

**MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES IN ECONOMIC  
MANAGEMENT SCIENCES, MPUMALANGA**

**by**

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**DISSERTATION**

**Submitted in fulfilment of the requirements of a degree of**

**MASTER OF EDUCATION**

**FACULTY OF HUMANITIES  
(School of Education)**

**at the**

**UNIVERSITY OF LIMPOMPO**

**SUPERVISOR: Prof N.S Modiba**

**2021**

## DECLARATION

I declare that this study, **MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA**, is my work in design, execution and that all the sources used have been indicated and acknowledged by means of references. The study has not been previously submitted by me for a degree at this or another university.

*Z.T Fakude*

October 2021

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Z. T Fakude

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Date

## **DEDICATION**

This dissertation is dedicated to my late sister, Siphephile Fakude, my children, my parents, especially my mother who has been my inspiration and the rest of the family for their support throughout this journey.

## **AKNOWLEDGEMENTS**

- Firstly, I want to thank God for the opportunity and great mercy in allowing me to complete this study,
- Also, I want to thank my supervisor, Professor N.S Modiba, for his guidance and support, which made a success in this study,
- Dr Ntombi Mxenge and ETDP SETA for granting me a lifetime opportunity,
- My partner, Stanley Sandleni, my children, Amanda and Saselihle, for always understanding my busy schedule,
- My family and friends who gave me support during my study time,
- The circuit manager for allowing me to conduct research in the schools under his jurisdiction,
- The Economic and Management Sciences Teachers, HODs and principals who participated in this study and,
- To the staff of Lugebhuta High School, thank you for creating a supportive environment.

## **ABSTRACT**

This study sought to explore the perceptions of practitioners such as school principals, Heads of Departments and teachers towards the Grade 9 curriculum changes in Economic and Management Sciences (EMS). This stems from the need for South African schools to have teachers with positive perceptions of teaching Economic Management Sciences since this is one subject that prepares learners for one of the scarce skills in the country entrepreneurship. The problem identified in this study is the perpetual poor performance of Grade 9 Economic Management Sciences learners. The review of the literature points out that since Economic and Management Sciences (EMS) in Grade 9 comprises the Accounting section, Business Studies section and Economics part, it is the former that contributes to the experienced learner's poor performance. This is a qualitative case study carried out at the Malelane circuit in Mpumalanga. This case study method allowed the researcher to use multiple data collection methods to enhance the quality of the findings. The qualitative data generation methods applied in this study included the interviews, documents review and observations. Out of 12 secondary schools in the Malelane circuit, Mpumalanga, 3 secondary schools were conveniently sampled. In each secondary school, 3 research participants became part of this study. Teachers were specifically sampled for this study based on teaching Economic and Management Sciences in Grade 9. Key findings of the study revealed that a lack of sufficient teaching and learning resources in EMS delays the successful teaching of the subject. Furthermore, overcrowded EMS classes in secondary schools, make it difficult for the subject to be taught with enthusiasm by teachers. Finally, the difficult accounting section, which is part of the EMS, triggers negative perceptions against EMS by the EMS teachers. Lastly, inadequate support given to EMS teachers from secondary schools was worsening the negative perceptions against the subject. Based on the expressed findings, the researcher recommends that the Mpumalanga Education Department allocates more time for Economic and Management Sciences subjects in secondary schools to enable learners to build a better foundation of the subject. In addition, adequate teaching and learning resources for EMS are necessary.

## LIST OF ABBREVIATIONS

|      |   |
|------|---|
| ATP  | Annual Teaching Plan                                      |
| BEd  | Bachelor of Education                                     |
| CAPS | Curriculum and Assessment Policy Statements               |
| DBE  | Department of Basic Education                             |
| DoE  | Department of Education                                   |
| EMS  | Economic and Management Sciences                          |
| FET  | Further Education and Training                            |
| GAAP | General Accepted Accounting Practice                      |
| GET  | General Education and Training                            |
| HOD  | Head of Department  |
| ICT  | Information and Communication Technology                  |
| IFRS | International Financial Reporting Standards               |
| IQF  | Integrated Qualifications Framework                       |
| IQMS | Integrated Quality Management System                      |
| NCS  | National Curriculum Statements                            |
| NPA  | National Protocol for Assessment                          |
| NPPP | National Policy Pertaining to the Programme and Promotion |
| NQF  | National Qualification Framework                          |
| OBE  | Outcomes-Based Education                                  |

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## CHAPTER 1 ORIENTATION TO THE STUDY

### 1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Maree (2013) explains that the purpose of background is to discover the study from a broader perspective by giving a more comprehensive view of the title and by conceptualising the study. This will be done through motivating on why the study will contribute something original, new, innovative and relevant to the time of the study. The author further states that the most suitable justification for the study is inevitably something in the literature that appears silent, inconsistent or challenging. Referring to the literature on what has not been said about it also indicates how one's research will fill the gap in the knowledge base that has been identified by the researcher (Vithal & Jansen, 2004).

There has been a perpetual poor performance in the Economic and Management Sciences (EMS) especially in grade 9. The researcher believes that understanding and knowledge enhance motivation. With change of subject content, teachers need more training, for change can confuse especially when the mind is unprepared for it. To teach EMS grade 9 successfully, teachers need to clearly understand the three subjects namely Accounting, Business Studies and Economics. In most cases, teachers were unqualified to teach all the three subjects allocated to them, especially the Accounting part. This is confirmed by a study conducted by Modise (2016) that reveals that most teachers offering EMS grade 9 do not understand the Accounting part. The researcher believes that if a teacher is not knowledgeable about something, then, a negative perception is likely to emerge.

Researchers put forth various definitions of perceptions. Anderson (1980) stresses that perceptions can be because of receiving information about facts, events or people. Therefore, the type of perception that a person creates is influenced by the way the information is obtained and interpreted as the information may be given more attention than others. For this research, perceptions of teachers had to do with the way teachers behaved towards the Curriculum and Assessment Policy Statements (CAPS) amended curriculum, which affected their lesson delivery in EMS grade 9. Teachers have been identified as essential individuals to ensure that any curriculum becomes a success (Killen, 2015). Stakeholders of the school include: principals, parents, learners and teachers. Grade 9 EMS teachers had to show ways and methods that can be adopted

to assist them in terms of workloads and any other issues that affect their daily activities.

Carl (2012) argues that teachers play a major role in ineffective curriculum change and development. Teachers are the heart of a classroom and without them, no effective teaching can take place. It is essential that schools have highly motivated teachers to achieve the goals of any curriculum. Negative teachers' perceptions hinder curriculum implementation and that leads to poor lesson delivery. Killen (2015) indicates that teaching is not a process of merely helping learners to acquire the necessary skills in reading and writing as it was the case before but to teach learners to be critical thinkers, solve complex problems and become technologically literate. With the curriculum changing with every appointed minister, this becomes a challenge to old and rigid teachers who could battle to adapt to change. This brings the problem of a negative perception that leads to poor lesson delivery.

Among other changes in the CAPS curriculum was the broadening of Accounting in EMS grade 9. At the grade 10 level, the subject comprises three independent subjects: Accounting, Business Studies and Economics. Accounting seems to be among the challenging subjects in South Africa. When the change was implemented, teachers were insufficiently consulted. The existing teachers had to adapt to the change and teach the Accounting part even if they did not major in Accounting at university or in teacher training programmes. Killen (2015) claims that teachers must understand the CAPS for the subject they are teaching. Teachers are expected to follow the guidelines required by the curriculum and develop teaching strategies that will cater to the needs of the learners. Teacher development and training were to be conducted regularly for EMS teachers but that did not occur. In that way, teachers were going to understand the Accounting content better.

There is a need for South African schools to have teachers with positive perceptions with teaching EMS since this subject prepares learners for one of the scarce skills in the country, which is entrepreneurship. This study aims to understand the grade 9 teacher's perceptions of teaching Economic and Management Sciences. Also, it is meant to find out if teacher development and training were done correctly and sufficiently by the people responsible to improve teachers' perception. The researcher argues that there would be insignificant youth unemployment numbers than now. Young people were going to understand the need to start a small business than looking

for jobs. This was confirmed by a study conducted by Isaacs, Visser, Friedrich and Brijal (2007) which confirms that we have youth without entrepreneurial skills since some schools are still following the 1994 curriculum instead of the new curriculum. Many studies have been conducted regarding the perceptions of teachers in general. However, this one concentrated on the perceptions of teachers on CAPS as visible in teaching EMS grade 9.

## **1.2 PROBLEM STATEMENT**

A huge gap created by the poor performance of the Accounting section in the EMS subject is simply too wide to narrow. Since the introduction of the CAPS, teachers appear to be holding a negative perception of the Accounting section which is part of the Grade 9 EMS syllabus. (Phakathi, 2018). The analysis of the EMS performance done at the circuit level shows persistent poor performance in EMS at the Malelane circuit compared to other subjects offered in grade 9. The Department of Basic Education (DBE) has tried to solve the problem through workshops and organising cluster gatherings for teachers even so, the poor performance in EMS continues. The researcher argues that the perceptions of teachers were not attended to and this study seeks to understand the teachers' perceptions since teachers are the ones in the classrooms teaching. Their perceptions can help bring a solution to the problem (Modise, 2016).

The review of literature has also indicated that most South Africans lack the entrepreneurial and financial skills which are supposed to be introduced in EMS grade 9. In Malelane circuit, the number of learners who enrol in commercial subjects has been drastically decreasing and EMS is one subject that introduces learners to commercial subjects such as Accounting, Business Studies and Economics. The researcher realised that teachers offering EMS seem to have a negative perception of the Accounting content. Arguably, the perceptions of teachers sparked the concern that culminated in the interest to conduct this research. To summarise this study, it seeks to understand what could be the underlying factors that cause teachers' perceptions in EMS, especially regarding the teaching of Accounting content and to find strategies to remedy the situation (Modise, 2016).

The problem identified in this study is the perpetual poor performance of grade 9 EMS learners. DBE (2012) points out that since EMS in grade 9 comprises the Accounting section, Business Studies section and Economics part, it is the former that contributes

to learners' poor performance. One of the causative factors is that teachers appear to be allergic to teaching this Accounting part owing to a negative perception they harbour about Accounting (Bak, 2004). This is a problem because for learners to pass grade 9 EMS, both the Accounting, Business Studies and the Economics sections are put together. Sometimes, performance in Accounting in grade 9 EMS is so poor that results in the Business Studies section and the Economics do not enable a grade 9 EMS learner to pass. This is due to low marks obtained in Accounting. So, this study explores why teachers are harbouring a negative perception of Accounting part of the EMS and how best to help the situation?

### **1.3 AIM OF THE STUDY**

This research explores the perceptions of the Grade 9 teachers in the teaching of Economic and Management Sciences, specifically the Accounting section.

#### **1.3.1 RESEARCH OBJECTIVES**

The following objectives will be pursued to achieve the expressed aim.

- To determine the skills that the EMS Grade 9 curriculum imparts towards the development of the youth in South Africa.
- To identify factors that influence teachers' perceptions of Grade 9 EMS curriculum changes, and
- To understand the source of teachers' negative perceptions of Grade 9 curriculum changes in Economic and Management Sciences.

#### **1.3.2 RESEARCH QUESTIONS**

Conducting research becomes less difficult and less confusing when there are research questions shedding light (Modiba, 2021). To achieve the above stated aim and objectives of the study, the following main research question is applied:

What are the perceptions of school principals, Heads of Departments and teachers towards the grade 9 curriculum changes in Economic Management Science? To achieve the stated main research question, the following research sub-questions were pursued in this study:

- What are the skills that EMS Grade 9 curriculum imparts on the youth in South



Africa?

- What are the factors that influence teachers' perceptions of Grade 9 EMS curriculum?
- What is the source of teachers' negative perceptions of grade 9 curriculum changes in Economic and Management Sciences?

#### **1.4 THEORETICAL FRAMEWORK**

The theory comprises a person's view of the world, its nature and its stance as well as how they relate to the world (Arthur, Waring Coe & Hedges, 2012). Since the study used a qualitative research method, critical theory is used in the study. Critical theory originated from the Frankfurt School in Germany in an institute of the school of research in 1923. The critical theory represents a different way of thinking, mainly concerned with solving problems. The critical theory is concerned about the liberation of humans from any form of the domain which is best understood as what occurs when goals and means of achieving them are prescribed (Fay, 1975). According to Philip and Smith (2006), critical theory is a philosophy that claims that truth can be created or uncreated by human beings; they further indicate that the world influences ideas that come from human beings. This theory would help the researcher understand the perceptions of EMS teachers towards curriculum change in the Malelane circuit. The study was conducted in such a way as to understand if certain factors could influence the teachers' perceptions or not.

Critical theory was suitable for this study because it helped to unmask the hidden assumptions and ideologies that dominate the modern world and believes that schools and teaching do not educate people (Philip & Smith, 2006). The researcher believes that teachers were the people who knew the reason behind the bad behaviour they portray towards teaching EMS subjects. Therefore, if they are properly trained, they can develop an interest in teaching EMS. The theory was used to study the behaviour or perceptions of teachers at their workplace in terms of how they teach EMS lessons. Critical theory is believed to help teachers reflect on their knowledge as they are teaching Economic and Management Sciences. That reflection would reveal how capable teachers are in teaching, especially the Accounting part. The theory would enable teachers to be honest, in case, they need capacitation in handling Accounting parts as competent as they present in Business Studies and Economics sections.

## **1.5 ETHICAL CONSIDERATIONS**

Ethics are a combination of customarily given principles that are suggested by individuals or groups. They are widely accepted and give rules and ways of behaving, expectations about the right conduct towards experimental subjects and respondents, employers, sponsors, other researchers and students (De Vos, Strydo, Fouche & Delport, 2016). Anyone that was included in the research must understand that the general agreement is acceptable or unacceptable in research (Babbie, 2001). For this research, the following ethical issues will be addressed:

### **1.5.1 Confidentiality**

Rubin and Babbie, (2005) define confidentiality as the process of making sure that data collected from participants will be protected so that it cannot be accessible to anyone. In this study, confidentiality was achieved by ensuring that all information obtained was used in the interest of the study.

### **1.5.2 Voluntary participation**

Research respondents who were part of the study were made aware that participation in the research was entirely voluntary. This meant that they could be part of the study out of their will and were free to withdraw at any moment. Any person involved in this research must be aware that participation in the research is entirely voluntary (Rubin & Babbie, 2005). The researcher informed the participants that it was not compulsory to be part of the research and they were free to withdraw at any time of the project should they not feel comfortable. There were to be no penalties for withdrawal by research participants.

### **1.5.3 Applying for clearance**

The researcher applied for ethical clearance from the University of Limpopo's ethics committee for ethical clearance before conducting the research (see appendix A). In addition, the researcher further sought permission from the Mpumalanga Provincial Department of Education to be allowed to conduct the study at schools of the department (see appendix C). Other pieces permission was sought from the circuit and the sampled schools.

#### **1.5.4 Informed consent**

To prove that the researcher is ethical and respects fellow human beings, all consents of research correspondence should be sought (Grinnell & Unrau, 2008). Participants need to be given written informed consent in which they will confirm their participation in the research (Hakim, 2000). The researcher had a consent form that participants had filled in before data collection. Patton (2002) suggests that before the interview or discussions, it should be communicated to participants the reasons for the study.

#### **1.5.5 Anonymity**

It is essential that when research is conducted, no names of the real people involved should be mentioned in the study to avoid participants' identification (De Vos, StrydoFouche & Delport, 2011). Participants must understand all possible limits to anonymity as well as what must be done to ensure that the principle is followed by the researcher (Morris, 2006). In this study, the researcher made sure that no names of participants were indicated in the research. In the case where a report or findings need to be published, consent was requested from the participants.

### **1.6 RESEARCH METHODOLOGY**

#### **1.6.1 Qualitative research**

The proposed research uses the qualitative research method. Qualitative research aims at collecting rich and informative data of a particular phenomenon or context to make an understanding of what is being observed or searched (Maree, 2013). The author further indicates that qualitative research studies people or systems by interacting with and observing participants in the environment with which they are familiar. Neumann (2011) refers to qualitative research as research that has an interest in understanding personal experiences, which allow the researcher to draw an understanding of things through participants' perspectives. Here, the researcher has observed participants in their natural environment, which will be at schools where they work. The observation was done on how they teach specific topics in EMS. Observations were conducted on how the teacher presented a lesson when prepared and when unprepared. In addition, the study also looked at factors that contribute to poor lesson delivery in EMS within the CAPS curriculum.

### **1.6.2 Research Design**

Research design is a plan that moves from the underlying philosophical assumptions to specifying the selection of participants, the data collecting techniques that could be used as well as data analysis to be done (Maree, 2013). This suggests that research design serves as a guideline on how data will be collected from participants. In this research, a case study has been used. A case study is a systematic inquiry of an event or set of related events that aims to explain a problem that has sparked an interest (Broomley, 1991). Yin (1984) explains a case study method as an empirical inquiry that searches for a contemporary phenomenon within its real-life situation when the boundaries between the problem and the context are not evident in which various sources of evidence have been used. Case study methods assist everyone to be heard regardless of age or where they come from (Maree, 2013). Therefore, in the study, the researcher has used multiple data collection methods, which will help enhance an understanding of the phenomena and help teachers voice out why they feel left out in curriculum issues. Teachers were expected to voice out their feelings on CAPS, its implementation and how it assists them in lesson delivery.

### **1.6.3 Population and Sampling**

Sampling is the process the researcher chooses the participants for the research (Maree, 2013). Bless, Higson-Smith and Sithole (2014) stress that when conducting qualitative research, a sampled population must have certain characteristics that will define them as relevant data holders. For this study, non-probability sampling and purposeful convenient sampling were used. Purposeful convenience sampling comprises taking all cases on hand until the sample reaches the desired size (Bless et al., 2014). Out of a population of twelve secondary schools in Malelane circuit, three secondary schools were conveniently sampled. Out of the three secondary schools, three participants were selected: the principal, the HOD and the EMS teacher. The total number of participants was nine. Participants were selected based on availability, accessibility and proximity to the researcher.

### **1.6.4 Data Collection**

Data collection involves the gathering of data from participants so that analysis can be done. Maree (2013) defines data collection as a process and not a single subject. It should be done together with data analysis since it is a continuous, cyclical and

interactive process. In this study, data were collected through the usage of three data collection tools namely interviews, document review and observation. Each of the data collection tools was elaborated upon below.

#### **1.6.4.1 Interviews**

For this study, the researcher conducted interviews with participants in their natural environment to make sure that they were comfortable. Enough time was given to participants. A tape recorder was used to record data from interviews. The researcher also took notes without instilling ideas to talk less and listen to the participants. Participants were given a chance to ask for clarity of questions where they could not understand. The participants were aware of the aim of the interview.

#### **1.6.4.2 Observations**

As part of credibility after the interview, the researcher needs to verify data through participant observation. Observations allow the researcher to be part of the research by becoming an insider to get a deeper understanding of the phenomena (Bless et al., 2014). Here, the researcher observed two EMS lessons in each school. This helped the researcher in checking how the teacher conducted their lessons, if they prepared for the lesson or not and the teaching approach used in the classroom.

#### **1.6.4.3 Document review**

A document review was done to collect data. The researcher requested the principal to give her SMT minutes to analyse them if all policies in terms of subject allocations were followed and if content monitoring tools were monitored by School Management Team (SMT) members. The researcher requested the HOD to give her their departmental minutes to check if priority had been given to the EMS subject and what had been done for the continuous poor performance in the subject, which strategies did they put in place to remedy the situation and lastly requested the educator's portfolio and analysed it if it was well-structured or not. The researcher checked all policy documents required by the CAPS curriculum and how well the teacher planned for their lessons.

Bless et al. (2014) believe that when one is an insider, one gets an accurate understanding of the research problem since the researcher enjoys the confidence of the sampled population and shares their experiences without interrupting the way they behave. The researcher observed participants at their workplace. This was done

through lesson observations. The researcher observed how teachers taught specific topics in EMS, specifically the Accounting content. The researcher also observed how the teacher accommodated learners' needs during lessons and how the teacher applied discipline where necessary. A coding system was used on an observation sheet to avoid the use of participants' names (Maree, 2013).

### **1.6.5 Data Analysis**

Maree (2013) explains data analysis is an interpretative philosophy that is aimed at examining the meaningful and symbolic content of qualitative data. The idea is to find out how participants make meaning of a specific phenomenon by analysing their perceptions, understanding, knowledge, values, feelings, and experiences to approximate their construction of the phenomenon. Flick (2018) further explains that in qualitative research when data has been gathered, there are two methods of analysis that could analyse collected data, which are thematic analysis and constant comparative methods. Those are the methods the researcher applied to analyse the generated data in this study.

#### **1.6.5.1 Thematic Analysis**

The researcher listened to the tape recorder and transcribed data from interviews, according to different themes. Similar statements were grouped according to different themes identified by the researcher. Then similarities between the document review and interviews were merged (Flick, 2018).

#### **1.6.5.2 The constant comparative method**

In this study, the researcher grouped data according to similarities (relationships of data) and differences. Afterwards, the researcher read the notes from the observation sheet and again, looked for similarities (relationships of data) and differences in participants. After that, a comparison was made of both the observation and interviews. Then, that data were summarised (Flick, 2018).

## **1.7 QUALITY CRITERIA**

Quality is very much crucial after data has been collected. Data verification was done. In this study, the explanation of findings should match reality. To ensure quality, multiple data collection methods were used (Maree, 2013). Lincoln and Guba (1999) propose four alternatives they believe reflect the assumption of qualitative research

which will be explained below.

### **1.7.1 Trustworthy**

Trustworthiness is a very important aspect of research since it refers to the state of confidence in data, analysis and methods used to make sure of the quality of a study (Pilot & Beck, 2014). In this study, the researcher made sure that every step of the study was approached professionally and handled objectively as a way of promoting enough trust for the entire study.

### **1.7.2 Credibility**

The researcher spent quality time with the participants to understand them (Du Plooy-Cillers, Davis & Buizenhout, 2014). The participants were closer to the researcher, which made it easier to spend adequate time when collecting data through the interviews, lesson observations and document analysis.

### **1.7.3 Transferability**

The researcher asks if the findings of the study could be transferred from a certain situation to another (Lincoln & Guba, 1999), The researcher has described the research process fully to help other researchers understand the findings so they can compare if they come to the same conclusion. As part of transferability, researchers who may develop an interest in a similar topic can transfer audiotaped findings to their study.

### **1.7.4 Dependability**

It refers to how solid the findings are (Tobin & Begley, 2004). This is done in a way that the researcher questions whether the research process is logical, documented correctly and audited. For this research, the researcher must document all data collected in a manner that is not confusing. That will allow one to know where to find a piece of certain information. This will also allow other researchers with interest in the topic to depend on the findings of the study.

### **1.7.5 Confirmability**

It refers to the level of how neutral and accurate the data may be (Tobin & Begley, 2004). To promote the confirmability of this study, it has always been the objective of the researcher to obtain valid information and record such correctly and diligently. The researcher was attempting to ensure that her study could easily be confirmed by fellow researchers, especially those with an interest in research of this nature.

## **1.8 SIGNIFICANCE OF THE STUDY**

It is inconceivable for a researcher to conduct a study that is detached from contributing to the improvement of a particular situation. Based on that the significance of this study, it could be expressed as follows: The study has highlighted the impact of both negative and positive teachers' perceptions towards teaching EMS; this would assist the teacher in understanding the importance of having a positive perception. Also, the study might identify strategies to change the perceptions of teachers, learners and the entire society towards EMS and entrepreneurship. Lastly, the study might assist the circuit and schools in developing their teachers, especially when there is a change in a subject they are teaching.

## **1.9 LIMITATION OF THE STUDY**

Price and Murnan (2004) define limitations to the study as biases that the researcher could not control, which will eventually have a negative influence on the findings of the study. In this study, since the researcher used the qualitative research methodology, the sample size was too small since only three schools had been sampled with 9 participants and the researcher felt that if the research was conducted with a larger group, the findings could have been different. Another limitation of this study is derived from the research title whose focus is the perceptions of teachers. Perceptions of grade 9 learners in EMS could have helped in mitigating the limitation of the study.

## **1.10 CHAPTER OUTLINE**

This chapter comprises the following items: the introduction and background to the study, aim, objectives, problem statement, theoretical framework, ethical consideration, research design and methodology, quality assurance, significance to the study and limitation to the study.

This study comprises 5 interdependent chapters that are discussed hereunder:

### **1.10.1 Chapter 1**

This chapter is known to be the orientation to the study it provides, the introduction and background to the study, the aim of the study, the objectives to the study, the problem statement, theoretical framework, ethical consideration, the research methodology and design for the study, how quality assurance will be ensured on the study, the significance to the study and the limitations to the study.



### **1.10.2 Chapter 2**

This chapter is being referred to as the literature review. Chapter 2 will begin with an introduction to literature, the definition of perceptions of teachers and what could cause the development of teachers who are in the teaching field. Also, it captures the strategies that were put in place by the DoE to remedy the situation and what other researchers have found out about the perceptions of teachers. Lastly, it captures the relationship between critical theory and this study and the chapter summary.

### **1.10.3 Chapter 3**

This chapter is being referred to as research, design and methodology. The chapter will start with an introduction, qualitative research methodology and the case study design. Thereafter, it describes the data collection tools, the sampling technique that will be used and the reasons for the choice of sample size and population. Above them are the theoretical framework and ethical considerations. Lastly, it captures the chapter summary.

### **1.10.4 Chapter 4**

This chapter is known as the data presentation and analysis chapter. The chapter will start with an introduction, a presentation of the research finding and analysis followed by discussions of the research findings and the chapter summary.

### **1.10.5 Chapter 5**

This chapter is known as the summary, recommendations and conclusions. The chapter begins with an introduction, then summarises the findings, provides recommendations and a conclusion.

## **1.11 CHAPTER SUMMARY**

This chapter gave a full overview of the study. An introduction and background to the study were clearly stated together with the problem statement. Also, the research aim, research objectives and research questions were clearly stated. The theoretical framework, ethical considerations, research methodology, quality criteria, the significance of the study, limitation of the study and chapter outline were as well shared. The following chapter provides a review of the literature.

## CHAPTER 2 LITERATURE REVIEW

### 2.1 INTRODUCTION

Literature aims to show the theoretical framework of the research, where the study fits in the other debates and to prove the importance of the study over the gaps of previous studies (Bak, 2004). Grinell and Unrau (2005) elaborate on the four purposes of carrying out a literature review. These are to ensure that the researcher understands the present debates related to his/her topic, indicate strategies that the researcher's study is like or different from, other research that has been conducted before, to fit the research into current knowledge and to carry out a variable that will be used in the entire study.

The first chapter has indicated the importance of teachers' perceptions in teaching in the South African context. This study aims to find insight from participants through case study design of what could be the causes of the perceptions of teachers towards Economic and Management Sciences (Merriam, 2009). This chapter will explain the teaching of EMS and curriculum changes. The important concepts of this study will focus on how perceptions developed in teachers teaching EMS and check if any factors can create perceptions. Also, it is meant to check on what can be done at the school level or circuit level to improve teacher perceptions. Perception has been defined as the way one has received information and it affects how the person acts or behaves. Perceptions can influence a person's behaviour either positively or negatively (Omolarara & Adebukola, 2015). For example, a teacher with a negative perception towards teaching Accounting content in EMS will not plan for the lesson well and that will cause poor performance of learners or a lack of jobs satisfaction. However, if the lesson is properly planned by a teacher who is enthusiastic about the lesson, they can always make the lesson interesting and relevant to the learners he/she will be teaching.

Teaching and learning are more effective when teachers are happy and professionally fulfilled (Sprinthal, 2007). It is, therefore, more important to ensure that teachers are happy at their workplace so they can transfer the relevant skills to the learners they are teaching. Teachers with positive perceptions create a pleasant learning environment for their learners (Vermunt & Verschaffel, 2000). Teachers need to be educated at teacher training colleges in that education is not rigid and is dynamic. As a teacher, it is crucial to understand all your roles as prescribed by teaching professionals (Carl, 2012).

## **2.2 TEACHERS' PERCEPTIONS AND CURRICULUM CHANGES**

Carl (2012) argues that ensuring complete curriculum development becomes a success requires a positive climate with a view of obtaining greater teacher participation. Likewise, Blignuat's (2007) research suggests that teachers interpret and react to the policy according to what they have experienced in the past, which means the way they were taught influences the way they teach. Teachers' perceptions and curriculum changes imply that whenever there is a curriculum change, it is likely that teachers will be affected because now, they need to change the way they have been teaching to the way the new curriculum requires them to. Hence, challenges are faced by teachers who are on the system since when a new curriculum is implemented, they need to adjust to the changes, which include new content, teaching plans and teaching strategies. Teachers need to understand the policy and implement it correctly.

Savage and Fautly (2013) indicate that having a positive perception of teaching and learning is essential. They emphasise that positive teaching identity is contagious; it can be easily transferred from one person to the other. This implies that whenever the teacher is positive and enthusiastic, the influence will be moved to the learners and learners will adapt to the atmosphere of the positive classroom. Teachers' perceptions can improve or destroy confidence, achievement and the wellbeing of learners. Negative teachers' perceptions can destroy learners' academic progression and increase learners' psychological disorders and physical symptoms of stress. Educators who humiliate learners can leave them feeling belittled (Morroquin, 2018). The researcher agrees with the author since different learners respond differently to learning situations. Negative teachers' perceptions towards Accounting content in EMS need to be examined if they are not the cause of the learners' poor performance in Mphotholozhi circuit. The subject has been identified as a second underperforming subject at circuit level following Mathematics.

## **2.3 ECONOMIC AND MANAGEMENT SCIENCES CURRICULUM**

Economic and Management Sciences is a subject that deals with the efficient and effective use of different private and public or collective resources to satisfy human needs and wants (DBE, 2012), which makes it more relevant and be one of the crucial subjects that are supposed to be taught properly so we can have a better South Africa (DBE, 2012). Economic and Management Sciences teach our learners the impact of

resource exploitation on the environment and people. It also deals with the effective management of scarce resources to maximise profit (DBE, 2012). The subject is divided into three sections, which are the economy that weighs 30%, financial literacy which weighs 40% and entrepreneurship that weighs 30%. The paragraph below has the EMS topics that need to be covered per term

Term content of EMS as per CAPS and an example for one term is as follows: Topic: Financial literacy, Cash Receipt Journal, Cash Payment Journal: Content: Cash transaction of a trading business, the effect of Cash Transactions on the Accounting Equation. Topic: The Economy, Economic systems: Content: The three major Economic Systems: Planned Economy, Market Economy and Mixed Economy; origin of each system; advantages and disadvantages of each Economic System; characteristics of each Economic System: The Global Economy. Topic: Financial Literacy, General ledger, and trial balance: Content: Posting of cash journals of a trading business from Cash Receipts Journal and Cash Payment Journal to General Ledger: preparing a trial balance of the trading business. Topic: The Economy, the circular flow: Content: The participants in the circular flow of a closed economy: flow of goods and services, money, and factors production in the circular flow of closed economy: illustrate by using a flow diagram.

The above term content of EMS indicates that the way EMS content is structured, the content to be covered per term also influences the readiness of learners. The structure is not well organised; it can lead to confusion for both the teacher and learners since the content does not follow each other logically. This is because in one-week learners are doing financial literacy, the other week is Economy, then. tback to financial literacy. This can be a confusing relationship on topic. Financial literacy should be taught logically so that learners can be able to create meaning of the content. The researcher believes that the Annual Teaching Plan (ATP) is also confusing. The EMS subject consolidates three main subjects, which are Accounting, Economics and Business Studies. These three subjects are combined to form one subject of the senior phase, which is EMS and is only offered in the General Education Training (GET) phase (Maboko, 2012). The three disciplines will be discussed below:

## **2.4 ACCOUNTING**

Rossouw and Greef (2021) argue that the reason for poor performance in Accounting in

2017 was largely connected to the teaching of EMS grades 8 and 9 financial literacy. Financial literacy needs to be taught well in EMS. Williams (2019) indicates that Accounting skills are the most important skills that are acquired by grade 9 learners, which is in line with the EMS CAPS curriculum. Taking into consideration the importance of Accounting in the content of EMS grade 9, it is suggested that teachers teaching EMS should have majored at least in Accounting at a higher learning institution (Maboko, 2012). Accounting focuses on processing and communicating financial information as well as measuring the performance of different areas of a business enterprise and the people who work within it (DBE, 2010). Accounting equips learners' relevant skills to work effectively as businesspeople and to work successfully in the business world. Accounting focuses on the financial skills of how to handle money received and utilised in the business. giving learners skills on how to take care of money received and how to manage your expenses (DBE, 2010).

Accounting equips learners with the skills to function effectively as businesspeople, and to work successfully in the business world. It teaches learners the skills, knowledge, perceptions and values that they need to make meaningful and informed personal and business financial decisions. Maboko (2012) and Conradie, Kirch and Moyce (2006) mention that Accounting should serve as a springboard for learners entering the industry and as well as for those who intend on furthering their studies at the post-matric level.

Learners who take Accounting will communicate financial information effectively by using Generally Accepted Accounting Practice (GAAP) the International Financial Reporting Standards (IFRS). Learners will learn to organise and manage their finances and activities responsibly and effectively (Maboko,2012). Accounting learners will also be able to apply principles to solve problems judiciously and systematically in familiar and unfamiliar situations, thus, developing the ability to identify and solve problems in the various fields of Accounting (DBE, 2010). Literature has highlighted the importance of the Accounting content on the EMS subject. ManpowerGroup (2018a) indicates that it is difficult to fill Accounting and finance positions in any organisation;this implies that most learners do not enrol for Accounting in the FET band.

## **2.5 ECONOMICS**

Economics is the study of how individuals, businesses, governments and other

organisations within our society choose to use scarce resources to satisfy their numerous needs and wants in a manner that is efficient, equitable and sustainable (DBE, 2010). Maboko, (2012) emphasises that Economics helps learners to have a picture of concepts of monetary and real flows in an open economy, closed economy and a mixed economic system. Economics teaches learners how trade happens in each economic system. Economics helps learners to understand the importance of retaining scarce resources in the country as well as using them efficiently to satisfy the unlimited needs and wants of individuals and society. Economics learners acquire an advanced economic vocabulary that allows them to debate and communicate the essentials of the subject (DBE, 2012). Economics assists learners in developing skills that they can apply to price theory, which is the demand and the supply and cost and revenue analysis to explain prices and production levels.

Learners will also be able to understand human rights concerns, reflect on the wealth creation process and engage in poverty alleviation (DBE, 2010). Learners also learn to be able to: Explore a variety of methods and strategies to analyse and explain the dynamics of markets; analyse and assess the impact of local and global institutions on the South African economy and explain economic events and forecast their consequences or predict likely future outcomes.

## **2.6 BUSINESS STUDIES**

Business Studies deals with the knowledge, skills, perceptions and values critical for informal, productive, ethical and responsible participation in the formal and informal economic sector. Business Studies passes business principles, theory and practice that underpin the development of entrepreneurial, sustainable enterprises and economic growth (DoE, 2003c). It helps learners acquire and apply essential business knowledge, skills and principles to conduct business productively and profitably in changing business environments (Maboko, 2012).

This subject will help learners to create business opportunities, creatively solve problems and take risks respectively, the rights of the other and environmental sustainability (DoE, 2003c). Besides being able to secure formal employment, learners need to pursue sustainable entrepreneurial and self-employment career pathways business learning opportunities. It is, therefore, part of the study to investigate if the EMS teachers can teach all three subjects in EMS without a problem.

Since the content is divided into three subjects, which are Accounting, Business Studies and Economic,. EMS is a complex subject; it requires its teacher to be more creative to arrange content (Maboko, 2012). All this content is expected to be taught in two hours by teachers teaching EMS as per time allocation on the policy statements of the amended CAPS curriculum. There are nine compulsory subjects to be taught in grade 9. On elective subjects, EMS and Technology were given the least hours. Priority has not been given to the subject. The table below indicates all grade 9 subjects and their time allocation per week or cycle according to the CAPS.

Time allocation for senior phase subject as per policy statements is as follows: Home Language 5 hours, First Additional Language 4 hours, Mathematics 4.5 hours, Natural Sciences 3 hours, Social Sciences 3 hours, Technology 2 hours, EMS 2 hours, Life Orientation 2 hours and Creative Arts 2 hours, thus a total 27.5 hours.

## 2.7 CRITICAL THEORY

Critical theory originated from the Frankfurt School in Germany, an institute of the school of research in 1923. It represents a different way of thinking, mainly concerned with solving problems. It is concerned with the liberation of humans from any form of the domain that is best understood as what occurs when goals and means of achieving them are prescribed. Critical theory is rooted in the felt needs and suffering of people since then, the critical theorist must come to understand the actor's point of view (Fay, 1975). Critical theory attempts to integrate theory and practice.

Secondly, the theory recognises that people's behaviour is normally caused by social conditions over which they have no control. It seeks to uncover the systems of social relationships, which determine the actions of individuals and the consequences of the actions. Thirdly, critical social science is built on an explicit recognition that social theory is interconnected with social practice. Critical theory is adopted in this study because of its reliability. In this study, it is used to unmask hidden assumptions and ideologies that dominate the modern world and believe that schools and teaching do not educate people (Philip & Jane, 2006:66). Jacobs, Vakalisa and Gawe (1999) argue that the following are the cornerstone of the critical theory:

- *Teachers:* teachers should be treated as people who can think for themselves. They should be given a chance to share what they understand and do not

understand in any curriculum. This implies that teachers will indicate their feelings indicating where there are gaps in terms of content knowledge so they can be assisted by people in charge or subject advisors of the new curriculum.

- *Subject matter*: content should be interesting and exciting for learners. Teachers with positive perceptions will try their best to make the content interesting to their learners. Content will be structured in a way that is not contracting rather than more interesting and meaningful to the learners.
- *Students*: students should gain knowledge that is relevant to their needs. The curriculum must apply to the time frame in terms of skills. In EMS students will learn entrepreneurial skills and financial skills, which might help deal with poverty in our communities.
- *Milieu*: the culture of a school should be entrenched in its curriculum. It should be underpinned by reflection and deliberations.

Critical theory has the following concepts: “emancipation of human slavery acts as “liberating influence” and works to create a world, which satisfies the needs and power of human beings (Horkherme (1972b). Critical theory in this study has used the concept of liberating to influence. Because of the problem of teaching financial literacy in grade 9 which seems to trouble teachers, this study will assist teachers in identifying methods that can help them improve the teaching of Accounting content in grade 9. The researcher believes that if the teachers are free to teach the Accounting content, this will help improve the results of EMS in grade 9. If teacher development can be done properly, teachers will be liberated from the fear of the Accounting content in teaching grade 9 EMS.

The researcher believes that teachers are the people who know the reason behind the continuous poor performance in EMS. They are the ones who can help the study unmask the hidden assumption about this poor performance and find solutions on how to improve the performance. The theory is used to study the behaviour or perceptions of teachers at their workplace in terms of how they performed in EMS lessons when they understood and enjoyed the content to teach and when they did not. Teachers would be observed on how they teach if they have a lesson plan and when they do not have one. This would help the researcher in understanding if the perception or behaviour of teachers was the reason for poor performance in grade 9 in the Malelane



circuit.

### **2.7.1 THEORY OF WORKING TOGETHER TO REACH A COMMON GOAL**

Other than the critical theory, the researcher has also used the theory of working together to reach a common goal; this was influenced by the fact change in education cannot be avoided. Walsh (2008) suggests that people of different perceptions might not always agree nor would agreement always be the case with those of similar perceptions. However, differences are existing; the importance of working together as a team in dealing with teachers' perceptions will enhance job satisfaction in a school.

With the similar views that the teachers may have regarding their differences in practice, there is no valid reason why they cannot work as a team (Rampa & Mphahlele, 2010). At the end of the educational agenda is an objective to effectively teach. For this study, there have been differing perceptions and opinions regarding how to understand the teaching of financial literacy in EMS grade 9. Hence, the study aims to explore the perceptions of practitioners like principals, Heads of Departments (HODs) and teachers towards Grade 9 curriculum changes in Economic and Management Sciences, having a common understanding to make quality education better than it has been.

### **2.8 EDUCATION CHANGE IN SOUTH AFRICA**

Education change happens across the world. Fullan (1989) emphasises that curriculum change is unavoidable. Each country needs to revise its education to meet global standards. South Africa has experienced major reforms in terms of its education systems since the mid-1990s. This was caused by the change from apartheid education to an education system that was inclusive and in line with the country's constitution (Govender, 2018). It was time for South Africa to change its systems, however, many attempts at a new curriculum have become problematic (Govender, 2018).

A recent study conducted by Maepa (2017) highlights that those teachers are unhappy with procedures that are followed during curriculum change in the country. Teachers feel like they are left out in the planning of the education system, yet they expect to adapt to it and implement it in the classrooms. This could be part of the main reasons, apart from the Bantu education, South Africa has changed its education systems. South African education changed from Bantu education to Curriculum 2005, which

came with its challenges. Because of those challenges, it was then changed to OBE, which was also not a success. Then further, we had the Amended National Curriculum Statements (NCS). It was further amended to the Curriculum and Assessment Policy Statements.

Madondo (2021) raises a concern on the future policy that the concerns of teachers, parents and learners in curriculum settings need to be highly prioritised by the curriculum makers ahead of planning and implementing a new curriculum. Teachers should voice out their challenges, support programmes available to them internally and externally also indicate what they think will work for them since there are the ones in the classroom teaching.

## **2.9 TEACHERS' PERCEPTIONS TOWARDS THE TEACHING PROFESSION**

In the Moroccan education system, perceptions of teachers were studied towards Information and Communication Technology (ICT) through a mixed-methods approach for data collection and reputational sampling to select interviews. The results identified conflicts among teachers' behavioural readiness towards the use of ICT in the classroom and the range of barriers that slowed the systems. Despite teachers' positive perceptions towards ICT, it is largely underused.

The study found that this was mainly ascribable to curricular, infrastructural and logistical barriers that must be moved to boost teachers' perceptions towards ICT (Zyad, 2016). The researcher agrees with the author that teachers with positive perceptions can be influenced by some factors in the school environment for class sizes. Large classes are very difficult to teach because sometimes you must start by managing the class first before teaching and that consumes teaching time.

Olomolara and adebukola (2015) conducted a study of teachers' perceptions towards teaching and learning social sciences in Nigeria. The study was done to examine and evaluate teachers' perceptions towards the teaching of social studies in secondary schools' using a descriptive research approach and a simple sampling method. The population of the study comprised 100 selected junior secondary school teachers and students. Questionnaires were administered to collect data and a simple percentage was used to analyse it.

The findings were that teachers had negative perceptions towards teaching social

studies in secondary schools because of factors that caused a lack of interest. However, the researcher believes that teachers need to find ways that can work for them. Therefore, there is a need for school stakeholders to motivate teachers into teaching the subject effectively to develop future leaders (Omolara & Adebukola, 2015). The researcher agrees with the author that for teachers' perceptions to change, teachers need to be motivated by education stakeholders and treat subjects equally. For example, motivating learners to study all subjects offered in schools can help learners identify their strengths and abilities other than being pushed to study Mathematic and Science.

Sudhakar and Dayakara (2017), in their study of teachers' perceptions towards the teaching profession, found that the teachers' perceptions towards the teaching profession are positive and there was no difference of perceptions between male and female teachers' perceptions of the secondary school towards the profession. Also, there was no difference between married and unmarried teachers; there was no difference between private and government teachers and lastly, there was no difference between old and young teachers. However, the researcher believes that there are always factors that affect teachers' perceptions towards the teaching profession, especially the number of years of teaching the subject. Old teachers seem to be rigid to change; they seem to forget that we live in a global world, and the education system of a country must get updated to meet the demand for global skills. So, this implies that the education systems of all countries will keep on changing to meet the standard of the world.

Perceptions have been studied in different fields; however, attention has not been given to teachers teaching EMS in a South African context. Therefore, this indicates that there was, arguably, no literature available on the subject. Again, perceptions have been mostly studied quantitatively with large samples. This researcher used the qualitative case study research approach to find rich descriptive data on teachers' perceptions.

## **2.10 THE IMPORTANCE OF ECONOMIC AND MANAGEMENT SCIENCES**

The EMS subject equips learners with knowledge, values, skills, values and perceptions that will enable them to adapt and survive in an economically complex society (DoE, 2002b). It is a need that every South African acquire economic knowledge. Wastad (2005) has indicated that economic education should be available to all learners,

including those who are in primary school, so that they can understand the economic world. Zachlod (2006) has also emphasised that younger children should be taught Economics so that the understanding would build out their education.

Co and Mithchel (2006) also suggested that the most effective way to address unemployment is through the discovery of entrepreneurs who will take risks and be innovative. A country needs to invest in its youth for future developments. This was also suggested by Isaacs et al. (2007) that entrepreneurship education and training must fulfil the important task of preparing the youth for their future. This has been evident in industrialised countries. It shows that better entrepreneurship education at school contributes so much towards economic growth and significantly to job creation and poverty alleviation (Schreuder, 2009).

Schreuder (2009) has highlighted the fact that since South Africa has lost so many jobs since 1994, this was because of the jobless growth as growth in large firms happened without job creation. This has increased the necessity for people, mainly school dropouts, to create their employment. He further says that the development of skills, including Accounting, is a way of addressing the demands of business in a constantly changing world. King (1998) in Schreuder (2009) acknowledges the value of EMS if the youth would be forced to employ themselves and he was also surprised at the way EMS was not emphasised for its importance to all learners.

EMS is very crucial to all people of the world and relevant to South African youth, especially because of the current unemployment statistics that the country faces. The researcher believes that the policymakers need to review who teaches EMS and their perceptions towards the subject. Cheung (1998) emphasises that business education paves the way for learners who are going to be in leadership roles in the business sector.

## **2.11 APPROACHES TO TEACHING ECONOMIC AND MANAGEMENT SCIENCES**

Johnson and Van Wyk (2016) identify a teaching approach that is suitable for teaching EMS to be learner-centred or teacher-centred approach, depending on each teacher. It is preferred that both approaches be used by teachers when teaching. The teacher-centred approach is the approach whereby the teacher remains in control of the knowledge (what to be learnt) and learners remain passive listeners (only responding to

instruction by the teacher). This works well when the teachers introduce new content that learners cannot relate to.

Learners are seen as empty vessels. Teachers control what is learnt and why it is learnt. The teacher is the one that transfers knowledge to the learner so the learner can progress to the other grade (Johnson & Van Wyk, 2016). Johnson and Van Wyk,(2015) further say the process is normally assessed through tests and examinations. A learner-centred approach allows learners to use what they already know and link it to what is learnt in class. Learners are constructive; they can create their meaning in this approach. A teacher who understands the need for his or her lesson and who has a positive perception towards teaching EMS would easily switch from one approach to the other depending on the need for her topic (Johnson & Van Wyk, 2015). EMS is complicated since it is a combination of three subjects in one. A good teacher needs to develop a plan on how they are going to link each topic to the other and to make it more interesting for learners.

### **2.11.1 The roles of a teacher in the teaching approach**

Two approaches exist in the teaching environment: teacher-centred approach and learner-centred approach. In the teacher-centred approach, the teacher is dominant and the learner is passive. In the learner-centred approach, the learner facilitates learning and the learner is active. Teachers are the heart of the classroom and know almost all the challenges they face each year (Clegg, 1973). This implies that teachers are aware of challenging topics of their grade and they come up with strategies on how to improve the results of the previous term or grade. A skilled teacher knows what works best for his or her class.

### **2.11.2 Factors that might influence teacher's perceptions**

Teachers' perceptions can be influenced by several teacher-related variables which are, in many ways, interrelated. The factors are gender, age, years of teaching experience, training, grade level and other personality factors, which might affect teacher acceptance of inclusion principles (Avramidis & Norwich, 2002).

### **2.11.3 Learner's perceptions towards Economic and Management Sciences**

EMS has been regarded as a long and not interesting subject by some learners,

teachers and parents. The researcher believes that because of the changes in technology, a lot of South Africans have shifted their focus to Mathematics and science studies. The researcher believes that EMS has become unpopular among learners. The researcher believes that the lack of interest from learners can influence teachers to lack interest in the subject (Omolara & Adebukola, 2015).

#### **2.11.4 Lack of promotion by government in teaching EMS**

The government promotes Mathematics and science subjects, thus, most bursaries issued by the government are for Mathematics and science subjects. Contemporary in Mpumalanga province, most schools offer Mathematics and science subjects. The amended curriculum statements indicate that EMS is one subject that equips learners with real-life skills for personal development and the development of the community (DBE, 2011). Thus, this subject is of importance and if it were given priority by all stakeholders, South Africa would not have been in the economic crisis it is now.

#### **2.11.5 Parental support**

Full support from parents to learners cultivates a culture of teaching and learning schools (Desarollo, 2007). Parental support includes parents having an interest in supporting learners with issues relating to the subject like checking on learner performance and buying required stationery to support their learners. The researcher believes that parents' support influences their children's performance in the subject and this has a great influence on the teacher's perceptions.

#### **2.11.6 Lack of proper training by the department of education**

Killen (2015) indicates that teachers must understand the CAPS for the subject they are teaching. This indicates that teacher development is crucial for all subjects. The researcher believes that teacher development is not prioritised by the department of education. Teachers need to enrol for subjects as part of skills development for every implemented curriculum rather than attending workshops. One role of an educator is lifelong learning.

Change in the curriculum can sometimes be confusing, especially when one does not understand it or when they do not think it was necessary. Fear of change can lead to inappropriate behaviour. In South Africa, the minister of education felt there was a need

for change in the curriculum. Moodley (2013) indicates that change in the curriculum is not something unique to South Africa. It happens in almost all countries; curriculum change typically reflects changes in the needs of the community. He further indicates that the Minister of Education, Angie Mothsekga, has indicated that as a nation, we must work against the fear of change to build confidence and enthusiasm in learners and teachers. However, proper training and development need to be done to enhance positive perceptions, especially of teachers.

### **2.11.7 Self-efficacy and beliefs in teaching EMS**

Bandura (1977) as cited by Troesch and Bauer (2017) explained self-efficacy and beliefs as personal beliefs about a person's competency in performing a task when faced with a challenge. A teacher who does not have self-efficacy will not be able to teach EMS effectively. The subject is integrated and requires one to believe in themselves. Despite the challenges teachers have in teaching integrated subjects, a teacher with self-efficacy will have the capability to survive the challenges and difficulties accrued in the teaching profession (Troesch & Bauer, 2017). Repeated experiences of success, irrespective of the domain, enhance self-efficacy beliefs. Self-efficacy beliefs in educators are normally influenced by a lot of things such as the years in the profession, aspects of school climate, challenging classroom circumstances and cooperation in the school team (Troesch & Bauer, 2017).

## **2.12 CURRICULUM CHANGES IN SOUTH AFRICA**

After the first elections of a new democracy in South Africa in 1994, there was a need for a new education system that underpinned the new constitution. The values of the Constitution indicated the following (DoE, 2001): A starting point for removing apartheid from our schools and curricula and a platform for developing a new sense of national identity based on human dignity and respect for all people rather than on racial, gender and class division.

The new DoE developed its vision of a different future for South Africa's children through the National Qualifications Framework (NQF), the first NCS and Curriculum 2005. Curriculum 2005 has been a stepping stone for implementing the Outcomes-based education (OBE) approach (Pierre du Plessis et al., 2007 in Maboko (2012). OBE can be defined as a system of education that needs teachers and learners to have their

focus on the wanted results of each process.

The desired results have named the outcomes of learning and learners had to demonstrate that they had acquired them. The other focus is on the instructive and learning processes that guide the learners to these results. Educators were expected to use the learning outcomes as a focus when they make instructional decisions and plan their lessons (Van der Horst & Macdonald, 2003). OBE uses a learner-centred, result-oriented approach to learning, which is based on the belief that all individual learners must be allowed to reach their full potential.

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their highest level possible Maboko, (2012). This is done by setting the outcomes to be achieved at the end of the process (DoE, 2002). Outcomes-based education highlights the high expectations of what all learners can achieve. The outcomes at the end of the learning shape the learning process itself. The process of learning is important as what is learnt and it is an activity-based approach to education designed to promote problem-solving and critical thinking (DoE, 2002).

OBE primarily focuses on the resources that are available to the student and called is inputs. It assists learners with better instructional support now than in the previous curriculum. Rather than just presenting or covering the syllabus as in the past, educators in OBE must ascertain whether learners have mastered the content, concepts, skills and habits of mind before advancing (Van der Horst, 2003). The teacher is regarded as someone who can transform learners. Generally, OBE has been regarded to the fact that it has three roots namely competency-based education, mastery learning and criterion-referenced assessment (Maboko, 2012). OBE has eight learning areas and EMS is one of them (DoE, 2002). In 2010, NCS was reviewed and replaced by the National Curriculum and Assessment Policy Statements. The new NCS comprises GET learning areas and the FET subjects in the amended CAPS policy.

The first NCS was introduced in 1997; with the challenges that faced the implementation of the new curriculum, a Ministerial Review Committee recommended a strengthening of Curriculum 2005 through the production of the Revised National Curriculum Statements for schools. The NCS aims to provide a curriculum that will ensure a broad, general education for all at the highest level possible (DoE, 2001).



During the implementation of NCS, teachers had many questions about the curriculum and nobody could give the correct answers. There was a lot of confusion and teachers were overloaded. Learners underperformed in international and local assessment.

After constructive research with teachers and many stakeholders in the educational community, the minister of Basic Education appointed a ministerial task team to review the implementation of NCS in 2009. The duties of the task team were to find the challenges that negatively affected the quality of teaching in schools and to find solutions to the challenges in the curriculum (DBE, 2010). The NCS solution was to amend the curriculum. The amendments commenced in 2012; National CAPS was developed for each subject to replace the old subject statements, learning programme Guidelines Subject Assessment Guidelines in grade R-12 as well as the amended National CAPS, grades R-9 (2002) and the National Curriculum Grades R-12 (2004) (DBE, 2010).

The amended or new National Curriculum Statements for grades R-12 is based on the following principles (DBE, 2010)

- *Social transformation*: ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of our population. In EMS classrooms, teachers should try to create opportunities for learners to research and discuss questions such as how many people in their families have studied Accounting, Economics or Business Studies and to what levels (Conradie et al., 2006).
- *Active and critical learning*: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths.
- *High knowledge and high skills*: The minimum standard of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all the subjects.
- *Progression*: content and context of each grade show progression from simple to simple.
- *Human rights, inclusivity, environmental and social justice*: The NCS, grades R-12 (General), is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

- *Valuing indigenous knowledge systems:* Acknowledging the rich history and heritage of this country as important contributors to nurture the values contained in the constitution. Teachers should encourage learners in EMS classrooms to recognise sources of relevant indigenous knowledge. Learners should be taught to value the smaller enterprises and informal businesses (Conradie et al., 2006).
- *Credibility: quality and efficiency:* providing an education that is comparable in quality, breadth, and depth to those of other countries. The current NCS has all the above except only two, which formed part of OBE and integration of applied competencies.

Change can sometimes be confusing, especially when one does not understand it or when they do not think it was necessary. Fear of change can lead to inappropriate behaviour. In South Africa, the minister of education felt there was a need for change in the curriculum. Moodley (2013) indicates that change in the curriculum is not something unique to South Africa. It happens in almost all countries; curriculum change typically reflects changes in the needs of the community. He further indicates that the Minister of Education, Angie Motshekga, has indicated that as a nation, we must work against the fear of change to build confidence and enthusiasm in learners and teachers. However, proper training and development need to be done to enhance positive perceptions, especially of teachers.

Curriculum change happens almost all over the world. This is because of rapid changes in technology and ways of living. For a country to have globally competent citizens, it needs to have a review of its curriculum. Curriculum review has become a threat in most cases because most people dislike changing the way they have been doing things before. Cross, Mungadi and Rouhani (2002) argue that educational reform in South Africa has resulted in several tensions. This tension includes a tension between vision and realities, between the curriculum framework and applicability, between budget concerns and commitments such as equity and redresses the imbalances of the past. The engagement with the EMS teachers will help understand the reasons for the negative perceptions of EMS teachers.

There have been debates on curriculum reform in South Africa. Jansen (2001) argues that curriculum change in the south has been more political than checking the needs of

the country; however, South Africa needed a change after 1994 since it was the first democratic era for the country. A new curriculum was needed to redress the imbalances of the past, which were racism, poverty and huge inequalities within the schooling systems.

South Africa has undergone a substantial educational change since the mid-1990s but its efforts to implement new curricula have been problematic. Maepa (2017) and Mbatha (2016) indicate that teachers are still experiencing ongoing implementation challenges and are dissatisfied with the quality and quantity of professional development they receive from within their schools and from the DBE, thus, this creates negative perceptions of teachers.

Whenever a curriculum is developed, there are challenges that it encounters and most of these challenges affect teachers because they are the ones in the classroom and they are the implementers of the policies (Carl, 2012). He further identified the following to be part of the implications of development in teachers:

- The shift in the role of the teachers, now teachers are no longer conveyors of information, rather, they must be curriculum agents and developers. This means that teachers handle the success of any curriculum. Teachers need to balance learning processes and learning outcomes and this has been identified as the most essential role of the educator.
- There needs to be a close link between the classroom and the reality outside, especially if the learners need to be prepared for the world.
- The traditional division of content as school subjects has been replaced with a division in which content is grouped into learning areas, which also changed back to subjects in 2012.
- Teachers will have to use a variety of methods that promote learner involvement and cooperative learning. Strategies need to be reviewed and implemented, which enable the methods to be used in classes with large numbers, in schools with fewer resources and facilities, in schools where teachers have not been prepared to use the methods. Teachers are also required to adjust to the way learners respond. This has certain implications for the in-service training of teachers (Taylor, 1997).
- Parents must also be kept fully informed during dissemination and

implementation.

This clearly indicates that teachers need to be fully developed for the new curriculum since teachers are the ones who are in the classroom. They know what is going on in the class. The way they react to curriculum changes determines the outcome of the results of the learners. Their perceptions are crucial to teaching and learning. Miller (1983) says a teacher's adaption and style determine the standard and the quality of what takes place in the classroom. The teacher has been identified as a very important person to ensure successful teaching and learning. Apart from curriculum changes, EMS teachers have faced several challenges that hinder curriculum delivery.

### **2.13 CHALLENGES FACED BY EMS TEACHERS**

According to the study conducted by Phakathi (2018) in Umhlathuze circuit, teachers teaching EMS grade 9 had faced several challenges. The study revealed that time allocated for EMS as an integrated subject was limited and teachers teaching EMS did not have enough resources to teach EMS at full capacity. This was also confirmed by the study conducted by Williams (2019) in Umlazi KwaZulu Natal, which that EMS teachers faced several challenges. The challenges were that teachers were not well equipped to teach EMS as an integrated subject. Most teachers had a problem of understanding the Accounting curriculum in EMS. Also, the study revealed that learners in schools have lost the culture of learning; they bunk school and do not write work given to them.

Williams (2019) revealed that teaching resources were also problematic to the teaching and learning of EMS. Schools do not have enough textbooks, which results in time being wasted when teachers must first make copies for learners. Johnson and Van Wyk (2016) argue that a textbook is the most important teaching aid in the classroom. Therefore, each learner must have a textbook. The textbook serves as a link with authoritative sources that may supplement the work done in class (Van Wyk, 2016). Learners must have all resources required for learning to ensure effective teaching and learning takes place in the classroom.

### **2.14 CHAPTER SUMMARY**

This chapter has highlighted empirical literature on teachers' perceptions and curriculum changes, EMS curriculum, Accounting, Economics, Business Studies, critical

theory, education change in South Africa and teachers' perceptions of the teaching profession. The importance of EMS, approaches to teaching EMS, curriculum changes in South Africa and challenges faced by EMS teachers were as well shared. The next chapter will discuss the research design and methodology of the study.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous two chapters have indicated the importance of teachers' perceptions of teaching. It has highlighted the need for the importance of the EMS in South Africa and the link between EMS and commercial subjects in the FET band. As highlighted by Maboko (2012) in his study, EMS cannot be ignored; it needs to be treated as important since it involves almost everybody's daily activity that includes a household receiving income either through business or from labour, then using that money again to satisfy humans' unlimited needs and wants. It has remained a primary responsibility of the EMS teachers to make sure that learners understand the importance of EMS. This chapter focuses on the methodology aspect of the research study. It comprises the research approach, the design selected, the sampling techniques and the quality assurance of the study. It further discusses the ethical issues which were considered throughout the study.

#### **3.2 RESEARCH PARADIGM**

Research has two research paradigms: a positivist and interpretivist (Cohen, Manion & Morrison, 2011). The positivist paradigm believes that "knowledge is discovered and verified through direct observations or measurements of phenomena and interpretivist paradigm knowledge is constructed through the meanings attached to the phenomena studied; researchers interact with the subjects of study to obtain data" Krauss (2005). The research philosophy underpinning this study was an interpretivist paradigm. I used the interpretive paradigm lens to understand the subjective world of the teachers' perceptions towards curriculum changes in relation to EMS grade 9 (Cohen et al., 2011:17). The paradigm was chosen because the study is a qualitative case study.

According to Philip and Jane (2006), critical theory is a philosophy that claims that truth can be created or uncreated by human beings; they further indicate that the world influences ideas that come from human beings. This theory would help the researcher understand the perceptions of EMS teachers towards curriculum change in the Malelane circuit. The study was conducted in such a way as to understand if certain factors could influence the teachers' perceptions or not. A criticism aims to empower

participants to work towards egalitarian change and transformation (Tolma & Brydon-Miller, 2001). **Ontology** refers to the nature of beliefs about reality (Richards, 2003). Researchers have assumptions about reality about how it exists and what can be known about it. In this case, different teachers in different schools will come up with their different strategies to improve performance.

**Epistemology** “concerns the very bases of knowledge its nature and forms, how it can be acquired and how communicated to other human beings” (Cohen, Manion & Morrison, 2011). The critical education researcher understands not only society through doing the study but also changes it (Patton, 2002). The researcher is not only interested in the negative teachers’ perceptions towards the teaching of EMS in grade 9 but also in changing the perceptions to improve learner performance and build an interest in the subject and share the knowledge acquired in this study with grade 9 teachers.

Critical theory is suitable for this study because it helps in unmasking the hidden assumptions and ideologies that dominate the modern world and believes that schools and teaching do not educate people (Philip & Jane, 2006). The researcher believes that teachers were the people who knew the reason behind the bad behaviour they portray towards teaching EMS subjects. The theory is used to study the behaviour or perceptions of teachers at their workplace in terms of how they teach EMS lessons. A critical theory is likely to help teachers reflect on their knowledge as they are teaching EMS. That reflection would reveal how capable teachers are, especially the Accounting part. The theory could enable teachers to be honest in case they need capacitation in handling the Accounting part as competently as they present in Business Studies and Economics sections.

### **3.3 RESEARCH APPROACH**

The proposed research was carried out through the qualitative research approach. The research approach is important because it is the procedure that the researcher used in the study (Mills, 2014). Qualitative research aims at collecting rich and informative data of a particular phenomenon or context to make an understanding of what is being observed or searched (Maree, 2013). Maree (2013) further indicates that qualitative research studies people or systems by interacting with and observing participants in the environment that they are familiar with. Neumann (2011) refers to qualitative as

research that has an interest in understanding personal experiences which allow the researcher to draw an understanding of things through participants. The researcher has observed participants in their natural environment, which will be at schools where they work. The observation was done on how they teach specific topics in EM. Observations were conducted on how the teacher presents a lesson when prepared and when unprepared. Also, the study looked at factors that contribute to poor lesson delivery in EMS.

### **3.4 RESEARCH DESIGN**

Research design is a plan that moves from the underlying philosophical assumptions to specifying the selection of participants, the data collecting techniques that could be used as well as data analysis to be done (Maree, 2013). In the proposed research, a case study has been used. This is a case of Principals, HODs and teachers affected by the teaching and learning of EMS Grade 9. A case study is a systematic inquiry of an event or set of related events that aim to explain a problem that has sparked an interest (Broomley, 1991). Zainal (2007) also defines a case study method as a method that allows the researcher to be close to a specific context. In this case, a close geographical area was chosen, selected schools are within the same area and same circuit. The case study method enabled the researcher to collect rich descriptive data through being an insider (Merriam, 2009). It is through a case study that researchers explore and understand complex matters through in-depth investigations (Gulsecen & Kubat, 2006).

Yin (1984) explains a case study method as an empirical inquiry that searches for a contemporary phenomenon within its real-life situation when the boundaries between problem and the context are not evident in which various sources of evidence have been used. He further, explains the case study as a method that has a special way of observing any natural phenomenon that exists in a set of data. Case study methods assist everyone to be heard regardless of age or where they come from (Maree, 2013). Therefore, in this study, the researcher used multiple data collection methods which helped enhance an understanding of the phenomena and help teachers voice out why they feel left out in curriculum issues. Teachers were expected to voice out their feelings on CAPS, its implementation and how it assisted them in lesson delivery. A critical theory in this study was applied as the researcher worked with teachers in



collecting data through interviews, lesson observation and documents review. The study was meant to identify the causes of the fear of Accounting content in teaching EMS and finding solutions on how well they could be empowered to overcome the fear.

### **3.5 POPULATION**

Welman and Kruger (2001) explain population as a study item that might be individuals, groups, organisations, humanoid goods, events or the circumstances in which they are visible. Out of a population of twelve secondary schools in the Malelane circuit, three schools were conveniently sampled; out of the three schools, three participants per school were selected. These were principal A of school A, HOD A of school A and the EMS teacher as participant 1 of school A, in school B principal B of school B, HOD B of school B and participant 2 of school B. Lastly, it included school C principal C of school C, HOD C of school C and participant 3 of school C. Teachers were chosen because they were teaching EMS grade 9. In grade 9, it is believed that it is where financial literacy foundation and entrepreneurial skills are properly laid. The total number of participants was 9. Participants were selected based on availability, accessibility and proximity.

### **3.6 SAMPLING**

Sampling is a process the researcher chooses the participants for the research (Maree, 2013). Bless et al. (2014) stress that when conducting qualitative research, a sampled population must have a certain characteristic that will define them as relevant data holders. For the study, the sampling strategy used was non-probability sampling called purposeful convenience. Purposeful convenience sampling comprises taking all cases on hand until the sample reaches the desired size (Bless et al., 2014). Out of twelve secondary schools, three schools were conveniently sampled. The sampled schools were close to the researcher's school.

The sampling was convenient because schools were chosen from Malelane circuit of Ehlanzeni District in Mpumalanga, which is closer to the workplace of the researcher. Where more than one teacher was teaching EMS grade 9, only the teacher with an interest in the research was interviewed and observed. Apart from interviews and observation, documents were used as part of data collection for the study. Documents were chosen because they shed a light on the subject that I was studying (Maree, 2013).

The documents studied for this study were teachers' files with its contents, lesson plans of teachers and departmental minutes on subject allocation.

### **3.7 DATA COLLECTION**

Data collection involves the gathering of data from participants so that analysis can be done. Maree (2013) defines data collection as a process and not a single subject. It should be done together with data analysis since it is a continuous, cyclical and interactive process of data that was collected through interviews and document review. The case study method allows the researcher to use multiple data collection methods to enhance the quality of the findings (Baxter & Jack, 2008). With this research, the researcher used interviews, lesson observations and document review (Creswell, 2014).

#### **3.7.1 Interviews**

Patton (2015) indicates that interviews help enrich data mainly on information that cannot be easily observed, especially feelings, thoughts, intentions and behaviours that took place before the study was conducted. In this study, interviews were conducted face-to-face with semi-structured, predetermined interview questions before the interview to keep the interview focused on the study's purpose (Nieuwenhuis, 2016c). Interviews were conducted with the participants in their natural environment to make sure that they were comfortable. Enough time was given to participants. A tape recorder was used to record data from interviews. The researcher also took notes without instilling ideas in respondents. The participants were aware of the aim of the interview.

The researcher talked less and listened to the participants. Participants were given a chance to ask for clarity of questions where they could not understand. All participants were interviewed. Each school availed the principal, HOD and EMS grade 9 teachers. For the teacher participants, the interview schedule has three sections. Section A captures personal details of the participants that were done to create an understanding of their profile; in section B, the researcher wants to understand how knowledgeable the teacher is with the subject and lastly, section C establishes how familiar is the participant with the relevant policies since the delivery of the curriculum is informed by the pieces of legislation as various policies which teachers are expected to familiarise themselves with. Teachers are expected to familiarise themselves with the three

policies. Which are: the CAPS policy, the National Protocol for Assessment (NPA) to the National Policy Pertaining to the Programme and Promotion (NPPP) requirement of the NCS grade R-12 and the NPA grades R-12.

### **3.7.2 Observations**

As part of credibility after the interview, the researcher needs to verify data through participant observation. Observations allow the researcher to be part of the research by becoming an insider to get a deeper understanding of the phenomena (Bless et al., 2014). A participant observation was conducted. Maree (2013) indicates that in this type of observation, the researcher gets into the situation, but focuses on his or her role. In this case, the researcher observed a lesson on EMS in each school. Observations were done after the interviews. This was done to verify the responses. Observations helped the researcher in checking how the teacher conducts their lessons on a specific topic, if teachers prepare for the lesson or not. Observations also allowed the researcher to check on the teaching strategies used in class. A coding system was used on an observation sheet to avoid the use of participants' names.

### **3.7.3 Document review**

Document review refers to the process of adding in-depth knowledge to the study, especially information that was not obtained on interviews and observations (Simon, 2009). In the research, a document review was done to collect data. The document reviewed was the document that the researcher analysed; these were documents used to teach EMS, lesson plans of the teachers and teachers' portfolios. The researcher requested the teachers' portfolios before observation to check if the teachers had teachers' files with all the policies required by the CAPS curriculum to teach EMS and also to check if schools monitor teaching and content coverage by the teachers.

The researcher requested the HOD to give her their departmental minutes and to check if priority had been given EMS and what had been done for the continuous poor performance, what strategies they put in place to remedy the situation and lastly, requested the educator's portfolio and analysed it if it was well-structured or not. I checked all policy documents required by the CAPS curriculum and how well the teacher planned for their lessons. Lesson plans were checked on how well they accommodated the diverse needs of learners and if they were in line with the ATP for

each term and if assessment requirements were done as per policy requirements for grade 9. The researcher took notes during the document review. All details found in document were noted down and also where documents were unavailable, it was noted.

### **3.8 DATA ANALYSIS**

The Maree (2013) explains that data analysis is an interpretative philosophy that is aimed at examining the meaningful and symbolic content of qualitative data. It explains how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences to approximate their construction of the phenomenon. Flick (2018) further explains that in qualitative research when data has been gathered, there are two methods of analysis that could be used to analyse collected data, which are thematic analysis and constant comparative methods.

#### **3.8.1 Thematic Analysis**

The researcher used thematic analysis as a technique of analysing qualitative data. Each interview was recorded by a recorder using tape recorder; the interviews that were recorded were transliterated into a computer. The researcher listened to the tape recorder and transcribed data from interviews, according to different themes. Similar statements were grouped according to different themes identified by the researcher (Flick, 2018) and then, similarities between the document review and interviews were merged.

#### **3.8.2 The Constant Comparative Method**

In this study, the researcher grouped data according to similarities (relationships of data) and differences. Also, afterwards, the researcher read the notes from the observation sheet and again looked for similarities (relationships of data) and differences among the participants. After that, a comparison was made of both the observation and interviews. Then, that data was summarised (Flick, 2018).

### **3.9 QUALITY CRITERIA**

Quality is very much crucial after data has been collected. Data verification was done. In this study, the explanation of findings should match reality. To ensure quality, multiple data collection methods will be used (Maree, 2013). Lincoln and Guba (1999)

propose four alternatives that they believe reflect the assumption of qualitative research which will be explained below.

### **3.9.1 Trustworthy**

It is a very important aspect of research since it refers to the state of confidence in data, analysis and methods used to make sure of the quality of a study (Pilot & Beck, 2014). For this study, the researcher has checked credibility, transferability, dependability and conformability to ensure that data can be trustworthy to its readers.

### **3.9.2 Transferability**

The researcher asks if the findings of the study could be transferred from a certain situation to another (Lincoln & Guba, 1999). Respondents were selected from three different schools and also at different levels in each school: one principal, one Head of Department and one teacher. All the levels were asked open ended questions to ensure a deeper understanding of the study. The researcher described the research process fully to help other researchers understand the findings so they can compare if they come to the same conclusion. As part of transferability, researchers who may develop an interest in a similar topic can transfer audiotaped findings to their study.

### **3.9.3 Credibility**

It increases when the researcher spends quality time with the participants to understand them (Du Plooy-Cillers, Davis & Buizenhout, 2014). The researcher had to ascertain credibility by spending adequate time with the participants when collecting data through the interviews and the same was done during analysis and observations. To ensure accuracy of data during interviews, the research used a tap recoder and also took notes. The researcher is also working in a close-by school, which made it easy to spend time with the participants.

### **3.9.4 Dependability**

In this case, the researcher questions whether the research process is logically documented (Lincoln & Guba, 1999). For this research, the researcher must document all data collected in a manner that is not confusing, that will allow one to know where to find certain information. This will allow other researchers with interest in the topic to depend on the findings of the study. All data from interviews were transcribed by the

researcher; this was done to establish a relationship of data.

### **3.9.5 Conformability**

It increases when the researcher questions the findings to check if they can be verified by other researchers (Lincoln & Guba, 1999). For this study, all information obtained had been recorded correctly. The researcher consulted different sources and similar studies, which directed the study. The researcher made sure that findings were available to be used by other researchers who would have an interest in the topic.

## **3.10 ETHICAL CONSIDERATIONS**

Ethics are a combination of customarily given principles that are suggested by individuals or groups. They are widely accepted and give rules and ways of behaving, expectations about the right conduct towards experimental subjects and respondents, employers, sponsors, other researchers and students (De Vos, Strydo, Fouche & Delpont, 2016). Participant in this research understood that general agreement is acceptable or unacceptable in research (Babbie, 2001). They all agreed to part of the research without being forced. in this research, the following ethical issues were addressed:

### **3.10.1 Confidentiality**

The researcher made sure that all information collected from participants is protected so that it cannot be accessible to anyone (Rubin and Babbie ,2005). In this study, confidentiality was achieved by ensuring that all information obtained was used in the interest of the study and nothing else.

### **3.10.2 Voluntary participation**

The research respondents who were part of the study were made aware that participation in the research was entirely voluntary. This meant that they could be part of the study out of their own will and were free to withdraw at any moment any person involved in this research must be aware that participation in the research was entirely voluntary (Rubin & Babbie, 2005). The researcher informed participants that it was not compulsory to be part of the research and they were free to withdraw at any time of the project should they not feel comfortable. There were to be no penalties for withdrawal by research participants.

### **3.10.3 Applying for clearance**

The researcher was granted ethical clearance by the University of Limpopo's ethics committee for ethical clearance before conducting the research. Also, the researcher further sought permission from the Mpumalanga Provincial DoE to be allowed to conduct the study at schools of the department. Permission was also sought from the circuit and the sampled schools.

### **3.10.4 Informed consent**

To prove that the researcher is ethical, and he/she respects fellow human beings, all consent for research correspondence should be sought (Grinnell & Unrau, 2008). Participants need to be given written informed consent in which they will confirm their participation in the research (Hakim, 2000). The researcher had a consent form that participants had filled in before data collection. Patton (2002:407) suggests that before the interview or discussions, it should be communicated to participants the reasons for the study. All participants in this study were aware of the reason for the study.

### **3.10.5 Anonymity**

In this research no names of the real people involved were mentioned in the study to avoid being identified, participating schools were named School A, School B and School C (De Vos, Strydo, Fouche & Delpont, 2016). Participants understood all possible limits to anonymity as well as what must be done to ensure that the principle is followed by the researcher (Morris, 2006). The researcher had made sure that no names of participants were indicated in the research instead we had Principal A to Principal C, HOD A to HOD C and Teacher A to Teacher C. In the case where a report or findings needed to be published, consent was requested from the participants.

## **3.11 CHAPTER SUMMARY**

In this chapter, the research paradigm, research approach, research design and data collection methods were explained. Grade 9 EMS teachers' perceptions of curriculum change were also revealed. The data collection methods of this study were semi-structured interviews, observations and documents review. This chapter clearly explained the data analysis methods used in the study and the steps followed to ensure the trustworthiness of the data. Lastly, the chapter concluded with ethical

considerations. The next chapter, namely, Chapter 4, presented the research findings and interpretation of the data gathered.



## **CHAPTER 4**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

#### **4.1 INTRODUCTION**

The previous chapter was about research design and methodology. This chapter focuses on data presentation, analysis and interpretation of data. This chapter begins with the profiles of the schools where research was conducted followed by the administration of data collection tools, themes associated with interviews, themes associated with document study, themes associated with lesson observations and lastly, chapter summary. This chapter is based on the presentation and analysis of data collected from interviews, document study and observations of EMS teachers, HODs and principals of the Malelane circuit. The data were collected from three (3) schools of the circuit. The research tools used were interviews, document analysis and lesson observations. The results from the 9 participants that have been interviewed are presented in this chapter.

#### **4.2 ADMINISTRATION OF DATA COLLECTION TOOLS**

This is a qualitative research study. The researcher used three data collection tools to ensure the credibility of the study which are: interview, document study and observations. For interviews, the researcher carried out semi-interviews face-to-face with one participant at a time. To ensure professionalism, the researcher administered interviews formally. A tape recorder was used to record data from interviews. The researcher took notes without instilling ideas in respondents. Participants were aware of the aim of the interview. The researcher listened to the participants and participants were given a chance to ask for clarity of questions where they could not understand.

For observation, the researcher verified data through participant observation. Thus, the researcher became part of the research by becoming an insider to get a deeper understanding of the phenomena. The researcher observed a lesson on EMS in each school. Observations were done after the interviews. This was done to verify the responses. For document review, the researcher analysed documents that are used to teach EMS, lesson plans of the teachers and teachers' portfolios. The researcher requested the teacher's portfolio before observation to check if the teacher had teachers' file with all the policies required by the CAPS curriculum to teach EMS and to check if schools monitor teaching and content coverage by the teachers.

### **4.2.1 Interviews**

Data collection tools were selected based on the problem that this study sought to address, which is the continuous poor performance in EMS grade 9 in Malelane circuit. The researcher opted for interviews because there were questions that needed principals, Heads of Departments at the school level and teachers to answer about what they thought was the real cause of the poor performance and to help identify strategies that can be used by teachers to improve performance. Interviews allow the researcher to ask questions and record responses from the participant. Collins (1998) suggests that events encountered and experiences described are made more substantial and more real by being recorded and written. In this study, all responses were recorded using a tape recorder and notes were also taken down.

The interviews were face-to-face, with semi-structured questions to keep the interview focused on the purpose of the study (Nieuwenhuise, 2016). The interview took between 5 to 15 minutes. Each participant was interviewed once at their comfortable place based on the appointment. The interviews helped answer the questions of what are challenges faced by an EMS teacher and get teachers' perceptions of what can be done to improve a learner's performance. After the interviews, document analysis was also used to verify data from interviews. Teachers were asked several questions as per the interview schedule including what they thought could be done to improve the current poor performance in Economic and Management Sciences. Also, HODs were asked how they supported their teachers and lastly, principals were asked how they supported their teachers and how they monitored teaching and learning.

### **4.2.2 Document study**

Document study has to do with the study of existing documents to understand their substantive content or to illuminate a deeper meaning which may be revealed by their style or coverage (De Vos, Strydom, Fouche & Delpont, 2016). For this study, the researcher decided on document reviewing to confirm the data from interviews. The documents reviewed were subject allocation minutes, lesson plans and teachers' files. The researcher had to check the subject allocation minutes to check if teachers' qualifications are considered for subject allocation in EMS. From the documents studied, the researcher will be able to understand if teachers' perceptions were caused by the curriculum changes or other factors. On the teacher's file, the researcher needed

to check if the files were in order and if they had all necessary documents including policies required to teach EMS subjects.

Lastly, lesson plans were checked to see if the teachers plan for their lessons and if lesson plans were aligned with the senior phase CAPS. The lesson plan was also checked on how they accommodate the diversity of learners in the classroom and if they were following the ATP for what needs to be taught in a grade for the specific term. The researcher believes that if the planning is done properly, it will enhance job satisfaction. After the document study, the researcher did classroom observations to verify the data from the interview and the documents.

### **4.2.3 Observations**

Patton (2015) argues that observations assist researchers to see first-hand what is going on rather than assuming what they know. The purpose of the lesson observations was to check if any factors influence the teachers' perceptions towards the teaching of EMS that include factors such as planning, subject knowledge, teaching strategies and time. Three lessons were observed, one lesson per teacher. The classrooms were pre-arranged. During the observation, an observation schedule was used to take down notes. Teachers were observed if they applied teaching strategies as per lesson plan and how the teacher interacts with learners. In this study, classroom observations were done to verify data from the interviews, The lesson observation was done to ensure triangulation of the results through verifying what teachers say and what is in the documents. Through observations, the researcher could identify some challenges mentioned by the participant in interviews. This was done to ensure the quality of the data.

### **4.3 PROFILING OF RESEARCH SITE**

It is a crucial part of research to give a clear picture of the research site and to guarantee that research areas remain anonymous. For identification, the three schools were named school A, school B and school C by the researcher. This was done to ensure confidentiality. To ensure namelessness assumed position, names of the participants were utilised and, in the case where a report or findings needed to be published, consent was requested from the participants, see 3.10.5. The three schools are secondary schools having classes from grades 8 to 12. All 3 schools are based in

Malelane circuit in Mpumalanga. In this study, all participants participated in this research study voluntarily and all the participants completed and signed the consent form. Interviews, observations and document analysis were carried out independently of the selected schools based on the schedules agreed with the respective participants. All the interviews were carried out face-to-face with the participants from the three appraised schools at selected varying times. Nine participants, including 3 principals, three HODs and three teachers, were interviewed. Entirely, the interviewed participants had a strong teaching experience and were well-informed to be affianced and interviewed concerning the themes below.

#### **4.3.1 School A**

School A is a public school in rural areas. It was the first secondary school in the community. The school is next to the borders of eSwatini and Mozambique, with a high influx of foreign nationals. Most of the parents are unemployed and some are farmworkers. The school was officially opened in 1984 and was led by a male principal as the first principal. He was then followed by another male principal who was in position for ten (10) years and retired. He was then followed by another male who was in position for five (5) years and relocated to another province. Currently, the school is led by a male principal who took over twelve (12) years ago. The school seems to have a trend of male principals. Despite having 9 secondary schools in the circuit, it seems parents like school A. The school is overcrowded with one thousand three hundred and eighty-nine (1389) learners who have decreased from one thousand and four hundred (1400) learners from last year. The school has fifty-one (51) teachers who comprise twenty-seven (27) males and twenty-four (24) females. The school has twenty (23) classrooms, which are currently overcrowded, with the largest class of ninety-four (94) learners and the smallest with sixty-four (64) learners.

The school has been changed to a Maths-Science and Technology school from 2014, meaning, general stream subjects were phased out. Priorities have been given to Maths and Science by the school. Despite those changes that the school went through, the school has obtained excellent results for the past five (5) years. The results are shown in Table 4.1 below.

**Table 4.1: School A results for the past 5 years**

| Year | Percentage pass rate |
|------|----------------------|
| 2019 | 80.45%               |
| 2018 | 95%                  |
| 2017 | 86%                  |
| 2016 | 77%                  |
| 2015 | 90%                  |

### **4.3.2 School B**

This school is in the rural areas of Mpumalanga. Most of the parents of the school are unemployed or farmworkers. By the system used at the DBE, the school is ranked as Quintile two (2) school. This means that the school receives lots of its funds from the department of education. Parents cannot afford to pay school fees. The school began operating in 1995 and the first principal was a female who was in position for ten (10) years. After her, the school was then joined by a male principal. He was in position for thirteen years (13). The current principal is a female who was appointed in 2018 to date. The school seems to understand the importance of diversity in the South African context as evident in their staff members. Despite the school being in the rural areas, it has employed blacks, coloureds and Indians as teachers. The school has employed thirty-four (34) teachers at this school: eighteen (18) female teachers and sixteen (16) male teachers. The teacher's gender is also well balanced. In this school, all teachers are qualified as per requirement by the DoE, with the least qualified teacher holding a Bachelor of Education (senior phase) and the highly qualified holding an Honours Degree in Education and Management Studies.

School B is also an overcrowded school even though the number of learners has decreased compared to last year. School B has seven hundred and sixteen learners (716), which decreased from seven hundred and eighty-two (782) learners from last year. Classes are overcrowded with learners between fifty-six (56) and sixty-four (64) in classrooms that only accommodate forty-five (45) learners. The school has twenty-one

(21) classrooms. The school has not been consistent in performance in terms of grade 12 results but they have done exceptionally well in the past two years. Table 4.2 below has the school results for the past five (5) years.

**Table 4.2: School B results for the past 5 years**

| Year | Percentage pass rate |
|------|----------------------|
| 2019 | 98.4%                |
| 2018 | 86.9%                |
| 2017 | 53.4%                |
| 2016 | 84.13%               |
| 2015 | 82%                  |

### 4.3.3 School C

School C is a public school in a rural area of Ehlanzeni in Mpumalanga. The school was officially opened in 2005. The school principal who opened the school was a male in position for nine (9) years and then followed by another male principal who is in position as a principal now. The community had no school at; all learners had to travel to other communities for education. This led to a high number of community members being uneducated. This brings challenges to the school as well since most learners cannot be assisted at home by most parents. Most of the parents are unemployed. The school is ranked a quintile 2 school according to the DoE school ranks. This implies that the parents cannot afford to pay school fees and the school relies upon the DoE funds for it to run. School C has six hundred and eighty-four (684) learners who have increased from six hundred and twenty (620) learners from last year. It seems the community now trusts the school as the number seems to increase each year. Schools need to gain good publicity for them to have learners. The community needs confirmation of holistic education before sending their children to a school. This is normally influenced by previous performances in grade 12. The school improved its results in the past 2 years. Table 4.3 has the school results for the past five (5) years.

**Table 4.3: School C results for the past 5 years**

| Year | Percentage pass rate |
|------|----------------------|
|------|----------------------|

|      |     |
|------|-----|
| 2019 | 81% |
| 2018 | 91% |
| 2017 | 60% |
| 2016 | 59% |
| 2015 | 91% |

School C has twenty-seven (27) teachers. The school has sixteen overcrowded classrooms. Learners rank from sixty (60) to eighty (80) per class. The school has both a science stream and a general stream of subjects.

#### 4.4 THEMES ASSOCIATED WITH INTERVIEWS

##### 4.4.1 The importance of Economic and Management Sciences

This theme focused on the data that reflected and addressed the sub-research question: What are the skills that EMS grade 9 impart on the youth in South Africa? Relating to the high unemployment rate that our country is facing, literature has indicated that it is important that learners who are in school are equipped with relevant skills that will equip them to employ themselves and create job opportunities Schreuder (2009) has emphasised that EMS is the subject that will equip learners with the relevant skills, which are the entrepreneurial and financial skills. ***Entrepreneurship skill.*** An entrepreneur is a person who can identify business opportunities, has the courage to the advantage of the opportunities and make a profit (Gouws, 1997).

Jacobs, Vakalisa and Gawe (2004) argue that schools prepare learners for jobs and to think like a worker, which is unfair because of the high level of unemployment that South Africa has. From all the participants, it was discovered that EMS is a relevant subject to teach learners the skills of being an entrepreneur. This was evident from the participants. These were their exact quotes of principal B of school B when asked why she thinks it is important to teach EMS, *“Yes, because isn’t that we are teaching our kids to choose job careers; some of them will not be able to be employed but they will be self-employed. So, they do need the information that they will be getting from EMS even if they might not understand now because they are young, but as time goes on, they will be able to start their businesses”*

Also, on the HOD components, HOD B of school B defined EMS as the ability to utilise resources effectively. Entrepreneurs can start a business with the little they have. This was her quote, *"The Economic and Management Sciences subject is a subject that deals with the efficient and effective use of different types of resources"*. Lastly, on the teacher component, when asked why they think it is important to teach EMS, Participant 2 of school B said, *"it's important to teach EMS because it helps the children that we are making that if one day if they cannot go for, they can't work for other people. If you don't go for employment, you start your business, so if you have this information that we give about EMS, it makes the child have some skills of running a business"*.

From these three responses, it has been clarified that EMS is indeed important and that assists learners in developing skills of starting and managing their businesses and literature has highlighted the high rate of unemployment in South Africa. Therefore, our learners should not only be taught to seek employment but how to start their businesses and employ themselves and others. Entrepreneurial education has not been emphasised enough. Apart from the entrepreneurial skill, even the financial skill is one skill to be emphasised in the South African.

**Financial skills:** are the skills that allow one to manage their business effectively. That means the ability to understand that money is a scarce resource and it must be preserved. From all three components, it was clarified that EMS is one subject that installs the skill of how to manage money in the senior phase and the emphasis is that EMS must be taught well in our schools. These were the participant's quotes: principal B of school B defined EMS, *"The EMS subject is a subject that deals with letting our learners know about banking things, issues of money that usually we make use of as adults and only to find out that we didn't have that knowledge when we were still growing."* Also, HOD A of school A: When asked what EMS is, she responded, *"Economic Management subject is a subject that deals with the effective use of private, public or collective use of resources to satisfy human needs and wants"*.

Lastly, participant 3 of school C, when asked about the importance of EMS, he said, *"it teaches learners to understand finances and how to do budgeting. It also teaches learners management of finances and the important roles which are played by business in our economy and it teaches them how to use money"*. The quote from the participants is in line with the purpose of teaching EMS as a subject which is to equip



learners with knowledge, skills, values and attitudes that will enable them to participate, contribute, adapt and survive in a complex economic society (DoE, 2002). It is, therefore, clear that because of the importance of the subject, the challenges faced by EMS teachers should be treated with high care by the DoE and work together with the teachers to find solutions to the existing problems or challenges.

#### **4.4.2 Factors influencing teachers' perceptions**

In this study, factors that might influence teachers' perceptions refer to the challenges that hinder curriculum delivery. This is an attempt at answering the second research question which says: What are the factors that influence teachers' perceptions of grade 9 EMS curriculum? All participants have voiced out that in teaching EMS grade 9, they come across several challenges in the classroom, thus causing poor performance for learners. The HOD and the principal also agreed to the challenges that were mentioned by the teachers. The challenges were a lack of resources and time allocation.

***Lack of resources:*** Teaching and learning material's main purpose is to assist teaching and learning in different contexts. The main purpose of teaching and learning resources is to give a source of learning experience that is effective enough to invoke interaction among students and teachers in the learning or teaching process (Savery, 2015). There are certain resources that one needs to have before teaching. This helps the teacher to teach the lesson with a specific aim. EMS is a practical subject, so the teacher must engage with the lesson during the lesson. All three teacher participants were familiar with the resources required to teach EMS. They all had a challenge with learners without a textbook and those who leave textbooks at home. Learners also do not have calculators. Principal C of school C indicated that the issue of resources is a threat to teaching and learning, *"lack of resources in our schools here in rural areas differ from schools in suburbs wherein they get a variety of textbooks, for example, they have support teachers ;and even lesson plans; they do not have to spend time focusing on planning by themselves; they come up with exercises and go to class and deliver content."*

Also, HOD B of school B said, *"the first thing I think is a lack of resources because almost 80% of our learners do not have calculators to practise at home and the textbooks. You will find out that the textbook is shared by three (3) learners who are highly unlikely to go and practice at home"*. Lastly, Participant 2 of school B also added that, *"learners do not have calculators for making calculations; it's a problem because*

*you will calculate alone on the board and sometimes learner's ah, they don't take care of textbooks. Sometimes they leave the textbooks at home because they are lazy to carry them, so it is very difficult to continue with referencing and that is the challenge"*

Textbooks and calculators seem to be crucial resources for one to learn EMS. All three schools have textbooks and calculator challenges. Teachers need to make copies for learners for content to be taught in class. EMS is a practical subject, especially financial literacy. It requires the learner to read a transaction, classify it and record it, so without textbooks, effective teaching and learning cannot take place. Certain calculations must be done in class, for example, the calculation of the cost of sales. Learners need to practically do it together with the teacher in class so they can remember it when doing classwork or homework. Since learners do not have calculators, it becomes very difficult for the teacher to teach. Upon observation, in school C, only 2 learners had calculators. The teacher had to ask learners to calculate the cost of sales for a transaction and they did not do it. The teacher ended up calculating the cost of sales for the learners. Apart from the lack of resources, time allocated for EMS has posed a threat to the teaching of EMS. **Time allocation:** refers to the time allocated to teach the subject per week. CAPS has allocated 2 hours per week for EMS grade 9. These two hours must be divided into 1 hour for Economy and Entrepreneurship and the other hour for financial literacy. All teachers, in this study, have indicated that time was one challenge they face in teaching EMS. This was highlighted in their quotes.

Principal B of school B indicated that time was one challenge that cause poor performance in EMS, "*Ok! the the teachers are complaining about the workload, that is, the work that they are supposed to do in EMS is too much and time allocated for the subject is not enough. Unfortunately, the school is using the national time form; the national time means whoever designed that did not notice that EMS has a lot of things to do only to find out that it has been given two hours per week of which the work that needs to be done by the teacher is too much. In some other instances, their specialisation is not EMS"*

Also, HOD C of school C, when asked about the reason for poor performance in EMS said, "*grade 9 has a lot of Accounting content, therefore, it needs a lot of time meaning the time is limited to teach EMS in a grade 9. Lastly, participant 1 of school A says, "There is too much content; there is too much Accounting content, so, the problem is*

*that teachers don't finish the content in time."*

The above quotes from the participants indicate that time is one challenge in teaching EMS effectively. As mentioned in the literature, EMS comprises three different subjects subjects, therefore 2 hours seems not to be enough to teach the whole content. Teachers teaching EMS are unhappy about the time allocated to teach the subject.

#### **4.4.3 Teachers' perceptions on Economic and Management Science**

Teachers' perceptions have to do with the teachers' opinion about EMS, it is about what they find challenging in teaching EMS in the classrooms. The researcher came up with four sub-themes: the removal of the general ledger, the introduction of the learner's workbook, the separation of Accounting from entrepreneurship and economy. ***The removal of general Ledger.*** In this study most, participants seem to have a challenge with the general ledger. It has been highlighted that it must be removed. From the principal, it has been highlighted that most of our teachers are lazy to teach financial literacy. The researcher believes that if the teacher has a problem with financial literacy, then, it is likely that they might not teach the general ledger since it is done after the journals. This was quoted from principal B of school B when asked on reasons for a perpetual poor performance she added, "*Secondly is the issue some teachers of EMS or the learners, our learners are lazy and in Accounting when they have to draw or to do some number of drawings, some learners end up confusing those drawing and they will end up not knowing*"

Also, HOD C of school C confirmed this, "*I will remove the general ledger to be in grade 10 Accounting, reason being most learners do not understand the general ledger; at least if they can do Accounting equation only, it will be better because it is an introduction to the general ledger*"

Lastly, Participant 2 of school B after being asked what advice can she give to grade 9 curriculum implementers, she said, "*Eh! if they can shift the issue of general ledger to grade 10 and leave of Accounting equation because of Accounting equation, it's a guide to take us to general ledger so if the content can be done in such a way that is taken up to Accounting equation and leave out this thing of general ledger maybe for FET when they are doing Accounting cause this thing of the general ledger is chasing away even the learners. Once you start this general ledger thing, they can see that*

*maybe Accounting is difficult, so they decide not to even take it on FET, so I wish general ledger can be suspended a little in the GET and be started on FET"*

This response highlighted the fact that teachers were not comfortable teaching the general ledger in grade 9. It indicates that teachers and HODs had negative perceptions about the general ledger. The general ledger might end up not being taught by the teachers and learners will suffer eventually or even where it is taught, it might not be taught properly. Apart from the removal of the general ledger, teachers have requested that an EMS needs a workbook for it to be fully taught. ***The Introduction of EMS workbook:*** Economic and Management Sciences is a practical subject, especially financial literacy. Learners are expected to prepare journals, post to the ledger, do Accounting equations and post to trial balance. It requires a learner to be familiar with the columns required for all six (6) subsidiary journals and the general ledger. Teachers seem to have a perception that learners must be provided with a workbook for EMS to improve performance. This was confirmed from the responses of principal B of school B who shared his view when asked about the strategies to improve EMS performance, she mentioned that amongst other things that should be done to enhance performance, *"also I wish our schools could afford to provide workbooks for the learners because it looks like the department is only able to provide for other subjects and not EMS. So, if they could have workbooks, that will be much easier for the teacher to be able to assist the learners"*.

Also, HOD A of school A, when asked to advise EMS curriculum developers, she said, *"I think the EMS curriculum developers must reduce the topics in EMS. There is too much work and increased time allocation in EMS and they must also prepare EMS workbooks exactly as they are doing in Mathematics"*.

This was also confirmed by Participant 1 of school A when asked about strategies to improve learners' performance, she said, *"I think if the department can provide us with the workbook, Accounting workbook like in grade 10,11 and 12; we do have a workbook for Accounting ... it can be better"*. From all the quotes from the participants, a conclusion can be said that for teachers to teach financial literacy effectively, they need to have workbooks for all learners.

Apart from the above perceptions, teachers have also requested that Accounting needs to be separated from the other subjects. ***Making Accounting a Subject:*** Literature has

indicated that EMS is a combination of three independent subjects. The participants had a perception that Accounting should be separated from entrepreneurship and economy. These were their quotes that suggested the need to make Accounting a subject in grade 9. Principal B of school B mentioned that apart from other challenges they have a school, it is also challenging for them to place teachers with Accounting in grade 9, *“Then, you find that that teacher is a specialist in Business Studies and if there are Accounting issues that the teacher might not do justice. When you know that you are going to teach something that you are not familiar with, you might lose interest and sometimes that is why they complain”*

Also, HOD B of school B, when asked about a change that she can bring on EMS, she said, *“The first thing that I would change would be separating Financial Accounting from Economy”*. Lastly, from a teacher perspective, when asked what their teaching strategy was, Participant 1 said, *“Oh! I prefer teaching EMS by separating the Financial part and Economics and Entrepreneurship part.”* This means that it works best for teachers to break down EMS into Accounting and entrepreneurship like the DoE has done with that of separating EMS examination questions papers into paper 1 (Financial Literacy) and paper 2 (Economy and Entrepreneurship).

#### **4.4.4 Teachers support**

Teacher support has to do with the level of assistance that districts, circuits, schools and HODs avail to teachers to ensure effective teaching and learning. Hystek, Nieman, van Rooyen, Masoge and Bipath (2008) define teacher support as the number of numerous activities in an organisation or school that they can engage in which are aimed at development based on a job experience or performance. For this study, teacher support has been classified under 2 sub-themes which are: I) monitoring of teaching and learning and II) teacher development and training. ***Monitoring teaching and learning*** involves methods or measures that schools put in place to ensure that teaching and learning take place. The HOD has to ensure that teaching and learning take place in the classroom. Principals of schools seem not to be aware of that support has to do with ensuring that teaching and learning take place in the classroom. When asked how they support teachers, none of them mentioned monitoring tools. Principal A of school A said, *“Although it’s difficult like I’m saying but I support them through recruiting these learners by telling them the importance of doing EMS. At the same*

*time, when arranging classes, I also have to be there for to encourage learners to come and also to market the subject to the parents so that they can see the importance of the subject... eh getting the right resources for the subject, for example, the textbook and any other material that they are using also encourage them for the market day so that they can sell the idea to the learners”.*

However, the HODs seem to understand that support also involves monitoring of teaching and learning. When asked how they support their teachers, HOD B of school B said, “... *the support that is giving them... my EMS teachers is to make sure that I do class visits when they are teaching and monitor extra classes. For example, when they are teaching on Saturdays or after 2 , I am always there ...I go to classes where they teach EMS to motivate the learners and also remind the learners of the importance of ... studying EMS*”. HODs were aware of their duties, which include monitoring teaching and learning in the classroom. However, when the document analysis was done, it was not verified if HODs in all three schools had done any monitoring because no monitoring tool was found in the teachers’ file.

Teachers also feel that they have been neglected and nothing has been done to solve the problem of poor performance in EMS grade 9. When asked what has been done to solve the problem, Participant 2 of school B said. “... *not much except that the little they have done is that one of separating the papers because it was too much for them to write about entrepreneurship, economy and financial literacy in one paper. At least, a little bit, I would appreciate that one when they write financial literacy, it is financial literacy only, so they concentrate on financial literacy and then when it's entrepreneurship and economy, they do that at least that one is better*”.

Apart from monitoring, teacher development has posed a threat to the perception of teachers towards the teachers of EMS. **Teacher development:** has several benefits for our education system that include increased job satisfaction and productivity, improved teacher morale, increased teacher knowledge of the subject and pedagogy and also higher learner motivation and achievement (Keiser & Shen, 2000). Teacher development is training that is normally given to teachers based on their performances or based on challenges they face during teaching or if there are curriculum changes. Most teachers in the field or the classes have been affected by curriculum change and because of the complex of EMS, which contains three subjects, it makes it difficult to

find a teacher with all three subjects to teach. Either one teacher has Accounting and Business Studies or Economics and Business Studies.

When asked what to be done to improve the poor performance, principal B of school B said, *"Ok, teachers in our school sometimes invite experts to assist them in the areas where they are saying they don't understand or invite personnel from the department. ...Isn't that the department is having the programme of IQMS? IQMS, once the teacher has presented the DSG, they will be able to develop that particular teacher..."*. However, in all three schools, IQMS (Integrated Quality Management System) files are available, meaning it is done but no evidence of teacher development after the IQMS is done. Also, none of the HODs mentioned training of educators during the interviews. HOD A of School A said, *"We also have departmental meetings where we discuss matters and challenges and come out with the resolutions. I also support them by doing class visits and calling parents when the learners give any problems. We award the teachers for their good performance, motivate the learners and organise motivational speakers for their learners and the teachers."*

This is also evident from the three participants in this study: none of them had majored in all three subjects. Teacher training and development is a crucial part of curriculum implementation. It also forms part of teaching support that is supposed to be done by HODs at the school level. In all three schools, there is no teacher development taking place. The only training teachers receive is offered by the district. This is based on the quote below from the teachers. Participant 1 of school A also said, *Yes, last year in 2019, the DoE at district level organised a three days' workshop where now they taught Accounting teachers... EMS teachers... the financial part of EMS"*. This meant that at the school level, nothing was done and the department only had a workshop, which I believe does not equip teachers for the entire year.

## **4.5 THEMES ASSOCIATED WITH DOCUMENT REVIEW**

### **4.5.1 Teacher's files**

All three teachers had a teachers' file. All subject teachers are required to have teachers' files for all subjects from grades R-12. All files had proper file covers with the names of teachers, schools, subjects and grades. The organisation of the file was problematic for all teachers. All three teachers had a table of contents. Unfortunately, the table of contents varied from school to school. There is no standardised table of

contents. Only participant two had all policy documents required to teach, which is the CAPS document for EMS grades 7-9, the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statements Grades R-12 (NPPPPR) and the National Protocol for Assessment Grade R-12 (NPA). Participants 1 and 3 did not have all the policy documents; they only had the CAPS document for EMS. All the teachers' files did not have file dividers. No monitoring tools were found in all three teachers' files. There was no evidence of class visits by HOD and this contradicts the statements about how they support their teachers' ATPs.

All three teachers had an ATP with dates. Unfortunately, teachers were not teaching according to the ATP. Even though all of them were teaching financial literacy, Participant 1 of school A and participant 2 of school B were on the recording of cash transactions while Participant 3 was on posting to the ledger accounts. The ATP specified that they were supposed to be teaching Sectors of the Economy.

From document analysis, observation and interview, one can refer to the literature that, apart from other reasons of poor performance, the combinations of three subjects in one learning area is one reason most learners do not perform well in grade 9 EMS.

#### **4.5.2 Lesson plan**

The DoE has made it a requirement that all teachers plan their lessons daily. Lesson plans were only available in two out of the three schools. In the two lesson plans available, one lesson plan was downloaded from the internet. The author of the downloaded lesson plan was viva publishers, however, the teacher was using 'Today Economic and Management Sciences'. The lesson plan was not updated to fit the needs of the class, for example, the accommodation of diversity in the classroom. The second lesson plan received was well structured and indicated the teacher's activities and learner's activities but did not specify how the teacher was going to accommodate the diverse needs of learners.

All three teacher participants had copies of the CAPS document and were aware of the contents of the policy document. They knew that they needed the document for the successful teaching of EMS. This includes the planning of their lesson using the ATP, topics and subtopics. It also discusses the assessment required per topic and per term. This research finding is congruent with the statement in the literature that stated that



teachers would be observed on how they teach if they have a lesson plan and when they do not have one. This would help the researcher in understanding if the perception or behaviour of teachers was the reason for poor performance in grade 9 EMS in Malelane circuit.

### **4.5.3 Departmental Minutes on subject allocation**

Heads of Departments must hold meetings before doing subject allocation. Out of the three schools, only school A had the subject allocation minutes. Even though they are not detailed, they just have names of teachers and subjects they are teaching in the FET and the GET phases. The researcher believes that teachers' profiles must be reviewed each year before doing an allocation. This is because grade 9 seems to have a lot of Accounting content. Let the Accounting teacher teach grade 9, then Economics and Business Studies teacher can teach grade 8. In school B and C, the HODs said subject allocation was done by the principals. They normally place teachers at the FET phase, then use the workload method for the GET classes. This implies that in secondary schools, grades 10,11 and 12 are given a priority and not the lower classes. Grade 9 needs to be given a priority since it is an exit grade from the senior phase to the FET phase. This finding is in line with the literature statement that states that the structure of EMS is not well organised and this can lead to confusion for both the teacher and learners since the content does not follow each other logically.

## **4.6 THEMES ASSOCIATED WITH OBSERVATIONS**

### **4.6.1 Classroom Management**

Classroom management has to do with how well the teacher organises his or her classroom to make it possible for teaching and learning to take place without disturbances. Jacob, Vakalisa and Gawe (2004) highlight that teachers need to develop a repertoire of classroom management skills that combine proper planning of teaching and learning activities with good interpersonal skills, to manage any disruptive behaviour that may interfere with the smooth running of the classroom. The teacher's action plays a crucial role in how well the classroom is managed. Classroom management has been divided into two sub-themes: learners' sitting arrangement and discipline.

#### **4.6.1.1 Sitting arrangement**

The learner's sitting arrangement was organised before the observation took place. The researcher and the teacher arranged the classroom. In all three schools, classrooms were overcrowded with learners ranging from 61 to 70 per class. Grissmer (1999) mentions two challenges that are posed by overcrowded or large classes: (1) the provision of opportunity for discussion or any kind of oral input to the written work is difficult and (2) the amount of marking involved can dissuade even the, not enthusiastic teacher from setting the amount of written work that he/she feels would benefit the students. The classroom observation has clarified that class size has an enormous influence on learners' performance.

In school A, three learners had no chairs and a table; they had to stand for the entire duration of the lesson, which was 50 minutes. All other learners were sharing tables. In all three schools, teachers' movement was limited to the front row because of overcrowding in the school. The learners did not show interest in learning. One learner was even caught writing Mathematics homework during the EMS lesson.

In school B, 2 of the learners at the back were asleep during the lesson. In school C, all learners were seated but 3 learners per table, which caused a lot of noise during the lesson. Large classes seem to be problematic. Al-Jarf (2006) confirms that large classes create difficulty for learners to hear the teacher and concentrate because they are normally disturbed by the actions of their peers. For the teacher to teach effectively in large classes, he/she needs to apply effective disciplinary measures.

#### **4.6.1.2 Discipline in the classroom**

Roger (1998) defines discipline as a teacher-directed activity in which the teachers seek to lead, guide, direct, manage or confront a learner about behaviour that causes disruption. Discipline plays a very important role in teaching and learning. It is impossible to teach in a class environment that is disorderly and unsafe (Joubert & Prinsloo, 2014). In school, some learners left the classroom during the lesson and the teacher said nothing to them. Learners were moving up and down without permission from the teacher. Some learners came back after 10 minutes. In school B, it was better with no movements from the learners. However, the class was very noisy.

The teacher only stood in front and continued with the lesson. Only learners in front

could concentrate on the lesson. Lastly, in school C, the teacher started by checking the previous work given to learners as homework; half of the class did not write the work. The teacher did not mention any disciplinary measures to those who did not write the schoolwork. This highlighted that schools still lack proper disciplinary measures.

#### **4.6.2 Teaching strategies**

The teaching strategy has to do with the method that the teacher uses in teaching to ensure effective teaching takes place and the diverse needs of all learners are accommodated. Botha (2012) suggests that teachers need to use relevant teaching strategies to equip learners with opportunities to develop critical thinking and problem-solving skills. There are different teaching strategies that can be used in teaching. As mentioned in the literature, the EMS teacher decides on a teaching strategy depending on the topic that is going to be taught. There are the teacher-centred and learner-centred methods.

##### **4.6.2.1 Teacher-centred method**

The teacher-centred method allows the teacher to take full control of the classroom activities. Learners are told what to do and they will follow instructions. When all three teacher participants were asked about which teaching strategy they used in teaching EMS, Participant 3 response referred to the teacher-centred approach. However, participant 2 of school B could not clearly understand what a teaching strategy was, but she spoke about content on how best she teaches it. Teachers are the heart of the classroom and know almost all the challenges they face each year (Clegg, 1973). This implies that teachers are aware of challenging topics of their grade and they come up with strategies on how to improve the results of the previous term or grade. An outstanding teacher knows what works best for his or her class.

##### **4.6.2.2 Learner-centred approach**

Williams (2008) mentions that teaching and learning are expected to be learner-centred and thus, responsive to the needs of the children being taught. The learner-centred approach happens when the teacher engages with the learners. Learners are allowed to participate in the learning through discussions and asking questions throughout the lesson. When asked about the teaching strategy, only participant 2 responded referred to her teaching strategy as a learner-centred approach.

However, during lesson observation, she did not do any classroom demonstrations. She only involved learners by asking questions during the lesson. As mentioned in the literature, EMS comprises three independent subjects, which are Accounting, Business Studies and Economics. It is also very difficult to find a teacher that has specialised in all three subjects. You normally find that a teacher has one cluster or two of the subjects. None of the participants has majored in all three subjects; they either had one commercial subject major or two.

### **4.6.3 Teachers' competency**

Teacher competency has to do with the knowledge the teacher has on the subject. None of the teachers in the sampled area has majored in all three subjects, which form EMS but two out of the three participants had Accounting as a major subject. The researcher believes that apart from the fact that teachers are untrained to teach all the subjects, there are other contributing factors to the poor performance in f grade 9 EMS.

All teacher participants are teaching commercial subjects in the FET, which makes them have a brilliant piece of knowledge about EMS. However, they are not teaching all three EMS topics and may focus on the subject they like most and not the other two. This may lead to learners performing in only one subject and not the others. For example, a Business Studies teacher will enjoy Entrepreneurship topics while Financial Literacy and Economy may suffer. Maepa (2017) has highlighted that old teachers are unhappy with procedures that are followed during curriculum changes in the country. Most teachers could not keep up with these changes, thus resulted being incompetent and obsolete.

## **4.7 CHAPTER SUMMARY**

This chapter was based on the presentation and analysis of data collected from interviews, documents review and observations of EMS teachers, HODs and principals in Malelane circuit in Mpumalanga. The data were collected from three (3) schools in the circuit. The data collection tools used were interviews, document reviews and observations. From the interviews, teachers, HODs and principals could voice their perceptions of what they thought was hindering the performance of EMS grade 9 in their respective schools and provided strategies on how performance can be improved. Teachers' files were also analysed if teachers were planning their lessons and if they

were aware of all the documents expected of them to teach effectively. Lastly, classroom observation was done to check if the teacher was teaching the topics following the ATP as well as stipulated in their lesson plan. The final chapter discusses detailed findings, recommendations of the study and a summary of the entire study.

## **CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The previous chapter focused on the presentation, analysis and interpretation of data. The study focused on teachers', HODs' and principals' perceptions of grade 9 curriculum change in relation to Economic and Management Sciences. The teachers were given a chance to mention challenges they faced in teaching and to give a solution to their challenges. Also, HODs were given a chance to articulate challenges faced by their teachers and how they thought they could be solved. Lastly, principals too also had to mention challenges faced by their teachers and mention how they supported teachers to ensure job satisfaction. Thus, this allowed the researcher to find out the teachers' perceptions and how they affected curriculum delivery in Economic and Management Sciences. To improve negative teachers' perceptions, this also led to solutions on how to improve the performance of EMS in Malelane circuit. This chapter's content is as follows: summary of themes, recommendations and conclusions to the study.

### **5.2 SUMMARY OF THEMES**

#### **5.2.1 The importance of Economic and Management Sciences**

From the perceptions of teachers, it has been made clear that EMS is the only practical subject that can help equip learners with skills for personal development and the development of the community. It is, therefore, crucial that it is taught well in schools. It is believed that knowledge acquired from EMS can assist the country and communities with the burden of the high unemployment rate. Participants in this study have indicated that the skills learnt in EMS grade 9 can assist one in starting and managing their businesses. Van Wyk (2016) argues that the EMS curriculum of South Africa gives teachers information on the type of learner that is envisaged for the economy, meaning it equips learners to be participants in the country's economy. A similar view was also shared by Schreuder (2009) that EMS encompasses knowledge, skills and attitude that can assist learners in their personal lives, further studies and future careers. Therefore, the teachers' perception of EMS must be given priority, especially after the realisation that our learners must understand EMS to acquire the relevant skills it teaches.

## **5.2.2 Factors contributing to negative teachers' perceptions**

Teachers are a very important part of teaching and learning in the classroom. They contribute a lot to successful teaching and learning. For schools to improve performance, they need to view things from the teachers' perception. This study has indicated that there are factors that hinder curriculum delivery in EMS grade 9. Several factors are contributors to the poor performance in EMS grade 9. These factors were time allocated, resources needed for teaching and learning, a lack of discipline, overcrowded classes, absenteeism of learners and the fact that EMS is an integrated subject but teachers teaching EMS did not have all the three subjects. Findings from interviews were also confirmed through observations and document analysis. Through the critical theory, the teachers could be liberated from what was hindering them from the successful teaching of EMS. They could mention what they thought could be done to improve the situation.

### **5.2.2.1 Time allocated for Economic and Management Sciences**

The study has clarified that time allocated to EMS is inadequate for teaching all topics in EMS. The time allocated to EMS as per policy is two hours per week, one hour for financial literacy and one hour for economy and entrepreneurship. An hour for a week is also not enough for financial literacy content. Teaching financial literacy requires a lot of time. A learner needs to read a transaction, identify the source document, understand which journal the transaction must be recorded, then transfer closing balances to the general ledger. Besides, they have to deal with the general ledger post to the trial balance then doing transaction analysis.

These steps must be followed without interruptions, especially not moving from financial literacy to entrepreneurship. This creates a bit of confusion for the learners. They end up not differentiating the economy and entrepreneurship with financial literacy, thus, time allocated needs to be reviewed as this could help improve learners' performance.

### **5.2.2.2 Lack of resources**

Lack of resources seems to be problematic in many schools. In many secondary schools, learners tend to be fully packed in the lower grades than the senior phase. Schools have high numbers in the senior phase. Sometimes schools do not retrieve

textbooks well at the end of the year. Textbooks decrease in numbers until there is nothing left. Jacobs, Vakalisa and Gawe (2004) emphasises that teachers need textbooks for teaching. Therefore, due to a lack of textbooks, teachers end up spending more time writing notes on the board and trying to make copies for learners. Another problem with copies is that they do not last long. Learners lose them before tests and examinations are written. Learners doing EMS are expected to have a textbook, an exercise book, a calculator, a pen, and a pencil. In the three schools, learners did not have calculators, as a result, it was difficult for the teacher to teach financial literacy.

### **5.2.2.3 Lack of discipline in the classroom**

Joubert and Prinsloo (2014) emphasised that it is impossible to learn or teach in an environment that is disorderly and unsafe. Overcrowding and a lack of resources cause a lot of trouble in teaching and learning. In this case, discipline plays an important role in teaching and learning. Most of the learners lack the commitment to their studies. They simply come to school to cause havoc, moving up and down during lessons. Some learners do not write work at all and it becomes difficult for the teacher to attend to all of them, especially because of the overcrowding. Discipline has posed a threat to teaching and learning. Teachers need to exercise correct disciplinary measures on learners. Observation analysis of this study has also proved that our classrooms greatly lack discipline and commitment from learners.

### **5.2.3 Teacher's perceptions on Economic and Management Sciences**

The teachers' perception of EMS clarified that too much content was taught in one subject. Teachers believe that the general ledger was also one challenge that caused poor performance in EMS grade 9. The teachers' perceive that the general ledger was one cause of poor performance in EMS grade 9. They requested a removal of the general ledger from grade 9 content. This was because the Accounting equation is done in grade 9. The Accounting equation also applies the double-entry principles applied in the general ledger (Account debited and Account credited). Teachers believe that this can help learners develop an interest in doing EMS.

Teachers also believe that there is a need for an introduction of a workbook for financial literacy in grade 9. This will assist in reducing the drawing of lines for journals and ledgers and it will save time for the learners. This will also familiarise learners with



an answer book which is usually in tests and examinations.

Lastly, teachers believe that Accounting should be treated as a subject rather than being combined with economy and entrepreneurship. It has been clear that combining the three subjects for grade 9 was also one cause of the high failure rate. It is difficult for teachers to juggle the three subjects. Also, it is difficult to find a teacher who is qualified to teach all three subjects. You find that a teacher is qualified to teach two of the subjects or one. In all three schools that were sampled, none of the teachers and the HODs had the combination. Mostly, they had two of the three subjects or one. The inefficiency of the teachers' knowledge in one subject will make the teacher not teach well the subject that they have not majored in. Once a certain topic is not taught well, learners will be affected.

#### **5.2.4 Lack of support**

Support for teachers involves identifying gaps that teachers have at the school. After identifying the gaps that exist, there is a need to come up with ways that will help the teacher enhance job satisfaction. Czakowski and Patterson (1980) mention that a teacher who has the best specialist knowledge and that the utilisation thereof may lead to greater development within the school and the classroom. Teachers who are specialists like HODs need to support post level one or novice teachers for personal growth and development. Similarly, Schlectly (1990) agrees with assisting teachers with the support they need; he emphasised that to improve schools it is important to invest in people, support and develop them. This implies that if the school wants excellent results, they need to support all the teachers in either GET or FET the same way.

In all three schools, there is an evident lack of teacher training and development. Monitoring of work is also improperly done by the HODs. None of the teachers' files had been moderated by HOD or senior management of the school. Teachers in the senior phase are normally neglected in the secondary schools because of the focus being shifted to the FET band. Schools seem to have programmes for the FET phase but not for the GET phase. Teachers have also mentioned that there is no training that they received because of the current existing problem except for content workshops that are usually short of what to be taught per term but no discussion as to how it should be taught. They are organised by the DoE at the district level. Schools

should support grade 9 teachers because grade 9 is an exit grade of the senior phase. This was evident in the interviews the principals responded to, as the challenges faced by teachers differed from those of teachers.

### **5.2.5 Teaching strategies**

Phakathi, (2018) emphasises that there are a variety of teaching strategies that can be utilised for effective teaching and learning to take place. Teachers need to identify those that apply to their lesson. The study revealed that teachers teaching EMS grade 9 are only using teacher-centred methods of teaching. Some responses from some teachers indicated that they are unfamiliar or not even aware of different teaching methods. However, the teacher does not need to master teaching strategies but the teacher needs to identify the topics they are teaching and decide on whether they require a learner-centred method or teacher centred-methods.

Teaching different topics may require the use of different teaching strategies. For example, when the teacher is teaching entrepreneurship topics like a business plan, the teacher needs to use a learner-centred method since learners must design their business plan, discuss with their peers and see if their plan is unique, creative and innovative. While the teacher is teaching financial literacy like the recording of credit transactions, the teacher needs to make the learners understand why businesses sell on credit and if they do, what is the procedure to record credit transactions? This helps learners to separate cash and credit transactions.

## **5.3 CONCLUSIONS**

The study aimed to explore the perceptions of practitioners like principals, Heads of Departments and teachers towards grade 9 curriculum changes in EMS. The findings of the study indicated that EMS is a crucial subject to be taught in grade 9 because of the skills it imparts to the youth in country. The importance of the subject should be taken seriously by policymakers and all stakeholders in the education sector.

The findings of this study suggested that time allocated to EMS grade 9 needs to be reviewed since the two hours per week seem not to be enough. EMS grade 9 should be divided by allowing Accounting to be a subject on its own. This is because of the complex nature of EMS combining three independent subjects into one and the challenges of having a teacher who is qualified to teach all three subjects. Schools

seem not to be supportive enough to grade 9 teachers. There is a lack of teacher training and development at the school level and district level. Lastly, learners in grade 9 should be provided with a workbook, especially for Accounting content, to lessen the time of trying to draw columns by both the teacher and the learners during lessons. The researcher hopes that the findings of this study will encourage researchers and contribute to the body of knowledge in curriculum studies.

## **5.4 RECOMMENDATIONS**

Based on the findings of this study, the following recommendations were made and addressed the challenges faced by EMS teachers teaching grade 9 for effective teaching and learning to take place. It is recommended that the Accounting part of EMS be separated from economy and entrepreneurship. Lesson observations revealed that teachers teaching EMS only use one teaching strategy, which is a learner-centred method. For effective teaching to take place, teachers need to use multiple teaching methods for different learners' needs (Golafshani, 2013). Researchers have argued that integrated subjects such as EMS, forces teachers to be creative in facilitating teaching and learning (Assan & Lumadi, 2012).

### **5.4.1 Promotion of Economic and Management Sciences Subject**

EMS plays to instil the relevant skills that our communities need. It is, therefore, important that the DoE, during seminars and workshops, talk about the importance of EMS. It will make a difference in our society. Once the society is interested in the subject, then, their children at school will develop an interest as well.

### **5.4.2 Review of allocated time for EMS or separating financial literacy**

Based on the findings of this study, the time allocated for EMS grade 9 seems not to be enough for teaching and learning. It is recommended that the time for EMS grade 9 be reviewed by curriculum developers. If possible, also separate financial literacy from the economy because of the complexity of EMS being three subjects in one. Additional time is needed because two hours per week is inadequate enough.

### **5.4.3 Provision of a workbook, textbook, and calculators**

It has been highlighted by participants that part of the poor performance was caused by a lack of resources in schools. Accounting content needs the learner to have all the

resources for effective teaching and learning to take place. This may assist lessen the burden on both the teachers and the learners. It can help learners to have an interest during Accounting lessons, therefore, it is recommended that the DoE supplies schools with EMS workbooks, additional textbooks each year and calculators. The workbook will assist learners to identify journals. The grade 9 learners should be able to post from journals to relevant ledger accounts and trial balance. It will assist learners to be familiar with an answer book that is normally provided during tests and examinations.

#### **5.4.4 Continuous Teacher Development**

Based on the findings of lack of discipline in our classroom, it has been clarified that issues of discipline have been neglected. Both teachers and learners seem not to care about discipline issues; it is, therefore, recommended that the DoE consider investing in teacher training and development, especially on disciplinary matters and curriculum.

#### **5.4.5 Monitoring of Grade 9**

Grade 9 is an exit grade of the senior phase, so it should be treated the same way schools treat grade 12. In all three schools, there was no evidence of school monitoring tools for the grade 9 EMS. It is recommended that SMT monitors teachers' file for grade 9. This will also assist teachers to be always on their toes with the planning of learners' work; it might improve job satisfaction.

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## 7 APPENDECES

### 7.1 Appendix A: A permission-seeking letter to Mpumalanga Education Dept.

UNIVERSITY OF LIMPOPO  
School of education  
Private Bag X1106  
Sovenga 0727

Private Bag X11341

Nelspruit

12000

Government Boulevard

Dear Sir/ Madam

#### **REQUEST FOR PERMISSION TO UNDERTAKE A RESEARCH PROJECT**

My name is Zandile Fakude. I am doing research towards a master's degree at the University of Limpopo under the supervision of Prof N.S Modiba, in the Department of Education Studies. The research is part of my studies. The title of my research is **MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA.**

I request to research 3 schools at Malelane Circuit in the Mpumalanga Province. The participants will be EMS teachers, the Heads of Departments (HOD) and the principals.

Yours sincerely

Fakude Zandile Thandokuhle

*Z.T Fakude*

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Masters' student

Prof N S Modiba

---

Supervisor

## 7.2 Appendix B: A permission-seeking letter to Mpumalanga Education Department



Ikhama Building, Government Boulevard, Riverside Park, Mpumalanga Province  
Private Bag X11341, Mbombela, 1200.  
Tel. 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundvo. Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

Ms. ZT Fakude  
University of Limpopo  
School of Education  
**SOVENGA**  
0727

**RE: APPLICATION TO CONDUCT RESEARCH: MS. ZT. FAKUDE**

Your application to conduct research study was received and is therefore acknowledged. The title of your study reads thus: **“The professional Mathematics teacher identity development of non-specialist Grade 6 teachers in rural schools through practice.”** Your request is approved subject to you observing the provisions of the departmental research policy which is available in the departmental website and available on request. You are also requested to adhere to your University’s research ethics as spelt out in your research ethics document. We trust that the aims and the objectives of the study will benefit the department, especially the learners and the teaching staff and all officials in the department of education.

In terms of the research policy, data or any research activity can only be conducted after school hours as per appointment with affected participants. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department as soon as you complete your research project. You may be required to prepare a presentation and present at the department’s annual research dialogue. For more information kindly liaise with the department’s research unit @ 013 766 5476 or [a.baloyi@education.mpu.gov.za](mailto:a.baloyi@education.mpu.gov.za).

The department wishes you well in this important project and pledges to give you the necessary support you may need.

**MR. J.R. NKOSI**  
**ACTING HEAD: EDUCATION**

22/07/2020  
DATE





### 7.3 Appendix C: Permission to conduct research from the circuit



Ikhama Building, Government Boulevard, Riverside Park, Mpumalanga Province  
Private Bag X11341, Mbombela, 1200  
Tel: 013 766 5552/5115, Toll Line: 0800 203 116

Litiko le Temfundvo, Umnyango we Fundo Departement van Onderwys  
Ndzawulo ya Dyondzo

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Enq: Mr MP Shekwa  
Cell: 072 151 5090/013 785 0063

FAKUDE Z.T

P.O. Box 2228

Shongwe Mission 1331

Email. [zandilefakude@gmail.com](mailto:zandilefakude@gmail.com)

0791136972

**RE: MANAGING TEACHERS' PERCEPTIONS TO GRADE 9 CURRICULUM CHANGES  
IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA**

Your application to conduct research was received and acknowledged. As a circuit we trust that the aims and objectives of the study will benefit our circuit. Your request is approved subject to you observing the departmental research policy which has been provided to you by the Head office. You are also requested to follow the university's research ethics as spelt out in your research ethics. The circuit wishes you all the best with your study.

Circuit Manager



#### 7.4 Appendix D: Letter to circuit manager

UNIVERSITY OF LIMPOPO

School of education

Private Bag X1106

Sovenga 0727

P.O Box

Malelane Circuit

Shongwe Mission

1331

Dear Circuit Manager

#### **REQUEST FOR PERMISSION TO UNDERTAKE A RESEARCH PROJECT**

My name is Zandile Fakude. I am doing research towards a master's degree at the University of Limpopo under the supervision of Prof N.S Modiba, in the Department of Education Studies. The research is part of my studies. The title of my research is **MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA.**

I request to research 3 schools at Malelane Circuit. The participants will be EMS teachers, the Heads of Departments (HOD) and the principals. I have applied for permission at the Department of Education and have attached approval letter.

Yours sincerely

Fakude Zandile Thandokuhle

Prof N S Modiba

*Z.T Fakude*

---

Masters' student

---

Supervisor

## 7.5 Appendix E: A permission-seeking letter to school principals

P.O. Box 2228

Shongwe Mission

1331

P. O Box 809

Shongwe Mission

1331

Dear Principal

### **REQUEST FOR PERMISSION TO UNDERTAKE A RESEARCH PROJECT**

My name is Zandile Fakude. I am doing research towards a master's degree at the University of Limpopo under the supervision of Prof. N.S Modiba, in the Department of Education Studies. The research is part of my studies. I hereby request you to give me permission for this research to be conducted in your school. The title of my research is **MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA.**

The participants will be EMS teachers, the Heads of Departments (HOD) and the principals. I have applied for permission at the Department of Education and have attached an approval letter. I have selected data gathering methods for this study. The instruments will be observations, semi-structured interviews. For the study, the teachers' lesson will be observed.

Please note that interviews will be conducted after school to avoid disturbances. Teachers who will participate in the study will be given consent letters, which will explain their rights as participants. Be assured that no names of schools or participants will be revealed in the study.

Yours sincerely

Fakude Zandile Thandokuhle

Prof N S Modiba

*Z.T Fakude*

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### 7.6 Appendix F: A permission-seeking letter from school principals



FAKUDE Z.T

P.O. Box 2228

Shongwe Mission 1331

Email. [zandilefakude@gmail.com](mailto:zandilefakude@gmail.com)

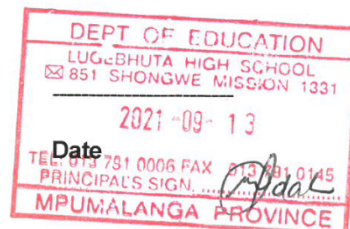
0791136972

**RE: MANAGING TEACHERS' PERCEPTIONS TO GRADE 9 CURRICULUM CHANGES IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA**

Your application to conduct research was received and acknowledged. As a school we trust that the aims and objectives of the study will benefit our school. Your request is approved subject to you observing the departmental research policy which has been provided to you by the Head office. You are also requested to follow the university's research ethics as spelt out in your research ethics.

As a school we wish you well on your study. You are also advised to conduct your study after school. It is important that your study does not interfere with the teaching and learning at our school.

  
\_\_\_\_\_  
School Principal



## 7.7 Appendix I: Permission letter to the University of Limpopo research ethics committee

P.O Box 2228

Shongwe Mission

1331

P.O BOX 1920

Shongwe Mission

1331

Dear Sir/Madam

### **REQUEST FOR PERMISSION TO UNDERTAKE A RESEARCH PROJECT**

My name is Zandile Fakude. I am doing research towards a master's degree at the University of Limpopo under the supervision of Prof N.S Modiba, in the Department of Education Studies. The research is part of my studies. The title of my research is **MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA.**

I have selected data gathering methods for this study. The instruments will be document review, interviews, and lesson observation. Please note that you are asked to voluntarily participate in the study. You are selected to participate in the study because you are teaching EMS Grade 9. Please note that all information that will be gathered in this research will be kept confidential. However, if you would like to know the results of the research, you can contact me via my email address [zandilefakude@gmail.com](mailto:zandilefakude@gmail.com) or call me at 0791136972.

Yours sincerely

Fakude Zandile Thandokuhle

Prof N S Modiba

*Z.T Fakude*

---

### 7.8 Appendix J: Ethics clearance certificate from University of Limpopo



**University of Limpopo**  
Department of Research Administration and Development  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

**TURFLOOP RESEARCH ETHICS COMMITTEE**  
**ETHICS CLEARANCE CERTIFICATE**

**MEETING:** 05 November 2019

**PROJECT NUMBER:** TREC/473/2019: PG

**PROJECT:**

**Title:** Managing teachers' perceptions to grade 9 curriculum changes in Economic Management Sciences, Mpumalanga

**Researcher:** ZT Fakude

**Supervisor:** Prof NS Modiba

**Co-Supervisor/s:** N/A

**School:** Education

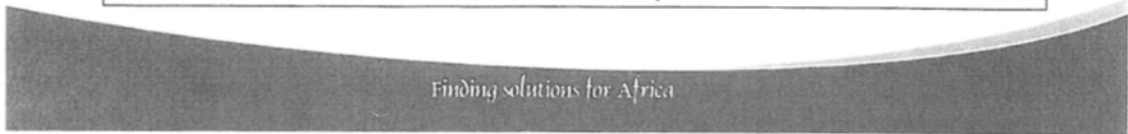
**Degree:** Master of Education in Curriculum Studies

*PP. Masoko*  
PROF P MASOKO  
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

**Note:**

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.



## 7.9 Appendix K: Principals interview schedules

Explain what was your major subject during the teacher-training college?

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1. Explain what do you think is the Economic and Management Sciences subject?
2. There has been poor performance in Economic and Management Sciences Grade 9 especially Accounting content. Explain what do you think could be the problem in your school?
3. Explain in your perception. Do you think it is important that schools should teach Economic and Management Sciences?
4. Explain what are the challenges faced by your teachers teaching Economic and Management Sciences Grade 9?
5. Explain what do you think can be done to improve the situation?
6. Explain how do you support your teachers?
7. When doing subject allocation, explain what factors do you consider at the school?
8. Explain how does your school keeps track of teaching and learning?
9. With your experience, explain what advice can you give to your Economic and Management Sciences department to improve results?

## 7.10 Appendix L: HOD's interview schedules

Explain what was your major subject during the teacher- training college?

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1. Explain what is the Economic and Management Sciences subject?
2. Explain what qualities do you expect of your Economic and Management Sciences teachers?
3. Explain what criteria do you put in place for your grade 9 Economic and Management Sciences teacher placement/allocation?
4. There has been a perpetual poor performance in Economic and Management Sciences grade 9 especially Accounting content. In your opinion, explain what do you think is the reason for the poor performance?
5. Explain what strategies do you put in place to remedy the situation?
6. Explain the challenges that your teachers face in teaching Economic and Management Sciences grade 9?
7. As an Economic and Management Sciences Head of Department, explain how you support your teachers?
8. If you were given a chance to change anything in Economic and Management Sciences grade 9, explain what would you change and why?
9. As a Head of Department, explain what advice you give to grade 9 Economic and Management Sciences curriculum developers?



## 7.11 Appendix M: Teachers interview schedules

Explain what were your major subjects during the teacher- training college?

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1. Explain what is the Economic and Management Sciences subject?
2. Explain what do you think is the importance of teaching Economic and Management Sciences?
3. Explain the skills that Economic and Management Sciences impart on learners?
4. There has been a perpetual poor performance in Economic and Management Sciences grade 9, especially Accounting content. In your perception, explain what do you think is the problem behind the poor performance?
5. With regards to the above-mentioned problem, explain what the department of education at the district level, circuit or school is doing about the problem?
6. Explain why do you think the programmes intended to solve the problem are fruitful or not?
7. In your opinion, explain how can we solve this problem?
8. Explain your preferred teaching strategy, share with me why you prefer it?
9. Explain the policy do you use in implementing the Economic and

Management Sciences curriculum?

10. Explain why this policy?
11. Explain what you think about the ATP for Economic and Management Sciences grade 9?
12. In teaching EMS, explain what challenges do you face in the classroom?
13. Explain the strategies that can be implemented to overcome the challenges?
14. As a grade 9 teacher, explain the advice can you give to Economic and Management Sciences grade 9 curriculum developers?

#### **7.12 Appendix N: Observation schedule for teachers**

1. Observing the attitude displayed by teachers when delivering Accounting, Economic and Management Sciences lessons.
2. Observing factors that can influence the teacher in a teaching and learning space.
3. Observing the teacher's movements in class when prepared.
4. Observing the behaviour of the teacher towards the use of monitoring tools for lessons.
5. Observing the relationship between the teacher and the Head of Department of Economic and Management Sciences.
6. Observing tools used by the teacher to assist learners to understand the content being taught.
7. Observing the teacher's method to encourage learners' involvement in the lesson.
8. Observing how an unpleasant teacher's attitude affects their lesson delivery in Economic and Management Sciences.
9. Observing the learning equipment required for learning Economic and Management Sciences, calculator, pen and textbook.

10. Observing how well are the diverse needs of learners managed by the teacher.

### 7.13 Appendix O: Language editing certificate

#### LANGUAGE EDITING CERTIFICATE

**Registered with the South African Translators' Institutes  
(SATI) Reference number 1000363**

**SACE REGISTERED**

29 January 2022

***TITLE: MANAGING TEACHERS' PERCEPTIONS OF GRADE 9 CURRICULUM CHANGES  
IN ECONOMIC MANAGEMENT SCIENCES, MPUMALANGA***

This serves to confirm that I edited substantively the above document including a Reference list. The document was returned to the author with various tracked changes intended to correct errors and to clarify meaning. It was the author's responsibility to attend to these changes.

Yours faithfully



Dr. K. Zano

Ph.D. in English

[kufazano@gmail.com](mailto:kufazano@gmail.com)/[kufazano@yahoo.co](mailto:kufazano@yahoo.com)

[m](mailto:kufazano@gmail.com)

0631434276