand what is been taught. We have to try and rephrase or like reduce the level even to a lower level for them to be able to understand but with the textbook. (Nandi)

Business Studies is a discipline with its own language which is different from other subjects. As each and every discipline has its own way of communicating, Business Studies too communicates in its own way; it has its own meanings for certain words and way of understanding its content. Teachers indicated that the language used in the textbooks is the language of business, which is appropriate for Grade 12. Having the foundation of the business world introduced to learners early in high school allows for the understanding of certain information in the field of business.

The language that is used mostly in Business Studies is business related, it is related to the subject...(Nonhle)

Teachers have separately described the manner which the textbooks they are used in school cater for their learners in terms of the level of the language used. One of the textbooks has a language level that is not sufficient and satisfying, while another textbook is seen to be useful in terms of the level of language used. Although the textbooks are seen as standardised and of the required level by the Business Studies teachers, they do not consider that some learners are first additional English language speakers.

The textbook what I discovered is that they are standardised and they do not consider that some learners are first additional English language speakers and they are not first language of the language that has been used. So, in terms of the linguistic style and tone it is standardised; however, the glossaries and the word banks well as key words, do assist learners in trying to understand but the language may be at a level that is higher than what the learners know. (Nelly)

After seeing that the textbooks used in schools are appropriate but lack in accommodating learners who are first additional English language speakers, teachers have to come up with an alternative way of accommodating those learners. There is no better way of assisting these learners as teachers than to consult other relevant resources that can ease the teaching and

learning process. Consulting resources such as the Business Studies CAPS document, the annual teaching plan, the examination guideline, past year examination paper, the internet and other educational resources, is necessary.

4.3.5 Visuals used to promote understanding of new knowledge

Teachers suggested that textbook writers should try to clarify the new terms by adding more pictures. Pictures can tell people a lot of what people cannot understand when reading words; they are very important teaching and learning elements that need to be included in textbooks. Some learners are best at communicating using pictures and they need to be accommodated, which does not happen most of the time in the textbooks we use.

Textbooks writers need to supplement again that linguistic styles and tones with pictures where a learner would refer to whatever that is being discussed. (Muhle)

Another participant suggested more colourful pictures because in the textbooks she is using, there are few pictures which are not clear as they are in black and white. Black and white pictures can sometimes appear not to be visible and one would prefer having to work with colourful pictures. Some learners can misinterpret the message that a certain picture is trying to send across just because the picture is black and white and not clear. Business Studies teachers together with the school's learning teaching support material committee should work together to provide the school with adequate teaching and learning resources which are clear.

I feel they can do more if they could come up with more colourful, colourful pictures or demonstrations that support that language part or to those who are lacking in terms of language proficiency to say, if I look at this picture, it tells me of this. (Muhle)

Learners who are lacking in the language proficiency can benefit greatly in having to work with textbooks that have colourful pictures to clarify new content. All learners will be able to participate in the classroom for most of the topics discussed as well as be able to understand and comprehend what is being learnt. Learners will be able to comprehend new terms and will be able work alone both in the classroom and at home when engaging with homework assigned by the teacher.

Involving all learners during teaching and learning in the classroom is important so learners could see what is being taught to them and also participate in the lesson by either answering questions, asking questions or even giving input of his or her understanding. Lessons are to be carefully prepared for different learners to be able to understand all of the illustrations and topics involved in the lesson. Clarity of information using illustrations should be an easy process for all learners despite their different learning conditions.

The issue of illustrations we use textbooks because we want learners to get content knowledge, assessment, refer learners to some pictures that are depicted in the textbook to help them understand better the content we are using. They can relate what they educators are teaching them in the classroom. (Nandi)

Illustrations in most of the Business Studies textbooks are put in place to help the learners understand better the lesson that is being taught.

4.4 GUIDANCE AND SUPPORT PROVIDED BY TEXTBOOKS IN TERMS OF ASSESSMENT TASKS

The fourth theme present data related to guidance and support provided by Business Studies textbooks in terms of assessment tasks. In the Business Studies classroom, there is a variety of assessment tasks that are done, formal and informal assessment, verbal and practical assessment tasks. This theme is divided into three sub-themes. The first sub-theme is based on textbook alignment with external examinations and the assistance provided by textbooks in preparing learners for external examinations; the second sub-theme is based on the types and forms of assessment tasks provided in the textbooks and the third sub-theme is based on the level of challenge of the assessment tasks.

4.4.1 Textbooks alignment with examination papers in terms of preparing learners for external examinations

Findings indicated that textbooks do not adequately prepare learners for examinations. Textbooks only have content to be taught as prescribed in the Business Studies CAPS document which is not at the standard required in examinations. Teachers raised concerns that cognitive challenge found in a number of activities in the textbooks is very low. Learners are usually required to understand and remember information but, in the examination, there are questions where they are expected to analyse, evaluate and interpret information. While in the

examination papers learners are required to critically analyse, compare and contrast and evaluate which are high order questions, the exam practices that are used in these textbooks are of low order cognitive demands.

No, in terms of content and topics they do but in terms of questioning they don't because they do not have different levels of questioning. (Zinhle)

Of concern is that learners are not provided with scenarios and case studies where they are required to critically engage with information. The exam practices that are found in textbooks are not as challenging as the one that learners normally encounter in the examination papers. It is important for teachers to use other Business Studies resources to assist and guide them in terms of high order cognitive demand related questions.

In these books, activities ask learners to explain, to list, to name for these textbooks but when you go to the exam paper, it will ask them to briefly discuss, elaborate. It is about explaining, listing the advantages and disadvantages and the case study they always have those whereby learners just look at the case study and answer the questions. (Muhle)

It is worrying that learners are only exposed to rudimentary case studies and scenarios in the textbooks which do not allow learners to think critically, as in examination papers. Another participant stated that different types of questions found in the examination papers are not included in the textbooks. Textbooks do not prepare learners with essay writing which is found in examination papers. This is what they said:

Activities in practices in both textbooks I am using do not have different types of questions like in the question paper. (Nandi)

Issue of questioning, the way they are questioning in those textbooks, and the content that is contained within those textbooks, also as Business Studies educators we do refer learners to other textbooks that we think are mostly appropriate. (Nelly)

Teachers expressed concerns about the quality of textbooks in terms of alignment with examinations and preparing learners for examinations. They indicated that textbooks were

written before the implementation of the Business Studies CAPS document and they are outdated as they do not have recent information on the subject. Examinations papers have current development in the discipline of Business Management. As a result, teachers rely on the Examination guidelines and the past examination papers to manage their classrooms.

What is helping us on what is going to be examinable is the exam guidelines which is given to teachers every year. If there are changes like the one I mentioned earlier about the BBEE pillars from seven pillars to five pillars, that was not addressed in the textbook but only addressed in the exam guidelines and then assessed in the examination paper. (Nandi)

In the exam guideline I am able to see what and how will be asked. Let us say we are dealing with Human Resources in Grade 12, they tell you in the exam guidelines to teach this topic in an essay form or in short question form, but the textbook does not outline that, it just gives me a topic to teach. (Zinhle)

You can't rely on these textbooks, they are not in line with exam guides. There is new information which is not covered fully in these textbooks. They do not prepare learners well; they are not up to date. (Nonhle)

Teachers also relied on past examination papers which guide them on how to prepare learners. Past examination papers play a huge part in the teaching and learning process as they consist of most of the sections to consider when studying in Business Studies. Usually examination papers are structured in a manner that guides the teachers and learners as to what to teach and learn to manage to pass. From time to time, the Business Studies examination papers change questions; however, the structure remain the same as for some reason, that serves as a guide. It also gives them new information on the topics.

We use past examination papers to try and understand the trend of the questions that are being using whereas in the textbook they are not using those examination papers though they do have examination practices - both of them Focus as well as Platinum - but those questions are not really addressing the questions that will really prepare learners for examinations. (Nandi)

Examination papers tend to change from year to year but textbooks take some time to be revised and changed, that is why it is important that when you consult the textbook, you do so together with the examination guideline and past year papers. Other teachers alternatively prepare a set of questions in getting learners ready for examination papers guided by the examination guideline.

Teachers indicated that textbooks they are using are not aligned with examination papers. Textbooks gives teachers content to teach in class. Teachers explained that what is covered in the textbooks is normally assessed differently in the examination papers, and in most cases are not assessed in the examination papers the same way as questioned in the textbooks. They do not prepare learners for examinations. That is why teachers are provided with exams guidelines which help them prepare learners much better for examinations. It guides them in terms of what is expected in exams and to understand the changes in the examination papers. These exam guidelines are published every year.

Teachers were not satisfied with the textbooks they were using in terms of preparing learners for examinations because of the standard of assessment task in terms of the level of cognitive challenge of the tasks. While teachers are using these outdated textbooks, external examination papers are set by a team of teachers from different provinces in that subject, in this case from the Business Studies discipline. These teachers gather together with the aim of creating an examination paper for a number of provinces depending on their agreement. This examination paper is compiled using the examination guideline, the annual teaching plan and some of the relevant textbooks used in schools.

Terminology and the questioning strategies used in the examination papers are different from the activities and exam exemplars that you find in the textbook, so they are partly aligned in terms of topics but not completely aligned in terms of the way examination papers are set. The difference in the alignment of terminology and questioning causes some conflict in the teachers' teaching process and the learners' learning. Other steps and procedures are to be undertaken to manage such problems. Making use of other exam guidelines also gives guidance on the type of questions that would be asked from each topic.

In the exam guideline I am able to see what and how will be asked. Let us just at this example, we are dealing with Human Resources in Grade 12, they tell you in the exam

guidelines to teach this topic in an essay form or in short question form, but the textbook does not outline that, it just gives me a topic to teach. (Zinhle)

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Having to work with the past examination papers as teachers and learners allows the opportunity to experience how it is to tackle an examination paper and to understand what is expected of them to pass the examination. Past examination papers do not only serve in terms of passing the examination but for teachers and learners to also be knowledgeable regarding the Business Studies content. Business Studies is one of the subjects that produces individuals that are multi-skilled and believed to produce individuals that can fit in any career.

Teachers have also shown the importance of questioning in assessment tasks from the textbook, leading to questioning in the examination paper. Learners are said to prepare themselves for examination paper using questions from assessment tasks in textbooks, although that is not the correct approach of preparation. It is said that using a textbook only to prepare for examination papers is a waste of time, as learners and teachers cannot only rely on that information alone but needed to consult other resources, especially the examination guideline and the past year papers. Examination papers tend to change from year to year but textbooks take some time to be revised and changed, hence it is important that when you consult the textbook, you do so together with the examination guideline and past year papers. Some teachers even prepare an alternative set of questions in getting learners ready for examination papers guided by the examination guideline.

When you give them questions to answer, it becomes easy for them to refer to CAPS and also to refer to the textbooks that they are using. (Zinhle)

Regarding the issue of questioning, the way they are questioning in those textbooks, and the content that is contained within those textbooks, also as Business Studies educators - we do refer learners to other textbooks that we think are mostly appropriate. (Nandi)

With the responses from teachers based on the issue of questioning in assessment tasks presented in textbooks as well as the questioning in examination, the central suggestion was to look into more than one educational resource. It is best that teachers and learners work with all the appropriate educational material used to set the examination papers in order for learners to successfully achieve the quality education they need. They will then also be able to tackle examination papers of any kind.

4.4.2 Types and forms of assessment tasks in the textbooks

When teachers asked about the different types and forms of assessment found in the textbooks they are using, they indicated that textbooks have enough assessment tasks. There is a variety of assessment tasks available in the different prescribed textbooks used in the Business Studies classroom. Teachers mentioned that textbooks have different examples of assessment tasks that help learners when doing tasks for School Based assessment. The different assessment task available enriches learners in almost every Business Studies domain that needs to be touched on. These assessment tasks differ from textbook to textbook.

There are questions that are dealing with presentation, there are questions that are dealing with investigations where learners are sent out to their community to try and engage in information about Business Studies. (Nandi)

There are more case studies assessment and short questions assessment. (Nelly)

Teachers are proud to say that the activities available are both practical and theoretical in nature, which help the learners for the outside business world. Textbooks provide learners with practice of what occurs in the business world and the basics of the field. Teachers mentioned that there are adequate practical and theoretical activities to equip learners with the

foundational skills of a business. With these activities, learners are able to gain interest in continuing with the field of Business Management. In most of the textbooks used in the Business Studies classroom, teachers are able to enrich the learners' knowledge with the assessment task.

Yes, they are, as I said and they are practical as well as theoretical so the assessments covered in the books require learners to answer by writing and some require learners to be practical so it differs. (Zinhle)

Other activities require learners to go out and do research about business that are around them, so I can safely say that these textbooks have enough activities for homework and classwork. (Nonhle)

Textbooks also allowed learners to acquire interactive skills and working together with one another and individually through group work and individual work. Learners are able to gain other learners' perceptions when working together to achieve one set goal. Working with other people is very essential for the world of work, where you need to interact with others in a team to achieve a set goal for the certain business or company. Muhle said that there are different forms of assessment where learners are required to do activities in groups or individually:

"It is said in the textbooks that this activity is group assessment or individual assessment."

Teachers indicated that there are activities in each topic but they are not enough for both class work and homework. Activities and tasks for homework and class work are very scarce; teachers therefore resort to consulting other resources for the benefit of both the learners and teachers. Resources another than the textbooks used in schools can somehow be every relevant and accurate in terms of its recent publication. So these activities that the learners will engage in, will be of benefit as they will be engaging in recent content and relevant divisions of the cognitive levels demand. One of the teachers who participated in this study indicated that in the textbooks that she is using, there are not enough activities for learners to consolidate and review what they have done in class:

There is very little, you know when you are teaching homework and class activities are very important but you will find that in a subtopic there is one activity and then that

activity you might use for a class test, and there is no activity for homework. You can see that if you stick to these activities in the textbook, you might end up not assessing your learners quite enough. (Zinhle)

Another participant mentioned that the textbooks she is using have enough activities for homework and classwork, but she was concerned with the quality of the assessment tasks. On the one hand, there is enough but on the other hand, there is the problem of the quality of those activities. It is important that assessment activities be of benefit to learners in that they should cater for different cognitive levels. It is advisable that assessment activities as well as the content learnt mostly range at the higher level of difficulty. The more difficult the activity, the greater the challenge for the learners and the more the learners are motivated to work hard.

It doesn't really help them to have quite a number of homework's and classwork activities that are not really preparing them for deeper learning and understanding of the concept. (Nandi)

Yes, Platinum does have many homework and classwork tasks, because there is always an activity the activities for classwork are enough as well as homework. (Zinhle)

Textbooks do not have adequate activities, quality questioning of assessment task and accurate content. Among all those good qualities, we cannot say that teachers are fully pleased with the prescribed educational textbooks.

4.4.3 Level of challenge of the assessment tasks

Teachers indicated that questions in the textbooks are not challenging compared to examination papers. Questions in the textbook's development learners thinking skills at the lowest levels compared to the other Business Studies teaching resources such as past year examination papers, as mentioned by teachers as well as examination guidelines which outline what exactly is expected of the teachers and learners. Although textbooks provide learners and teachers with different forms and types of assessment, the level of difficulty of these questions is very low. It is not in the required level of challenge for Grade 12 Business Studies examination. Questioning in the textbooks used in schools are at a very unstable level where teachers and learners can fully rely on and trust to get them through the annual teaching plan to pass.

Teachers and learners in Business Studies are to devise a strategy of introducing other relevant resources to assist in getting content that accommodates all levels of difficulty.

The level of difficult of the questions in the textbook most of us are using do not align with the questions that the learners are getting from the question papers in their examination. (Zinhle)

They are not good enough to prepare leaners for external exams because they ask very simply questions while when you are taking questions from previous question papers you could see that the activities in the textbooks is not the same as in the paper. (Nonhle)

Although a number of teachers are pleased with the assessment task presented in the school Business Studies textbooks, there are some major loopholes that hinder the education process. One of the major hindrances of these textbooks is that they do have assessment tasks available to learners and teachers; however, the levels of difficulty in the questions used is considered to be ridiculously imbalanced. Most of the textbooks only cater for the low level of difficulty rather than the high level of difficulty. This lack of higher order level of questioning has a negative impact on the learners' intellectual skills. Teachers indicated that they cannot rely on the textbooks they are using because there are not enough tasks and the standard is low. They prefer to use questions from past year examination papers.

I use scenarios that come up out of our examination, and also questions from past years' examination papers for homework and classwork. (Nelly)

I believe in coming up with my own small activities that will help a learner with whatever that I was teaching because I normally don't use these textbooks as their activities are easy. I normally take some from past exam papers. (Muhle)

The issue of selecting relevant formal and informal assessment tasks in the textbooks is a very important step in the teaching and learning process. When asked if textbooks provide them with information to assist in selecting appropriate tasks according to the level of difficulty, teachers indicated that the way in which the question is phrased, and the language used in the question, alert them of the level of difficulty of the question.

As a teacher you look at the level of the language and the way the questions are asked can make you as a teacher to see because we know these learners we teach daily so we know if they are capable, if they are going to be able to answer such questions. (Nandi)

Another participant mentioned that the performance of learners tells her about the level of difficulty of the questions. The responses from learners be it if they are engaging in classroom activities or in an assessment task, revealed that teachers can easily dictate the level of difficulty covered in that certain question. Some of the tasks and activities appear to be difficult for learners when coming from the examination paper compared to those coming from the textbook. The textbook is not a good exemplar to prepare for examination paper as it only caters for the lower level of difficulty questions, whereas it is *vice versa* on the examination paper side. They only discover that the question is difficult when marking, by the number of learners who attempted the question.

I only know after they have completed the task when I am marking, I can see that if 40% of my learners are getting the task correct and 60 are not then I know that this task was difficult. (Nelly)

We usually rate by the number of learners that were able to complete the task and also the number of learners who were able to get the correct answers. (Nandi)

The pass percentage tells a lot about the difficulty of a certain task or activity. The more difficult the task, the more challenges experienced by teachers when marking and learners when engaging in the task. This can result from inadequate resources to get the learners to use to the manner in which the examination question paper is arranged, structured and presented regarding its language level.

In addition to the language used in the question in the assessment task, teachers mentioned that they are frequently guided by the verbs used in the questions. The verbs determine the level of thinking required in responding to those certain questions. Bloom's Taxonomy, (Anderson & Krathwohl, 2001) values and introduces verbs that can be used when setting assessment task associated with the level of difficulty. These verbs can guide how to formula and practise different questions according to level of difficulty equally.

I am mostly guided by Bloom's taxonomy, instructions given show that this is lower order, this is middle order, and this is higher order. So, the difficulty in levels will be determined by those terms name, explain, critically evaluate, this determines that a learner has to go a-bit deeper as you go up in Bloom's taxonomy. (Nonhle)

Verbs used in Blooms Taxonomy (2001) can help a teacher and a learner to determine the cognitive challenge of the question whether the question is low order, middle order or high order of difficulty. After they are able to determine that information, the effort that they put in is important. You can tell how much effort you put in by paying careful attention to the resources that will help you practise such as past examination papers, examination guidelines and some of the textbooks in school.

4.5 CONCLUSION

The three themes obtained from analysing data from the teachers' responses are alignment of business studies textbooks with the curriculum, guidance and support provided by the textbooks in teaching new knowledge and guidance and support provided by the textbooks in terms of assessment tasks. The study has shown that teachers perceive textbooks as the most fundamental educational resources ever used in the Business Studies classroom. The Business Studies textbooks assist teachers and learners greatly in the teaching and learning process. Although, there were some loopholes noticeable among the Business Studies textbooks however Business Studies teachers suggested some constructive ways to dealing with the challenges that arose from engaging with the Business Studies textbooks.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The previous chapter presented and analysed data under several themes. This chapter discusses the teachers' perceptions of the quality of Grade 12 CAPS prescribed Business Studies textbooks that emerged from the data collected in this study. The aim of this chapter is to present a profound discussion of these themes by engaging with the prevailing literature in the field of Business Studies Education and teachers' perceptions, in exploring the findings of the current study related to the present build-up of literature. Emerging findings from the data presented in the previous chapter will be discussed under the following three key comprehensive themes:

- Alignment of Business Studies textbooks with the curriculum.
- Guidance and support provided by the textbooks in learning new knowledge.
- Guidance and support provided by the textbooks in terms of assessment tasks.

5.2 TEXTBOOKS ALIGNMENT WITH THE CURRICULUM

According to Aggarwal (2001), the main determinant of quality of a textbook is the alignment of textbooks with the curriculum. The findings of the study revealed that textbooks as important resources for teaching and learning, are not just learning material; there is so much more to be attained in the textbook as a whole.

Lepik (2015) assert that a good quality textbook should be structured appropriately, given the curriculum needs. Good quality textbooks should present the main content, concepts and skills that support the instructional objectives for the subject and grade in the curriculum statements (Sunday, 2014). Through the understanding, skills and application of knowledge by learners using textbooks, textbook quality can be made visible. The main finding of the research on the quality of a textbook is based on the alignment of the textbook with the curriculum. Textbook alignment according to topics and content coverage is very important in achieving quality education successfully through all involved stakeholders and other educational material and documents. Findings revealed will therefore discuss how teachers perceive content coverage of textbooks, as stipulated in the Business Studies CAPS curriculum.

Findings revealed that in terms of teachers experiences and conditions of work, guidance on content coverage in each chapter of the Grade 12 prescribed Business Studies textbook will differ. According to Stein, Remillard and Smith (2007), whatever curriculum content is not covered within the textbooks in the classroom, is likely not to be touched on during the process of teaching and learning. Literature by Stein et al. (2007) is in line with the study findings because it is revealed that some teachers rely solely on textbook content and do not bother themselves with researching more relevant Business Studies content information about the topic at hand. However, any of the Business Studies teachers go out of their way to gather relevant additional information rather than just relying on textbooks they use. Also revealed is that almost all the teachers indicated that textbooks do not give a clear guideline in terms of the coverage of all topics to be taught in Business Studies Grade 12 classes. Therefore, textbooks are seen not to be serving as a guide but there to help with content coverage of those chapters. The CAPS document and Annual teaching plan (ATP) are very important educational documents that play a huge role in the Business Studies curriculum. It is revealed that the Business Studies CAPS and ATP documents act as a guideline in the Business Studies teaching and learning process. Other teachers emphasised the use of the Business Studies CAPS document and the Annual Teaching Plan (ATP) because they used them as a guide and they are aligned with the textbooks they are using. These documents are not the only ones that teachers can rely on for tracking down learning processes; other teachers also recommended using the examination guideline.

The educational process is claimed not to be a successful and smooth one without the textbook, as voiced out teachers. They consider textbooks the far closest educational resource to the teacher and the learner. The first figure of knowledge ever introduced to learners and probably teachers in school are the textbooks. Sunday and Adebowale (2013, p.163) add that a “textbook is a supplementary instructional source, which stays longer with the learner than the teacher could do, if properly presented can motivate the learner and promote a positive attitude”. Among the teachers and learners, textbooks are viewed as mutual educational texts that assist the most in conveying the important educational content in this regard based on the Businesses and business-related issues. The textbook further helps in many different domains, which are there to empower and enhance the successful teaching and learning process. This important educational content based on the past and present of the business world is interlinked with the departmental guiding documents. These departmental guiding documents are the Business

Studies CAPS document, examination guideline and the annual teaching plan, which are all there to assist in keeping track with the curriculum. The Business Studies curriculum content is an ever-changing curriculum and so for most part, the Department of Basic Education (KwaZulu-Natal) has put in place the document examination guideline which is amended yearly. The examination guideline serves as a guideline to assist teachers and learners to teach and learn relevant content rather than what is irrelevant at the time. When teachers teach as per the examination guideline, the learners are able to follow and refer to the textbook for clarity of information.

Clarity of information is thus an important area to touch on, as teachers feel that textbooks are also there as important tools in the Business Studies classroom, which helps in bridging the gaps noticeable. There are a number of gaps noticeable within the Department of Basic Education and in the schools, where one major gap is the lack of communication. Civilization saw gaps in the education section and then resorted in the usage of textbooks to bridge those gaps noticeable. In the eyes of society, textbooks are therefore considered the most powerful tools in the education system. This powerful status gained by the textbook is because of the significance of particular instructions of reality and the reflection of values stipulated in the textbooks, which are aspired by society (Foster & Crawford, 2006). In line with Foster and Crawford (2006), the textbooks are a reflection of the education values as Business Studies textbooks stipulate the full aim and vision of the subject. Teachers revealed that the textbook plays a role in connecting all the educational components together for the set goal of successful education.

Business Studies teachers are concerned with the issue of insufficient content within the textbooks used in schools. Teachers revealed that although most Business Studies prescribed textbooks are well aligned in terms of topics coverage; however, content within the topics and sub-topics is not enough and not covered well. According to Sunday (2014, p.142), textbooks have “a prominent position in curriculum reform and are considered the most important tool for the implementation of a new curriculum”. This finding of the study is not in line with Sunday (2014), as Business Studies prescribed textbooks do not possess the new curriculum and therefore cannot be used to implement the new curriculum content. Lack of sufficient content coverage within the Business Studies textbooks therefore causes hindrance in the process of teaching and learning. Further, findings revealed that it is not all the teachers who experience the lack of content coverage; it depends on the textbook the specific Business

Studies teacher is using. While Business Studies textbooks are aligned with the Business Studies CAPS document, different textbooks cover content differently. Seeing that textbooks cover content differently, teachers revealed that they prefer using a number of textbooks and educational resources based on Business Studies to supplement prescribed textbooks.

Moreover, findings reveal that although teachers are content about some textbooks in terms of their topic coverage and alignment; however, there are some problematic loopholes present in many prescribed textbooks. Curriculum content classification therefore is important, and should be accurate and relevant. In the curriculum classification, there is a connection between the aims and reality where you find that textbooks are applied curriculum in theory (Valverde et al, 2002). In line with Valverde et al. (2002), the Department of Education together with all other education stakeholders, has a set aim to be put to practice through the reality of teaching the relevant and accurate content in the classroom. Through the study findings, this is not possible with classification loopholes present in Business Studies textbooks used in schools. The Department of Basic Education can and only will achieve their set aim through the presence of textbooks and other educational resources which are well developed, with a minimum of loopholes, or none at all.

Organisation of official documents is essential to avoid misleading the document users. A number of teachers revealed that they are concerned with the organisation of topics in the Business Studies textbooks that they are using. The structure and sequencing of topics seem to be problematic and tend not to be aligned with the CAPS Business Studies curriculum document. Spillane (2004) believes that curriculum alignment can be achieved through quality textbooks and other instructional material. Further, according to Sunday (2014, p.140), “the textbook as an instructional tool is unique among all other instructional media due to possession of certain characteristics”. Textbooks or any other educational resources which contain the main content, concepts, and skills of the subject as per alignment with the education guiding documents, show that that educational resource is of good quality. Good quality textbooks are categorised based on content coverage being aligned with the curriculum set out by the Department of Basic Education. Characteristics of good quality textbooks are in terms of alignment of its content with the Business Studies CAPS document and other Department of Basic Education documents; coherence and good sequencing of topics and subtopics, and interlinked sections of the textbook. Teachers feel that some of the Business Studies textbooks used in the schools lack greatly in terms of certain characteristics such as organisation of topics.

Findings are not in line with Sunday (2014), as there is an absence in good organisation of topics. Topics are seen as being scattered and disorganised. The disorganisation of topics noticed by teachers within the Business Studies prescribed textbook used in school, have negative impact on the process of teaching and learning. Both the Business Studies teachers and learners engaging with the textbooks are puzzled and confused somewhere during the teaching and learning process.

It is a difficult task for teachers to make use of disorganised educational resources and even more challenging when they have to work with outdated resources. Revealed in the study is the challenge teachers face in Business Studies classes where they have to make use of textbooks that are outdated and irrelevant to date. Teachers mentioned that Business Studies is an ever-changing subject where its curriculum content changes with the subject from time to time. Teachers revealed that they are very baffled when using the prescribed textbooks in their Business Studies classroom because the outdated textbook series. Teachers also pointed out that the textbooks they are using date back to 2011 and 2012, but they have no choice but to make use of them seeing that those are the latest edition of Business Studies textbooks currently present in their classroom. In terms of the public, textbooks are viewed as just mere prediction on a particular subject (Fan & Zhu, 2007; Pingel, 2010). In terms of the mere subject prediction, the finding related to Business Studies textbooks is in line with (Fan & Zhu, 2007; Pingel, 2010). The Business Studies textbook merely gives teachers the outline of the subject.

Teachers further mentioned that Business Studies textbooks required updating and upgrading, which can sometimes take up to ten years or even more, to implement such change. This is a very problematic section to deal with as Business Studies teachers. Teachers are challenged by the fact that the change in legislations in the business environment is not affected in textbooks. This is a never-ending topic among many disciplines (Apple, 2002). In line with Apple (2002), teachers revealed their frustration at the lack of relevant content Business Studies textbooks leading to ineffective teaching. Findings show that teachers should be able to work around some common issues that arise during the teaching and learning process, given these never-ending and disturbing factors among many disciplines. This is suggested as a result of the noticeable challenges in the recent developments in policies which do not reflect within the Business Studies textbooks. It is also important to note as teachers, that change takes time and during that time, Business Studies teachers ought to come up with other alternatives to teach

effectively and for learners to learn in the most understanding and comprehending manner possible.

It is important for Business Studies textbooks to contain relevant and up-to-date content information. Teachers revealed that many a time, they come across content information that is not beneficial to learners in terms of being examinable. In and around the classroom, textbooks play a very important role because in education and have a very close relationship with the classroom interaction (Johansson, 2003). Findings in this study show that Business Studies textbooks relations are not in line with Johansson (2003), as classroom interactions are somehow interrupted and disturbed because of the lack of valuable content in the textbooks. Teachers stressed that a downfall impacts negatively on the learner's learning process and the teacher's instruction, especially with the curriculum and set assessment policy statement. It is revealed that teachers rely greatly on textbooks in their Business Studies classrooms to assist them to cover the annual teaching plan, in a way that is systematically direct, and supportive of the teaching process.

An annual teaching plan is defined by Ur (1998) as all things in a course that are to be taught specified in a document designed as a means of conveying the specific subject curriculum. The annual teaching plan of Business Studies presented in prescribed textbooks is not in line, as defined by Ur (1998), since the subject curriculum is conveyed inadequately. Teachers suggest that it then calls for the introduction of different Business Studies textbooks for better learners' understanding of the specific topics or units and topics in the curriculum content. A substitute to the relying on off-the-shelf textbooks as Business Studies teachers, is the use of examination guidelines. It is suggested through the findings that the use of the examination guideline will help eliminate the issue of inadequate topics and content. With the assistance of the examination guideline, Business Studies teachers will be guaranteed to focus on adequate topics and content for preparing learners for examination.

Furthermore, teachers indicated that they were able to gain assistance in adequate content guided by the examination guideline through Business Studies departmental workshops, where teachers share concrete information to better the teaching and learning in their classrooms. Teachers are informed about new developments at departmental workshops, one major development being the examination guideline. These Business Studies departmental workshops take place in educational workspaces that assist Business Studies teachers with the

set work, different teachers from different clusters come and share ideas and suggestions to better the teaching and learning in the classroom.

During departmental workshops, teachers expressed that the use of other relevant educational resources is emphasised. It is revealed through the study findings that teachers believe that many views are better than one view. In that regard, Graves (2000, p.176) advises that, should teachers wish to reduce complications when selecting textbooks and within using textbooks in the classroom, they ought to “use the textbook as a resource for students, but not the only resource”. The study findings are in line with Graves (2000) advice, that it is wise for Business Studies teachers to extract examples from different sources when introducing new topics or to teach the subject to enhance the teaching and learning process. Teachers revealed that certain topics can be interpreted in many different constructive ways, where in the engagement of Business Studies, teachers in the workshops can be interlinked to come up with one well-founded idea of the topic and content. In addition, teachers expressed the importance of consulting a number of resources, where teachers and learners become more knowledgeable and therefore are able to work positively with any topic they encounter in Business Studies. It is therefore important for Grade 12 Business Studies learners and teachers to always make use of other examples outside the classroom in preparation for the real-life business world. Profound information based on the business world can be extracted by Business Studies learners on the internet, newspapers, magazines and other educational resources.

Also, findings revealed that textbooks for teaching and learning are important resources, especially in the Business Studies subject, and that textbooks assist in addressing important educational issues. This is unmistakable as literature also shows that textbooks are very important especially in the subject Business Studies. Amoor (2010) supports this by saying that a significant role in the economic development is played by Business Studies textbooks by making available the necessary knowledge and skills to teachers, allowing them to convey the knowledge and skills to learners. More evidence from the findings of the study is in line with Amoor (2010), that many teachers view textbooks as not only teaching and learning material in the classroom, but as important educational documents that can be used to attain useful information. Further, it is revealed that teachers consider Business Studies textbooks as more like supplementary resources where textbooks supplement the use of the Business Studies CAPS document, examination guideline and the year plan. In other words, the teachers

perceive textbooks as very important educational resources that contain all the essential information stipulated in the Department of Basic Education documents.

For successful education to unfold in the Business Studies classroom, the textbook is essential in the process of teaching and learning. Odun (2013) in his work agrees that textbooks are important: “textbooks are important sources that help students to receive related information about the topics stated in the curriculum”, (p.8). In line with Odun (2013), findings revealed that one of the best and essential fundamental resources of communication between the learners and the Business Studies education curriculum is the textbook. Given the importance of textbooks, teachers feel that teaching and learning cannot successfully go on without the use of textbooks in the classroom, as textbooks serve in many domains of education. It is also revealed that textbooks serve as institutional guides for teaching and learning where Business Studies teachers are guided in terms of their day-to-day lessons and their effectiveness on the learners.

Teachers in the KwaZulu-Natal Department of Basic Education are faced with a major problem in terms of getting essential educational documents to assist in curriculum delivery. Through the study findings, it is revealed that teachers feel the need for Education department intervention as they are struggling with the essential teaching resources and they resort to going out of their way to access them. According to the Minister of Basic Education (2000), the textbooks in the South African education system play a significant role and this is due to the issue of not having enough resources in the South Africa. Thus, textbooks are probably the largest resource that helps with the ongoing teaching and learning process and they are certainly available in most schools. Literature by the Minister of Basic Education (2000) is in line with the finding seeing that Business Studies teachers are then forced to make use of the textbooks available to them in the classroom for teaching and learning to be able to proceed. Alternatively, seeing the great need for assistance for other improved Business Studies educational resources, teachers have no choice but to gain means of accessing other learning teaching support materials. Teachers responses revealed that these learning-teaching support materials (LTSM) greatly help the Business Studies teachers in the instruction process and the learners in their learning process, together with the textbooks available. Although the Department of Basic Education Business Studies CAPS document is an important document in the process of teaching and learning as it guides the process, the same applies to LTSMs.

Learning-teaching support materials are very important components in the success of the teaching and learning process. Findings revealed that LTSMs play the role of guiding, supporting and directing the Business Studies teacher when preparing for lessons and even during delivery and the learners when learning the subject content and reference purposes. In this regard, textbooks together with the other educational resources are a reflection of the reform of the curriculum and should be aligned with the curriculum requirements in terms of content. The everyday teacher's planning and teaching is made tranquil by means of sequential and easy to follow pace content offered in the educational resources of which textbooks are part (DoE, 2011). DoE (2011) is in line with the study findings, which revealed that these Business Studies textbooks are very helpful concerning examples of obstacles, informal daily teaching and learning activities and recommendations for prescribed tasks. Given the dominant influence held by the LTSMs used in school Business Studies classrooms, teachers stressed the need for extensive examination of the quality of textbooks. The main focus of the examination is based on textbooks, as textbooks are the mostly available resource in the classroom that assist in driving teaching and learning. Textbooks are the first helping hand to students in receiving the relevant and related information and topic content according to the curriculum (Ödün, 2013).

5.3 GUIDANCE AND SUPPORT PROVIDED BY THE TEXTBOOKS IN LEARNING NEW KNOWLEDGE

As the most widely used educational resource, textbooks are responsible for the delivery of quality lessons and they serve a purpose in initiation, planning, support and assessment (Rottensteiner, 2010). Another finding of the research revealed that Business Studies textbooks provide the guidance and support needed for learning new knowledge.

Findings revealed that Business Studies teachers regard to textbooks as very important when it comes to teaching Grade 12 learners new complex concepts and terminologies. Through findings it is revealed that the more the Business Studies grades escalate, the more the complex concepts, terminologies escalate, and this is when the textbooks come in. Business Studies teachers stress that textbooks assist greatly in the teaching and learning of these concepts and terminologies. Further, the definitions of the new concepts and terminologies are presented very well in many Business Studies textbooks, on the glossary page as well as on every page that contains those new concepts or terminologies. A great impact has been seen of textbooks on classroom work and this has resulted in textbooks being the sole backbone of teaching

(Tornroos, 2005; Kajander & Lovric, 2009). In line with various authors (Tornroos, 2005; Kajander & Lovric, 2009), findings revealed that the basic resource for teaching and learning is the textbooks and they aim at simplifying the instruction through teachers and students' understanding of the subject.

The simplifying of the subject instruction is both beneficial to the teachers who work to clearly deliver the subject content and to the learners who are to learn the subject. Teachers revealed that textbooks then take on the responsibility of assisting in simplifying the Business Studies subject content through means of clearly defining new concepts and terminologies. Yang and Sianturi (2017, p. 3831) suggest that for the support system of teachers, learners and education, "textbooks constitute an integral element of education". In line with Yang and Sianturi (2017), the findings revealed that the use of a variety of Business Studies textbooks with the aim of looking for the definition of new concepts and terminologies, goes a long way in terms of helping with mainly understanding and comprehending the content covered in the Business Studies Grade 12 classroom. Further, these textbooks help with understanding the assessment task leading to using the examination paper as they have a huge chance of using those concepts and terminologies in them. The joyful comment by teachers that they are happy that one of the good features of the writers of the Business Studies textbooks is the manner in which they have tried to explain new concepts and terminologies clearly, is noted. Most considered Business Studies concepts and terminologies to be well explained. Authors of these Business Studies textbooks have tried to incorporate a variety of strategies to help guide and assist teachers and learners, especially learners with all learning barriers, to be able to learn new knowledge successfully. Furthermore, teachers also noted that the introduction of new concepts and terminologies is well presented in the form of key word boxes, which contain new words and their definitions according to the page where they first appear.

Revealed in the findings is that together with both the clarity of new Business Studies concepts and terminologies and Business Studies content presented in Grade 12 prescribed textbooks, both the teacher and the learners can have positive progression in the classroom. Teachers have further shown that the content, description of new Business Studies terminologies and the old terminologies, can differ from textbook to textbook and to a greater extent, even in other Business Studies educational resources. The only resources that are presented to them in the classroom and that seem to be effective, are the textbooks (Paxton, 1992). Literature by Paxton (1992) is in line with the findings, and evident in the effective way these different Business

Studies resources are laid out, where it is visible that they are not the same and the level of difficulty within the content information is positioned in not the same way. Having different views, teachers noted, plays a good role in perceiving and taking the most effective information presented. Learners are seen to perform much better and are able to gain confidence during the teaching and learning process. Yang and Sianturi (2017) believes in the influence of what topics are presented in Business Studies textbooks and how are these topics developed, as factors. The study findings are in line with Yang and Sianturi (2017), as it is revealed that the improved understanding among learners of the content presented in the Business Studies textbooks emanates from the strategies of defining certain concepts and terminologies which might seem difficult to learners in the textbooks.

According to Sunday (2014), desirable teaching and learning outcomes through textbooks is revealed to be possible. This is through the relevant features in Business Studies textbooks, making them somewhat suitable and adequate. Teachers revealed that learners in their Business Studies classroom find it very difficult to comprehend new information, content and concepts because of their language barriers. Also, what is revealed by the findings, is that these Business Studies learners come from different backgrounds and so the learning pace and grasping of educational information will differ from learner to learner. In line with Sunday (2014) findings, it is possible for teachers to adjust teaching and learning outcomes to accommodate all learners. Business Studies teachers are tasked with the task of considering the different learners' backgrounds when teaching and then incorporate the great relevant features for clarity of concepts and terminologies. Moreover, teachers believe that if one incorporates the learners' background, language barriers and different educational resources with different approaches of defining new concepts, the teaching and learning process would be a smooth process altogether. The findings revealed that it is, however, going to be problematic to use learners' environmental experiences and knowledge, as Business Studies requires knowledge that is ever-shifting and improving.

More findings reveal that it is important to bear in mind that Business Studies, just like other Commerce subjects, has its own language that needs to be utilised for the successful delivery and grasp of the Business Studies subject. Textbooks offer the appropriate use of language and the structure of sentences and further allow for students to remain eager to actively participate in the learning process and research (Ödün, 2013). In line with Odun (2013), findings of the study revealed is that teachers have an extra task to take on in ensuring that learners do

understand the language that is spoken in the Business Studies classroom through textbook use. Further, it is revealed that to help Business Studies learners to understand such words and language, teachers need to use scenarios from learners' experience, scenarios that learners will be able to comprehend. Importantly, Business Studies teachers themselves have to be skilled enough to align the learners' background understanding and the language understanding to move from the normal background of the learner to whatever is expected from the Business Studies CAPS document.

Teachers perceived the prescribed Business Studies textbooks as being of a good standard in terms of accommodating learners' own background and experience. Teachers indicated that these textbooks do give learners the opportunity of drawing from their own experiences as some tasks require learners to go out and investigate or engage in research in their community. The textbook should have connections between instructional strategies, and assessment should be meaningful and consistent with the assessment strategies for the subject or course (Minister of Education, 2006). The connection is clearly visible through the instruction laid out in the textbook for learners to go out investigate based on a Business Studies topic in their community. Learners are given a task of going out to their communities to conduct interviews, survey or even observations, which equip them with entrepreneurship knowledge they need in their future in the business world.

It is revealed that through the use of prescribed Business Studies Grade 12 textbooks, teachers are able to be guided in terms of prior knowledge. Most of the Business Studies textbooks have a good way of introducing prior knowledge to learners to help them understand the new content that is going to be taught in that specific lesson. It is important to be transparent when dealing with educational material so the teachers and learners can engage with authentic information of the world. Textbooks are interpreted and adapted in many different ways, which can affect the teachers and learners' thinking, positively or negatively (Mahmood, 2009). Learners are therefore affected positively with the introducing of new content starting off with prior knowledge. According to teachers, learners are more focused with clarity and understanding of information found in the content of Business Studies textbooks, which are used in classroom. Recapping based on the previous work helps understanding some of the mistakes that happened so they can correctly engage with the next set of work. Further, when learners understand the content delivered by the teachers better, they are able to contribute positively to the lesson.

However, according to findings, it is not necessary to draw prior information from previous chapters, as some chapters are not linked but stand alone.

In terms of the linguistic style and tone of the textbooks prescribed for Business Studies Grade 12, teachers revealed that the textbooks are standardised and appropriate for the Grade 12 learners. While other teacher participants are positive about the standardisation of the textbooks used in their Business Studies classroom, other participants voiced their concerns the language and tone used in some textbooks. They mentioned that they seem not to cater for first additional English language speakers. The textbook writer/s of some of these textbooks did not bear in mind that these textbooks will not be used by only first language speaker groups but many different language speakers. Thus, Johansson (2003) notes that this is a key element for understanding material organized for learners and intended to be used by learners. Textbooks are regarded as the most effective tool in curriculum and support assessment delivery. It is indicated by the findings that appropriate pacing and weighting of content, teachers' lesson assistance, year planning and the insurance of curriculum content and assessment coverage are to be safeguarded through textbooks. Appropriate lessons do occur in classroom because of the textbooks that deliver appropriate content information, appropriate Business Studies language, tone and pacing. In Business Studies textbooks, business language is placed in a position where it would be understandable to learners at the level of Grade 12.

Teachers suggested that for more effectiveness on the clarity of content and new concepts, textbooks should display a clearer version of pictures and illustrations. These will be able to catch the learners' attention whilst teaching them and enable the learners to grasp content well. Pictures have the ability of telling people a lot of what people cannot comprehend when reading words, so they are very important as teaching and learning elements and needs to be included in textbooks sufficiently. Many of the learners are best at communicating using pictures and they need to be accommodated in textbooks, which does not really happen effectively most of the time in Business Studies textbooks. According to Basturkmen (2010), textbooks can disadvantage learners because there might be too much emphasis on one or supplementary characteristics of language and not sufficient emphasis on others, or it they do not contain all that is wanted by the teachers to be included. Basturkmen further states that the activities, visuals, readings, etc. presented in the textbooks might be uninteresting to the readers and users. In line with Baskurkmen (2010), findings revealed that Business Studies textbooks used in many of the Grade 12 classrooms are not interesting. The use of Business Studies visuals is

suggested by the teachers; they should be of good quality (colourful and clear enough), where it will be able to assist the needs of learners adequately.

5.4 GUIDANCE AND SUPPORT PROVIDED BY THE TEXTBOOKS IN TERMS OF ASSESSMENT TASKS

More study findings revealed that teachers were not satisfied with the guidance and support provided by the Business Studies textbooks in terms of assessment tasks. There are a variety of assessment tasks presented in the Business Studies textbooks used in schools, both formal and informal, verbal and practical assessment. As the mostly used educational resource, textbooks are expected to provide assessment tasks of good quality (Rottensteiner, 2010). In line with literature by Rottensteiner (2010), study findings indicated that assessment tasks presented in the Business Studies textbooks used in schools are to have different cognitive levels. Teachers expressed concerns based on the cognitive challenge found in a number of activities and examination practices in the textbooks, which are very low. Teachers also indicated that many learners are usually required to understand and remember information in those activities found in Business Studies textbooks, whereas in the examination papers, there are questions requiring them to analyse, evaluate and interpret information to answer certain questions. In the examination papers, learners are required to tackle critically high order questions, whereas the examination practices found in Grade 12 Business Studies textbooks contain low order questions.

The teachers' concerns were mainly based on the fact that learners are only exposed to rudimentary case studies, scenarios and questions from content information. Business Studies as a subject, with the help of the textbooks, ensures that learners are exposed to the five essentials of this subject (CAPS, 2011). The high-quality textbook features offered by Business Studies textbooks allows for the acquisition and application of essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments. Study findings revealed are not in line with CAPS (2011), as the terminology and the questioning strategies used in the examination papers are different from the activities and exam exemplars that are found in the textbooks. Hence, they are partly aligned in terms of topics but not really aligned in terms of the way examination papers are set. Other steps and procedures are to be undertaken to manage such problems. Teachers indicated that they prefer to use examination guidelines to get guidance on the type of questions that would be ask from each topic.

With the indication from teachers based on the issue of questioning in assessment tasks presented in Business Studies textbooks as well as the questioning in examination, teachers revealed a central suggestion to look into more than one educational resource. It is best teachers and learners work with all the appropriate Business Studies educational materials used to set the examination papers in order for learners to successfully achieve the quality education they need; they will also be able to tackle examination papers of any kind. Teachers went on to express how textbooks are under-rated as compared to their usefulness in the education system. Textbooks are revealed as being the main educational document mostly available in almost all the classroom settings. Teachers also indicated that textbooks are the main document that drive successful teaching and learning in the Business Studies classroom. According to Sunday (2014, p.140), “[The] textbook as an instructional tool is unique among all other instructional media due to possession of certain characteristics”. In line with Sunday (2014), study findings revealed that textbooks are regarded as being very durable, they are permanent and not fleeting, they are moveable resources and they do not rely mainly on electricity or automatic tricks to be used. Teachers indicated that the purpose of textbooks here is not just to have books in our classroom for spare time reading; they are to educate our learners about the current curriculum and past essentials, with the inclusion of profound words from the writers. Further, it is indicated through findings that textbooks should be there to assist learners to be critical thinkers in preparation for examination papers. Moreover, with the information presented in textbooks, they guide both the teacher in teaching learners essay writing, for example, and learners in preparing them for essay writing, which will then prepare them for the examination paper.

Findings also revealed that Business Studies textbooks do not prepare learners to face examinations and enable them to tackle examination papers because textbooks were written before the implementation of the Business Studies CAPS document and they are outdated: they do not have recent information on the subject. According to Aggarwal (2001), when the selection of textbook content is undertaken, the content must be relevant; it should have adequate coverage of the content, adequate content of each topic, authentic content, up-to date content, integrated content and content linked with real life situations. This finding of the study is not in line with Aggarwal (2001), as the Business Studies textbooks used in schools do not contain up-to-date content in terms of guiding and preparing learners for examination papers. Examination papers are guided by the Business Studies CAPS document and the examination guideline. Crawford (2003) argues that textbooks as part of teaching and learning materials

available and also have a more in-depth purpose rather than just singling out facts. The Business Studies textbooks thereby have an in-depth purpose of fulfilling the role to adequately prepare learners through equal distribution of cognitive level demand in activities for examination. This is, however, not fully possible, as teachers mentioned that textbooks are outdated but examination papers are based on current curriculum content. As a result, Business Studies teachers resorted to using past year examination papers guided by the examination guideline to help prepare learners for examinations.

The use of past examination papers is very important, as it serves as a guide to both the teacher and the learners. Although the examination papers change from time to time, the structure of the examination paper does not change and that is where findings revealed that the teacher and learners should pay more attention to when engaging with those past year papers in conjunction with the Business Studies textbooks. “The poor quality of textbooks is a major factor of students’ low achievement in external examinations” (Oakes & Saunders, 2002, p.3). Having to work with the past examination papers as teachers and learners, allows them opportunity to experience how it is to tackle an examination paper and to understand what is expected of them to pass the examination. Past examination papers do not only serve in terms of passing the examination but for teachers and learners to also be knowledgeable regarding the Business Studies content to focus on in the course of the year. Literature by Oakes and Saunders (2002) is in line with the study findings that Business Studies textbooks are of poor quality when it comes to preparing learners for examination.

While other teachers indicated that they are not fully pleased with the assistance from Business Studies textbooks in guiding them to prepare learners for examination, other teachers had something positive to say about textbook contribution in terms of preparing learners for examination. These Business Studies teachers indicated that some textbooks used in their schools are the same textbooks used in other provinces. According to Pingel (1999), the standard sources of formal study information as teaching and learning instruments and for the subject at large, are textbooks. In creating an effective learning environment for learners and an effective teaching environment for teachers, it is revealed that textbooks are regarded as one of the many essential teaching resources from which educational information can be drawn and guidance and alignment acquired. These findings are in line with Pingel (1999), where Business Studies textbooks serve as a standard source for formal educational information. With the aim of creating a common external examination paper set for different provinces depending on the

head of Department agreement, it was revealed that the examination guideline, the annual teaching plan and some of the relevant textbooks used in schools, are utilised to create the external examination papers.

The relevant school-based assessment tasks in the Business Studies textbooks used in schools were found to be very useful by some teachers in conjunction with other educational resources and departmental documents. Teachers revealed that the departmental documents such as the Business Studies CAPS document, annual teaching plan, examination guideline, and prescribed textbooks per school that are used in many schools are inter-related, and work hand in hand. Further indicated in the study findings is that these Business Studies textbooks available in schools interpret the others educational document and *vice versa*. Teachers mentioned that learners should be given enough opportunity to engage with the textbooks during teaching and learning as textbooks are the sole bearers of educational content. According to Bano (2005, p.5), “Textbooks are considered as the sole and legitimate source of knowledge both for students and teachers”. In line with the literature by Bano (2005), findings reveal that engaging with textbooks in the Business Studies classroom will give the learners flexibility to be exposed to not just what the teacher is saying about the topic and the assessment task, but to look into the content and other assessment tasks in different textbooks with different lenses. Achieving in terms of grasping and comprehending the Business Studies content delivered in the classroom, is indicated by teachers to have an impact on the learners’ improved understanding of questioning of assessment tasks in textbooks, which is somehow interlinked with the examination papers. Since assessment task differ from textbook to textbook, the study finding is that it is important for teachers to use different textbooks to be able to touch on different Business Studies domains to enrich the learners’ knowledge.

Teachers revealed that using a Business Studies textbooks only to prepare for examination papers is a waste of time, as learners and teachers cannot only rely on that information, but need to consult other resources, especially the examination guideline and the past year papers. Also, teachers indicated that it is essential for learners to be able to grasp knowledge they have been learning in the classroom in order to apply that knowledge in their assessment tasks and in preparing for their examination papers. Teachers’ responses further revealed that it is important that textbooks contain assessment tasks of different cognitive levels to accommodate all types of learners, low achievers, medium achievers and the high achievers. Yang and Sianturi (2017) state that it is therefore a crucial stage to consider from the examination, what

is important to include in the textbooks in terms of cognitive demand level requirements. Learners learn best by the act of practising something consistently, and the study findings are not in line with Yang and Sianturi (2017), as the Business Studies textbooks used do not contain a variety of assessment tasks with different cognitive levels. It was indicated by teachers that Business Studies learners are deprived of good practice for upcoming examination papers.

According to Mahmood (2009), materials should be of high quality. High quality educational resources are important to have as some teachers even go to the extent of even preparing their own assessment tasks to engage the learners. These self-created assessment tasks are to the benefit of a number of learners, as teachers meet for cluster meetings to discuss external examination papers when need be. External examination papers are those papers set outside the school; however, when learners are to engage in external examinations, teachers are prepared to go back and prepare their own learners through the knowledge and information gained in cluster meetings.

Another finding is that the Business Studies textbooks used by teachers have very limited activities to give learners an opportunity to review what they have learnt in terms of class work and homework. Findings further indicated that activities for homework and classwork are very scarce, to the point where teachers resort to consulting other relevant resources to give to learners, or even create their own activities and tasks. Teachers feel the need for more activities and tasks for homework and classroom in the Business Studies Grade 12 prescribed textbooks. Furthermore, findings revealed that teachers have noticed that the lack of activities and task is disadvantaging both the teacher and the learners. According to Basturkmen (2010), textbooks can disadvantage learners because there might be too much emphasis on one or supplementary characteristics of language and not sufficient emphasis on others, or they do not contain all that is wanted by the teachers. Basturkmen further states that the activities, visuals and readings, etc. presented in the textbooks might be uninteresting and limited to the readers and users. In line with Basturkmen (2010), it is revealed that the teachers are disadvantaged as there is more work to be done in terms of preparing more activities and task for everyday lessons, over and above the work load a teacher has. On the other hand, learners are disadvantaged because of the lack of assessment preparation through the absence of class and homework activities and tasks. This could possibly train learners for examination papers, and this, teachers pointed out, is a gap in these textbooks. The loophole noticed is that the textbooks used in Business Studies classroom are not aligned with examination papers. Teachers were concerned that what is

covered in the textbooks is not presented in the same way or in the same way of questioning in the examination papers. According to Graves (2000), the most commonly stated disadvantages of using only off-the-rack textbooks is that textbook content or illustrations may not be significant or applicable to the crowd of learners using it and they may not reflect the learners' requirements, since textbooks are frequently written for a worldwide point of view. Since textbooks are designed for the worldwide view, it would be then be very difficult to please a small group of learners looking for certain criteria.

The study findings revealed that it is important that the textbooks and other resources used in the classroom especially the Business Studies textbook, are "carefully examined for bias", which can hinder their journey towards being well educated about the world of Business (Pillay, 2017, p.64). Teachers proposed that lessons are to be carefully prepared, which is in line with Pillay (2017), she states that close attention must be paid to lesson planning. Teachers indicated that this can enable lessons with clear illustration and topics with explanation, clarity of information and content, and the use of different approaches for every lesson, to help accommodate all learners. The standard of the education system has a great chance of improvement if only teachers give themselves time to prepare lessons with all the learners' challenges in mind and to deliver the lessons through different approaches that would benefit all learners.

5.5 CONCLUSION

This chapter discussed findings on teachers' perceptions of the quality of Grade 12 Business Studies textbooks. Findings revealed that textbooks are helpful as an important resource for teaching and learning. Business Studies textbooks are seen as supplementary resources for other important educational resources, and textbooks are noted as being helpful in enhancing the learners' understanding of new content in Business Studies. Teachers saw textbooks as helpful in Business Studies in terms content coverage and alignment of curriculum, where textbook content is being aligned with the Business Studies CAPS document accurately. Business Studies textbooks serve as guide and support material in teaching and learning and are helpful in introducing new concepts and terminologies in Business Studies, as well as guiding and supporting Business Studies assessment tasks. The next chapter will present a summary, conclusion and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The core purpose of this study was to explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks. Prior to this chapter, the presentation of Chapter Four was discussed, under the three main themes. In Chapter Five, the findings of the study were discussed in relation to prevailing research on Business Studies Education textbooks, and their quality. As the concluding chapter of this study, the outline of the study and the summary of the findings are provided in this chapter, along with limitations of the study, recommendations for further research and concluding remarks.

6.2 OVERVIEW OF THE STUDY

Six chapters were used to present this research dissertation.

Chapter One delivered an alignment of the study which involved the introduction, background to the problem, the problem statement, research question/s, the aim and objective of the study, literature review and significance of the study.

The following key objectives were to be achieved:

1. To explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks, and
2. To determine why teachers' perceive the quality of Grade 12 Business Studies textbooks the way they do.

The research questions that regulated the study were as follows:

1. What are teachers' perceptions of the quality of Grade 12 Business Studies textbooks?
2. Why do teachers perceive the quality of Grade 12 Business Studies textbooks the way they do?

Chapter Two focused on the review of related literature based on the teacher's perceptions of the quality of Grade 12 Business Studies textbooks. The chapter began with discussing the importance and role of the textbooks in teaching and learning. Textbooks are viewed by Odun

(2013) as very important sources which assist learners in gaining relevant information about the topics from the curriculum content. Textbooks are further seen as being responsible for quality lesson and serves as support structures which guide in terms of assessment. As commonly used educational tools, textbooks play the role of being the primary vehicle for educational content knowledge delivery in many classroom settings. Textbooks are referred to as being a systematic publication of well-structured activities, information and background on the content to be taught in certain subject (DoE, 2014).

As the main used educational resource, textbooks are there to organize and deliver quality lessons in schools. Textbooks have both advantages and disadvantage. Some of the important advantages of using textbooks are that they provide one with additional and supporting educational resources such as visuals, videos, readings, activities, tasks, and illustrations that accommodate all learners. On the other hand, the major disadvantage noticeable is that textbooks are written with writer agendas and according to the economic demand at the time, so they may contain content and illustrations not relevant and significant or applicable to the crowd of learners using them.

The chapter further goes on to discuss the importance of textbooks in Business Studies. The subject Business Studies is a very demanding subject which also ever-changing. It is one of the twenty-nine FET subjects and falls with the Business, Commerce and Management studies. It deals with topics and content covering the business world. Just like other subjects, Business Studies has a variety of textbooks which contain business related educational content suitable for a certain group of learners. In using the Business Studies textbooks, it is expected that learners and teachers are exposed to five essentials of the subject. Through those essentials, it is hoped that learners are motivated in their journey into and around the business world.

Business Studies textbooks, just like other textbooks, have been a significant part of the teaching and learning of the subject for over many years in Western education (Mirkovic & Crawford, 2003; Nicholls, 2006). Textbooks are seen as the main variable that drives the process of teaching and learning in Education. The role that is played by Business Studies has a great impact in the South African and global business industry since it produces some of the best businesspersons. Furthermore, as a result of the heavy reliance of teachers on textbooks, they are seen as the most important teaching and learning material in the Business Studies classroom. The subject Business Studies is one that is inter-related and interlinked to other

subjects. Given the nature of Business Studies, teachers with the assistance of Business Studies textbooks can achieve the goal of producing strong business-minded grown-ups from learners.

The chapter went on to discuss teachers' perceptions on the quality of textbooks. Literature based on teachers' perceptions of the quality of Business Studies textbook is very scarce. However, there has been research that has been conducted based on the teachers' perceptions of the quality of the new expressive Arts textbooks in Malawi. The study revealed that teachers believed that quality textbooks have a great impact on quality education implementation in schools. Teachers also indicated that with the use of textbooks, time and money are saved and effective teaching is also achieved. Textbooks are seen to be very important teaching aids in the teaching process. According to (Bano, 2005 & Mahmood, 2009), textbooks are considered by teachers as the sole and legitimate source of knowledge and emphasise the significant role they play as the transporters of content knowledge. Evidence of the scarcity of literature based on the Business Studies teachers' perceptions of the quality of textbooks, is seen in the literature on Art.

Finally, this chapter discussed the study conceptual framework. The conceptual framework was developed by combining Aggarwal (2001), the South African Department of Basic Education framework for analysing textbooks and basic attributes of quality textbooks, as postulated by Abadzi (2006), for this study. Guidelines for evaluating the quality of textbooks were part of the conceptual framework. As per this framework, there are a number of features identified to declare the qualities of a textbook, namely, selection of content, organization of content, presentation of content, verbal communication (language) and visual communication (illustration). Therefore, this study declares quality textbooks as being user-friendly instructional materials, with appropriate level of language, and suitable for suggested teaching, learning and assessment methodologies and resources, with clear illustrations that have the ability to support the text.

Chapter Three focused on the research design and methodology of the study to address the research questions. In the pursuit of gaining an in-depth understanding of the teachers' perceptions of the quality of the prescribed Grade 12 Business Studies textbooks, I adopted an interpretive paradigm using a qualitative approach. This chapter also adopted the research strategy of a case study to help explore teachers' perceptions of quality Business Studies textbooks.

Data collection occurred through face-to-face interviews. The use of face-to-face interviews was complemented by the initial interviews, with the analysis instrument based on the conceptual framework. Teachers kept the analysis instrument based on the conceptual framework for two weeks as a guide and additional data for the study to investigate teachers' perceptions of the quality of the Grade 12 Business Studies prescribed textbooks.

The selection of the schools was conveniently chosen because of access to the schools, as I was a part-time student doing a full thesis as a full-time teacher. The selection of the teachers from each school was purposive as the results attainable from those teachers would be of particular structures which would enable detailed examination and understanding of the dominant research questions that the researcher anticipated.

The transcribing of interviews was done to analyse and interpret data and together identify emerging themes. The analysis instrument based on the conceptual framework were utilised as an enhancement to the interviews. Ethical considerations and trustworthiness of the research were also observed.

Chapter Four presented the research findings for this study. This was in the form of key themes based on the teachers' perceptions of the quality of Grade 12 Business Studies textbooks. The key themes which emerged in the data in this study were as follows:

- Alignment of Business Studies textbooks with the curriculum.
- Guidance and support provided by the textbooks in learning new knowledge.
- Guidance and support provided by textbooks in terms of assessment tasks.

The findings of this study revealed that although there are mostly points of agreement among the perceptions of teachers, there were slight differences, as a result of the working environment, the type of learners teachers work with and the prescribed textbooks available to them.

Chapter Five presented a detailed discussion of findings of the study. The chapter discussed each of the three themes highlighted in Chapter Four and supported the findings with prevailing literature and a conceptual framework.

6.3 SUMMARY OF THE FINDINGS

In this section, the summary of the study findings will be presented under the relevant research objectives. The presentation of the summary of the findings will be according to the emerged themes that will be used to subsequently draw conclusions from and propose recommendations.

The findings are presented according to the study objectives:

1. To explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks, and
2. To determine why teachers' perceive the quality of Grade 12 Business Studies textbooks the way they do.

6.3.1 Objectives of the study are to:

To explore teachers' perceptions of the quality of Grade 12 Business Studies textbooks, and to determine why teachers perceive the quality of Grade 12 Business Studies textbooks the way they do.

The main questions were: What are teachers' perceptions of the quality of Grade 12 Business Studies textbooks? Why do teachers perceive the quality of Grade 12 Business Studies textbooks the way they do? The main purpose of this section is to point out the key findings of the study in relation to the research questions.

6.3.1.1 Alignment of Business Studies textbooks with the curriculum

The study findings revealed that Business Studies textbooks are determined as being of good quality, resulting from their alignment with the curriculum. Teachers pointed out that Business Studies used in schools are very valuable to both the teacher and learners as they guide curriculum content delivery. The study findings revealed that the Business Studies textbooks are well aligned with Business Studies CAPS. The available content presented in the Business Studies textbooks is found to be useful to both the teacher and the learners. Teachers can make use of the textbook for prior knowledge and can relate learners' daily experience with the content presented in these Business Studies textbooks. The use of some inadequate and irrelevant content presented in textbooks; forces teachers make use of other relevant

educational resources. Furthermore, Business Studies textbooks used in classroom are seen not to be preparing learners for examination in terms of the assessment task practices available to them. The findings revealed that Business Studies textbooks are very beneficial in that they prepare the Grade 12 Business Studies learners for the business world.

6.3.1.2 Guidance and support provided by the textbooks in learning new knowledge

The study findings revealed that the Business Studies textbooks guides and support teachers enormously when planning and delivering lessons to learners. Many Business Studies textbooks assist in the important aspects such as key word boxes and glossary pages for concepts and its definitions. Revealed in the findings is that some Business Studies textbooks lack guidance and support for learners and teachers. Some of these textbooks have no clear indication of the manner in which teachers can track down content coverage; however, teachers tick of topics after sections are completed to help them track topic content coverage.

6.3.1.3 Guidance and support provided by textbooks in terms of assessment tasks

The findings revealed that there is a lack of adequate activities and tasks in some of the Business Studies textbooks. The lack of activities requires teachers to make use of other educational support material to assist them in accessing activities for learners. In terms of the cognitive level of difficulty, findings revealed that the standard of activities presented in Business Studies do not tie with those of external examination papers. Textbooks lack in the number of activities for classwork and homework. In some of the Business Studies textbooks, the structure and sequence do not follow that of the Business Studies CAPS document. Finally, the findings revealed that changes in the examination papers are not depicted in the Business Studies textbooks used in schools.

6.3.2 Challenges in Business Studies textbooks that hindered the teaching and learning process

Although findings revealed that Business Studies textbooks are beneficial to teachers and learners in the teaching and learning process, teachers raised frequent challenges that present hindrances in curriculum delivery. Frequent challenges that are faced by teachers are that of lack of appropriate assessment task which will be able to prepare learners for examination, outdated information presented in the Business Studies textbooks as they were published some few years back and insufficient content that learners can relate to. Because of these hindrances, some research objectives were not sufficiently met.

6.3.3 Suggested ways to overcome the challenges of using prescribed Business Studies textbooks

Concurrently, while teachers voiced out some of the challenges of using of the shelf Business Studies textbooks, they also suggested constructive ways of effectively dealing with the challenges they face in their classrooms. Teachers resort in making use of other relevant learning and teaching support materials such as annual teaching plan, examination guideline and some other sufficient resources (recent books, articles, poster, and pictures) from the library.

6.4 LIMITATIONS OF THE STUDY

The research scope was limited to only five schools from the number of schools in the Pinetown district KwaZulu-Natal, five Grade 12 Business Studies teachers and the use of a single methodology. This limited the findings of the research study as the perceptions of other Business Studies teachers were not acknowledged and other data collection methods were not exercised. Time constraints of the school day may have played a negative part in gaining research data, as teachers are pressured to get through their annual teaching plan.

6.5 RECOMMENDATIONS

This section indicates some of the recommendations that could be applied to bridge the gaps that were identified in the study.

According to the Business Studies CAPS document (2011), the selection of textbooks to be used in given classroom should be placed in the hands of the teachers. This study revealed that teachers are deprived the opportunity of selecting relevant textbooks they can use for quality teaching and learning to go on. Rather, the Business Studies textbooks were either selected and prescribed by the Department of Basic Education, the school principals, the commerce HOD or even suggested at cluster meetings.

Study findings revealed that some of the textbooks contain insufficient content to successfully go through the teaching and learning process. The writers of the Business Studies textbooks are to be very vigilant when developing the textbooks as they are seen as the main instructional tool that drives the teaching and learning process. Further, the study findings revealed that the content presented in these Business Studies textbooks is outdated. The insufficient and outdated

content therefore causes hindrances in the process of teaching and learning. The Department of Basic Education therefore has the responsibility of thoroughly evaluating the prescribed Business Studies textbooks before assigning them to schools.

If there are any changes to the subject, the textbooks are expected to be updated given that Business Studies is an ever-changing subject. Basturkmen (2010) suggests that the activities, visuals, and readings presented in the textbooks might be uninteresting to the readers and users. It is important for Business Studies textbooks to be able to catch the attention of the users as part of assisting and supporting teachers in the teaching process.

The findings revealed that Business Studies textbooks contain outdated, insufficient content; limited activities and mostly low order levels of difficulty in assessment, which do not prepare learners for external examination. The textbook authors together with the DBE have the task of addressing those loopholes in the upcoming textbook editions.

6.6 RECOMMENDATIONS FOR FURTHER STUDIES

The following recommendations are made with regard to future research:

Further research is much needed given that the focus of this study was based only on teachers. Teachers' perceptions of the quality of Business Studies were explored; however, it is not only the teachers who use these textbooks but also the learners. There is a great need to also explore the learners' perceptions of Business Studies textbooks. In addition, further research has to focus on learners' perceptions of the quality of these Business Studies textbooks used in schools, as they are the main recipients.

6.7 CONCLUSION

The study focused on exploring Business Studies teachers' perceptions of the quality of the Grade 12 prescribed Business Studies textbooks.

Fundamentally, this study findings revealed the perceptions of Business Studies teachers based on the quality of the Grade 12 Business Studies teachers. Although the findings revealed that the Business Studies textbooks are of good quality in terms of content alignment, clarity of topics and new concepts, and the foundation to be used in the business world post Grade 12, content coverage is problematic. Some textbooks do not give learners the opportunity to enhance their Business Studies knowledge.

Further findings suggest that some of the Business Studies textbooks fail in following the sequence and structure of the Business Studies CAPS and so some textbooks lack guidance and support in the regard. The Business Studies textbooks are seen to be doing a great job in introducing each topic and chapter adequately. Findings revealed that there are some unpleasing aspects such the lack of support in adequately preparing learners from examination paper; the lack in accommodating all types of learners with learning barriers, and the lack in adequate distribution of cognitive level demand among assessment task question. Although there are some of the bad qualities, the teachers try to overcome these problems in the prescribed Business Studies textbooks. They improvise and use alternative methods of teaching effectively in their Business Studies classroom for the benefit of all learners.

In addressing the gaps that emerged from this research findings, Business Studies textbooks can gain the status of being high quality textbooks and can satisfy the needs of the teachers in terms of their teaching process.

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APPENDIX A: Ethical Clearance



29 May 2018

Ms Motsilisi Mulebueng Molutsokane (211526541)
School of Education
Edgewood Campus

Dear Mr Molutsokane,

Protocol reference number: HSS/0349/018M

Project Title: A case study of the teachers' perceptions of the quality of the Grade 12 CAPS prescribed Business Studies textbooks

Approval Notification – Expedited Application

In response to your application received 20 April 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

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

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

Yours faithfully

Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr JC Ngwenya
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3567/6350/4357 Facsimile: +27 (0) 31 260 4809 Email: xtmbao@ukzn.ac.za / ksm@ukzn.ac.za / mbuno@ukzn.ac.za

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APPENDIX B: Permission from the KwaZulu Natal Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:214/8/1534

Ms M.M Molutsoane

20 Rockgem Gardens, Rockford
Phoenix
Durban 4068

Dear Ms Molutsoane

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "A CASE OF THE TEACHERS PERCEPTIONS OF THE QUALITY OF THE GRADE 12 CAPS PRECIBED BUSINESS STUDIES TECTBOOKS", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 23 May 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EV Nzama
Head of Department: Education
Date: 23 May 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1200 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
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APPENDIX C: Letter to the principal: Permission to conduct research.



University of KwaZulu-Natal
Edgewood Campus
School of Education
Commence Studies
Ashwood
3605

12 February 2019

Dear Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Motsilisi Mulebueng Molutsoane whom is conducting a research as a requirement of the University of KwaZulu-Natal towards my Masters of Education degree. The title of the research study '**Exploring teachers' perceptions of the quality of textbooks: A case of grade 12 CAPS-prescribed Business Studies textbooks**'. My study seeks to extend the frontier of knowledge by providing insightful information and supplement to existing literature on the paucity of literature on teachers' perceptions of the quality of textbooks. Therefore, I would like to use your school as one of the research sites, and this letter intends to request your permission.

Please be informed that teachers' participation in the research is voluntary. Teachers will not be under any circumstances forced to disclose what they do not want to reveal. Teachers can withdraw from the research process at any time and the decision will not disadvantage the participant. Their identity will not be disclosed in the dissertation. Their names and the school will not be disclosed at any point during or after the study. Throughout the research process as well as in the reporting of the findings their anonymity and confidentiality is secured. The information obtained will strictly be used for research purposes and will be used with the strictest confidentiality. The data will only be used for research purposes and it will be secured.

For more information and questions about the study, you may contact the research supervisor

Dr J Ngwenya on the following details: ngwenyaj@ukzn.ac.za; Telephone: +27 31 260 3621.

Your approval will be highly appreciated.

Yours in Education

Ms. M.M Molutsoane

Email: molutsoanem4@gmail.com / 211526541@stu.ukzn.ac.za

Cell: 073 399 8199

APPENDIX D: Letter to teachers: Request for participant.



Dear Participant

REQUEST FOR PARTICIPATION IN THE RESEARCH

Motsilisi Mulebueng Molutsoane

University of KwaZulu-Natal

Edgewood Campus

School of Education

Commence Studies

Ashwood

3605

12 February 2019

I am Motsilisi Mulebueng Molutsoane whom is conducting a research as a requirement of the University of KwaZulu-Natal towards my Masters of Education degree. The title of the research study is **‘Exploring teachers’ perceptions of the quality of textbooks: A case of grade 12 CAPS-prescribed Business Studies textbooks’**. My study seeks to extend the frontier of knowledge by providing insightful information and supplement to existing literature on the paucity of literature on teachers’ perceptions of the quality of textbooks. Therefore, I would like you to be part of this research as a participant and this letter intends to request your permission.

Please be informed that your participation in the research is voluntary, you may withdraw from the research process at any time should you not feel comfortable and the decision will not disadvantage you as the participant. You will not be under any circumstances forced to disclose what they do not want to reveal and your identity will not be disclosed in the dissertation. Moreover, your name and your school will not be disclosed at any point during or after the study. Throughout the research process as well as in the reporting of the findings your anonymity and confidentiality is secured. Additionally, the information obtained will strictly be used for research purposes and will be used with the strictest confidentiality. Lastly, the data will only be used for research purposes and it will be secured.

For more information and questions about the study, you may contact the research supervisor

Dr J Ngwenya on the following details: ngwenyaj@ukzn.ac.za; Telephone: +27 31 260 3621.

I hope this letter will find your positive consideration, thanking you in advance.

Yours in Education

Ms. M.M Molutsoane

Email: molutsoanem4@gmail.com / 211526541@stu.ukzn.ac.za

Cell: 073 399 8199

APPENDIX E: Informed consent of the teacher
School of Education, Social Science Cluster

College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus

Consent form

I _____ (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled '**Exploring teachers' perceptions of the quality of textbooks: A case of grade 12 CAPS-prescribed Business Studies textbooks**'. **I agree to participate in the study.** I am also fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I, therefore, understand the content of this letter fully and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

Signature

Date

School stamp

APPENDIX F: Interview schedule: Face to Face interview
SEMI-STRUCTURED INDIVIDUAL INTERVIEWS SCHEDULE

TOPIC: Exploring teachers' perceptions of the quality of textbooks: A case of Grade 12 CAPS-prescribed Business Studies textbooks.

IMPORTANCE OF TEXTBOOKS

- CAPS and DBE put a lot of emphasis on the use of textbooks in the teaching and learning, do you share the same sentiments with CAPS and DBE? Why?
- How many textbooks do you use?
- How did you choose the textbooks that you are using?
- Why did you choose to use these textbooks?
- Why do you think textbooks are important in the teaching and learning of Business Studies?
- How is the verbal and visual communication used in these textbooks?

CONTENT & CURRICULUM ALIGNMENT

- Given that Business Studies is not an easy subject in the University and in grade 12 and its aims at preparing learners for University. What is your view on this/these textbooks? Do they prepare learners to face University Business Studies?
- How does this textbook help learners to draw from their own experience?
- Can you teach using CAPS only without a textbook?
- How accurately is the content presented? Did you find any inaccuracies and misconceptions? If so, what are they?
- Is the textbook by itself enough to teach the topic effectively? Explain why.
- Does this textbook/s help you to cover all the topics CAPS requirements?
- Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. Do these textbooks help you to equip learners with these skills? How?
- How well is the content organized in terms of order of subtopics?

- Are the subtopics building up in terms of content development and cognitive levels? Explain how?
- Is the textbooks appropriately presented according to the CAPS document?
- What would you say is the appropriate presentation of content according the subject subtopics?
- Is the content covered in these textbooks the most recent information?

Vocabulary

- How does this textbook assist you with new concepts or new terminology that is used in Business Studies?
- Do these textbooks helps you to understand the changes that have happened in the examination papers?
- Are the examination papers set by the department aligned with what is in the textbooks?

PRESENTATION

Textbook structure

- How does this textbook helps you to know that you have covered everything that needs to be covered in a chapter?
- How do you know that this chapter requires you as the teacher to draw information from the previous chapter?
- Given that textbooks are different and they differ on how they classify their chapters. Some they say modules, others say, units and chapters. How does this help you in your teaching?
- What do you think about the linguistic style and tone of the textbook?
- Are these textbooks written in a language level of difficulty that is understandable to accommodate all learners?

LEARNING

Guidance and support

- How do you know that this topic or this information is important?

- How do you know how deep you have to go when you teach the topic?
- How do you use these textbooks to prepare (lessons, tests and examinations)?
- How does these textbooks help you to teach?
- What do you think about the visuals of the textbook? Are visuals compatible with the texts? Explain.
- Do you think you can use this textbook only without using any other LTSMs? Why?
- How do you introduce a new topic?
- How does this textbook help you when introducing new chapter?
- How well are the new Business Studies terms explained?

Tasks or Activities

- Do these textbooks allow you to prepare your learners for external examination paper?
- Does this textbook have enough activities for homework and classwork?
- Are there different forms of assessment?
- How do you know that this task is difficult?
- What do you say about the cognitive levels of questions according to the Bloom's taxonomy? How well do questions assess learners' learning?

Miscellaneous

- How do you know that the information on this textbook is reliable? How?
- If you were to be asked to change anything in these textbooks what would you change or what would you remove or add?
- What are the subject advisors as government representatives saying about the loopholes noticeable in the textbooks used in schools?

APPENDIX G: Turnitin Report

0/2019

Turnitin

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1/57

APPENDIX H: Letter from the Editor

THE WRITING STUDIO

Writing and Editing Practice

Certificate 2019/8

TO WHOM IT MAY CONCERN

6 MAY 2019

This dissertation, entitled **EXPLORING TEACHERS' PERCEPTIONS OF THE QUALITY OF TEXTBOOKS: A CASE OF GRADE 12 CAPS-PRESCRIBED BUSINESS STUDIES TEXTBOOKS**, has been re-edited and reviewed to ensure technically accurate and contextually appropriate use of language for research at this level of study.

Yours sincerely

A handwritten signature in blue ink that reads "CM Israel". The signature is stylized with a long horizontal stroke at the bottom.

**CM ISRAEL, BA Hons (UDW) MA (UND) MA (US) PhD(UNH)
LANGUAGE EDITOR AND WRITING CONSULTANT
Connieisrael90@gmail.com Mobile 082 4988166**