



**FACTORS INFLUENCING LEARNER PERFORMANCE IN THE ECONOMIC AND
MANAGEMENT SCIENCES IN THE ILEMBE DISTRICT**

BY

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DECLARATION

I declare that this study, 'Factors Influencing Learner Performance in the Economic and Management Sciences in the Ilembe District', which is hereby submitted to the University of Zululand for a Master's Degree, has not been submitted by me for a degree at any other university, and it is my own work, and all the resources that have been used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

My thesis study is dedicated to:

- My dearest wife, MaNtshangase Cebile Patience Samkelo Siyaya, for remaining steady, dependable, present, accessible and available through the meandering path of this educational degree. Thank you for being an immovable pillar of strength. This educational work is also dedicated to my first child, my daughter, Nzimase Elihle Esimphiwe Cebelihle Siyaya, for I believe it shall serve as a source of inspiration to you.
- My family - my late father, Gcinusizi Nqgukuva Siyaya, and my mother, Mangema Omdala Gcwalisile Siyaya; my late father's young brother, Vuminkosi Nonoyi Siyaya (ubabomncane), for ensuring that my high school education was the best you could give to me; my father's other brothers, Mr M. Siyaya and Mr S. Siyaya (obabomncane), and finally, my brothers and sisters. They have been the source of inspiration throughout this study, until its completion.
- My one and only family, oSiyaya base Mbokodeni.

Most of all I am thankful to my Heavenly Father, the Creator, who, by His grace and great mercy, made it possible for me to complete this study.

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ABSTRACT

This thesis explores “Factors Influencing Learner Performance in the Economic and Management Sciences in the iLembe District”. This study has used a mixed methodology, in Mandeni ward in KwaZulu-Natal. This district has four hundred and forty-two (442) schools. The district is divided into five (5) wards. One of those wards is Mandeni Ward, which has thirty-four (34) schools. The data analysing technique that was used is thematic analysis.

The greatly publicised poor matric results in South Africa point to many systemic challenges in the education system. The system of education in South Africa requires teachers who are highly skilled to impart knowledge to learners. The historic curriculum paradigm shifts in the South African education system brought numerous changes. In the process of these curriculum changes, there is no evidence that suggests teachers’ involvement. For example, the introduction of Economic and Management Sciences (EMS) as a learning area brought about challenges to educators as EMS became a combination of three learning areas in one. The challenge of identifying a competent teacher in the three-layered EMS was exacerbated by the introduction of external examinations in grade seven, during the 2014 academic year. This research has attempted to investigate the factors that exist for teachers and heads of department with regards to EMS.

In this study, a range of questioning statements that render relevant information about the factors that may influence performance in EMS have been employed. Through the use of interviews, qualitative data were collected from grade seven to nine teachers, as well as heads of department. Another set of data was generated using questionnaires given to the same participants. The final set of data was obtained using document analysis: where mark schedules for grade seven were analysed with the aim of investigating learner performance.

This study found that EMS is being taught by unqualified EMS teachers due to the shortage of qualified EMS teachers (Modise, 2014). The absence of qualified teachers negatively impacts on the educational objectives of the EMS learning area. The study also discovered that the lack of exposure to commercial subjects in high school does dampen the confidence and the enthusiasm of the teacher and hamper their eagerness to stand in front of the learners to teach EMS. The insufficient time allocated for EMS and EMS workshops also negatively impacts on the objectives and outcomes for this subject. The lack of parental involvement in EMS related discussions also hampers the educational objectives of the EMS learning space.

There are recommendations that suggest that there is a need to urgently revisit the manner in which EMS teachers are trained. The provision of EMS related resources has to be drastically improved if

the stakeholders desire to witness identifiable and life-changing results. There is dire need to immediately review the EMS curriculum policy.

DEFINITION OF ABBREVIATIONS AND ACRONYMS

C2005:	Curriculum 2005
CAPS:	Curriculum and Assessment Policy Statement
CPTD:	Continuing Professional Teacher Development
DBE:	Department of Basic Education
EMS:	Economic and Management Sciences
FET:	Further Education Training Band
GET:	General Education Training Band
HoD:	Head of Department
IR:	Interview Respondent
NCS:	National Curriculum Statement
RNCS:	Revised National Curriculum Statements
UNESCO:	United Nations Educational Scientific and Cultural Organisation

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
DEFINITION OF ABBREVIATIONS AND ACRONYMS	vii
LIST OF FIGURES.....	xiii
LIST OF TABLES	xiii
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the study	2
1.3 Preview of literature	3
1.4 Theoretical framework	3
1.5 Problem statement	4
1.5.1 Aim of the study.....	4
1.5.2 Objectives of the study.....	4
1.5.3 Research questions.....	4
1.6 Research methodology	5
1.6.1 Research design.....	5
1.6.2 Sampling techniques	5
1.6.3 Research instruments	6
1.6.3.1 Data analysis	6
1.7 Ethical considerations	7
1.8 Intended contribution to the body of knowledge	7
1.9 Preliminary chapter division	8
1.10 Conclusion.....	9

CHAPTER 2	10
THEORITICAL FRAMEWORK AND LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Theoretical framework	10
2.2.1 A theory of performance	10
2.3 Theories in learning.....	11
2.3.1 Rationalism theory	12
2.3.2 Constructivist theory	13
2.3.3 The cognitive learning	13
2.3.4 Language and learning	14
2.4 Learner performance in EMS.....	15
2.5 Learning EMS	15
2.6 Factors influencing the teaching of EMS	16
2.6.1 The school environment.....	16
2.6.2 The class size	18
2.6.3 Attitudes of the EMS teachers about factors influencing learner performance in the senior phase	19
2.6.4 Lack of motivation	20
2.6.5 Time allocation for EMS teaching	21
2.6.6 Leadership and learner performance challenges	23
2.6.7 What mechanism must be applied in schools to improve schools' performance?.....	24
2.8 Conclusion.....	25
CHAPTER 3	27
RESEARCH DESIGN AND METHODOLOGY	27
3.1 Introduction	27
3.2 Mixed methodology	27
3.2.1 Qualitative methodology.....	27

3.2.2 Quantitative methodology	27
3.3 Research paradigm	28
3.4 Data collection methods	28
3.4.1 Interviews	28
3.4.2 Questionnaires	29
3.5 Data collection procedures	30
3.5.1 Sampling	31
3.5.2 Data analysis	31
3.5.3 The interview session during research	32
3.6 Ethical considerations	32
3.7 Validity and reliability of the study	34
3.8 Limitations of the study	36
3.9 Conclusion	36
CHAPTER 4 DATA ANALYSIS AND RESEARCH FINDINGS	38
4.1 Introduction	38
4.2 Biographical data of the respondents	38
4.3 Themes identified in the study	41
4.3.1 Class size	41
4.3.2 Lack of motivation and lack of skills by accounting teachers	42
4.3.3 English proficiency of EMS learners	44
4.3.4 Teacher's insight and attitude towards of EMS	47
4.3.5 Leadership issues by HODs in the teaching of EMS	50
4.3.6 Availability of teaching resources in EMS	50
4.3.7 Parents' or guardians' involvement	52
4.3.8 Lack of parental involvement understanding	54
4.4 Conclusion	55

CHAPTER 5 DISCUSSING THE FINDINGS, RECOMMENDATIONS AND CONCLUSION.....	57
5.1 Introduction	57
5.2 Summary of research.....	58
5.3 Findings of the research	58
5.3.1 Shortage of qualified EMS teachers.....	58
5.3.2 Exposure to commercial subjects in high school	60
5.3.3 Time allocated for Economic and Management Science (EMS) and EMS workshops....	60
5.3.4 Teachers insight of EMS integrations	61
5.3.5 The attitudes and interest of teachers in EMS.....	61
5.3.6 The role of the Head of Departments in the teaching of Economic and Management Sciences (EMS)	62
5.3.7 Availability of resources in the teaching of Economic and Management Sciences (EMS)	62
5.3.8 Supporting the introduction of Economic and Management Science (EMS) in lower grades.....	63
5.4 The recommendations	63
5.4.1 EMS teacher training	64
5.4.2 Provision of resources	65
5.4.3 Review of the EMS curriculum policy	65
5.5 Suggestions for further research.....	65
5.6 Conclusion.....	65
REFERENCES.....	67
APPENDICES	75
APPENDIX A: STANDARD ETHICS PROTOCOL	75
APPENDIX B: ETHICAL CLEARANCE CERTIFICATE.....	86
APPENDIX C: PERMISSION TO CONDUCT RESEARCH	88
APPENDIX D: DATA COLLECTION TOOLS	89

APPENDIX E: PLAGIARISM REPORT96

APPENDIX F: EDITOR’S CERTIFICATE97

LIST OF FIGURES

Figure 4.1: Gender presentation..... 39

Figure 4.2: Number of teaching experience of participants..... 40

Figure 4.3: Responses on class sizes..... 41

Figure 5.1: The model of factors influencing learner performance in EMS..... 64

LIST OF TABLES

Table 4.1: Class size..... 41

CHAPTER 1 INTRODUCTION

1.1 Introduction

A new era in South African history, began in 1994 with the first democratic election, ending apartheid, brought with it the much-needed restructuring of the South African educational curriculum. The curriculum known as 2005 was launched in Cape Town on the 24th March 1997. It emerged as the tool that was going to establish the educational norms in all South African schools. Chisholm (2005) and Department of Basic Education (DBE) (2002) maintained that curriculum 2000 (C2000) and curriculum 2005 (C2005) were subsequently scrutinised in later years, and the scrutiny gave birth to the Revised National Curriculum Statement (RNCS). The RNCS then became the guide, from which all relevant participants in the educational sector were going to use, in order to work successfully. This restructuring saw the renaming of subjects, as well as the introduction of Economic and Management Sciences (EMS) in the curriculum, as one of the new learning areas. However, in 2007, the review committee for education reviewed the National Curriculum Statement (NCS). The experts who had performed the educational review pertaining to NCS cautioned that the curriculum was overloaded. The overloading of the curriculum also revealed that EMS consists of the three subjects, which are Accounting, Economics and Business Studies (DBE, 2000; Chisholm, 2005). The curriculum reorientation from C2005, RNCS, and NCS, and then Curriculum and Assessment Policy Statement (CAPS) seems to have engendered the idea of integration as a panacea for many problems that beset the education system in the country. In essence, this saw the reorganisation of curriculum content and certain terminology, which has resulted in minimal changes, in the curriculum (DBE, 2011).

The purpose of this study was to investigate the factors influencing learner performance in Economic and Management Science's classroom. Jacobs (1999) believed that the initial construction of this learning area was driven by social reconstructionist and critical theories. Jacobs, Vakalisa and Gawe (2004) defined social reconstruction as creating a new environment in school. Social Reconstruction is mainly concerned with reconstructing the existing environment. Social reconstructionism also called for the reconstruction of the procedures of the school through experimentalism (Hullfish, 1933). While taking note of the definition of social reconstructionism, it is worth examining critical theories, as these focus more on what is actually happening in classrooms and schools. The idea of integration,

according to Christie (2001), cannot be taken lightly, in particular considering the fact that current education in South Africa is underperforming, as compared to other countries on the continent. Studies have advocated that underperforming secondary schools in South Africa face chronic problems with poor performance, which often manifests itself in a high rate of grade repetition (Taylor, 2007). Nieman and Monyai (2006) defined underperforming school as a school failing to achieve a Grade 12 pass rate of more than 60%.

Schreuder (2009) argued that teaching of the three subjects continues to pose a real challenge to both teachers and learners in many ways. Teachers in the General Education and Training band (GET) band are still encountering challenges in trying to improve learner performance, particularly in the Accounting section in the senior phase (Herrington, 2009; Schwab, 2012). The prevailing belief is that subjects like Accounting possess a unique disciplinary content and epistemology that cannot be taught together with other subjects in the EMS grouping (Schwab, 2012).

It is beneficial to mention that the introduction of the Curriculum and Assessment Policy Statement (CAPS) had its advantages and disadvantages. The revised Curriculum and Assessment Policy Statement (CAPS) advocates the integration of these three subjects, and strong disciplinary content.

The purpose of this study is to investigate the factors influencing learner performance Economic and Management Sciences in the classroom. The section below will indicate the need of conducting this educational exercise. The nature of the EMS related problem is clearly stated in the problem statement.

1.2 Background of the study

The problem with Economic and Management Sciences is that it is a learning area that combines Accounting, Economics and Business Studies. The problem emanates from the fact that EMS demands that a learner must be competent in all the tributaries of the EMS ocean. The curriculum has brought about numerous changes for teachers, without enabling them to be thoroughly familiar and well-versed with the intricacies of the subject and allowing them a close examination of what EMS actually is – a combination of three learning areas.

The National Curriculum Statement (NCS) and CAPS believe in curriculum integration, which stipulates the teaching of a subject like EMS. This is even more complicated given the fact that too many changes, coupled with the sudden introduction of external testing in grade

7 in 2014, have often brought unnecessary instability to their rhythm. The problem is that the nature of EMS as a learning area incorporates three subjects (Schreuder, 2009; Herrington, 2009; Schwab, 2012), which means that EMS is a learning area that requires teachers to have in depth knowledge in all of the three subjects Accounting, Business Studies, and Economics.

1.3 Preview of literature

The restructuring of the curriculum in South Africa after the formation of democracy precipitated the introduction of an integrated curriculum in schools (DBE, 1997). This integrated curriculum framework adopted the concept of a broad field curriculum which advocated the clustering of three distinct subjects into the one of subject Economic Management Sciences. In terms of commercial subjects, a new field of knowledge was born out of an integrated curriculum called Economic and Management Sciences (EMS), which is the combination of Economics, Business Studies and accounting (Chisholm, 2002). Assan and Lumadi (2012) and the Department of Education (DoE) (2007) stated that the purpose of EMS is to equip learners with the knowledge, skills, values and attitudes that enable them to participate in, contribute to, adapt to and survive in a complex economic society. The new challenge for teachers was to adapt their pedagogical skills to fit into the new curriculum, and to successfully tackle EMS with its various strands. EMS teachers need to be individuals who are well versed with subjects like accounting to be able to teach EMS successfully. The demand posed by EMS as currently referred to in CAPS cannot be underestimated (DBE, 2012). Mashiapata (2006) believed that an EMS teacher must have the necessary competence to teach and assess this subject. However notable challenges cannot be ignored about the nature of its pedagogy and epistemology.

1.4 Theoretical framework

Theories are formulated to explain, predict, and understand phenomena and, in other cases, to check and extend existing knowledge within the limits of critical bounding assumptions. It is the structure that can hold or support a theory of a research study and it demonstrates an understanding of theories and concepts that are relevant to the topic.

The theory that underpins this study is Performance theory because according to Danielle (2008), to perform is to produce valued results. A performer is an individual engaged in an effort that will have a certain outcome

Valuable information from the academic work of Klimek (2005), who explained the theory of performance, relates to the research of this study. The theory of performance is pivotal in this study because one of the research questions seeks to understand the factors that influence learner performance in EMS in the senior phase. If the performance theory is applied to the context of the study, the fact is that there are two performers in this scenario: the teacher and the learner. The components of the theory of performance will be applied as represented by the level of knowledge possessed by the EMS teacher and the learner. Learner performance can be positively or negatively affected by the level of knowledge possessed by both the teacher and the learner.

1.5 Problem statement

There is a challenge of poor matric results in Accounting; the problem is due to the fact that EMS is not well taught at the lower grades, of which EMS is the foundation for Accounting. This may emanate from the shortage of EMS teachers since teachers are not well trained and the English language is a barrier to the teaching material. Other factors may be a lack of support from the head of department and that teachers are not given adequate time to attend training workshops (DOE 2017). The convergence of Accounting, Economics and Business Studies under the one learning area of Economic and Management Sciences (EMS) seems to have had an impact on the attainment of EMS related educational objectives. In order to display admirable academic achievements in the EMS learning area, the learner has to be well-informed and knowledgeable in all the different subjects that make up Economic and Management Sciences (EMS).

1.5.1 Aim of the study

The purpose of this study is to investigate the factors influencing learner performance in Economic and Management Sciences classroom.

1.5.2 Objectives of the study

1. To determine possible trends and learner performance in EMS in the senior phase.
2. To explore the views of the EMS teachers about factors that influence learner performance in the senior phase.

1.5.3 Research questions

This study seeks to answer the following research questions:

1. What are the trends and learner performance in EMS in the senior phase?
2. What are the EMS teachers' views about factors that detract learner performance in the senior phase?

1.6 Research methodology

Research methodology is employed to test the hypothesis of the research. The research methodology seeks to outline the research design, sampling technique and design, research instruments and data analysis.

1.6.1 Research design

According to McMillan and Schumacher (2006), the research design is the most important part of the preliminary research which would help a researcher to map out a research approach, with the intention of answering the main research question. Research design is defined as the procedure for conducting the study, including when, from whom, and under what conditions the data will be obtained (Cresswell, 2003). The research design would indicate the process to be followed in the research, what will happen to the participants, and the method of analysing the data. This study used a mixed method research design. It is a useful device because of its heavy reliance on both the quantitative and qualitative approach.

1.6.2 Sampling techniques

This study used a convenient sampling procedure during investigation. Cohen, Manion and Morrison (2000) believed that this sampling procedure involves choosing the nearest individuals to serve as respondents. This was the most suitable sampling method because it was a way of reaching participants for this investigation. According to Cohen et al. (2000), researchers need to ensure that access is not only permitted, but is in fact practicable.

The sampling strategy suitable for this study would have to be purposive as participants are educators who have taught EMS for many years. Purposive sampling allows the researcher to choose respondents who are knowledgeable, informative and have enough experience in the subject under investigation (McMillan & Schumacher, 2001). These participants would be involved because they have been teaching this subject for many years, and they may have been exposed to workshops at the preparatory stage to gain more knowledge and skills to implement integration. This study took place in Mandeni ward in KwaZulu-Natal. This ward was the best choice for the researcher because the researcher lives and works there.

The study also selected two primary educators per school in four schools for in-depth interviews, and network sampling was followed. One participant was asked to refer the researcher to another educator who would be willing to take part in the investigation. These educators worked together, and they knew each other better than the researcher did. To explore educators' challenges in facing EMS, those closer to the researcher's village and school were involved. This procedure was followed to minimise the cost and negate other problems when planning meetings with the respondents. The researcher focused on the scenarios, events and circumstances which would hinder the productivity of EMS classes in the institution where the research was being conducted.

1.6.3 Research instruments

McMillan & Schumacher (2010) defined a research instrument as a testing device for measuring a given phenomenon. This study used both interviews and questionnaires in order to allow the researcher to reach the desired research objectives, because interviews and questionnaires are advantageous in countless ways. Berg (2004) maintained that a questionnaire is advantageous because of its practical nature. It is also useful because it enabled the researcher to collect a large amount of information from a large number of people in a short period of time. Questionnaires will vary: some will be structured and closed-ended, while others will be unstructured and open-ended.

The second research instrument used in this study was interviews, which are research tools that allows a researcher to observe the non-verbal and the verbal cues of the respondent. Interviews are employed to gain access to below-the-surface information (Niemann, 2003). They are advantageous to researchers because they yield high response rates. All the techniques of the research would be useless if the researcher failed to be skilful in the early stages of the research. Educators are busy implementing EMS, thus it is important to gather information regarding their understanding of EMS, and how this influences their classroom practice. Interviews were important because each educator's answers reflected his or her perceptions about the challenges facing the teaching of EMS in the intermediate phase.

1.6.3.1 Data analysis

Bogdan and Biklen (1998) defined data analysis as the process of systematically searching and arranging data or information. In order to successfully meet the objectives of the research, the data analysis followed the required norms of the research procedures. The data analysis stage for this study consisted of qualitative and quantitative research methods. The

researcher relied on interviews and questionnaires to uncover those elements that play a vital role in achieving the objectives of the study.

This study used thematic analysis during the data from the in-depth and semi-structured interviews. Thematic analysis was the best method for this study. Braun and Clarke (2006) argued that this technique helps in identifying, analysing and reporting patterns within data. Transcription of interviews were done from audio tapes, and were then read and coded, a procedure Braun and Clarke (2006) described as tedious but interactive. Data that were collected by means of questionnaires would further be transferred to an excel spreadsheet for further classification.

1.7 Ethical considerations

The aim of this research was to analyse the factors influencing learner performance in the Economic and Management Sciences in the iLembe District. The research concentrated on the learners residing in the Mandeni ward .The researcher respected the dignity, safety and well-being of all the participants. The researcher was cautious not to antagonize different cultures, languages, beliefs, perceptions and customs of the respondents. The researcher hopes to contribute to the development of the educational needs of South Africa through this research. The information valuable to the validity of the research has been accurately acknowledged through referencing. It is not the intention of the researcher to intentionally violate copyright statutes. The research has been undertaken without violating applicable university policies.

1.8 Intended contribution to the body of knowledge

This study seeks to identify factors that affect performance in EMS and probable suggest different ways of dealing with those factors. This academic exercise intends to demystify the complexities associated with academic performance in the Economic and Management Sciences (EMS) learning space. The existing body of knowledge will tremendously gain from extracting valuable and profitable information gathered from participants who voluntarily exposed the setbacks, obstacles and impediments associated with EMS. The intended contribution to the body of knowledge is to also assist the teacher in his or her pursuit of the desired performance related objectives in the environment where EMS is being studied once the EMS challenges have been unearthed it will be manageable for the teacher in the EMS to

direct his or her educational efforts towards the establishment of Economic and Management Sciences learning space that is educationally productive.

1.9 Preliminary chapter division

This section of the thesis points out how the rest of the chapters are structured. I present hereunder a brief synopsis of the key aspects of each chapter.

Chapter One: Introduction

In this chapter I have provided the motivation for the study, presented the problem statement, as well as the aims and the objectives of the study. Further the entire plan of the study was presented.

Chapter Two: Literature review

This second chapter will present literature review where I present the review of various readings guided by the aims, the objectives and the research questions that this study attempts to answer. Also, the conceptual and theoretical frameworks that were used to guide the data generation process as well as the data analysis are explained.

Chapter Three: Research design and methodology

In chapter three I present the research methodology and the research design of the study. I give details on how data was generated, analysed and presented. In this section I also provide justification on the choices of the instruments and strategies used.

Chapter Four: Data analysis and Research findings

In this chapter I present the data that was generated using the interviews and questionnaires. Also, data analysis is presented and the interpretation thereof.

Chapter Five: Research Discussions, Recommendations and Conclusion

In this fifth chapter I engage with all the data that was presented in chapter four, I present and synthesis the findings using the appropriate theoretical framework and theoretical concepts. I also draw up conclusions and make recommendations based on the findings. I also make recommendations for future studies that this research may not have been able to arrive at given the methodological limitations, the context as well as the aims of this particular study.

1.10 Conclusion

In this chapter, I presented the topic of the research project together with the aim and the objectives. I also highlighted the key problem that the study seeks to address.

CHAPTER 2

THEORITICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

According to Mache and Smith (2012), a literature review in research studies is usually conducted as a preliminary to the primary research. Reviewing literature allows the researcher to peruse journal article, company documents, textbooks past researchers, research papers so as to establish the basis on which grounded theory supports the research (Saunders 2013). This chapter is a review of the literature relevant to the study. The theoretical framework, which used the theory of performance, rationalism, constructivism theory and cognitive theory, is discussed. A discussion of the empirical literature on the factors affecting EMS Learner performance is also articulated.

The theory of performance, rationalism theory, interdisciplinary theory, constructivist theory, cognitive learning theory, and also the language theory helped this study to take its current shape.

2.2 Theoretical framework

2.2.1 A theory of performance

Valuable information from the academic work of Klimek (2005), who explained the theory of performance, relates to the research of this study. The theory of performance is pivotal because one the research question seeks to understand the factors that influence learner performance in EMS in the senior phase. If the performance theory is applied to the context of the study, the fact is that there are two performers in this classroom scenario the teacher and the learner. The components of the theory of performance will be applied as represented by the level of knowledge possessed by the EMS teacher and the learner. Learner performance can be positively or negatively affected by the level of knowledge possessed by both the teacher and the learner.

The theory of performance speaks about six components in teaching and learning. The components are context, level of knowledge, level of skills, level of identity, personal factors

and fixed factors. The theory of performance develops and relates these concepts to form a framework that can be used to explain performance, as well as performance improvements. According to Danielle (2008), to perform is to produce valued results. A performer is an individual engaged in an effort that will have a certain outcome. Developing performance is a journey, and the level of performance describes location in the journey. If, for example, an EMS teacher desires to produce a 100% pass rate in a class, the attainment of the desired goal is a journey that calls for teamwork, self-discipline and commitment to the desired goal. In the attainment of the goal, the axiom that will consist of effective performance will have an important role to play. The three axioms for effective improvement in performance are a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

The theory of performance has a dual perspective in that EMS poor performance is a combination of teacher and the learner challenges. The six components of the factors are context, level of knowledge, level of skills, level of identity, personal factors and fixed factors affect the learners' performance in EMS. Looking at the context, the CAPS EMS curriculum has many aspects, a defect of the Cambridge model of education in South Africa (Lombard 2014). The level of knowledge of the teachers is also a matter of concern as most teachers do not have in-depth knowledge of accounting, although they majored with EMS or business studies or economics. The level of identity is the psychological factors affecting the learners such as having low self-esteem and the stigma attached to EMS, especially accounting and economics. Personal factors in KZN are poverty and inequality, which affect the cognitive and effective development of learners (Bandura, 2010). The environment affects the learners' academic performance as they have to grapple with home and society ills. The fixed factors can be seen in the issues like educational policies, CAPS curriculum, the political, economic, social and technological environment, which are part of the macro broad environment which the schools cannot change, but to which they have to adapt.

2.3 Theories in learning

It is one of the objectives of the study to determine possible factors that influence learner performance in EMS. The following theories relevant to the study will be explored.

2.3.1 Rationalism theory

Rationalism theory states that human beings must recognize that they cannot know things as they are in themselves, but rather that knowledge is subject to the conditions of our experiences. Rationalism states that it is the mind structuring that makes experience possible.

Bransford, Brown and Cocking (2000) demonstrated the link between empiricism, functionalism and rationalism. The three theories have a pivotal role to play in this study because of the manner in which they attempt to thoroughly explain the complex process of learning. The link between these theories is the mental or psychological elements of a human being. Empiricism and functionalism also relate to rationalism because in all the theories there is a desire to know the effective strategy of making learning profitable, effective, long-lasting and useful. Rationalism, according to Burns (2010), refers to the idea that knowledge derives from reason, without recourse to senses. Plato, as cited by Bruner (1986), maintained that knowledge is acquired via the senses, but there is also knowledge gained through reason. The knowledge a human mind gains through the senses helps a human to get to know what a house looks like, what a lion looks like, and also be able to identify a mountain. The theory of rationalism states that learning is recalling what exists in the mind. People's perception gives the world its order. The rationalism theory teaches that knowledge arises in the mind. The role of the mind is to interpret the knowledge gained from the sensory information that exists in an external world.

The theory of rationalism is essential in this study because it questions what might be happening in Economic and Management Sciences' (EMS). The theory of rationalism is imperative in this study because it states that the mind's role is to interpret that which is gained from sensory information and this relates to EMS learners who may not be able to perceive the scenarios, concepts and knowledge attached to EMS. These can be a challenge to comprehend if learners do not understand the events, items and language that is associated with EMS. The theory of rationalism indirectly states that learner performance in EMS may be positively influenced if the learning space allows all the senses of learner to be employed, and there exist multiple ways of achieving the desired EMS classroom objectives. Some concepts and theories can only be understood clearly by learners only if there is a shift in the way the teacher operates in the classroom. Sometimes an educational environment wherein the teacher is the source of knowledge, and the learner is a passive participant, is not a conducive educational environment for the attainment of all EMS objectives. The researcher believes that the external world is the source of all knowledge. Aristotle introduced the

principle of association as applied to memory. The recall of an object or idea triggers the recall of objects or ideas similar to, different from, or experiences close to, the original object or idea. The more the two objects or ideas are associated, the more likely that recall will trigger the recall of the other.

Burns (2010), as cited by Schunk (2012), stated in his essay that nothing can be in the mind that does not originate in the senses, hence all knowledge is derived from two types of experience, the sensory impression of the external world and personal awareness. Schunk (2012) further stated that learning also provides lasting knowledge when the experiences of the learners, brought to mind by an innovative teacher, will better enable the learners to understand EMS.

Researchers, such as Stephen and Schaban (2002), call for a paradigm shift in the EMS learning space. Teachers will keep getting the same results if they employ the same teaching and learning strategies. Knowledge adaptation processes, who studied the utility of mental processes in helping organism adapt to their environments, are heavily dependent on functional factors, such as bodily, structural, consciousness and cognitive processes, such as thinking, feeling and judging. Functionalists view the mind and body as interacting rather than existing separately.

2.3.2 Constructivist theory

The constructivist theory maintains that learners can only make complex information their own if they individually observe and transform it and constantly test and revise new information (Von Glasersfeld, 1995). Cognitive change takes place only when previous conceptions change with the introduction of new information.

The complex information attached to constructivist theories can be understood through the writings of Piaget (1985), Vygotsky (1978), Bruner (1996), Bryk (2010) and Von Glasersfeld (1995), Wertsch and Tulviste (1996), who studied an individual's mental processes, such as thinking, learning, remembering and problem solving. They considered how these processes alter with age or experience, and how these inborn processes can be intentionally controlled by manipulation to improve learning

2.3.3 The cognitive learning

Central to the cognitive developmental theories is the notion that there is a mechanism or structure of the mind that commands all understanding, and that this evolves or adjusts either in a stage of maturation, or as a result of intervention. The cognitive learning theories relate

to the changes in a learner's interpretation which results from learning. The cognitive learning concerns the aims of the research objectives to determine teachers' practices in dealing with factors which prevent them from achieving the class-related objectives.

Most of these theorists share the notion that learners develop understanding, abilities and beliefs in identifiable and stages, and that learning and education are realised through the learners' own experiences, which have been entirely moulded by the environment (Hergenhahn & Olsen 1997; Pressley & McCormack, 1995). One of the roles of the EMS teacher is to create an environment that promotes learning. The EMS learning space should allow learners to construct their own knowledge about the various topics covered in class. The role of the teacher in the classroom setting is to lay the foundation so that the learners are aware of the lesson expectations. The knowledge discovery session becomes productive, profitable and helpful to the learners if the teacher is observant, hands on and also a facilitator who offers guidance and instant support learners' performance in EMS is linked to the teaching techniques of teachers in the learning space.

2.3.4 Language and learning

There is a link between languages and learning and the objectives of EMS. Vygotsky (1987) maintained that language is one of the tools employed by learners to command their own behaviour. The EMS classroom relies on conversation and collaboration, but collaboration becomes a pointless exercise without the use of language. The EMS learning space incorporates the action of thinking, conceptual understanding and communicating. Learners need language to convert ideas into something compatible with their knowledge base Bruner (1996) maintained that learning involves a particular social nature and a process that allows learners to gradually progress into the intellectual level of those around them. In case of the EMS learning space, those around the learners are the teachers tasked to help them reach the desired objectives of EMS. The vital role of language cannot be underestimated. Vygotsky (1987) stated that language is a way of sorting thoughts and organising perception and actions. Piaget (1985) concluded that there is relation between the operational level and linguistics. Therefore, the level at which learners becomes competent and academically prosperous in EMS depends on their linguistic level. Bruner (1986) wrote that education involves searching and negotiating, which relies heavily on language. Modise (2015) also stated that culture in the learning space is established through language. The acquisition, and consumption of knowledge demands language usage.

Educational theories, in addition to the construction of knowledge through experience, the constructivist theory of learning, regard language of utmost importance in the construction of meaning. In this regard, Vygotsky (1987) explained that language serves two functions, namely as a means for social coordination of experience, and as the most important tool for thought. Von Glasersfeld (1995) believed that for language to be used successfully, the receiver must make an effort to construct an interpretation of the experience.

2.4 Learner performance in EMS

It is the objective of the study to explore the views held by the EMS teachers about the factors that negatively influence learner performance in the senior phase. Mwakapenda (2008) was of the view that the combination of three subjects in the senior phase contributes to poor learner performance and weak conceptual understanding, which leads in turn to poor matric results. Mashipata (2006) cautioned that learner performance in EMS is influenced by negative attitudes towards the subject. Modise (2015) stated that a negative attitude towards something causes learners to be indifferent towards the subject. Mashipata (2006) expounded that EMS in the General Education and Training (GET) phase (grades 7, 8 and 9) is too general, since learners progress to the Further Education and Training (FET) phase (grades 10, 11 and 12) without a basic competence of any individual subject offered within the EMS stream.

2.5 Learning EMS

Learner performance and the attainment of the desired Economic and Management Sciences' goals are heavily dependent on teachers' training in EMS. The challenge for the EMS learner is the multi-disciplinary state of the subject that demands that the learner be competent in all three disciplines of EMS. It is one of the research questions of the study to investigate the EMS teachers' view about the factors that detract learner performance in the senior phase. Davies and Dunhill (2006) advocated that when curricula are designed to equip students with a multi-disciplinary range of skills and ideas, learners and teachers often find themselves confused. The confusion pertains to some learners being left out because of the failure to comprehend the expectations of the learning environment. The mood in the majority of these EMS teachers has a lot to do with lack of motivation and poor learner performance as shown by a Department of Basic Education annual assessment report (DBE, 2012). Teachers are

faced with the challenge of having to have knowledge of accounting, economics and business studies, which needs to be taught in three hour-long periods per week. The integration becomes disadvantageous to teachers who are competent in only one component of EMS. Davies and Dunhill (2006) insisted that a teacher cannot confidently stand in front of learners when he or she is academically weak in one of the strands that make up the EMS stream. To add to this challenge, these teachers are faced with teaching content knowledge that has to be embedded in a social context. However, in an attempt to achieve this, they have to engage in a disciplinary boundary crossing (Murphy, 2009).

The peculiar origin of EMS means that it draws its knowledge from the related, but also different disciplines of accounting, economics and business studies. Teachers, therefore, have to work out the depth to which they wish to pursue knowledge in each of these disciplines, and which discipline gets generative power in the EMS curricula.

2.6 Factors influencing the teaching of EMS

Introduction

It is imperative for the teacher who has been tasked to teach EMS to be mindful of factors that might derail the attainment of EMS class –related objectives. Some of the factors that might impede the teacher’s class objectives are:

2.6.1 The school environment

In order for the Economic and Management Sciences related goals to succeed, the school environment needs to be conducive to the intended EMS objectives. Assan and Lumadi (2012) stated that other schools find themselves having no option but to employ teachers with no EMS background to teach EMS because of the shortage of qualified teachers who are interested in teaching the subject. It is problematic for unqualified teachers to teach a subject without any proper training. There have been concerns that EMS teachers are not adequately trained to handle new curriculum demands, given that they are qualified in specific disciplines. Schools where teachers are unmotivated, poorly trained and show no initiative are unlikely to produce inspired, entrepreneurial thinkers (Rampa, 2010).

Schools have at least one of the four kinds of teachers:

- Teachers who were only exposed to commercial subjects up to matric level.
- Teachers who have at least specialised in one or two of the three components of the EMS.
- Teachers who were never exposed to any Economic and Management Sciences knowledge in their schooling.
- Teachers who are qualified and conversant with all the three components of EMS.

Although entrepreneurship now receives attention in the school curriculum, teaching these skills is outside the capabilities of most teachers (Modise, 2014). Teachers, by nature of their training and experience, often do not have the expertise to provide their learners with experiences that teach how the economy works. Many teachers do not have business training and have never worked in their own business, or any business other than education. They often do not speak the language of business (Assan & Lumadi, 2012). Some of the EMS teachers in GET were never exposed to any commercial subjects in their schooling and struggle to teach EMS. If EMS teacher are without sound background of but expected to teach it's a challenge, there can be little doubt, that education in South Africa is responsible to some extent for the country's low rates of entrepreneurial activity. In addition, it is clear that failure lies with the schooling system rather than with the tertiary education system (Schreuder, 2009).

A lack of commitment by teachers can have a devastating impact on the mindset of learners, quite apart from their skills development (Rampa, 2010). For teachers of innovation and entrepreneurship, helping learners unlock their entrepreneurial potential is a critical challenge (Schreuder, 2009).

If the South African education department is serious about EMS, it should facilitate the implementation of this learning area so that teachers are truly confident to teach it. The training for incoming teachers is a discredit considering the important role teachers are supposed to play, in teaching children to become creative and innovative entrepreneurs, especially if they have been taught to be workers and wait for direction from others (Gouws, 2007). The truth of implementation is very far from the ideal envisaged in the curriculum. The overall impression gained is that unqualified teachers are struggling to implement the curriculum (Modise, 2014).

This appears to be a particular problem in Grades 7-9 where teachers are not adequately trained or supported to implement new learning areas like EMS (Bryk, 2010). If teachers have had training, it has taken place in short workshops, which assume that a technical formula will be adequate to equip teachers for the complex tasks necessary for teaching in new and innovative ways.

According to Summers and Childs (2007), the policies cast teachers' roles in technological terms. They are seen as "delivery agents" of a pre-planned policy that they had no say in planning. Teachers are tasked to execute a plan that is designed by someone who is not well informed about the various countless environmental challenges that teachers may face. These environmental challenges may be overcrowded classrooms, below par physical structures, insufficient textbooks, uncooperative learners, and these all negatively impact the smooth running of an educational environment. Any new policy initiative requires huge injections of educational resources, in terms of specialized teacher skills, school resources, books, libraries, laboratories, and extra or specialized classrooms, if they are to be viable and promote effective learning (Kallaway, 2007).

The main aim of Economic and Management Sciences is to teach young South Africans to become creative and constructive members of communities, to develop entrepreneurial skills, and a spirit of enterprise. Eventually, the youth of South Africa must become, masters of their own future unfortunately, very few teachers in schools have the necessary knowledge and skills to run successful entrepreneurial programmes (Kallaway, 2007) and therefore are ill-equipped to teach EMS successfully.

2.6.2 The class size

The majority of classrooms in government schools in South Africa are characterised by overcrowding (Modise, 2014). In this study, I define overcrowding as a condition where there are too many learners in a classroom, exceeding the teacher learner ration of 1 to 30. Overcrowding has the potential to lead to poor performance, and particularly in EMS because of the nature of the subject. The Kruger model of curriculum design states that curriculum design is influenced by learning experiences, content, situation analysis, aims, goals, objectives, learning opportunities and evaluation. Assan and Lumadi (2012) stated that set goals will be a challenge to attain if the school authorities by any educational organization authority ignore class size, socio-economic factors, class and educational background. Kruger's model curriculum design helps the teacher to be aware of the class objectives that

will be attained immediately and class objectives that would demand extra effort to attain. The class size can either enable the achievement of the educator's lesson objectives or derail the educator's lesson objectives. It becomes a challenge for an EMS educator to offer life-changing individual attention to an overcrowded class with learners who have diverse comprehending abilities. The class size also affects the motivation level. A learner who has received remedial thorough and enlightening individual attention from the educator is more likely to be enthusiastic and also optimistic about the attainment of lesson related objectives. Kruger's model is more likely to be fruitful in a classroom where the educator can render corrective, and much need supportive input to a learner whose lesson-related needs could not be attended to because of overcrowding.

2.6.3 Attitudes of the EMS teachers about factors influencing learner performance in the senior phase

Anderman (2010) defined attitudes as the individual's prevailing tendency to respond favourably or unfavourably to objects, people, institutions or events. Examples of a positive attitude are values, while prejudice represents a negative attitude. Teachers' attitudes towards Economic and Management Science (EMS) can be attributed the confidence the teacher has about the EMS content. The exposure to business-related knowledge can also affect the attitude the teacher has towards EMS. A well-informed EMS teacher is more likely to respond favourably to the questions and curiosities of the learners. It is imperative to note that teachers' attitudes towards EMS are also influenced by coherence between classroom practices and expressed educational beliefs (Woolfolk, 2014). The attitude of an EMS teacher is also influenced by the teachers' commitment towards the discovery of business-related knowledge. An EMS teacher whose goal is to be always up to date with EMS knowledge will possess a positive attitude towards EMS.

Attitudes are also formed by the school environment. Harden (2000) stated that the attitudes of an EMS teacher can also be influenced by the conditions under which teachers work. Mashipata (2006) also stated that school infrastructure, poor libraries and laboratories, safety conditions, and the professional and social status of teachers also impact the manner in which Economic and Management Science is delivered in class. The attitude possessed by the EMS teacher towards EMS communicates to the learners: if the EMS teacher perceives the EMS lesson as an educational experience with life changing results, the learners will share the sentiment.

2.6.4 Lack of motivation

It is imperative for one to first define motivation so that the reader can fully understand the significant role played by motivation in attaining one's desired goal. Woolfolk (2014) defined motivation as an internal state that arouses, directs, and maintains behaviour. The attitude of EMS teachers has a lot to do with their lack of motivation, as revealed by the DBE (2012). The fact is that the nature of EMS does have subject related effects. As it has been stated, the combination of these subjects in the senior phase contributes to poor learner performance and weak conceptual understanding, which leads to poor matric results. Some teachers do not have the motivation to confidently transmit knowledge on something that has not yielded any desired results in the past (Assan & Lumadi, 2012)

Miller (2007) revealed a profitable message about the venue where teaching and learning is taking place. According to Miller (2007), a teacher's approach to what will happen in the classroom or the manner in which the particular subject is perceived, determines the style of teaching, and also determines the scenarios that will take place in the classroom. The venue for any educational objective is the classroom. The unit of the school that all educational goals emanate from is the classroom. Mungadi and Rouhani (2002) proposed that school reform should not only focus on what schools in society represent, but what they can realistically do and achieve, given all the legacies and contexts in which they function. There are educational theories that enlighten the reader on issues pertaining to teaching and learning issues.

According to educational expert Woolfolk (2014), learning is intertwined with motivation. Woolfolk (2014) also defined motivation as the reason for behaviour. Motivation is also known as the attribute that moves us to do or not do something. Demotivation is the opposite of the above-mentioned definitions. Demotivated individuals are not aroused, their behaviour is lethargic, and are seldom moved by anything. A lack of motivation extinguishes the drive and the willingness to complete EMS work in the classroom, and creates EMS related obstacles where there should be no obstacles. It robs the students of the ability to be creative imaginative and investigative, and to be satisfied with meagre effort. Demotivation causes individuals to be satisfied with mediocrity. The lack of motivation disables learners to seek life-long solution to everyday challenges. This lack of motivation would certainly lead to poor performance. Time allocation also plays a role in the attainment of EMS related goals.

2.6.5 Time allocation for EMS teaching

The Curriculum and Assessment Policy Statement (2011) stated that the teaching time for Economic and Management Sciences (EMS) is two hours per week. The DBE (2011) stated that one hour of this must be used for financial literacy. Financial literacy is defined as the possession of knowledge and understanding of financial matters (Bhengu, 1997). Maistry (2006) explained that financial planning involves the clear understanding of financial concepts like compound interest, advantageous saving methods, and consumer rights.

The attainment of EMS related goals depends on the time allocated for the Economic and Management Sciences (EMS). One of the helpful skills grasped by successful teachers is time allocation. Time allocation has a pivotal role to play in the attainment of EMS related objectives. Time allocation for EMS sometimes becomes problematic because of the manner in which the learners grasp the concepts. Some learners are quick to grasp the concept, but some learners really struggle to comprehend the concepts. Time allocation present a problem because time allocation does not take into account the situational factors (in adequate textbooks, poorly built classrooms, lack of teaching aids, learners from impoverished backgrounds) that might negatively impact the teacher's objectives. The time allocated for Economic and Management Sciences (EMS) seems to be insufficient in some cases and the insufficient time presents a challenge for teachers because of the diverse abilities that are found within the EMS classroom. Some learners are slow to comprehend and internalized the EMS related knowledge because of a lack of exposure to the various business environments, norms, language and procedures of the business world. The EMS learning space demands that the participants be exposed to the flow of money, goods and services between households, business and government, and the rights and responsibilities of the different role-players in the economy, sustainable economic growth and also poverty reduction strategies. In EMS learning, profitability is still being pursued entrepreneurial skills. The other life-altering topics associated with EMS are knowledge needed to manage self and environment effectively, basic aspects of leadership and management, the role of savings in sustainable economic growth and development trade unions and their influence in the economy. The EMS learning space is essential because it touches on the importance of using resources sustainably, effectively and efficiently (DBE, 2010).

The school authorities need to align the time allocation of EMS at school with what is prescribed in the Curriculum Assessment Policy Statement (CAPS) document. Teachers cannot aspire to attain the EMS related classroom objectives, if schools are neglecting and

ignoring the prescriptions of the CAPS document. The objectives of the EMS classroom cannot be obtained if the time assigned for EMS learning does not conform to what is prescribed by the educational publications of the Department of Education.

As Mashiapata (2006) explained, Economic and Management Sciences is an interdisciplinary learning area. The nature of EMS becomes problematic because it belongs to a learning area that requires diverse teaching styles. The interdisciplinary curricula seldom conform to the prescribed learning and teaching techniques (Modise, 2014). It becomes a formidable challenge for a teacher to create a coherent and easily applicable interdisciplinary learning environment that will excellently satisfy a diverse requirement of needs. The other problem associated with interdisciplinary curriculum is that of perception. Some educators think of anything foreign to them as something strenuous and unattainable. The perception that some teachers have also stifled the usefulness of interdisciplinary curriculum is magnified in what came out from the researcher-respondent interaction. Some teachers, who do not have a clear understanding of the interdisciplinary concept, fail to realize the useful role EMS can play in contributing meaningfully to the cultural and the socio-economic needs of the community (DBE, 2010). The perception of teachers is not the only obstacle that derails the full appreciation of this interdisciplinary curriculum. The parents also have their reservations about their interdisciplinary curriculum. According to Mashiapata (2006), parents seldom think unconventionally when the education of learners is discussed. Most parents are hesitant to wholeheartedly embrace something with which they are not familiar. This assertion is supported by Nieman and Monyai (2006), who maintained that the integration of three subjects to form EMS remains a threat to EMS teachers.

The nature of an interdisciplinary curriculum negatively influences the desired results of it. An interdisciplinary curriculum does not allow for the employment of simple and standardized responses. Assan and Lumadi (2012) stated that traditional evaluation procedures, that were valuable tools yesterday, have now been permanently invaded by the interdisciplinary curriculum. The interdisciplinary curriculum assumes that the learner it addresses has the relevant knowledge, skills and competence to courageously embrace what is introduced by the interdisciplinary curriculum. An example would be the expectations placed on Learner A by the interdisciplinary curriculum. The interdisciplinary curriculum concludes without any verifiable evidence that Learner A will achieve impressive academic outcomes because of his or her solid foundation on all the building blocks that make up the EMS structure

2.6.6 Leadership and learner performance challenges

The educational apex of a learner can hardly be reached without the assistance, guidance and unwavering leadership of a committed teacher. The challenges encountered by the learner become minimal when the learner can be mentored by the leadership of an industrious teacher. Literature states that there is an identifiable link between school performance and school based leadership.

Hallinger, Tarasina and Miller (1994) linked school performance and improvement with strong instructional leadership.

Leaders are defined as people who shape the goals, motivations, and actions of others. They are the ones who instigate change to achieve in the present, as well as new goals, through exerting an indirect but powerful influence on the effectiveness of the school and the performance of learners (Bush 2008). People who are leaders are inundated with the need to help others to realize a reason for change, deal with it, manage it, and enthusiastically respond to it (Coles & Southworth 2005).

Leadership, according to Hodgeson, as cited by Kydd, Anderson and Newton (2013), is said to be the path finding towards an endpoint or goal. It then refers to a process by which a person gets others to achieve an objective and guides the organization in such a way that makes it more cohesive and coherent. In government (school being a government institution), Koehler and Pankowski (2007) defined leadership as a process of influencing and directing the course of action promulgated in legislation. Hersey and Blanchard, as cited by Jones (2005), supported that leadership is a process of prompting the actions of an individual or a group towards goal attainment in a particular circumstance.

Lambert (2008) highlighted leadership as a process of learning together, creating and constructing meaning and understanding collectively and collaboratively. Leadership involves opportunities to interact and reconcile perceptions, values beliefs, knowledge and expectations through conversation to enquire and produce ideas together, to reflect upon and reach logical conclusions in the light of shared principles and new information, and to come up with new direction emanating from new understanding

The evidence in leadership lies not in words but in actions. Good leaders do not have to talk much but do much. Bogue (2010), as cited by Latchem and Hanna (2009), suggest that effective leadership is as much a test of character as it is a test of intellect. Leaders are expected to forge new paths to future, they have to take risks, learn from their mistakes and

those of others and redress problems from a new perspective. They must change their mindset and practices in favour of collaboration and commitment.

Leadership, as portrayed by Greenfileds and Ribbins, in Bush (2003), concerns the “character” of the leader, which is articulated by means of personal values, self-awareness and emotional and moral capacity.

2.6.7 What mechanism must be applied in schools to improve schools’ performance?

Performance, as viewed by Kydd, Anderson and Newton (2013), is “the way in which people carry out their work”. They further highlighted that performance is adversely influenced by several factors that cause it to change over time, hence there is good and poor performance. Amongst those factors, the organizational character and culture or the organizational leadership, and its management, can affect performance. Bush (2007) stated that schools need effective leaders and managers if they are to provide the best possible education for their learners. He further indicated that the quality of leadership provided makes a significant difference to school and students’ performance.

Leadership in high performing schools, according to Davies (2012), encompasses creating a kind of leadership which is highly collaborative and highly developmental, which relies on leading others to lead themselves, embarking on a paradigm of “re-organizing the school, forming the teams or structures, building high performance teamwork, aligning rewards and incentives with team performance and performance feedback mechanism”.

Schools that strive for recommendable performance, as well as quality in education, need to ensure a presence of an outstanding leadership by prioritizing the development of potential leaders (Bush 2003). Leadership in schools should take into cognizance that “the involvement of larger numbers of staff in educational leadership enhances the need for effective and appropriate development for future leaders” (Bush 2008). Schools remain in dire need of proper leadership and management for them to develop the desired organizational character, with an expected stable culture of teaching and learning, which is sure to yield good performance. “While leadership and management are different, they come together” to produce good performance (English 2008).

2.6.8 Curriculum transformation challenges/everchanging curriculum by government officials

Studies have indicated that necessary change and transformation is still a limitation affecting the implementation of curriculum reforms in most of the most schools. There is no doubt that there are flaws in South Africa's educational system. Teachers and administrators have somehow become a scapegoats for a system they did not develop. The first factor is teachers' personal efficacy, or the belief that one possesses the skills necessary to effect change (Ashton & Webb, 1986). The second factor is teaching efficacy, or the belief that students will benefit from their educational experiences (Gibsonok, 1984).

Driscoll (2010) elaborated that members of a board play a vital role in serving their causes and communities and bring passion and commitment, as well as skills and experiences, to the organisations they lead. That means their involvement in curriculum issues is much more important.

Many people believe that public education in KZN is ruined. This often drives school reform efforts, and it also drives many new trends. These constant changes lead to inconsistency and frustration. It seems that as soon as a teacher grasps something new, it changes again. At the same time, teachers were not involved when the curriculum change was planned, instead politicians were highly involved. Teachers and heads of education did not know about the change and as a result they have fear of the unknown.

The new methods of management needed in the new curriculum caused fear with the management team and as a result they were not easy to practice. Some new roles, like decentralization of decision making as part of school improvement, were not practised. This affected the implementation and monitoring of policies.

All these challenges seem to have been further worsened by the challenge of a lack of the appropriate transformational leadership. Transformation leaders influence employees to perform more effectively by providing the vision, and empowering the employees to become self-driven in the process of the accomplishment of different activities (Dinwoodie, 2013).

2.8 Conclusion

The literature review has examined learner performance in general and with regards to EMS. The review has explored the theories of motivation and performance and the factors that may hinder both.

Teacher performance in EMS concentrates on attitude and other elements that may be the cause of challenges in the EMS learning. The roles that the school environment, teacher's attitudes towards EMS as a subject, the class size and motivation play in the learning space were discussed, as well as the link between the time allocated to teaching EMS and the success in the subject.

The literature review examined the constructivist point of view which states that a learner has to first embrace difficult information before it is changed to something that makes sense. The new information also needs also to be tested and revised so that it is assimilated. The literature review played its valuable in assisting the researcher peruse the literature available on the material that is of interest. The role of the next chapter which is research design and methodology cannot be minimized because the chapter enables the researcher to carefully construct questions and methods that will bring forth desirable outcomes.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this chapter is to give a detailed explanation of the methodology that was used in the study during the process of collecting data. The chapter will also highlight the limitations and any other challenges that surfaced during this academic exercise. It is also in this chapter, where the researcher will also provide reasons on what methodological decisions were taken and the reasons for taking those particular decisions.

3.2 Mixed methodology

This is a mixed method study as both qualitative and quantitative data collection and analysis methods will be used. Qualitative and Quantitative methods both have strengths and weaknesses, therefore using mixed methods allows for a broader range of issues to be addressed (Seal, 2004). Often the distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative). In studies where both qualitative and quantitative data collection and analysis techniques are used in parallel or sequential phases, Tashakkori and Teddlie (2003) stated that this can be classified as a mixed method research studies.

3.2.1 Qualitative methodology

Creswell (2010) and Saunders (2013) stipulated that the qualitative method encompasses the entire research on human feelings and the researcher's motives as subjective operations within the part of the world observed that could yield findings of greater validity and less artificially in as much as the observation process phenomena should be in its natural nature in real life and could allow the researcher to develop more precise understanding of the entire phenomena. The researcher has used a narrative analysis as a design to conduct this research. The semi structured interview will be used

3.2.2 Quantitative methodology

This study also employed quantitative research design as it emphasises and maximises objectivity by using numbers, statistics, structure and control (McMillan & Schumacher,

2010). Thus, the research design is a plan for selecting subjects, research sites, and data collection procedures to answer the research questions. The questionnaire will be used

3.3 Research paradigm

Burns (2010) stated that a paradigm is a pre-requisite of perception in itself. The paradigm concept simply states what one sees depends on what one looks at. The paradigm associated with this academic work is constructivist because the factors influencing learner performance in the Economic and Management Sciences in the iLembe District can emanate from both the interior and exterior of the Economic and Management Sciences (EMS) classroom. There are multiple realities associated with factors influencing learner performance in the iLembe District therefore the qualitative method employed in this research tremendously assisted the researcher to define the factors contributing to the phenomenon being investigated. The procedures essential in qualitative research are embedded in this educational exercise (Creswell, 2003; Plano, 2007).

In qualitative research, broad and general questions are asked, and as a result, data collected is largely presented in words (or texts) that must be categorised into themes and be analysed (Creswell, 2005). The results, therefore, will be realistic if those interviews were conducted in a natural setting (Soiferman, 2010). This is possible because the researcher, according to Patton (2002), becomes the instrument of data collection, and hence, qualitative research is preferred because it involves untangling complex questions and immersing the researcher in the culture of a group or groups being studied.

3.4 Data collection methods

Kumar (1999) classified the collection of data into two approaches, secondary data and primary data. Secondary data is information that is already available and primary data is information that needs to be collected. In this study both primary and secondary data were used.

3.4.1 Interviews

The interviews with EMS teachers were primary data in this study, the researcher tried to determine to what the factors are that influence learner performance in EMS. The researcher

needed to get an understanding of teachers' perceptions and experiences both in delivering of EMS in the iLembe District in Mandeni Ward School in the Senior Phase.

In order to reach the clues that might help the researcher attain the desired goal, the researcher has to conduct data collection. Data collection is defined as the process of gathering and measuring information on variables of interest (De vos, 2002). The objective of the data collection process is to capture quality and verifiable evidence that translates to wealthy data analysis. The data analysis process enables the researcher to construct a credible answer to questions that have been established in order to discover cause or the contributing factors to a particular problem (Creswell, 1994). In this research project interviews and questionnaires were used in order to excavate the causes of problems being studied.

The interviews allowed the researcher to reach the desired research objectives. The interviews provided teachers with an opportunity to reflect on the curriculum and their practice. They were able to enter a discourse on issues they may not have engaged with in a formal or official forum. The way teachers engaged with the issues raised reflected a sense of appreciation for the opportunity and commitment on the side of the teachers to their profession. Some of the participants expressed their appreciation and said that they were grateful for the participation and opportunity of getting their voices heard. All interviews were conducted in the schools of participants as agreed and lasted approximately thirty to forty minutes each. The interviews were recorded on audio tape and transcribed verbatim by myself before analysis and interpretation commenced. This gave me an opportunity to reflect on the interviews and conceptualise the analysis of the data.

3.4.2 Questionnaires

The questionnaires seem appropriate in a research environment plagued by time constraints because the questionnaires dealt with one question that called for a specific response. The questionnaire became the preferred method because the time constraints associated with the busy school environment could not accommodate the session of clarifying ambiguity and misrepresentation of facts. All the questions had to be straight forward in the questionnaire because the researcher was mindful of the fact that a school environment may be chaotic and the interview process may effective teaching and learning. A questionnaire can extract valuable information which cannot be obtained from educational journals, textbooks, websites and encyclopaedias. The questionnaire can enable the researcher to all witness the

non-verbal cues of the respondents. Some questions elicit joy and some questions elicit sadness in a respondent's mind.

Schreuder (2009) maintained that questionnaires are advantageous because questionnaires are practical. Questionnaires are also useful because questionnaires enable the researcher to collect a larger amount of information from a large number of people in a short period of time. Questionnaires are the most cost-effective way of collecting information. The validity and reliability of questionnaires is not easily affected. The questionnaires become a preferred method because the results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of software package. Questionnaires can also be analysed more scientifically and objectively than other forms of research. When the data has been quantified the data can be used compare and contrast other research and may be used to measure change. Questionnaires can be used to create new theories and also test existing hypothesis (Abeysekera, 2009).

Questionnaires also have disadvantages. The questionnaires do not help a researcher understand some form of information, e.g. mood swings, behaviour and perceptions. Questionnaires also lack validity. Sometimes in the questionnaire it becomes impossible to identify a truthful respondent. The questionnaire also does not allow a researcher to assess how much thought a respondent has put in the task at hand. When responding to questionnaires, it is also possible for a respondent to be forgetful or not think within the full context of the situation. The questionnaire is also most likely to allow the people to read differently into question and therefore respond to the question based on their interpretation of the question. It is also possible for a researcher's imposition to interfere with the research process. Imposition is a researcher's own way of ascertaining what is important and what is not important. The interviews are also part of this research project.

Torchim (2006) stated that interviews are also research tools that allow a researcher to observe the non-verbal and verbal cues of the respondent. The interviews are employed to gain access to a below the surface information. The interviews are advantageous to a researcher because personal interviews yield high response rates.

3.5 Data collection procedures

This methodology study used is a mixed method in study which took place in Mandeni ward in KwaZulu-Natal. This district has four hundred and forty-two (442) schools. The district is

divided into five (5) wards. One of those wards is Mandeni Ward which has thirty-four (34) schools the greatly publicised poor matric results point to many systemic challenges in the education system.

The research was conducted in a school setting and the researcher was mindful of the fact that the school operation should not be disturbed by the research activity. The researcher liaised with the school principal in order to ensure that every piece of the puzzle is in its rightful place. It was also the responsibility of the researcher to explain the vital role that the participants play in attainment of research related objectives. During the research process all the relevant forms will be given to participants and also the contact details would be also exchanged so that the researcher keeps the communicating channel open so that the participants should be able to consult the researcher just in case there are obstacles that impede or steer the research away from the desired direction.

3.5.1 Sampling

Purposive sampling was applied in this regard to select participants to be interviewed. McMillan and Schumacher (2006). Purposive sampling is a necessary process in research as the population of which a particular phenomenon is to be studied. Keller (2004) also maintains that the purposive of sampling the target population depends on the research question in order to determine the sample. The explanatory research is indeed a tool that can aid in attaining the goals of a research related activity.

3.5.2 Data analysis

The obtained qualitative data will be thematically analysed. The obtained qualitative data will be read over and over again to enhance the effective understanding of the participants' responses. The four research questions for this study will be used as a template that will guide the identification of the key themes that fall under each of the research questions. This will lead to the identification of the subthemes that explain the identified main themes

The questionnaires will be in frequency tables and percentages in the next chapter. Also, the data allowed the researcher to describe the participants' demographics. In order to analyse the quantitative data, and assist in descriptive analysis, the researcher used the Statistical Package for Social Science (SPSS), which can perform highly complex data analysis, as it is a computerized program.

According to Welman (2005), it is preferable to use a commercially available statistical analysis program, rather than to compile or ask someone to compile statistics. The numerical

data was entered into SPSS, which assisted in data analysis and interpretation. Descriptive statistics were procedures for summarising information about a set of data or measurement (Bless, 2013). Thus, descriptive analysis provided a visual representation of frequency tables, as well as bar charts. Finally, descriptive analysis allowed the researcher to determine correlations within the data set and identify and quantify relationships between variables.

3.5.3 The interview session during research

It is imperative to state that the structured interviews were essential in aiding in unearthing of hidden perceptions, beliefs, and attitudes about the EMS as a subject. The structured interviews were employed in this study because these enabled the respondents to respond freely. The researcher had prearranged questions which were designed to discover the details of the studied phenomenon. The structured interview became the viable option that seem suitable to assist the researcher in the quest of the details attached to the phenomenon taking place in the EMS learning space.

The goals of the study are to discover the source of factors affecting learner performance in the EMS learning space. The diverse, open-ended questions prepared by the researcher revealed deep seated information that could not be disclosed through closed questions. It would have been inappropriate to employ a close question to find out why learner A does not meet the expectations in an examination, assignment or EMS presentation. The prepared questions pertaining to the study emanated from occurrences familiar to educators responsible for attainment of the EMS related objectives. The structured interview is preferred for the reason that the structured interviews are suitable when the goals of the study are clearly understood, and specific questions are identified, as stated by Preece, Rogers and Sharp (2002).

3.6 Ethical considerations

Champion (2005) explained the meaning of ethics as professional standards that prescribe normative behaviours of right and wrong as binding on researchers. The idea of ethics makes perfect sense because in the circumstances of taking a role of a participant anyone would expect to be treated with respect. Mertens (2005) discussed the issue of research ethics and points out that it is essential and important for research participants to be protected and decently treated. In order to do so, Mertens (2005) suggested that it is imperative to ensure that they get maximum benefits from the research in the spirit of giving back to the

community in such gestures as ensuring access to results that can inform policy and improve practice. He also advocates for the respondents to be treated courteously as well as respectfully brings forth the issue of researcher code of conduct in a concise definition where they say, “ethics embody individual or communal codes of conduct based upon adherence to principles which may be explicit and codified or implicit and may be abstract and impersonal or concrete or personal”. This definition gives a variety of situations, but the underlying principle is that of honesty in all cases is not negotiable, it is important and will underpin all elements of this study. In conducting the study, the researcher observes the rights of the participants by seeking their permission before involving them in the research. The researcher promised the participants to observe all their rights including the right to withdraw from being part of the research process.

The interview of interviewees was conducted on an individual basis in a secluded area. The interviewees were assured that their names, surnames and identity numbers were not going to be employed in the gathering of research-related data. Even though the research exercise is highly academic exercise, the participants were assured of the independence of the study, meaning that the study is not part or affiliated with any entity that is government related. People in general sometimes have the belief that the research is a tool that extracts information from people in order to punish people for the beliefs and perceptions they have about a particular issue, scenario, event or phenomenon.

The research also produced verifiable evidence that proved that the researcher is a student from recognizable tertiary academic institution. The participants in the research were not forced or threatened with abusive language. The researcher also ensured that his approach towards the participants is not dictatorial, autocratic and chauvinistic. The participants were also at liberty to add on information that might make the phenomenon being studied clearer and understandable.

The ethical considerations also compel the researcher to mention that there are shortcomings attached to the study. The work experience of some participants did not allow them to give in-depth information about the phenomenon being studied. The lack of information slightly crippled the aspirations of the researcher because a participant with extensive class-related experience always has a lot to offer in an inquiry pertaining to class-related matters. The ethical issues were also mentioned through a use of clear and unambiguous language. The researcher made sure that the communication between all research participants was unambiguous, respectful and cordial.

The researcher did not at any time deceive, misrepresents the facts or disregard other people's input in order to achieve the desired goal. Everything that was research-related was conducted in cordial collaboration with all the research participants aware of the progress and other pertinent details of the research. The participants also had all the relevant details of the researcher just in case the participants need to verify the information that was offered to them at the beginning of the research project. It was the researcher's intention to establish and research environment that was guided by trust, transparency honesty and willingness to assist in the attainment of desired objectives. The researcher coordinated the smooth running all the research-related activities.

Schools principals were personally visited to make appointments for administering questionnaires and interviews. Participants were made aware that they were under no compulsion to go on with the study, and at any point could decide to pull out. Participants are not going to be known in the reporting of the data or the final thesis. Participants were told of the purpose of the study, the methods of data collection and analysis to be used and the manner of publishing the outcomes.

The ethical procedure is followed in the entire study with the sole aim of protecting the confidentiality of the participants. When one considers the rapport of the participants and the reputation of the institution it becomes obvious that the ethical procedures must be strictly followed. It was thus imperative that individual participants were not identified as this may affect their career prospects. The identity of the participants' schools was also withheld to avoid unfair assumptions about the culture, leadership or strategies of a specific school. During the activities of the research the research instrument plays a pivotal role.

3.7 Validity and reliability of the study

Creswell (2002) stated that validity is described as the degree to which a research study measures what it intends to measure. In this educational exercise, the aim was to assess the effect of factors influencing learner performance in Economic Management Science (EMS) in the Mandeni Ward. It was the objective of the study to identify the impediments that derail the attainment of the EMS related objectives. To ensure validity as Creswell (2002) as prescribed by the expert the researcher analysed questionnaires', interviews via a thorough document analysis. The concept of validity tells us whether an item measures or describes what it is supposed to measure or describe (Merriam, 1998). Validity is an essential

requirement in qualitative and quantitative research. Creswell (2007) claimed that in qualitative data, validity refers to truthfulness, depth, richness, scope, triangulation and objectivity. The issue of validity is important and is always related to the worthiness and quality of the research. Cohen and Manion (2000) suggested that validity in qualitative research replaces certainty with confidence in results, and that as reality is independent of the claims made for it by the researchers, accounts will only be representations of that reality, rather than reproductions of it.

Credibility in qualitative research is the concept equivalent to internal validity in the quantitative studies Creswell (2007). Babbie and Moutton (2005) claimed that credibility is achieved through the following procedures: prolonged engagement with data sources, persistent observation, adequate checking of the raw data with their sources and triangulation of data. Babbie and Moutton (2005) asserted that triangulation is the best way to elicit the various and divergent constructions of reality that exist within the context of a study. It is used to collect information about different events and relationships from different points of view.

Member checking entails paying respondents a second visit to cross check whether or not they agree with the information recorded during the interviews. This helps in authenticating the findings of the interview (Creswell, 2007). Creswell (2007) defined member checking as the most effective way of eliminating the possibility of misrepresentation and misinterpretation of the voice. Merriman (1998) concurred with the aforementioned claim by arguing that member checking is basically affording the respondents the chance to check (to approve or disapprove) particular aspects of the responses they provided. To guarantee the reliability of the essential educational exercise the researcher revisited the research participants for the affirmation of the published research findings. The affirmation session had no objections from the helpful participants. The absence of objections only brought to surface minimal corrections that were to be attended to. If the same research study was undertaken in an environment exactly identical (such as respondents, infrastructure etc.) with the setting of the Mandeni Ward the outcomes would be identical.

The validity and the reliability of study enable the researcher to be an informed facilitator in the EMS learning space. The validity and the reliability of the study are also linked to its trustworthiness. The findings of this research are trustworthy. The trustworthiness of the study emanates from the fact that the entire has been approved by the respondents who eloquently contributed to the backbone (interviews) of the study. It is also helpful to mention

that unethical practices did not influence any stage of the research. The transparent actions and unambiguous communication enabled every participant to be well informed about the ongoing occurrences in the research procedures. Even though the study had admirable characteristics, one should not think the study did not have its limitations.

3.8 Limitations of the study

The first limitation can be attributed to time constraints. The participants had to contend with countless questions from the researcher, while managing the daily tasks expected from an educator in a typical school. It is not easy to accommodate someone with a monumental task like a research while keeping up with the expectation of being an educator in a school environment. The other limitation was the language barrier. This educational exercise has been conducted in English. Some participants could not command communicate well in the English language, and thus they were compelled by this inability to code switch. Code switching invited a translation of sentences. The meaning of the intended message may have been unintentionally lost during the translation of certain responses. During the first day the uneasiness of the respondents did not advance the intentions of the study because the participants were uncertain about the origins of the study, and the purpose of the study, and they were at first not eager to participate in a session where they were subjected to endless questions.

3.9 Conclusion

This chapter represents a detailed description of the methodological process that was followed during the data generation process. The methodological process that aligned perfectly with the objectives of the study is the qualitative approach. The ability of the qualitative approach in unearthing the perceptions of EMS teachers tremendously gave the study its backbone. The qualitative approach also enabled the generation of data from the 10 participating schools that were issued questionnaires, one on interviews, and documents analysis. The above-mentioned instruments (questionnaires, one on one interviews and document analysis) assisted the researcher in ensuring and being certain about reliability of the data. One indisputable that should be clear in the reader's mind is that whilst the variety of data collection instruments were used, there were indeed some limitations that might have in a slightly impacted way affected the results of the study. Some participants could not adequately articulate their sentiments, ideas and ordinary information in English and thus

what they had in mind was lost in translation. The use of both languages (IsiZulu and English) slightly deprived the research exercise of some vital information that could further strengthen the researcher's premise. The disruption of the participant's daily procedure also slightly negatively impacted the study because the participants also had to honour their class time while participating actively in research-related activities. The maintenance of the dual roles (being an educator and also a research participant) also made some participants to be guilt-ridden, restless, inattentive and worrisome had the researcher visited the participants in an environment free of pressing work-related expectations and demands to extract vital information, the respondents would have rendered ample information. The presence of limitations did not dent the vigour and the enthusiasm of the participants. The participants always had a strategy of finding a way to circumvent any research-related obstacle.

CHAPTER 4 DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Introduction

This chapter pertains to how data were analysed. Qualitative data was thematically analysed using open coding procedures (Hesse-Biber & Leavy, 2011). The quantitative data was analysed using SPSS and Microsoft excel. This involved systematically organizing, categorizing and summarizing data, and describing it in meaningful themes. Themes were assigned codes in an attempt to condense the data into categories. It provides a critical synthesis of data interpretation and analysis of the research findings for the entire study. It presents the views and attitudes of participants, about their conception of factors that influence learner performance in Economic and Management Sciences in the Senior Phase of schooling in the Mandeni area.

4.2 Biographical data of the respondents

Figure 4.1 shows gender representation of the respondents. The number of participants as depicted in the graph show that there were 21% males and 79% females. This finding reveals that there are more female teachers who teach EMS in the senior phase compared to their male counterpart. Their views are highly represented in the study however this does not suggest that they had more important contribution than males. The high percentage on the number of females teaching EMS confirms what America (2012) cautioned about female teachers who are likely to choose to teach EMS as a subject. America's educational work also revealed that there are more female teachers who choose to teach EMS than their male counterparts in the Senior Phase. The research-related educational endeavour of the researcher also confirmed the ideas maintained by the educational practitioners.

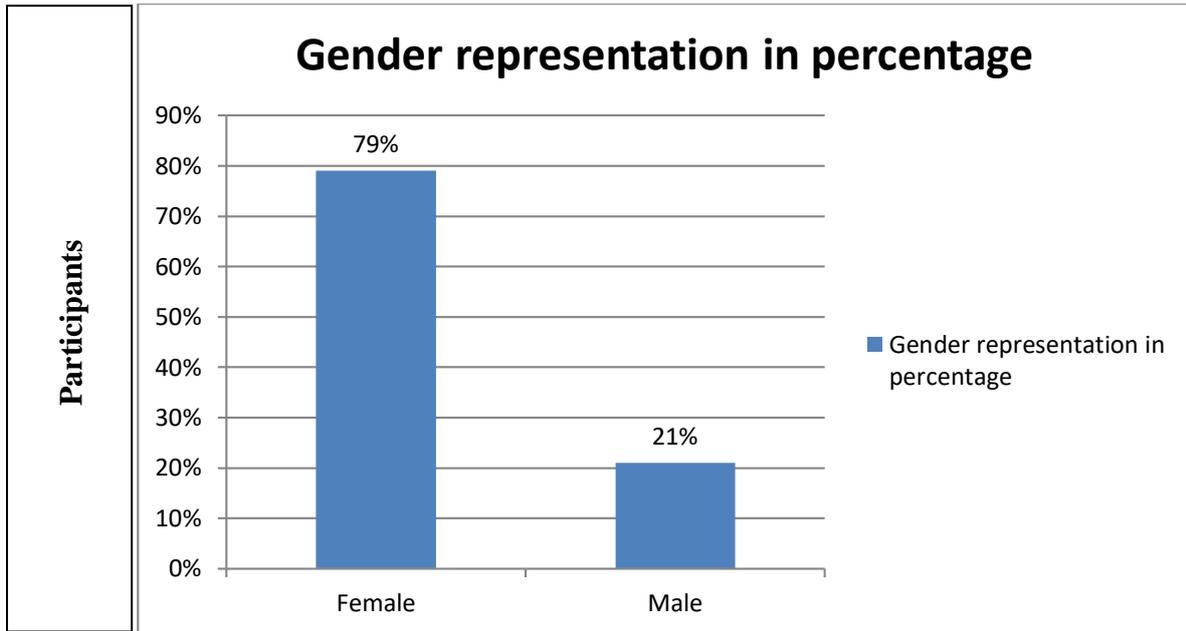


Figure 4.1: Gender presentation

The aim of the figure 4.1 is to demonstrate the representation of gender in the EMS teaching and learning environment. The EMS learning space becomes diverse because the two represented in figure 4.1 also possess various educational experiences, management of a learning space and also various approaches. The educational exercise of studying the research focus area (iLembe District) reveal that 79% of the EMS teachers are female and 21% are male. The research findings state that the EMS educational space is female dominated. Figure 4.2 indicates the age and number of the participants.

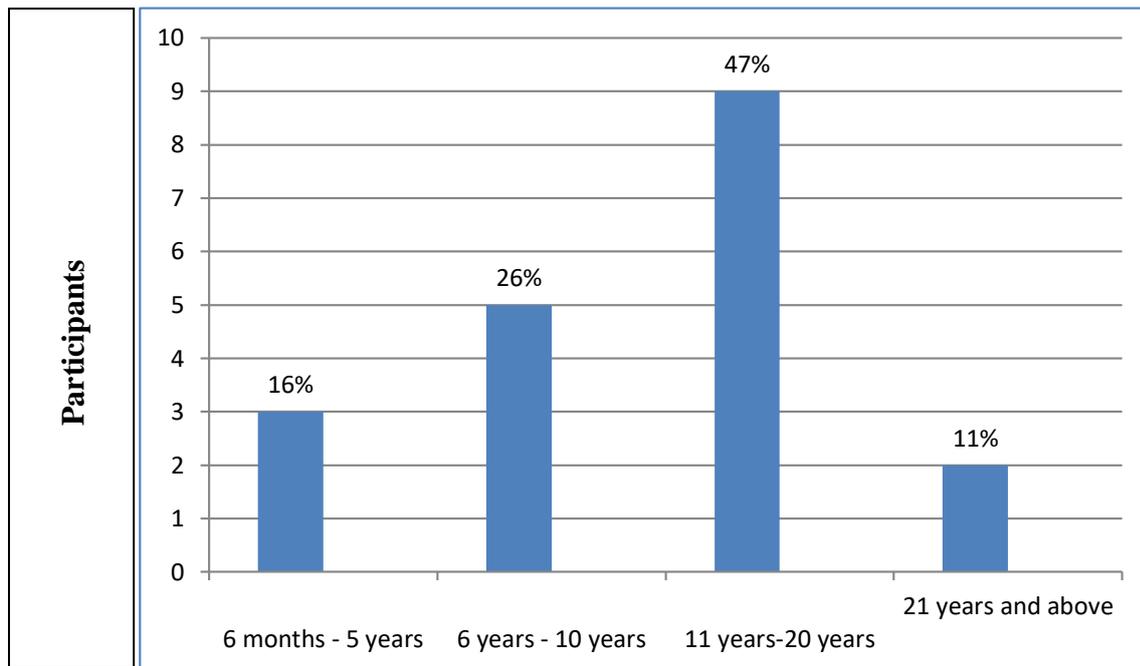


Figure 4.2: Number of teaching experience of participants

Figure 4.2 reveals the categories of teaching experience that are associated with the participants of 21 years and above. The bar graph above (figure 4.2) demonstrates that the EMS teaching space at iLembe district is occupied by educational participants who are diverse in nature. When the experience of the population is categorized what stands out is that 26% of the participants have the teaching experience of 6years to 10 years. The age group of those teachers ranges between 31 to 40years. The age category of 41-50 years has the most participants, which amounts to 47%. The age category of 41 to 50 years commands a teaching experience of 11-20 years. The smallest age category is 51-65 years which forms only 11% of the participants. The smallest age category of 51 to 65 years has the teaching experience of 21 years and more. The elements that made the teachers diverse contributed immensely in the usefulness of the study. The heterogeneous population compelled the researcher to appreciate the different viewpoints perceived as contributing factors influencing learner performance. The interdependency mentality seems to govern the manner in which females tackle a certain challenge and work-related assignments. Men seem to be individualistic in their approach of tackling work-related challenges and assignments. The existence of highly experienced teachers in a school is indeed advantageous because highly experienced teachers are like an archive that can be relied upon when uncertainty prevails in a school. The experienced teachers seldom get into a panic mode because experience enables

them to foresee and predict what an outcome of a particular scenario might be. The absence of experience in some teachers caused them to be inquisitive because of the restlessness that comes from being exposed to a particular incident for the very first time.

4.3 Themes identified in the study

The researcher decided to present some themes in graphs and others in the thematic analysis as part of mixed method.

4.3.1 Class size

Table 4.1: Class size

Responses on the effect of class size			
Small	Average	Big class	Oversize
6	8	14	5

Out of the 34 respondents, 6 attributed the small size to EMS, 8 acknowledged average size, and 14 responded that class were big.

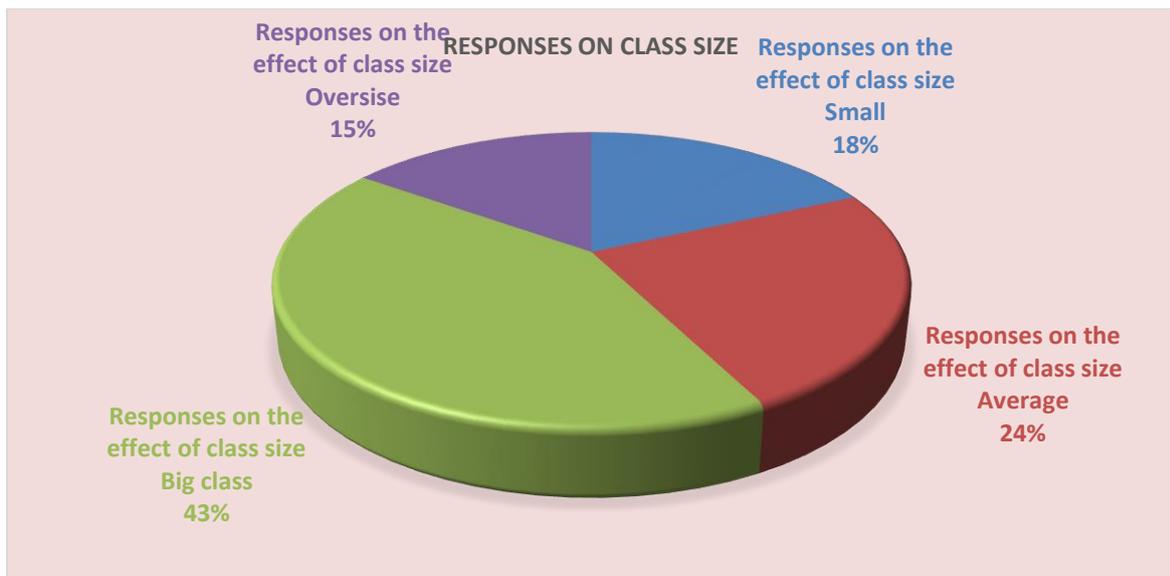


Figure 4.3: Responses on class sizes

The researcher emphasises that 43% of the participants showed that class size is the main factor affecting EMS results and followed by average size at 24%. The majority of classrooms in government schools in South Africa are characterised by overcrowding.

Overcrowding as a condition where there are too many learners in a classroom, exceeding the teacher learner ratio of 1 to 30. Overcrowding has the potential to lead to poor performance, and particularly in EMS because of the nature of the subject. The Kruger model of curriculum design states that curriculum design is influenced by learning experiences, content, situation analysis, aims, goals, objectives, learning opportunities and evaluation. Assan and Lumadi (2012) stated that set goals will be a challenge to attain if the school authorities by any educational organization authority ignore class size, socio-economic factors, class and educational background. The researcher sees that ILembe District classes are overcrowded with EMS learners more than the usual span of control of 30 the teacher must manage.

4.3.2 Lack of motivation and lack of skills by accounting teachers

Academic qualifications of the respondents are the focus of this educational exercise, because it exposes the qualifications of the individuals who play a vital role in the accomplishment of the class-related objectives. However, **IR4** said that qualifications mean little when teaching EMS:

“One is qualified to teach but truly speaking one is not confident to teach EMS since it its three in one as you know that no person can be the master of three things that are different”

The interaction with the research participants revealed that interviewees believed that the availability of the qualified EMS teachers is poor. **IR15**, who is a HoD, stated:

“As much as we do not have qualified teachers who can teach EMS, there are not enough EMS teachers that meet the demands of qualified EMS teachers. The very few that have been train I do not see them in this career and in the school and you see that when you try to ask neighbouring school for assistance even in high school no one is confident to come and assist when are being asked to help”

The research unearths the challenges associated with a particular phenomenon. The absence of EMS teachers, who can enable learners to clearly comprehend the relevance of EMS in everyday life, contributes to the misinformation attached to EMS. EMS teachers can immensely contribute to the performance of Economic and Management Sciences (EMS) learners' that is below of what is expected. This is one of the clues that can help in the formulation of the effective turnaround strategy in the Economic and Management Sciences

(EMS) performance in the Mandeni Ward. The effective turnaround strategy in the EMS learning space should take into consideration the effort of making EMS practical with the aim of making EMS a more practical learning area.

It emerged from the interviews held with HoDs that the majority of teachers have the required qualification and pedagogical content knowledge to teach at the senior phase. They are proud of having qualified teachers in their departments because they add value in commerce subjects. However, the concern from the SMT, in particular the HoDs is that there are few EMS qualified teachers in the phase. This has resulted into assigning the EMS workload to teachers who are not professionally qualified to teach the subject. The picture painted by most HoDs who participated in the interview acknowledged that this remains the cause for concern:

“Being a HoD for this subject gives a headache, this is because we don’t have enough EMS teachers who are qualified to teach the EMS as a subject. Every time we have to employ teachers in this field, they are either competent in business studies and economics, or economics or accounting”.

The struggle for EMS teachers is well documented in the school fraternity, and it is particular in the province of KwaZulu-Natal, furthermore evidence points to the fact the success of EMS senior phase learners nationally was shocking, and a national disaster (Kgosana, 2006). The competence of employing relevant teachers to teach specific subjects lies with the principals and his/her HoDs (DBE, 2011). As a result, HoDs find it find it very difficult to work with teachers who have not done any of the commerce subjects in their schooling (high school) and only done it in their professional training. IR4

“Our primary responsibility is to supervise both senior and novice teachers to understand the policy of teaching and learning as well the assessment. The idea that you have to teach a teacher is absurd and ridiculous so say the least.”

The aim of any teacher is to share knowledge with his or her learners and assess their understanding continuously as he or she teaches. The responsibilities entrusted to teachers are enormous however they can only be achievable if the teachers are qualified to teach EMS. The vitality, effectiveness and the educational benefit of trained teachers is clearly grasped in the writings of Rampa (2010), who clearly stated in her educational work that:

“Since learning is not just limited to knowledge acquisition, for effective learning to occur, learners need to be equipped with appropriate skills, which means they need to know how to learn in order to be fully successful. These skills are developed through classroom interactions and classroom dialogue by trained professionals whose aim is not just to impart or introduce knowledge, or new material, but to ensure that learning at a deeper level takes place and progress is made by individual students. To assert, that this can be done by any unqualified individual with subject expertise, or indeed to liken it to parenting, is, frankly, both insulting and ridiculous”. (Rampa, 2010)

The qualification helps because the training that accompanies the qualification immerses the teacher in the pedagogies of imparting knowledge to the learner. The lack of training in teachers teaching Economic Management Science is clearly in the message found in the words of one of the respondents in the words of **IR9** who stated that:

“Teachers who are having no high school background of commercial subject are not confident to teach EMS because it requires the knowledge in depth of each individual subject”

4.3.3 English proficiency of EMS learners

In Mandeni ward all schools that participated in the study are schools that are doing English as first additional language and yet it is the language of teaching and learning. EMS just like any other subject with the exception of another language is offered in English. This create problem to learners who are not conversant with English. Such learners struggle to understand the basic concepts in EMS. One of the ideas behind the researcher’s goal of discovering the factors influencing learners’ performance in EMS was to investigate the role played by the English language in achieving the purpose of EMS education. According to DBE (2002), the purpose of EMS is to equip learners with knowledge, skills, values and attitudes that will enable them to participate in, contribute to adapt to and survive in a complex economic society. It is evident from the respondents’ statements that it becomes a challenge for learners to understand English with ease in the senior phase. The question that motivated the researcher was: does the English language negatively affect the attainment of EMS related goals in the classroom?

The response received from the participant **IR13** was:

“The English language is a barrier to learners as a result they do not want to do research project given to them. It’s improving the understanding of English and encourages them to do the project given to them”.

Proficiency in English plays a vital role in the understanding of EMS as a learning area. The lack of competency in English presents a challenge in the classroom not only in the EMS learning space but in most learning areas. In most learning areas English is the prevalent language and the prevalence of English time and again becomes a barrier that prevents the fruitful teacher-learner interaction. The existence of a challenge is clearly revealed in the respondent words of **IR17**:

“The challenge is the English that we are using in the teaching of EMS. The pronunciation of terms can also be difficult for learners. EMS is taught in English so the language barrier is a problem in our learners”.

English is the cornerstone of the learning space where EMS is being taught. EMS learners will soon be participants in a global economic environment ruled by participants who are using English as medium of communication. 16% of the respondents rated their learners attributed the poor performance in EMS to the lack of essential English language skills. 53% of the participants revealed that their learners possess a fair proficiency of the English language. 26% of the population surveyed maintained that the proficiency of the English language of their learners is average. In this study average means that the learner’s competency of English enables them to clearly understand elementary instructions not the complex language that is sometimes used in some textbooks. The existence the average learner’s English level calls for the educator to become an active and observant facilitator. The discovery of the fact that 53% of the participants learners possess an average proficiency of the English language ignited a feeling of restlessness in the researcher’s mind because large chunk of the population indicated that their learners do not have a full grasp of the elements of English which makes a learner successful and competent in Economic and Management Science (EMS) learning space. Another clue about the effects of incompetency in English is disclosed by Interviewee Respondent’s (**IR2**) revealing response:

“The challenge that impacts negatively the teaching of EMS is the English language learners are unable to understand English when you

are teaching you find that after explaining a particular topic or concept, most learners find it difficult to answer questions correctly”.

It is also imperative to state that only a small percentage clearly stated that their learners have a very good command of the English language. **IR16** articulated the lack of English:

“Another factor is poor learner performance in English language. It is not something new that learners perform poorly and the department knows, that is why they are now measuring the learner performance in English language as a subject, they know that every subject is taught through a language and unfortunate for us our home language is IsiZulu and our first additional language is English. The language of teaching and learning is English, which is our first additional language which is not our mother tongue. So if learners perform poorly in English, how are we expecting them to perform in the teaching and learning of the EMS which is taught in the very same language which they cannot perform well in it”.

A fair command of English by learners sometimes compels the teacher to code switch. None of the participants stated that their learners have a command of the English language that is excellent.

The outcry about the debilitating effect of not having a good grasp of the English language is evident in the words of **IR4**. **IR4** maintained:

“Barrier in the teaching of EMS is the language used as a medium of instruction, the language used in teaching EMS is English and our learners don’t have good understanding of English. The jargon used in EMS is mainly English”.

The above statement **IR4** is supported by **IR6**, who stated that:

“Challenge of the English language is also important because our challenge is that it needs a specific language for the subject because of the nature of the subject EMS”.

Both **IR4** and **IR6** revealed one of the stumbling blocks in the effective teaching of EMS. The research exercise is a useful tool that can be employed as springboard of an effective turnaround strategy in the classroom where EMS is taught. The perceptions, attitudes and

input of the research participants reveals what needs to be done in order to gradually improve the current plight that exist in the Economic and Management Science (EMS) learning space. The clues of what might positively influence the area where EMS is taught are clearly found in the revealing responses of the research respondents. It is necessary to bear in mind that human beings tend to shy away from activities that exposes one's shortcoming or educational deficiency the challenge for English usability learners is confirmed by **IR13**. The reality of English being an obstacle is exposed in the words of **IR13**:

“The English language is a barrier as a result they do not want to do research project given to them. It's improving the understanding of English and encourages them to do the project given to them”. It is imperative to also realize the attachment of EMS related goals is largely dependent on the availability of qualified EMS teachers.

4.3.4 Teacher's insight and attitude towards of EMS

Presmeg (2006) and Snyder (2000) stated that in South Africa curriculum designers, educators and all stakeholders in the teaching and learning circles are being encouraged to shift from structured curriculum that is characterised by separating bodies of information to interdisciplinary curricula. The teaching of EMS is also characterised by integration over and above the DBE (2003) has demanded the teachers to employ the integrated teaching. Moreover, there are a numerous number of concerns that teachers are not adequately equipped to cope with demands, having been aware that they are qualified in specific discipline. It is a challenging thing that EMS in grade 7 is already an integrated subject. **IR8** stated that:

“The challenge at grade7 level is that the teachers at primary schools especially in the senior phase they are troubled with many subjects which need a good time each, as a result the focus on EMS gets diluted maybe they are qualified in English and Mathematics they will do well at it comes to the EMS they got to make that they have a teaching plan they have a work schedule in order to continue, but without going into further explanation and also explaining concepts that need to be explained At high school level in grade 8 and 9 you find that workload is too big to contain for teachers but we find that at high school now because the teacher of commercial subjects at FET level for example teaching either

Accounting ,Business Studies and Economics invariably that teacher is also teaching EMS”.

The statements from **IR3** were:

“I would go back to the old system where the learner was studying Economics separately from Accounting, so that the learner will be able to focus. Also in that system there were three teachers and each teacher was able to specialise in his favourite subject. In the current system you will find a teacher focusing more on the business part and not giving a lot of attention to the economics part. So personally I would like it if we go back to separate subject rather than making a combination as it is happening, as I have already said that it was better for learners if they were separated than if they were put together because even if a learner is good in Accounting, but if he or she is taught by a teacher who is a specialist in Business Studies you find that the teacher doesn’t focus more in Accounting”.

The research has enabled the researcher to also understand and grasp what teachers struggle with when trying to achieve the stated objectives of EMS learning area. One would have thought that a larger percent would state that their knowledge of EMS integration is intact and up to standard. **IR14** stated that

“The problem is the incorporation Accounting, Economics and Business Studies. Also the numbers of period that are allocated for EMS are very limited for a child to clearly understand what is going on more especially in Accounting”.

The research conducted also enables the researcher to appreciate and respectfully acknowledge the fortitude demonstrated by the participants in their efforts of achieving the educational objectives of their educational institutions. There are individuals who do not see the long-lasting rewards that are derived from integration. The dissatisfaction with integration of EMS is clearly obvious in **IR4**’s words which were:

“I would go back to the old style of teaching where Accounting part was Accounting, meaning Accounting must have a full period like during our time we were learning Accounting as Accounting, Economics as

Economics and Business Studies. They must not be mixed according to my side”.

The research enabled the researcher to realize other factors that might impede what EMS teachers are trying to achieve with the learners. **IR9** was said:

“I think this thing of measuring these three subjects it becomes more of a problem because in most cases you will find that the EMS is given to someone who has not done accounting at all and that person will only deal with the content part of it and forget about the calculations that are there in Accounting. So I think this combination is a problem”.

The responses from **IR9**, **IR13** and **IR17** suggest that a strategy that will yield desirable results in Economic and Management Sciences (EMS) needs to be developed because individuals who are assigned to impart knowledge have identified setbacks that impede the achievement of the desired objectives. IR declared:

“You know the time for Accounting should be more because now the learners have got a big problem when it comes to Accounting. If you can remember previously in our education Accounting was treated as a subject alone without incorporating with Business Study and Economic from grade 8. That is why now we have got a big high rate of fail in grade 12 because now the emphasis in grade 12 is limited due to the time and incorporation of Business Studies and Economics. It should be treated differently from the two or the two be incorporation be introduced in grade 8 and I would separate the Accounting, Business Studies and Economics so that learners are drilled on each subject independently”.

IR17 agreed by stating that:

“It has a lot of work together I think if it was divided into two sections for example in Social Science, Social Science is divided into two sections. We have History and Geography. So it is easy for learners to understand that now we are dealing with Geography section .So with EMS if it was divided into two sections Accounting on it’s on its own. Business Studies and Economics together, so I think that would be easier for the learners.

4.3.5 Leadership issues by HODs in the teaching of EMS

In this study it emerges that all Heads of Departments of primary schools who participated in this study have minimal qualifications in EMS, but this is overshadowed by immeasurable subject-related experience. This suggests that the support offered to teachers is derived from knowledge that has been accumulated through all the years of encountering various scenarios in the EMS learning space. The assistance offered by the Head of Department in the attainment of Economic and Management Sciences (EMS) related objectives proved to be the instrument that induced the momentum that was previously lacking in the researcher-participant interaction. The level of assistance offered by Head of Department (HoD) at the research venue surpassed the expectations of the researcher. The support from Head of Departments (HoD) minimizes the subject-related hindrances and conflicts. The Head of Departments from the research site unequivocally stated their willingness to assist in reaching the desired research destination. The teaching of EMS in the Mandeni Ward is undoubtedly underpinned by enthusiastic and supportive Head of Departments (HoD). The effective teaching of Economic and Management Sciences (EMS). The researcher was keen to know the conditions of the resources used in EMS teaching the information associated with the level of resources in teaching EMS.

4.3.6 Availability of teaching resources in EMS

The availability of resources in the teaching of Economic and Management Sciences (EMS) is identified through the enlightening words of **IR13** which were:

“Mainly we are using the textbook. You can’t inspire the learners because there are not enough resources it is a challenge”.

EMS teaching resources are not diverse at the school. The lack of multiple EMS-related resources is evident in the words of **IR4**:

“I don’t have all resources. Lack of modelling instruments we don’t have calculators and we are all relying on one textbook, because we do not have a functioning school library. In Ems there is a lot of work that needs research it is hard for learners to visit a public library because they then will complain about the unavailability of transport”.

IR12 stated that

“One of the challenges is the lack of resources, lack of relevant resources”

It is a challenge that teachers are facing and the learners of the educational resources and in the absence of the resources it becomes more difficult to enhance education in an effective way participants **IR16** said

“I will say the limited resources like textbooks. We know that the department is trying hard for one learner one book, but then we are not yet there. Until we are there we can say there are resources and I think EMS needs more resources than just textbooks, because sometimes we have to do practical activities. So I will say that limited resources are a factor when it comes to the teaching of EMS”.

The challenges that are brought about the teaching resource in EMS are the things that the majority of the participants speak with one voice in different ways in support what other participants has advocated with mono voice. The draining of the morale and the restlessness about the insufficient resources can be extracted in the words of **IR9**:

“Most of the challenges that we normally face is the lack of resources in my case if I can talk about my case because at the moment we don't even have EMS textbook, I have got only one copy and there is no teacher's guide. The teacher's guide is not available only the sample I have just ordered the lack of resource, for example the books are not sufficient sometimes learners are forced to share and sometimes if you give them homework it becomes difficult for them to do that homework because they are living in different places. So sharing a book is not easy”.

One question that remained in the researcher's mind when the analysis of the research was conducted was if the EMS pass rate would greatly improve if the EMS related aspects (textbooks, teaching aids, and classrooms) improved. This question was partly answered by **IR11** who said:

“About educational resources I won't say much, what I can only say is that our school and its pupils are having a disadvantage when it comes to educational resources. That leads to poor achievement when it comes to learner's results, because we take a lot of time writing on the chalkboard

because of lack of better resources and that affects the learners on their performance”.

Modise (2014) and Assan and Lumadi (2012) maintained that human beings employ all the senses during the learning process as a result a variety of resources must be used to facilitate teaching and learning. However, it emerged from the interviews conducted that there are not enough resources to be used in teaching EMS. This suggests that the amount of the resources necessary for EMS teaching is below the desirable level. None of the respondents regarded the resources for EMS teaching as adequate. **IR17** stated:

“We have insufficient resources where schools do not have enough resources to teach EMS”.

Another interesting thing that emerged from this study was the attitudes respondents have towards the introduction of EMS in lower grades. One participant stated that the introduction of EMS in lower grades could be interpreted as one of the effective turn around strategies in the EMS field. The researcher also felt the need to visit the role played by parents or guardians in the learning of EMS.

4.3.7 Parents’ or guardians’ involvement

It was the intention of the research to investigate the correlation between parent involvement and the attainment of desired EMS goals. Assan and Lumadi (2012) maintained that research overwhelmingly demonstrates, that parent involvement in children’s learning is positively related to achievement. This research is a spring board that can help the researcher contribute effectively in formulating a useful tool that will bring about desirable change in the EMS learning environment. The parent plays a pivotal role in the educational success of his or her child. Schreuder (2009) and Modise (2014) indicated repeatedly that parental involvement in the educational activities of the child yields outstanding results.

IR3 stated:

“From I am working the negligence of parent is very they not come to the school meetings they do not assist learners and they do not care when called to the meeting not even a quarter comes even some parent do not know what grade a child is doing”

Schreuder (2009), Mashiapata (2006) and Maistry (2006) cautioned about the everlasting effects of parental involvement in the learning of their children. The more intensively parents

are involved in their children's learning the more beneficial are achievements effects (Modise, 2014, Assan & Lumadi, 2012; Maistry, 2006). Parent or guardian involvement of all types yields desirable results in the child's educational endeavours. The research figures that indicate the involvement of parents in their children's educational attempts is 57%. 43% stated that they are not involved in their children's educational activities. The idea discussed in the above lines is clearly evident when **IR16** stated that:

“The lack of parental involvement in their children's education because parents lack interest in the business ventures, they then turn a blind eye if they are to assist the learners with the EMS projects”.

Modise (2014) cautioned that parents or guardians who are not involved in their children's educational activities are suppressing the educational progress of their children. Assan and Lumadi (2012) stated that if parents receive phone calls, read and sign written communication from the school and perhaps attend and listen during parents-teacher conferences, the greater the achievements and benefits would accrue, than that would be the case with no parent involvement at all. One of the goals of the participants in the improvement of EMS teaching and learning should be actively involve parents in the learning of their children.

One participant, **IR17**, stated:

“Is the background where parents are not used to EMS terms”

It was from the views of the EMS HoDs that majority of the EMS related challenges would be a thing of the past if parents genuinely involve themselves in the learning of their children. When parents check the homework, monitor the academic progress, maintain an open communication lines with the teacher and also make it a point to be visible at school the responsibilities of the teacher become manageable and attainable. Modise (2015) maintained that parent or guardian involvement positively impact attitudes towards school, and subject areas, self-concept, classroom behaviour, expectations for one's future, absenteeism, motivation and retention. Modise (2014) said that the lack of parental or guardian care has been mentioned by EMS teachers as a challenge because of the absence of individuals who will commit to the EMS educational progress of a learner confronted by demanding EMS schoolwork.

IR 16 affirmed the words of Modise by saying:

“The major challenges from where I work parents are unable to help learners with EMS related work since parents are saying they know nothing about EMS since it is new learning area”

The words of well experienced HoD clarified that:

“The level of parent involvement in the school work might vary considerably. There are parents who check if the learner has successfully completed the homework, maintain communication lines with teachers, ask questions to verify information spoken by the learner and also lend valuable support to the efforts of the educational institution”.

The responses of the participants revealed that only a minority of the parents play a vital role in the child’s learning.

The analysing of the research data gradually reveals the elements that contribute to the failure of the desired EMS goals in the iLembe area. The system (parents, teachers, learners school authorities and educational authorities) seem to be disintegrated because the parents seem not to be pulling their fair share of their responsibilities. Teachers need to have their efforts supplemented by reliable and dependable parent involvement. One can extract the stumbling block that prevents parent participation in the words of **IR2** when the respondent stated:

“As in my case parent do love to be involved but the challenge with EMS is that it touches on the information parents are not familiar with. The content in EMS is new and parents are not familiar with it”

Modise (2015) maintained that it is important for the school administrators and parents to be aware that parent involvement supports student learning, behaviour and attitudes regardless of factors such as parent’s income, educational level and whether or not parents are employed. There are countless benefits for school system (School Governing Body, learner, teachers, ward managers and parents etc.) and when parents become involved in their children’s learning.

4.3.8 Lack of parental involvement understanding

Rampa (2010) stated that the more the parents are involved in their children’s learning, the more beneficial the achievement effects would be. Other research findings demonstrated that parent involvement in children’s learning is positively related to achievement (Assan and

Lumadi, 2012). In this study, the researcher discovered this through the words of **IR16**, who stated that:

“The lack of parental involvement in their children’s education because parents do not comprehend what EMS entails. The parents’ perception of EMS as something “new” and “not present in our high school days” causes parents to view EMS as something “difficult”.

This response indicates that the parents’ involvement in their children educational affairs also impacts on what take place in the children’s acquisition of knowledge. The research exposed that the lethargic approach by the parent to the educational matters of the school going child does contribute to the disastrous environment of EMS.

The above mention scenario is supported by **IR3**’s statement:

“Where I am working the negligence of parents is very noticeable; parents do not come to the school meetings grade in which the child is enrolled. They do not come to the school meetings. If parents do not care to attend the school meeting and other parents do not even know in which grade is the child doing”.

The statement from **IR3** reveals the minimal support parents give to teachers who have the important responsibility of instilling knowledge to the school-going children.

4.4 Conclusion

Chapter 4 is about the discovery extracted from interacting with the research participants. The interesting part of the research pertains to the various responses that emerged from extracting relevant information from the research participants. Inquiring about the teaching experience enabled the researcher to discover that the teaching experience ranges from 6 months to 20 years. The interaction with the research participants also led to the discovery of something very interesting and that is, in certain educational institutions, there are teachers whose teaching experience has become a reservoir from which new teachers draw valuable knowledge. Fulfilling the requirements of the academic endeavour also exposed the researcher to the sentiments about those in leadership like the HoD. Some educators have amicable perceptions of the HoD and some are indifferent. The research participants also disclosed that the role of the HoD in the attainment of the Economic Management Sciences

(EMS) objectives cannot be undermined or minimized. The subject being investigated has voluminous material and the material shows various strategies that might be relied on to improve the teaching of EMS and also the managing of the EMS learning space. One was surprised to realize that teachers have diverse opinions about the integration of Economic Management Sciences (EMS). The integration does have an impact on the manner in which EMS is taught in a classroom. Not all teachers are well informed about all the tributaries of the EMS Ocean. The findings of the research also highlighted the importance of the English proficiency in the attainment of Economic Management Sciences related objectives. The research also unearthed the shortage of essential teaching resources that are pivotal in the acquisition of knowledge in an environment where EMS is being taught. The interaction with all the participants enabled the researcher to attentively listen as the participants lamented about the lack of reliable and dependable parent involvement in the helping the teachers attain the objectives of the EMS. Some parents undermine their role in helping the school-going child achieve the school related goals.

CHAPTER 5 DISCUSSING THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter presented data that were generated through qualitative means. Each set of data was presented and analysed and sets of themes emerged that pointed to factors that influence learner performance in EMS, and an exploration of the teachers' views thereof. The main objective of this research report was to make an investigation of the factors influencing learner performance in the Economic and Management Sciences in the iLembe District. This chapter discusses the main findings, recommendations and conclusion to this study in response to the main research objectives:

- To determine possible factors that influence learner performance in EMS in the GET senior phase.
- To explore the views held by the EMS teachers about factors that negatively influence learner performance in the GET senior phase.
- To determine teachers' practices in dealing with factors which repeatedly prevent them from achieving EMS class-related objectives?

In this chapter, I also develop arguments based on the findings, supported by the evidence that emanated from the data that were presented and analysed. I use literature, the main theoretical framework and constructs from other relevant supporting theories that were presented in the second chapter of this thesis, to develop and further the supporting arguments. I offer theoretically informed recommendations from the findings and allude to potential future research areas that could further contribute to the discourses in the field of learner performance.

In this chapter, I argue that the teaching of EMS as a subject in the GET phase has a direct impact on the teaching of subjects like Accounting, Business Studies and Economics later in the FET phase. Further, I argue that it is necessary for teachers to possess sound subject content and knowledge of all the aforementioned subjects in order to ensure that the best foundation of EMS is laid for the FET phase.

5.2 Summary of research

This study aimed to investigate the factors influencing learner performance in Economic and Management Sciences in the GET senior phase. The study also attempts to understand the extent to which the integration of EMS impacts on the academic performance of learners in the Economic and Management Science (EMS) as a learning area.

One of the ideas that brought this research to life is the question of integration. Does integration of EMS yield the desired results, or does it become an impediment that brings to life unintended outcomes. The completion has brought to light various factors that have proved to have a negative effect on the Economic and Management Sciences (EMS) learning space. One of those factors was the availability of suitably qualified EMS teachers with vast knowledge in all the three components of this learning area.

5.3 Findings of the research

5.3.1 Shortage of qualified EMS teachers

Some schools have been compelled by educational circumstances, like teacher shortages and curriculum requirements, to hire any teacher available to teach Economic and Management Sciences (EMS). In one of the research sites, it was found that the HoD was not qualified in the field of Economics, Accounting or Business Studies. In the same school, the teacher who was tasked to teach EMS was also not qualified in the field. These situations suggest that the teaching and learning of EMS in particular school have been compromised, and it is likely to have negative effects on learner performance, and learner understanding of EMS.

This study confirms the findings by Rampa (2010), which claimed that the shortage of adequately qualified teachers in the teaching of EMS has been a dominant discourse. Sometimes, the review of teachers' work load will enable a teacher with only the basics of EMS skills to be allocated an EMS session in a particular classroom. Evidence in the study suggests that in some schools, when there is a shortage of EMS teachers, the School Management Team would review the all the school's teachers' academic records and statements of results to find any teacher that may have done one, or more, of these areas in their studies. Based on that finding, a teacher will be allocated EMS as a subject to teach. This urgency to fill the EMS learning space with a teacher does not consider the nature of Economic and Management Sciences, which requires a teacher who is highly trained, since

Economic and Management Science (EMS) is a three-layered subject, which requires a fully qualified and skilled teacher.

This research discovered that not all teachers who are currently teaching EMS were trained. In other schools, teachers were never trained to teach any commercial subject, of which Economic and Management Science is the foundation of, and some teachers only had a limited exposure to EMS at university level. The limited exposure at university level does not enable teachers who are not adequately trained and qualified to fully comprehend the knowledge of the three layers of Economic and Management Science, which is Accounting, Economics and Business Studies. The shortage of qualified EMS teachers is a factor that mitigates effective teaching and learning of the subject and this is further compounded by the following factors: Effective teaching and learning of EMS has to draw on a range of philosophies of education, one of which is the theory of performance, and approaches of teaching and learning, as well as appropriate linking in theory practice, and also the adoption of a process model. The process model was included in this study because of its lessons that positively influence EMS learning.

This study found out a great proportion of EMS teachers is ill-equipped to teach EMS effectively. The study identified teachers who are university graduates, who failed to secure jobs in their area of training, and as a result joined the teaching profession from necessity rather than choice. Another dimension is of teachers who were trained to teach certain subjects but were assigned to teach EMS. This study reveals that most of these teachers lack the mathematical skills to teach EMS well (EMS needs strong language and mathematical skills). Maistry (2006) posited that the language used in EMS is challenging, but demands a lot mathematical ability, of which the majority of EMS teachers lack. As a consequence, it needs a teacher who is well grounded in these facets of EMS subject.

The nature of Economic and Management Science (EMS) which is three layered subjects negatively impact on the teaching of EMS because some teachers were not educationally trained for a learning area that came to existence after the completion of their educational training (Schreuder, 2009). This study discovered that some EMS teachers felt compelled to reveal their academic deficiency in Accounting, Economics and Business Studies as well as their lack of sound background in Accounting, Economics and Business studies also negatively impacted the willingness towards teaching EMS. EMS is the combination of three disciplines because some teachers were not trained to be specialist for Accounting but would be compelled to teach Accounting in the GET phase in EMS where Accounting is taught at

the foundation level (GET phase). It is important to state that the research participants did mention that the nature of Economic and Management Science (EMS) present a challenge because it requires a clear understanding of the essential parts of the Economic and Management Science (EMS) structure.

Teaching Economic and Management Sciences (EMS) requires a diverse range of classroom management skills, the ability to anticipate various types of questions stemming from the learner's curious and attentive minds and also the willingness to update one's business knowledge. The rationalism theory posits that teaching of EMS also calls for up to date information on recent economic events taking place in the world stage. Some learners have access to up to date business information because of the prevalent technological advancement of the 21st century. Economic and Management Science (EMS) requires that a teacher's mind –set be willing to go beyond the prescribed textbooks because of the ever-changing business environment. The Economic and Management (EMS) demands that the teacher gradually attempts to make the learners appreciate the results that accompany the mastery of EMS.

5.3.2 Exposure to commercial subjects in high school

This study reveals that there are teachers whose post high school educational training exposed and also equipped them with the relevant EMS knowledge and skills. The educational investigation that the researcher conducted found 32% of the teachers do not have a commercial high school background. The lack of exposure to commercial subjects in post high school educational training can be associated with the underperformance of learners. The research also reveals, that even in Business Studies, not all teachers took Business Studies in their schooling. It is a clear indication that even if EMS teachers are trained, they are not fully equipped, and as a result they lack any confidence to teach EMS. The researcher also looks at the times allocated for EMS and EMS workshops.

5.3.3 Time allocated for Economic and Management Science (EMS) and EMS workshops

This research revealed that Economic and Management Science (EMS) teachers complained about the two class periods of 45 minutes each, in a week, that is allocated for Economic and Management Science(EMS). This is the only contact time that teachers spend with learners in class.

Further, one sentiment that emerged from the research activity was related to EMS teachers workshop attendance. Teachers stated that the time allocated to workshops was insufficient

because they could not possibly attend to the many EMS related questions from the teachers, and also provide any reliable and timely educational support that is urgently needed in the Economic and Management Science learning space.

The frequency of the workshops (even though the frequency may have good intentions) sometimes becomes problematic, as these take place during teaching time and further reduce contact time between the teachers and the learners. It is sometimes difficult for EMS teachers to utilise the little time they have in teaching EMS because of the frequency of EMS workshops that they need to attend outside school. As Modise (2014) also claimed, it is a challenge in which EMS teachers find themselves choosing whether to teach or to attend the workshops

5.3.4 Teachers insight of EMS integrations

The other factor that the researcher looks at is the knowledge of teachers when it comes to integration in EMS. The nature of EMS itself is formulated through integration of which requires the teacher who will be able to integrate the three subjects, namely Accounting, Business Studies and Economics. The EMS teachers that were interviewed during the study emphasis this challenge in the GET phase. Integration is intertwined in EMS and some participants find it challenging to implement something that they were scantily trained for. Modise (2010) posited that EMS teachers are challenged since there are things which they themselves not fully understand. They teach it because it is in the book and they struggle to integrate the knowledge in EMS with other subjects (Rampa, 2010).

5.3.5 The attitudes and interest of teachers in EMS

The beneficiaries of confident and well-informed teacher are the learners who in turn will use the knowledge to make a long-lasting contribution to society. The researcher also investigated the manner in which the teacher embraces EMS, made up of Accounting, Business Studies and Economics. The researcher asked the question to EMS teachers if the implementation of EMS in the GET phase was a wise decision. This study revealed that, when it comes to accounting, over 36% of the EMS teachers sampled say that “they do not enjoy Accounting”, and that it is a challenge. If a teacher is not enjoying the Accounting part, it means that the teacher will not be comfortable teaching the Accounting part. As Modise (2014) expounded, EMS teachers do not enjoy teaching certain components of the subject which ultimately lead to them not to be comfortable and teach with less confidence. This lack of confidence is seen by respondents as a factor that influences learners’ performance in EMS

in the GET senior phase. When the researcher asked the EMS teachers about how comfortable they are when it comes to teaching EMS, 70% of the teachers clearly state that they are not comfortable. In some sections they teach it because it is written in a book, but they have no confidence to teach.

5.3.6 The role of the Head of Departments in the teaching of Economic and Management Sciences (EMS)

A piece of information that should linger in the reader's mind is that the Head of Departments (HoD) at schools were also relevant respondents in the study. Through the research related interaction, I found that in some schools, the HoDs play a minimal role in the attainment of the EMS related objectives. Modise (2014) stated that EMS teachers lack support from HoDs in the GET senior phase. It is in this phase that HoDs are responsible for subjects in which they are not knowledgeable. My interaction with EMS teachers also discovered their uncertainty about the reliable educational support they receive from a HoD who is not well acquainted with the intricacies of the GET senior phase EMS. The HoDs rendered support, to relevant subordinates, based on the leader's experience and level of understanding. The outcry of EMS teachers was that HoDs were never exposed to commercial subjects, and so it becomes very difficult for them to assist with something themselves really need to be assisted. EMS teachers are less willing to teach a subject which the HoD cannot fully assist them when assistance is required. Conducting research helped the researcher to realize that there is a link between the teacher's morale and the level of support given by someone in an influential position, for example the HoD in a particular school department. The teacher morale becomes damped when he or she cannot have his or her expectation met. The role of any HoD is to provide support, resolve any class related challenge and also provide guidance when the teacher encounters a problem.

5.3.7 Availability of resources in the teaching of Economic and Management Sciences (EMS)

The availability, or the lack, of EMS related resources can be clearly understood if one pays attention to the research data. The research data indicates that 58% of the respondents are not satisfied with current available EMS related resources. A handful of the participants (34%) rated the resources as poor. A small percentage of the participants (8%) rated the EMS-related resources as good. One of the concerns of the EMS teacher is that a textbook alone cannot have inspirational effects on the learner who aspires to do well in EMS. The absence of any

modelling instruments is something that EMS teacher are concerned about because of their useful potential in helping the learners grasp the knowledge discussed in the EMS learning space. The absence of sufficient EMS resources is something that research participants are greatly concerned about. The educational objectives of the EMS classroom are not adequately attained if an instrument that is supposed to supplement the literature is unavailable.

5.3.8 Supporting the introduction of Economic and Management Science (EMS) in lower grades

The interaction with the research participants brought to surface the desire to see EMS being introduced in the foundation phase. The research participants were of the view that an early introduction of EMS in the lower grades would yield desirable results in the later educational stages of learner. The proposal to introduce EMS in the lower grade was supported by at least 53% of the participants, but 47% of the research participant did not fully embrace the idea of introducing EMS in the lower grades.

The researcher while investigating the factors that influence the learner performance in EMS came across verbal hints that suggested the introduction of Economic and Management Science (EMS) in earlier grade or in lower grade. Teachers even raise the opinions that the subject that are done as independent subject in the FET band actual start from foundation phase but with Economic and Management Science(EMS) it is not like that. Some teachers had a belief that the earlier introduction of EMS in the lower grades would yield desirable outcomes. The analysis of the research results states that 47% of the participants and 53% stated that they would support enthusiastically if really these teachers are of the idea that Economic and Management Science (EMS) is introduced at lower grade.

5.4 The recommendations

The recommendations that are presented in this sub-section of the thesis have been summarized and conceptualized into a model as shown in Figure 5.1. This model seeks to highlight the relationship and the link of numerous factors that influence learner performance in the subject of EMS.

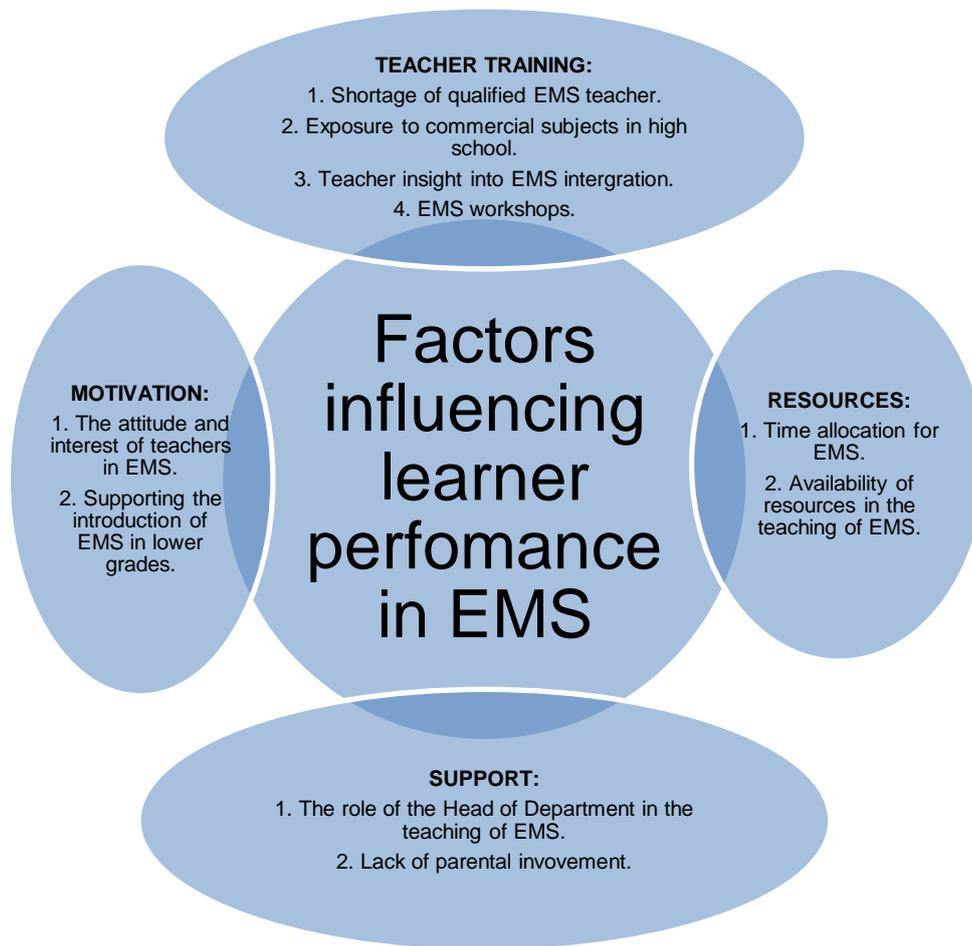


Figure 5.1: The model of factors influencing learner performance in EMS

5.4.1 EMS teacher training

School should use the teachers with the most experience in the EMS field as mentors to newly qualified teachers. Individuals who have been in the field longer can offer useful insights, help and support. Newly qualified teachers need mentors of people who have been in the educational environment long enough to know successful teaching practices, and who may offer curriculum guidance.

The training of teachers must be prioritised, it has to be continuous (Continuing Professional Teachers Development - CPTD), and the focus should not be on novice teachers only, but on all teachers. Thorough continuous training and workshops will eliminate confusion. The EMS curriculum policy facilitators should ensure that they come with subject material that is user friendly so that the user is keen to use the material. The material that puzzles and confuses the teacher does not contribute to excellent academic performance.

5.4.2 Provision of resources

A number of respondents indicated that the lack of the resources is a factor that negatively influences learner performance both from the side of the learner and the teacher. Particularly the basic resources such as textbooks are prerequisite for teaching in the GET phase to lay firm foundation. The Department of Education has the primary responsibility to ensure that the schools have adequate textbooks and other helpful resources that will enable the teachers and learners to master EMS better and effectively. The other life-changing resources that can positively influence the EMS learning space are business newspapers, the magazines with trade index, the publications that displays market shares and also the printouts from internet that contain relevant business information.

5.4.3 Review of the EMS curriculum policy

Constant review of the EMS policy is necessary at both school level and by the Department of Education, in order to evaluate the extent to which policies and procedures are being adhered to, and to ascertain whether developmental programmes are identified for individual teachers, and whether schools are following through and achieving their intended objectives.

5.5 Suggestions for further research

Future educational research endeavours should tackle one of the Economic and Management Sciences (EMS) related issues.

- 5.5.1. Would the creation of a tuck-shop by the school and the management of it by the teacher supervised learners positively impact EMS?
- 5.5.2. What would be outcomes of impressive EMS performance rewards once they are part of the EMS learning environment?
- 5.5.3. What contributes to underperformance and impressive EMS performance of schools in the same geographical areas?

5.6 Conclusion

Chapter five showed that the educational success of the EMS learning space is heavily dependent on diverse elements, such as qualified EMS teachers, sufficient time allocated to

EMS on the educational institution's timetable, the manner in which the teacher manages the EMS learning space EMS integration, and also the interest of the EMS teacher.

The prosperity and the attainment of EMS objectives need the unwavering support and commitment of teachers. This chapter also exposed the link between academic success and parental involvement in the academic endeavour of the learners.

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APPENDICES

APPENDIX A: STANDARD ETHICS PROTOCOL

Letter to the District Director

Box4998

Sundumbili

4491

04 April 2016

The District Director

iLembe District Office

Dear Sir/ Madam

RE: REQUEST TO CONDUCT A RESEARCH PROJECT

I am currently studying for a Master's Degree in Education at the University of Zululand. I am required to conduct a research as one of my degree requirements. I therefore, kindly seek permission to conduct a research project in some primary schools. The title of the research project is: **Factors influencing learner performance in the Economic and Management Sciences subject in the Senior Phase in iLembe District in the Mandeni Ward**. The purpose of the research project is to try and understand the socio-economic, socio-cultural and other factors impacts learner performance in mathematics negatively.

The project involves interviews and document analysis. I will ensure that the process will take place during non-teaching and convenient time to the participants. The duration of the

interviews will be approximately 45 minutes. The documents to be analysed includes Curriculum Assessment Policy Statements (CAPS); work schedule, lesson plan and other official documents which would be of help during the research project. The findings from research will be only used for the writing of my thesis.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. They will be also guaranteed that participation is voluntary and they are free to withdraw should they feel no longer interested to participate. There will be no financial benefits for participation in the research project. However, the findings of the research will be useful to schools, examiners and curriculum developers. The gathered data will be the property of the University of Zululand where it will be kept for 5 years. For more clarity regarding this project you can contact my supervisor Dr B.B. Ndlovu at 084 582 5385 or ndlovubb@unizulu.ac.za

Thank you for your support and co-operation regarding this matter.

Yours sincerely

Siyaya Mlindenani Celinhlalo

(076 890 2374 or mcsiyayo@gmail.com)

Letter to the Principal

Box4998

Sundumbili

4491

04 April 2016

The Principal.....

Lower Tugela Circuit Office

Dear Sir/madam

RE: REQUEST TO CONDUCT A RESEARCH PROJECT

I am currently studying for a Master's in Education at the University of Zululand. I am required to conduct a research as one of my degree requirements. I therefore kindly seek for the permission to conduct a research project. The title of the research project is: **Factors influencing learner performance in the Economic and Management Sciences subject in the Senior Phase in iLembe District in the Mandeni Ward.** The purpose of the research project is to try and understand the socio-economic, socio-cultural and other factors impacts learner performance in mathematics negatively.

The project involves interviews, observations and document analysis. I will ensure that the process will take place during non-teaching and convenient time to the participants. The duration of the interviews will be approximately 45 minutes and observations shall be 30 minutes. The documents to be analysed includes Curriculum Assessment Policy Statements (CAPS); work schedule, lesson plan and other official documents which would be of help during the research project. The findings from research will be only used for the writing of my theses.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. They will be also guaranteed that participation is voluntary, and they are also free to withdraw should they feel no longer interested to participate. There will be no financial benefits for participation in the research project. However, the findings of the research will be useful to schools, examiners and curriculum developers. The gathered data will be the property of the University of Zululand where it will be kept for 5 years. For more clarity regarding this project you can contact my supervisor Dr B.B. Ndlovu at 084 582 5385 or at ndlovubb@unizulu.ac.za.

Thank you for your support and co-operation regarding this matter.

Yours sincerely

Siyaya Mlindeneni Celinhlalo

(076 890 2374 or mcsiyayo@gmail.com)

Letter to the Participants

Box4998

Sundumbili

4491

04 April 2016

The Research participant

Lower Tugela Circuit Office

Sir/Madam

RE: REQUEST TO PARTICIPATE IN A RESEARCH PROJECT

I am currently studying for a Master's Degree in Education at the University of Zululand. I am required to conduct a research as one of my degree requirements. I therefore kindly request you to participate in my study titled: **Factors influencing learner performance in the Economic and Management Sciences subject in the Senior Phase in iLembe District in the Mandeni Ward.**

The project involves interviews and document analysis. I will ensure that the process will take place during non-teaching and convenient time to you. The duration of the interviews will be approximately 45 minutes. The documents to be analyzed includes Curriculum Assessment Policy Statements (CAPS); work schedule, lesson plan and other official documents which would be of help during the research project. The findings from research will be only used for the writing of my theses.

Confidentiality and anonymity will be highly observed; pseudonyms instead of real names will be used to protect the identity of the participants. Participation is voluntarily and you are also free to withdraw should you feel no longer interested to participate. There will be no

financial benefits for participation in the research project. However, the findings of the research will be useful to schools, examiners and curriculum developers. The gathered data will be the property of the University of Zululand where it will be kept for 5 years. For more clarity regarding this project you can contact my supervisor Dr .B.B. Ndlovu at 084 582 5385

Thank you for your support and co-operation regarding this matter.

Yours sincerely

Siyaya Mlindeneni Celinhlalo

(076 890 2374 or mcsiyayo@gmail.com)

Participants Consent Form

Consent to participate in the research

I have read the above and agree with the terms. I understand that my real name will not be used in any aspect of the write-up of the study and that the information will only be used for the purposes of this research project. I am also aware that I am not obliged to answer all the questions and may feel free to withdraw from the study at any point.

I have given my consent to participate in this research.

Name:

Signature:

Date:

Participants consent form

I _____ agree to participate in the research of the socio-economic influence on mathematics performance in primary schools.

I understand that I am not obliged to participate in this study, that I am free not to answer certain questions, that I that I have a right to withdraw from the study at any time.

I understand how confidentiality will be maintained during this research.

I also understand that interviews will be audio-taped and that because of the nature of the study I herewith waive my right to confidentiality and anonymity.

I understand the anticipated use of data, especially with respect to publication, communication and dissemination of results.

I understand that I can use the language that I am comfortable with.

I have carefully studied the above and understand my participation in this agreement; I freely consent and voluntary agree to participate in this study.

This research will add to the existing body of knowledge on learners' experiences of aggression.

Date _____

Signature _____

My name is M.C Siyaya. I am a researcher on the study entitled: **Factors influencing learner performance in the Economic and Management Sciences subject in the Senior Phase in iLembe District in the Mandeni Ward.** This study is supervised by Dr B.B. Ndlovu of the University of Zululand. Dr B.B. Ndlovu can be contacted at these phone numbers: 084 582 5385 and 035 9026650 should you have any clarity seeking questions.

Thank you for your willingness to participate in this research. Your participation is extremely appreciated. Before we commence with the interviews, I would like to reassure you that as a participant in this research, you have several very definite ethical rights namely:

- Voluntary participation.
- Freedom to refuse to answer any question at any time.
- Freedom to withdraw from the interview at any time.
- The confidentiality aspect of the interviews.
- Debriefing will be offered to the client after the interviewing session.
- Freedom of using language of your choice.

Excerpts of this interview will be made part of the mini-dissertation, but under no circumstances will your name or identifying characteristics be included in the Mini-dissertation.

Please sign below if you have read and also understood the researcher's explanation of the content of the research ethics protocol.

_____ (sign)

_____ (print name)

Participant informed consent declaration

Project Title: Factors influencing learner performance in the Economic and Management Sciences subject in the Senior Phase in iLembe District in the Mandeni Ward, researcher name: M.C. Siyaya, Student No. 20042411 from the Department of Social Sciences Education, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to fulfil the requirements towards the completion of the Master Degree in Education.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards assisting stakeholders through voicing out the challenges of school management teams that prevent them in carrying out their co-function which is promoting quality teaching and learning in schools.
4. I will participate in the project by providing the relevant and rich information that will aid in the understanding of the research problem
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that:
 - a. the following risks are associated with my participation: information disclosure and identification of the participant.
 - b. the following steps have been taken to prevent the risks: consideration of ethical issues.

c. there is a 5% chance of the risk materialising.

8. The researcher intends publishing the research results in the form of an article. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conducting of the research.
9. I will receive feedback in the form of a research copy regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by M.C. Siyaya contact numbers: 076 890 2374 and email addresses: mcsiyayo@gmail.com
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/191				
Project Title	Factors influencing learners performance in the economic and management sciences in the iLembe District				
Principal Researcher/ Investigator	MC Siyaya				
Supervisor and Co- supervisor	Dr. DW Mncube		Mr. B Ndlovu		
Department	Social Sciences Education				
Nature of Project	Honours/4 th Year	Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

APPENDIX C: PERMISSION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/433

Mr MC Siyaya
PO Box 4998
SUNDUMBILI
4491

Dear Mr Siyaya

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "**FACTORS INFLUENCING LEARNER PERFORMANCE IN ECONOMIC AND MANAGEMENT SCIENCES SUBJECT IN THE SENIOR PHASE AT ILEMBE DISTRICT**", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 June 2015 to 31 July 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

ILembe District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 09 June 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX D: DATA COLLECTION TOOLS

1.) Questionnaires

Dear Respondent

Thank you very much for taking time out of your busy schedule in order to respond to the questionnaire. The questionnaire serves as a path to the desired goal of achieving a Master's Degree in Social Science. The aim of the study is to investigate **Factors influencing the learner performance in the Economic and Management Sciences**. Please bear in mind that your information will be treated with incomparable confidentiality and professionalism. Thank you again for contributing effectively to the fraction of my academic goals.

Demographic Information

Section A

Please fill in the information as accurate as you can, kindly tick in the box [x].

1. Gender

Female	
Male	

2. Age group and Teaching Experience of participants

Age	Number of Participants	Number of teaching experience
20-30		
31-40		
41-50		
51-65		

Section B

Fill in the boxes by marking a cross(x)

1. Please indicate your academic qualifications.

	1	2	3	4	5	6
	Diploma	Degree	Honours	Masters	PhD	Other
Academic						

2. How would you describe the assistance by your HoD in the teaching of EMS?

Poor	Fair	Good	Very Good	Excellent

3. How would you describe the contribution of your school's culture of teaching and learning in the teaching of EMS?

Poor	Fair	Good	Very Good	Excellent

4. How would you rate the convenience of times for EMS workshops organised by the Department of Education.

Poor	Fair	Good	Very Good	Excellent

5. How would you rate your knowledge when comes to integration in EMS

Poor	Fair	Good	Very Good	Excellent

6. How would you rate the English language proficiency of learners in the EMS?

Poor	Fair	Good	Very Good	Excellent

7. Is the availability of teaching resources of EMS up to standard in your school?

Poor	Fair	Good	Very Good	Excellent

8. Do you think English proficiency contributes to the rebellious attitudes some learners have towards EMS?

YES	NO

9. How much would you support the introduction of EMS in lower grades?

I would completely ignore it	I would not support it	I would support it	I would support enthusiastically

10. How would you rate the textbooks used in the EMS classroom.

Poor	Fair	Good	Very Good	Excellent

11. How much would you recommend team-teaching of EMS in order to attain EMS- related objectives?

Poor	Fair	Good	Very Good	Excellent

12. How would you describe the assistance by your HoD in the teaching of EMS?

Poor	Fair	Good	Very Good	Excellent

13. How would you describe the contribution of your school's culture of teaching and learning in the teaching of EMS?

Poor	Fair	Good	Very Good	Excellent

14. How would you rate the convenience of times for EMS workshops organised by the Department of Education.

Poor	Fair	Good	Very Good	Excellent

15. How would you rate your knowledge when comes to integration in EMS

Poor	Fair	Good	Very Good	Excellent

16. How would you rate the English language proficiency of learners in the EMS?

Poor	Fair	Good	Very Good	Excellent

17. In your own experience how has teaching resources developed the love of EMS by learners?

Poor	Fair	Good	Very Good	Excellent

18. How would you view the introduction of EMS in lower grades?

Poor	Fair	Good	Very Good	Excellent

19. How has team teaching helped in increasing performance in EMS results in the senior phase?

Poor	Fair	Good	Very Good	Excellent

20. To what extent would you regard ill-discipline as a factor in poor performance?

Poor	Fair	Good	Very Good	Excellent

21. To what extent would the number of subjects in the senior phase affect the performance in EMS?

Poor	Fair	Good	Very Good	Excellent

22. How would you rate yourself when comes to practices of inclusive education?

Poor	Fair	Good	Very Good	Excellent

23. How would you describe your relationship with your learners?

Poor	Fair	Good	Very Good	Excellent

24. Do your school recognise and reward good performance by senior phase teachers?

YES	NO

25. Do your school recognise and reward good performance by senior phase learners.

YES	NO

26. Are parents involved?

YES	NO

27. Describe the parents' involvement in school work.

Poor	Fair	Good	Very Good	Excellent

SECTION C

FOR EACH STATEMENT INDICATE YOUR CHOICE BY MARKING A CROSS(X) IN THE APPROPRIATE BLOCK.

1. CLASSIFICATION OF THE SCHOOL

Primary	
Secondary	

2. SUBJECT YOU DID AT SCHOOL

	YES	NO
ACCOUNTING		
ECONOMICS		
BUSINESS STUDIES/ECONOMICS		
CONSUMER STUDIES		

3. SUBJECT YOU DID AT COLLEGE OR UNIVERSITY

	YES	NO
ACCOUNTING		
BUSINESS STUDIES/ECONOMICS		
ECONOMICS		

4. ENJOYMENT OF THE SUBJECT

Indicate your enjoyment and comfort ability of the subject	YES	NO
3.1 Do you enjoy accounting?		
3.2 Do you enjoy Business Studies?		
3.3 Do you enjoy Economics?		
3.4 Are you comfortable to teach EMS?		
3.5 Is teaching EMS a wise decision?		

2.) Interview questions for participants

QUESTIONS

Teachers

1. In your opinion what negatively impact the EMS class objectives?
2. What EMS related challenges would prevent the learner from participating effectively in a complex economic society?
3. EMS is a learning area incorporating Accounting, Business Studies and Economics. In your own opinion would the class objectives be achievable with minimal challenges if EMS was arranged differently?
4. Do the educational resources at your institution support the admirable achievement of EMS related objectives?
5. Do you think the changes from RNCS to NCS had an impact on the teaching of EMS?

Head of Department

1. What factors negatively impact the teaching of EMS as subject in your department?
2. If you have to make changes on the teaching of EMS what changes would you make implement?
3. Do you think excursions have a role to play in the achievement of EMS learning area?
4. Do you think EMS as it structured (Accounting, Economics and Business Studies (EMS) has undesirable effects on the learner?
5. What words would you use to describe a competent EMS teacher?

APPENDIX E: PLAGIARISM REPORT

Factors Influencing Learner Performance in the Economic and Management Sciences in the iLembe District

ORIGINALITY REPORT

13% SIMILARITY INDEX	12% INTERNET SOURCES	3% PUBLICATIONS	7% STUDENT PAPERS
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PRIMARY SOURCES

1	Submitted to Polytechnic of Namibia Student Paper	1%
2	Submitted to Open University of Mauritius Student Paper	<1%
3	www.nwu.ac.za Internet Source	<1%
4	mg.co.za Internet Source	<1%
5	www.sateacher.co.za Internet Source	<1%
6	explorable.com Internet Source	<1%
7	2012-04-30にCTI Education Groupへ提出 Student Paper	<1%
8	ir1.sun.ac.za Internet Source	<1%
9	repository.up.ac.za	

APPENDIX F: EDITOR'S CERTIFICATE



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EDITING
SERVICES
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079 395 5873

13 February 2018

Mlindeni Celinhlalo Siyaya

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CERTIFICATE

Dear Mr Siyaya

Thank you for using Impela Editing Services, work commencing 28 January, and ending 14 February 2018.

We have completed editing your dissertation, including checking for spelling, agreement, and punctuation, verb tense, and typing errors. Although, certain suggestions were made regarding style and tone, it was the writer's prerogative to keep the style as he wished.

On emailing, we are confident that your work, with regards to formatting and grammar, is error free. Please note that Impela Editing Services accepts no responsibility for any further changes made to the document after we have sent the final copy to you.

It was a pleasure to work with you. We wish you the best of luck in your submission.

Regards

Handwritten signature of Helen Bond.

Helen Bond
(Bachelor of Arts, HDE)