



**EXPLORING TEACHERS' EXPERIENCES OF TEACHING
ACCOUNTING IN RURAL SCHOOLS: A CASE OF NOVICE
TEACHERS IN ZULULAND DISTRICT.**

By

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degree of Master of Education in Social Science in the School of Education.**

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DECLARATION

I, Solumuzi Pressure Ncama, declare that this research study titled "Exploring teachers' experiences of teaching Accounting in rural schools: A case of novice teachers in Zululand District" is my own original work unless otherwise indicated.

This research has not been previously submitted for any degree to any university.

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DEDICATION

I dedicate this study to my one and only little daughter, Ludumo Zekhethelo Sanotha MaBhusula. It is through her presence that I was inspired to keep focused on my research so I can leave her a mark.

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ABSTRACT

The public education sector in South Africa has experienced drastic changes. This includes curriculum changes and a shortage of both physical and human resources in most parts of our country. The implementation of the curriculum has been affected by various issues in both the urban and rural teaching context. Therefore, this study focuses on newly appointed Accounting teachers' experiences of teaching the Accounting curriculum in the rural context.

The main purpose of this study was to explore Accounting novice teachers' experiences of teaching the Accounting curriculum in three rural secondary schools in the Zululand district. This study employed the interpretive paradigm and a qualitative approach to obtain in-depth information about novice teachers' experiences. Purposive sampling was adopted in five Accounting novice teachers in Nongoma circuit currently teaching the Accounting Further Education and Training (FET) phase, who had less than five years of teaching experience. Semi-structured and focus group interviews were conducted with the teachers in their schools and all sessions were audio-taped. Thematical analysis was used to analyse the generated data, and themes were developed.

The findings revealed that Accounting novice teachers experienced various challenges linked to the implementation of the Accounting curriculum and the development of Accounting pre-service teachers. On one hand, the teachers reported problems such as inadequate teaching and learning resources, a lack of parental support, stereotypical views of Accounting, contextual limitations on assessment and teaching, learners' lack of adequate foundational knowledge, and language barriers in the Accounting classroom. These problems were linked to challenges deterring implementation of the curriculum as planned. Inadequate preparation of Accounting pre-service teachers, a lack of proper induction, lack of support and mentoring, and professional isolation were issues revealed by novice teachers.

This study therefore made some recommendations based on the findings. Novice teachers as innovative commerce teachers must work together with their schools to approach local businesses and relevant stakeholders for any possible support in respect of inadequate teaching and learning resources. Due to a shortage of human resources, the financial literacy in grades 8 and 9 in the Economics and Management

Sciences (EMS) subject must be taught by Accounting specialists to ensure that the Accounting part is well implemented. The Department of Education (DoE) must develop continuous programmes directed to novice teachers' development in the profession to increase the retention rate of teachers in a rural context. Also, principals in rural schools must be well trained and monitored whether they implement teacher developmental programmes in their schools.

LIST OF ACRONYMS

C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statement.
DBE	Department of Basic Education.
DHET	Department of Higher Education and Training
DoE	Department of Education
EMS	Economics and Management Sciences
FET	Further Education and Training
GET	General Education and Training
HI	Higher Institution
NCS	National Curriculum Statement
SMT	School Management Team

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION.

This study explores Accounting novice teachers' experiences of teaching Accounting in rural schools. The argument is that novice teachers face different challenges during their first year of professional teaching regarding their teaching and learning (Kim & Roth, 2011). The situation is even worse in the Accounting discipline, which has witnessed numerous curriculum changes. These changes require seasoned teachers to keep updated and be well informed of the new developments in the subject in terms of new content, teaching and assessment strategies. However, veteran teachers find it difficult to keep themselves aligned with these changes because of the lack of opportunities available for self-development, especially in the rural context of South Africa. Novice teachers are expected to rely on the seasoned teachers for support to help them adapt to the rural context. Much of the research has studied novice teachers from a general perspective; fewer studies address their experiences of teaching the curriculum as planned in their respective discipline. Therefore, this study tends to focus on the experiences of novice teachers in teaching Accounting in a rural school as this context has gained great attention after the increase of qualified teachers occupying teaching positions in rural context after the introduction of the Fundza Lushaka Bursary Scheme. The latter is a multiyear programme that promotes teaching in public schools. Recipients of the bursary are required to teach at a public school for the same number of years that they received the funding (Department of Education, 2004). The bursary was designed to redress the shortage of qualified teachers in South Africa, especially in rural areas. Therefore, the beneficiaries of the bursary are mandatorily placed in teaching positions in rural areas.

This chapter will depart from the discussion on the impact of the curriculum changes in Accounting and curriculum policy for Accounting in the context of South Africa. Then it will provide the background to this study and the rationale for conducting the study. The chapter will further introduce the problem statement that was formulated, the research questions the study aimed to address, as well as the aim and objectives. A brief explanation of the research methodology followed in conducting the study will

also be made in this chapter. The potential value of the study is also highlighted, and there is an elaboration of the ethical issues that were considered when the study was conducted.

1.2. BACKGROUND AND CONTEXT OF THE STUDY

Accounting as a subject is affected by changes in the discipline of Accounting and the international reporting standards that are in place to prepare learners for studies in higher education institutions (Ngwenya, 2016). These changes are evident in the recurring curriculum changes from the NATTED 550 to the National Curriculum Statement (NCS) in 2006 and then to the Curriculum and Assessment Policy Statement (CAPS) in 2012. These recurring policies have influenced so many aspects of the curriculum for Accounting in public schooling per se. In its entirety, the new curriculum policy statement for Accounting grade 10 to 12 has 72 topics, which signifies an increase of four topics from the late national curriculum (NCS). Individually, grade 10 content experienced the addition of two topics, while grade 11 experienced no change. Two topics were added to grade 12 content (DBE, 2011; DoE, 2003).

However, the implementation of the NCS resulted in a reconceptualisation and redesign of the subject Accounting. Reconceptualisation brought with its various implications for transforming teaching and assessment practices, as it required teachers to follow several new approaches to planning, teaching and assessment (Mokhele, 2012; Ngwenya, 2012). These changes include the broader expansion of the content, assessment strategies and teaching methodologies. Accounting experienced both a decrease and increase in its content coverage, with new topics added from the NCS to CAPS for grades 10 to 12. The topics that were introduced required learners to engage with financial information and to use their innovative and creative abilities (evaluate and create) to identify and provide solutions to various scenarios (Umalusi, 2015). In addition, the introduction of the new conceptual approach in the teaching of the subject resulted in new ways of facilitating learners' learning. The Accounting teachers involved had to adopt these new approaches in teaching and assessment of the subject. However, the literature shows that seasoned teachers Accounting are still not in sync with the changes, and struggle to implement them in class (Kwarteng, 2016; Ngwenya, 2016; Schreuder, 2014). These studies show that, although seasoned teachers know about the changes, their lack conceptual

understanding of the discipline of Accounting prevents them from implanting the curriculum as planned.

While even experienced teachers are struggling with changes and adaptations, on the other hand, novice teachers are expected to possess adequate content knowledge of the subject, as well as be able to adapt to curriculum changes. Although the teacher education programmes are expected to produce the 'complete' teacher who has the full range of competences of an expert professional teacher (Morrow, 2007), the diverse environments and school contexts are not sufficiently addressed within teacher education programmes. When novice teachers come to schools, they are exposed to a range of school realities they have never encountered before. This may impact negatively on their work.

It is problematic that novice teachers are positioned as qualified teachers who are required to take full ownership of their classrooms. Arends and Phurutse (2009) note that newly qualified teachers struggle to successfully implement the curriculum as planned due to numerous factors. For example, they lack adequate pedagogical knowledge and skills due to limited experience in teaching (Arends & Phurutse, 2009). Furthermore, teaching in rural and urban schools is not the same, with a high number of pre-service teachers exposed to the urban way of schooling. This therefore suggests that it is important for school seasoned teachers to gradually support novice teachers during this period. Feiman-Nemser (2001) says that proper mentorship and induction programmes will stimulate higher retention rates and concrete professional growth.

1.3. RURAL SCHOOLS/CONTEXT

To understand the term 'rural context' requires a separate definition of 'rural'. There is no single definition of the term 'rural' as context diversity characterises the term. The Rural Education Draft Policy (2017) defines 'rural' as settings that are sparsely populated and where agriculture is the major means of economic activity. Similarly, according to Anderson & Chang (2011) and Gagnon & Mattingly (2012), rural areas include all outside urbanised areas with a population of less than 2 500 that are classified as rural by Statistics South Africa. Therefore, characteristics such as a location and other filters can be used to strengthen the understanding of what a rural school is. Rural school refers to any public school situated on government land,

communal land or private land (primarily on farms and on church land); isolation and remoteness; and dispersed settlements. Additionally, other characteristics include school phase; various social and economic deprivation factors; poverty; distance from service/facilities and service delivery; the physical and cultural environment; and the size of the school (DBE, 2017). Therefore, in this study a rural context refers to scattered areas with high economic deprivation that leads to socio-economic issues which negatively affect society. Poverty and a high level of unemployment remain the major socio-economic issues impacting the system of schooling negatively as national service delivery is slow in these areas.

The major factors in rural areas include inadequate basic services; poor physical and infrastructural condition of schools; long distances to travel between the school and towns; poor quality of education in schools (Mandela Foundation, 2005). It becomes a difficult journey for the teacher transiting from a pre-service teaching to professional teaching, mostly to rural-based schools, as the rural context, according to DBE (2017), is characterised by various social and economic deprivation factors. These factors include poverty; distance from service/facilities and service delivery; the physical and cultural environment; and the size of the school.

According to du Plessis (2014), most rural school teachers reported that they had never used any form of technology in their school. South Africa's curriculum policy however encourages learner-centred teaching pedagogy, which is grounded on the principle of multiple use of teaching aids and teaching strategies, e.g. the use of computers/software (spreadsheets) to demonstrate the salaries and wages content for Grade 10 Accounting (CAPS, 2011). Du Plessis (2014) argues that rural schoolteachers are less likely to see district officials (subject advisers) visiting their schools. This indicates that teachers in rural schools do not receive the necessary support they need to ensure the curriculum is well implemented. School-based assistance is especially lacking in schools located in the rural areas. These factors are likely to influence the implementation of the curriculum as planned.

Compared to seasoned teachers who have the necessary experience in teaching in a rural context, novice teachers are expected to ensure the smooth running of the teaching and learning process. However, they are faced with an absence of the necessary teaching resources, poor school infrastructure, lower collegial support,

curriculum changes and challenges of access to technology (Mathis, 2003; Du Plessis, 2014; Caspersen & Raaen, 2014). This indicates that it is difficult for teachers to present the curriculum as planned under the context of rurality because this is not the case in urban schools. Furthermore, Kim and Roth (2011) argue that novice teachers experience much professional isolation, both psychological and emotional, and little or no support from their colleagues.

Novice teachers in these schools actually need more support compared to those teaching in urban areas. Seasoned teachers, including heads of departments are required to help newly qualified teachers adapt to their new situations, but they are also struggling with implementing the recurring changes in Accounting. As a result, novices are expected to devise coping strategies and to deal with the challenges they experience on their own regardless of their lack of experience and knowledge. Hence the purpose of this study is to explore the experiences of novice teachers in teaching the Accounting curriculum in a rural context.

1.4. RATIONALE OF THE STUDY.

I was enthusiastic to carry out this study for two main reasons, from a personal and professional point of view. Firstly, I am one of the many unemployed graduates in South Africa. I am a qualified Accounting and Business Management specialist who is currently unemployed due to a shortage of vacant teaching positions in my home province, KwaZulu-Natal (KZN). I have frequently noticed from casual chats with my former university mates that they encounter numerous challenges when teaching Accounting in their respective schools, especially the Fundza Lushaka Bursary Scheme recipients, who are tasked with teaching in deprived and far-flung areas of KZN. These newly graduated teachers receive different welcome depending which school they go to, as some school principals in rural areas believe in recruiting a potential teacher themselves. This is in opposition to the DoE teacher's recruitment drive, which prioritizes the placing of Fundza Lushaka Bursary Scheme recipients. Therefore, from this angle, I was keen to explore the experiences of these 'advantaged' newly graduated teachers teaching Accounting in rural schools. Specifically, I am interested in the challenges related to the teaching and learning of the Accounting curriculum in rural schools.

Secondly, through a thorough examination of the literature, it is evident that studies abound that have explored the notion of novice teachers (Hollins, 2011; Kidd, Brown & Fitzallen, 2015; Kim & Roth, 2011; Steyn, 2004). There is however a scarcity of studies on novice teachers' discipline related experiences during the context of curriculum changes, especially in Accounting. In addition, since the implementation of the NCS in the FET phase in 2006 and the revised curriculum (CAPS) in 2012 in South Africa, more studies have concentrated on novice teachers' experiences of teaching in general. However, this study offers a unique dimension as its focus is discipline related. The study's focus is on Accounting novice teachers' discipline related, i.e. novice Accounting teachers' discipline related experiences of teaching in the context of rural areas.

1.5. SIGNIFICANCE OF THE STUDY

The core of research is to find more new knowledge and add to the existing body of knowledge. Due to the paucity of literature on novice Accounting teachers, this study seeks to extend the frontier of knowledge by providing insightful information and supplementing existing literature. The findings of this study can contribute to the current literature in Accounting, therefore contributing to knowledge. It is hoped that this study is of value to Accounting teachers starting a professional teaching career in a rural context, and to other stakeholders who are interested in promoting the subject and are committed to its improvement. Moreover, this study is significant in that it will provide positive input to the body of knowledge on novice teachers' experiences of teaching the ever-changing Accounting curriculum in rural schools. The study is of value to the department of Basic Education and Higher Education in terms of understanding the challenges faced by novice teachers in rural schools.

The study can also help enlighten the curriculum designers about challenges faced by Accounting beginner teachers that may have translated into learners finding the subject difficult and losing interest in it. Moreover, the study will enable me to become more familiar with the subject and the discipline of Accounting at large, and achieve a greater understanding of how novice teachers experience their first years of teaching, particularly in a rural context since the researcher has no teaching experience. The findings will inform me about the reality facing newly graduated teachers in this context

and I would be able to attach meanings associated with their behaviours in the context they work in.

1.7. PROBLEM STATEMENT

Accounting as a subject is plagued with continuous curriculum changes due to the changes in the discipline of Accounting and the international reporting standards. As a result, seasoned teachers are expected to transform their teaching and assessment practices to be in line with the required changes (Mokhele, 2012). This expectation also applies to novice teachers. Becoming a teacher encompasses a transition from pre-service training to the teaching profession. Such a shift brings about a change in role orientation and an epistemological move from knowing about teaching to knowing how to teach while encountering the daily challenges of the school and classroom. As such when novice teachers come to schools, they are also expected to be familiar with the changes, and to implement them in class. Although beginner teachers lack adequate pedagogical knowledge and skills to teach, they are expected to teach to the same standard as experienced teachers. Novice teachers enter the profession with an academic theoretical knowledge but find it difficult to translate it into practice (Hollins, 2011). Novice teachers experience a complex transition from the teacher education institutions to life in a real classroom. Novice teachers are expected to process abstract theoretical knowledge they have acquired into concrete actions, a task that requires a deep understanding of and translation of knowing what and knowing how (Darling-Hammond & Richardson, 2009). Many novice teachers have pointed out that the theory learnt at is practically irrelevant in the real classroom setting (Hollins, 2011).

Challenges encountered by novice teachers are also evident in Accounting. Accounting novice teachers are expected to possess a variety of pedagogical and instructional strategies to implement curriculum changes. These teachers are also expected to have a good understanding of the context so that they can choose strategies that align with the environment. The situation is made worse when novice teachers are expected to cope with their discipline-related challenges within the context of rural schools. In rural schools, newly graduated teachers are introduced into a new environment they are not familiar with, and they are not prepared by the university to face it when entering the profession for the first time. Hence the study

sought to explore the experiences of novice teachers in teaching Accounting in a rural context. Therefore, I aim to explore the discipline-related challenges they encounter in schools and the strategies they devise to cope with these challenges in the rural context.

1.8. PURPOSE OF THE STUDY

The main purpose of this study was to understand the novice teachers' experiences of teaching the Accounting curriculum in rural schools in the Zululand District.

1.9. RESEARCH OBJECTIVES

- i. To explore novice teachers' experiences of teaching Accounting curriculum in rural schools in Zululand district.

1.10. RESEARCH QUESTIONS.

- i. What are novice teachers' experiences of teaching the Accounting curriculum in rural schools in the Zululand District?

1.11. OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

I conducted the study following the qualitative and interpretive research design because I wanted to understand the novice teachers' experiences of teaching Accounting in the rural context. In social science or socially related studies, a case study is regarded as one of several ways of doing research because its aim is to develop an understanding of human beings in a social context by interpreting their actions (Thomas, 2011). Therefore, the researcher adopted a single case study as they explored the experiences of novice teachers and the meanings attached to these experiences in a specific context. The data collection plan included semi-structured interviews and a focus group interview. Focus group interview played the role of supplementing the data generated from individual interviews. The researcher decided to make use of semi-structured interviews compared to structured interviews because of it is more flexible and allows both interviewer and interviewee to probe for more information (Silverman, 2000).

The study adopted a purposive sampling to select the sample size that would represent the overall population. This means that the researcher selected participants

according to specific characteristics that are common to help address the research questions. Participants were selected on the basis that they had less than five years of professional teaching experience or had previously taught the Accounting Grade 10 to 12 curriculum and are were employed by Nongoma circuit under Zululand district. This means that these teachers were able to provide the in-depth information required for the study (Cohen, Manion, & Morrison, 2011). Analysing the collected data from semi-structured and focus group interviews, I applied the process of thematic analysis. Emerging themes from the data were coded together, attached to meanings, represented, reported, interpreted, and finally validated for accuracy purposes.

The study considered various ethical concerns to ensure that the data and findings presented were reliable and valid. I made a point of ensuring that necessary measures were taken to ensure that the participants' identity, rights, and values were always protected. Also, that permission to conduct the study was obtained from relevant stakeholders, and ensuring honesty, integrity, and trustworthiness.

1.11. OVERVIEW OF THE STUDY

Chapter 2 presents the literature review and theoretical framework in detail. The literature discusses the key issues according to identified themes deemed relevant to the focus of the study. These include the definition of terms, mentoring and induction of novice teachers, curriculum policy for Accounting in South African schools, teachers' experiences of teaching in rural schools, novice teachers' experiences of teaching in rural schools, and novice teachers' experiences of teaching within their discipline in a rural context. The chapter also discusses and provides the relevance of the 'Kolb's Experiential Learning Theory' to the study.

In **Chapter 3** I present and provide justifications for the choice of methodology and data collection tools applied in the study. The research design included a qualitative approach, interpretive paradigm and case study research strategy. Face-to-face semi-structured and focus group interviews were used as methods of data generation. Included in the chapter is the discussion of sampling and data analysis strategy adopted. Last, is the concise discussion of ethics considered in this study.

The presentation and discussion and analysis of findings of the study are provided in **Chapter 4**. The key findings are discussed according to the following emerged themes: experiences related to the teaching of Accounting curriculum and experiences related to lack of support and development of preservice teachers.

Chapter 5 provides a discussion of findings in relation to critical research questions, the literature review and theoretical framework.

Chapter 6 provides a summary of the study, recommendations, and conclusions. Firstly, the brief overview of each chapter is provided, and secondly the summary of the main findings. Lastly, I provide recommendations and suggest possible future areas of research that can be considered as a result of the findings of this study.

1.12. CONCLUSION

This chapter offers a plan of my study. I started by introducing the background and context of the study. In that discussion I, include the purpose and focus, which was to explore the experiences of Accounting novice teachers teaching the Accounting curriculum in rural schools. The researcher presented the critical research questions and explained the rationale for conducting this research study. Lastly, I provided an overview of each of the chapters to follow. In the next chapter, the researcher discusses the literature review and theoretical framework.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. INTRODUCTION

The previous chapter outlined the background as well as the introduction of the study and pointed out the research focus and critical questions. This chapter presents a review of the literature related to the novice teachers and their experiences of teaching Accounting in the rural context. The chapter begins by providing the conceptions of novice teachers and the induction and mentoring offered to them. The second section is based on novice teachers' challenges and experiences of teaching, particularly experiences of teaching the Accounting curriculum. Finally, contextual challenges related to the teaching of Accounting are brought and discussed.

2.2. LITERATURE REVIEW

There is no single definition for a literature review as various scholars have adopted different meanings, e.g. Hart (2009); Whistler (2005); Hunt (2005) and Naoum (2007). According to Hart (2009), 'literature review' may be defined as a selection of research papers or documents that consist of information, ideas, data and evidence written from a different viewpoint but practically related to the phenomenon being studied. Therefore, this includes either published and unpublished available research papers or documents. Likewise, Hunt (2005) claims that this forms a search of available information which represents all the literature that might be found related to the researcher's topic of interest. In this regard, the researcher attempts to build his/her argument with other researchers' ideas.

The literature review provides an overview on how the topic is going to be studied in relation to the phenomenon being studied. Whistler (2005) literally compared the literature review to a vehicle used to identify the relevant readings already existing and the use of other peoples' arguments, and key theorists' perspectives that guide the researcher's focus and the analysis of his/her research. Similarly, the literature review also refers to the interrogation of sources that are engaged for the researcher to clearly understand the research problem (Mhlongo, 2013). Extensive reviewing of literature enables the researcher to notice what other scholars have discovered in their

investigations. Overall, it is all about finding “the political standpoints, the key theories, concepts and ideas and the main questions and problems that have been addressed to date, and how knowledge on the topic has been structured and organized” (Mhlongo, 2013, p. 17).

2.2.1. THE PURPOSE OF A LITERATURE REVIEW

According to Maree (2000), through engaging with different literature the researcher can describe or identify gaps in what has and has not been written on the topic of interest and describe what has been less attended to. Also, it helps in formulating research questions formulation based on the identified gaps and to identify flaws in methodological and contextual understanding. “By reviewing literature, the researcher can acknowledge what other writers have written about his/her research, to find out the strengths, weaknesses, gaps and silences. If there are weaknesses the research will strive to strengthen them, if there are gaps the researcher will work towards closing them and if there are silences it will help the researcher to amplify these” (Mhlongo, 2013, p. 18). Considering of the above statement, a literature review enabled me to discover an existing gap in the research area of novice teachers: I found that much studies have been done on novice at a general perspective concerning how they implement the curriculum as intended. Less research has been done on how novice teachers successfully implement the curriculum and challenging experiences, in the rural outskirts, areas where the number newly qualified teachers has substantially increase due to recent national teacher recruitment drive – placement of Fundza Lushaka Bursary holders. I also found that studies on how novice teachers experience the teaching of Accounting, and specifically how novice teachers implement the curriculum in rural schools, is under-researched compared to research done on how novice teacher’s experience their teaching in urban schools. Hence this study will work towards closing the gap exists literature, as supported by Mhlongo (2013). On the other hand, Randolph (2009) affirms that a literature review is helpful to the researcher as it helps him/her to become more familiar with a conversation in the subject area of interest. In this regard, the literature reviewed enabled me to understand what had been recorded as major challenging experiences that novice teachers face during the transition period to professional educator in both the international and local context.

2.2.2. THE LITERATURE REVIEW STRUCTURE OF THIS STUDY

It is evident from scholarship that researchers review literature differently and structure it in various ways to suit the purpose of the planned research at that time. I will therefore present the reviewed literature thematically. The presentation of literature through emerging themes enables one to trace the issues, connections, and the gaps that exist in the literature recorded by other scholars. Therefore, I will subdivide the literature review into themes that will emerge from the group of studies related to the novice teachers and curriculum implementation in public schools. However, the first point of departure would be to define the important terms involved in the study.

2.3. DEFINITION OF TERMS

2.3.1. Curriculum.

The word 'curriculum' is the English name derived from the Latin word '*currere*'. Ebert, and Bentley (2013) referred curriculum to any materials in place or means which is used for the purpose of achieving planned educational outcomes for students/learners in an institution. Su (2012) argues that 'curriculum' includes instructional practices, learning experiences, as well as performance assessments that are developed to bring out and evaluate the planned outcomes for learners in a particular course. This can be in the form of a written paper i.e. the syllabus. Additionally, curriculum is served in an educational programme of study and includes everything written down in an official document, imparted and assessed. It is the knowledge and skills that students are expected to learn as they progress through the school system. It is evident that scholars have different definitions, however similar and intertwined. Thus, for the purpose of this study, curriculum refers to the South African policy document for school subjects offered in public schools such, as Accounting. This means the curriculum specifies specific knowledge, skills, attitudes, and values that learners are expected to acquire from learning Accounting, as well as content, assessments, and teaching aids recommended for teaching in Accounting.

2.3.2. Intended curriculum.

Intended curriculum, according to Stabback, Male and Georgescu (2011), refers to a set of formal documents which outlines what education and society expect learners to

learn in a school or other educational institution. This may be in the form of knowledge, understanding, skills, values, and attitudes to be attained and developed by learners. Further, it demonstrates how learners will be assessed to measure outcomes, thus officially documented in curriculum framework/s or guides, syllabus, etc. Schubert (2010) argues that an intended curriculum is generally aimed at addressing certain issues at a global or national level, thus responds to what curriculum designers intended to address in the first place. However, in the South African context, the Curriculum and Assessment Policy Statement (CAPS), implemented in 2012, is a single comprehensive policy document developed for each subject listed in the National Curriculum Statement (NCS) from Grade R-12. This policy document officially replaced the Revised National Curriculum Statements (Grade R-9) implemented in 2002, and the National Curriculum Statements (Grade 10-12), which came into effect in 2004.

2.3.3. Implemented curriculum.

Implemented curriculum refers to actual teaching and learning activities take place in an institutional setting such as a school, this including an ongoing teacher-learner relationship, as well as among learners themselves. Most importantly, implemented curriculum represents how the planned/intended curriculum is made practical and actually delivered (Kridel, 2010). The implemented (enacted) curriculum is at the classroom level. Thus, it is the intention and objectives at the level of teacher and classroom activity. The implemented curriculum is interpreted by teachers and available to students. Implemented curriculum is also referred to as 'curriculum in action' or the 'taught curriculum' (Bediako, 2019).

2.4. UNDERSTANDING THE IMPACT OF CURRICULUM SHIFTS IN ACCOUNTING.

The curriculum shifts from the latest NCS to CAPS policy came with changes in the curriculum structure of school subjects; however, the Accounting curriculum did not experience major changes besides the addition of topics and a decrease in content coverage. Considering the focus of the study, current novice teachers of which some were exposed to both curriculum policies, it is important to highlight the effects of the curriculum changes on content coverage.

The changes affected the various grades differently. The grade 10 curriculum received two new topics: the addition of control accounts, reconciliation and interpretation of financial statements of a sole proprietorship. For these new topics in grade 11, the curriculum excluded one theory on Financial and Managerial Accounting. For grade 12, the addition of four topics is evident. The five new topics are cost concepts, company projected income statement, specific identification, company cash budget, and differences between company and CC. Most significantly is the change that came into effect regarding the control of companies as they are now controlled by a new Companies Act. This change brought a little attention in theorising how to deal with no share premium (shares of no-par value) and the buyback of shares using the weighted average price of share has changed. However, there is no major change regarding the registration of companies. Overall, these changes did not affect the number of topics, only specific content in some topics, and ensured that the content is in line with the changes being made.

2.5. UNDERSTANDING THE CURRENT CURRICULUM POLICY FOR ACCOUNTING.

Accounting is marked among critical subjects in the schooling pipeline of South Africa. According to Riahi-Belkaoui (2017), this subject deals with the recording, summarising, classification as well as interpretation of financial information to enhance users' decision making to it users. Similarly, "Accounting focuses on measuring performance, and processing and communicating financial information about economic sectors" (DBE, 2011, p. 8). The Accounting discipline strives to ensure that related principles, such as accountability, ethical behaviour and transparency, are always obeyed. Generally, Accounting ensure that important financial information is communicated to it users to make judgements in order to take an informed decision for an entity. Users of financial information may refer to investors, creditors, employees, government, owners, trade unions, etc., for informed decision making at the end of the specific period (Florin-Constantin, 2013). These users thus have various reasons that keep them interested in financial information.

The Accounting subject incorporates Accounting knowledge, skills and values that concentrate on the three aspects: the financial accounting, managerial accounting,

and auditing fields. Further, these fields cover a wide range of accounting concepts and skills to equip learners for a variety of career prospects (DBE, 2011).

Accounting curricula reflect the high standard of knowledge and skills required in the business world. Learners attending schools or residing in areas that are isolated from mainstream commercial activities, and therefore do not have ready access to these activities, might well lack the cultural capital and life experience to relate effectively to many topics in the Accounting curriculum. Many of these topics might well be foreign to them, for example, public companies and the role of the Johannesburg Securities Exchange.

2.6. CONCEPTUALISING NOVICE TEACHER.

2.6.1. What is a novice teacher?

Literature shows that 'novice', 'beginning', 'newly graduated', and 'newcomer' holds a similar meaning, defined in various ways. According to (Davis & Cearley-Key, 2016), a novice teacher refers to an educator who is in the first to third year of employment as a professional educator. Similarly, Semingson and Smith (2016) argued that a novice teacher is a professional teacher who has zero to three years of teaching experience; he/she is thus a new-comer in the teaching field. A certified/credentialed/licensed professional educator in his/her first years in the profession (Mulder, 2016). Fransson and Gustafsson (2008) affirm that the kind of concepts one chooses to use is in all probability a result of contextual, linguistic and ideological factors. Therefore, contextual and linguistical, novice teacher in this study refers to a teacher who is registered with the South African Council for Educators (SACE) and employed as a professional educator in his/her first three to five years of teaching in a South African government school.

2.7. NOVICE TEACHERS' KNOWLEDGE AND UNDERSTANDING.

2.7.1. Contextual knowledge.

The learning an individual has rooted in their context, and influenced by this context (Flores, 2001). Each contextual space is formed by various conditions, learning opportunities and social connections at different levels. It is the interplay between these elements within and across phases and spaces that enables or disables learning.

Novice teachers' knowledge of the teaching context is supported by Feiman-Nemser (2001), who claims that novice teachers need to learn about their larger community. Feiman-Nemser affirms the need for the establishment of working relationships between teachers and parents based on the learners and their education, and questions whether there are structures set up for teachers to communicate with parents, and the availability of community services and resources. This highlights the requirement for novice teachers to be well prepared to work in a culturally, heterogeneous environment. Hudson (2012) asserts that every school context is different as to its socio-economic status, geographical location, population and the school community culture and, therefore, advocates the need for assigned mentors who can assist novice teachers in adapting to the diverse school environments that they encounter.

The notion that novice teachers ought to be able to go smoothly through the socialisation process in schools that are "diverse cultural and social places" (Hoban, 2005, p.10) implies an expectation that the socio-cultural setting of the university should be in accordance with school cultures. Allen (2009) points out that university programmes cannot fully create an environment that truly compares with the reality of the actual workplace or full-time teaching. And neither should it be expected of universities to do so.

In the South African school context, there are many contextual factors that impact on teaching, namely, the effect of HIV and AIDS, poverty, unemployment, schools' lack of functioning, violence, and security issues (Morrow, 2007). Morrow affirms that, in South Africa, the work of a teacher in an efficient and functioning school is different from the work of a teacher in a barely functioning school.

Morrow (2007, p.83) argues that teacher education programmes are expected to produce "the 'complete' teacher who has the full range of competences of an expert professional schoolteacher". However, student teachers are mostly trained for a specific school phase or subject areas for a relatively stable schooling system. The range of school realities that impact on the work of a teacher are not stable (Morrow, 2007). Therefore, the varied conditions and contexts in schools are not and cannot adequately be addressed within teacher education programmes. Once in the field,

most teachers are placed in positions where they experience gaps and overwhelming challenges for which they are not necessarily trained (Morrow, 2007). Schools are expected to support Novice Teachers with their continued professional learning.

Carrim (2003) argues that often, teachers are expected to act as agents of change yet they become an agent to be changed within the school context. This also applies to the position of Novice Teachers. This shift occurs as prior developed educational conceptions are washed out on entering the school during teaching practice or as a Novice Teacher (Lewin, 2003). Korthagen (2010) highlights the extreme difficulty for a new individual to influence established patterns within a school. Fixed professional cultures often result in the deconstruction of Novice Teachers' underlying ideas about teaching (acquired as a student teacher) and reconstruction of new ideas on teaching for a specific school. Novice Teachers experience this contrived adaptation to established cultures as a key challenge (Scherff, 2008) as they must re-create their professional roles (Allen, 2009). They either adjust to such practices by following the group or they are forced into a position of isolation. Such complex realities inside the schools will not easily be altered, therefore student teachers need to be developed to deal effectively with such realities.

2.7.2. Content knowledge.

A lack of experience and knowledge causes a fear of incompetence and poor decision-making ability among novice teachers. Many novice teachers feel uncomfortable and avoid implementing interactive teaching strategies (Zinicola & Devlin-Sherer, 2003) and feel plagued by the amount and array of responsibilities that they are expected to fulfil at school (Flores, 2006). Arends and Phurutse (2009) maintain that researchers have recognised that what teachers know is one of the most important factors that influences school classrooms and learner performance.

Wang, Strong, and Odell (2004), in a study with novice teachers from the US and China, defined the three most pressing challenges that have emerged from the interactions and conversations between novice and mentor teachers as: teaching, subject matter, and students, or a combination of those three. The cases in US had a dominant focus on teaching and students, particularly individual students and their behaviours, whereas subject matter content or students' understanding of it received

little attention. The most striking finding was that the conversations focused mainly on teaching and students, especially individual students (90% in each case). In the Chinese cases, there was a strong focus on teaching and subject matter. To illustrate, while seven cases focused on the issues of teaching practice and lesson structure, three were about the subject matter or the students, but not individual students. These findings brought out the fact that the concerns of novice teachers might vary in different parts of the world, and probably in different parts of countries.

Kulka-Acevedo (2008) assessed the value of seven teacher preparation programmes to student learning. The hypothesis was that the graduates of traditional preparation programmes who have more mathematics courses will have distinctly higher rates of success among the students in their classrooms when compared to the graduates of alternate route programs who received fewer maths courses. All else being equal, teachers who took more hours of math content and received higher levels of exposure in maths education should have more knowledge in this area than their colleagues who did not attend a traditional teacher preparation programmes or had additional exposure to maths. It follows that better prepared teachers would have higher student achievement rates.

The result shows that teacher qualifications and content exposure can influence student accomplishment. Exposure is not an indication of the teachers' understanding and performance, so the study also added teachers' overall math content and maths education grade point averages (GPAs).

2.7.3. Pedagogical knowledge.

In South African contexts, research shows that some novice teachers' pedagogical knowledge has been acquired through correspondence programmes; therefore, most of their practical knowledge of teaching is gained only when they are at schools (Reeves & Robertson, 2010). As Hegarty (2000) put it, this is craft knowledge and encompasses expository skills, classroom management, questioning, and differentiation. Because teaching strategies and approaches must be observed from the practice of teachers, this craft knowledge is better understood in a context-specific situation. Pedagogical knowledge, however, is accumulated by each educator during the years in which the person is engaged in teacher education; the experiences vary.

Lee and Luft (2008) investigated experienced secondary science teachers serving as mentors to novice teachers and could show that these science teachers had a rich collection of elements and that these elements which translated to a well-organised conceptualisation of their pedagogical-content knowledge. Angell, Ryder, and Scott (2005) compared expert physics teachers with novices and found that the experts made more extensive connections between content knowledge and their broad set of pedagogical skills than the novice teachers.

Guerriero (2014) argue that general pedagogical knowledge is ultimately combined with personal pedagogical knowledge, which includes personal beliefs and perceptions about teaching. They claimed that the most important aspect of generic knowledge that impacts teaching is context-specific pedagogical knowledge. This is knowledge created through reflective, active processing and the integration of general pedagogical knowledge and personal pedagogical knowledge. In this sense, the teaching experience is seen as a critical aspect of pedagogical knowledge because the general pedagogical knowledge must apply to varied classroom situations where teachers perform practice.

2.8. INDUCTION AND MENTORING OF NOVICE TEACHERS.

2.8.1. Defining an induction.

The definition of concepts induction and mentoring is defined differently across the literature and interconnected; however, scholars share common ideas around the word. According to Dragomiroiu, Hurloiu, and Mihai (2014), induction is the process for welcoming newly recruited employees and supporting them to adjust to their new roles and working environments, hence starting a new job can be a stressful experience and new employees need help to settle in. Yet, Salau, Falola, and Akinbode (2014) avers an induction is the process a recruit goes through to be introduced to the company and their new role. This may include many things, not only meeting managers and colleagues, but also getting to know about the building and its layout, being trained in the use of phone and IT systems, and familiarisation with policies and procedures. However, in the context of this study it refers to a planned and continuous support programme specifically directed by experienced teachers to new teachers in the field. Dragomiroiu, et al., (2014) stated that induction programmes for new teachers play a vital role in the workplace as they reduce the feeling of loneliness

and uncertainty about the choice of the teaching profession in general. Similarly, Paula and Gr̄infelde (2018) asserted that novice teachers should be supported as expected in their new schools because of their vulnerability and high level of feeling unwelcome and frustrated by the new role. Dishena (2014) in his study asserts that the successful induction of new teachers in the profession enables them to adjust quickly to the school environment. Therefore, both the mentor (experienced teacher) and the mentee (novice teacher) should follow this developed guide to achieve the goal of helping the novice teacher to adjust to the new environment.

2.8.2. The induction of new teachers.

The entire induction programme is aimed at welcoming the new candidate in the workplace. During this stage, the new candidate is to be oriented towards the job profile and the company at large. According to Sharp (2007), new workers who are not oriented in their new jobs are three times more likely to quit as they experience intense feelings of insecurity and anxiety. Furthermore, this phase of the induction programme is important as studies about the challenges experienced by new teachers reveal that a lack of proper induction results in “frustration and feelings of failure as a result of, amongst others, feelings of isolation; a poor understanding of what is expected of them; a heavy workload and extra assignments that they are unprepared to handle” (De Jong, 2012, p. 98). Thus, induction/orientation programmes play a large role in making a new candidate feel at home and welcomed in the new environment and reduce the feeling of isolation and anxiety as he/she mostly feels like a stranger.

The orientation guide for new teachers in South Africa suggests that a new teacher should be immediately oriented as soon as he/she occupies a teaching position, and this programme should be in place for the entire year because new teachers are not entering the profession at the same time. The orientation of a new teacher can take place at any time during the school day; however, it should not compromise the teaching time of the parties involved. As a result, the American Federation of Teachers (2001) recommended that new teachers and their mentors should have a reduced workload during this period. Furthermore, each school has the responsibility of developing their own guideline for delivering induction/orientation (DBE, 2009). The origin of schools has an impact on how each school addresses new teachers during orientation, hence it is acknowledged that the orientation programme aimed at

orientating the new teacher may differ from school to school. However, school safety; communication; school attendance; inclusive education and medical support; resources; professionalism; curriculum; and classroom management issues should be among the concerns to be addressed with a new teacher during the orientation/induction programme (DBE, 2009).

2.8.3. Novice teachers' experiences of an induction in schools.

The experiences of novice teachers of an induction have been covered by different authors and differ from context to context. The study conducted by Somdut (2012) in the South African rural context revealed that novice teachers reported that in their new school they assumed their teaching duties without any form of induction. They were not welcomed or introduced to the school learners, teachers and parents. Novice teachers in this study further revealed that the school management team (SMT) and the principal of the school did not initiate any kind of orientation/induction programme aimed at introducing them into the new environment.

2.8.4. Defining mentoring.

In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge (Hobson, Harris, Buckner-Manley, & Smith, 2012). Mentoring refers to a normal coaching session initiated by a veteran for a beginner and aimed at developing both personal and professional well-being (Van der Nest, 2012). As far as the education sphere is concerned, according to (Cullingford, 2016), mentoring is a process of combining a new teacher with an experienced teacher, who models a good teacher. Similarly, this is the interconnected process of support directed to beginner teachers. Amongst other things, the experienced teacher during this period normally provides guidance and advises on matters relating to teaching and learning (The Role of Teacher Mentoring in Educational Reform by Stan Koki). Furthermore, mentoring is synonymous with supervision of student teachers in teacher education training. Experienced teachers are referred to as mentors who voluntarily share their teaching expertise and experience with beginners, who are referred to as mentees (Nakkula & Harris, 2013). However, mentors should be supported as well with a developed programme aimed at training them to become good mentors as this process of mentoring is regarded as an effective method for supporting and socialising new

teachers in their new environment (Van der Nest, 2012). Therefore, the process of mentoring novice teachers should be in place to decrease the high rate of teacher retraction due to lack a of support.

2.8.5. Types of mentoring.

The process of mentoring can be divided into two independent types: formal and informal mentoring.

➤ Formal mentoring.

Formal mentoring is a planned supervision by the institution for two individuals, a newcomer and veteran in the workplace, with all the necessary tools to assist and guide the process (Hamburg, 2013). Similarly, according to Hamburg (2013), formal mentoring results from a situation where the organisation designs a mentoring and support plan aimed at assisting newcomers to settle into their new workplace. Formal mentoring should clearly set the purpose and have clear direction and guidelines. However, in the education context, mentoring is developed by the school and instituted by experienced teachers to novice teachers with the purpose of empowering their self-esteem and self-confidence (Fletcher, 2012). Experienced teachers play an integral part in this planned process and provide personal and professional support to novice teachers (Rikard & Banville, 2010). Since formal mentoring is planned and developed by the institution, it includes the third part, which deals with the evaluation of the programme and constantly adjusting or amending the programme if deemed necessary by the parties involved. McElroy (2012) argues that formal mentoring should make use of experienced teachers who, among other characteristics, have patience and caring for others. Ibrahim (2012) argues that mentors should portray traits such as being an expert in the field, a high level of honesty, personal continuous development, be hardworking, practice active listening and role modelling, as well as be passionate and care for others. Therefore, mentors and mentees should be compatibly matched to prevent dysfunctional mentor-mentee relationship (Msila, 2012).

➤ **Informal mentoring**

Informal mentoring occurs when a colleague voluntarily offers his/her knowledge and expertise to a newcomer without being formally assigned by relevant stakeholders i.e. the SMT or principal in the school (Mullen, 2012). The author further asserted that normally, the informal mentoring occurs as a result of friendships and other relationships with various interests. According to Hamburg (2013), informal mentoring naturally occurs as both the mentor and mentee can objectively approach each other for assistance and guidance, as it is not a formal programme developed to be implemented. Hochberg, Desimone, Porter, Polikoff, Schwartz & Johnson, (2015) concluded that in this relationship there are no goals set for later evaluation and it can exist for a long time as compared to a formal mentoring programme, which normally happens under strict restrictions and a stipulated timeframe. Furthermore, informal mentoring includes mentors sharing their expertise, knowledge and support relevant to mentees' new work or career (Horsfall, 2015).

2.8.6. Novice teachers' experiences of mentoring in schools.

Local research studies on novice teachers, particularly on mentoring, report dissimilar findings depending on the context of the investigation. Mentoring is essential for novice teachers' professional growth and personal development. However, in the investigation by Somdut (2012), novice teachers stated that their counterpart experienced teachers appeared reluctant to provide guidance and support as they gradually gave instructions but offered no follow-up to track and guide them towards an assigned task. Many novice teachers regard the teaching part to be the most challenging aspect of adapting to the profession. However, Somdut (2012) further revealed that novice teachers are not being supported by experienced teachers, as they often ignore their requests for help and do not share their expertise which may be helpful to effective teaching. Nakkula and Harris (2013) argue that formal mentoring without full mentor commitment decreased the positive experience between mentor and mentee (Kardos and Johnson, 2010). Novice teachers further revealed that they receive less or no support from their superiors to develop them as teachers who can successfully deal with classroom management issues, and therefore depend on the knowledge obtained from the teacher education.

In the school environment, novice teachers need support in three dimensions: professional knowledge and skills dimension, social dimension and personal dimension (Eisenschmidt, 2006). Professional dimension focuses on acquiring the teacher's role, self-confidence, professional skills and knowledge, as well as future professional development during the teaching career. Social dimension emphasizes the aim to help a teacher become a member of a school community. It promotes integration in a school and profession in general because the support that teacher receives develops understanding of the internal norms of a school, its values and, structure and norms. Within the framework of a personal dimension, novice teachers develop their professional identity and teaching approaches.

2.9. EXPERIENCES OF TEACHING IN A RURAL CONTEXT.

The experiences mostly faced by teachers employed in rural and urban areas are likely not similar as their environment and nature is widely different. Teachers' experiences in rural schools are affected the challenges facing schools under the context of rurality. Rural areas are characterised by various factors that negatively influence the delivery of quality education. Typically, rural areas are remote and relatively underdeveloped. As a result, "many rural communities and their schools are poor and disadvantaged, lacking basic infrastructure for sanitation, water, roads and other transport, electricity and information and communication technology" (Du Plessis, 2014, p. 1109). The socio-economic realities of rural areas put learners in rural schools at a disadvantage. Furthermore, Du Plessis and Mestry (2019) assert that rural schools are often plagued by educational problems such as (a) isolation from specialized services; (b) limited accessibility to quality staff, development and university services; (c) teacher shortages; and (d) decreasing enrolment, which leads to decreased funding. Therefore, the nature of rural schools contributes negatively to novice teachers' professional and personal development. Below are some of the challenges experienced by teachers in rural school.

2.9.1. Lack of teaching aids/ resources

"In general, the issue of resources, or lack of them, is frequently addressed as a concern of rural schools" (Preston, 2006, p. 30). Rural schools are often in need of the resources that are essential for effective teaching and learning. This includes limited textbooks and a lack of up-to-date computer programmes, updated laboratories, and

equipment such as photocopying machines, etc. These are some of the issues that are common within this context and directly impact the performance of learners. According to Makori and Onderi (2014), it is difficult to use different assessment strategies to assess students because of limited textbooks. For example, it is not fair to give regular homework as learners share textbooks in groups. John (2019) argued that as a result of insufficient laboratories and science equipment, it is difficult to conduct practical sessions for science learners. This therefore puts these learners at a disadvantage when it comes to the year-end assessment since examinations are nationalized. Du Plessis (2014) found that in some rural areas, schools have no science laboratories although they offer science subjects. One participant from that study stated that “none of our four neighborhood schools have a science laboratory, if you really want to demonstrate for your learners, you are compelled to borrow that equipment from schools in town – about 20-25 km away”. This therefore suggests that teachers in this context end up not following the national curriculum policy due to circumstances. Also, it shows that teachers indeed do make compromises to ensure that learners are not deprived of the opportunity to learn.

Government guiding policies such as CAPS and SASA advocate that teaching resources are a necessity for a child in any school. According to (DBE, 2011), it is one of the school’s responsibilities to provide basic resources for teaching, such as textbooks, calculators, stationery, and computers. Similarly, (DOE, 1996) outlines that in respect of teaching , and learning and support, “stationery and supplies; (ii) learning material; (iii) teaching material and equipment; science, technology, and mathematics and life sciences apparatus; (v) electronic equipment; and (vi) school furniture and other school equipment” should be available. However, literature continues to reveal that schools more especially in rural areas find it difficult to make such provision for various reasons. In addition to these challenges, (Du Plessis, 2014) assert that some rural schools encounter financial constraints as they are non-paying schools and government funding is inadequate to meet their needs. Thus, they cannot offer the required resources or material for teaching and learning purposes. State funding is school-dependent: schools are financially supported based on their enrolment. The lower the school enrolment, the less funding allocated, and vice versa. Furthermore, “poor funding in rural schools is one of the greatest challenges faced by rural education” (Du Plessis, 2014, p. 1114). Similarly, Boadu (2016) asserts that internal

funds are limited to support teaching and learning, as a result, some schools are unable to make the necessary teaching and learning material accessible to teachers and learners. Yet, the state is obliged to fund public schools from public incomes, and this should be done on an equitable basis to eradicate the imbalances of the past (DOE, 1996). Therefore, due to dominant factors troubling the rural context, most of the schools are in no position to maintain a good school enrolment in order to receive adequate funding. All this then puts learners in rural schools at a disadvantage compared to their counterparts in urban areas, who enjoy more benefits from the education system.

2.9.2. Professional Isolation

“Rural schools are less likely to be visited by district officials” (Du Plessis, 2014, p. 1113). This indicates that there is less official engagement between the two parties, which results in teachers being less dedicated to their jobs. Many teachers in rural-based schools report that they feel neglected by the education system since they face many challenges compared to urban-located schools which are visited more often by officials from the education department. It is also evident that teachers in rural schools are not supported in curriculum development by their district subject specialists; as a result, these teachers are demotivated in carrying out their duties effectively (Du Plessis, 2014). A participant in Du Plessis (2014) indicated “*We do not see subject specialists to assist out teachers*”, and that is “*why we experience a higher absenteeism in our rural areas because the atmosphere is more relaxed and visits by district is less frequent*” (Du Plessis, 2014, p. 1113). Furthermore, the lack of support to newly qualified teachers and lack of career development opportunities is noted in the context of rural schools (Du Plessis, 2014). Similarly, Hedges (2000) share the same sentiment that teachers in rural areas are less likely to have opportunities to engage in other professional development activities. Yet the school principal, together with the SMT and local districts, is responsible for the new teachers’ development programme according to the new teachers’ development guidelines within the education sector (DBE, 2011). Teachers, regardless of their workplaces, are supposed to be treated equally and enjoy the same incentives as they hold equal qualifications, but this often depends on the context of the environment one works in.

2.9.3. Work overload

Teachers in rural schools revealed that they experience the burden of work overload with regards to the curriculum. Literature has identified the shortage of teachers in rural areas as a major cause of existing teachers complaining about the workload in these areas (Masinire, 2015). The lack of resources was particularly acute in KZN's rural areas, where many high schools faced a teacher shortage, notably in specialist subjects such as science (du Plessis, & Mestry, 2019). The pass rate then suffers because teachers end up teaching subjects, they have not specialised in. Subsequently, there is a drop in the quality of lessons. Additionally, teachers experience work overload because rural schools find it difficult to attract good and suitable teachers, due to fewer financial resources available (Du Plessis, 2014). Other reasons for teachers' reluctance to teach in rural based schools are, the quality of accommodation, classroom facilities and, school resources and access to leisure activities (Du Plessis & Mestry, 2019). As a result of the context of rural schools, beginning teachers end up facing multiple roles: teaching, administration, mentoring, disciplinary, coordinating extra murals, etc. within their working environment (Esau, 2017). Learners' right to education is thereby jeopardised in rural schools due to the overload faced by teachers. At times the situation compels the educator to leave learners unattended when they have specialist workshops and training (Du Plessis, 2014). He further indicates that these strenuous demands seem to negatively impact teachers' time management, planning, and well-being; they become overwhelmed and overburdened, and this possibly leads to demotivation and burnout.

2.9.4. Incongruent curriculum

The department of higher education and training (DHET) curriculum has been criticized in the literature for not being flexible enough to cover all teaching contexts. Barley and Brigham (2008) argue that the then Bachelor of Education curriculum did not train students specifically to teach under the circumstances of the rural context. Even though the curriculum policy in South Africa has shifted from NCS to CAPS, current literature shows that there is still a gap between what is learnt in universities and the reality students face after graduation. Heeralal (2014) argues that teacher training institutions, have paid little or no attention to training teachers to teach in rural schools. Heeralal (2014) further argues that pre-service teachers were not given the opportunity to be exposed to teaching in rural schools during their teaching practice.

In addition, the curriculum content of the Bachelor of Education degree did not include aspects that relate to rural teaching, making it difficult for rural schools to retain teachers. Similarly, du Plessis and Mestry (2019) asserts that teachers in rural areas reported that the university did not prepare them for the rural context. This assertion was substantiated by the insufficiency of teaching resources, especially textbooks, and the fact that they were not trained on how to deal with the problems. For example, students are taught how to use PowerPoint presentation when teaching without considering that some part of rural schools lack basic resources and infrastructure such as electricity. While this type of knowledge is of benefit to a student who will work in urban schools, it leaves the rural teacher without the means to enhance teaching in the rural school. This disrupts teaching and learning the rural teacher has little nor no knowledge on how to deal with such challenges. It is also noted that novice teachers feel less comfortable to ask for assistance on how to conduct their lessons.

2.9.5. Lack of parental involvement and support

The literature notes that parents should be involved in the education of their children. Parental involvement in education is viewed as the support channel that involves parents directly in the education system. Parents can involve themselves in several ways: becoming a school board representative, concern about their children's academic performance, attending formal school meetings, and follow-ups with subject teachers to identify and understand the challenges facing their children (Hattie, 2013). Parental involvement further includes home-based education, where parents assist that their children and ensure they complete homework activities, update their workbooks, and develop their reading abilities (Hornby and Lafaele ,2011). Moreover, close contact between the school and the community in which the school operates is essential and plays a vital role. Parental involvement improves teacher performance. When parents have better communication with teachers, they learn to value the work and the challenges that teachers face, and this contributes to teachers feeling appreciated. It also helps the teachers to get to know their learners better, enabling them to teach in a more personalised and effective way (Sheldon, 2009). Moreover, according to the Centre for Child Well-Being (2010), parental involvement in the education of their children offers many opportunities for improvement and advances the children's morale, attitude, behaviour and social adjustment, as well as their

academic achievement across all subject areas. However, Sapungan and Sapungan (2014) argue that the most common challenges leading to poor parental involvement is a pessimistic attitude towards supporting the school where their children are enrolled, as well as a " we-don't-care-attitude " among parents. Additionally, Du Plessis (2014) state that in most rural areas, parents are facing socio-economic issues such as poverty and illiteracy, and as a result they are less able to be part of their children's education. Msomi (2019) argues that a lack of parental support negatively affects the implementation of the curriculum because it comes with numerous challenges. Most importantly, learners whose parents are not involved in their education are most likely to not do their homework or take part in school activities. Homework and daily practice play a vital role in learning Accounting. Similarly, parental involvement in education does not only include attending school meetings, but also checking homework and assignments, and helping children with them (Kgaffe, 2001). An educational policy of 2005 report showed that most parents in rural schools do not involve themselves in their children's education, rarely making themselves available for official school meetings or supporting learners with the necessary learning materials, etc.

2.10. NOVICE TEACHERS' EXPERIENCE OF TEACHING

A study conducted by Gavish and Friedman (2010) revealed that novice teachers experienced high levels of burnout as early as in the beginning of their first year of teaching; their perceptions of their work environment at the beginning and at the end of their first year significantly and meaningfully explained their sense of burnout. There are three variables that contribute to burnout at the beginning and at the end of the first year of teaching: (i) A lack of appreciation and professional recognition from students, (ii) A lack of appreciation and professional recognition from public, and (iii) A lack of a collaborative and supportive ambience. This clearly communicates how the challenges faced by newly graduated teachers in their new schools negatively impact the process of teaching and learning. The school organisational environment is revealed as one of the primary contributing factors to teacher burnout: therefore, collegial support and mentorship are essential to new teachers. Research on novice teachers reveals that the school context or the school's culture can either hinder or improve novice teachers' development. An unrewarding, conflict-ridden, ambivalent, and unsupportive environment is detrimental to teachers' well-being (Remillard,

2012). It is generally accepted that, anyone who is new in any environment must be properly mentored and guided, therefore if the environment is not welcoming to a new teacher, chances are high that they will face psychological or emotional fatigue (Groddard, O'Brien & Goddard, 2006). Dicke, et al. (2015) describe the difficulties faced by novice teachers as "reality shock", while Farrell (2016) opts for "transition shock". Additionally, most of novice teachers encounter classroom management and learner disciplinary challenge (Arends & Phurutse, 2009).

Kim & Roth (2011) indicate that novice teachers are faced with wide exposure and challenges; overload with co-workers, a new physical environment and new students and they struggle to make sense of all these factors at the outset of their career. Similarly, novice teachers experience challenges with school leadership and management. It is said that novice teachers have low status in their new schools, and this encourages senior managers to impose short deadlines on them and give them unreasonable timetables (Barton & Lerstik, 2004). Workload is frequently mentioned as a major challenge that novice teachers encounter in their early years of teaching. Novice teachers are physically, mentally, and emotionally fatigued from the demands of their work (Groddord, O'Brien & Goddard, 2006). Under such conditions the curriculum can be jeopardised because of the atmosphere that novice teachers work in during their first year of teaching. Within the new environment, novice teachers are criticised and isolated, not only physically but also psychologically (Flore, 2004; Kim & Roth, 2011). As a result, the opinions from a novice teacher are not given as much attention as their counterpart senior teachers. Therefore, from this perspective, it is practically difficult for novice teachers create effective teaching and learning conditions for their students as they are not supported and welcomed by the environment, which is new to them. Automatically, the implementation of the curriculum is negatively affected, and learners are central to this notion.

Furthermore, novice teachers have trouble adapting from being a student educator to be a newly qualified educator, which requires certain roles and responsibilities (Steyn, 2004). Further mentioned seven factors relating to difficulties faced by novice teachers: reality shock, weak knowledge and low skill base, expectations, isolation, classroom management, lack of resources and workload. Lack of resources is one practical example of the challenges that predominantly affect most teachers' effective teaching in rural schools, and more so novice teachers. However, research indicates

that well-structured mentoring and induction programmes promote higher retention rates and concrete professional development. Novices tend to exhibit positive attitudes, and greater confidence and self-esteem, thereby reducing feelings of isolation, and it is the best way of developing novice teachers (Feiman-Nemser, 2011; Steyn, 2004). Proper mentorship is therefore vital for novice teachers' development within the new school environment.

2.11. SUBJECT-RELATED EXPERIENCES OF NOVICE TEACHERS IN A RURAL CONTEXT

The understanding provided by the above discussion will enable us now to project the challenges that novice teachers are likely to experience in their respective discipline under the context of rural areas. Teachers' experiences in rural schools are associated with the challenges facing schools under the rural context. Rural areas are characterised by various factors that negatively influence the delivery of quality education. For example, according to Du Plessis (2014), these factors include poor basic infrastructure for sanitation, water, roads and other transport, electricity and information and communication technology. Du Plessis and Mestry (2019) assert that rural schools are often plagued with educational problems such as (a) isolation from specialised services; (b) limited accessibility to quality staff, development and university services; (c) teacher shortages; and (d) decreasing enrolment, which leads to decreased funding.

From the literature it is evident that rural schools are characterised by a lack of teaching resources (Preston, 2006). This suggests that novice teachers also find difficulties when teaching their respective subjects in this context. Cobbold and Oppong (2010) reveal that History novice teachers do not use recommended teaching resources when implementing the curriculum in schools for two reasons: either the resources available are not adequately for certain content to be taught, or they are not available at all. It must be noted that our curriculum policy stipulates /recommends which suitable resources can be used to effectively teach specific content in order to achieve a certain objective (DoE, 2011). Similarly, Boadu (2016) discovered that in Nigeria, teaching History is difficult due to a lack of essential teaching aids. Initially he discovered that most of their schools had ill-equipped libraries or history rooms, and very limited space to accommodate students. It is further noted that even though the school can provide learning supports such as textbooks, maps, charts, etc., such

support remains inadequate for effective teaching and learning to take place. Noteworthy is that, Maduane (2016) revealed that for learners to efficiently acquire Geography knowledge, textbooks should be present as they are the primary source of knowledge. Worth noting is that, the use of teaching aids or devices and techniques enhances the teaching and learning process and makes the lesson interesting and effective. This suggests that it is challenging for novice teachers to keep their learners interested in learning while being considerate of their socio-economic backgrounds.

Literature shows that novice teachers find it difficult to plan their lessons properly due to the standard of living within the communities they work in. This is justified by what du Plessis (2014) discovered to be a hindrance to teachers in rural schools, namely poverty, which indirectly affects the implementation of the curriculum as planned. For instance, the newspaper is one of the recommended resources to teach Salaries and Wages content in Accounting Grade 10 (CAPS, 2011). However, when there is poverty within the community, it affects learners' families and it is difficult for teachers to plan lessons based on using such resources because learners are not able to bring newspapers to school. As earlier noted by Wallin and Reimer (2008), the distance between schools and towns is a hindrance, affecting teachers as everyone in the community rarely goes to town. Under these conditions, novice teachers find it difficult to implement the curriculum in their respective discipline, as student learning is interconnected with proper teacher planning. Prior lesson preparation is therefore of high importance as it guides the teacher on what they want to deliver for the day as far as the curriculum document is concerned.

Also, studies show that novice teachers find it difficult to enhance their teaching through the multiple use of teaching aids such as PowerPoint presentations, the overhead project, etc. It worth noting that teaching aids, according to Nesab, Esmali & Sarem (2015), are an essential factor in any classroom setting: they assist learners in various ways as they present existing/new information in a new and exciting way which may relieve anxiety and decrease boredom. Yet our curriculum requires teachers to use diverse teaching aids in conjunction with teaching strategies. John (2019) revealed that teaching Physical Sciences in rural schools is very challenging as part of the content needs to be covered practically. In the absence of poor teaching aids such as test tubes, recommended to teach pure substances, elements and compounds in the Grade 10 physical science curriculum (DBE, 2011), it is difficult for

teachers to ensure that learners acquire knowledge. This may then have a negative impact upon learners' outcomes at the end of the year because they are tested in the same way regardless of each school or context.

Novice teachers face multiple challenges within their new work environment, and the literature reveals that this is often due to a learner-language barrier. Many novice teachers are therefore applying code-switching from English to vernacular languages. According to Dorasamy (2012), novice teachers encounter a huge challenge when teaching Geography using English as the medium of instruction (Mol) in rural schools. It is noteworthy that, Maduane (2016) argued that practising code-switching is a barrier to learning itself because it indirectly denies the second-language speakers the opportunity to understand specific-discipline knowledge and language usage. However, studies report that factors such Mol and parental involvement in child education are major contributing factors to the low level of English attainment of learners in rural schools (Hornby & Blackwell, 2018). Similarly, the use of English as Mol when teaching subjects such Mathematics, Life Sciences, Accounting, and Physical Sciences is problematic to learners who lack English proficiency (Foncha, Abongdia, & Mkhohlwa, 2016). They revealed that there are terms that cannot be transferred or said in their mother tongue (IsiZulu), and as a result learner lack conceptual understanding. This is a disadvantage during test and examination time. Although code-switching remains the option in rural schools, it is detrimental to learners at the same time since the recognised language of assessment is English.

Novice teachers also find it difficult to give effective feedback to learners on time when there they have poor dedication to school. According to Baher (2017), learners in rural schools are two times less likely to do their homework compared to urban school learners. There are various reasons that can be counted as hindrances to these learners, including their background of the learner. Noteworthy is that, effective feedback has been proved to be vital as it increases learning and improves student outcomes (Walvoord, Bardy, & Denton, 2007). They further assert that feedback plays a vital role in guiding students in a good learning direction and the achievement of set goals/targets of the lesson. Foncha, et al. (2016) say learners mostly do not attempt or do Mathematics homework because they believe the subject is difficult. As a result, teachers cannot effectively give feedback to learners to monitor their progress and plan for the next lesson. Other studies have founded that parental involvement in their

children's education contributes both positively and negatively to their children. According to Kgaffe (2001), two out of ten parents in rural schools check or assist their children with schoolwork such as homework, assignments, etc., or are involved in their education. This suggests that novice teachers will find it difficult to teach the curriculum as planned. CAPS outline that learners should be assessed to achieve specific subject objectives (CAPS, 2011). Also, it must be noted that these teachers have no experience in controlling classrooms, which includes disciplining learners, as noted by Kim and Roth (2011).

One study on Mathematic novice teachers revealed that they find learner-centred teaching difficult. This is highly influenced by their inability to discipline students, and learners' inability to follow explanations communicated in English. In this instance, the successful implementation of the curriculum is in danger as the teaching and learning process is ineffective due to ill-discipline of learners and their incompetency in English. Therefore, in the absence of proper mentoring and guidance from the school organisational environment, as novice teachers are at risk of not implementing the curriculum. Each lesson is disturbed in the case of ill-discipline as the teacher dedicates much of their time to trying to manage the classroom. Kozikoğlu and SENEMOĞLU (2018) notes that novice teachers initially focus on their ability to control the classroom and their supervisor's views of them as teachers and eventually move on to concerns about their learning, designing curriculums and finding effective teaching strategies and assessment techniques. Still, despite these factors, novice teachers do try to cope with the environment and improve the quality of education in rural areas.

The teacher training curriculum needs to be reviewed in order to include content that relates to and is relevant to rural issues and the dynamics of life in rural communities (Barely & Brigham, 2008). Pre-service teachers indicated that the present curriculum for the Bachelor of Education degree does not include modules relating specifically to teaching in rural schools.

2.12. THE EXISTIING GAP IN LITERATURE

To explore accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools, previous studies must be reviewed.

In a study, focused on teachers' experiences of teaching Grade 12 Accounting in the context of curriculum changes, Sithole (2019) employed interpretivist paradigm and qualitative approach to have in-depth information about teacher's experiences and purposively sampled five Accounting teachers in Umlazi district who were currently teaching Accounting in Grade 12, with a minimum experience of 10 years. Teachers were interviewed in their schools in semi-structured interviews that were audiotaped. Accounting teachers were enthusiastic about the new curriculum (CAPS) and were enthusiastic about implementing it, according to the findings.

The study by Ngwenya and Maistry (2012) aimed to learn more about accounting teachers' assessment experiences. Three seasoned accounting teachers' perceptions on formative assessment were explored using a qualitative research method with semi-structured interviews. The findings suggest that how Accounting is taught, learned, and assessed is influenced by the discipline's inherent characteristics as well as contextual constraints (particularly large class sizes in a rural South African context). The quality of engagement and feedback is limited because of these constraints.

In a study, Ngwenya (2019) used a qualitative case study design to understand about teachers' experiences giving feedback to accounting learners in rural schools in South Africa. Three accounting teachers teaching in the Further Education and Training Phase in one rural school were purposively selected. To get answers to the main research question, semi-structured interviews and lesson observations were used. The data was subjected to a thematic content analysis. The findings revealed that the contextual restrictions faced by accounting teachers in a rural school restrict the quality and timely supply of constructive and timely feedback. As a result, teachers must create their own feedback systems.

Ngwenya, Sithole, and Okoli (2020) conducted research on teachers' experiences teaching Accounting as a subject amid curriculum changes. The study used an interpretive qualitative case study method, with data collected from five accounting teachers through reflective journals and semi-structured interviews. The findings revealed that accounting teachers frequently struggle to teach new topics since students lacked the necessary background knowledge to learn Accounting in subsequent grades.

Mukeredzi (2016) presents the experiences and perspectives of 15 Bachelor of Education student teachers who participated in a four-week residential teaching practice in a rural South African setting while living alongside the community. Through this type of residential practicum in a rural setting, the researcher hoped to understand more about their experiences and perceptions of rural school teaching during their professional development. The data of pre-service teachers' shifting constructions of the usefulness of this rural residential practicum toward their knowledge of rurality, rural teaching, and rural life as they develop as teachers comes from their daily reflective journals and audio-taped collaborative reflection sessions. The research shows how exposure to rurality in teacher training fosters a better awareness of rural issues and pedagogy, dispels myths, and prejudices, and broadens students' career options in these settings, which may lead to a greater interest in country teaching.

Since there are limited studies done on novice teachers' experiences of teaching in rural schools this study will help fill and bridge the gap by showing accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools

2.13. THEORITICAL FRAMEWORK UNDERPINNING THIS STUDY

This study adopted Kolb's Experiential Learning Theory as a theoretical framework. The point of departure was to discuss the experiential theory as developed by David Kolb.

Kolb's Experiential Learning Theory, known as ELT, was developed in year 1938 and is generally based on perspectives that include experiences, perceptions, cognitions and behaviour. According Kolb (1984), experiences play a vital role in one's learning cycle. This theory posits that learners construct meanings about their living through experiencing things on their own. Experiential learning occurs in two dimensional understandings: cognitive to social and radical understanding. However, these depend on the nature of knowledge. Knowledge can be subjective or objective in terms of understanding its meaning. Cognitive understanding postulates that the understanding of knowledge is objective, and thus learners construct knowledge based on what they are exposed to in their daily lives. On the other hand, radical constructivism relies on subjective meaning which postulates that the construction of knowledge is based on the socially defined nature of that knowledge.

Kolb's ELT works on two distinctive levels: a four-cyclical model of learning and four separate learning styles. The four interconnected learning stages are as follows:

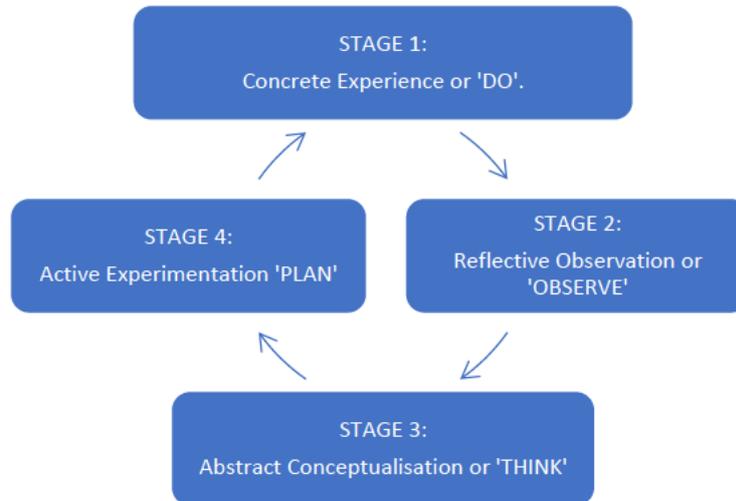


Figure 1: Theoretical Framework.

The foundation of the experiential learning theory is based on four phases, namely: action/doing, sensing, observing, reflecting, thinking, and finally planning. Each phase deals with a learning style. People vary in their learning styles and therefore will have different learning experiences (Sharlanova, 2004). The initial stage comprises the formation of new experiences or situations and the reinterpretation of experiences previously existing. The learner is believed to create the experience through his/her will, actively experimenting with or participating in the learning activity. It may be, for example, participation in lab session or field work. The second stage is the reflective observation stage, which includes the reaction of a learner consciously reflecting on the experience accumulated. This stage differentiates between any inconsistencies between experiences and understanding (Kolb & Kolb, 2005). It may also yield varied understandings based on individuals' perceptions of morals and values in respective societies. Stage three comprises abstract conceptualisation, where a learner tries to understand a model of what he observed. This stage requires the individual to modify or transform the experience or create one that is new in the context of teaching in rural schools (Kolb & Kolb, 2005). In the last stage, the learner tries to decide how to test a model or theory for upcoming experiences. Effective learning is seen when an individual progresses through a cycle of all four stages (Kolb & Kolb, 2005).

Because according to Kolb (1974), successful learning occurs when the four stages are executed, all stages are of paramount importance in the learning cycle. However, Kolb believed that people desired different learning styles, and as a result he set out the four distinct learning styles, which are based on the four-cyclical learning stage discussed above. The learning styles enable one to understand the conditions in which learners learn better. These learning styles are described as follows:

Diverging (feeling and watching)

These are individuals who rely on their personal characteristics to look at things from different perspectives. Sensitivity is among the characteristics: instead of doing, they choose to collect enough information to resolve any prevailing circumstance. Also, these people rely more on their imagination to solve problems. Overall, diverging people believe in collaborating with other people, allowing room for discussion, and listening with an open mind in return for active feedback.

Assimilating (watching and thinking)

The assimilating type of individuals are not interested in people; they are more comfortable with the creation of ideas and abstract conceptualisation, meaning they prefer reading and having adequate time to think through things. With that, these people prefer clear explanations above practical opportunity. Thus, assimilating people perform well at comprehending a wide range of information and shape it in a very clear and logical form.

Converging (doing and thinking)

These types of people can solve challenges by using their existing knowledge attained from learning. They are more interested in understanding technical aspects rather than people with their interpersonal aspects. People with this learning style prefer to experiment with new ideas, stimulate, and work with practical solutions. Therefore, they are more interested in technical tasks and problems than social or interpersonal issues.

Accommodating (doing and feeling)

These individuals are keen to take up new challenges and experiences to carry out plans. However, their main information source is other people's analysis, and they rely

on perceptions rather than logic. These people are reluctant to conduct their own analysis and instead rely on others for information. Therefore, they commonly act based on their instinct.

Since people are believed to learn differently depending on their preferred learning style, Kolb further submits three stages of individual development and suggests that these should be interlinked with the learning styles indicated above to improve as they go through their development stages. The initial stage of development is Acquisition, which refers to the period from birth to adolescence. The second stage refers to Specialisation, which speaks to personal development influenced by early work, schooling, and personal encounters of adulthood. In this stage, social and educational socialisation play a central role in forming an improvement of a learning style. Lastly, integration which involves an articulation of a non-prevailing learning style in work and individual life. This spans from mid-career to later life.

The implications of this theory to my study.

Kolb's ELT could be useful to novice teachers when planning their subject-based teaching and learning programmes. According to this theorist, flexibility is of paramount importance to teachers to ensure that the process of teaching and learning is powerful and effective. This means that novice teachers need to understand their learners better to ensure that the preferred learning method is appropriate for them. In this case, with the assistance of the mentor, novice teachers will observe (reflective stage), do, use their experiences (concrete stage) to think (abstract stage) to plan (active experiment stage) their work to improve their confidence and develop their flexibility.

Kolb argued that individual development plays a role in these learning styles. Thus, those novice teachers who are within their early years of professional teaching may prefer specialisation. So, when implementing the curriculum in their classrooms, they use their early work experiences, together with their personal experiences of adulthood. However, novice teachers who are mid-career in terms of life experiences, usually prefer an integration-based approach. So, when teaching, they will use their vast experience of what they have learnt early on in their careers, as well as personal experiences.

In the context of this research study, novice teachers are adults who possess less experience of professional teaching but have accumulated substantial relevant experience through teaching practices. Therefore, when mentoring begins, it is important for mentors to remember that they are mentoring people who have their own set of experiences. Beneficially, this process of mentoring will assist novice teachers to learn new things and have new experiences within the environment. New knowledge learnt will complement the existing knowledge to produce new teaching and learning knowledge. Thus, using what they already know from social experiences will enable them to learn better, which Kolb refers to as learning from the cognitive to the social continuum.

Novice teachers as well may learn through different learning styles, as Kolb indicated. Some novice teachers believe in collaboration, preferring to watch and listen with an open mind (diverging), while others may believe in solving problems using the problem itself (converging). Other novice teachers may prefer to work closely with their mentors to complete a task (accommodating), while still others may show more interest through explanations over abstract concepts (assimilating). Therefore, mentors should be aware of how each mentee progressively learns in the new environment to become an expert.

Furthermore, with the use of Kolb's ELT, mentor teachers should be provided to novice teachers to help them make the transition to professional practice. Mentors should meet with them on a regular basis for support, classroom observation feedback, and reflective discussions. These mentors can either be the bedrock of teaching and learning or just another group among several with whom these novice teachers contact, such as parents and department heads.

Kolb's theory is the combination of experience and reflection, which can be applied in innovative ways in the design of many different types of learning interventions. Kolb's ELT could be useful to novice teachers when planning their subject-based teaching and learning programmes. The theory would allow novice teachers to become well-versed in providing students with activities and developing lessons with explicit attention to the stages of the experiential learning cycle, ensuring that students are engaging in both grasping and transforming experiences. This would assist novice teachers in presenting experiences, assisting students in using those

experiences, establishing the learning environment, setting objectives' boundaries, sharing necessary information, supporting learners, ensuring physical and emotional safety, guiding reflection, and facilitating learning.

Kolb argued that individual development plays a role in these learning styles. This can be ensured by mentors to carve out time for novice teachers to engage in purposeful reflection. Because these activities take place in the workplace, they serve as the foundation for job-embedded professional and individual development and help teachers bridge the gap between theory and practice. As a foundation for developing effective teaching and learning practices, novice teachers must recognize their individual learning styles. When there is a significant mismatch between the learner's style and the teacher's approach, learning might suffer. Therefore, novice teachers get to understand their learners better to ensure that the preferred learning method is appropriate for them. In this case, with the assistance of the mentors provided to them, novice teachers will observe (reflective stage), use their experiences (concrete stage) to think (abstract stage) and to plan (active experiment stage) their work to improve their confidence and develop their flexibility.

2.13. CONCLUSION

For this chapter, the researcher consulted various scholars in reviewing the literature. This chapter departed by providing a structure. A thematic literature review was adopted for this study. This chapter then highlights the curriculum policy changes and the current curriculum policy for Accounting in schools. The literature reveals that the South African curriculum has been changing for various reasons, and the current policy for schools is the CAPS, introduced with the aim of providing quality teaching and learning. This chapter goes on to discuss experiences of novice teachers with regard to teaching and includes ordinary teachers due to the low availability of studies specifically on novice teachers. The literature shows that Accounting teachers experience more negative experiences than positive regarding implementation of the curriculum in schools. Issues such as lack of teaching and learning resources, lack of parental support, and a lack of induction and mentoring are among other challenges deterring the implementation of the Accounting curriculum. This chapter discusses the theoretical framework underpinning this study, and stresses that people have their own learning attached to their personalities or traits. The next chapter will discuss the methodology adopted in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The previous chapter engaged in detail with the relevant literature on novice teachers, particularly the experiences of teaching the Accounting curriculum in rural schools. This chapter aims to present the research design and methodology applied in this study to explore the experiences of novice teachers in teaching the Accounting curriculum in rural schools. The methodology enabled me to understand the challenges experienced by novice teachers in rural schools with specific to teaching of the Accounting curriculum. This chapter will in great detail discuss the adopted research approach, research paradigm, sampling strategy, and case study as a research strategy. It will also provide a brief location of the study and highlight the research site as labelled (school A, B & C). This will give readers a clear understanding of the context of the study. Data collection tools, issues of trustworthiness: transferability, credibility, dependability, and confirmability, together with ethical considerations will be fully discussed. Lastly, the chapter will present a description of data analysis, as well as the limitations of the study.

3.2. RESEARCH APPROACH

For various reasons this study adopted a qualitative design. which gave me a great opportunity to initially explore the research questions set through working with texts. This research approach helps us develop an understanding of the social world in which we live and reply to the question 'Why things are happening the way they are happening' (Hancock, Windridge & Ockleford, 2007). This means that qualitative researchers are more interested in developing explanations of social phenomena. Kielmann, Cataldo and Seeley (2012) share the same sentiment that qualitative researchers are regularly interested in making meaning of what they observe and hear in a specific context. Further they aver that their main aim is always explaining rather than describing, thus they rely more on the interpretive approach in building understanding. Kielmann, et al., (2012) believe that qualitative research is humanistic in nature, based on two perspectives: firstly, it is due to its focus, which is based on personal, subjective and experiential meaning: and secondly, it seeks to attach meanings to specific behaviours and how things are done in each context. Bertram

and Christiansen (2014); Cohen, Manion, and Morrison (2011) maintain that qualitative approach aims to collect verbal, textual, visual and observational data with the purpose of providing an in-depth understanding of actions and meanings. Therefore, this research design was appropriate for this study as I wanted to acquire a deeper understanding from the participants' point of view in relation to the underlying concern.

3.2.1. Characteristics of Qualitative Research

The qualitative design is characterised by the fact that the researcher is offered an opportunity to achieve primary data through a direct conversation with participants, either on a one-on-one interview or a group interview as it is based on people's everyday experience (Mohajan, 2018). In this study, I used semi-structured interviews as a direct conversation with participants to develop a clear understanding concerning opinions, experiences and feelings that shape their daily experiences of teaching in a rural context. Mohajan (2018) further avers that a researcher in a qualitative study must ensure that he/she goes to people (participants), the setting, field, and institutions to gain a true reflection of behaviour patterns in their natural setting. Thus, the researcher becomes the primary instrument for data collection and analysis. Likewise, the entire two weeks were spent in the field, exploring the three schools and the true reflection of the setting in which these schools are located. This enabled me to observe external factors that impact the experiences of the studied novice teachers in their schools in various ways. The understanding of participants' behaviours, experiences, and opinions was thus achieved through a thorough analysis of interview transcripts, which resulted to the formation of themes and reported findings of the study. worth noting is, that Mohajana (2018) stated that findings in a qualitative study are typically presented in these forms: "themes, categories, concepts, or tentative hypotheses or theories".

3.2.2. Advantages of Qualitative Research

There are benefits or advantages associated with the use of qualitative design across the field of research. Qualitative data are normally based on human experiences and observations; thus, such data are more truthful and reliable. This suggests that the more the researcher is close and involved, the more chances they will gain an insightful view of the field. This, in turn gives a researcher the opportunity to find issues

or concerns that are not scientifically discovered using positivistic studies (Mohajan, 2018). On the other hand, qualitative research design allows the use of multiple data collection tools, one or more data analysis strategies, and different theoretical frameworks that are aligned with qualitative research study (Patton, 2005). The qualitative tools to collect data in qualitative research include observations, semi-structured and structured interviews, and focus groups. Open-ended questions remain the main question structure, allowing a participant to respond using their own way and words compared to quantitative tools with a fixed response. Also, qualitative methods allow the researchers to be reflexive as much as they can, carefully listen to participants, and engage in conversation according to their personalities and styles (Mohajan, 2018). This process of engagement in qualitative research normally yields non-numerical data and, in most cases, produces text: however, sometimes it may be in the form of maps, pictures and audio and visual recordings (Kielmann, Cataldo & Seeley, 2012). Similarly, this study produced textual data from interview transcripts and properly read for analysis and reporting purposes.

3.2.3. Disadvantages of Qualitative Research

There are two major critics against this kind of research. The findings of qualitative study are not generalisable to a larger population because (1) the sample group is relatively small in a qualitative study as it requires a limited number of respondents, and (2) participants are normally not selected randomly (Hancock, Windridge, and Ockleford, 2007; Mohajan (2018). In social related studies, the purposive sample strategy is the most convenient and recommended one. In this instance, the researcher made use of four independent participants who were selected purposefully as they were declared to meet the developed criteria for the purpose of the study. Qualitative research is also criticised based on data analysis (Patton, 2005; Mohajan, 2018). Qualitative research mostly yields non-numerical data, which may be texts, and therefore, the proper analysis of textual data consumes a lot of time and cost effective as it does not only comprise the data but includes the process of transcribing, coding, and interpretation of data. This suggests that there must be a lengthy time for data collection, analysis, and interpretation. The focus of qualitative researchers often leaves out contextual sensitivities as they give more attention to meanings and

experiences. A researcher's involvement in data gathering can also influence the responses of participants.

3.3. RESEARCH PARADIGM

The study is located within the interpretive paradigm. The definition of a research paradigm varies according to different authors but almost all provide similar meaning. Research paradigms form part of research and introduction to theory, particularly for a research study (Neuman, 2006). "... a combination of one's theoretical framework and methodology" (Chowdhury, 2019, p. 102), researchers' independent view of the world (Bertram & Christiansen, 2014), and different ways of seeing the world (Msomi, 2015). Research paradigms are connected to four basic elements researchers must be fully aware of as they guide the study according to a chosen paradigm. These elements are epistemology, ontology, methodology and axiology, which constitute values and norms, beliefs, and assumptions that each paradigm embraces (Rehman & Alharthi, 2016). The basic assumption of the interpretive paradigm is that social reality is not singular or objective but is rather shaped by human experiences and social contexts (ontology), and is therefore best studied within its socio-historic context by reconciling the subjective interpretations of its various participants (epistemology) (Lune & Berg, 2017). Moreover, within the interpretive paradigm, reality is socially communicated and subjected to interpretation. Chowdhury (2019) suggests that the researcher should go beyond knowing what is not known through engaging with participants and constructing meanings from an eye-to-eye conversation. Interpretivists base their research on people's subjective experiences, taking into consideration that there are multiple realities that need to be understood, and hence knowledge within this paradigm is regularly constructed on each participant's uniqueness.

Adopting the interpretive paradigm in this study helped me to understand and attach meanings into the experiences shared by Accounting novice teachers when teaching the Accounting curriculum rural in schools in Zululand District. I aimed to develop a greater understanding of how people make sense of the context in which they live and work in (Bertram & Christiansen, 2014). Likewise, interpretivists are interested in meanings deriving from daily experiences that people allocate to them in their comfort zone (Henning, 2005). Therefore, the purpose of interpretive paradigm in research is

to gain an insight into and understanding of people's behaviour, attitudes, perceptions, and beliefs as it is all believed to be context-dependent and subjective (Bertram & Christiansen, 2014). From this point of view, the interpretation of the subjective experiences of the novice teachers in this study provided an insightful understanding of the experiences they encountered when teaching Accounting in this said context.

3.4. CASE STUDY STRATEGY

As far as the purpose of this study is concerned, I opted to conduct this investigation using a case study approach to explore the experiences of novice teachers when teaching the Accounting curriculum in Zululand district. According to Thomas (2011), a case study can be defined as a critical analysis of events and objects. This may include an inquiry of "person, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods" (Astalin, 2013, p. 122). Similarly, Sauro (2015) avers that a case study focuses on organisations, entities, individuals, or events. He further asserts that a case study enables the researcher to gain an in-depth understanding of the phenomenon under examination using multiple data sources such as interview transcripts, observation notes, reports, etc. Baxter and Jack (2008) shared the same sentiment, saying that using various data collection methods enables the phenomenon to be clearly explored in its context. I studied a group of novice teachers in a similar context, however in different schools, and an in-depth understanding of their experiences was achieved through semi-structured interviews. However, a case study can be multiple in purpose: explanatory, exploratory, or descriptive in nature as it addresses the question of 'What it is like' to be in a specific context or situation (Astalin, 2013; Bertram & Christiansen, 2014). The study followed an exploratory case study approach as I attempted to achieve an insightful understanding of the novice teachers' experiences in this specific context – Nongoma area under Zululand district. Therefore, the case study enabled me to gain an in-depth understanding of the experiences novice teachers face.

A case study strategy was therefore considered appropriate for this study as it forms one of the exploratory studies. In social science or socially related studies, a case study is regarded as one of several ways of doing research because its aim is to develop an understanding of human beings in a social context by interpreting their actions (Thomas, 2011). In justifying the use of the case study approach, it is vital to

consider the unit of analysis. According to Arora (2015), unit analysis refers to the major entity that the researcher intends to analyse in their proposed study for data generation purposes. This may include any of these: individuals, groups, artefacts, i.e., books/photos/textbooks, geographical units such as town, census tract, state, or social interactions, for example, dyadic relations, divorces, and arrests (Arora, 2015; Sedgwick, 2014). Novice teachers (individuals) who are currently teaching the Accounting curriculum (Grade 10-12) in Nongoma Circuit under the Zululand District became the study's unit of analysis. This case was chosen because statistics shows that the South African education sector has increased the number of qualified teachers to address the imbalances of the past, which includes a shortage of qualified teachers in rural schools. Also, Accounting is a prerequisite subject for most commerce related career fields but is among the least passed subjects in the National Senior Certificate level in the national level. This shows that that national government initiatives, such as the establishment of the Fundza Lushaka Bursary Programme, have positively impacted our education sector. There is a remarkable increase in qualified teachers occupying teaching positions in rural schools as way of honouring the bursary programme, and that makes the rural context an interesting field of research.

Yin (2009) avers that a case study design can be understood in two separate ways: in the form of multiple case studies, and as a single case study. This study adopted a single case study because its focus is on specific experiences of Accounting novice teachers and challenges they encounter when teaching the Accounting curriculum in a rural school. This is basically one method of a case-oriented research: the researcher sustains a close attention to a specific phenomenon in its context (Gustafsson, 2017). A single case study design is convenient for exploratory research on an individual or a group of people because it allows the researcher to achieve a deeper understanding of the phenomenon under examination using multiple data collection tools (Creswell, 2009; Gustafsson, 2017; Yin, 2011). Beneficially, a single case study is less time-consuming and inexpensive as compared to multiple case studies, and often studies one unique challenge or issue under one case bounded by time or context (Gustafsson, 2017). This study is restricted to the Nongoma (KZN) rural context, where these novice teachers work and live: therefore, adopting a single case study approach was more viable as multiple case studies are more time-and less cost-effective compared to a multiple case study.

Over the years, case study design has been subjected to criticism based on being unrepresentative and lacking a statistical generalisability (Thomas, 2011). On the whole, the findings of the case study cannot be generalised into another context but can be transferred into a similar context. However, Denzin & Lincoln (2000) argue that case studies can be generalised by contending that “looking at multiple actors in multiple settings enhances generalisability” (Denzin & Lincoln, 2000, p.193). Similarly, Yin (2011) argues that case studies are mostly used for analytical generalisations, where the researcher aims to generalise a certain set of results to some wider theoretical propositions. However, the aim of this case study remains to understand the experiences of novice teachers within this chosen area and should be not generalised to a wider population as this study is conducted under the qualitative research approach using the interpretive paradigm. I have tried to disclose the entire methodology of the study to enhance transparency, so readers find it easy to judge whether the case described is representative or like their own context (Mohajan, 2018).

3.5. THE DATA- GENERATION PROCESS

In research, not all data collection tools are convenient for both qualitative and quantitative research. Qualitative studies mainly yield textual data, and therefore the suitable tools to collect data from the participants in their natural setting include interviews, focus-groups, questionnaires, and observations, visual analysis i.e. from books or videos (Bless Higson-Smith & Sithole, 2013; Leedy & Ormrod, 2010; Silverman, 2000).

3.5.1. Face-to-face semi-structured interviews

In this study, I decided to use semi-structured face-to-face interviews and focus group interviews as the two methods of generating the needed data. This was obviously done with the permission of the participants through informed consent. However, literature provides various definitions of ‘interview’. Interview is similar to an ordinary conversation, but it always has a precise agenda (Kielmann, et al., 2012). It is an ideal communication between two or more individuals where there is one person (interviewer) who wants specific information (data) from the others (interviewees) (Neuman, 2006). King, Horrocks and Brooks (2018) added, this process or session is

goal driven by end results; an interviewer intend to find more information about the subject, and the interviewee to offer his opinions, feelings, etc. The interviews aimed at collecting truthful and comprehensive information from the participants. This was successfully done through semi-structured interviews with the four respondents. The study had prearranged five participants, but one withdrew before the data collection process commenced due to personal reasons, which is permitted in research. Normally, qualitative researchers use semi-structured interviews to collect data because they involve mostly open-ended questions based on the phenomenon the researcher intends to study (Kielmann, et al., 2012). The choice of semi-structured interviews was influenced by the aims and objectives, as well as the design of the study.

Legard, Keegan and Ward (2003) define semi-structured interview as an interview approach that consists of questions that anticipate defining the phenomenon to be studied, but also enables both the interviewer and interviewee to diverge to probe for more information. Newcomer, Hatry, and Wholey (2015) adds that semi-structured interviews include prearranged questions that are open-ended which will accommodate any issues that arise during the interview session in case the researcher did not anticipate this. Yin (2011) maintain that semi-structured interviews enable participants to reflect real meanings to which they attach events of their daily life and allows both the interviewer and interviewee to probe for more clarity on original responses and questions. Beneficially, open-ended questions can address responses that are; meaningful and culturally relevant to the participant, unexpected by the researcher, rich and descriptive in nature (Christensen, Bertram & Land, 2010). Thus, this data collection method was essential as it enabled the respondents to respond to questions based on real life-experience or situations and the researcher could probe more deeply and request clarity where needed. The use of qualitative methods, such as semi-structured and in-depth interviews, is often recommended when the purpose of the research is exploratory, as it is in this study (Saunders et al 2012; Yin 2011).

An interview session must be conducted in a comfortable space and the interviewer should be aware of how he/she presents him/herself. They should have an approachable manner, i.e., an appropriate dress code, tone, etc. is recommended (King, Horrocks, & Brooks, 2018). An interview session can take place anywhere because some people prefer to be interviewed while working but should always be

conducted in a private setting (Kielmann, Cataldo & Seeley, 2012). For this study, all interview sessions took place at each participant's school private in a private space authorised by the school principal during after-school hours. I ensured I was punctual and presentable as I dressed appropriately and stayed in the school premises until the data collection session commenced. Each interview session lasted from forty-five minutes to about one hour long. The longest interview lasted for one hour and twenty minutes with the participant Sam, and this was likely influenced by his experience in teaching. He had more to share, which made the conversation fruitful. King, Horrocks, and Brooks (2018) further argue that a good interviewer is one who can put respondents at ease, possesses good listening skills, and the ability to control the session to the extent that the data generated truly reflect the opinions and feelings of the respondents as pertains to the studied topic. I successfully kept participants at calm during the interview sessions by not limiting their responses and using open-ended questions that allowed them to speak freely without interruption. I carefully listened to their responses and noted down what I believed was vital in a personal diary and allowed breaks in between the sessions. Further, I ensured that the open-ended questions used and the way in which they were asked was thoughtful, to avoid leading respondents to answers, obvious answers, and to make allowances for possible sensitivities. To ensure the reliability of the data collected, all the interview sessions were audio-recorded and saved at personal computer for storage and transcription purposes. This was obviously done with the permission of the participants through informed consent.

3.5.1.1. Experienced benefits and limitations of using interviews

I was exposed to both the benefits and limitations of using semi-structured interviews as a data collection tool in this study. However, I took measures to ensure the quality of data was not compromised by the limitations encountered in the process. Following is the summary of benefits and limitations I experienced when using semi-structured interviews.

Benefits	Limitations
1. Semi-structured interviews produced more detailed, appropriate, and essential data for qualitative study.	Administering semi-structured interviews and transcribing transcripts was time consuming.
2. Developing positive cooperation through face-to-face interaction led to generating quality data.	Conducting interviews was time intensive because I had to be physically present in the research field to capture everything worth noting for the study.
3. The flexibility allowed interviewee and interviewer to probe for more and clarify/elaborate to ensure questions and responses were clear.	Limited resources resulted to additional costs; transportation to schools was high, among other costs, such as accommodation and meals
4. Allowed me to capture unanticipated views, emotions, and floating ideas that were not considered in planned questions.	The use of open-ended questions also resulted to more complex responses from participants, which ended up being problematic in terms of interpretation.

Table 1: Experienced benefits and limitations of using semi-structured interviews.

3.5.2. Focus group interview

According to Dilshad and Latif (2013), a focus group is nothing new: it is structured in the form of a general group discussion but in this discourse aims at addressing topics for the purpose of research. They further assert that this discussion is properly conducted, supervised and sometimes recorded for evidence to be transcribed. Likewise, according to Nyumba, Wilson, Derrick and Mukherjee (2018), a focus group is used to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way where other methods are not applicable or costly, and this allows

the researcher to gather more information in a shorter period of time, generally less than two hours. This type of tool is most useful in cases where the researcher wants to explore experiences and beliefs as they seek to understand their experiences of teaching from the participants' perspective. Thus, the inclusion of focus group interview permitted me to explore their experiences and the meanings attached to them collectively: the aim was to supplement the data gathered through individual interview. Noteworthy is that other individuals may not truly reflect their real experiences in a one-on-one session but be able to share views in a group. Rich data arose from the focus group session, although more was not elaborated during individual sessions. However, the group size should be considered, as a small group may not produce adequate data to address research questions while a large group can be chaotic and difficult to manage and as a result produce insufficient information. Sutton and Austin (2015) suggest that a researcher may over-recruit rather than under-recruit participants for a focus group as it is possible that two members will drop out, resulting in the session being cancelled or having an unsatisfactory discussion. Fortunately, the researcher over-recruited as one participant withdrew from participating, but the data gathered was deemed enough to respond to the research questions.

3.6. SAMPLING

Definitions of sampling are diverse across the literature. According to Gentles, et al. (2015), sampling refers to the selection of specific data sources from which data would be collected to address the research objectives. Etikan (2016) notes that the stage of choosing a study sample is vital in any research project since it is rarely practical, efficient, or ethical to study the whole population. Denzin and Lincoln (2000) argue that in a qualitative study, only the sample should be selected to represent the overall population. Gentles, et al. (2015) share the same sentiment that it is not possible to study the whole population in research, hence a group or individuals with special characteristics should be chosen to represent the entire population. However, the objectives as well as characteristics of the study play a vital role in determining which and how many people to select. Similarly, other researchers believe that factors such as time allocated, resources available and study objectives are major factors that influence the sample size of the study (Martínez-Mesa, González-Chica, Bastos, Bonamigo, & Duquia (2014); Patton (2005). There are two main sampling strategies

divided into probability and non-probability sampling. Probability sampling strategies include simple random, cluster, systematic, and stratified random sampling. On the other hand, non-probability methods include convenience, judgmental/purposive, snowball, and quota sample. This study adopted a non-probability sampling strategy because it is associated with case study design and qualitative research (Yin, 2011). Purposive sampling strategy was used to select participants for this study.

According to Crossman (2018), purposive sampling is the most common and suitable sampling strategy in qualitative research as participants are grouped based on pre-selected criteria that is suitable to address the research questions and the focus of the study. Crossman (2018) states that purposive sampling also refers to judgmental, selective, or subjective sampling. This sampling method focuses on common characteristics of the overall population that are of interest in the proposed study, which enable me to answer the planned research questions. Crossman (2018) further asserted that this sampling method is most suitable in cases where the researcher needs to reach proposed participants quickly. This method of sampling relies directly on the researcher's judgement in terms of selecting the unit of analysis to be studied. In purposive sampling personal judgment needs to be used to choose cases that help answer research questions or achieve research objectives (Saunders, Lewis & Thornhill, 2012). Thus, in this study, I developed the following criteria in recruiting participants:

- 1) The participant is teaching the Accounting curriculum for Grade 10-12.
- 2) Has less than five years of professional teaching experience.
- 3) Is teaching in a school located in Nongoma Area, managed by Nongoma Circuit under the Zululand District.

In a purposive sampling strategy, the sample size may either be fixed or not before the data is collected as it depends on the availability of resources and the time allocated (Mack, 2005; Gentles, et al., 2015). However, in qualitative sampling, the researcher selects a small number of participants to serve as key informants of a given phenomenon under study (Gay, Mills & Airasian, 2009). Yet, Vasileiou, Barnett, Thorpe and Young, (2018) argue that there is no certain number of participants in a qualitative study, however, each researcher must rely on his/her justification for a chosen sample size. According to (Farrugia, 2019), smaller numbers are

recommended in qualitative research to allow the researcher to collect in-depth information and explore data collected in detail According. A qualitative sample size should aim at gathering enough data to address the phenomenon under scrutiny and respond to initial research questions (Glaser & Strauss, 2017). As the literature shows that there is no exact number of participants in a qualitative study, I recruited five potential participants purposively. I believed that the small size would provide consistent and sufficient data that would lead to valid results. Also, the process of data collection in qualitative research involves a minimum number of participants, and can be conducted with limited resources (Creswell, 2014).

3.7. BRIEF LOCATION THE STUDY

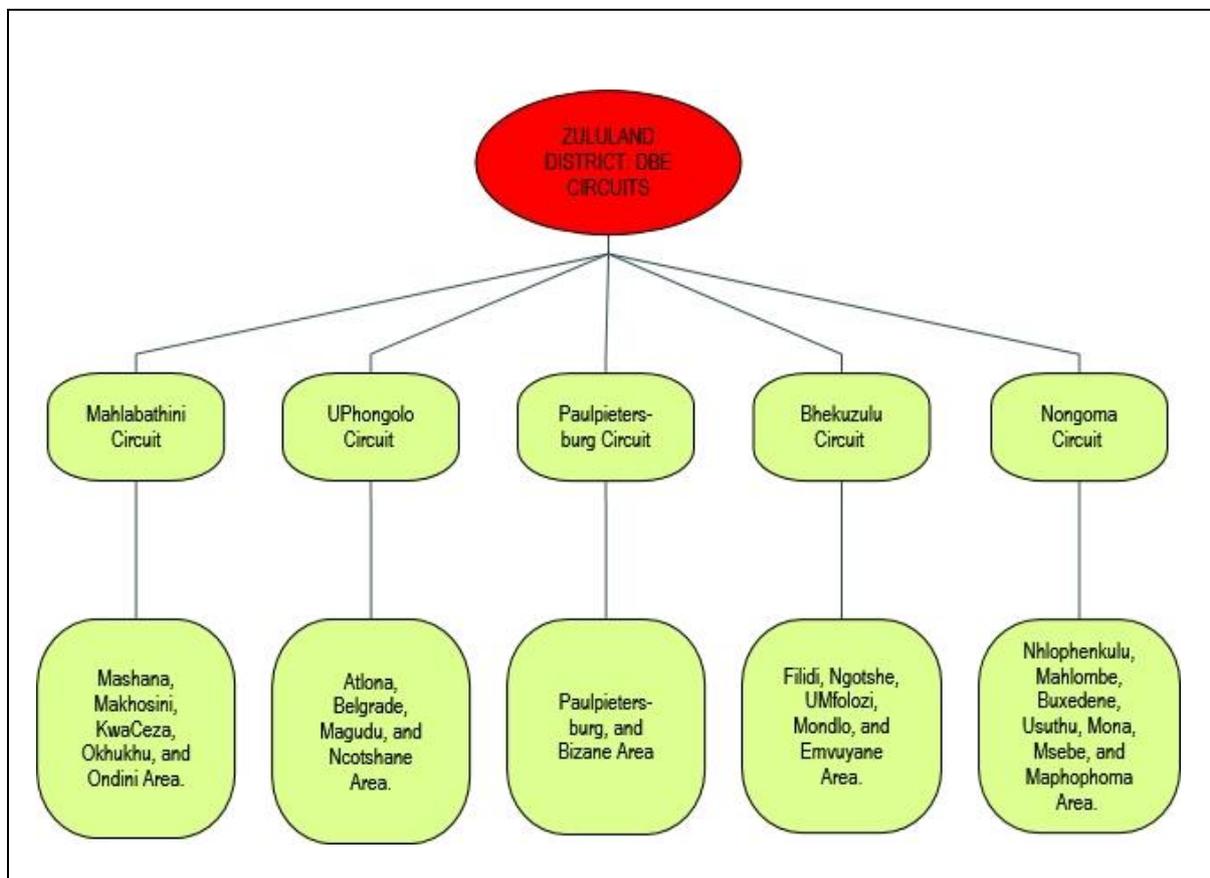


Figure 2: Location of the study.

As shown in the above diagram, the study was carried out in the Zululand district, Kwa-Nongoma area and the three schools (School A, B & C) are administered by the Nongoma Circuit. The Zululand District consists of five DBE circuits which serve the entire education sector within this municipality. Zululand is located in the far northern

regions of KZN and covers an area of about 14 810 km². Fifty percent of Zululand is controlled by traditional authorities while the rest is divided between commercially owned areas and conservation areas. The Zululand district contains scattered rural settlements mostly owned by traditional authorities and comprises the following local areas: Edumbe, uPhongolo, AbaQulusi, Nongoma, and Ulundi.

The study was carried out in Nongoma area, which is situated in the north of the KZN, strategically located on the R66 between Ulundi, 55km away: uPhongolo: the R618 between Hlabisa at the Hluhluwe-Mfolozi Park: and Hlobane, near Vryheid. Nongoma is in the east of the Zululand District Municipality, and the municipality has two secondary corridors, which run from Ulundi to Pongola and from Hlabisa to Vryheid. The area covers 2 182km² in total. Nongoma is 300km away from KZN's main city, Durban. It has three tribal authorities, namely Mandlakazi, Usuthu and Matheni and is made up of 21 wards, with 42 councilors.

3.7.1. Demographic profile of Nongoma

Nongoma is the most populated and the second-largest municipality in terms of its area in the whole Zululand district. There was a remarkable decrease in population of Nongoma Municipal Area between 2001 and 2016. Statistics South Africa (2011) reported a decline of 184 people in Nongoma municipality, from 194,532 people in 1996 to 194,348 in 2011. This is due to various reasons, including out-migration predominantly men, to the nearest major cities for job search purposes, to Empangeni/Richards Bay, Durban, and also Gauteng. The latest community survey, conducted in 2016, showed a total population of 211, 892 people and indicated that there are 83 males per 100 females, compared to 83.2 reported in Census 2011. This indicates that there are more females than males in the municipal area (56:44). The survey also indicated that the population within this municipality consists of a young population, i.e., half of the population is younger than 20 years of age, and this implies that there is high dependency rate although between 2001 and 2011, it dropped from 103.8 to 88. Households in areas within this municipality struggle to meet the daily needs of living as half of households received fewer than R1,600 per month in 2016, suggesting that they fall under needy people.

3.7.3. Profiling the research site – schools

Even though the three schools selected for this study operate under the same local district, they share certain features but differ in other aspects. This section ought to highlight the state of each school during the period when the research was carried out.

School (A) is in one of the most remote and isolated areas of Nongoma, outside the major town, Nongoma town. It is approximately 17km away from the town. The school management consists of the principal, two heads of department (HODs) and a school governing body (SGB), serving almost seven hundred learners from the nearby areas and as far as 10-15km away. The school's is virtually the only attribute it has to attract learners. As far as the infrastructure is concerned, the school has few proper facilities to retain its moderate enrolment figures. There are no proper and adequate school buildings as some have been affected by natural disasters and ended up being replaced with park-homes to accommodate learners and teachers. The separate male staffroom is also accommodated in a park-home. There are no proper toilets, sporting fields or fencing. To assist in teaching and learning, the school has electricity but a limited supply of water. There is no library, science lab, computer lab or any other room for practical sessions. Moreover, there is no security guard at the main entrance, and several unidentifiable individuals are to be found lingering around the school premises. Some of these people appear to be absent learners from the school.

School (B) is situated in a deprived area of Nongoma and is about 5-10km away from school A, and about 20km away from Nongoma town. The school operates under tribal areas legislation but is democratically managed by the female principal, with the assistance of three HODs and the SGB team. The school infrastructure is developed as there are proper, modern school buildings with four blocks and up-to-standard sporting fields. Between seven hundred and eight hundred learners are enrolled, and close to 40% of them walk more than 10km barefoot. The school accommodates learners from nearby communities and far-away learners from deprived areas of Nongoma. As far as the teaching and learning are concerned, the school is limited in terms of learning materials such as textbooks. It has a library not up to date. There are no rooms for practical sessions such as science, or any computer laboratories. However, the school has necessities such as electricity and proper toilets, although limited water supply. There is the same tendency of people hanging around the school premises, however there is a security guard at the main gate.

School (C) is in a deprived area where there is no electricity, and dwellers depend on agricultural activities such as farming. The school management consists of the principal assisted by one deputy, four HODs and a SGB, and the school is known for its good matric results and good disciplinary record, which makes it a target for high enrolment. However, the common goal in this area of getting the youth educated is not recognised or valued. The school accommodates about nine hundred learners from poor families within the local area and from as far as 10km away. On the positive side, there is scholar transport provided by government, although it is not full time. In terms of infrastructure the school is poor as there are no adequate school buildings to accommodate the high numbers, and as a result the classrooms are overcrowded. It is not well supplied with learning materials and teaching. Essential facilities such as a science laboratory, although outdated, and basic needs such as toilets and sporting fields are provided. However, an insufficient water supply remains a devastating challenge experienced by this school.

3.7. DATA ANALYSIS

Data analysis in qualitative research is defined as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon (Miles, Huberman & Saldana, 2018). Similarly, it is a process of making sense from what the researcher has found and read. This includes sorting and sifting through these materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences (Lester, Cho & Lochmiller, 2020). It is therefore important that the researcher make meaning of what he has found through various ways. Hence, in this study the thematic analysis was applied. Thematic analysis is broad and flexible in nature, as a result it is widely used across many fields of study. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes (Lester, et al., 2020). However, this process was conducted through the NVivo software programme for data analysis in qualitative research. This is a computer software developed for qualitative researchers dealing with textual/multimedia data for both a small and large quantity of data. The software mainly stores the data, both the collected data and the literature itself. As a result, the programme assisted the

researcher to categorise and classify the data according to common themes that emerged. This means that with the assistance of the NVivo programme, the data in this study was analysed according to emerging themes. Thematic analysis sorts together themes and patterns that are common which emerged within the collected data and which attempt to address the research questions (Maguire & Delahunt, 2017).

Thematic data analysis in a qualitative research study includes six interconnected steps: (i) prepare and organise the data for analysis (ii) explore and code the data (iii) coding to build description and themes (iv) represent and report qualitative findings (v) interpret the findings, and (vi) validate the accuracy of the findings (Creswell, 2008):

- The data was collected from the field, organised and prepared for analysis using the NVivo software programme for qualitative research. At this stage the data was transcribed verbatim and ready for exploration.
- The second stage includes a thorough reading of the data, with each interview transcript explored in an attempt to look for common thoughts or ideas shared by participants that are related to the research question. Data reduction took place, where unrelated information was removed, particularly the kind of information that does not necessarily respond to the initial research question but in some cases contributes to original ideas. Most important, the common themes were coded together using the NVivo software programme.
- To address the research questions, the coded themes were analysed in great detail in an attempt to build descriptions of those themes. This means that the themes coded together were attached with meanings they portray to produce core themes that represent them. This stage, therefore, produced the main themes that directly respond to the main research questions.
- The core themes produced by the coded themes were then represented with meanings and reported down as findings of the study.
- Before the last stage, the findings of the study were interpreted and aligned with the objectives of the study. The interpretation of the findings

included the process of a close check of the original data to make sure that what was said aligned with what was interpreted by the researcher. Also, in this process, the relationship between the findings and previous studies was closely checked to validate the implications.

- The last stage was to validate the accuracy of the findings and their implications. This was done through the process of member checking. The good rapport the researcher developed during the data collection period assisted in this process as, respondents tried to be open and honest all the times. As a result, accuracy validation was not complicated.

3.8. LIMITATIONS OF THE STUDY

According to Dooley (2001), a case study research is more concerned with the thick description of the phenomenon studied and the quality of analysis than the quantity of participants in the study. McLeod (2019) supports that because the study because a case study deals with only one person/event/group we can never be sure if the case study investigated is representative of the wider body of "similar" instances. This means the conclusions drawn from a case may not be transferable to other settings. As a result, the findings of this study cannot be transferred to a larger population or context as it utilized the case study design and accessed a low number of participants in a specific context. The study is therefore applicable to the studied context and within the time frame. However, with this small number of Accounting novice teachers, the researcher would achieve a great understanding of the experiences of teaching Accounting in this context. Also, the study turned to have a gender bias towards female participants as there is only one female participant interviewed, most participants are male teachers. This would affect the generalisation to a wider population of female novice teachers teaching in a rural context.

3.9. TRUSTWORTHINESS OF THE STUDY

The concept of trustworthiness is common in research and various authors have devoted different views. This refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Connelly, 2016). Trustworthiness or truth value of qualitative research and transparency of the conduct of the study are

crucial to the usefulness and integrity of the findings (Cope, 2014). This includes four concepts as outlined by Lincoln and Guba (1985) and qualitative researchers have accepted them.

3.9.1. Credibility

Cohen, Manion and Morrison (2011) maintain that to ensure credibility of the study, the researcher must ensure that findings accurately define the phenomena being researched. Thus, to enhance the credibility of findings in this study the researcher ensured that all interviews were audio recorded and saved and stored in a personal computer as well as in the NVivo software. The audio data was then transcribed verbatim and shared with participants to check its accuracy, particularly verifying whether what they said corresponds or not with transcriptions to ensure finding consistency. According to (Birt, Scott, Cavers, Campbell, & Walter, 2016), this is called member checking in qualitative research. Also, to increase the level of credibility, two methods of data collection were used: semi-structured and focus group interviews. This process is called triangulation, which is used to verify information collected from two separate methods (Bertram & Christiansen, 2014). This means that the second instrument was applied to supplement the collected data. A focus group interview was administered and hosted once during the process of data collection and the session was audio-recorded to increase the level of credibility.

3.9.2. Dependability

To address the dependability issue more directly, “the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results” (Shenton, 2004, p, 71). Similarly, dependability refers to the stability of the data over time and over the conditions of the study (Polit & Beck, 2014). It is similar to reliability in quantitative research, but with the understanding stability of conditions depends on the nature of the study. I ensured that the research study is logical, systematic and well documented in such a way that a reader can comprehend it. The dependability of the study was enhanced by means of qualitative study analysis, data transcription, arrangement, arranging and interpreting similar emerging themes from the data. I also provided a detailed report

of the research process to ensure dependability and enable readers to trace the research study process followed.

3.9.3. Transferability

Transferability has to do with the degree to which the findings of the study can be applied to other situations or contexts. I had no control over the transferability of the study, it is the reader of the study who decides (Stringer, 2004). Similarly, the nature of transferability, the extent to which findings are useful to persons in other settings, is different from other aspects of research in that readers determine how applicable the findings are to their situations (Polit & Beck, 2014). To ensure transferability in this study, the researcher has provided a thorough and detailed description of the research context and findings so that whoever wishes to transfer the results of this study to a different context or similar setting can be responsible for measuring the sensibility of the transfer.

3.9.4. Confirmability.

The extent of the neutrality of the study is the main concern of confirmability and the interpretation should not be based on your own particular preferences and viewpoints but needs to be grounded in the data (Shenton, 2004); Korstjens & 2018). The researcher in a study must ensure that they reveal the reality of the participants rather than portraying their biasedness and prejudices (Cope, 2014). This can be done only by progressively disclosing how the conclusion was drawn and interpretations were established. Since I had no teaching experience as a qualified teacher, it means that I did not affect the data in any way. I have tried to be reflexive as much as I can to ensure that my preconceptions do not have an emotional impact on the study or affect the views and perceptions of the participants (Thomas & Magilvy, 2014).

3.10. ETHICAL CONSIDERATIONS.

Ethics in research has to do with right and wrong actions taken in the field of research. The most important aspects to be adhered to are the study must avoid harm, promote voluntary participation, and provide consent forms for participants to sign prior to participation (Bertram & Christiansen, 2014). Firstly, I applied for ethical clearance at the University Research Ethics Office and was approved to conduct this research

study (Appendix A). Secondly, the study was approved in writing by the KZN Department of Basic Education (Appendix B). The respective principals gave me written permission to use their schools and have access to teachers prior to the start of the data collection stage (Appendix E). To protect the rights of the participants, informed consent (Appendix G) forms were made available and signed by all participants. According to (Kielmann, Cataldo & Seeley, 2012), respondents' confidentiality should be a key element of any ethical research study: therefore, to ensure that, the study used pseudonyms instead of the participants' real names. The purpose of the study was clearly stated to participants and they were made aware that they were voluntarily participating. Informed consent was carefully and thoroughly explained to participants to ensure that they understood their rights. The four participants signed the consent forms and voluntarily participated in the study knowing there are no financial benefits.

3.11. CONCLUSION

The present chapter discussed in detail the methodology applied in this study. an interpretive paradigm was used to properly understand the experiences of novice teachers and the adopted research approach was a case study under the qualitative design. The expected data was gathered using semi-structured interviews and a focus group interview with the four participants. The study ensured that issues of trustworthiness and ethical considerations were addressed in detail. The following chapter presents and analyses the major findings of the study.

CHAPTER FOUR

DATA PRESENTATION

4.1. INTRODUCTION

The previous chapter outlined the research design and methodology. The purpose of this chapter is to present the data and analyse the findings. This chapter presents the participants' profile and the discussion of the collected data from the four Accounting novice teachers through individual face-to-face semi-structured and focus group interviews. To protect the identities of participants, pseudonyms names were used, for school A (TOM), school B (JERRY), school C (SAM and SARA). In this study, verbatim quotations were used during the presentation of data. The point of departure for this chapter is profiling research participants then report the findings.

Additionally, the main purpose of this study was to explore the novice teacher's experiences of teaching the Accounting curriculum in rural schools in Zululand District. To achieve this purpose, the following research questions were developed:

- i. What are novice teachers' experiences of teaching the Accounting curriculum in rural schools in Zululand District?

4.2. PROFILE OF RESEARCH PARTICIPANTS

Four novice teachers were investigated in this research using face-to-face semi-structured interviews and one focus group meeting and their demographic profile is presented below. Table 1 presents the information describing the four Accounting novice teachers, of which two of them are colleagues: Sam and Sara, while the other two are at two different schools. The four Accounting novice teachers are in possession of a Bachelor of Education degree, but their level of professional teaching experience varies as their year and month of employment are not the same.

Participant	Gender	Age	Highest degree held	Teaching experience (in months)	Subjects and Grade taught	Subjects and grade teaching
Jerry	Male	31-40	B Ed	37-48	Acc. Grade 10-12 & Other	Acc. Grade 10-12
Sam	Male	31-40	B Ed	49-60	Acc. Grade 10-12 & Other	Acc. Grade 10-12
Sara	Female	18-30	B Ed	13-24	Acc. Grade 10-12 & Other	Acc. Grade 10-11
Tom	Male	18-30	B Ed	13-24	Acc. Grade 10-12 & Other	Acc. Grade 10-11 & Other

TABLE 1: Profile of research participants - Key: B Ed = Bachelor of Education, Acc. =Accounting, Other = Other official teaching subjects

Tom was an Accounting novice teacher in school A. He had been in the field for two years during the data collection period of this study. He was a commerce discipline specialist and had taught the three core subjects in the discipline, namely Accounting, Economics and Business Studies. However, during the period of this study, he was teaching Accounting Grade 10-11 and other non-commercial subjects. He holds a Bachelor of Education degree obtained at the University of KwaZulu-Natal.

Jerry graduated with a Bachelor of Education degree from the University of Tshwane and is an Accounting novice teacher with a record of three years full time as a professional teacher in School B. During the period of this study, he was teaching Accounting Grade 10-12 only, however he had previously taught Business Studies and EMS as well in the same school.

Sam is the most experienced participant amongst the participants, with four years and five months as a professional teacher in school C. He holds a Bachelor of Education

degree combining Commerce, Science and Mathematics, obtained from the University of KwaZulu-Natal. He has previously taught Accounting and Mathematics for different grades but is currently teaching Accounting Grade 10-12 only.

Sara is the least experienced participant, with a record of one year as a professional teacher on a full-time basis in school C. She is a commerce specialist with a Bachelor of Education degree in Accounting and Business Studies obtained from the University of KwaZulu-Natal. She has been teaching Accounting and other non-commercial subjects to various grades ever since she joined school C, however currently she is teaching Accounting Grade 10-11 only.

4.3. EXPERIENCES RELATED TO THE TEACHING OF ACCOUNTING

Novice teachers admitted that teaching Accounting in rural schools comes with many challenges and experiences. The challenges experienced by novice teachers when teaching Accounting in rural schools are connected to the context, they work in. The following sub-themes will be discussed as contributing factors to this theme: lack of teaching and learning resources, lack of parental support, stereotypical views of Accounting, and contextual limitations on assessment.

4.3.1. Lack of teaching and learning resources for Accounting

For effective teaching and learning, teaching, and learning materials are viewed as basic tools. The implication is that an absence of these tools, or an inadequacy of them makes teachers handle subjects in an abstract manner. In this study, Accounting novice teachers indicated that although the basic resources were available, they were not adequate as per the requirements for the subject Accounting. They revealed that teaching Accounting in a rural context was constrained as there were no adequate teaching and learning resources available for effective teaching.

“There was a lack of resources, including teaching aids. There is no photocopier or libraries with other Accounting textbooks. I do not have enough textbooks.”
(Jerry).

Teachers regarded textbooks as the main resource they needed to support the teaching and learning of new concepts in Accounting. Textbooks have a significant effect on learners' achievement since they facilitate the learning of abstract concepts and new ideas. Therefore, the availability of teaching materials such as textbooks was critical, especially as Accounting as a subject requires constant practice due to its

practical nature. The shortage of textbooks made it difficult for novice teachers to complete the syllabus as they were often forced to move at a slower pace. This posed great barriers to successful or effective teaching of new content. To confirm this concern, Jerry added that a shortage of textbooks caused learners to rely mostly on the teacher and what is written on the chalkboard. This made it difficult to progress fast as learners only depend on what has been taught in class. Jerry stated:

“As much as learners need textbooks, especially for Accounting, it is also important that you transfer the information onto the chalkboard because these learners want to see something on the chalkboard.” (Jerry)

A shortage of textbooks deprives learners of the opportunity to revise their work, and to do revision activities at home. As far as the informal and formal assessment is concerned, the lack of teaching and learning resources is detrimental in the process of teaching and learning. Accounting novice teachers indicated that the insufficient provision of Accounting textbooks hindered the process of teaching and learning, as learners were unable to effectively engage with homework activities.

“Learners are unable to do homework as they share textbooks; one day the textbook goes home with one learner, the following day it goes with the other learner. Therefore, it is difficult to maintain the homework strategy.” (Tom)

Sam shared the same sentiment as he also believed that the insufficiency of essential learning materials, such as textbooks, negatively affects the homework strategy of assessment.

“... it was the issue of textbooks; they were sharing books. Which means you could not give homework because one learner would be disadvantaged.” (Sam)

Moreover, Accounting novice teachers believed that the calculator is an essential tool for any Accounting learner and as far as the CAPS document is concerned. They felt that each Accounting learner should have a calculator. They believed that because the practical nature of the subject involves computation of large amounts, each learner is required to have a calculator. However, in the rural schools surveyed here, there were not sufficient calculators for learners to do example activities and practice in the classroom. This is what Tom said:

“Another challenge is that there are no learning materials available as their school couldn’t provide basic resources such as calculators or textbooks.”

Teachers believed that learners needed calculators to ensure thorough practice and understanding during the classroom lesson presentation. While learners are expected to do the calculations in class, they had to share the calculators. This affected the teaching and learning process as learners could not focus on what was learnt and explained in class, and instead kept on exchanging resources (calculators).

“The issue of calculators and I believe you cannot do Accounting without a calculator as we deal with huge numbers, so learners need calculators.” (Sam)

Novice teachers believed that the shortage of essential learning resources remained the major challenge in the effective teaching of Accounting as their lesson presentations are affected. Teachers were concerned that when learners are asked to perform calculations in class, and they take time to respond as they share calculators, and this led to lack of concentration.

Teachers indicated that:

“No calculators available... makes the lesson presentation ineffective because they lack concentration and focus as they keep on exchanging calculators during the lesson.”

“Few learners have calculators and as a result it is difficult to enhance a classroom lesson because most of the learners are not cooperative in class.”

As there were insufficient Accounting textbooks available, the duplication of copies was the solution in place to ensure that all learners were given work to do at home. However, the nature of rurality hinders this plan as Accounting novice teachers revealed that their schools have restricted budget to ensure that the process of teaching and learning runs normally and as expected. Tom stated:

“The school got limited paper to make copies and it is said there are not enough funds to maintain the demand for teachers in the school”.

Sara added that their school did have a photocopier, but the challenge was that there were always insufficient duplicating papers. The school got limited papers to make copies and she said there were not enough funds to maintain the stock of duplicating

papers. As a result, she normally found it difficult to make copies for extra activities as well as homework in Accounting.

“Eish! It is a big challenge. I normally go to the school library and find a previous question paper and try to create a classwork from it. But you find that available papers could not cover all Accounting learners”.

Sam also expressed his concern that it is problematic to make copies for the learners with no textbooks in his school as there were not enough photocopy machines to balance the demands of all teachers. Therefore, he was compelled to transfer the information from the textbook onto the chalkboard. Sam was worried that writing activities on the board was tiring and time-consuming. This resulted in him often not completing the work planned for the lesson or the session.

“Ey! You will not believe that we have one machine serving more than five hundred learners, you end up writing what you want for your learners on the board because everyone ques for a printout. This is time consuming, especially for Accounting activities.”

Sam added that it is also difficult to transfer Accounting information onto the board because of the state of the classroom facilities: the chalkboard is not up to the expected standard. However, he was compelled to utilise it in the absence of copies.

“You won’t even draw a full journal because the chalkboard is not on its full capacity.”

Jerry raised the concern that in most cases it takes time to repair the photocopier if it is broken because of a shortage of funds for repairs.

“The principal says there is no money to fix the photocopying machine.”

Rural schools have restricted budgets to replace teaching and learning materials once they are depleted. As a result, the teaching and learning process is hindered due to insufficient funds to pay for repairs, and especially in ensuring that adequate teaching resources and learning materials are available to all learners in the school.

Furthermore, the issue of limited finances in rural schools goes beyond failing to ensure that all learners have adequate material for learning. Teaching resources are also essential, but basic resources such as a computer for administrative and printing

support are not available in rural schools to assist teachers. One teacher revealed that for assessment purposes she had to use her personal resources to ensure that schoolwork is not compromised. This is what Tom revealed:

“In doing assessment, i.e., class test, I must type the test myself on my own laptop, no school computer.”

On the other hand, Tom was concerned about electricity outages. He echoed that in rural areas electricity power cut can take days to be sorted out and they could not duplicate copies during this time. This affected their planning as they had to postpone assessment programmes.

“I can even write a test on the chalkboard, but it takes time to write Accounting questions on the board.” (Tom)

Sam had the same feeling as he believed that electricity outages in rural schools affect the daily planning, especially for assessment, causing unexpected postponement due to no electricity for the duplication of copies.

“Sometimes the electricity would be off while the test is set and ready for duplication. That means you are forced to postpone the test.”

While the schools experienced the challenge of insufficient internal funds to keep teaching and learning going smoothly, it is clear that interruptions in the supply of electricity also hinder the effective teaching of Accounting in rural schools.

4.3.2. Lack of parental support

Parental support is essential in the schooling system to ensure that learners and teachers work toward a similar goal. Support from parents goes beyond ensuring that learners go to school every day, it also includes ensuring they are supported in terms of learning materials that the school could not provide. However, Tom was concerned about the level of parents' involvement in their children's education, especially regarding purchasing learning and support materials for Accounting. Tom said:

“Considerate of the need for calculators and workbooks in Accounting, I personally requested parents to intervene as the school could not provide adequate calculators, but parents were frank to say they do not have money for that.” (Tom)

This study found that parents were not supportive of their children enrolling for Accounting because of the perceptions they have of the subject. Novice teachers revealed that Accounting is perceived to be unnecessary in rural communities because there were no role models for these children in these poor communities. Sam indicated that:

“Some learners are forced to leave Accounting for Science because their parents believe that the subject is unnecessary as there are no individuals in their communities who are successful through Accounting.” (Sam)

Novice teachers revealed that parents in rural areas who were taking part in their children’s education were not aware of career paths for Accounting learners, while being more informed about Science-related career paths such as doctors and engineers. Therefore, these parents believe that the learners should enrol for the Science stream as they associate it with good future. Jerry reported:

“Parents could not see the importance of the subject because some learners who were now willing to enrol in Accounting, their parents forced them to do Science believing that Science is the only stream associated with a good future of their children.” (Jerry).

The role of parents goes further in helping to ensure that learners engage in their homework activities so as to keep them in line with what was learnt at school and to measure the level of understanding for the learnt content. However, Jerry reported that parents in rural schools are not supportive of their children as far as time for house chores and schoolwork is concerned. This is what Jerry stated:

“Sometimes a learner would tell you that he did not do the homework because parents had chores lined up for him when back from school, there was no time for it.” (Jerry)

Sara shared the same concern about the lack of support many learners receive from their parents, saying teachers can sometimes clearly detect the root cause of learners’ behaviour in the process of teaching and learning, this had a lasting effect as far as formal and informal assessment was concerned. This is what Sara shared:

“Some learners will not write homework and come with so many excuses or are absent from school even during the day of the test.” (Sara)

Accounting as a subject is practical in nature, and learners and teachers need a large amount of time to ensure that learners understand the topics. As a result, Accounting many novice teachers give up their relaxation time on Saturdays to offer themselves for extra classes to ensure that learners get enough time to engage with the subject. However, teachers revealed that parents in rural schools are against the notion that school should go beyond Friday to push learners with extra Accounting lessons.

“Parents in these communities are very reluctant to let their children to come for Saturday classes, they believe this day is for learners to push house activities.” (Sam)

“Asking learners to come during weekends was like I am coming with a completely new way of doing things, the community belief doesn’t agree with the fact that learners should leave their chores on weekends and go to school.” (Jerry)

“You will not get learners on weekends and if you track the reasoning behind, a learner will tell you that at home we were farming the whole weekend and my father said school starts on Monday and ends of Friday, no one is going to school.” (Sam)

Moreover, parental support in education includes attending school-planned meetings during the year. Novice teachers were more concerned about the low parental involvement in the education of their children. This study revealed that most parents in rural areas do not attend school-planned meetings, including departmental meetings with specific agendas i.e., tracking the performance of the learner, setting goals for the department, etc. Sam said:

“Out of twenty-five parents expected in the first-term meeting for Grade 12 Commerce learners, I was very astonished to observe that less than thirty percent of parents were present.” (Sam)

Parents in rural areas do not support their school-going children in various aspects and this has a lasting effect on the process of teaching and learning Accounting.

4.3.3. Stereotypical views of Accounting as a subject

Views and perceptions held by parents and learners in rural areas were unfavourable of the subject Accounting, and this had a negative impact on the way novice teachers imparted knowledge in the classroom setting. Accounting novice teachers revealed that learners in their schools internalised that Accounting is hard because it involves a lot of calculations, and they believe the same of Mathematics. Teachers stated that:

“Learners personally do not like to learn, especially they perceive Accounting as hard because involves calculation, like Mathematics.” (Jerry).

“Accounting for them was a very hard subject because they associate the subject with Mathematics.” (Tom).

“For them when I speak of Accounting, to start calculating, they think of Mathematics.” (Sara)

Sam shared his experience of integrating mathematical calculations help to solve unknown figures in Note no. 3 (Tangible Assets) by using x . Sam revealed that learners are scared of Mathematics and this negatively affects their ability to use alternative methods. The teachers then become became innovative in their methods, using basic mathematical calculations to increase learners' level of understanding.

“The moment I put x into my calculation, I could see that I have left them behind, so I carried on with the normal way of calculating, which is also a problem because they do not understand.” (Sam)

The history of the school performance in each offered subject also has an impact on the way learners approach the subject in the school. One teacher revealed that the history of the school regarding the matric performance in Accounting contributed to unfavourable views learners had of the subject Accounting. This is what Jerry indicated:

“The commercial stream was a very undermined stream in the school especially Accounting due to its reputation in the school history.” (Jerry)

Sam shared similar concerns regarding learners' attitude towards Accounting in rural schools.

“Learners are not ready to learn Accounting because they could trace the previous performances of other learners and say the subject is not easy. So, there was this bad stigma around Accounting.” (Sam)

As previously stated, parents play a major role in children’s education. The study revealed that, in cases where parents are involved in their children’s education, they have an impact on the subject packages their children take. Accounting novice teachers revealed that parents in rural areas attached stereotypes to school subjects based on career paths they are aware of. Accounting is perceived by many parents in rural areas as unnecessary for their children because there are no Accounting-related career paths they know of, and they are only aware of Mathematics and Science, which leads to careers such as becoming a doctor common. This is what Sam said:

“Some parents perceive Accounting as useless because they believe there are no formal or stable jobs related to Accounting. Instead, they choose the Science stream for their children as they are aware of doctors and engineers, a product of Science.” (Sam)

The bad history of Accounting in rural communities contributes to the bad stereotype about the subject which members of society hold. The study revealed that in the history of these deep rural areas, there are no professional Accounting experts which makes it easier for these communities to disassociate a good future for their children with Accounting. Sara indicated that:

“In school-term meetings with SGB you could see that members of the SGB are more interested in seeing and strategizing around plans of ensuring that science and mathematics results are outstanding”. (Sara)

Furthermore, Sara witnessed unconscious bad stereotyping of her subject, Accounting, in her school by the SMT. The decisions regarding the teaching and learning are entirely the responsibility of the SMT, and whatever decision is passed has an impact in each classroom. This is what Sara mentioned:

“The inadequacy of learning resources such as calculators in our school was curbed by allocating the available calculators to Science stream, and parents’ representatives (SGB) bought the notion. This meant that Accounting learners

should either buy [calculators] themselves or borrow from the same learners.”
(Sara)

The stereotypical views held by relevant stake holders play a major role in shaping learners' behaviour in the classroom. They also affect perceptions of the subject on the whole as learners do not practise thoroughly or engage in activities in the classroom because of the views they have internalised regarding the subject.

4.3.4. Contextual limitations on assessment and teaching.

Assessment is one of the most important aspects in the process of teaching and learning. However, Accounting novice teachers in rural schools are limited in recognising this aspect to its fullest due to the context they work in. The context itself has many detrimental effects on learning and assessment in Accounting, and this in turn has unfavourable influence on the learners' performance. Novice teachers in rural schools revealed that the total distance learners travelled each day negatively affects their performance because of fatigue. This is what Jerry indicated:

“Learners are not practising Accounting at home and some you could see their performance is not good because you give a task as homework and expect them to do it. They will not because they get home tired and have other chores waiting for them at their homes.”

Moreover, schools in rural areas are characterised by a lack of teaching and learning resources affecting the process of teaching and learning which importantly includes assessing learners. Teachers mentioned that it was difficult to ask learners to review what had been done in class daily because they were sharing textbooks. Tom added that learners took turns to do homework. He revealed that:

“Learners are unable to do homework as they share textbooks; one day the textbook goes home with the other learner, the following day goes with the other student. Therefore, it is difficult to maintain the homework strategy.” (Tom).

Most commonly, teachers rely on photocopies to help eradicate the unfairness that occurs when learners share a textbook. Likewise, Accounting novice teachers approached a similar strategy to maintain the homework strategy. However, Accounting novice teachers in these rural schools revealed that the nature of most rural schools restricted them in terms of duplicating work for all learners to have a

paper to go home with. Among other reasons, the schools could not provide all the necessities due to insufficient internal funds. Tom relied on making the copies for all learners, even though the nature of his school restricted it. He said:

“I usually make copies in the case where I used homework as a form of assessment, and which is also a challenge because you are limited in terms of copies you make.” (Tom)

In response to what restricts schools in trying to provide all necessary stationery and equipment for the purposes of teaching and learning. Tom reiterated:

“The school is also disadvantaged, meaning there are not enough funds to provide all necessary stationeries and equipment for teaching and learning.”

Furthermore, general context-based understanding and unsupportive views that rural people have about the whole purpose of education negatively impact the entire process of teaching and learning in rural schools. Novice teachers revealed that learners would sometimes not give priority to schoolwork, including not coming on formal and informal assessment dates. Jerry stated that:

“Learners will not write homework and come with so many excuses or get absent from the school even during the day of the test.” (Jerry).

If learners travel long distances to school, the process of teaching Accounting in rural schools is disrupted and jeopardised. According to novice teachers, learners' lack of concentration and participation in the classroom is often the result of exhaustion due to the long distances they have travelled from home to school. This is what Sam stated:

“Sometimes you find that learners travel more than 20 km daily to reach the school. By the time the learner reached the school, he/she is very tired and cannot fully participate or concentrate in the classroom.” (Sam)

Concentration and participation are vital in any classroom setup for a teacher to ensure that learners are on the right track all the time.

The novice teachers also revealed that contextual realities of the rural areas their schools were situated in negatively impact the successful delivery of the Accounting curriculum as planned. They said that teaching the Accounting curriculum in rural

schools is not easy because it did not relate to learners' daily experiences. This is what Jerry stated:

“These learners have never ever seen or heard about a company, so obviously it is going to be very difficult to teach them about companies as we normally start from what they know [and progress] to what they do not know.” (Jerry).

Tom shared a similar concern regarding the impact of the context these learners were exposed to in teaching the budgeting content for the Grade 11 Accounting curriculum. He stated:

“Some of our learners have little or no exposure to things such as budgeting as the financial background of their parents or families does not permit such things to exist.” (Tom).

Furthermore, novice teachers in rural schools revealed that it is not easy to enact the curriculum as planned due to limitations brought up by the context they work in. The CAPS document outlines the kind of resources recommended to effectively deliver the intended content; however, their contextual realities restrict them from implementing the curriculum as planned. This is what Sara mentioned:

“Our teaching document recommends teaching resources such as a newspaper to effectively teach ‘Ethics and Internal control’. Tell me then where learners can find a newspaper, as normally parents go once a month to town?” (Sara)

Sara said even they themselves as teachers are unable to have such resources in their hands because they also have limited access to town due to the long distance from school to town, and unreliable transport.

“I go to town on my payday only to do everything I need because it is far, and the transport is not reliable.” (Sara).

Contextual limitations played a large role in restricting Accounting novice teachers from ensuring that the process of teaching and learning Accounting is successful including the assessment aspect. Assessment plays a significant role in the final output, which in this context refers to learners' performance as shaped by formal and informal assessments.

4.3.5. Learners' lack of adequate foundational knowledge

Teachers mentioned that although Accounting as a stand-alone subject starts in the FET band in Grade 10, the Accounting curriculum is introduced in the GET phase in Grade 8 and 9 as Financial Literacy in Economics and Management Science (EMS). This is where Accounting foundational knowledge is built through the introduction of Accounting principles and concepts in preparation for those who will choose Accounting as one of their subject packages in the FET phase. However, Accounting novice teachers in rural schools said that, without fail, learners in those schools lacked adequate foundational knowledge of Accounting in the FET band. As this should serve as background knowledge, Accounting novice teachers revealed that they face difficulties when teaching Accounting. As Jerry mentioned:

“These learners they do not have a background of Accounting from Grade 8 and 9, where it is the foundation of EMS.” (Jerry)

The follow-up revealed that the major cause for Jerry to suffer this experience is the unfairness created by Grade 8-9 EMS teachers as they did not focus on the Accounting part when teaching the EMS subject. He was of the idea that EMS is not taught by Accounting specialists. As a result, Jerry personally volunteered to teach EMS Grade 8-9 to address the gaps identified in the Accounting knowledge part as he was passionate about the subject and willing to take it to another level. Jerry proudly reported:

“I requested to go and teach Grade 10 together with Grade 12, so that I will start to instil this love and passion I have for Accounting at an early stage.”
(Jerry)

Because Jerry was concerned about inadequate foundational Accounting knowledge, he had to intervene to help in laying the required foundation in further studying Accounting. As the teacher tasked with addressing the issue of learners' having insufficient basic knowledge due to incompetent Grade 9 teachers, he used his academic and professional background to ensure that learners grasp necessary principles at an early stage. This proved to be working in his Grade 10 classes. He said:

“For me, that way I was able to manage to lay the foundation of Accounting successfully in Grade 8 and 9 as I started to recognise the improvement in the following Accounting Grade 10s.” (Jerry)

Similarly, Sam shared the same sentiment that learners have no adequate foundational knowledge of Accounting because of insufficient time allocated to EMS. He believed that the time allocated was inadequate for building knowledge in a completely new learner. Given that learners should be exposed to basic principles of Accounting – theory and the practical side of it. Sam stated that:

“It is practically impossible to build a concrete foundational knowledge of Accounting to these learners within the time allocated for EMS, especially for the Accounting aspect.” (Sam)

Tom said the lack of learners’ foundational knowledge in Accounting in his school was also because the EMS teachers were not Accounting specialists, as most of them were qualified to teach Business Studies and Economics. Therefore, these teachers would not do justice to the section relating to Accountancy due to a lack of a pedagogical understanding of Accounting. Tom said:

“Most of EMS teachers in my school are not Accounting specialists, they assist because of low availability of Accounting specialists due to low learner enrolment to allow addition of teachers.” (Tom)

4.3.6. Language barrier in the Accounting classroom.

It has been found that the use of English as the Mol in the South African classroom hinders teaching and learning of Accounting because terminologies used in Accounting cannot be easily learnt in mother tongue languages because the learners do not have sufficient English proficiency to grasp these terminologies as they are not expressed in their mother tongue. It poses a threat to learners as they lack an understanding of English, which results in learners failing to comprehend basic Accounting concepts. Sam believed that if learners had limited understanding of the language of teaching, they often struggled to comprehend the Accounting basic concepts.

“If you cannot understand English, at some point you will fail to understand simple concepts.” (Sam)

“I remember they were struggling with concepts and I could see what the cause was - English.” (Sam)

Sara said the use of English in teaching and learning Accounting does not only affect the enactment of the curriculum, but also limits teachers when engaging in assessment with learners as they could literally not understand the instructions due to a lack of understanding of the language of instruction.

“It is difficult for them to understand Accounting concepts easily and do interpretation in the case of assessment and so on.” (Sara)

Sara added that a lack of understanding of the language of teaching and learning is evident when learners are required to write solutions in problem solving or open-ended questions. They normally struggle to formulate solutions due to an inability to access the language of teaching. Above all, these detrimental effects play a large part in the final performance of learners in Accounting assessments because basic knowledge in Accounting is important. Sara reported:

“this challenge affects a lot when doing comments, analysing transactions and adjustments in both formal and informal assessments.” (Sara)

Moreover, it is also believed that the nature of the rurality these learners live in contributes greatly to their lack of English language understanding in the classroom situation. Sam believed that home learning plays a huge role in learners' education because home and school curriculum are intertwined. He said:

“You cannot expect learners to speak or understand English properly while it is not practised back home”. (Sam)

Language remains the major challenge in the Accounting classroom, hindering the potential success of the intended curriculum.

4.4. EXPERIENCES RELATED TO THE DEVELOPMENT AND CONTINUOUS SUPPORT OF PRE-SERVICE TEACHERS

4.4.1. Inadequate preparation of Accounting pre-service teachers

Institutions of higher learning play a critical role in preparing pre-service teachers for successful professional teaching. The teacher education programs should expose pre-service teachers in various ways to ensure that they are aware of the reality of the different contexts they will encounter after graduation. Initial teaching practices and method modules practised in higher institutions serve as the catalyst in this process. However, novice teachers in this study reported that they were never prepared for or exposed by their higher institutions to reality, especially the rural teaching experience.

“I did all my teaching practices in urban schools. So, how do you expect me to be aware of what to find when professional teaching comes?” (Sam)

Tom shared the same sentiment, saying he was not exposed to the rural school experience by his teaching practices, and he was never prepared by the institution to face rural school realities. He stated:

“We were told to do teaching practices around the campus for the university for assessment purposes and this means I was prepared for the urban context only.” (Tom)

Sara reiterated that the initial teaching practice period in some higher institutions is not adequate to fully expose pre-service teachers to the contextual realities of the schools. She believed that the more time you spend practising, the more necessary experience and exposure you get. She stated:

“I don’t think this four-week period of teaching practice is sufficient for pre-service teachers to capture everything about the school and the context itself.” (Sara).

Assessment is part of the teaching practice programme and should serve as a guide to a progressive and successful pre-service teacher. However, accounting novice teachers revealed that sometimes their teaching practice experience was compromised in respect of quality assessment. Tom replied:

“Sometimes you will find yourself being evaluated or assessed by non-accounting specialists.” (Tom).

Sam had a similar concern regarding the standard of assessment in the teaching practice program. He believed that teaching practices do not benefit all pre-service teachers as much as expected because evaluators/assessors lack subject knowledge and expertise. He said:

“I was once assessed by a non-accounting specialist who had no knowledge of the subject at all. Her comments were not progressive or helping me to grow in the subject.” (Sam).

This therefore hinders the development of pre-service teachers into prepared novice teachers. Furthermore, teachers revealed content modules are biased: that the modules aimed at exposing pre-service teachers to methodological approaches of implementing the curriculum only accommodate the urban context.

“We were taught on how to use teaching aids such as PowerPoint presentations in our classrooms during Accounting method module. What about the schools with no electricity, what teaching aids are appropriate for that context? We are not taught about that; you find it yourself when you get there.” (Sara)

The novice teachers said the Accounting curriculum is incongruent. They believed that what they learn in higher institutions is not what they teach learners in the real-life encounter in schools. Sara said:

“What we learnt in the university is totally different to what I teach my learners.” (Sara).

Tom shared a similar concern, saying there is a gap between what the Accounting curriculum in higher institutions constitutes and the state school curriculum.

“What you learn at the university level is something else when it comes to teach Accounting to learners especially in this context, where there is a lot happening.” (Tom).

The above indicates that novice teachers are not fully prepared by institutions of higher learning during the period of a pre-service teacher.

4.4.2. Lack of proper induction.

Induction programs play a vital role in teachers' retention rate and put new teachers at ease within their new working environment. The DBE has designed a full package containing an induction and orientation guide directed at new teachers in schools. However, this study revealed that novice teachers believed they are not fully inducted in their new schools as schools misemploy the program by focusing only on the orientation part.

"I think rural schools do not understand the importance of the whole program because they only focus on orientating new teachers, neglect the other section of induction." (Sam).

Sara had a similar concern regarding misinterpretation of the program by rural school principals. She believed that the program is not adopted as it should be, as the schools offer inadequate orientation to their new teachers.

"I believe orientation of a new teacher goes beyond being introduced to the staff and shown necessary spaces for teaching and learning such as classrooms, offices, etc. as it was done to me and most of my colleagues." (Sara)

Tom had a similar case when he arrived at school.

"... I was introduced to the entire staff and was shown only the necessary space for me, i.e., classes, offices, photocopying room, toilets, sport fields, etc." (Tom)

Similarly, Jerry shared the same sentiment that there was no proper induction conducted on his arrival at school, besides being introduced to staff.

"There was no induction done, besides being introduced to the school staff and learners, and shown my classes." (Jerry)

Further probing suggested that rural school principals do not recognise the value of a full induction and orientation program. On a close inspection, it was clear that novice teachers are not inducted into their new schools because SMT, including the principals, do not understand the importance of it, or how it should be conducted. Tom replied:

“I have never witnessed any kind of an induction program in this school and I believe my principal is not aware of that, including how and when it should be administered and implemented.” (Tom)

Sam had the same feeling that their principals are not aware and do not understand the benefits that come with the program because they do not initiate it as it was intended.

“Principals do not initiate this program as designed and I believe they are not aware of such because other new teachers who came after me were never introduced to the school like me.” (Sam)

Furthermore, the induction and orientation program as designed by the Department of Education should be administered and implemented by the school principal with the assistance of the SMT. Tom believed that principals dedicate this task to middle management and never track the development and progress of the new teacher.

“The principal instructed the HOD to show me the staffroom, classes, etc. and never followed our development and progress.” (Tom).

It is clear from the above that novice teachers are not well oriented and inducted properly in their new schools. It shows that in rural schools the SMT, including principals, do not adopt the program as expected.

4.4.3. Lack of support and mentoring

Support and mentorship are intertwined, interdependent and considered to be important during the novice teaching period. Mentoring and support should be administered at all levels of the schooling system, i.e., at the school and district levels. Novice teachers in this study believed that the two components play a significant role in ones' transition. They are of the view that teaching in an environment adequate support increases positivity and boosts the teacher's self-esteem, especially support from your superiors since you are new in that environment. Sara stated:

“My HOD was always there for me, I received all the necessary support I wanted during that time... She was more helpful when it comes to classroom management and discipline.” (Sara).

Moreover, Sara mentioned that the support regarding the teaching of the subject was partial however, limited to what you want to be supported with.

“I requested my HOD to assist me with teaching the Reconciliations section for Grade 11.” (Sara).

Sam shared a similar view; however, he was more confident with his subject content and looked to his superiors and colleagues more regarding disciplinary challenges. He replied:

“My HOD and colleagues assisted me a lot in terms of disciplining learners because I was still learning the culture of the school when it comes to discipline.” (Sam).

Tom, on the other hand, shared a different understanding as he never requested any kind of support from his superiors.

“There was never a room for support in my school when I started working, I was on my own. So, I never requested any kind of support as they were seen not willing to offer or assist me in anything.” (Tom)

Further probing revealed that the kind of support teachers receive from their superiors is partial because it is limited to what they ask for, therefore, they are not continuously supported on all bases. They believed that the support should be continuous to ensure that they continuously grow and develop in the field. However, their school realities contrast with their expectations. Tom stated:

“There are no continuous support programs in my school, and I believe there should be one, maybe until the end of the first year, as the first few months are difficult for novice teachers.” (Sam).

Tom shared a similar concern regarding continuous support programs for them as new teachers. He replied:

“In my school, there are no such programs even for ordinary teachers, not to mention new teachers.” (Tom).

Novice teachers further believed that the support that teachers receive is not limited to the school level, but the district level is also responsible for their development in the

subject area. They reported that they do not receive continuous support from their district departments. Sara mentioned that:

“In our districts we only get called once a year together with all Accounting teachers for curriculum workshop. I do not recall a single day attending anything related to new teachers.” (Sara).

Tom and Sam believed that the district level is concerned with the final output, which is the pass rate of learners, not on how teaching and learning of a subject should be improved. He reiterated:

“There are no continuous programs directed to us, except those workshops, few workshops that are conducted annually.” (Sam).

“There are no such continuous support programs, the department is so persistent to order schools to produce good results, but not supporting these new teachers.” (Tom)

Moreover, novice teachers reported that the lack of support goes as far as subject advisers. They said they did not get adequate support from relevant stakeholders to support their development in subject expertise. Sam and Tom shared a similar experience. Tom stated that:

“My first encounter with our subject adviser was a year after I started working in this school and it was because they visited our school, not me!” (Tom)

“I was only visited by Mathematics adviser, with the other one for Accounting we met in the workshop.” (Sam)

Mentoring is another important factor to be considered for new teachers in the school environment. It is also, the process of cultivating new teachers and introducing them to the school environment. However, novice teachers reported that they never received any form of mentoring in their new schools.

“The language of mentoring does not exist in real school-life experience. There is no mentor and mentee here.” (Tom)

Sam shared a similar concern that this process of mentoring begins and ends at university. This is what he said:

“There is absolutely no mentoring process in the school environment. You learn on your own, especially your social and academic development.” (Sam)

Novice teachers are partially supported in the school level by their superiors and colleagues, but not at all by their district departments. However, awareness and understanding of the concept by rural school principal is absent, as a result there are no continuous mentorship and support programmes.

4.4.4. Professional isolation.

Teaching Accounting in rural schools comes with many challenges, as mentioned by Accounting novice teachers, especially during their first year of professional teaching. Accounting novice teachers said they felt lonely during their first years of teaching in a new environment that was full of strangers who appeared uninterested in helping them adjust. Accounting novice teachers revealed they felt isolated from both their colleagues and superiors at the school level, whereas they had expected to receive support from these people. Although, the professional isolation experienced by Accounting novice teachers was not intended, they felt lonely and isolated. Sam worked on his own in response to the feeling of loneliness that he felt during his first year of professional teaching in his school. He said:

“I kept myself quiet, sitting in the staff room trying to figure out the environment on my own.” (Sam)

Tom had felt the same feeling and ended up not requesting any kind of help from his colleagues, whom he believed had no interest in helping him adjust. He responded:

“No, I never requested any kind of support and they were seen not willing to offer or assist me in anything... Because I felt lonely as they were all not showing interest in keeping on checking me.” (Tom)

Moreover, Accounting novice teachers felt abandoned by external support structures. District support is essential, however Accounting novice teachers in rural schools revealed that Accounting teachers in underperforming and average schools are professionally isolated at the circuit level. Accounting novice teachers said the responsible individuals in the circuit level are only interested in performing schools, appearing to neglect the other teachers. Jerry said:

“Even our ward managers are also fully and committed to only performing schools, the ones below the average must see to themselves.” (Jerry)

Also, Accounting novice teachers revealed that at the district level, they do not receive the necessary support from their district officials i.e., subject advisers, to ensure that they enact the curriculum as planned since they are new in their environment. Accounting novice teachers mentioned that they had never had a direct contact or an identifiable relationship with their respective district officials. Accounting novice teachers believed district officials seemed to have no other reason to visit them or the schools besides a drop in the school or subject performance. Tom and Sara shared the same sentiment:

“We rarely see subject advisors pitching up to check on your progress, only see them when the school performance is very low. That is the only time you will see them.” (Tom).

“The subject adviser normally visits the school once a year to shout why your subject pass rate has declined, nothing more but personally I have never met her. I once saw her during one of the term moderations I attended last year. That was the first and last time seeing her. In fact, she was passing by and told us she is our subject adviser” (Sara).

4.5. CONCLUSION

This chapter presented data derived from interviews that were held with four Accounting novice teachers in three secondary schools in Nongoma circuit, under Zululand district. The teachers were interviewed about their experiences of teaching the Accounting curriculum for FET phase during this period of novice teaching. The interviews were recorded and listened to several times to help develop themes based on the responses teachers provided. The chapter firstly provided a description of teachers and then data was analysed according to themes. In the next chapter, the findings of this study will be discussed.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. INTRODUCTION

In the previous chapter, the researcher presented the data collected through semi-structured and focus group interviews. The summary of the key findings will be discussed in relation to the literature that was reviewed that was relevant to this study, and they will be discussed according to the key themes. These themes will address the main research question, which is:

1. What are novice teachers' experiences of teaching the Accounting curriculum in rural schools?

The following two themes will be used to answer the above main research question:

- Experiences related to the teaching of Accounting.
- Experiences related to the development and continuous support of pre-service teachers.

5.2. EXPERIENCES RELATED TO TEACHING OF ACCOUNTING

This study revealed common challenges that Accounting novice teachers experienced in their schools, which deter the enactment of the Accounting curriculum as planned.

The findings of this study revealed that novice teachers across the four schools encountered the issue of insufficient teaching and learning resources, which hinders the progress of the intended curriculum for Accounting as a subject. Teaching and learning resources are not definitely separated, they are interdependent. First and foremost, learners in rural schools lack essential learning resources, which prevents learners from effectively engaging in the classroom lesson. Each learner enrolling in Accounting should be in possession of basic learning resources, such as a textbook and calculator (CAPS, 2014). Moreover, DBE (2004) declared that schools that fall within poor quartiles, especially in rural areas, are declared zero-fee-paying schools. This leaves these schools with the sole responsibility of providing these learning resources to learners. The findings are in line with the existing work done, which concluded that learners in most scattered rural areas have insufficient basic learning resources i.e. textbooks (du Plessis & Mestry, 2019). The study further corresponded with Chakanika, Sumbwa, & Sichula (2012) who said that rural schools are at a disadvantage regarding providing learners with enough learning resources, such as

textbooks, because of a limited school budget forced by low learner enrolment. This further contributes greatly to a lack of the resources that are essential for any school to support the teaching and learning process in multiple ways. Included in the list is the poor school infrastructure – not enough desks to accommodate overcrowded classrooms and out-of-order chalkboards. This specifically poses a challenge with regard to transferring the information from textbooks to the chalkboard, as not all learners have textbooks.

(Gok, 2012) argues that a textbook plays a vital role in strengthening learners' understanding of the content taught and is regarded as a basic tool. The absence or inadequacy of these learning materials in learners' education deprive them of the essential right to education (Behnke, 2018). The issue of insufficient textbooks for all learners in the classroom has a negative impact on the final performance of learners in the subject. In rural schools, learners share Mathematics textbooks during the classroom lesson, which contributes to their lack of concentration, poor attempt level on homework activities, lack of practice, and poor performance in both formal and informal assessment (Hussain, 2012). Similarly, in this study, novice teachers revealed that there were insufficient Accounting textbooks for all learners, hence they shared textbooks during classroom lessons, which led to numerous challenges. When learners share textbooks, it is difficult to assess their understanding by means of homework activities, as one learner would be at a disadvantage. Furthermore, novice teachers revealed that the nature of their schools did not allow them to be flexible and ensure that all learners have a copy for the homework. The schools have limited materials or resources to support the process of teaching and learning. A lack of supporting resources, such as photocopying machines and paper, affect the process of teaching and learning (Makori & Onderi, 2014). Novice teachers in this study admitted that due to not having adequate paper, they are not able to overcome the challenges brought by insufficiency of textbooks by duplicating copies for all learners in case of homework and class activities. According to Du Plessis (2014), schools in rural areas face internal financial burdens and as a result could not support the teaching and learning process with essential resources, i.e., textbooks. This was similarly confirmed by novice teachers interviewed for this study that their school budget instability contributed greatly to this problem because they could not get the necessary support from their schools.

The study showed that Accounting learners in rural schools do not get the necessary support from their parents either. Parents should be involved in their learners' education and this comes with great benefits (Centre for Child Well-Being, 2010). The novice teachers said the parents should go beyond ensuring that the learner goes to school, but they should also provide all the learning materials that the school could not provide. Du Plessis (2014) reported in his study that rural communities are faced with multiple challenges, including poverty, and as a result, parents are not in a good position to cooperate with schools in terms of providing their children with the learning materials they need. This was the case in this study as teachers reported that their learners were not supported by their parents with regards to essential resources such as calculators. Noteworthy is that the calculator is a basic learning resource for any Accounting learner in a school (CAPS, 2014). This therefore greatly affects the implementation of the intended Accounting curriculum as these learners do not fully participate in assessments in both classroom and homework activities. It should be noted that homework played a vital role in strengthening learners' understanding of the content/topic taught. However, according to this study, learners do not do Accounting homework activities because their parents do not accommodate the learning process continuing at home. Also, this study found that parents do not make time for their learners to engage with schoolwork due to home chores. This, therefore, in multiple ways affects the teaching of the subject particularly assessment and content understanding. However, educators should go beyond the normal working hours to assist learners to grasp the needed subject content sufficiently. The current study revealed that Accounting learners in rural schools do not honour extra hours planned by teachers as parents lack support and push for home chores during weekends.

When parents have limited knowledge, it is detrimental to the entire schooling system. Parents in rural areas are not exposed to the various career paths available for their learners, and therefore do not fully take part in their learners' education. The limited parental knowledge regarding career paths is likely to be biased towards another unknown knowledge. As a result, parents end up having a biased perception towards a particular career path. Similarly, in this study, parents in rural schools are mostly aware of Science-related career paths, such as medicine. This has a negative impact in the Accounting classroom as learners are demotivated and not fully supported by their

parents in the subject as compared to Science subjects. Lastly, parental involvement in education does not only include attending school meetings, but also checking or assisting children with their homework, assignments (Kgaffe, 2001). Most of parents in rural areas do not make time for any school meetings or are involved in any way in their children's education, for various reasons (Du Plessis, 2014; An educational policy of 2005). As this study shows, parents do not attend school meetings, including those with specific agendas, such as discussing learners' individual performance as far as different subjects are concerned. The implementation of the curriculum is therefore interrupted in many ways and this makes it difficult for educators to know or discuss progressive measures with parents.

Moreover, parental support is pivotal in the schooling system as it benefits both the school and the learner. However, this is seen as one of major contributing issues to low learners' pass rate in rural areas. Teachers in this study, revealed that there is a lack of parental support in rural schools and this is evident in various ways. Hattie (2013) views parental support as the situation whereby parents are directly involved in their children's education through multiple good ways. It can be through being a school board representative, keeping abreast of their children's academic performance concerns, attending planned school meetings, or follow-ups with subject teachers to identify and understand the challenges of their children. However, parents in this study were not found in any of the above roles as teachers reported that parents in rural areas rarely attend school meetings, including academic progress meetings. Parental support further accommodates home-based parental involvement, such as helping learners with their homework, or checking whether it is done or not, ensuring their workbooks are up to date, and helping learners with basic reading skills (Hornby & Lafaele, 2011). The findings of this study are however incongruent as teachers reported that the issue of learners not doing homework is a norm and a major contributing factor in low learners' pass rate in Accounting. Furthermore, schools in rural areas are not in a good position to provide all basic teaching and learning resources due to financial instability (Du Plessis, 2014). Therefore, parental support goes further to ensure that their children have all the necessary learning materials which the school could not provide. However, according to this study, this form of support is also not evident in rural schools as it found that learners attend the Accounting classroom without important resources like a calculator, which the school

could not provide. The major contributing factor for schools to not provide adequate learning resources are similar (Du Plessis, 2014). The school budget is limited and should cover all expenses of the school. On the other hand, socio-economic issues such as unemployment, poverty and illiteracy are at their peak in rural areas and it is believing these issues largely contribute to low parental support in rural schools (Du Plessis, 2014). Similarly, teachers in this study noted that the majority of their learners' parents are not working, and they fail to support their children as expected.

This study further revealed that learners in rural schools have a negative perception of the Accounting subject. This suggests that learners attach stigmas to the subject, including that it is "difficult". Stereotypical views regarding any subject that are held by teachers, learners, and the community at large, seem to negatively affect the overall performance of learners in that subject. Noteworthy is that teachers in this study believed that the stereotypical views carried by learners in the school about the subject is the result of the community they live in. Role models play a pivotal role for young people and can reshape the mind of the learner, either in a good or a bad way. In these rural areas it was discovered that there were no existing role models from the field of Accounting to influence learners to pursue this field, hence learners and the community at large did not see the value of the subject. Foncha, et al. (2016) revealed that learners mostly do not attempt or do Mathematics homework because they believe the subject is difficult. As a result, teachers cannot effectively give feedback to learners to monitor their progress and plan for the next lesson. Similarly, this study shows that learners in rural schools do not fully engage with the subject based on stereotypical views, including not doing their homework, which novice teachers regarded as a norm in their schools. This favors Letswene (2014), who concluded that Accounting homework is not done by many learners and it is common. Teaching and learning Accounting involves the application of knowledge and engaging calculations which may in many forms. Thus, teachers in this study reported that learners fear calculations the most as they associate them with Mathematics, which they perceive as hard. This affects the implementation of the curriculum as planned because learners perceive Accounting as hard because it includes a lot of calculations, as a results teacher are not able to present lessons as expected. Similarly, learners lack passion for the subject as there are misconceptions around it, which include that it is "difficult". This positively and negatively affects learners and the implementation of the

curriculum as planned (Letswene, 2014). However, teachers in this study believed that such misconceptions exist, and have a negative impact on the pass rate of the subject. This is mainly because learners do not fully commit themselves to it, and as a result teachers are unable to implement the curriculum as planned.

Another disturbing challenge reported in this study was the issue of a language barrier in the Accounting classroom because of learners' inability to comprehend the English language of teaching. Govender (2010) reported that teachers face a huge problem when teaching the Geography curriculum as learners find it hard to comprehend some terms used due to being second language users of English. The same is discovered by this study, Accounting has its own unique terminologies that cannot be taught in a mother tongue language and must be taught in standard English language (CAPS, 2014). The study reported that teaching the subject in rural schools is troublesome as learners lack basic English understanding, as suggested by Steenkamp, Baard & Frick (2009), who stated that language plays a vital role in the Accounting classroom as it is taught in English, which hinders some learners from fully understanding or participating in the classroom. The language barriers cause learners to fail to understand basic Accounting concepts or transactions in both formal and informal assessments (Foncha, Abongdia, & Mkhohlwa, 2016). Teachers in this study revealed the same problem and concluded that the language barrier is the most detrimental when it comes to analysis and interpretation of financial statements in both formal and informal assessments. This includes comprehending open-ended questions, understanding financial problems and offering sound financial solutions. This is most applicable in Grade 12 Accounting classrooms and hugely impacts the pass rate of the subject in the NSC. Learners who lack English competency are most likely to experience difficulties in the subject Accounting as the entire content is taught in the learners' second language, which is English (Joubert, 2010). Teachers in this study also reported that their learners with inadequate English understanding experience difficulties when doing comments, and analysing transactions and adjustments in preparing to engage in calculations. Foncha, et al., (2016) reported that teachers found it challenging to introduce some topics of the curriculum as learners find it difficult to understand concepts. This study extends the above as novice teachers revealed that they find it difficult to enact some part of the curriculum as planned because learners lack an understanding of Accounting concepts, as they are

reported in the English language and they are unable to present some unique Accounting terms in their mother tongue language, isi-Zulu. Therefore, novice teachers in this study concluded that this issue of language barrier is detrimental to learners' education, and they believed it is partly the result of low parental involvement. Similarly, Hornby and Blackwell (2018) stated that issues such as the MoI and lack of parental support play a huge role in the low level of English attainment in rural schools.

On the other hand, practising code-switching remains a tool that is used and is the only option in most South African rural schools. Teachers in this study revealed that they solely relied on code-switching and found it work for them because they believed teaching Accounting using English was very challenging as learners do not understand basic English usage. This parallels Focha, Abongdia, and Mkhohlwa (2016), who concluded that teaching subjects such as Mathematics, Life Sciences, Accounting and Physical Sciences is difficult because learners lack English proficiency, and these subjects have unique terms that cannot be easily translated to their home languages. However, according to Maduane (2016), the more the teacher practise code-switching, the more he or she indirectly denies second-language speakers the opportunity to grasp basic and important specific discipline knowledge. It is the same with this study, as teachers further revealed that learners struggle the most in their attempts to do problem solving questions in both formal and informal assessments as they lack conceptual understanding.

Teachers in this study further revealed that learners in the FET phase lack adequate foundational knowledge of Accounting from Grade 8-9 Economics and Management Sciences (EMS). It was clear from teachers that learners in Grade 10 do not have A basic knowledge of Accounting, which primarily includes basic concepts and principles. In this regard, a study by Letshwene (2014) reported that this is the case because time allocated to the EMS syllabus is not sufficient and these teachers are not equipped. Teachers are also reported not to teach the Accounting part as expected and required by the work schedule. This study extends this report as it initially found that due to a shortage of human resources in rural schools, EMS is taught by teachers who are not Accounting specialists or EMS teachers. Therefore, unqualified Accounting teachers have no confident and insufficient knowledge to do justice to the Accounting part and get learners excited about Accounting. This study further reports that learners do not pay full attention in the subject because they were not fully

introduced to the subject. This supports Letshwene (2014), who maintained that if learners are not exposed to Accounting in Grade 8 and 9 it may cause them to not put enough effort into understanding and finding the subject interesting. Furthermore, she argued that the incomplete exposure of Grade 8 & 9 learners to Accounting in EMS negatively affects the overall performance of learners in Grade 10 and deters teachers from completing the Grade 10 syllabus in time as they need to start the Grade 9 schedule afresh. Similarly, novice teachers in this study found it difficult to complete the Grade 10 curriculum as indicated in the annual teaching plan (ATP) of the subject. Among other reasons, Accounting learners in the FET phase lack an understanding of basic concepts and principles that should have been introduced in Grade 8 & 9, therefore much of the Grade 10 curriculum time is spent trying to instill senior phase work in the learners.

This study reported that the challenges novice teachers faced in their initial teaching in rural schools had a negative impact and affected the way they implemented the curriculum. They revealed that the Accounting curriculum is incongruent: the knowledge transferred to pre-service teachers in teacher education training is different to the content knowledge that novice teachers transfer to learners in multiple contexts. Barley and Brigham (2008) argue that the previous B Ed structure was criticised and reviewed as such. However, this is still the case as this study found that novice teachers are of the notion that content knowledge learnt in higher institutions (HI) is not what they are expected to teach. According to Heeralal (2004), teacher education training neglects and does not expose pre-service teachers to teaching and learning in the rural context. He further mentions that HI teaching programs accommodate the urban context and revealed that pre-service teachers are exposed to urban school life experiences only through initial teaching practices. This study found the same as most novice teachers reported that their HI teaching practice programs exposed them only to urban school life as they were not allowed to do them far away from the institution for assessment and critique purposes. Therefore, novice teachers believed that the HI institution denied them essential exposure to the rural school context, especially the aspect of learning and teaching. Further to that, novice teachers in this study noted that the HI programs equip pre-service teachers with multiple and advanced ways of teaching that automatically neglect the rural context, as many South African rural schools are far behind with developments and unable to accommodate modern styles

and methodologies. This is congruent with a Macuphe (2018), which found novice teachers' concerns include not being fully equipped by HI to deal with major and multiple challenging experiences of the rural context. Similarly, novice teachers in this study believed that they were never prepared to deal with some of the challenges they encounter as they were often trained to teach using advanced technologies such as the overhead projector or PowerPoint presentations, which are absent in rural schools.

5.3. EXPERIENCES RELATED TO DEVELOPMENT AND CONTINUOUS SUPPORT OF NOVICE TEACHERS

This study also found that novice teachers are not inducted in their new schools in rural areas. However, according to (Feiman-Nemser, 2011 & Steyn, 2004), proper induction or orientation plays a vital role and is the best way of developing novice teachers. Induction and orientation are dependent and play a critical role, and therefore should be carefully planned and initiated by the school, as falls within their jurisdiction (DBE, 2011). However, novice teachers in this study revealed that the schools in rural areas separate the two distinct programs and initiate or implement incomplete orientation. Most of the schools improperly implement the orientation program because teachers are only introduced to the staff and shown their stations, which is an incomplete orientation. Upon further probing, novice teachers believed that the schools are not aware of such programs as they operate without continuous engagement with departmental officials. Du Plessis (2014) found that rural schools operate on their own because they are rarely visited by officials. Also, novice teachers said principals in rural schools believed in a democratic leadership style and therefore dedicate some of their original responsibilities to middle management. The teachers also overtly outlined that they have never heard or witnessed any form of induction in their schools. Similarly, Somdut (2012) says that in the South African rural context, novice teachers reported that in their new school they assumed their teaching duties without any form of induction. This is therefore incongruent with the departmental plan in place for new teachers' development.

This study further reports that novice teachers experience a lack of support and mentorship in rural schools. Support and mentorship are interrelated in the workplace and directed at newcomers. According to Fletcher (2012), the purpose of mentorship is to empower novice teachers' self-esteem and confidence as they are new in the

environment. Mentorship can be viewed as two distinct concepts: formal and informal mentoring. Formal mentoring is planned, instituted, and implemented by the institution with specific objectives, while informal mentoring unconsciously occurs because an experienced teacher offers his or her expertise voluntarily with the aim of mentoring the new teacher (Hamburg, 2013; Mullen, 2012). However, in this study, novice teachers were convinced that their schools did not offer any kind of mentoring as a support tool for their development. Both formal and informal mentorship was not identified by novice teachers and this indicated that the school, including experienced teachers, undervalues the benefits it comes with, such as higher teacher retention rate (Ingersoll & Kralik, 2004). Furthermore, novice teachers believed that rural schools including principals are not aware of such teacher development programmes designed for teachers, and especially novice teachers as they are vulnerable in the workplace. The effect of no proper mentorship in the education sector, as noted by Paula and Gr̄infelde (2018), was discovered in this study as some teachers noted that because of this they were less eager to teach in rural schools, and as a result, they felt leaving for a better working environment was necessary.

Support is another important aspect in the workplace, necessary and applicable for newcomers. Novice teachers in schools should be supported in three dimensions; professional knowledge and skills, and the social and personal dimensions (Eisenschmidt, 2006). However, this study revealed that novice teachers are not fully supported during their first years of professional teaching. Novice teachers are not professionally and socially supported by their schools and at the district level. They indicated that they often received personal support from their superiors, but this was limited to what they wanted to be supported with. This corresponds with Somdut (2012), who revealed that experienced teachers are reluctant to support novice teachers and often do not share their expertise. Further, Somdut (2012) revealed that novice teachers receive less or no support from their schools directed at developing them as special teachers who can successfully deal with multiple issues, among others classroom management and learner discipline. Equally, in this study, novice teachers reported that there are no standstill support programs designed for them: however, they received little support from colleagues and superiors regarding learner discipline and classroom management. Somdut (2012) further revealed that experienced teachers ignore requested support by novice teachers. In contrast, this

study revealed that novice teachers received the support but limited to what the teacher requested. Additionally, Du Plessis (2014) stated that rural schools are far flung geographically and often do not receive the necessary support system from upper structures of the department, such as districts. He reported that rural schools are less likely to be visited by district officials unless the school overall performance declined. The same applies to this study report: novice teachers raise similar concerns, saying they are less likely to be visited by upper structures in support of their daily struggles.

This study found that novice teachers in rural schools believed that they are professionally isolated from the education system. Feelings of this nature according to Steyn (2004) are among factors experienced by most novice teachers, and contribute very much to teacher retention. The DBE (2011) guide postulates that teachers should be continuously supported and developed to meet the ever-changing curriculum. However, this study of novice teachers revealed that both internal and external structures offer less or no support to teachers in rural schools, especially novice teachers. They indicated that there are no support programs in their schools aimed at developing them in the profession. Also, they highlighted that there are no outside agents of support in rural schools. They mentioned that district officials such as subject advisers rarely officially make appointments with teachers unless the pass rate of the subject rapidly declines. This finding is not supported by Sithole (2016), who discovered that in the urban context, subject advisers have close contact with their subject teachers. However, this is in parallel with Du Plessis (2014), who reported that district officials are unavailable to rural schools and Sithole (2016), who indicated that they visit more when the pass rate of the subject declines.

5.4. SUMMARY OF THE CHAPTER

The discussion of finding in this study helps to understand Accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools. Teachers in the three schools revealed that they faced most common challenges when implementing the intended curriculum, such as experiences related to the teaching of the Accounting curriculum, and experiences related to the development and continuous support of pre-service teachers. The following chapter is the final chapter of this study. it summarises, concludes and provides recommendations based on the findings of this study.

CHAPTER SIX

SUMMARY, RECOMMENDATION AND CONCLUSIONS

6.1. INTRODUCTION.

The previous chapter presented a detailed discussion of findings using existing literature and the conceptual framework. This chapter departs by providing an overview of the study. Then the summary of the key findings of this study will be discussed, followed by the chapter noting the limitations and making recommendations for further research. The purpose of this study was to explore novice teachers' experiences of teaching the Accounting curriculum in rural schools. To understand novice teachers' experiences, the researcher employed qualitative data collection methods and grouped data under two themes: experiences related to the teaching of Accounting, and experiences related to development and continuous of pre-service teachers.

6.2. OVERVIEW OF THE STUDY

The study comprises six chapters, which consist of various aspects of the study:

Chapter one provided an overview of this research study. Among other things, background, rationale, and problem statement were introduced. It further stated the main research question and objective that guided the study.

Below is the main objective of the study:

- To explore Accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools.

Below is the main research question:

- What are novice teachers' experiences of teaching Accounting the curriculum in rural schools?

Chapter two presented the literature that was reviewed for the present study.

Chapter three made a clarification of the methodology adopted in this study. It provided a description and explanation of the research design and methodology, the sampling strategy utilised when recruiting participants, and the procedure followed for data

collection and data analysis. Further, it noted the ethical issues that were considered for this study, and models used to ensure a high level of trustworthiness.

Chapter four presented the data that was gathered through the adopted methods of data collection in qualitative study. The process of data analysis produced the following two broad main themes, which have their own sub-themes:

- Experiences related to teaching the Accounting curriculum.
- Experiences related development and continuous support of preservice teachers.

Chapter five provided a discussion of the main research findings presented in the above chapter (chapter four). The discussion was supported with the consulted literature (chapter two) and the theoretical framework.

6.3. SUMMARY OF KEY FINDINGS

This section outlines a summary of the key findings under each of the research questions' objectives. These findings were then used to draw a conclusion and make recommendations. The findings are presented below according to the construction of the theoretical framework of the study.

The main purpose of this study was to explore novice teachers' experiences of teaching the Accounting curriculum in rural schools of the Nongoma area in Zululand district. To achieve this purpose, the following research question was developed:

1. What are novice teachers' experiences of teaching the Accounting curriculum in rural schools?

The objectives outlined in this study are:

- 1) To explore novice teachers' experiences of teaching the Accounting curriculum in rural schools.

The summary of findings outlined in this section answers the above research question.

6.3.1. Experiences related to teaching of the Accounting curriculum

Findings of this study revealed that Accounting novice teachers confront multiple challenges which are related to teaching the Accounting curriculum in the context of rural schools. The study reported a lack of teaching and learning resources as the fundamental factor affecting the successful implementation of the Accounting

curriculum in rural schools. It notes that neither the school nor the parents provide adequate teaching and learning resources to learners due to financial restraints, and thus learners lack essential learning materials while teachers lack basic teaching resources. The process of teaching and learning takes place in a school environment within a local community, and hence parental involvement is deemed necessary and important to ensure this process is best capitalised on. However, this study reported that Accounting novice teachers experienced a lack of parental support which negatively affected how they implement the curriculum. Lack of parental support added more strain on novice teachers and contributed greatly to a lack of learners' involvement during curriculum implementation, including assessments. Both positive and negative views play a vital role in how one perceives a particular instance, hence this study found that both the school, parents and learners had stereotypical views about Accounting as a subject. Novice teachers indicated that this had a negative impact on how they implement the curriculum as planned as such views demotivate and discourage learners from enrolling Accounting. Furthermore, in the curriculum implementation, the teaching and learning process is vital, which includes both formal and informal assessment. This study, however, found that this process in rural schools is affected by various challenges, such as the context itself. Novice teachers reported that the context in which they work has its own unique limitations regarding both the teaching and assessment of learners. Contextual limitations, such as the distance covered by learners to get to school, poverty, unemployment, and the unavailability of public transport were major factors affecting the process of implementing the curriculum as planned. Moreover, in the South African curriculum plan, Accounting is offered in the FET band (Grade 10-12) while the subject is introduced in the GET band as the EMS subject incorporating Accounting, Business Studies and Economics. However, this study revealed that in rural schools, learners lack foundational knowledge of Accounting in the FET band. Factors such as unqualified EMS teachers were discovered as the primary reason behind these teachers' experience. Novice teachers indicated that this completely interrupts the Annual Teaching Plans (ATP) as learners lack the basic conceptual understanding the entire curriculum is built on. Therefore, much time is devoted to correcting the mistakes from Grade 8-9. Lastly, this study reported that the language of teaching, which is English, as instructed by the curriculum is detrimental to the Accounting classroom in the rural school context. Rural school learners are disadvantaged by this blanket approach as they lack basic

English competency and therefore fail to understand basic Accounting concepts, supply sound financial solutions, analyse transactions, and interpret and comment on financial statements. This hamper successful implementation of the curriculum as planned, and therefore novice teachers indicated that though it is not a recommended practice, they employed code-switching to ensure that learners capture the intended curriculum.

6.3.2. Experiences related to development and continuous support of preservice teachers

The findings revealed that Accounting novice teachers were concerned with their development and support as both pre-service and novice teachers. They particularly reported that the teacher training programs offered in higher institutions inadequately prepared them as preservice teachers for a diverse teaching context. This refers to their view that the teaching practice program period is not enough to adequately expose them to a real teaching experience. Also, they noted that certain higher institutions expose them to an urban school experience only and neglected rural contexts due to the attached costs. Moreover, teachers believed that the Accounting curriculum offered in the higher institutions is incongruent with the Accounting curriculum offered to learners in schools in which expected to implement. Lastly, novice teachers believed that the current B Ed curriculum structure does not cater for diverse context as more relates to the urban schooling context. These teachers also noted that their development as novice teachers is not guaranteed in rural schools as they experienced a lack of induction, support, and mentoring, as well as professional isolation. With reference to the lack of induction, this study revealed that rural schools have no proper induction process in place for new teachers: this includes proper orientation. It was clear that orientation of new teachers is partially implemented while induction is completely unavailable. Lack of support and mentoring refers to novice teachers view that in rural schools, support channels are limited, while there is no mentoring process. Findings of this study show that the support novice teachers obtain is limited to the school as it is noted that there are no outside agents of support available in rural areas. Teachers reported that they only received social support from colleagues and superiors, but fewer academic support channels were available. Novice teachers indicated that they receive less nor no support from their local circuits or districts level. Lastly, novice teachers experienced a feeling of isolation in the

profession. They indicated that there is no continuous support of their development and growth in the profession by the school or the department. However, available teacher development programs group together all Accounting teachers once or twice a year. In addition, they indicated that district officials do not support them as they rarely pay them official visits.

6.4. LIMITATIONS OF THE STUDY

The study was conducted in only three secondary schools in one district. The findings of the study therefore cannot be generalised to all the secondary schools in the province in KZN. Another limitation is that the group interviewed were novice teachers in the rural context, and therefore, the results of this study cannot be transferred to an urban context.

6.5. RECOMMENDATIONS

The main aim of this study was to understand Accounting novice teachers experiences of teaching the Accounting curriculum in rural schools under the district of Zululand. After the data collection and analysis, the following is recommended:

The findings revealed that there is a lack of essential teaching and learning resources and material in rural schools. Accounting classrooms have inadequate teaching and learning resources and materials such as textbooks, photocopying machines, and calculators as both the school and parents are unable to provide adequate resources. The recommendation in this regard is that Accounting teachers in rural schools should at least have basic business management knowledge. This will assist them to be able to approach local businesses or start fundraising campaigns together with learners and schools. Also, DBE should offer entrepreneurial courses to learners and teachers so in turn they will assist local schools in various aspects, such as infrastructure and a lack of teaching and learning resources.

Accounting learners in the FET phase show that they have inadequate knowledge of the subject as novice teachers believed EMS does not provide learners with enough background knowledge of Accounting. The recommendation is that the Department of Education and schools should develop continuous training programs specifically directed at non-Accounting specialists teaching EMS because of the existing issue of understaffing in rural schools. Another recommendation is directed to SMTs to ensure

that the financial literacy is taught by Accounting specialists in Grade 8 & 9 if the EMS subject is taught by a non-Accounting specialist.

This study found that there was inadequate preparation of preservice teachers. Accounting novice teachers believed that higher institutions did not adequately prepare them for various aspects of teaching, especially readiness for the rural context. The recommendation is that there should be a constant relationship between higher institutions and DBE to make the curriculum more congruent. The HI curriculum should expose preservice teachers to diverse teaching contexts. The initial teaching practice program should be revised to meet preservice teachers' concerns as highlighted in this study.

These findings show that novice teachers are not properly oriented inducted, mentored, supported, or professionally developed, as expected. The department of education should continuously train principals in line with the implementation of existing programs and the importance of new teacher induction and support programs. The Department of education should monitor the schools on the implementation of existing programs of teacher development at a district level. School principals should further ensure that there is a close connection with department officials and ensure all teachers get the necessary support from their subject advisers.

6.6. RECOMMENDATIONS FOR FURTHER STUDIES

From the findings of this study summarized above, the researcher proposes the following for further research:

- Experiences or perceptions of learners about Accounting in rural schools should be investigated. The research shall look at various dimensions pertaining the learning of Accounting curriculum, such as reasons why learners experience learning Accounting the way they do. This will help to understand the views of learners about Accounting and the implication it comes with.
- Strategies used by Accounting novice teachers to fight against the challenging experiences they encounter when implementing the Accounting curriculum in rural schools. This will help understand how novice teachers adapt in their new environment.
- The impact of a lack of support from external agencies to novice teachers or commerce discipline at large in rural schools should be studied to help

understand how novice teachers and the discipline cope without the necessary support from the Department of Education.

- Perceptions and experiences of external agencies of support about rural schools or teachers should be inspected to understand factors hindering them to fully support rural schools as expected.

6.7. CONCLUSION

The main aim of this study was to explore Accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools. The research in this study revealed that Accounting novice teachers in rural schools almost experience common challenges when implementing the curriculum as planned. These experiences are related to the teaching of the subject and development and continuous support of pre-service teachers. Novice teachers revealed issues such as, a lack of teaching and learning resources, lack of parental support, and contextual limitations on assessment and teaching, inadequate foundational knowledge of Accounting, and a lack of support and mentorship, and concluded they negatively affect the implementation of the Accounting curriculum. Also, novice teachers indicated that rural communities have negative perceptions about the subject, and as a result discourage and demotivates learners to enrol in Accounting at school.

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APPENDIX A: ETHICAL CLEARANCE



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

27 September 2019

Mr Solumuzi Pressure Ncama (214506351)
School of Education
Edgewood Campus

Dear Mr Ncama,

Protocol reference number: HSSREC/00000314/2019

Project title: Experiences of teaching Accounting curriculum in rural schools: A case of Accounting novice teachers in Zululand District

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 28 August 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

This approval is valid for one year from 27 September 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,



Dr Rosemary Sibanda (Chair)

/ms

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

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

APPENDIX B: Permission letter from the Department of Basic Education

 **education**
Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma Ref.2/4/8/1857
Tel 033 392 1063

Mr SP Ncama
Private Bag X03
1 Marianhill Road
Ashley
3605

Dear Mr Ncama

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **"EXPERIENCES OF TEACHING ACCOUNTING IN RURAL SCHOOLS: A CASE OF ACCOUNTING NOVICE TEACHERS IN ZULULAND DISTRICT"**, 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 24 July 2019 to 10 January 2022.
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.


r. EV Nzama
Head of Department: Education
Date: 25 July 2019

AZULU-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

+27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE....Twitter: @DBE_KZN....Instagram: kzn_education....Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX C: Letter to the principal

P.O. Box 22145

Hluku

4688

09 July 2019

Attention: The Principals of Schools

Dear Sir/Madam.

My name is Solumuzi, Pressure Ncama. I am presently doing my Master's degree at the University of KwaZulu-Natal (Edgewood Campus). I am interested in working with your schools as my research site. Since my research participants are Grade 10/11/12 Accounting teachers, I found it necessary for me to humbly seek a permission from you as a principal to allow me use your teachers in my planned research. I would like to state that I have already had some discussion with Accounting teachers who has showed a great interest in participating in the study. However, as a principal of the school, I deem it necessary to seek further approval from you so that I occasionally visit your school for the above-mentioned purpose.

The title of my study is: Experiences of teaching Accounting curriculum in rural schools: A case of Accounting novice teachers in Zululand district. Teachers have their own experiences of teaching the curriculum as planned in their respective context, however the rural context is characterized with various challenges which have a negative impact on the way in which the curriculum is delivered. As a result, learners' outcome is affected as it is noted that rural schools often struggle to produce good results in subjects such as mathematics, physical sciences, accounting, etc. compared to urban located schools. Thus, I seek to explore how do newly qualified teachers find teaching Accounting in rural schools. What is specific discipline related challenges they experience?

The process of data collection will compromise semi-structured interviews and focus group interviews. There would be two semi-structured interviews with one participant. There would be eight participants who are novice teachers teaching Accounting either Grade 10/11/12, or each session will last approximately one hour voice recorded.

Also, the eight participants will be part of a focus group which set to seat twice. In order not to compromise teaching time, I plan to conduct all my interviews during break times and after school hours, or during weekends where teachers are not fully occupied shall they have Saturday classes.

I would like to indicate that participants' responses during the course of the data generation will be kept confidential. To achieve this, I intend to use pseudonym names in referring to my participant and the name of the school. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reasons, anytime if they deem it necessary to do so without incurring any penalties, there are no benefits, and the research is for academic purpose only.

For further information on this research project, please feel free to contact Dr J.C. Ngwenya.

She can be reached on the telephone numbers, +27 31 260 3621 or +27 83 7239134. Alternatively, she can also be reached at; ngwenyaj@ukzn.ac.za should you decide to reach her via email. If further information is required outside of the above contacts, you may also contact the Research Office of the University of KwaZulu-Natal through; Mthembu Sabelo, Tel: 031 260 4557 E-mail: mthembus4@ukzn.ac.za.

In addition to the above, should any queries be raised, you may feel free to contact me directly on this cell number +27 84 821 8770. My email address is: solumuzipressure@gmail.com

I deeply wish you would find it within yourself to give this request your favourable consideration and hoping to hear from you as soon as you can.

Thank you in advance.

Yours faithfully,

Ncama Solumuzi, P.

A black rectangular box redacting the signature of the researcher.

The researcher.

APPENDIX D: Informed consent letter to teachers

Private Bag X 03
1 Marianhill Road
Ukzn Edgewood Campus
Kinnoul Res. Room 68
26 June 2019

Dear Participant

INFORMED CONSENT LETTER

My name is **Solumuzi Pressure Ncama**. I am currently pursuing my Master's degree at the University of KwaZulu-Natal, Edgewood Campus, of South Africa. I am interested in exploring the experiences of novice teachers who are teaching Accounting curriculum Grade 10/11/12 in Zululand district. The rural context is characterized by wide factors and challenges, hence learners in this context are not exposed to modern way of learning compared to learners in urban schools, which may hinder the way in which novice teachers teach Accounting to these learners. Therefore, the title of my study is: ***Experiences of teaching Accounting curriculum in rural schools: A case of Accounting novice teachers in Zululand district.***

As a qualified Accounting educator, I will like to use this letter to request you to be part of my planned study as a participant so that I can engage you in an in-depth discussion as to the experiences that you faced as a novice teacher in your working environment with regard to teaching Accounting curriculum for Grade 10/11/12. I will like to further assure you that your participation in the study will be guided by the following:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview session would be done twice and each may last for about 1 hour but may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research if you deem it necessary. You will not be penalised for taking such an action.

- The research aims at understanding the experiences both challenging and good when teaching Accounting in your setting which is rural area. Also understanding how you overcame those challenges.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		

Should you require further information about the study, you can reach me on the following contacts:

Email : solumuzipressure@gmail.com

Cell : 084 821 8770

My supervisor is Dr J.C. Ngwenya. She is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal. Dr J.C. Ngwenya can be contacted on either 083 723 9134 or 031 260 3621. Should you decide to contact her via email, she can be reached at; ngwenyai@ukzn.ac.za.

The following contacts can also be used to reach the Research office of the University of KwaZulu-Natal for further information about the study:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Solumuzi P. Ncama

DECLARATION BY PARTICIPANTS

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

I understand that I am at liberty to withdraw from the project at any time, should I deem it necessary and agree the interview session be recorded:

	willing	Not willing
Audio equipment		

SIGNATURE OF PARTICIPANT

DATE

.....

.....

APPENDIX E: Interview schedule



FOCUS GROUP INTERVIEW SCHEDULE

NAME OF THE RESEARCHER : Ncama Solumuzi Pressure

STUDENT NUMBER : 214506351

GENDER : Male

COLLEGE : Humanities and Social Science

PROJECT TITLE : Exploring Accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools: A case of novice teachers in Zululand district.

It noteworthy that this guide will be used to conduct the focus group interviews. The study consists of eight research participants who are teaching Accounting Grade 10/11/12, all of them are based in rural context, Zululand district. There will be one focus group session aimed at supplementing the initial and final semi-structured interviews. The focus group will consist of all eight participants, and the focus group discussion will last approximately one to two hours to allow all participants to share their experiences regarding the research topic. The focus group discussion thus, intends to elicit collective views from the participants within the shortest possible time since all the participants in each group will be together at the same time. The focus group interview questions are as follows:

1. How did you find teaching Accounting during your first year of teaching in the context of rurality?

(Probing: What can be regarded as challenges in teaching Accounting in rural schools? How can such challenges be addressed?)

2. How is the availability of necessary teaching aids in this context? What impact does it have in the way in which you teach in the classroom?
3. Is there a correlation between insufficient teaching aids and poor performance of learners in Accounting?

(Probing: if yes, how can school/teachers overcome this?)

4. What kind of support do you get from the school or the department of education?
5. Do you feel that as a newly qualified teacher you should receive gradual support from the school or department?

(Probing: Why do you think so?)

NAME OF THE RESEARCHER : Ncama Solumuzi Pressure

STUDENT NUMBER : 214506351

GENDER : Male

COLLEGE : Humanities and Social Science

PROJECT TITLE : Exploring Accounting novice teachers' experiences of teaching the Accounting curriculum in rural schools: A case of novice teachers in Zululand district.

What are novice teachers experiences of teaching in rural schools?

1. When did you start working as a professional teacher? How many years do you have working here in this school?
2. How did you feel when told that you are placed for professional teaching position in a rural school?
3. Can you explain how did you feel on your first day as a professional teacher in your school?
4. How did the school welcome you as a new professional teacher? Was there a proper induction?
5. How was the school environment during your first few days at work? How is it now?
6. Have you ever received mentoring or support from your HOD's or someone else? If yes, what kind of support? Did you request support, or he/she voluntarily supported you?
7. Can you explain how is your relationship with your superiors? Principal/HOD/District Officials?

8. What are the challenges that you faced during your first professional teaching period in your school? How did you overcome those challenges? How helpful were your superiors in overcoming those challenges?
9. Do you still face similar challenges like before in your school? If yes/no, explain.

What are novice teachers' experiences of teaching Accounting in rural schools?

1. When did you start teaching Accounting, which grades have you taught and what grade are you currently teaching?
2. Can you share the major challenges that you face when teaching Accounting in this rural school?

Probing: What do you think are the causes? How did you deal with these challenges?

: Were you assisted? If yes, by who and how?

3. In your opinion, does the context in which you work in have an impact in your Accounting classroom practice? How does the rural context (the fact that your school is in the rural context) affects you in teaching Accounting, in coping with the changes in the subject?
4. What are the teaching strategies that you implement in your Accounting classroom?

Probing: How effective are they in your Accounting classroom? What challenges do you encounter if you implement the above-mentioned strategy? How do you overcome these challenges?

: Where did you learn about these strategies that you use in your classroom?

5. Can you share your experiences of teaching Accounting in a rural school?
(Probing: Does your knowledge attained from the university assist you in dealing with the bad experiences you encounter? Also, for great experience does your university knowledge have impact?
6. If you encounter problems or you need help with a topic, whom do you turn to when you seek advice?
7. Which areas of the Accounting curriculum do you still need assistance?

8. Accounting is the subject that is plagued with the recurring changes. As we speak there are changes in the CAPS for Accounting. What training or workshops have you received?
- To inform you about the changes that will be introduced in Accounting.
 - To develop you in the areas regarding the teaching of new topics and other changes in Accounting?
9. In your opinion, do you think the University fully prepared you to deal with the challenges you encounter when teaching Accounting in your school in rural area?
- Probing:** If yes, please explain? If no, what can be done to ensure that the university prepares students to cope with rural base school challenges?

Assessment strategies in Accounting at a rural school.

10. After successfully delivering a lesson, what assessment strategies do you implement and why? How effective are these strategies in the context of your school?
11. Since this context is characterised with a lack of adequate teaching and learning resources as well as materials such as textbooks, photocopying machines, how do you deal with such in terms of assessment.

How do novice Accounting teachers cope/adapt with challenging experiences of teaching Accounting in rural schools?

12. Were there any cases where you needed any kind of support to ensure successful lesson presentation for your classroom?
- (Probing: if yes, did you get the support you needed? If no, why you did not?)**
13. Are there any programs in your school/ district developed to support novice teachers? Are there any specifically for Accounting novice teachers?
- (Probing: How often do district officials visit you or your school? How is your relationship with your district official i.e. subject advisor?)**
14. If you were the district official or MEC of Education, how would you ensure that novice teachers are gradually supported as they lack necessary experience in

teaching Accounting especially in the context of rurality, as the university seems not preparing student enough to face the reality?

15. As we conclude our discussion, is there anything that I did not ask and that you would like me to know? Please elaborate!!!

APPENDIX F: Editors report

Yvonne Fontyn Writer and copy editor

(HDip Ed, B Hons, MA– Wits)

Cell phone: 082 493 9252

yfontyn@gmail.com

14 December 2020

Certificate of completion – Editing

For student: Solumuzi Pressure Ncama

UKZN

This serves to confirm that I have edited and proofread the master's thesis for the above student.

Yours faithfully

Yvonne Fonty

APPENDIX G: Turnitin report

NCAMA M Ed Thesis

ORIGINALITY REPORT

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