

**THE CHALLENGES OF CURRICULUM CHANGES IN TEACHING
ECONOMIC AND MANAGEMENT SCIENCES IN SCHOOLS IN THE
UMHLATHUZE CIRCUIT**

by

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DECLARATION

I, Sabelo Petros Phakathi hereby declare that this dissertation submitted in partial fulfilment of the Master's Degree in Education entitled: "***The challenges of curriculum changes in teaching Economic and Management Sciences in schools in the Umhlathuze Circuit***" presents my own original work. The sources used and quoted have been indicated and acknowledged by means of complete references.

Signed:  on 30 day of November 2018

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DEDICATION

This thesis is dedicated to:

My mother Lindiwe Phakathi, my sister Lungeleni, Nkule and Nonhlanhla, my sons Asimbonge and Mpendulo and my fiancé Sthembile Mthembu.

ABSTRACT

This study sets out to investigate the teaching of Economic and Management Sciences (EMS) as a subject in the context of curriculum change. The main aim of this study is to identify the challenges teachers face in teaching EMS, determine the suitable teaching strategies to be used to teach EMS and explore the effect of curriculum change in teaching EMS in schools at Umhlathuze Circuit. This study is located within the interpretivist-positivist paradigm and falls within mixed method research approaches. The research instruments used were questionnaires administered to EMS teachers, interviews, learner activities and teacher portfolios.

The results show that EMS teachers are facing challenges with regards to the integrated teaching of Accounting, Business Studies and Economics. The results of the study reveal that EMS teachers are still teaching more of Business Studies and Economics while sacrificing the Accounting content. The time allocated to teach EMS is not enough which causes teachers to focus on curriculum coverage rather than ensuring that learners master the content taught. The shortage of textbooks and calculators was also identified as a major challenge in many schools. Many EMS teachers are either trained for at least a combination of two disciplines in EMS. Even the Heads of department are not fully equipped in all three disciplines within the EMS.

It is recommended that time allocation for EMS be reviewed. There is a need for sufficient resources in schools to ensure effective teaching and learning. EMS teachers should be able to teach all three disciplines within the EMS effectively. There is also a need for teacher training and development. Teachers should use a variety of teaching strategies and should adapt their teaching practice as a result of curriculum change. Accounting within the EMS should be a stand-alone subject.

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ACRONYMS

ATP	Annual Teaching Plan
B. Admin	Bachelor of Administration
B.Comm	Bachelor of Commerce
BEd.	Bachelor of Education
BCM	Business Commerce and Management
CASS	Continuous Assessment
CAPS	Curriculum and Assessment Policy Statement
DoBE	Department of Basic Education
DoE	Department of Education
EMS	Economic and Management Sciences
FET	Further Education and Training
GET	General Education and Training
HEI	Higher Education Institution
KZN	KwaZulu-Natal
MEST	Ministry of Education, Science and Technology
NCS	National Curriculum Statement
NPDE	National Professional Diploma in Education
PCK	Pedagogical Content Knowledge
PGCE	Post Graduate Diploma in Education
PBL	Problem Based Learning
RNCS	Revised National Curriculum Statement
SWOT	Strengths Weaknesses Opportunities Threats

CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The Economic Management Sciences is an emerging field of research which is gaining prominence as part of the school curriculum. This chapter provides an introduction to the research and covers the main research questions, and methodology. The motivation for the research is subsequently presented.

1.2 ORIENTATION FOR THE STUDY

While there are volumes of research in subjects such as Mathematics and Languages, research in Economic and Management Sciences (EMS) is very limited. EMS is defined in the Revised National Curriculum Statement (Department of Education, 2002a) as follows:

An area which deals with the efficiently and effectiveness of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and on people.

South Africa needs to have a sustainable economic plan in order to survive. The Economic and Management Sciences develop all people into economically active citizens who are able to participate in building the economy and lead the economic development of South Africa. As a result of community pressure, EMS was included as one of the learning areas in the Revised National Curriculum Statement, which was implemented in the Foundation Phase (2004), Intermediate Phase (2005), Grade 7(2006), Grade 8 (2007) and Grade 9 (2008). While General Education and Training (GET) was undergoing curriculum change, the Further Education and Training (FET) band continued following the Report 550 curriculum whilst the National Curriculum Statement (NCS) was written for progressive implementation starting in grade 10 in 2006.

Since 2012 (January) the National curriculum statement NCS/CAPS Grades R-12 has placed two National Curricula Statements namely the:

- Revised National Curriculum Statement Grades R-9, government Gazette No 23406 of 31 May 2002; and
- National Curriculum statement grades 10-12, Government Gazette No. 25545 of 6 October 2003 and No 27594 of 17 May 2005.

The curriculum changes reflect the political changes that occur in a country and the educational reform also surfaces, because of the transition from apartheid to democracy (Noor-Davids, 2013).

Jansen and Taylor (2003) stated that teachers were not provided with guidelines on to how to follow the basic principles leading the assessment. This inadequacy created more difficulties for teachers who were implementing a new curriculum. It also complicates the implementation of the curriculum. The recent developments in policy choices have seen the growth of the Curriculum and Assessment Policy Statement (CAPS) which was destined to address challenges faced by previous policies. It must be noted that the RNCS was introduced with a view of identifying the difficulties that had a negative impact on the quality of teaching in schools. However, CAPS is also not immune to challenges. The successful implementation of CAPS implies that teachers implement the curriculum as intended; they should support the positive implications for learners and society. These abovementioned changes highlight the importance of changed and accessible resources.

Table 1.1: The differences between old NCS (RNCS) and NSC /CAPS are as follows:

RNCS: EMS	CAPS: EMS
Offered from grades 4-9 in the GET band	Offered from Grade 7-9
Number of formal tasks recorded: 4	Number of formal tasks recorded: 7
Grade 4-8 Continuous Assessment counts 100% Grade 9 CASS counts 75%	Continuous Assessment from Grade 7-9 counts 40%
Grade 9 has CTAs administered in term 4 which count 25%	Only ONE controlled test (Exam) is administered in term 4 which counts 60%
<p>Learning Outcomes and Assessment Standards</p> <p>Focus was on four learning outcomes</p> <ul style="list-style-type: none"> • Economic cycle • Sustainable growth and development • Managerial consumer and financial knowledge and skills • Entrepreneurial knowledge and skills 	<p>Aims and specific aims</p> <p>The focus is on:</p> <ul style="list-style-type: none"> • The Economy (30%) • Financial Literacy (43%) • Entrepreneurship (27%)
<p>Teacher Assessment Portfolio had the following documents:</p> <ul style="list-style-type: none"> • Policies and supporting documents • Learning programme guidelines • National Curriculum Statement (Policy Document) • EMS Teacher guide and Assessment guidelines • Annual Assessment Plan 	<p>Assessment is incorporated in the CAPS document which consists of:</p> <ul style="list-style-type: none"> • An annual work schedule; assessment plan • National work schedules provided • Week by week planning is given
Time Allocation for EMS: 8% per week	<p>Time allocation is 2 hours per week</p> <ul style="list-style-type: none"> • One hour for financial literacy (taught every week) • One hour for the economy or entrepreneurship
No prescribed textbook for EMS	<ul style="list-style-type: none"> • There are a variety of textbooks prescribed as long as they are aligned with CAPS. • A learner textbook and teacher guide are available

Source: *(Table 1 is Adapted from Assessment Guidelines for Economic and Management Sciences Intermediate and Senior Phases and National Policy on Assessment and Qualifications for Schools in the GET band (Department of Education, 2002b; Department of Education, 2011)*

There are challenges that teachers experienced especially in Grades R-9 were the number of subjects that a learner had to offer from Foundation to Senior Phase. For instance, in Grade 3, a learner was expected to do three learning areas; and in Grade 4 the learners were expected to take nine learning areas. The problem of transition and overload presented a challenge to both learners and teachers and in turn contributed to underperformance in the Senior Phase and FET (Department of Education, 2009).

Chisholm (2000) postulates that, to achieve successful implementation, teachers must be well qualified, motivated, and the teacher must get full support from the district office. The support should either be in the form of learning materials or teacher development. Unlike in languages and science subjects where they have support tools such as 'tracker' and 'jik'imfundo', to provide a full and traceable support in Economic and Management Sciences is still a challenge. A submission on training from the National Union of Educators states that the need to offer short courses for Grade 7 teachers became clear after the disastrous attempts of training these teachers in most districts. Economic and Management Sciences was introduced as a new learning area, along with Life Orientation, Arts and Culture and Technology. However, there was no attempt to train teachers for these learning areas. In all learning areas, it is unlikely that the majority of teachers are able to interpret the curriculum and current issues central to the values and attitudes and aspects of the learning area. Training of teachers is problematic in a sense that it is not intensive and is done haphazardly.

Curriculum transformation brings with it various and well-intended policies. The key issue when implementing curriculum reform is the gap between curriculum intent and curriculum in practice. It is then from curriculum implementation that the policy is interpreted into practice. This implies that what exactly happens in the classroom may not be what is intended by the policy. The Economic and Management Sciences (EMS) curriculum appears to be relevant to the needs of the country as it includes among other things alleviation of poverty and unemployment and most importantly preparing

learners for a transition to the Further Education and Training (FET) related subjects which are Accounting, Business Studies, and Economics.

Nevertheless, the education policy does not take into account the real conditions in schools such as large numbers in classes, lack of resources such as textbooks, wastage of teaching time and most importantly qualified and competent teachers. Mattson and Harley (2003) argue that a lot of policy analysis and classroom-based researches indicate that the education policy in South Africa is out of touch with school and classroom realities. Cross, Mungadi and Rouhani (2002) propose that the school reform should not only focus on what schools in society represent but what they can realistically do and achieve given the legacies and contexts in which they function.

1.3 THEORETICAL FRAMEWORK

The study will be underpinned by the social constructivist theory. Social constructivist curriculum pursues or strives to promote the assumption that knowledge is not an arena for subject specialist only (Brewwer & Daane, 2003). The proponent of this theory is Vygotsky who believe that knowledge should not be transmitted but rather constructed. Knowledge construction in this theory is a process that involves learners' reality and their interpretations based on their perceptions and experiences.

Social constructivist theory in curriculum design and development emphasize societal needs over individual interests. Social constructivists place primary responsibility on the curriculum to effect changes in the social order while trying to generate a better future for the society. This theory emphasises the development of social values and their use in developing critical thinking in learners. The primary purpose of social constructivist curriculum is to confront the learners with many severe problems that are extracted from the society in the form of learning content. The constructivist theory is only interested in the relationship between curriculum and the social, political and economic development of the society. These scholars are optimistic that education can effect change and improvement in people's lifestyle.

The researcher feels that the perspectives of constructivists are relevant in this study, because it emphasises the dynamic educational curricula and teaching methods. The component of the current redevelopment of all subjects is basically the change in the focus of instruction. In a traditional curriculum, a teacher transmits information to

learners who passively listens and acquires the facts. Constructivists support that learners are required to be actively involved in their learning to reach new understanding. That is mainly influenced by the way in which they are taught. The methods used in teaching should then create learners who are active, motivated and knowledgeable. The teacher is required to create an environment in which learners can strive and create their own interpretation to determine understanding.

1.4 PROBLEM STATEMENT

When EMS was implemented, there were limited teachers who had formal educational qualification to teach the subject. It was the duty of teachers who were teaching Business, Commerce and Management (BCM) subjects, previously known as commerce subjects. Those subjects included Accounting, Business Studies and Economics. These teachers were ill-equipped to teach all aspects of the EMS subject and are biased towards their specialisation. Economic and Management Sciences deal with the different ways humans behave towards products (Blecher, Thomas, Muradzikwa, Smith & de Villers, 2009) and in this instance the teaching of the curriculum. Teachers vary in their preferences on what should be part of the curriculum content, and they often hold on to what they are familiar with, focusing on the discipline they feel comfortable teaching and there is an important need of being an expert in all the areas within the EMS curriculum.

To date, research is limited to the areas of EMS teacher education, more specifically content knowledge, pedagogical content knowledge, curriculum knowledge and changes. Secondary education (Senior Phase) has a vital role to play in teaching learners with the ability to engage in critical thinking, to communicate their ideas clearly and to make sound decisions and judgments. The problem of the status of Economic and Management Sciences is noted by the poor grasp of knowledge content of learners at the FET phase, and their poor matriculation results.

1.5 RESEARCH QUESTIONS

The following research questions guided this study:

- What are the effects of curriculum change on the teaching of EMS in schools under uMhlathuze Circuit?
- What challenges confront teachers in teaching EMS in schools at Umhlathuze Circuit?
- What are the suitable teaching strategies that are used to teach EMS in schools at Umhlathuze Circuit?

1.6 AIM AND OBJECTIVES OF THE STUDY

This study investigated the challenges of curriculum changes in teaching Economic and Management Sciences in schools at Umhlathuze Circuit. The objectives to achieve the aim of the study are as follows:

The researcher intended to:

- Examine the effect of curriculum change on teaching of EMS in schools at Umhlathuze Circuit.
- Examine the challenges confront teachers in teaching EMS in schools around Umhlathuze Circuit.
- Suggest suitable teaching strategies that are used to teach EMS in schools in Umhlathuze Circuit.

1.7 INTENDED CONTRIBUTION TO BODY OF KNOWLEDGE

The researcher felt that this study might have both research and practical implications for the teaching of Economic and Management Sciences in South African schools. This research might contribute substantially to the literature in Economic and Management Sciences by addressing the factors affecting teaching of EMS in schools. Moreover, the study intends to inform the Department of Basic Education of the challenges of curriculum changes in the teaching of Economic and Management Sciences in the Senior Phase.

It is hoped that this research will draw attention to the challenges, EMS teachers face in their day to day teaching of the subject. The findings of this research would enable Business, Commerce and Management (BCM) subjects' advisors to inform teachers in other disciplines on their experiences in teaching EMS.

The following stakeholders can benefit from this study:

- The Senior Management in the Department of Basic Education, as it could contribute towards the development of educators and effective teaching of EMS;
- Teachers would benefit through developing different skills and strategies of teaching EMS; and
- Learners would also benefit as they would access quality teaching and ultimately lead to quality of education because effective teaching is measured through meaningful learning.

1.8 RESEARCH METHODOLOGY

1.8.1 Research paradigm

This study fell within both qualitative and quantitative research approaches. An interpretivist-positivist paradigm foregrounds this study with the aim of arousing some questions and thoughts on challenges of curriculum changes in teaching Economic and Management Sciences in schools in the Umhlathuze Circuit. Both the qualitative and quantitative research methods were deemed appropriate for meeting the aim of this study. The positivists attempt to identify reality that can be discovered, measured and manipulated while the interpretivist seeks to extend human understanding of the environment so that individual can exist within it (Kenna, 2002). In this study the researcher combined quantitative research and qualitative research and that is referred to as a mixed-methods research approach.

1.8.2 Research design

According to Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Plano and Clark (2016) research design is the plan for generating empirical evidence that will be used to answer the research questions. The intent was to use a design that will result in drawing the most valid, credible conclusions from the results to answer the critical research questions. As noted above, the study involved mixed methods incorporating

both qualitative and quantitative research approaches. It took the form of an explanatory research design involving sample of schools drawn from Umhlathuze Circuit under King Cetshwayo District. According to McMillan and Schumacher (2006), an explanatory research design is the kind of mixed-methods design which uses both qualitative and quantitative methods of data collection sequentially to generate empirical evidence that would be used to answer the research questions. In this design, quantitative data was collected first and depending on the results, qualitative data were gathered second to elucidate, elaborate on and explain the quantitative findings.

1.8.3 Sampling design

Sampling is the selection of participants for the study. Sampling is a necessary process in research as the population of which a particular phenomenon to be studied is in most cases very large that a study of the entire population, including collecting, managing, processing, analysing and interpreting the vast amount of data collected, would be too tedious, time-consuming and expensive. In this research study where practice of EMS teachers is being studied, collecting data from all EMS teachers in Umhlathuze Circuit was not realistic.

De Vos, Strydom, Fouche' and Delpont (2011) categorise sampling procedures into two groups, namely probability and non-probability sampling. In probability sampling each individual within the population would have the same chance of being chosen as part of the sample. They also argue that qualitative researchers are of the opinion that no individual or group is just an individual or group, but they have universal characteristics.

Henning, Rensburg and Smit (2004) see the process of purposive sampling as choosing individuals who would be desirable participants. Neuman (2014) postulates that purposive sampling is appropriate to select unique cases that are especially informative. This means that the schools to be chosen would be those that are seen as having required information about the phenomena being studied, where the participants would be able to generate rich data and contribute substantially to the study. De Vos *et al.* (2011) depict stratified sampling as a process in which the population within a stratum is homogeneous with respect to the characteristic on the basis of which it is being stratified. In this study, the researcher firstly used purposive sampling to identify the geographical area and schools. Umhlathuze Circuit has 51 high schools and 80 primary schools and 3 special schools. The study was only conducted in 20 high

schools; this amounted to the total of 20 teachers. The reason of choosing 20 teachers was because only teachers with at least a minimum of three (3) years teaching EMS in the Senior Phase were selected. The interview was conducted to two schools and one Grade 8 and Grade 9 teacher in a school was interviewed, which makes the total of four teachers.

Purposive sampling was suitable, because the study focused on particular teachers of interest, who were best to answer the research questions. As Umhlathuze circuit have schools in the urban and rural areas, the study was conducted in both areas. For the purpose of this study, urban or rural schools were not identified on basis of class size, enrolment, size of staff and educational level of parents, but only on where they are located. Many schools situated in rural areas often put their locality as a barrier in effective implementation of curriculum. On the other hand, those in urban areas are not always guaranteed to be better off because they are seen as better resourced. Conducting the study in both areas assisted the researcher in finding out whether the geographical area has an impact in effective teaching of EMS in schools.

1.8.4 Methods of data collection

Kumar (2014) classifies the gathering of data into two approaches, primary data and secondary data. Primary data are the information that needs to be collected and secondary data are the information that is already available. In this study, both primary and secondary data were used.

1.8.4.1 Interviews

Interviews assume that the individual's viewpoint is essential and contributes towards the meaning-making process (Hennings *et al.*, 2004). Kumar (2014) describes interviews as any person-to-person interaction between two or more individuals with a specific purpose in mind. Interviews can be powerful in eliciting reflection and discussion from teachers. Interviews can either be unstructured, structured, and semi-structured. As this study is about challenges of curriculum changes in teaching EMS, interviewing was the method to be used in order to hear what they experience in the subject. Interviews were tape-recorded with the permission of the participants and were transcribed by the researcher afterwards.

Unstructured interview is when a framework is developed to guide the interview and questions are formulated by the interviewer during the interview. According to Kumar (2014), the main strength of unstructured interview lies in having almost complete freedom in terms of its structure, contents, question wording and order. The structured interview uses pre-determined set of questions, with the same wording and order in each of the interviews. Semi-structured interviews, as they were used in this study, lie somewhere between these two extremes. Although a pre-determined set of questions were drafted in the form of an interview schedule, the questions provided a certain degree of flexibility for the interviewer to probe or clear up anything that seemed to be unclear during the interview. Open ended questions were used to allow flexibility as they provide a wealth of information where the participants relay their experiences; they accorded the opportunity to the interviewees to express themselves. The pre-set questions provided structure to the interview and the interviewer endeavoured to remain focused on the issues at hand.

1.8.4.2 Documents analysis

Learner assessments

Learner assessment task was carefully designed to assess that the full scope of the learning goals. It was considered the best way to determine the quality of curriculum design and implementation. One-hour assessment was designed to assess whether learners were able to grasp knowledge in relation to content they learnt. The assessment given to learners assisted in identifying what they knew and assessed the pace of the teachers as required by the Annual Teaching Plan (ATP). The researcher administered the activity in two Grades (8-9) in one school in the rural area and one school in an urban area. This assessment was conducted by the EMS teachers in their respective classes. Once the task was completed and marked, the researcher then collected and analysed the results. This task focused on the programme of assessment and in line with CAPS. This instrument was given to the EMS teacher or Head of Department to ascertain that it is fair, relevant and at the appropriate level. An assessment instrument including answer booklet and memorandum was designed by the researcher.

Teachers' portfolios

Document analysis is a secondary source of information. These are portfolios of teachers that are compiled during the course of the year in their planning, teaching and assessment processes. The researcher was aware that these portfolios were not compiled for this study but they are owned by the teachers and are to be presented for moderation by the district officials, but they contained crucial information that would be valuable for this study. Validity and reliability are regarded by Kumar (2014) as a challenge in document analysis. De Vos *et al.* (2011) concur by saying, the teaching and assessment planned by the teachers could not be validated against the work in the learner's portfolio.

Questionnaires

A questionnaire is defined as a written list of questions that are answered by a number of respondents (Kumar, 2014). Gray (2011) avers that questionnaires are research tools through which people are asked to respond to the set of questions in a predetermined order. The questionnaires with closed-ended questions were used in this study. Closed-ended questions typically ask a respondent to make choices from the set of alternatives (Schumacher & MacMillan, 2010). The questionnaires were helpful, because some research participants might not have time for the interviews and other means of collecting data. The aims of the study were clearly stated to the participants. These questionnaires sought answers to the stated research questions. Even though EMS is offered from Grade 7 which falls in primary schools, the study focused on Grade 8 and 9 teachers as only Secondary Schools were targeted.

1.8.5 Data analysis procedure

Data analysis is the process of systematically searching and arranging data or information collected in order to increase a researcher's understanding of the information and also to be able to present the information to others. In this research, data collected was in the form of learner's assessment results, transcribed interviews, document analysis checklists and questionnaires. The process of data analysis included the breaking up of the information into manageable units, searching for patterns and trends and deciding what and how the information, findings and interpretation would be presented.

After collecting data, the researcher analysed data to establish the challenges of curriculum changes in teaching EMS. The interviews were transcribed once the learner's assessment scripts were assessed; the results were recorded in a database per question. The documents were analysed and the findings were recorded using checklists. Questionnaires were also analysed and findings were interpreted accordingly.

1.9 CHAPTER DIVISION

Chapter 1

This chapter consists of the motivation of the study, problem statement, aims and objectives of the study, intended contribution of body of knowledge, chapter divisions and conclusion.

Chapter 2

Chapter 2 provides conceptual and theoretical framework for the study based on the selected and relevant literature.

Chapter 3

This chapter details the research methodology and research design of the study.

Chapter 4

Chapter 4 comprises the presentation, interpretation and analysis of data.

Chapter 5

This chapter gives a synthesis of findings and recommendations.

1.10 CONCLUSION

This chapter detailed the motivation of the study, problem statement; research questions; aims and objectives of the study; intended contribution of body of knowledge. Chapter 2 provides the conceptual and theoretical framework of curriculum emanating from the literature; the nature of EMS; curriculum change in South Africa; the challenges teachers face in teaching EMS; the strategies of teaching EMS; the effect of curriculum changes in teaching EMS and assessment in EMS.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter begins with a brief discussion of Economic and Management Sciences curriculum and theoretical framework underpinning the study. It also continues to discuss the nature of Economic and Management Sciences and the curriculum change. The dependence of commercial subjects in the FET band lies in the solid background of Economic and Management Sciences (EMS), therefore this chapter will also discuss challenges that teachers' face in teaching EMS, the strategies that could be used to teach EMS and the effect on curriculum change in teaching EMS are discussed. The chapter concludes by reflecting on the implications of the literature review for this study.

The structure of this chapter is as follows:

- Curriculum;
- Theoretical framework (constructivist);
- The nature of Economic and Management Sciences;
- Curriculum change in EMS;
- The challenges facing teachers teaching EMS;
- The strategies of teaching EMS;
- The effect of curriculum changes in teaching EMS;
- Assessment in EMS; and
- Conclusion.

2.1.1 CURRICULUM

As from 1998, with the introduction of curriculum in 2005 and 2004 the Revised National Curriculum Statement, economic literacy was introduced into Grade R and phased into the Foundation, Intermediate and Senior Phases in the form of EMS, one of the eight compulsory learning areas in the GET band. As a result of this all learners gained access to economic knowledge and skills. However, only a small percentage of teachers in the education system had been trained in the teaching of all three commercial subjects (Accounting, Business Studies and Economics) from Grade 8-12 (Maistry, 2006). This means that teachers suddenly found themselves in a position of

being required to re-skill and to develop the EMS curriculum for implementation with little or no help from the Department of Education (Maistry, 2006). The Department of Basic Education (DoBE) and a number of non-governmental educational organisations offered courses in EMS to these teachers in order to empower them in this learning area. This workshops and trainings have not yielded fruitful results with content knowledge and the pedagogical content knowledge of EMS as an integrated knowledge (Ngwenya & Maistry, 2012).

Curriculum and Assessment Policy Statement (CAPS) defines EMS as a practical subject that equips learners with real-life skills for personal development and the development of the community. EMS deals with efficient and effective use of different types of private and public or collective resources to satisfy people's needs and wants. It reflects critically on the impact of resources exploitation on the environment and on people. EMS also deals with effective management of scarce resources in order to maximise profit.

The overview of the content of EMS curriculum entails the following:

- the needs and wants of different communities in societies;
- the nature, processes and production of goods and services, and business activities within the different sectors;
- financial management, accounting as a tool for management of a business, and record-keeping;
- the influence of demand and supply, and pricing;
- 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;
- the way in which to achieve sustainable growth, reduce poverty and distribute wealth fairly, while still pursuing profitability;
- entrepreneurial skills and knowledge needed to manage self and environment effectively;
- basic aspects of leadership and management;
- the role of saving in sustainable economic growth and development;
- trade unions and their influence in the economy;
- the importance of using resources sustainably, effectively and efficiently; and

- functioning of both formal and informal businesses. (DoE, 2011)

2.2 THEORETICAL FRAMEWORK

Social constructivist theory introduced by Vygotsky underpinned this study. According to Brewer and Daane (2003), the social constructivist curriculum strives to promote the assumption that knowledge is not an arena for subject specialists only. This means that knowledge should not be transmitted, but rather constructed. In education this process should involve learners' reality and their interpretations based on their perceptions and experiences (Bennis, 1996). Social constructivism is, therefore, a sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others. This theory focuses on individuals' learning that takes place, because of their interactions in a group. EMS covers valuable skills such as economic, entrepreneurship, financial and managerial skills that prepare learners for success in different economic and business environments. This requires that the EMS teacher must consider all these skills when planning teaching, learning and assessment activities.

Social constructivist theory in curriculum design and development stress society's needs over individual interest (Bennis, 1996; Grundy, 1991; & Habermas, 1994). They place primary responsibility on the curriculum to effect changes in the social order while trying to generate a better future for society. EMS is a practical subject that equips learners with real-life skills for personal development and the development of the community. This emphasise that through active engagement and the knowledge of the subject and the relevant pedagogy the learner would be able to interrogate the content and generate their own meaning. The teacher should therefore, set the task that contributes to personal development and promote the idea of sustainable economic growth and the development of the community. This theory emphasises the development of social values and their use in developing critical thinking in learners. EMS as a subject focuses on the knowledge, skills and values inherent in the activities of production, consumption, exchange and making meaningful informed financial decisions in economic and social environment.

The primary purpose of social constructivist curriculum is to confront the learners with many severe problems that are extracted from the society in the form of learning content. In fact, the constructivist theory is only interested in the relationship between

curriculum and the social, political and economic development of the society. Social constructivists are optimistic that education can effect change and improvement in people's lifestyle (Bennis, 1996).

The constructivist conception of the EMS classroom is against the traditional curriculum whereby a teacher transmits information to learners who passively listen and acquire facts. The constructivist view of knowledge construction is that learners are actively involved in their learning to understanding new concepts. The lessons should be planned in such a way that they enhance critical thinking and creates active and motivated learners. It is therefore, the responsibility of the teacher to create conducive environments in which learners can strive to create their own images and demonstrate understanding.

Mncube (2013) avers that the teacher in this view is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons in small groups and individuals. The environment is democratic, the activities are interactive and learner-centred and learners are empowered by a teacher who operates as a facilitator. A constructivist classroom is structured as such that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, intervention, interaction, hypothesising are personal reflection. Teachers need to recognise how people use their own experience, prior knowledge and conceptions, as well as their physical and interpersonal environments to construct knowledge and meaning. The goal is to produce a democratic classroom environment that provides meaningful learning experiences for autonomous learners.

There are a variety of topics in EMS whereby learners can be able to explore some of the things they learn in class. For an example in Grade 7 they can be given a task on inequality and poverty. The topic is a good example of societal issue where learners can gather more information on causes of socio-economic imbalances, inequality in South Africa, education and skills to fight inequality and injustice and creating sustainable job opportunities. So, rather than a teacher giving learners notes and explaining the content, learners can be given an opportunity to come up with ideas they think could be used to solve the above-mentioned challenges.

The same content could also be integrated with Grade 8 topics on standard of living, which deals mainly with lifestyles, types of societies, unemployment, and productive

use of resources to promote healthy environment. On the other hand, a Grade 9 teacher can use a business plan as a topic and allow learners to develop their own business plans. In that way, learners are afforded an opportunity to put into practice concepts they learnt in class. They are required to think about the goals of their businesses, production plan, marketing plan, management plan, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, financial plan which includes among other things fixed and variable costs, break-even point and mark up percentages. As learners are actively involved in those activities, they are able to critically think, interacting with one another, hypothesising, and making enquiries even from people who have real businesses in their communities, while the teacher is facilitating the process of learning.

2.3 THE NATURE OF THE EMS CURRICULUM

The purpose of EMS education, according to the DoE, 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 (DoE, 2002). Furthermore, they enable learners to demonstrate a critical awareness of the benefits of responsible and sensitive resource exploitation.

Instead of offering EMS mainly at the high school level, the EMS curriculum should be extended offering from Grade 4 in the Intermediate Phase and not only in the senior phase level, that should be done in various integrated modes. According to Todd and Mason (2005), the main reason for the introduction of OBE at all levels was mainly to prepare young South Africans for a globally competitive and technologically sophisticated economy and this has accounted for the introduction of the revised curriculum, including EMS.

The subject Economic and Management Sciences deals with the efficient and effective use of different types of private, public or collective resources to satisfy people's needs and wants. It reflects critically on the impact of resource exploitation on the environment and on people. It also deals with effective management of scarce resources in order to maximise profit (DoE, 2002). This is a practical subject that provides learners with real-life skills which are intended to help them in making sound decisions for their personal development and development of the communities at large.

Although EMS as an integrated subject is not offered in others countries, but all disciplines are offered separately. Warui (2014) postulates that in Nigeria Business Studies in Junior Secondary School curriculum, came about as a means of laying the foundation for national technological and economic advancement, as articulated in the National Policy on Education (Federal Ministry of Education, 1981). The designers of the Business Studies curriculum considered that, in line with the Nigerian vocational curriculum philosophy, the obvious way to develop a curriculum that would give a broad introduction to the field of business was to do away with the traditionally compartmentalised, single subject.

On the other hand, Economics as a school subject is new in the Nigerian education system. The curriculum of the subject was first developed in 1985 by the Comparative Education Study and Adaptation Centre (CESAC) and was recently reviewed by the National Education Research Development (NERDC). The curriculum is based on the principle of equipping the recipients with the basic knowledge and skills to appreciate the nature of economic problems in any society and adequately prepare them for the challenges in the Nigerian economy (NERDC, 2008). Moreover, it explains the need to make the post-economics curriculum responsive to be relevant to Nigerian's quest to be among the top 20 players in the world by year 2020.

Consequently, five such subjects (Book-keeping, Commerce, Office practice, shorthand and Typewriting) were brought together as units of the new subject to be called 'Business Studies' (Ekpenyong, 2006). The curriculum aimed at giving students knowledge and skills that should enable them to adapt to the changes in office technology and develop a broad understanding of business activities, the structure and functions of business institutions and their inter-relationships. In Kenya, a number of education commissions and education committees have been put in place to review the education system in Kenya.

The commission have seen the Business Studies evolve to its current status in the Kenyan education system (Warui, 2014). According to Onywoki (2011) the introduction of secondary Business education programme in Kenya was based on the results of the 1965 manpower survey and its aim was to produce highly-skilled manpower required for the growing of commercial enterprises in the country. Specifically, the project was aimed at introducing business education subjects in selected general secondary

schools in Kenya, for example, Accounting, Shorthand and Typing with Office practice and Commerce. The programme successfully led to implementation of Business studies as a subject in 120 secondary schools by 1980s (Oluosh, 1982).

The challenge of integrated teaching of commercial subject has always been regarded as complex in South Africa as it seems it is one of the few countries that had previously adopted integrated learning programme during the inception of Curriculum 2005. As in most countries this subjects are taught distinctively. Economics education became a greatest concern in South Korea in 2004, and more efforts were made than before to examine its importance. This was referred to as 'economics education fever' (Hahn & Mo Kim, 2004). The country then published many economics education books for children and television programmes and newspaper reports of economics were provided for students and adults. However, economics textbooks were criticised as being boring, difficult and to far removed from real life. Economics was then condemned for having a negative influence on the development of the country's corporate and market economy.

Every school in Korea has to follow the curriculum prescribed by the Ministry of Education, Science and Technology (MEST), and the textbooks should be written in accordance with the curriculum since all textbooks have to get official approval from the MEST before used in schools. For the common curriculum for students of grades 1-10, there is no separate economics course, but a limited amount of economics is taught in social studies. For students of grades 11 and 12, economics is offered independently as an elective course (Hahn & Kim, 2004).

According to Kim (2004) one of the issues that arouse in the process of reformulation of the curriculum was whether economics education should focus on economics knowledge such as economic theory and concepts, or an economic issues or themes. It was finally accepted that basic economic issues at grade 9 and economic issues or themes-based on integration were emphasized in the revised curriculum. In South Africa, economics curriculum also stresses theory and concepts in grade 8-9 and emphasises economic issues from grade 10.

The development of the economics standards for in and out of school economics education was an effort to enhance the quality of economics education in Korea. Hahn and Kim (2004) believe that this standard must have a strong relationship with the

current economics education curriculum in schools. An independent committee should in order to check the demands on economics education in and out and to adapt to the standard.

2.4 EMS CURRICULUM CHANGE IN SOUTH AFRICA

The South African education system has undergone major changes, since the new democracy. It appears that not much research has been done in schools in terms of economic education particularly in EMS Curriculum reform brought many changes in teaching, learning and assessment. The implementation of the NCS resulted in reconceptualisation and redesign of Economic and Management Sciences (EMS) and a newly integrated school subject (DBE, 2002). The subject EMS, which is the combination of disciplines such as Accounting, Business Studies and Economics, has been developed to equip learners with critical thinking, communicating, mathematical collecting, analysing and organising skills (DBE, 2008).

This means that an EMS learner must be able to think critically and be able to solve problems in a variety of ways. However, for learners to be able to apply such skills requires teachers who are competent in the content of this subject. Teachers do not only need to have a strong grasp of the subject content matter, but also need to know how to teach specific content in a way that actually results in learners learning it. Teaching EMS in particular requires that teachers should have an acquisition of discipline content knowledge of Accounting, Business Studies and Economics and be able to integrate knowledge that may help the learners fit into a post-school environment (Ngwenya & Maistry, 2012).

The introduction of EMS as an integrated subject in the Senior Phase was informed by the implementation of the National Curriculum Statement (NCS) in 2003 followed by the revised Curriculum and Assessment Policy Statement (CAPS) in 2010. This newly integrated subject therefore, called for the teachers to find innovative and creative ways for facilitating learning and teaching. In a nutshell this implies that the implementation of the curriculum depends entirely on the teachers who are regarded – and who regard themselves – as active agents in shaping policy as their understanding and interpretation of policy are translated into classroom practices (Fullan, 2001; Smylie & Perry, 2005; Spillane, Reiser & Gomez, 2006).

However, receptive to any curriculum change like in the case of EMS is mainly influenced by teachers' belief systems, experiences and ideologies. Ballet and Kelchtermans (2008) advocate that teachers do not simply implement curriculum change; they interpret and modify it according to their different frames of experience. This implies that teachers respond differently to curriculum change.

Fullan (2001) propounds that experienced teachers tend not to change their current practices easily, because these are rooted in their beliefs and in the practical knowledge they have accumulated during their years of teaching. So, while changes in the curriculum theoretically require teachers to make significant shifts with respect to its content and their instructional methods alike, in practice may teachers either resist implementing curriculum change or adapt the curriculum to suit their own practices (Spillane, Reiser & Gomez, 2006). This means teachers just incorporate teaching strategies into their current practices with little or no substantive change.

Spillane, Reiser and Gomez (2006) emphasise that when teachers are confronted with change, they may be unsure about what change requires of them, and they may have doubts about their ability to succeed in the implementation of the new curriculum. According to Sithole and Lumadi (2012) challenges relating to the subject matter of EMS are based on the need for teachers to master and understand the content of EMS and an integrated subject. This implies that Accounting, Business Studies and Economics have their new developments in terms of theory and conceptualisation and make it difficult for a single teacher to stay up to date with those developments. Ngwenya and Maistry (2012) advocate that this creates a stressful experience to EMS teachers, because they find it difficult to grasp mammoth content and fail to relate it into a real-life situation.

In her study on teachers' experiences and practices relating to the teaching of Intergrated Science in the form of Three in Lesotho, Khanare (2012) indicates that teachers rarely teach Science as an integrated subject. Teachers focus more on what they know best, that is, based on their training they chose to teach Biology now referred to as Life Sciences, Chemistry or Physics. For example, if teachers have been trained for Physics, it follows that they concentrate more on Physics content and sacrificing curriculum coverage of Biology (Life Sciences) and Chemistry. This is

because teachers' training institutions train them in a disciplined-based model and not in an interdisciplinary model.

The same challenge is experienced by EMS teachers in South Africa. There is a strong relationship between teachers' training and their teaching. Ngwenya and Maistry (2012) concur that the challenge with EMS teachers is that they are either trained for Accounting, Business Studies or Economics. This means that they were not exposed to EMS as the integrated subject during their training yet they are required to teach learners a completely new discipline. The study carried out by Ngwenya and Maistry (2012) in KwaZulu-Natal rural schools revealed that many teachers are reluctant and resistant to teach Accounting in EMS.

Mwakapenda (2008) concurs that besides, the new curriculum also places an obligation on educators to teach and think of EMS in an integrated way. Educators teaching EMS at the intermediate and senior phases have to be able to teach a bit of Economics, Accounting, Business Studies and the like. However, many of these educators have limited experience and exposure to the disciplines of EMS and the majority have not studied Accounting even though they have to teach it. The effect of EMS teachers avoiding to teach all three disciplines is realised when the Grade 9 learners enter the FET phase. They are required to understand certain concepts that are structured in a specialised ways and which entail that the processes of knowing and understanding are specialised.

2.5 THE CHALLENGES TEACHERS FACE IN TEACHING EMS

The content of EMS curriculum is such that educators should have an acquisition of discipline content knowledge of Accounting, Business Studies and Economics and be able to integrate knowledge that may help the learners fit into a post-school working environment. Ngwenya and Maistry (2012) argue that EMS teachers face a number of challenges that emanate from a variety of sources. They posit three clusters of challenges that are, the nature of EMS subject matter, the context in which the teachers teach, and the training of teachers. Challenges relating to the subject matter of EMS are based on the need for teachers to master and understand the content of EMS as an integrated subject. This means that EMS teachers face a challenge of dealing with all three disciplines which have their own theoretical conceptualisation and

cannot be forged into one subject. It is therefore, not easy for teachers to stay up to date with this new development in EMS.

Available literature suggests that challenges related to teaching integrated subjects like EMS, cause teaching to become a 'stressful' experience (Sithole & Lumadi, 2012; Ngwenya & Maistry, 2012). These researchers indicate that teachers find it difficult to grasp mammoth content and fail to relate it into a real-life classroom situation. This can draw a conclusion that teachers focus more on what they know best and teaching integrated subjects will always be a great challenge. Another strain for teachers who are teaching EMS in South African schools relates to teachers' professional training and development.

Ngwenya and Maistry (2012) found that there is a strong relationship between a teacher's training and their teaching. This is caused by the fact that EMS teachers are either trained for Accounting, Business Studies or Economics and they are expected to teach all three disciplines as integrated subject. Therefore, if they are not exposed to any training to teach EMS, they are very likely to have challenges in teaching the subject. They are faced with a problem of having to teach a completely new discipline. For example, Accounting is very practical and it requires mathematical skills as it deals with figures.

Majority of teachers who teach EMS do not have Accounting as their specialisation (Ngwenya & Maistry, 2012). Most of the teachers who teach EMS are underqualified. These are teachers who hold a particular degree, but they are teaching subjects that they are not supposed to teach. This becomes stressful to the teachers' concern, because they first need to understand the content themselves, which is not always possible, before teaching learners. They often find it difficult to relate what they teach with the real world. The assessments that they give learners are not as meaningful as they should be and the majority of them are not comfortable in using common tests set by either clusters, district or even by the province, because that will expose their ineffective teaching. Furthermore, the Heads of Department (HODs) find it difficult to hold the teachers accountable for the failure of learners because the teachers' concerns were required to teach EMS even though it is not their field of specialisation.

King Cetshwayo district, where Umhlathuze Circuit is located, has two (2) EMS subject advisors, but it is not possible for them to provide support in all schools, because EMS

is offered in both Primary and Secondary Schools. Orientation workshops and content workshops are often a great challenge in the circuit. However, even the qualified teachers tend to ignore Accounting as part of EMS, because they feel it is challenging and therefore, cause the subject to be unpopular to the learners. This creates the wrong impression that Accounting is a difficult subject.

As a result, many EMS teachers tend to teach Business Studies and Economics while sacrificing the Accounting curriculum. If ever they teach it, it is too theoretical rather than practical. The majority of them teach two journals, the Cash Receipts Journal and Cash Payments Journal for the whole year. The implementation of the NCS resulted in the reconceptualisation and redesign of the subject Accounting. In terms of the Subject Assessment Guideline (SAG), Accounting is viewed as a specialised “language of communicating financial information” (Ballantine & Larres, 2007). This implies that the subject is regarded as a vehicle for communicating financial information in a way that best serves the rationale of making a sound financial decision.

2.6 THE STRATEGIES TO TEACH EMS

Teaching strategies are methods of instruction to help learners learn the intended lesson content and be able to develop achievable goals in the future. When teaching EMS, the teachers follow the CAPS document according to their own teaching plan. However, EMS has important value including its contribution towards economic literacy and empowerment and therefore, its implementation need to be studied. McGrath (1998) avers that criticising alone is not good enough. Improvements in terms of practice need to be suggested. This will ensure that teachers acquire required skills and strategies to effectively deliver the curriculum across all discipline.

Assan and Lumadi (2012) revealed that the new integrated subject such as EMS called for teachers to find innovative and creative ways to facilitate teaching and learning. However, many teachers may lack the conceptual knowledge to integrate effectively, especially if they have been trained along the traditional discipline model. This implies that various teaching strategies and methods must be used by a teacher as effective teaching is measured through meaningful learning. Gouws (2008) avers that reconceptualisation, which was created by curriculum changes has a direct bearing on teaching, learning and assessment methods and strategies, for it implied a need to

transform teaching and assessment practice: teachers now had to follow new approaches to lesson planning, actual teaching and methods of assessment.

This implies that the change was needed in the content of the discipline and the conceptual approach is reflected in the restructuring of old and new topics in the syllabus and in novel ways of facilitating learners' learning. The main challenge facing EMS teachers therefore is to change their teaching and assessment practice and to align them with the requirements of the new curriculum. According to Jacobs, Vakalisa and Gawe (2016) literature defines teaching as the deliberate goal-oriented action of a teacher who is trying to promote certain learning. Jacobs et al. (2016) add that the teacher must have sound knowledge and skills of teaching methods, strategies, techniques and classroom management skills in order to create a conducive learning environment that will accommodate a diverse learner population. This implies that the teacher decides beforehand on the plan of action which includes teaching methods to be used in order to achieve a learning objective. It is therefore, the responsibility of the teacher to decide what method, why this method and how the method chosen will be appropriate for teaching the specific topic in the EMS class.

2.7 SELECTING THE APPROPRIATE TEACHING METHOD

There are many teaching methods that the teacher can use in the classroom, but this does not mean the teachers have to master and use them all. The teachers need to assess their strengths and always have to find ways to improve teaching methods. It is the teachers' decision to utilise the best suitable method to teach the specific EMS topic. Teaching strategies embrace:

- Direct instruction method;
- Cooperative methods;
- The use of group work in EMS;
- Questioning;
- Problem based learning; and
- Project based learning (Killen, 2010).

2.7.1 DIRECT INSTRUCTION METHOD

Direct instruction is a teaching method in which the teacher normally dominates the presentation of the lesson. The learners only listen, with the expectation of responding to the questions that may be asked by the teacher. The teacher directs the learning process by presenting curriculum content through lecture or demonstration (Killen, 2010). There are topics that can be best taught using this method e.g. Price Theory, because the teacher introduces new concepts pertaining to market forces i.e. demand and supply and the illustration of graphs (Blecher et al., 2009).

The benefit of direct instruction is that it is useful for teaching content with well-defined concepts. This method allows the teacher to control the learning environment and there can be effective time management. It is however, important that the teacher finds ways to involve learners in the lesson to improve their confidence, even though this method could cause learners mostly to become passive using this teaching strategy. Direct instruction needs to be used in collaboration with other strategies and the challenge could be the fact that other teachers fail to get a balance between the different strategies (Killen, 2010).

2.7.2 CO-OPERATIVE LEARNING

According to Crebert, Patrick, Cragolini, Smith, Worsfold and Webb (2011) teachers who aim at enhancing learners' problem-solving skills need to inform learners on the clear identification, definition and discussion of the problem, before eventually focusing on the possible solution. In co-operative learning setting, the different opinions in a group are especially important when enhancing learners' problem solving abilities, since the variety of possible solutions promotes their evaluative and creative senses.

There are many activities across all three disciplines for example in EMS Grade 9 content, that could develop problem solving skills to learners, for instance, the use of circular flow, price theory and economic systems in Economics related topics, the business functions in Business Studies topics and the likes of credit transactions (creditors and debtors) in Accounting. Teachers therefore need to promote the creation of as many ideas as possible during the problem-solving process before focusing on the feasibility of the situation. The EMS teacher can make use of debates on certain topics in order to develop financial decision making and communication skills.

Problem-solving is a planned, systematic conversation between the teacher and learners. In this way, the information is shared. It involves communication between learners and is influenced by how they respond to each other. It encourages active participation and develops excellent thinking skills on learners and the teacher can be able to reflect on a particular lesson or economic issue. The challenge is in how a teacher can engage the whole class in the discussion. This is because the teacher has to post properly prepared high order thinking questions (Killen, 2010).

Proper planning and structuring of activities are very important in order to enable learners to be engaged in class. This will afford learners to voice their opinions on a particular issue and the issue can be dealt with in detail. A negative of this strategy is that your more verbally outspoken learners can dominate the discussion which may discourage other learners to participate. The discussion can also get out of hand if controversial and emotional issues are dealt with and there are opposing views. This method requires thorough subject knowledge by the teacher.

2.7.3. THE USE OF GROUP WORK IN EMS

The number of learners per classroom is a great concern in many schools. Unfortunately, teachers cannot control the enrolment of the learners in schools. If the class-size (learner-teacher ratio) is big, then it will be a great challenge for the teachers to be effective unless the teacher has the necessary classroom management skills. Teachers with large classes face specific challenges. Some teachers give up their teaching career simply, because they feel they do not have necessary classroom management skills to teach these classes effectively. The perception of most teachers is that the smaller the classes, the more effectively they will teach and the better the learners will learn. It must be noted that the use of group work is not only recommended for large classes only. They can also be used for smaller classes as it allows learners to interact and share ideas in a group setting (Killen, 2010).

Most of the teachers often complain about the size of their classes. The Centre for Teaching Excellence, University of Maryland (2008) conducted research on large classes. The results revealed that the class size does not automatically correlate with learners' learning. The main finding of this result study indicated that the competences played a major role in determining the quality of the teaching and learning and not *per se* class size. Teachers can therefore, overcome the challenges of teaching large

classes by the following suggestions of Jacobs, Vakalisa and Gawe (2016) and of the University of Maryland (2005).

Teachers need to plan and set clear objectives for their classes. They need to create a learning-friendly classroom environment specifically pertaining to the use of groups. Teachers must take into cognisance the following aspects before they start teaching learners in groups, whether they are in small or large classes:

- Classroom environment – the layout and the size of the classroom as well as the learning environment where teaching and learning will take place is of utmost importance;
- Plan, organise the physical structure of the classroom – plan to organise the physical environment. Learner desks should be placed in way that it allows them to discuss as groups and does not interfere with the teachers' movement during the lesson;
- Plan, prepare and present lessons – well planned lessons will ultimately help in how to teach effectively;
- Decide on appropriate teaching approaches and methods –, teachers can use the combination of teaching methods and ensure that learners are assessed frequently to establish whether learners have obtained the desired knowledge and skills;
- Plan and design applicable assessment tools – teachers need to plan well in advance and provide assignments, tasks, tests and examinations;
- Give timeous constructive feedback on tasks or assignments – teachers must provide constructive feedback about completed assignments, tasks and tests to learners, parents and to the school management team.

The following strategies can be applied to ensure that effective teaching in large classes is maintained:

- Establish a basic set of rules for large class discipline and control;
- Set clear expectations for your class;
- Reflect from time to time on large class rules and expectation;
- Provide the parents with a copy of the large class rules; and

- It is a good practice to remind your class from time to time about the rules and your expectations. (Jacobs, Vakalisa, & Gawe, 2016).

2.7.4 QUESTIONING

This is the most frequently used method and every teacher is expected to master it. The teacher needs to develop the ability to ask questions that arouse learner attention and to deal appropriately with the answers of learners. There are two categories of questions:

- Reproductive questions – the emphasis is on memorisation, on the accurate reproduction of what has been said. These questions require little intellectual activity, are characteristic of traditional teaching and are indispensable in the sense that they form a basis for productive questions, for example, list five items known as invisible exports.
- Productive questions – these questions require thought and present a challenge to learners. They should be able to apply knowledge, analyse material and make decisions. During the school year they provide teachers with a unique assessment instrument. For example, explain why a lack of productivity is a contributory cause of inflation (Killen, 2010).

Asking questions that provoke thought and challenge learners to respond is an important teaching tool. Successful questioning should meet the following criteria:

- Is the question necessary? Beware of asking too many rhetorical questions;
- The formulation of questions should be unambiguous and grammatically correct;
- Questions should be meaningful, relevant and relate to the subject context;
- Questions should be suited to the level at which learners are working;
- Questions should be formulated to test not only knowledge, but also understanding and application. Questions that require a 'yes' or 'no' answer are not appropriate; and
- The teacher's primary function is that of a facilitator and helper, not that of an inquisitor (Killen, 2010).

2.7.5 PROBLEM-BASED LEARNING (PBL).

This is a learner-centred pedagogy in which learners learn about the subject through experience of solving an open-ended problem found in trigger material. The problem-based learning does not focus on problem-solving with a defined solution, but allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication. The problem-based learning processes involve working in small groups of learners. Each learner takes a role within a group that may be formal or informal and the role often alternates. The aim is to build learners' confidence when addressing problems, while also expanding their understanding. Giving out scenarios and case studies in the EMS lesson can serve as a good example of PBL teaching strategy.

2.7.6 PROJECT-BASED LEARNING

The project-based learning is another form of learner-centred approach that involves a dynamic classroom approach in which it is believed that learners acquire deeper knowledge through active exploration of real world challenges and problems. Learners learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge or problem. It is a style of active learning and inquiry based learning. Project-based learning contrasts with paper-based, rote memorisation, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions or problems. This means that it integrates knowing and doing (Killen, 2010).

The benefit of implementing project-based learning to learners includes greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity and improved writing skills. Depending on the challenges faced by different communities, the EMS teacher can assess the level of unemployment and poverty in the community and give learners a project on strategies to combat poverty and reduce the level of unemployment in the society. In that way, learners are working together to solving real-world problem in their communities. The more they are seeing a very real impact becomes the motivation for learning.

2.8 THE EFFECTS OF CURRICULUM CHANGE IN TEACHING EMS

Some of the challenges that teachers experienced especially in Grades R-9 were the number of subjects that a learner had to do from Foundation Phase to Senior Phase. In Grade 3 a learner was expected to do three (3) learning areas and in Grade 4 the learners were expected to take nine (9) learning areas. Underperformance in senior phase and FET was caused by the transition and overload which had an impact on both the learner and the teacher (Department of Education, 2009).

Nevertheless, the education policy does not take into account the real conditions in schools which are; large numbers in classes, lack of resources such as textbooks, wastage of teaching time and most importantly qualified and competent teachers. Mattson and Harley (2003) argue that much policy analysis and classroom-based research indicates that education policy in South Africa is out of touch with school and classroom realities.

Cross, Mungadi and Rouhani (2002) propose that the school reform should not only focus on what schools in society represent, but what they can realistically do and achieve given the legacies and contexts in which they function. This means that in curriculum delivery, subjects should be related to the needs of the 21st century citizen; it is the implementation of this policy that will make the real impact. Only when policy is implemented, our learners and broader society will benefit from the dynamic and appropriate curriculum.

2.9 ASSESSMENT IN EMS

National Curriculum Statement (CAPS) defines assessment as a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessments. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information to understand and thereby assisting the learners' development in order to improve the process of teaching and learning. Therefore, assessment is very important, because it informs the teacher about learners' specific needs and provides the teachers with feedback that enables them to adjust their teaching strategies. It also allows learners to monitor their own achievement.

EMS has two types of assessments; informal and formal assessment. These assessments play an integral part in learners. Informal assessment, also known as assessment for learning, is developmental and it helps learners to improve and progress by informing them of their strengths and weaknesses. Formal assessment which is also known as assessment of learning usually takes place at the end of the certain topic, term or year and it is typically used for promotion purposes. Both of these assessments should be used during the school year. Seven formal tasks are expected to be administered at the end of each year for Grades 7-9 as stipulated by the policy.

The main challenge in conducting both of these assessments is the number of learners in classes. As a result, many teachers do not administer informal tasks. If the task is administered, it consists of easy-to-mark questions which do not cater for all cognitive levels. Therefore, many teachers simply focus more on the formal assessments as they are required for learners' promotion and progression. It must be noted that informal assessments prepare learners for formal assessments.

2.10 CONCLUSION

In this chapter the concept of curriculum was defined. It is therefore, noted that the changes in the curricula are mainly carried out with a view of ensuring quality, justice, and fairness in South Africa's education system. Social constructivist theory was also outlined as a theory that supports this study. It was also important to elaborate on EMS in the South African curriculum. The main aim of this chapter was to discuss the concept of curriculum change and to outline the challenges teachers' face as a result of the change. It also aimed at equipping teachers to make informed decisions regarding the appropriate teaching strategies to teach EMS. Assessment in EMS and its challenges were also discussed. Now that the teachers have a variety of teaching methods at their disposal and in EMS it is important for the personal development of learners that they are exposed to different methods.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter gives a detailed analysis of the methodology used in the study. It outlines the choice of research design and sampling methods, and gives a detailed description of the data collection methods, administration of research instruments, ethical issues, and chapter summary. In this study, qualitative and quantitative research approaches which de Vos, Strydom, Fouche and Delport (2011) refer to it as mixed methods. Hence, both research approaches tend to complement each other in an effort directed towards understanding and analysis of a research problem, to a large extent the research objectives.

For the purpose of this study, a mixed-methods approach enabled the qualitative and quantitative research questions and objectives stated in Chapter 1 to be organised into coherent and integrated themes for identifying the challenges of curriculum changes in teaching Economic and Management Sciences in schools at Umhlathuze Circuit. This study is based on the idea that curriculum change brought about challenges in teaching EMS in schools. The study identified the challenges teachers faced in teaching and determining the suitable teaching strategies that can be used and determining the effect of curriculum change in teaching EMS in schools at Umhlathuze circuit. The participants were selected by applying purposive sampling. The researcher collected data through semi-structured interviews, learner assessments, teacher portfolios and questionnaires.

3.2 PERMISSION TO CONDUCT THE STUDY

According to Best and Kahn (1989), it is significant to secure the approval from the relevant authorities prior to undertaking the study. Thus, the researcher acquired the approval from the Head of Department in the KwaZulu-Natal Department of Education who granted the researcher permission to conduct the survey. Another letter was obtained from the University of Zululand Research Ethics Committee. It was then possible to reach respondents in 20 selected schools in Umhlathuze circuit, King Cetshwayo district – KZN.

Letters were written to the Ward Manager of Umhlathuze circuit and school principals and teachers requesting their permission to conduct a survey. As the study was mainly targeted to teachers, they consequently signed the participant informed consent declaration form in order to participate in the study. The researcher hand-delivered the questionnaires on appointment with the respondents and most of the respondents preferred to respond to the questionnaire while the researcher was still present for clarity in some questions. For those who wanted some time, at least the minimum of three days was given to them before the researcher could collect the questionnaires. On interviews, telephonic appointments were made with teachers and they had to sign informed consent forms prior to interviews as a means of gathering qualitative data. The Commerce Departmental Heads or the participants were kind enough to arrange a conducive place where interviews were conducted, either in the HOD's office or in the classroom where there were no learners or even at participants' home.

3.3 RESEARCH PARADIGM

(Kenna, 2002) state that the positivist identified reality that can be discovered, measured and manipulated while the interpretivist extended human understanding of the environment so that individual can exist within it. In this study the researcher combined quantitative research and qualitative research and that is referred to as a mixed approach. An interpretivist-positivist paradigm foregrounded this study with the aim of arousing some questions and thoughts on challenges of curriculum changes in teaching Economic and Management Sciences in schools at Umhlathuze Circuit. Both the qualitative and quantitative research methods are deemed appropriate for meeting the aim of this study.

3.4 RESEARCH DESIGN

Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Plano and Clark (2016) refer to the research design as the plan for generating empirical evidence that will be used to answer the research questions. The intent is to use a design that will result in drawing the most valid, credible conclusions from the results to answer the critical research questions. As noted above, the study involves mixed methods incorporating both qualitative and quantitative research approaches. It takes the form of an explanatory research design involving samples of schools drawn from Umhlathuze Circuit in the King Cetshwayo District – KZN .

Creswell (2014), and de Vos, et al. (2013) posited that a mixed-methods research design is an advanced procedure which tends to be time-consuming, requiring extensive data collection and analysis. The researcher was aware of that before he became involved in planning, implementation and evaluating phases of the data. The researcher ensured these procedures by integrating, linking, and embedding data from both qualitative and quantitative approaches during data collection.

3.5 SAMPLING DESIGN

Sampling is the selection of participants for the study. Sampling is a necessary process in research and embraces the population from whom data are extracted; when the phenomenon being studied is in most cases very large, a study of the entire population, including collecting, managing, processing, analysing and interpreting the vast amount of data collected would be too tedious, time-consuming and expensive. In this research study where challenges that confront EMS teachers is being studied, focused on a specific manageable group since collecting data from all EMS teachers in Umhlathuze Circuit was not realistic.

De Vos, Strydom, Fouche and Delport (2013) categorised sampling procedures into two groups, namely probability and non-probability sampling. In probability sampling each individual within the population would have the same chance of being chosen as part of the sample. Non-probability sampling methods like theoretical and purposive sampling techniques are mostly used in a qualitative research rather than random sampling where the subjects for the sample are randomly selected from the list of the population (Kumar, 2014). Qualitative researchers are of the opinion that no individual or group is just an individual or group, but they have characteristics of the universal.

The study was conducted in 20 high schools; the total of 20 teachers were involved in responding to questionnaires. Four EMS teachers were interviewed, one in Grade 8 and another one in Grade 9 in two schools. Four EMS classes were used to administer learners' activity. The total of 116 learners participated in learner's activity. The reason for choosing 20 teachers is because only teachers with at least a minimum of three (3) years teaching EMS in the senior phase were selected. Purposive sampling is suitable, because the study focused on particular teachers of interest, who best answered the research questions. Urban or rural schools were not identified on the basis of class size, enrolment, size of staff or educational level of parents, but only on where they are

located. Many schools situated in rural areas often put their locality as a barrier in effective implementation of the curriculum. On the other hand, those in urban areas are not always guaranteed to be better off. Conducting the study in both areas assisted the researcher in finding out whether the geographical area has an impact in effective teaching of EMS in schools.

3.6 ADMINISTERING OF THE RESEARCH INSTRUMENT

Questionnaires, interviews, learner assessments and teacher portfolios were used to collect data from the respondents.

3.6.1 PILOT STUDY (QUESTIONNAIRES)

The researcher the research instruments in two high schools in the Umhlathuze circuit. These schools were then excluded from the study. The pilot study served as a mode of assessing whether there was a need to make adjustments in the layout of the research instruments. The pilot study also provided a means of identifying spelling mistakes, questions, format and average time required by the research instruments.

According to Creswell (2014), a pilot test of research instrument serves as procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who have completed and evaluated the research instrument. In this study, participants were permitted to make necessary comments by directly writing such on the survey instruments, so that they could be modified by the researcher if necessary.

Through the pilot study, the researcher was able to establish that there were certainly poorly worded questions in the questionnaire which were then rephrased before distributed to the respondents. The researcher realised that there was also a need to simplify certain questions which were a bit ambiguous to the respondents. The pilot study of questionnaires provided reliability and validity of the research instrument.

3.6.2 PILOT STUDY (INTERVIEW)

The researcher piloted the interview schedule in order to determine its validity and reliability. The same schools used to pilot the questionnaire were also used in piloting the interview guide. The researcher personally interviewed the respondents. Kumar (2014) asserts that the respondents are the best judge of whether or not the research

findings have been able to reflect their feelings and opinions accurately, since the qualitative research study explores respondent's perceptions, experiences, feelings and beliefs.

Four indicators were used during the pilot study, namely: credibility, transferability, dependability and confirmability. The interviews established that there were no inherent weaknesses in the interview schedule, because there was agreement of the participants with the findings and that the same results were obtained. The results obtained in the pilot study were also confirmed by the results obtained during the actual investigation. Consequently, the pilot study of the interview schedule provided the credibility and transferability of the research instrument.

3.6.3 PILOT STUDY (TEACHER PORTFOLIOS)

The teacher portfolios had only one section where the researcher would check if the content is covered as per Annual Teaching Plan. The results in the pilot study revealed that teachers are sensitive when it comes to their planning files. They needed time in order to update it, before handing it over to the researcher for observation.

3.6.4 PILOT STUDY (LEARNER ASSESSMENT)

The learner assessment task was piloted only to check if the duration of the task is fair to the learners. It was not only aimed at assessing the knowledge of learners on aspects assessed but also to check the cognitive levels and whether the task caters for all learners.

3.7 METHODS OF DATA COLLECTION

Kumar (2014) classifies the gathering of data into two approaches, primary data and secondary data. Primary data are the information that need to be collected and secondary data are the information that is available. Both primary and secondary data were used in this study. An interview with EMS teachers, questionnaire and learner assessments were considered as primary data. Teacher's portfolio is deemed as secondary data.

3.7.1 DATA COLLECTION PERIOD

The data in the form of learners' activities were collected in April 2018. This was the beginning of the second term. By that time, the aim was to assess whether learners were able to master the content learnt in term one. The portfolios of teachers by then should have included all planning and assessments embarked for the first term. The interviews were conducted at the beginning of third term in July 2018. This is the period where teachers are less busy with any administrative work.

3.7.2 DATA COLLECTION PROCESS

Four types of information were collected:

- Information from teachers via questionnaires;
- Information from teachers via interviews;
- Information from teacher portfolios (documents); and
- Information from learners via learner assessment (test).

3.7.2.1 QUESTIONNAIRES

Thomas (2003) and Kumar (2014), define the questionnaire as any printed set of questions that participants in a survey are asked to answer. Respondents are expected to select one choice from among several possible responses or to give their answers in writing. On the other hand, Creswell (2014) asserts that a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. This means that the questionnaire investigation should be important to the researcher, the specific field of interest, as well as to the respondent. The questionnaire should be able to motivate the respondents cooperatively and honestly answer the questions given to them. Questionnaires may be used by the researcher to collect factual information that only requires respondents to accurately and honestly reveal information about themselves such as age, sex, qualifications, and so on (Thomas, 2003; Denscombe, 2010).

Quantitative data was collected using a questionnaire. The use of the quantitative approach is rooted in the philosophy of rationalism; follows a rigid, structured and

predetermined set of procedures to explore; aims to qualify the extent of variation in a phenomenon; emphasises the measure of variables and the objectivity of the process; believes in substantiation on the basis of a large sample size; and to the validity and reliability of findings so that conclusions and inferences can be made (Kumar, 2014). The questionnaire was developed by the researcher taking into account the objectives of the study which was divided into two sections, namely; Part A which entails geographical information and Part B where respondents were to respond on statements. Gray (2011) emphasises the importance of carefully giving clear, unambiguous instructions to respondents on how to complete the questionnaire. Accordingly, in this study clear instructions at the beginning of each section were given on how to complete the questionnaire. The questionnaire was administered to all 20 respondents as per sampling.

Advantages of using questionnaires in a study

The researcher chose to use the questionnaires, because they were hoped to provide credible results, less expensive and less time consuming. In this study the respondents were offered an opportunity to think about the questions before providing answers as they were given an opportunity to complete questionnaires at least in three days before the researcher could collect them. However, many respondents preferred to complete the questionnaires in the presence of the researcher. The researcher also deemed it necessary to use questionnaires because provided greater anonymity in some situations where sensitive questions were asked. The respondents are likely to provide accurate information if the questionnaire is used.

Disadvantages of using questionnaires in a study

The questionnaire catered mainly for the group who could read and write. In the study this was not a challenge, because all respondents were teachers who definitely could read and write. The researcher made it a point that questionnaires were hand delivered and were going to be collected by the researcher after at least three days. However, some respondents who were to complete them at a later stage had to be reminded and some could not remember where they had placed them after completion. The researcher then had to reissue another questionnaire and kindly asked the respondents

to complete it in the presence of the researcher. Some respondents failed to complete the questionnaires owing to the increased administrative functions at school.

3.7.2.2 INTERVIEWS

Flick (2006) and Coleman (2012) state that conducting an interview is actually an approach used to collect verbal data as well as to gain insightful knowledge from individuals. In an interview, the respondents are allowed to get involved and express their views, their perceptions and interpretations of a given situation. The researcher, as a key data collection tool, motivates the respondents to reply fully and accurately, while avoiding biases arising from social desirability, conformity, or other constructs of disinterest (Hoyle, Harris & Judd, 2002). Furthermore, the research should also talk about topics that address the research questions and introduce aspects of the research questions that were not yet mentioned (Flick, 2006). This implies that the focus of the interview is decided by the researcher who is free to probe new areas of interest that seem to be pertinent to the research question (Gray, 2011).

One-on-one semi-structured interviews were used to collect qualitative data in this study. Four EMS teachers in two schools were interviewed. The researcher considered the research questions and objectives when choosing interviews as another mode of collecting qualitative data. The main aim of using interviews was to understand the feelings, perceptions and experiences of respondents regarding the challenges of curriculum changes in teaching EMS in schools. This is supported by Kumar (2014), who avers that the qualitative approach is rooted in the philosophy of empiricism; follows an open, flexible and entrusted approach to enquiry; it aims to explore diversity rather than to quantify. Furthermore, emphasis is placed on the description and narration of feelings, perceptions and experiences rather than their measurement and communication findings in a descriptive and narrative rather than analytical manner, placing more or less emphasis on generalisations.

The whole structure of interview schedule the researcher used to gather qualitative data from EMS teachers comprised the information about the research topic, the information on the purpose of the study, the information which is directly linking with the research questions, the general information pertaining to teachers' perception about

the curriculum change. Creswell (2014) defines the interview schedule as a form designed by the researcher that contains instructions to be asked, and spaces to take notes of respondents. The interview schedule comprised open-ended questions which solicited information from the respondents. The researcher was able to explain or rephrase the questions that seemed to be obscure to the participants. In particular, the researcher paid much attention to those questions that seemed to directly answer the research questions. In doing so, it was hoped that the questions were going to provide an in depth analysis of the challenges teachers faced in teaching EMS after the curriculum changes.

Most of the participants preferred to be interviewed at school. The researcher tape-recorded the interview sessions with selected teachers and was also taking careful notes as a backup. The researcher explained the purpose of the interview at the beginning of each session. He also sought permission to record the proceedings on a tape. The permission was granted and the researcher further promised to give results to the respondents. The researcher ensured that he maintained eye contact during the interview session. This helped to ensure the reliability and validity of the qualitative research data. At the end of the interview, the researcher thanked the participants and assured them of the confidentiality of their responses. The participants were also given a chance to ask questions at the end of interviews. Finally, the researcher discussed how the information will be disseminated.

Advantages of using interviews in the study

The researcher used interviews because they were appropriate for studying complex and sensitive situations pertinent to the research questions and objectives of the study. The interviewing technique allowed the researcher the opportunity to prepare respondents before asking sensitive questions. He also believed it is necessary to collect in-depth information from the respondents, since there was a chance for probing sessions during the interviews. The researcher was also able to observe non-verbal reactions from the respondents. Clarity seeking questions from the respondents were explained to them. In some instances, the researcher had to clarify the meaning of curriculum change to other respondents. Thus, the interview proved to be an appropriate research technique.

Disadvantages of using interviews

Interviews are time-consuming and expensive. Most of the respondents preferred to be interviewed in their workplaces, which were sometimes difficult to reach by car. Other respondents failed to honour appointments and the researcher had to reschedule another time for interviews. The quality of data also depends on the quality of the interaction between the interviewer and the interviewee. Sometimes the quality of data depends upon the quality of the interviewer. The researcher was able to control this situation since he possessed the necessary skills, experience and commitment. Kumar (2014) advises that there is a possibility of researcher bias during interviews, either in the framing of questions or in the interpretation of responses obtained; however, the researcher was able to avoid this by initially piloting the qualitative research instrument, and interpreting qualitative data on the basis of the research questions and objectives pursued by the study.

3.7.2.3 TEACHER PORTFOLIOS (DOCUMENT ANALYSIS)

Document analysis is considered as a secondary source of information. The portfolios of four interviewed teachers were compiled as the selected teachers planned for teaching and assessment processes as well. These files are always made available for moderation by the district officials at any time. That is why it is important that they stay updated at all times. Even though these portfolios were not compiled for this study, they contained information that would be valuable in my study. Validity and reliability are considered to be the problem of document analysis (Kumar, 2014). During the study it was discovered that some educators did not have separate file for EMS. If others do have, it is not updated in terms of which content had been covered.

The main challenge was that some teachers only taught what they were comfortable with, and ignored other aspects of EMS especially financial literacy (Accounting). An indicator checklist was drafted and the teacher had to indicate the content covered. If a particular content had not yet been covered, the teacher had to state why that particular content was not covered. Teacher's responses were pointing to the fact that many teachers are not familiar with that aspect, especially the financial literacy part.

3.7.2.4 LEARNER ASSESSMENT

The researcher used learner assessments to view the learner performance on a task carefully designed to assess the contents taught and learnt in order to determine the quality of curriculum design and implementation. A one-hour assessment was designed which sought to assess whether learners had achieved the necessary knowledge of all topics covered for that period. The instrument was given to the EMS curriculum adviser in order to ascertain whether assessment did in fact assess the related knowledge and skills, and whether the instrument was fair, relevant and at the appropriate level.

The researcher planned the assessment date with the EMS teachers so that learners would prepare themselves. On the date of assessment, the researcher administered the assessment task in the presence of the subject teacher. However, other teachers left while the assessment was in progress, leaving the researcher invigilating the task. Other teachers wanted the feedback of the assessment so that they make necessary actions based on the performance of their learners and the diagnostic report was given to them by the researcher after marking the task.

3.8 VALIDITY AND RELIABILITY

3.8.1 Validity of the Qualitative Data

The validity of qualitative data can be reduced to a question of whether the researchers see what they think they see and hear what they think they hear; so that there could be evidence in the data which describe clearly how the data were interpreted (Flick, 2006; McMillan & Schumacher, 2010). Consequently, McMillan and Schumacher (2010) state that validity in qualitative research refers to the extent to which interpretations of data have shared our mutual meanings between the participants and the researcher. Denscombe (2010), validity is the degree to which qualitative researchers can demonstrate that their data are accurate and appropriate.

Nevertheless, Golafshani (2003) contends that the concept of validity may be described by a wide range of terms in qualitative research. These include trustworthiness, credibility, quality, dependability, transferability and confirmability. Mahmud (2012)

postulates that validity is just the ability of a scale or measuring instrument to measure what it is intended to be measured.

In this study, the researcher employed strategies suggested by Niemann, Niemann, Brazelle, Van Staden, Heyns, and De Wet (2000), McMillan and Schumacher (2010) and Babbie and Mouton (2010) emphasised that the internal and external validity of the qualitative data. The following measures were taken to ensure credibility of results:

- A comprehensive register of data, notes of relevant actions and divisions of data established for use during data analysis were compiled;
- Transcriptions from the data were taken to participants to verify whether what the researcher constructed from his data was actually what they said during the interviews;
- All information and notes were recorded for data analysis;
- Interviews were either conducted in the HOD's office, classroom where there are no learners or in participants' homes;
- The researcher guarded against his own bias and views that could influence the responses of the participants. Although the interviews were conducted in English, the participants were, however, free to switch code to IsiZulu if they so desired; and
- The researcher used participants (teachers) that were able to provide relevant information.

3.7.2 RELIABILITY OF QUALITATIVE DATA

Mahmud (2012) explains reliability as the degree to which measures are free from error and therefore, yield consistent results. This means that reliability is mainly concerned with the findings of the research and related to the credibility of the findings (Welman, Michell, & Kruger, 2012). The challenge in interviewing lies in extracting information as direct as possible without contaminating it (Silverman, 2011). In order to limit random errors and ensure the reliability of the findings, the steps recommended by Niemann *et al.*, (2000) for increasing reliability of the study were followed.

Mouton (2009) maintains that the inclusion of triangulation – the use of multiple methods of data collection – is likely to enhance the reliability of the observations. In this study, the researcher used triangulation to gather information through conducting

semi-structured interviews, using questionnaires, administering learners' assessment and document analysis (teacher portfolio) to improve the dependability of the results. The researcher also used theoretical triangulation by involving quantitative and qualitative data collection and interpretation in a manner that allows all research methods used in this study to complement each other.

Cross-checking and peer examination are a method used to determine whether casual misinterpretations infiltrated the results of the research. In this regard, the researcher compared his findings in this study with those of other researchers who had previously dealt with the same phenomenon investigated.

Contradictions in findings were referred to the participants using member-checking for explanation or solution. Member-checking was also done during interviews as topics were rephrased and probed to gain more complete and subtle meanings (McMillan & Schumacher, 2010). The researcher preserved all information pertinent to the research, including data, surveys and notes to enable independent persons to verify the findings. The researcher also used audiotapes to record data and to ensure its safekeeping. A laptop was also utilised to store and process data.

3.8.3 VALIDITY OF THE QUANTITATIVE DATA

Validity refers to the extent to which a measuring tool adequately measures what it is required to measure, and thus provides an accurate picture of what is investigated (Babbie & Mouton, 2010; De Vos, 2002). Gay (1992) emphasises the necessity of validity and states that no quality of a questionnaire can make amends for inadequate validity.

The researchers Babbie and Mouton (2010), Neuman (2014) and De Vos (2002) concurred that there are four main types of validity:

- **Content validity:** Content validity refers to the extent to which a measure fully assesses the construct of interest or covers the range of meanings included within the concept. Therefore, content validity is aimed at addressing the question: Is the full content of a definition represented in a measure?
- **Face validity:** Face validity refers to the degree to which an instrument appears to measure what it claims to measure. It is often regarded as a component of content validity which is established when someone reviewing the questionnaire

or instrument arrives at the conclusion that it looks as if it is indeed measuring what it is designed to assess;

- **Criterion validity:** Criterion validity also known as 'concrete validity' has its bases on some external criteria or standard and is established by comparing scores on a measurement instrument with an external criterion which is known or believed to measure the same concept or behaviour under investigation. It is important for the external criterion to be relevant, reliable and free from bias and contamination; and
- **Construct validity:** Construct validity refers to the extent to which a measuring instrument successfully measures the theoretical construct that it is intended to measure e.g. attitudes, self-concept, anxiety, intelligence and achievement. Construct validity is therefore, largely concerned with underlying theory and is based on the logical relationships among variables.

In this study, the literature pertaining to the challenges of curriculum changes in teaching EMS in schools was explored. Monnapula-Mapesela (2002) concurs that in studying the existing literature, more insight is gained into the problem under investigation. The researcher, through the newly acquired knowledge from the literature review, was, therefore, able to validate the research questionnaire and develop the interview schedule on the basis of checking whether it was aligned with the body of knowledge on challenges of curriculum change in teaching EMS.

3.8.4 RELIABILITY OF THE QUANTITATIVE DATA

Niemann *et al.* (2000) state that reliability in quantitative research is mainly connected to the accuracy, stability, consistency and respectability of the research. In concurring with this view, De Vos (2002) and Mouton (2009) define reliability as the accuracy or precision of an instrument; as the degree of consistency or congruence between two independently derived sets of scores; and as the degree to which independent applications of the same measuring tool produce similar results under comparable or different circumstances.

Mouton (2009) further emphasises that reliability is a key validity criterion for data collection. He also states that some of the possible sources of error during data collection processes are the measuring tools such as questionnaires, scales, tests and interviewing schedules. Therefore, the extent to which a measurement instrument is free from error indicates its reliability. This means that reliability is the degree of accuracy of results achieved by the research instrument. The piloting of the questionnaire was intended to assess whether statements and questions were ambiguous. The mood and the feelings of the respondents were also established. The questionnaires, interviews and the document analysis were administered to the selected sample and the learner assessment was conducted to the learners solely taught by those teachers sampled.

3.9 ETHICAL ISSUES

It was imperative for this mixed-methods study, which combined quantitative and qualitative research, to consider typical ethical issues that are applicable to both forms of enquiry. Mahmud (2012) emphasises that ethics in research refers to the code of conduct or expected social norms of behaviour while conducting research. When conducting the study, the researcher sought permission from the University of Zululand Research Ethics Committee, the KwaZulu-Natal Department of Basic Education, and the participants, which comprised teachers and parents in respect of minors.

After seeking permission for quantitative data gathering, the researcher explained the purpose of the study and assured respondents of the anonymity and confidentiality of their responses. The researcher did not disrupt the normal functioning schools, since the respondents were afforded the opportunity to complete the questionnaires within three days; hence, participants were able to complete the questionnaire after normal working hours, or during weekends. There were no incentives provided to participants as the study was meant for academic purposes.

When the researcher received permission to collect qualitative data, the stage was set for conveying the purpose of the study using narrative statements in the interview schedule. During interviews, the researcher avoided deceptive practices towards interviewees, and respected the views of all the respondents who took part in the study. The researcher realised the need to know and understand the language, culture, and

historical background of various communities in order to gain access to conduct the qualitative study. The identities of participants were masked to ensure confidentiality.

Ethical issues pertaining to the mixed-methods design, such as those that concerned the embedded design, were also considered during the period of investigation. For instance, participants were never placed where they would receive beneficial treatment. In mixed-methods research, a researcher is under no obligation to destroy survey instruments, namely; the questionnaires and interview schedules, learner assessment and document analysis after the conclusion of the study. However, once the study is finalised, the learner assessment tasks were to be brought back to the teachers.

3.10. CONCLUSION

This chapter focused on the research methodology and design used in this study. The research methods used in this study have been tested and utilised by other researchers and are believed to be relevant in yielding the best results for studies of this nature. The chapter also discussed the sampling and procedures as well as methods of data analysis. Ethical issues were also dealt with. In the next chapter analysis, presentation, interpretation of data will be embarked upon.

CHAPTER FOUR

FINDINGS AND DATA ANALYSIS

4.1 INTRODUCTION

In Chapter 3, the focus was on research methodology and design. The rationale behind integrating quantitative and qualitative research methods was briefly expounded. Furthermore, the instruments and the procedures followed in data collection were described in details. This chapter focuses on presentation, interpretation and analysis of empirical data that were elicited from respondents by means of research instruments, namely the questionnaire, interviews, learners' activity test and document analysis (teacher portfolio).

The questionnaire used comprised part A which asked geographical information while part B required respondents to give their responses in given statements using a cross (X). The following descriptor was used:

Undecided; strongly decided; disagree; strongly agree; agree.

After the questionnaire was analysed, the results were transferred to a summary data sheet. Each item was assigned its column. Since the data analysis involved item analysis from the questionnaire, the results for each item were tabulated. When the analysis of statistical data was completed, the researcher rechecked the data. The process of rechecking data by another person ensured the reliability of results in the study.

One hundred and sixteen (116) learners wrote the common test supplied by the researcher. After marking the task, the researcher then analysed the results. A summary of learners' activity test results for both schools were given after detailed mark analysis of each school. The teachers' portfolios were also checked by the research to investigate whether they were doing proper planning and assessment according to the required manner from the DoE.

For processing qualitative data gathered through interviews, the researcher first transcribed the views of the participants from the digital voice recorder in order to develop a general sense of data. The researcher coded the data using numbers. Two

teachers in school A and two in school B were interviewed. These interviewees were coded P1-P4. In analysing the interview data, the researcher compared the information given by different participants in order to identify possible ways of dealing with the challenges of curriculum changes in teaching EMS in schools at Umhlathuze circuit.

4.2 INTERPRETATION AND ANALYSIS OF EMPIRICAL QUANTITATIVE DATA

This part of the study deals with information collected from the respondents using the questionnaire. All 20 questionnaires distributed to EMS teachers were returned. Presented below are statistical tables drawn up from the responses to the questionnaire. The researcher also gives the brief analyses and interpretation of the data.

4.2.1 THE QUESTIONNAIRE

4.2.1.1 GEOGRAPHICAL INFORMATION

Table 4.1: Highest professional qualification of respondents (n=20)

Highest Professional qualification	Frequency	Percentage
Diploma obtained in college	2	10%
University Diploma	1	5%
University of technology + 1 year at university	3	15%
University Degree + Post Graduate Diploma	9	45%
University B.Ed.	5	25%
TOTAL	20	100%

Table 4.1 shows that all educators have professional qualifications that are related to teaching. Nine (45%) of the respondents had done a Post Graduate Certificate in Education (PGCE), which is a capping qualification to qualify as a teacher. This can imply that some of these teachers did not initially want to be teachers, but joined the teaching profession after noticing that it would be difficult to find employment with their qualifications. Some could not be accepted to do the Bachelors of Education and then did other degrees with teaching subjects in order to qualify for the post graduate diploma.

A significant four (25%) of the respondents had University B.Ed. three (15%) had studied at the University of technology and had PGCE which is 1-year certificate by some of the Higher Education Institution (HEI) at the University. Two (10%) of the respondents had a University diploma and only one (5%) had a University diploma.

Table 4.2 Period in which the qualification was obtained (n=20)

Period	Frequency	Percentage
Before 1990	0	0%
1991-1997	2	10%
1998-2005	6	30%
2006-2012	8	40%
2013-2017	4	20%
TOTAL	20	100%

This Table 4.2 provides the researcher with knowledge of the respondents' period in which they obtained their qualifications. According to the table, none (0%) of the respondents obtained their qualification before 1990, and only two (10%) obtained their qualification between 1991 and 1997. Six (30%) of the respondents obtained their qualifications between 1998 and 2005. The bigger number of eight (40%) of respondents who obtained their qualifications in the period between 2006-2012 and four (20%) belonged to those who obtained theirs between 2012 and 2017. It was necessary to check the period in which respondents obtained their qualifications because only respondents with a minimum of 3 years teaching EMS were targeted in this study. This is because EMS is a changing subject and teaching it brings about a challenge to teachers who have not done Accounting. EMS requires teachers to be knowledgeable in the different disciplines within the subject. Teachers then required shifting their approach from being responsible for one discipline to being an expert in all disciplines within the new EMS curriculum. The results imply that an average of 80% obtained their qualifications in a period between 1991 and 2012.

Table 4.3 Major subjects (n=20)

Major subjects	Frequency	Percentage
EMS	3	15%
Accounting	9	45%
Business Studies	4	20%
Economics	3	15%
Other	1	5%
TOTAL	20	100%

The above Table 4.3 provides information about the major subjects of the respondents. The results indicate that only three (15%) of the respondents had EMS as their major subject whereas nine (45%) were those who majored with Accounting. Four (20%) of the respondents had Business Studies as their major subject and three (15%) majored with Economics. One (5%) respondent was currently teaching EMS, but had not majored with any commercial subject. Ngwenya and Maistry (2012) reveal that the majority of teachers teaching EMS do not have Accounting as their specialisation.

The shortage of qualified EMS teachers brought about the major challenge in staffing. In most cases a teacher who at least did commercial subjects at high school level is seen as a most suitable person to fill the gap. Consequently, the changes in the curriculum brought about major challenges to those individuals. The learners' activity administered in two (2) schools for Grades 8 and 9 shows that there is a challenge in effective teaching financial literacy especially in school A even though the respondents had majored with Accounting.

Table 4.4: Specialised content knowledge subject (n=20)

Content knowledge subject	Frequency	Percentage
EMS	4	20%
Business studies	6	30%
Economics	6	30%
Other	4	20%
TOTAL	20	100%

Table 4.4 indicates that four (20%) of the respondents' specialised in EMS as a content subject. Six (30%) had Business Studies, another six (30%) had Economics and four (20%) of the teachers had other content knowledge subjects. As EMS has three disciplines, it was noted that the teachers tend to focus on the content that they are comfortable teaching and therefore, sacrifice other aspects especially Accounting. Ngwenya and Maistry (2012) highlight that the challenge with EMS teachers is that most of them are either trained for Accounting, Business Studies or Economics. They find it difficult to teach EMS as an integrated subject.

Table 4.5: Teaching experience in EMS (n=20)

Teaching Experience	Frequency	Percentage
3-5 years	5	25%
6-8 years	5	25%
9-11 years	4	20%
12 years and above	6	30%
TOTAL	20	100%

Table 4.5 indicates that five (25%) of the teachers had 3-5 years teaching experience of EMS, another five (25%) had 6-8years' teaching experience, four (20%) had 9-11 years and six (30%) had 12 years and above. Teachers with a minimum of 3 years teaching EMS were targeted in this study and fifteen (75%) of 20 respondents had way above 5 years' experience of teaching EMS.

Teaching experience plays a pivotal role in effective teaching. However, the experience can also become a challenge in implementing change. Teachers who have been involved in the education system can actually be able to scrutinise the curriculum changes and are able to adapt in order to utilise their skills, knowledge and experience for effective teaching and learning. Ballet and Kelchtermans (2008) argue that teachers do not simply implement curriculum change; they interpret and modify it according to their different frames of experience. In other words, teachers respond differently to curriculum change and that is mainly influenced by teaching experience.

Table 4.6 Subjects qualified to teach (n=20)

Subjects qualified to teach	Frequency	Percentage
EMS & Languages	1	5%
EMS & Social Sciences	0	0%
Accounting & Business Studies	9	45%
Business Studies & Economics	6	30%
Other	4	20%
TOTAL	20	100%

According to Table 4.6 above, one (5%) of the respondents had EMS and Languages as the subjects qualified to teach. None (0%) of the respondents had EMS and Social Sciences. A larger nine (45%) were respondents who had Accounting and Business Studies. Six (30%) had Business Studies and Economics and four (20%) had other subjects, but they were currently teaching EMS. Ngwenya and Maistry (2012) reveal that most of EMS teachers were not exposed to EMS as the integrated subject during their training yet they are required to teach learners a complete new discipline.

The reason for that could be the problems associated with staffing. Many schools take General Education and Training (GET) band subjects for granted and they assume that every teacher can be able to teach those subjects. Unfortunately, those who suffer in terms of inadequate background of the content are learners who are helpless in this regard. Surely, it is often difficult even for the Departmental heads to effectively monitor those teachers, because they are seen as receiving preferential treatment by teaching those subjects.

Table 4.7 Workshops on EMS (n=20)

Workshops on EMS	Frequency	Percentage
One	1	5%
Two	1	0%
Three	2	20%
Four and Above	11	40%
Not sure	5	35%
TOTAL	20	100%

Table 4.7 reveals that there is a challenge in which the EMS workshops are conducted in Umhlathuze circuit. Five percent (5%) one of the respondents had attended only one workshop. None of the respondents (0%) attended two workshops and four (20%) had attended three workshops. Forty percent (40%) eight of the respondents had attended four and above workshops and seven (35%) of the respondents were not sure how many workshops they had attended. KZN DoE's Curriculum and Management Strategy (2012:12) revealed that the biggest challenge is associated with teachers who teach subjects that they do not understand in terms of content and methodology.

Workshops are very important to teachers, because that is where they are developed and some are oriented to the subject. During content workshops teachers share their teaching methods and strategies used in classrooms. The challenge about these workshops is that they are not needs based. They are just one-size-fit-all kind of workshops. That brings about the need of the curriculum subjects advisors to identify areas where teachers need to be supported and developed and provide required support in those areas specified.

4.2.1.2 RESPONSE TO STATEMENTS

The following table required respondents to state whether they agree, strongly agree, disagree, strongly disagree or undecided on statements given in the questionnaire.

Table 4.8: Statements

ITEMS	No.& %	Agree	Strongly Agree	Disagree	Strongly Disagree	Undecided	Total
• EMS integrates content between Accounting, Business Studies and Economics	N	5	15				20
	%	25	75				100
• Accounting should be treated as a stand-alone subject, excluded from Business Studies and Economics within EMS.	N	5	11	2	1	1	20
	%	25	55	10	5	5	100
• Time allocation for EMS is sufficient	N	3	1	7	9		20
	%	15	5	35	45		100
• EMS teacher should be a specialist in all three disciplines within the subject	N	6	11	2	1		20
	%	30	55	10	5		100
• Applying of EMS in one's daily life.	N	11	8			1	20
	%	55	40			5	100
• Curriculum changes affect teaching of EMS	N	13	2	1	1	3	20
	%	65	10	5	5	15	100

Discussion: EMS integrates content between Accounting, Business Studies and Economics.

EMS plays a crucial role in preparing learners for FET commercial subjects which are Accounting, Business Studies and Economics. Table 4.8 indicates that fifteen (75%) of respondents strongly agreed with EMS integrating between three disciplines and this calls for teachers to have vast subject knowledge and the pedagogical content knowledge in teaching EMS in the GET phase. About five (25%) of the respondents

also agreed with the fact the EMS integrates content between the commercial subjects in the FET. Therefore, all teachers (100%) agreed that EMS was integrated with three disciplines and this call for teachers to do justice when teaching EMS in the GET phase.

It is believed that if learners grasped proper background of these three disciplines they find FET content easy to master. Failure to teach EMS effectively consequently makes commercial subjects unpopular. Teaching EMS in particular requires that teachers should have an acquisition of discipline content knowledge of Accounting, Business Studies and Economics and they are able to integrate knowledge that may help the learners fit into a post-school environment (Ngwenya & Maistry, 2012).

Discussion: Accounting should be treated as a stand-alone subject, excluded from Business Studies and Economics within EMS.

The responses in this regard differ significantly. Table 4.8 reveals that eleven (55%) of the respondents strongly agreed, five (25%) agreed, two (10%) disagreed, one (5%) strongly disagreed and one (5%) were undecided. This can either imply that other teachers who do not teach Accounting tend to ignore most of the concepts in the financial literacy section and that makes the subject unpopular. Sithole and Lumadi (2012) concur that teaching an integrated subject like EMS creates a stressful experience. Ngwenya and Maistry (2012) state that many teachers especially in the rural schools are reluctant and resistant to teach Accounting in EMS. Financial literacy is seen as the most challenging part, not only on learners, but on teachers especially those who are not specialists in the commerce field. Table 4.8 also reveals that on average 80% agreed that Accounting should be treated as a stand-alone subject, excluded from Business Studies and Economics within EMS. However, staffing and duty load is a main challenge in this regard.

Discussion: Sufficient time allocation for EMS

Table 4.8 indicates that nine (45%) of the respondents strongly disagreed with the two hours given per week, seven (35%) also disagreed, three (15%) agreed and one (5%) strongly agreed with the allocation of time in EMS. EMS is allocated two hours per week. The Annual Teaching Plan allows the teacher to treat The Economy-related topics in the first hour and The Financial Literacy related topics in the second hour per

week. Therefore, a number of educators (80%) disagreed that the time allocated for EMS was sufficient per week. Time allocated for EMS was obviously the contributory factor for teachers to struggle in covering the whole curriculum of the subject. Textbooks were a major challenge in schools at the time of the study and teachers had to write notes on the chalkboard and allow learners to copy notes. This means that the teacher needed to explain those notes the next week. With the financial literacy, teachers had to rely on hand-outs which needed to be photocopied first. This implies that if the photocopying machine was not working or the toner was not available, the teacher struggled to teach.

Discussion: EMS teacher should be the specialist in all three disciplines

Table 4.8 shows that eleven (55%) of the respondents strongly agreed that the EMS teacher should be the specialist in all three disciplines, six (30%) also agreed. About two (10%) of the respondents disagreed and only one (5%) strongly disagreed. EMS requires a teacher to know all three disciplines, because of the way in which the content is structured. The teacher has to ensure that there is a proper balance in all disciplines. On average 85% of teachers in the sample agreed that the EMS teacher should be a specialist in all three disciplines within the subject. It is likely that should the teachers not be comfortable in other disciplines, they would ignore that aspect and teach more of what they were familiar with. It is then quite a challenge to teach EMS if the teacher did not even do commercial subjects at high school level especially the financial literacy section. Due to the problems related to staffing, there are schools where an EMS teacher is someone who has not done commercial subjects, and such teachers are referred to as underqualified (Maphalala, Khumalo, Buthelezi, Gamede, Mabusela, Sibaya & Nzima, 2018).

Discussion: Applying of EMS in one's daily life

EMS is a practical subject and sometimes one applies the subject unconsciously. Table 4.8 shows that eight (40%) of the respondents strongly agreed whereas eleven (55%) agreed that they applied EMS in their daily lives. Only one (5%) of the respondents was undecided which shows that the majority (95%) of the respondents understood that the practicality of the subject.

Discussion: Curriculum changes affect teaching of EMS

Table 4.8 reveals that thirteen (65%) of the respondents agreed that curriculum changes did affect teaching of EMS. About two (10%) of the respondents strongly agreed, while one (5%) disagreed and another one (5%) strongly disagreed. Furthermore, three (15%) of the respondents were undecided. Responses to this statement were very crucial in order to see whether respondents were aware of the changes in the curriculum and thereafter noting the challenges in teaching EMS.

Table 4.9: Programmes providing strategies and methods of teaching EMS (n=20)

Programmes providing strategies and methods of teaching EMS	Frequency	Percentage
Team teaching	9	45%
Training and development	3	15%
Workshops and short courses	7	35%
NPDE/ACE	0	0%
Other	1	5%
Total	20	100%

Table 4.9 indicates that nine (45%) of the respondents used team teaching, three (15%) were assisted by training and development, seven (35%) relied on workshops and short courses and one (5%) was assisted by other programmes. The effectiveness of teaching EMS relied more on how the teacher delivered content across the learners. This emanated from carefully planned teaching strategies and methods. The teacher must have strong pedagogical content knowledge (PCK) of EMS. Killen (2015) puts forward that teachers must know how to teach a specific content effectively after grasping the subject content knowledge. The strategies and methods used in one year may not be successful in another year and that brings about the need to review one's teaching methods and strategies over and over again.

Table 4.10: Professional support in teaching EMS (n=20)

Professional support in teaching EMS	Frequency	Percentage
Departmental Heads of EMS	8	40%
Subject Advisor	5	25%
Teachers in other schools	6	30%
Cluster meetings	1	5%
Total	20	100%

Table 4.10 reveals that more professional support was given by EMS Departmental Heads than any other person; eight (40%) of the respondents received assistance. Five (25%) of the respondents revealed that they were assisted by the subject advisor and another six (30%) were from the teachers in other schools. One (5%) was from cluster meetings. It is important to give support to teachers for effective teaching and learning. Many teachers entered the education system after the curriculum had changed; therefore, they required assistance regularly. Maistry (2006) states that teachers often find themselves in a position of being required to re-skill and to develop the EMS curriculum for implementation with little or no help from the DoE.

Table 4.11: Support, improvement and development (n=20)

ITEMS	No. & %	Support required	Development required	Improvement is required	No support and improvement required	Total
• Understanding of all three disciplines	N	6	6	5	3	20
	%	30	30	25	15	100
• Strategies suitable for teaching and learning of EMS	N	5	6	8	1	20
	%	25	30	40	5	100
• Designing assessment activities according to the stipulations of the subject policy documents	N	4	8	5	3	20
	%	20	40	25	15	100

Discussion: Understanding of all three disciplines

It was highlighted that as the subject covers Accounting, Business Studies and Economics, the teacher must have the understanding of all disciplines. Table 4.11 reveal that six (30%) of the respondents revealed that they require support, another 6 (30%) also responded that they needed development, five (25%) required improvement and three (15%) of the respondents regarded themselves as specialists in all three disciplines therefore, required no support and improvement. Mwakapenda (2008) states that teachers have to be able to teach all three discipline. However, many of the teacher limited experience and exposure to the disciplines in EMS and majority has not studied Accounting yet they have to teach it.

Discussion: Strategies suitable for teaching and learning of EMS

Effective teaching and learning relies more on the correct chosen teaching strategy. Table 4.11 shows that five (25%) of respondents required support in teaching strategies, five (30%) needed to develop their strategies, about eight (40%) of the respondents required improvement and there were very few respondents, one (5%) who did not need any support or improvement. Assan and Lumadi (2012) state that the new integrated subjects like EMS called for teachers to find innovative and creative ways to facilitate teaching and learning. Teachers need to apply suitable strategies for effective teaching and learning.

Discussion: Designing assessment activities according to the stipulations of the subject policy documents

Table 4.11 indicates that four (20%) of the respondents still needed support whereas eight (40%) required some developments. About five (25%) required improvement and only three (15%) of the respondents did not need any support or improvement. Designing assessment activities may be seen as an easy task but the NCS (CAPS) document has some guidelines to be followed. It is quite a challenge to cater for all cognitive levels in a task. Curriculum change means that teachers had to adapt to new ways of lesson planning, actual teaching and assessment (Gouws, 2008).

4.2.2 LEARNER ACTIVITY (TEST)

The learner assessment was administered in 2 schools in Grade 8 and 9 EMS class. School A is in the rural area and School B is in urban area. The task was aimed at assessing whether learners are able to grasp knowledge taught in the first term. Another aim was to establish whether geographical demarcation has an influence in effective teaching of EMS. The results are analysed per school per grade. A detailed item analysis per learner tests written is given. In the event whereby the school has many classes/learners, a sample of 30 learners was taken. In instances whereby learners are below 30, all of them wrote the test. At the end of the mark analysis, the researcher also gave the summary of the average mark per school.

In order to be promoted to the next grade, Grades 8 and 9 learners must pass Mathematics with a minimum of (40%); in Home Language the learner must score a minimum of 40%, Additional Language and all other six subjects must not have an average of less than 30%. However, the learner may get less than (30%) in one of the other six subjects namely; Natural Sciences, Social Sciences, Technology, Economic and Management Sciences, Life Orientation and Creative Arts, but can still be promoted to the next grade. However, the learner may not meet the above requirements, but still can progress to the next grade after a certain procedure set by the department is applied.

It may happen that a learner who failed EMS in Grade 9 but promoted or progressed to Grade 10 chooses commerce stream. The schools cannot compel learners to choose subjects in Grade 10, which becomes a major challenge to teachers who have to teach these new Grade 10 learners, who in turn, have failed EMS in Grade 9. The main idea behind EMS is that learners would have grasped background knowledge required in three disciplines should they choose commerce in Grade 10.

Table 4.12: Analysis of results for school A (Grade 8)

Grade 8 Analysis School – A	Section A Economy, Financial Literacy,		Section B The Economy			Section C Financial Literacy		Total	%
Details	Multiple choice	True or False	Government	Standard of living	National Budget	Accounting Concepts	Source document		
Questions	1.1	1.2	2.	3.	4.	5.	6.		
Marks Allocated	06	06	08	06	08	08	08	50	100
Learner 01	4	6	0	3	4	4	7	30	60
Learner 02	4	2	4	5	2	6	5	28	56
Learner 03	0	2	2	4	2	6	5	21	42
Learner 04	0	4	2	0	0	6	6	18	36
Learner 05	4	4	2	2	2	5	4	23	46
Learner 06	4	6	0	4	2	4	6	26	54
Learner 07	4	6	0	3	0	4	6	22	44
Learner 08	4	0	0	1	2	6	3	16	32
Learner 09	0	0	1	4	2	4	3	14	28
Learner 10	2	2	0	1	2	3	0	10	20
Learner 11	0	4	1	0	0	3	3	13	26
Learner 12	2	2	1	1	1	3	7	17	34
Learner 13	2	4	1	2	2	4	1	16	32
Learner 14	2	2	0	1	0	2	7	14	28
Learner 15	4	4	1	1	0	4	5	19	38
Learner 16	4	6	1	1	0	4	6	22	44
Learner 17	4	4	0	1	0	2	6	17	34
Learner 18	4	6	1	1	0	2	5	19	38
Learner 19	4	2	1	0	0	4	2	13	26
Learner 20	0	0	1	2	0	4	2	09	18
Learner 21	4	4	0	0	0	2	6	10	20
Learner 22	2	6	1	0	0	2	6	15	30
Learner 23	0	3	1	1	0	2	6	16	32
Learner 24	2	4	1	2	1	4	7	21	42
Learner 25	2	4	0	0	1	2	7	16	32
Learner 26	2	4	6	1	2	4	0	17	34
Average	2.46	3.5	1.08	1.48	0.96	3.69	4.65	17.8	35.6

Table 4.12 shows the performance of school A, where a (73.08%) pass rate was achieved. The highest mark (60%) was obtained by learner 1. Four learners were able to get between (50%-59%), five learners obtained between (40%-49%), 11 learners had (30%-39%) and seven learners scored between (0%-29%). The average mark is 35.6%. This implies that many learners scored very low marks even though the pass percentage was at (73.08%). Poor performance was noted in question 2 (8 marks), 3 (6 marks) and 4 (8 marks) where the averages of 1.08, 1.48 and 0.96 were obtained respectively. The class had only 26 learners which was advantageous in terms of noticing learners who were struggling and possibly needed support by a teacher. The

results show that these learners could do better if the teacher could intervene early and provided extra support for struggling learners. Six out of seven learners who failed the test managed to get (20%) and just one learner who obtained (18%).

Table 4.13: Analysis of results for school A (Grade 9)

Grade 9 Analysis School - A	Section A Economy, Financial Literacy, Entrepreneurship			Section B The Economy	Section C Financial Literacy		Total 50	%
Details	Multiple choice	True or False	Matching	Circular Flow	Cash Journal	Posting to Ledger		
Question number	1.1.	1.2	1.3	2	3	4		
Marks allocated	5	5	5	10	13	12	50	100
Learner 01	0	3	0	0	1	0	04	08
Learner 02	0	3	1	1	0	0	05	10
Learner 03	0	3	2	1	1	0	07	14
Learner 04	1	2	1	1	2	0	07	14
Learner 05	1	2	1	0	4	0	08	16
Learner 06	0	2	3	4	0	0	09	18
Learner 07	0	2	0	0	5	1	09	18
Learner 08	2	4	2	0	2	0	10	20
Learner 09	2	2	2	0	4	0	10	20
Learner 10	2	2	0	3	3	0	10	20
Learner 11	3	4	1	2	0	0	10	20
Learner 12	1	4	0	3	2	1	11	22
Learner 13	0	2	0	3	5	2	12	24
Learner 14	2	1	1	4	3	1	12	24
Learner 15	0	2	0	4	6	0	12	24
Learner 16	2	4	2	3	3	0	14	28
Learner 17	1	3	0	3	3	4	14	28
Learner 18	0	3	0	0	6	1	10	20
Learner 19	2	3	0	3	2	1	11	22
Learner 20	1	3	2	3	5	1	15	30
Learner 21	3	1	3	3	5	1	16	32
Learner 22	2	3	5	3	3	0	16	32
Learner 23	1	2	2	3	6	2	16	32
Learner 24	1	2	0	4	3	7	17	34
Learner 25	2	5	2	3	5	0	17	34

Table 4.13: Continued

Grade 9 School A Cont...	Section A Economy, Financial Literacy, Entrepreneurship			Section B The Economy	Section C Financial Literacy		Total	%
Details	Multiple choice	True or False	Matching	Circular Flow	Cash Journal	Posting to Ledger		
Question number	1.1.	1.2	1.3	2	3	4		
Marks allocated	5	5	5	10	13	12	50	100
Learner 26	2	4	1	5	3	3	18	36
Learner 27	1	5	1	3	6	1	18	36
Learner 28	1	4	2	1	7	4	19	38
Learner 29	2	3	4	5	6	2	22	44
Learner 30	1	4	2	4	9	0	20	40
Average	1.2	2.9	1.33	2.4	3.67	1.07	12.6	25.2

Table 4.13 shows that 19 learners failed the test and eleven managed to get more than (30%). Nine of the learners who passed got marks between (30%-39%). The remaining two learners obtained marks between (40%-49%). This resulted in an average mark of (25.2%). Fifteen (50%) learners got zero (0) for the last question: posting to ledger, which resulted in 1.07% average mark out of 12 marks. The second lowest average is noted in question 1.1. Multiple choice at which out of 5 marks an average mark of 1.2 was recorded. The overall performance of the class was very poor in all questions tested.

Table 4.14: Analysis of results for school B (Grade 8)

Grade 8 Analysis School - B	Section A Economy, Financial Literacy,		Section B The Economy		Section C Financial Literacy			Total	%
Details	Multiple choice	True or False	Government	Standard of living	National Budget	Accounting Concepts	Source document		
Questions	1.1	1.2	2.	3.	4.	5.	6.		
Marks Allocated	06	06	08	06	08	08	08	50	100
Learner 01	6	0	7	1	2	4	5	28	56
Learner 02	6	6	8	5	6	8	4	43	86
Learner 03	6	6	8	5	8	4	5	42	84
Learner 04	6	6	8	4	8	8	7	47	94
Learner 05	4	6	8	5	4	8	7	42	84
Learner 06	2	6	7	6	8	8	8	45	90
Learner 07	6	6	7	1	8	1	5	34	68
Learner 08	6	6	8	6	8	8	8	50	100
Learner 09	6	6	8	5	7	7	6	45	90
Learner 10	2	6	6	6	8	8	7	43	86
Learner 11	6	6	8	4	8	7	4	43	86
Learner 12	2	6	7	6	8	8	8	45	90
Learner 13	2	6	6	5	7	7	5	39	78
Learner 14	2	6	8	5	8	8	7	42	84
Learner 15	4	6	8	5	4	8	7	42	84
Learner 16	6	6	6	5	7	5	6	41	82
Learner 17	2	4	8	5	4	6	5	34	68
Learner 18	6	6	8	3	4	6	7	40	80
Learner 19	6	6	6	5	4	6	6	39	78
Learner 20	2	6	8	5	4	6	8	39	78
Learner 21	4	6	7	2	6	6	7	38	76
Learner 22	6	6	4	2	3	6	7	34	68
Learner 23	2	6	6	4	8	4	7	37	74
Learner 24	4	6	6	6	4	4	7	37	74
Learner 25	2	6	3	1	7	7	6	32	64
Learner 26	2	6	2	2	8	4	5	29	58
Learner 27	4	6	8	4	6	4	5	37	74
Learner 28	6	6	6	2	2	8	6	36	72
Learner 29	4	4	8	5	1	8	4	34	68
Learner 30	6	6	8	3	8	8	8	47	94
Average	4.27	5.67	6.87	4.1	5.9	6.3	6.2	39.47	78.93

Table 4.14 shows outstanding results obtained by school B Grade 8 learners. The school achieved the average of 78.93%. Learner 8 was able to score 100% and other 14 learners were able to score between (80%-100%). Eight learners obtained (70%-79%), 5 learners scored (60%-69%) and 2 learners obtained (50%-59%). No learner obtained less than level 4 pass. It is important to note that the school is located in the rural area. A study conducted by Ngwenya and Maistry (2012) in the rural schools of KwaZulu-Natal revealed that EMS teachers are resistant to teach financial literacy and most of them are unqualified. However, results of this school show that if both the teacher and the learner have the same goal and work together, learners can achieve good marks. The school may have a good EMS teacher, but if learners are not prepared to learn, they will fail and vice versa.

Table 4.15 Analysis of results for school B (Grade 9)

Grade 9 Analysis School - B	Section A Economy, Financial Literacy, Entrepreneurship			Section B The Economy	Section C Financial Literacy		Total	%
Details	Multiple choice	True or False	Matching	Circular Flow	Cash Journal	Posting to Ledger		
Question number	1.1.	1.2	1.3	2	3	4		
Marks allocated	5	5	5	10	13	12	50	100
Learner 01	1	3	3	6	11	4	28	56
Learner 02	3	3	5	7	12	0	30	60
Learner 03	1	4	1	6	9	7	28	56
Learner 04	1	3	0	7	9	1	21	42
Learner 05	2	4	2	6	11	7	32	64
Learner 06	3	3	0	9	12	2	29	58
Learner 07	1	2	2	6	12	3	26	52
Learner 08	1	3	5	10	10	9	38	76
Learner 09	3	3	4	7	10	10	37	74
Learner 10	3	5	5	5	9	3	30	60
Learner 11	3	3	4	8	9	3	30	60
Learner 12	2	3	1	9	10	9	34	64
Learner 13	3	3	2	9	10	11	38	76
Learner 14	2	3	0	4	5	0	14	28
Learner 15	0	4	0	10	5	0	19	38
Learner 16	3	3	2	9	7	9	33	66
Learner 17	3	3	4	7	5	9	31	62
Learner 18	0	4	3	8	10	8	33	66
Learner 19	3	3	4	8	9	4	31	62
Learner 20	1	1	0	8	7	0	17	34
Learner 21	0	3	4	6	6	0	19	38
Learner 22	1	2	5	8	10	1	27	54
Learner 23	1	4	5	8	9	10	37	74
Learner 24	1	3	0	6	11	1	22	44
Learner 25	0	4	1	10	10	3	28	56
Learner 26	0	5	5	9	11	1	31	62
Learner 27	1	3	1	7	11	0	23	46
Learner 28	0	4	1	4	10	0	20	40
Learner 29	1	3	2	6	9	0	21	42
Learner 30	1	3	3	10	10	3	30	60
Average	1.5	3.23	2.47	7.4	9.3	3.93	27.9	55.67

A good performance by school B Grade 9 class is represented in Table 4.15. A pass rate of (96.67%) was achieved with the average mark of (55.69%). One learner (learner 14) could not pass the test and ended up at (28%). The percentages obtained by other learners are pleasing. However, in the multiple choices, an average mark of 1.5 out of 5 marks was recorded and an average mark of 2.47 was also recorded in the matching of columns question. These learners showed a good understanding of circular flow and cash journals.

4.2.3 Observation of teacher portfolios

The secondary information was also obtained from teachers' portfolios. Files observed were only for those teachers whose learners were given assessment tasks to write. Four teacher portfolios of P1-P4 were observed. Teachers are expected to keep a portfolio, which included a record of their planning documents and also their assessment tasks. The results shown represent data collected for the first term only.

Table 4.16: Observation of teacher portfolio (School A – P1)

FILE MONITORING TOOL

NAME OF EDUCATOR			NAME OF THE HOD		DATE	GRADE	DEPARTMENT
PARTICIPANT – 1			(The file was observed by the researcher)		23 -03-2018	8	BCM
Annual teaching plan			Lesson preparation		Comments on ATP		Comments on Lesson Preparation
AHEAD	ON PAR	BEHIND	AVAILABLE	NOT AVAILABLE	All topics have been covered even though they are not in sequence as per ATP. The dates completed are clearly shown in the ATP.		Lesson prep available and correspond with the CAPS requirements
	X		X				
TYPE OF TASK/ACTIVITY e.g. assignment, test, etc			NO. OF FORMAL TASKS	NO. OF INFORMAL TASKS	COMMENTS:		
<ul style="list-style-type: none">Data responseControlled test			2	0	<ul style="list-style-type: none">Formal tasks were written, marked and recordedNo informal test was administered		
Overall observation of teachers' file			To improve	Good	Very good	Comments	
FILE ORGANISATION				X		The file is easily accessible	
DOCUMENTS REQUIRED				X		Only CAPS document available	
ASSESSMENT PLAN			X			There is no assessment plan	
RECORDS KEEPING					X	Records are kept	

Table 4.16 shows that P1 do plan for lessons. The results show that even though she does not sequence the topics as per ATP, she uses her own strategy to ensure that all topics are covered at the end of the term. There were no records of informal tasks which is a great concern. The informal tasks inform the teacher about the progress of learners in a specific content. The teacher does not have an assessment plan in the file. However, the records of formal tasks are correctly recorded on the CASS grid. The file also shows that it is monitored by the Head of Department (HOD).

Table 4.17 Observation of teacher portfolio (School A – P2)
FILE MONITORING TOOL

NAME OF EDUCATOR			NAME OF THE HOD		DATE	GRADE	DEPARTMENT
PARTICIPANT - 2			(The file was observed by the researcher)		23 -03-2018	9	BCM
Annual teaching plan			Lesson preparation		Comments on ATP		Comments on Lesson Preparation
AHEAD	ON PAR	BEHIND	AVAILABLE	NOT AVAILABLE	All topics on financial literacy are covered even though they are not in sequence as per ATP. The dates completed were clearly shown in the ATP. Some topics relating to the economy are not covered.		Lesson prep available and corresponded with the CAPS requirements but there were some lesson plan missing.
		X	X				
TYPE OF TASK/ACTIVITY e.g. assignment, test, etc			NO. OF FORMAL TASKS	NO. OF INFORMAL TASKS	COMMENTS:		
<ul style="list-style-type: none">AssignmentControlled test			2	1	<ul style="list-style-type: none">Formal tasks were written, marked and recordedOne informal test was administered but there are no records of mark list in the file		
Overall observation of teachers' file			To improve	Good	Very good	Comments	
FILE ORGANISATION			X			The file was not easily accessible, other sections in the file did not have file dividers.	
DOCUMENTS REQUIRED				X		Only CAPS document available	
ASSESSMENT PLAN			X			There was no assessment plan	
RECORDS KEEPING					X	Records for (formal task) were kept	

Table 4.17 reveal that the P2 needed assistance in file management. It was also found that the teacher used one file for both Accounting and EMS which made it difficult to locate documents specifically for EMS. There is a CAPS document in the file. No assessment plan could be found for EMS in the file. The teacher kept a record for formal tasks. Even though there was one informal task administered, there was no evidence of records for such task. Poor planning was displayed in this file and the results obtained by learners in the common task administered by the researcher were disappointing.

Table 4.18 Observation of teacher portfolio (school B- P3)

FILE MONITORING TOOL

NAME OF EDUCATOR			NAME OF THE HOD		DATE	GRADE	DEPARTMENT
PARTICIPANT - 3			(The file was observed by the researcher)		11 -04-2018	8	BCM
Annual teaching plan			Lesson preparation		Comments on ATP		Comments on Lesson Preparation
AHEAD	ON PAR	BEHIND	AVAILABLE	NOT AVAILABLE	All topics are covered and are sequenced as per ATP. The dates completed were clearly shown in the ATP.		Lesson prep available and corresponds with the CAPS requirements.
	X		X				
TYPE OF TASK/ACTIVITY e.g. assignment, test, etc			NO. OF FORMAL TASKS	NO. OF INFORMAL TASKS	COMMENTS:		
<ul style="list-style-type: none">Data responseControlled test			2	2	<ul style="list-style-type: none">Formal tasks were written, marked and recorded. Cass grid available.Two informal test were administered and there were records of mark list in the file		
Overall observation of teachers' file			To improve	Good	Very good		Comments
FILE ORGANISATION					X		The file is easily accessible with file dividers.
DOCUMENTS REQUIRED				X			Only CAPS document available
ASSESSMENT PLAN					x		There is no assessment plan
RECORDS KEEPING					X		Records for both formal and informal tasks were kept

Table 4.18 represents findings obtained in the teacher portfolio of school B (P3). This is an experienced teacher who does her job very well. The file was neatly arranged, easily accessible and divided accordingly. Lesson plans were available and were in line with the ATP. All topics were covered for term 1 and the assessment plan was available. The file also showed that the teacher administered informal tasks which were very good. The results obtained by the school in the learner activity administered proved that the teacher did her job well and learners were also doing very well. Other documents such as progression and promotion, White paper 6 document and subject improvement policy could not be located in the file.

Table 4.19: Observation of teacher portfolio (school B – P4)

FILE MONITORING TOOL

NAME OF EDUCATOR			NAME OF THE HOD		DATE	GRADE	DEPARTMENT
PARTICIPANT - 4			(The file was observed by the researcher)		11 -04-2018	9	BCM
Annual teaching plan			Lesson preparation		Comments on ATP		Comments on Lesson Preparation
AHEAD	ON PAR	BEHIND	AVAILABLE	NOT AVAILABLE	All topics were covered and in sequence as per ATP. The dates completed were clearly shown in the ATP.		Lesson prep was available and correspond with the CAPS requirements but there were some lesson plans missing.
	X		X				
TYPE OF TASK/ACTIVITY e.g. assignment, test, etc			NO. OF FORMAL TASKS	NO. OF INFORMAL TASKS	COMMENTS:		
<ul style="list-style-type: none">AssignmentControlled test			2	3	<ul style="list-style-type: none">Formal tasks were written, marked and recordedThree informal tests were administered but the records of mark list in the file were not adequate.		
Overall observation of teachers' file			To improve	Good	Very good	Comments	
FILE ORGANISATION				X		The file is not easily accessible, other sections in the file did not have file dividers.	
DOCUMENTS REQUIRED				X		Only CAPS document available	
ASSESSMENT PLAN					X	There is an assessment plan	
RECORDS KEEPING				X		Records for (formal task) were well kept but records for the third informal task could not be found.	

Table 4.19 reflects that the teacher planned, but not much attention was paid to planning, but more to assessment. By the time of file observation, he had already administered three informal tasks. However, his file needed more attention in terms of arrangement. He also had a CAPS document and ATP in the file. The results of the activity administered showed good results obtained by the learners.

4.3 PRESENTATION, INTERPRETATION AND ANALYSIS OF EMPIRICAL QUALITATIVE DATA

4.3.1 THE INTERVIEWS

This section provides the presentation, interpretation and analysis of empirical qualitative data gained through interviews from the participants where the researcher monitored the four EMS teachers whose classes were used to administer a classroom activity and whose portfolio were analysed. Responses analysed from the participants crafted the following themes from the interview schedule:

- The EMS teachers' description of their teaching career and description of their knowledge of EMS;
- The main challenges in effective teaching of EMS and understanding of NCS policy document (EMS) and topics;
- Aspects of EMS which teachers enjoyed teaching the most;
- EMS courses or training received in EMS;
- Support received from subject advisor to adapt with curriculum change;
- The way teachers ensured that they covered all topics by the end of the year;
- Effective strategies used in teaching EMS;
- The aspect of change in teaching practice as a result of curriculum change and the effect of curriculum change in teaching EMS.

It was also imperative to determine the teachers' views on changes in the curriculum and effective teaching of EMS in schools at Umhlathuze circuit.

4.3.1.2 PRESENTATION OF QUALITATIVE DATA

The above-mentioned themes were identified and relevant quotes reflect the views of the respondents. These are exhaustively discussed.

Description of EMS educators' teaching career

P1 is a Grade 8 teacher in school A.

I graduated with a B.Ed. majored with EMS in 2006 and I have been teaching EMS from 2007.

P2 is a Grade 9 teacher in school A.

I have a B. Com in Accounting and a PGCE majored with Accounting and Business Studies. I started teaching EMS in 2011.

P3 is a Grade 8 teacher in school B.

I hold a B.Admin majored in Economics and have NPDE as well. I started teaching in 2002.

P4 is a Grade 9 teacher in school B.

I am a qualified teacher with a BEd. and majored in EMS and English. I started teaching in 2013.

Description of EMS

A combination of three disciplines namely, Accounting, Business Studies and Economics is what all participants (P1-P4) described as their basic knowledge of EMS. P1 also mentioned that the most emphasis is on the Accounting and Economics sections.

P1 said:

EMS is just a combination of Accounting, Business Studies and Economics but more emphasis is on Accounting.

P2 said there is a finance section which equips learners to handle money in the business.

P2 commented:

In EMS there is a finance section where learners are taught to handle money in the business.

P4 further stated that:

EMS equips learners with financial awareness and enables them to make sound financial decisions in their daily lives.

The main challenges in the effective teaching of EMS

Time allocation

The issue of time allocation was mentioned by all the participants. P1 had four periods instead of two. She also mentioned that topics are very long and challenging for learners to grasp the essentials.

P1 said:

The topics are very difficult and cannot be covered in 2 hours per week. I asked the timetable committee to allocate four periods to me.

P2 was also aware that insufficient time was arranged for the teaching of EMS, because the content is too broad, therefore he asked for at least three hours per week.

Time allocation is not enough; I had to ask for at least three periods per week.

All four participants were in agreement that having to teach three disciplines in two hours per week is a serious challenge. P3 and P4 mentioned that they pleaded with the timetable committee to allocate more than two hours per week, because they could see that it was highly impossible to cover all content using only two hours per week. However, P3 also said that she sometimes asked learners to remain behind after school hours and tried to cover some of the topics.

I sometimes ask learners to remain behind after school hours and I would try to cover some work, because these two hours given are really not working for me.

P4 mentioned that the nature of his school allows him to teach in the evenings and he used to teach during late hours. He said:

I also teach in the evening, because my learners are having a compulsory study session for three hours. If I need to cover a topic, I use that time.

Resources

Textbooks are quite a challenge in many of the schools. Teachers have to write notes on the chalkboard and later on explained to learners. Those notes are summarised by the teacher and it is difficult to emphasise some of the concepts using pictures.

P4 said sometimes they are restricted by what is called 'printing rules', where a teacher has to print a certain number of copies per day/week.

Learners do not have textbooks and I rely on printing copies before I go to class. Sometimes it is quite difficult to make copies, because there are a limited number of copies one should make per day.

P3 posited that she only had a teachers' copy and learners did not have textbooks. During EMS periods they would borrow calculators from other classes.

I only have one copy and learners do not have books. They also do not have calculators and they would go to other classes to borrow calculators before the start of every EMS lesson.

Only P2 said learners had textbooks in his school. P3 also mentioned that EMS content requires learners to make use of internet and libraries which is often a challenge to learners. The type of formal activities e.g. projects require that learners search the information on the internet. An activity which requires learners to gather information from the banks is also a challenge, especially because these learners are still young to gather such information in town all by themselves. Learners coped by supporting each other. P2 posited:

EMS content and activities sometimes require learners to use internet and libraries. These learners are still young to go to town where they can have access to internet and usage of libraries. They end up copying from others.

Ability of teachers to teach all three disciplines effectively

As EMS is a combination of Accounting, Business Studies and Economics, it is then a challenge to some teachers who did not major in all three the subjects. P1, P2 and P4 also taught Accounting in the FET phase. P3 taught Economics in the FET. P2 taught Business Studies in the previous years. All four participants mentioned that they could teach all three disciplines quite well.

P1 said:

I really don't have a problem to teach all three disciplines. But I'm more passionate about the accounting part.

However, P3 and P4 said they had a strategy where P3 taught the economy and entrepreneurship section and while P4 taught financial literacy. They mentioned that if EMS were taught by one teacher, this person would be bias and influenced by the field of specialisation in the Further Education and Training (FET) phase.

P3 said:

I teach topics on entrepreneurship and the economy as I am an Economics teacher. The financial literacy is taught by an Accounting teacher at school. We are trying to avoid bias between both of us.

P4 posited:

I hate notes, and my colleague who teaches Economics is not a fan of numbers and figures as well. We then agreed that I will teach only financial literacy in Grades 8 & 9 and she will take other topics.

All participants endorsed that if a teacher cannot teach all three disciplines, EMS could not be effectively taught in schools.

NCS policy document (EMS) and topics to be covered in EMS

All four participants said they read the NCS policy document and they were familiar with the topics outlined in the EMS Annual Teaching Plan that was also mentioned as a

document used to plan daily teaching, learning and assessment by all four participants. However, P2 felt that ATP must be revised.

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P1 said:

I have read the NCS policy document and I use it to plan for my lessons.

P2 maintained:

I am familiar with all topics in the NCS policy document and I always check it in order to see which topics need to be covered, but I strongly feel that it must be revised.

P3 said:

I use the policy document in lesson planning and assessment.

P4 explained:

To tell the truth, I have perused the NCS policy document, but I have not read it with insight, but I depend more on the ATP for my planning and assessment.

Aspects of EMS that teacher enjoy teaching

P1 and P2 said they just enjoyed teaching all aspects in the subject and they paid full attention to each topic at hand. However, they were both sometimes biased when it came to financial literacy.

P1 said:

I teach all aspects but I'm passionate in Accounting.

P2 said:

I am teaching Accounting in Grade 10, 11 and 12. To be honest, I sometimes pay more attention on Financial Literacy.

P3 said:

As the Economics teacher, I enjoy the economy and entrepreneurship topics.

P4 mentioned that he liked financial literacy, because he specialises in Accounting in the FET phase. He said:

I teach Accounting in the FET phase and as I said before, I only teach financial literacy in the EMS Grade 8 and 9. I like figures a lot. My Economics colleague teaches other topics.

Courses or training received in EMS

Apart from the workshops conducted by the Department of Education, P1 said she attended a special programme for EMS in the past few years and was awarded a certificate of attendance.

P1 said:

I once attended a special course a while ago on EMS and was awarded a certificate.

P2 said he attended a certain programme at one of the schools where they were trained to plan, teach and assess which took three days.

I attended a three-day workshop organised by the Department. It was a fruitful programme because we were taught how to prepare lesson plans and assessment.

As for P3 she only attended orientation workshops at the beginning of the year. P4 said he had not received any training apart from what he learnt at the University.

P3 posited that:

I only attend orientation workshops at the beginning of every year.

P4 said:

Apart from my University knowledge about EMS, I have not received any other training.

Support by the curriculum subject advisor to help teachers adapt to curriculum change

P1 and P4 said they did not even know who the EMS subject advisors were. P4 said he once received support from the subject advisor for Accounting during the Accounting workshop who gave them exemplar question papers at one stage, but that was not in relation to curriculum change.

P1 said:

I don't want to expose the subject advisor but I don't even know him/her.

P4 said:

I don't even know the EMS subject advisor. I once received EMS School Based Assessment mark sheets from the Accounting subject advisor during a certain Accounting workshop.

P2 mentioned that he had not received any help from the subject advisor. He said they only met at the workshops.

I know the subject advisor from the workshops but I haven't received any support from him.

P3 said she had never received any support from the subject advisor. Even when the team of curriculum advisors from the District office came to her school, the EMS subject advisor was not there.

My school was visited more than two times by the team of curriculum subject advisors from the District office, yet the EMS subject advisor was not there.

Curriculum coverage

P1 said she had four periods per week instead of two periods as stipulated in the policy document and there was no way in which she would not cover the curriculum. He elaborated:

I have four periods per week and they are enough for me to cover all topics by the end of the year.

P2 said he pleaded for three periods. P3 and P4 had two periods, but usually used mornings, afternoons and evenings to cover the curriculum, because the two hours given were undoubtedly insufficient.

P3 said:

"I cannot cover all topics using time stipulated in the policy document. I also teach in the mornings and afternoons.

P4 was of the view that:

Time allocation is not sufficient. I use morning and afternoon classes. I also teach in the evenings, because the nature of my school allows that.

The time allocation received great criticism by all participants.

Effective teaching strategies in EMS

The strategies in teaching EMS had to vary according to the discipline taught at that time. The method of instruction in financial literacy, the economy and entrepreneurship will definitely differ. Almost all 4 participants mentioned group discussions as the most effective teaching strategy preferred in classroom. However, the main reason to enforce this strategy especially in school B is because there were no learner textbooks in the school.

P3 asserted:

Learners do not have textbooks and I cannot make enough copies for all learners. I just group them and distribute handouts to groups for my lessons.

P3 and P4 endorsed the view that in their school they relied on copies they made before going to class.

P4 said:

Understanding the nature of financial literacy, I cannot teach without learners having somewhere to refer to. I just group them and make few copies of the topic for the day.

P1 and P2 said they also used the question and answer method and co-operate learning.

P1 was of the view that:

I simply use the question and answer method. I also use cooperative learning.

P2 asserted:

For me, the question and answer method is the best. I use this strategy in order to assess whether they follow in my lesson. If they answer questions, it means they understand.

P3 also used role play in teaching concepts like demand and supply. He said:

Role play is effective in teaching the price theory e.g. one learner pretends to be the customer and the other one pretend to be the seller.

Adapting teaching practice as a result of curriculum change

The most noticeable change by interviewees was the one in which the curriculum content was structured in terms of how to utilise the two hours per work. All 4 participants agreed that it was highly impossible to cover all contents using only two hours. P1 and P2 said that they first taught one aspect e.g. financial literacy content for the term and then moved on to other topics.

P1 said:

I don't want to confuse myself and learners; therefore, I finish one topic before moving to another.

P2 was of the opinion that:

I think if one follows the ATP as it is, learners get confused. I teach each section completely before moving to another one.

P3 and P4 revealed that after seeing that it was confusing learners to change disciplines during the same week, not on the side of learners only, but also on teachers

as well; it is then they decided to share their classes. P3 dealt with the economy and entrepreneurship while P4 tackled financial literacy.

P3 said:

I don't teach financial literacy. My Accounting colleague does. If learners see me entering the class, they know that I come for the economy or entrepreneurship topics.

P4 posited that:

I only teach financial literacy. Other topics are taught by the Economics teacher in all EMS classes and it works quite well for us.

P1 further mentioned that this change also affected assessment, because the common tasks cover the content as per the sequence of the Annual Teaching Plan, not the way they were crafted by teachers which created a major challenge. As a result, learners would fail the section which was not taught well.

The problem starts when learners have to write a common test. As the papers are set as per sequence of the ATP, if the test is written before I have covered all topics according to my crafted sequencing of topics, learners fail.

How does curriculum change affect teaching of EMS?

All four participants (P1-P4) revealed that EMS curriculum needs to be reviewed. The fact that it requires that the teacher must be capable to teach all three disciplines is a major challenge. It is quite difficult to get a teacher who is an all-rounder in the three disciplines of EMS. P1 said it was not practical to teach one aspect for the first period and the other aspect in the next.

P1 said:

I cannot practically teach one topic during the first period and change the topic in the next period.

P2 mentioned that it would be better if these subjects were separated.

I think Accounting should be separated from the two subjects or else business study topics must be removed from EMS, because I believe that learners can start the subject in Grade 10 even without the background from EMS.

P3 said the teachers only teach what they are comfortable with. Recently the common tests are set by the Department and that's where the challenge is easily identified. EMS is aiming at equipping learners with the required background for commercial subjects in the FET phase.

I think that many teachers only teach what they are comfortable with whereas proper background knowledge of all three disciplines should be covered in EMS.

However, curriculum change stresses a lot of emphasis on the financial literacy (43%), followed by the economy (30%) and entrepreneurship (27). This means that all EMS teachers should have a sound knowledge of Accounting. The aim of curriculum change in EMS was to enable the accounting part to be taught throughout the year so that learners would have received proper background as they progressed to Grade10.

P4 said curriculum change negatively affected teaching of EMS, because not all teachers can teach integrated subjects within the parameters of the EMS subject. Learners would therefore, receive insufficient background in the areas where the teachers are not fully capacitated. P3 said:

I think learners do not receive proper background for all three subjects, because it is quite difficult to find a teacher who understands all three subjects in the EMS and who is able to teach them effectively.

Curriculum change results in effective teaching of EMS

All four participants (P1-P4) conceded that curriculum changes resulted in ineffective teaching of EMS though number of reasons. P1 and P2 said it would be better if Accounting is separated from Economics and Business Studies.

P1 said:

I studied Accounting as a stand-alone subject from Grade 8. I think it should be separated from these other two disciplines.

P2 opined that:

It looks like the main emphasis is on the accounting part. Therefore, it would be better if it was separated from the Economics and Business Studies.

P3 mentioned that it would be better if the content was structured per week or per term where the teacher would finish the topic before moving to the next topic. She further said that the challenge was not only in teaching, as assessment was also a challenge, because if the teacher did not cover the curriculum, learners would definitely fail. P3 said:

I think the sequencing of content should be revised. It must allow teachers to finish one aspect before moving to the next. Challenges on assessment should also be attended to.

P4 said he think that EMS is a very good subject and if taught well, it lays an excellent foundation to learners with regard to the three disciplines. It is therefore, an onus of the EMS to ensure that learners are taught these three disciplines and they grasp relevant knowledge which prepares them for the FET phase. P4 said:

Despite all the challenges I mentioned, I believe EMS is a good subject and would lay a proper background if we as teachers can do justice and gather as much contents and strategies as possible to teach learners effectively.

4.3.1.3 THE DISCUSSION AND INTERPRETATION OF THE RESULTS

This section provides the information and analysis of data gained through the interview. Items in the qualitative data are triangulated with the items in the quantitative data for the sake of this mixed-methods study.

Description of EMS educators' teaching career

All four participants are qualified teachers and have been teaching as follows: P1 have 12 years, P2 have 8 years, P3 have 17 years and P4 has 6 years of teaching experience.

P1 and P4 majored with EMS in their B.Ed degree. P2 majored with Accounting and Business Studies in his PGCE after he completed his Bachelors of Commerce in Accounting. P3 majored with Economics in her Bachelor of Administration.

The four participants were considered relevant for this study. Conducting interviews with participants enabled the researcher to gain information on what the teachers experienced as challenging when teaching the subject. In quantitative data all respondents are also qualified teachers, even though one respondent did not major with commercial subjects.

Description of EMS

According to the Curriculum and Assessment Policy Statement (CAPS), EMS is defined as the subject that equips learners with real-life skills for personal development as well as the development of the community at large. In Chapter 2, it was revealed that EMS also deals with how people can effectively and efficiently use the resources to satisfy their needs and wants. The subject should also enable learners to effectively manage scarce resources in order to maximise profit. Cross, Mungadi and Rouhani (2002) propounded that the school reform should not only focus on what schools in society represent, but what they can realistically do and achieve given the legacies and contexts in which they function.

In both qualitative and quantitative data teachers conceded that EMS was just a combination of three disciplines namely; Accounting, Business Studies and Economics which teachers must integrate. This response is in line with the findings of DoE (2002) that revealed the subject is relevant to the needs of the country since it has potentials to alleviate poverty, create employment and mostly to transit learners to the FET phase. On the analysis of learners' assessment in school A where P1 is a Grade 8 teacher, it could be concluded that even though the teacher majored in EMS in her B.Ed degree, she still needed to find ways of putting the contents across to learners effectively. Her portfolio revealed that she planned and only conducted formal assessments only. The

lack of informal assessments to learners may be seen as a contributory factor of poor performance by learners as the teacher also had no assessment plan in place for the learners.

On the other hand, it can be concluded that P2 who teaches Grade 9 in school A had knowledge of the subject as he majored in Accounting and Business Studies in his PGCE. Learners performed satisfactorily in cash journals. However, the learners performed poorly in financial literacy question, posting to the ledger. That could result in the fact that the teacher was still behind in terms of the ATP which could mean that he had not taught that section at all.

From the learner activities conducted in school B. It could be concluded that both teachers were specialised and suitable to do the work. They gave learners informal tests which were more advisable for all teachers in order to assess the level of grasping content from learners. Apart from the fact that learners did well in their activities, teachers also displayed that they had planned to teach and assess their learners. Teachers' strategy of allowing each other to deal with topics under ones specialisation seemed to work quite well.

The challenges in the effective teaching of EMS

Teachers' ability to master the subject matter and understand EMS as an integrated subject was mentioned as one of the challenges in effective teaching of EMS. The KZN DoE's Curriculum and Management Strategy (2012) revealed that the main challenge with unqualified or underqualified teachers was that they lacked knowledge of content and methodology of the subjects which they are required to teach. Maphalala, Khumalo, Buthelezi, Gamede, Mabusela, Sibaya and Nzima (2018) posit that these challenges mean that curriculum implementation is an ever-constant challenge in rural schools and school managers should be proactive in managing change and teacher development. Wahid *et al.* (2017) averred that the pedagogical content knowledge is the core of the most important teacher knowledge. However, the researcher argued that the main challenge is to deliver the content as expected. The quantitative data revealed that many teachers have relevant qualifications, but there are difficulties in getting teachers who majored in the three disciplines. Even if one has majored in any two disciplines e.g. Accounting and Business Studies, he or she is regarded as

underqualified to teach EMS. These teachers are deemed to lack content knowledge and pedagogical content of Business studies.

The effective teaching of a subject is measured through meaningful learning. The level of learners mastering the content is measured through the ability to complete activities correctly. The teachers may be qualified and claim to have a vast knowledge of the subject, but if learners fail activities, teachers' ability to teach effectively will always be questionable. The results from the learners' activity given shows that there is more to be done. The average mark of (35.6%) in Grade 8 and (25.5%) in Grade 9 for school A was noticed. This implies that there is a challenge in curriculum delivery by these teachers.

The teaching time for Economic and Management Sciences is two hours per week. As this subject involves the development of accounting skills of learners in Grades 8 and 9, one hour per week must be used for financial literacy in terms of the Annual Teaching Plan. Two periods per week as stipulated in the policy document was also mentioned as a major challenge to enable teachers to instruct effectively. Both qualitative and quantitative data confirmed that it is impossible to cover the curriculum using two hours per week. Teachers have to make sacrifice by arranging extra hours in the mornings or afternoon to ensure that they cover all topics. This could lead to job dissatisfaction. The researcher therefore, asserts that time allocated for EMS should be reviewed.

It was also revealed that inadequate textbooks, furniture, references and classrooms can contribute to poor learners' performance. The majority of rural schools have skewed allocations of resources which hinder proper teaching and learning (Hoadley & Jansen, 2009). This implies that learners only depend on resources provided by the teachers. There is a certain amount allocated for resources such as textbooks, but it is inadequate to buy textbooks for all grades. Therefore, many schools prioritise the FET Phase especially grade twelve (12) while other grades are disadvantaged. The researcher put forward that the structure of EMS content requires learners to have at least textbooks. It causes challenges to teach learners some aspects especially in the financial literacy when learners do not have textbooks. If possible, the schools could also obtain EMS workbooks as it is time-consuming to draw columns needed for journals and ledgers.

NCS policy document (EMS) and topics to be covered in EMS

A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12 (Department of Education, 2011). The general understanding about the NCS policy document is that it informs teachers what to do and in it there is an incorporated Annual Teaching Plan which serves as a pace setter.

All participants mentioned that they were familiar with the topics to be covered in EMS. However, the quantitative data reveals that many respondents still need support, development and improvement in understanding all disciplines within EMS. Spillane, Reiser and Gomez (2006) argue that teachers doubt their ability to implement the curriculum because they are sometimes unsure about what change requires of them

The proper use of the NCS policy document was noted in teachers' portfolios. The lesson preparations found in files were in line with CAPS even though sequencing was a bit of the challenge. All teachers conducted formal assessments as stipulated in the policy document but again, teachers need to understand the importance of informal assessments in preparing learners for formal tasks. Poor performance for Grade 8 in school A may be the result of the teacher failing to administer informal tasks.

Aspects of EMS that teachers enjoy

All participants are teaching commercial subjects in the FET which makes them have a great interest in some aspects of the EMS. It was further found that, not because they are not familiar with other topics, they just lay a good foundation of their subjects in the FET phase. The researcher concludes that if all EMS teachers have the same perception, the majority of Grade 10 commerce learners have many gaps in as far as background knowledge of subjects the EMS teacher does not specialise in.

The researcher argues that there are other factors that affect EMS teachers in effectively teaching the Accounting in the EMS apart from the fact that some of them are not trained to teach Accounting. Textbooks, calculators as well as specific Accounting exercise books are the challenges teachers face in classrooms. Quantitative data affirm that many teachers do have Accounting as their specialisation,

but they just cannot teach it effectively. This creates a great impact in learners not choosing the commerce strand in Grade 10.

Courses or training received in EMS

When EMS was introduced, teachers found themselves in a position of having to be re-skilled and to develop the EMS curriculum with little or no help from the DBE (Maistry, 2006). Only one participant mentioned that she attended a special course on EMS. Other participants just attended workshops organised by the Department of Education. However, the researcher argues that the workshops are a one-size-fit all programme and are never needs-based. They should cater for the needs of teachers and be structured in order to address such challenges teachers face in effectively teaching EMS.

Ngwenya and Maistry (2012) posit three clusters of challenges that are, the nature of EMS subject matter, the context in which the teachers teach, and the training of teachers. The quantitative data reveals many respondents need support, development and improvement in aspects such as designing assessment activities and understanding the three disciplines. The researcher argues that the workshops that are conducted haphazardly at the beginning of the year never address such issues. They just orientate teachers highlighting what is embraced in the ATP. Therefore, the DBE should conduct content workshops more often.

Support by the curriculum subject advisor

All participants endorsed that support from the subject advisor is of paramount importance. However, there is an outcry in many schools about lack of support by the EMS subject advisors. Quantitative data also affirmed that many teachers receive support from their Departmental Heads and teachers in other schools. Chisholm (2000) argues that in order to achieve successful implementation, teachers must be well qualified, motivated and must get full support from the district office. Both qualitative and quantitative data reveal that the majority of teachers sampled are qualified and trained. The researcher asserts that EMS teachers need intensive teacher development.

During orientation workshops at the beginning of the year, teachers are supposed to be equipped with planning and assessing skills. The portfolios of teachers reveal that teachers do not have much of a problem with planning. The most noticeable aspect is the curriculum delivery, because few learners excelled in the learner activity administered.

Curriculum coverage

The Annual Teaching Plan is prepared in such a way that all topics are covered at the end of the year. Nevertheless, participants challenge the feasibility thereof. The way in which content is structured makes it difficult to cover all topics in depth using the stipulated time allocation of two hours per week. Maphalala, et al. (2018) argue that curriculum planning plays a key role in enabling schools to deliver the curriculum to all the learners and by making decisions on the resources, school priorities, curriculum coverage, learner assessment and evaluation within a particular year. McGrath (1998) states that criticising alone is not good enough, improvements in terms of practice need to be suggested. Therefore, instead of criticising the structuring of EMS topic, some teachers craft their own way of teaching hoping that it would assist them in effective teaching of the subject.

Participants revealed that they have to make an effort to ensure that all topics are covered. This means they work extra hours, either increasing the number of periods on the timetable, subject to free available spaces, or teach in the mornings, afternoons, even on weekends. The researcher warns that if teachers did not cover all topics, learners become disadvantaged, because EMS formal quarterly and final examinations are now set by the KZN Department of Education.

Effective teaching strategies in EMS

The responses in effective teaching strategies were different. The use of group work was more popular among four participants. This was not influenced by the class sizes, but by the nature of activities. Jacobs, Vilakasa and Gawe (2016) argue that once the teacher has set clear objectives for their class, they need to create a learning friendly classroom environment. This is congruent with the social constructivist theory. Social constructivism is based on the notion that learners construct their own knowledge on the basis of interaction with their environment. Learners use their experiences to

construct new knowledge as they observe and interact with their learning environment while they are also guided and supported (Doolittle & Camp, 1999; Kay & Kibble, 2016). This implies that for any effective teaching to take place the teacher should create an environment that is supportive for teaching and learning so that the learners are able to learn on their own independently after the lesson. Other participants use mainly the direct instruction and questioning strategies and they revealed that they were very effective. Killen (2015) states that direct instruction is one of the most effective ways of promoting learners' learning, but its success depends on the teacher's effort and enthusiasm. Maphalala (2016) argues that learners have a repertoire of experiences and knowledge that they bring into the classroom. Therefore, asking questions that provoke thought and challenge learners to respond is an important teaching tool.

Cooperative learning was also mentioned as a suitable teaching strategy. Crebert *et al.* (2011) argue that teachers who aim at developing problem-solving skills need to inform learners on clear identification; definition and discussion of the problem, before eventually focusing on the possible solution. Maphalala (2016) confirms that even the social constructivist (Vygotsky) emphasises that cooperative learning is an integral part of creating deeper understanding. Role play is another strategy mentioned during interviews. This can be considered as a good strategy which places an emphasis on group work and working harmoniously as a team. The researcher admits that learners have a lot to offer and to learn from one another. Therefore, they need to be encouraged to work together for the achievement of a common goal.

Adapting teaching practice as a result of curriculum change

Participants responded differently to this question. Some have not adapted fully as a result of curriculum change. They just restructured it in order to suit themselves. Participants mentioned that they start with one topic and teach it until they finish before moving to another topic. The interview revealed that teachers and learners become confused if they follow the ATP as it is. Spillane *et al.* (2006) argue that in practice, many teachers either resist implementing curriculum change or adapt the curriculum to suit their own practices. The participants are of similar view that the way in which EMS curriculum is structured causes challenges to teachers.

On the other hand, Ballet and Kelchtermans (2008) argue that teachers do not simply implement curriculum change; they interpret and modify it according to their frames of experience. After careful observation that learners in Grade 10 do not have a balanced background across all three disciplines of EMS, participants in one school revealed that they share EMS classes. The financial literacy is taught by the FET Accounting teacher in all classes and the other teacher deals with the economy and entrepreneurship topics. In that way learners are not confused. They know that the first hour is always for financial literacy and the second hour is for other aspects. This strategy is considered as effective and the results of EMS in the school are outstanding.

The dates on lesson preparations in teacher's portfolios show that sometimes teachers fail to sequence their lessons according to the ATP. Participant 2 in particular had missing lesson plans. This means that there were topics which were not covered in term one. It can be concluded that the reason for poor performance in his class was a result of failing to sequence the lessons and inability to adapt in curriculum change in terms of curriculum sequencing and coverage.

How does curriculum change affect teaching of EMS?

Participants revealed that it is difficult to teach the subject effectively. The interviews confirmed that participants have the ability to teach the subject, but they are of the opinion that EMS curriculum should be revised. Mattson and Harley (2003) argue that much policy analysis and classroom based research indicates that the education policy in South Africa is out of touch with school and classroom realities. Some participants believe that it would be better if financial literacy (Accounting) is separated from other disciplines and be treated as a stand-alone subject. In quantitative data majority of the respondents strongly agreed that indeed Accounting should be treated as a stand-alone subject.

EMS teachers did not major in all three disciplines. Mwakapenda (2008) concurs that the new curriculum places an obligation on educators to teach and think of EMS in an integrated way. This means that EMS teachers at the intermediate and Senior Phases have to be able to teach a bit of the three disciplines in the subject. However, the interviews revealed that teachers teach what they are comfortable with. This creates a wrong impression, because learners will think that other disciplines are difficult

especially Accounting. Ngwenya and Maistry (2012) agree that EMS teachers are either trained for Accounting, Business Studies or Economics.

Three of the four teachers interviewed are also teaching Accounting in the FET phase. The other teacher teaches Economics in Grades 10-12. The recommendation made by Schreuder (2009) was to review the EMS curriculum to allow learners to study Accounting in the EMS in all terms. From the interviews, it was revealed that three participants are qualified Accounting teachers. However, it was found that learners are not performing well in Accounting-related questions as expected. This means that teachers must find ways to teach the learners effectively.

Curriculum change results in effective teaching of EMS

Participants revealed that teaching of EMS is not effective at all. It was structured in such a way that learners study financial literacy every week. By so doing, learners are swamped by the content of financial literacy. The interviews also reveal that teachers are not well trained to teach EMS as an integrated subject. They just focus on what they are comfortable in and teach what they think learners should know. The structuring of the EMS content makes it difficult to check how learners grasp knowledge, because after teaching in one week, they come back the following week forgotten what was learnt the previous week. Participants proposed that EMS curriculum be reviewed.

However, the researcher confirms that EMS should lay a solid background of three commercial subjects in the FET phase. The way in which the content is structured enables learners to grasp required knowledge to assist in transition to the next grade.

4.3.2 Teacher portfolios

The teacher portfolios observed had crucial and valuable information for the study. These portfolios are compiled during the course of the year. The presentation of data contained only the results for term one. All participants do plan for their lesson which is

more encouraged. However, there were areas of concern in some files. Kumar (2014) and Creswell (2014) argue that the most challenging part in document analysis (observing the teacher portfolios) is associated with validity and reliability. The only way to validate teaching and assessment planned by the teacher is through checking the work of learners in their exercise books or workbooks. The results of learners' activity for school A shows that learners are not exposed to informal activities. School B shows that learners are familiar with being assessed. The results displayed are impressive and are proof of good planning by the teacher.

4.4 CONCLUSION

This chapter was concerned with empirical investigation of the challenges of curriculum change in teaching EMS in schools as Umhlathuze circuit. The research tools used in this study were questionnaires, interviews, learner activities and teacher portfolios. The questionnaires were designed to assess what challenges teacher face in teaching EMS in schools. The interviews were conducted to get the in-depth information from the participants about the strategies to be used in effective teaching of the subject. The focus was on how they have adapted their teaching as a result of curriculum change.

Learner assessment was used to assess whether learners are able to grasp and master what was taught in class which is in line with the Annual Teaching Plan. A further analysis was made per question. Teacher portfolios were observed to check whether teachers plan and assess according to the stipulations of the policy document. Once the statistical data was presented, interpreted and analysed, the researcher incorporated supplementary information from the literature study, as well as from his own experience of challenges of curriculum change in teaching EMS in schools at Umhlathuze circuit.

The final chapter discusses the summary of findings in detail, including the summary of the whole study. An endeavour was made to collect responses to individual items in order to arrive at specific conclusions. After discussing conclusions, the researcher will make a set of recommendations which make teaching of EMS as a result of curriculum changes be effective in schools at Umhlathuze circuit in the King Cetshwayo district of KwaZulu-Natal province in South Africa

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

The presentation, analysis and interpretation of data gathered through the questionnaires, interviews, learner's activity and teacher portfolio were done in Chapter 4 of the study. The contents of this chapter are as follows: objectives of the study restated; summary, conclusions, recommendations, imitations, recommendations for further study and conclusion.

5.2 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Identity the challenges teachers' face in teaching EMS in schools in schools around Umhlathuze Circuit.
- Determine suitable teaching strategies that can be used to teach EMS in schools in Umhlathuze Circuit.
- Determine the effect of curriculum change in teaching of EMS in schools at Umhlathuze Circuit.

The researcher considered the objectives of the study as the driving force in the process of conducting this investigation. Such an endeavour was demonstrated through the manner in which the orientation to the study was eventually crafted in Chapter 1. In Chapter 2, the literature was reviewed in order to provide a conceptual and theoretical framework for the study. Chapter 3 outlined the research methodology and design on the mixed-methods approach. In Chapter 4 data presentation, interpretation and analysis of the mixed-methods research were carried out.

The emphasis of the study was on gathering information about the challenges of curriculum changes in teaching EMS. Since the researcher was in pursuit of quality, quantitative data (questionnaire) was collected first from twenty EMS teachers and

validated from four EMS teachers by conducting interviews, observing teacher portfolios and administering learner activity in two schools.

5.3 RESEARCH QUESTIONS ANSWERED

The research questions are briefly answered next.

- What are the effects of curriculum change on teaching of EMS in schools at Umhlathuze Circuit?

New political developments in a country have a bearing on the design of the curriculum since cultural change impacts the way the money matters are dealt with especially in the economic and educational realms. Yet change must go along with training and workshops to support teachers and learners. Change must also be incorporated in the curriculum yet support to accommodate new developments is needed.

- What challenges confront teachers in the teaching of EMS in schools at uMhlathuze circuit?

Teachers face challenges with regard to lack of resources, time and specialised knowledge per section of the subject. These challenges are addressed by the teachers themselves, but the DoBE has a responsibility to assist the teachers in catering for the needs of the learners.

- What are the suitable teaching strategies that can be used to teach EMS in schools at Umhlathuze Circuit?

Group work, questioning and direct instruction all featured as prevalent teaching strategies. It was informative to note that direct instruction still had a place in the equipment if the participating teachers. Practical writing and exercises also formed a strategy since it entrenches the concepts taught and problem-solving could be done. It was also clear that technology was not used as prominently since the lack of resources curbed the teachers in making full use of this medium of teaching. It is a strategy which can most definitely assist the teachers to assist the learners more effectively.

5.4 SUMMARY OF THE STUDY

Chapter 1 outlined the introduction of the study, a theoretical framework, a problem statement and research questions, the aims and objectives of the study, the intended contribution of body of knowledge, research methodology and ethical considerations. Furthermore, the resources for the success of the study, the feasibility of the study, the intellectual property and innovation, harvesting the research and preliminary chapter division were covered. The items included in Chapter One provided the fertile ground for conducting investigation, whilst assisting the researcher to stay focused throughout the period of investigation.

In Chapter 2, the researcher examined conceptualisation of curriculum as related to EMS; the theoretical underpinning of the study namely social constructivist theory was dealt with. Furthermore, the nature of EMS curriculum and change in EMS is also examined. The challenges teachers' faces in teaching EMS were revealed. In this chapter the researcher further discussed the strategies to teach EMS and the assessment in EMS was outlined.

Chapter 3 outlined the research methods and design employed to obtain data from the respondents concerning the challenges of curriculum changes in teaching EMS in schools. This chapter further discussed the permission to conduct the study. Moreover, the research paradigm, design; sampling and research instruments were shared. The methods of data collection and ethical considerations were dealt with. The chapter further outlined the methodology used in the research.

Chapter 4 focused on presentation, interpretation and analysis of empirical data. The aim of this chapter was to present, interpret and analyse the mixed-methods research data gathered from respondents by means of questionnaires distributed to EMS teachers; the learner's assessment; observation of teacher portfolios and interview responses were shared. Findings from teachers' portfolios were also integrated with the discussion of data obtained. Since the data analysis involved item analysis; the scores for each were tabulated. The statistical tables were also drawn up from the replies to the questionnaires and were presented together with brief reports based on

interpretation and analyses of the data. Mark lists were also given for learners' assessment administered.

Chapter Five provides a summary (conclusion) of the findings from the literature as well as an empirical survey and a set of recommendations which may help to solve the problems identified.

5.5 FINDINGS OF THE STUDY

5.5.1 Findings with regards to objective one: the effect of curriculum change in teaching of EMS

The effect of curriculum changes in teaching EMS

This study reveals that it is often difficult to teach EMS effectively as a result of curriculum change. It was revealed during investigation that teachers are having much potential to teach EMS. However, it is not feasible to cover all the content in the EMS curriculum. The researcher established that the content is too broad and more complex for learners. Having financial literacy taught every week creates a greater need for the EMS teacher to have a strong pedagogical knowledge of Accounting.

This study reveals that even though teachers are given a certain guideline as to what to teach, when to teach and when to assess; they still teach what they are comfortable with and do not follow the sequencing of topics as per stipulations of the policy document. As the EMS is aimed at laying a solid background in three commercial subjects for the FET phase, it can be concluded that the success of that aim lies in the ability of the teachers to ensure that they gather sufficient pedagogical content knowledge for all three disciplines.

Accounting as a stand-alone subject

The researcher established that in as much as the EMS curriculum requires that EMS teachers must have a pedagogical content knowledge of three disciplines within the EMS, they should be more competent in financial literacy (Accounting). The weighting

of the EMS curriculum accords financial literacy 40% of the time. This means that the EMS teachers will definitely have to teach this topic every week in the two hours allocated for the subject per week. This concludes that the teacher who is not competent in financial literacy will always have a problem in teaching EMS effectively.

Workshops can only support to some extent to train teachers to be competent in teaching all topics. Underqualified teachers who teach EMS therefore, lays a foundation that has gaps for learners as they are promoted or progressed to other grades. Even those teachers who are competent in teaching financial literacy end up not teaching the topic, because learners fail accounting questions and they tend to focus on topics that most learners like. Consequently, the subject 'Accounting' becomes less popular to learners.

5.5.2 Findings with regards to objective two: challenges teachers' face in teaching EMS in schools

Time allocation for EMS

This study established that there is a great need to review the two hours per week to teach EMS. All participants and respondents in this investigation were of a similar view that two hours are not enough. The nature of EMS content is too broad and requires more than just the time allocated for the subject. It is then not easy to assess the competency of teachers in effective teaching of the subject, because teachers reported their focus sometimes shifted from ensuring that learners learn what they were supposed to learn; into just curriculum coverage. Teachers need to find means to ensure that they cover the syllabus by organising extra classes which could create job dissatisfaction.

Resources

It has been established that the issue of resources, particularly textbooks are a major challenge in many schools. Most schools buy textbooks for the FET phase while having the GET phase sacrificed. Teachers have to write summarised notes on the chalkboard and have to explain the notes in the following interaction, usually the following week.

That alone, is time consuming and creates frustrations to teachers who need to cover the content in stipulated time frame.

It is crucial that the conditions for effective curriculum delivery are supported in schools. In the absence of textbooks, the teachers are required to make copies which also delay the completion of tasks at hand. Inadequate resources lead to poor performance by learners, because they tend to rely on their teacher as only source of information. The nature of many EMS activities such as the cash journals, posting to ledger and case studies require learners to at least have a textbook. The issue of relevant Accounting exercise books for learners and calculators are also a challenge.

Ability to teach EMS as an integrated subject

This study reveals that teachers require not only the pedagogical content knowledge, but the ability to teach EMS as an integrated subject as well. Ngwenya and Maistry (2012) mention the three clusters of challenges as the nature of the subject itself, the context where teaching takes place and the training of teachers. Again, the study reveals that it is often difficult to find a teacher who is exceptionally competent in teaching all three disciplines within the EMS.

Many teachers are trained in two disciplines in the EMS. However, the financial literacy is mostly neglected by many teachers which create an assumption to learners that Accounting is difficult and it became less popular to learners as they progress to the FET phase.

Teacher training, support and development

This investigation established that other than training from the institutions of higher learning, teacher training, support and development are very limited in schools. The researcher further established that the teachers are mostly assisted by the Business Commerce and Management (BCM) HODs at school. Another concern could be that the HODs are also not fully equipped in all three disciplines within the EMS. This implies that more support and development are needed to impact the teaching and

learning in schools. This implies that teachers must be trained, supported and developed on regular basis. EMS learners need a teacher who is competent in all three disciplines.

The study reveals that little support is provided by the curriculum subject advisors in schools. Those are the people who really need to ascertain that teachers are well equipped in terms of curriculum delivery and assessment. The workshops conducted are not needs-based. They are just a one-size-fit all kind of programme. The main problem of the status of EMS is noted by the poor grasp of knowledge by commerce learners in the FET phase which could be the result of poor training of teachers, lack of support and development.

5.5.3 Findings with regards to objective three: suitable strategies that can be used to teach EMS

Strategies to teach EMS

The researcher recognised that the strategies teachers use are very limited and mainly influenced by the resources teachers use in their daily teaching. The success and failure of the teaching strategy mainly lies on the person using them. Group work, direct instruction, the question and answer method, role play and corporative learning were mentioned as strategies used by participants to ensure that they teach effectively. Curriculum change has a direct bearing on teaching and learning, assessment practices, methods and strategies, for it implies a need to transform teaching and assessment. Teachers now have to follow new approaches to lesson planning, their actual teaching and methods of assessment. This calls for the need of teachers to use a variety of teaching strategies but it does not necessarily mean that teachers should master all strategies. They just need to carefully select the best strategy suitable for the particular lesson or topic.

Adapting teaching practice as a result of curriculum change

The researcher established that teachers did not change their teaching practice when the curriculum changed. They are still using their old approaches in teaching and assessing learners. However, many teachers lack conceptual knowledge to integrate content effectively especially if they have been trained along the traditional discipline model.

The researcher further established that some teachers have crafted their own way of teaching which they think is more effective in their teaching, learning and assessment. Participants reveal that they do not follow the sequence of the Annual Teaching Plan; rather, they finish one topic before moving to another one. This means that teachers have not fully adapted to the new teaching practice required by the curriculum change

5.6 CONCLUSION

This chapter discussed and provided the summary, findings and recommendations of the study. The summary provides the overview of the entire study. The findings of the study were informed by the literature review, respondents and participants' responses on challenges of curriculum change in teaching EMS in schools at Umhlathuze circuit. The conclusions made by the researcher in this study indicate that there is a need for curriculum planners to review the EMS content and its implementation for effective teaching of the subjects in schools. The recommendations of the study focused on the objectives of the study and answered the research questions regarding the challenges of curriculum changes in teaching EMS in schools at Umhlathuze circuit in the King Cetshwayo District of KwaZulu-Natal province of South Africa.

5.7 RECOMMENDATIONS OF THE STUDY

The effect of curriculum changes in teaching EMS

Effective delivery of any subject does not just happen; it has to be properly planned for. In order for teachers to be effective, they need to continue to learn current information in the subject and related disciplines. The new information and trends are constantly being developed and discovered within the subject. The researcher recommends that

teachers need to stay up to date with the changes in their subject; they need to remain abreast of latest information, technology and trends within their area of expertise.

The researcher also puts forward that the current structure of EMS is not very effective in equipping learners with all disciplines located in the subject. EMS teachers are therefore focused and biased towards their particular area of expertise.

Accounting as a stand-alone subject

Accounting is a highly specialised discipline. Teachers who are unqualified or underqualified in this discipline ignore it or teach it very superficially. From the data collected in the form of learner activity, it is clear that financial literacy still needs more attention and it is often a challenge to teach this aspect thoroughly while having to teach other topics in the EMS. Teachers find themselves stressed as to how they should effectively teach financial literacy and end up ignoring it or teach it too theoretically rather than practically. They concentrate more on journals and just end there for the whole year.

In secondary school a teacher who teaches accounting grades 10-12 must be the one recommended to teach the component of accounting in order to build the foundations and preparation for Further education and training. In primary schools at least the position must be given to a teacher who commands the knowledge and the pedagogy of the three subjects.

In Chapter 4 the inability of teachers to teach all disciplines within the EMS was mentioned as one of the challenges. The fact is financial literacy is the one that is difficult in many EMS teachers. The researcher then recommends that for the effective teaching of this aspect, accounting teachers should be involved from the beginning of acquisition of financial literacy skills and therefore accounting be taught separately as stand-alone subject from Grade 8. In that way, Accounting will receive the attention and time it deserves. This would also provide proper grounding and knowledge base as part of Accounting is not taught effectively.

There is a need to review time allocation for EMS

EMS deals with three disciplines which all require enough time to be taught effectively. The content of EMS is too broad and time allocated for teaching and learning is very limited. The study reveals that teachers struggle to cover the curriculum as expected and end up teaching what they think learners need to know. There is no doubt that financial literacy needs to be taught throughout the year but one hour per week is still not enough. The researcher is of the view that EMS should be allocated three hours per week and the financial literacy allocated at least two hours per week and the third hour should be allocated for other topics.

There is a need for sufficient resources in schools to ensure effective teaching and learning

The effective curriculum delivery must be supported by ensuring that schools have enough resources. The lack of resources limits teachers in their teaching methodology. The unavailability of textbooks and library facilities are a main reason of teachers to use the traditional teaching approach (Blignaut, 2007). EMS has a number prescribed textbooks such as *Via Afrika*, *Spot On*, *Today*, *VIVA*, *Study and Master* etc. All these textbooks are important, because they give the adequate content while providing enough examples and activities for learners necessary to master particular skills. Currently, all prescribed textbooks are CAPS compliance and they cover all topics in the ATP.

EMS learners should have a textbook and a calculator. Every learners in Grades 8 and 9 should have one Cash Journal exercise book, one General Ledger exercise book and a normal exercise book for the economy or entrepreneurship notes and activities. The teacher should also have the textbook and a teacher's guide. In Chapter 2, the lack of high quality structured learning materials for learners was said to be the main problem especially in rural and poor communities.

EMS teachers should be able to teach all three disciplines effectively

The majority of EMS teachers are either trained to teach Accounting, Business Studies and Economics. This means that others are not well grounded in terms of pedagogical

knowledge of other discipline(s). However, these teachers are expected to teach EMS as an integrated subject. The researcher views teachers as crucial role-players in the implementation of the curriculum and ultimately in educating learners to become better citizens of their country.

Schools should strengthen internal networking among BCM teachers. There should be a good general atmosphere within the BCM department where teachers assist one another. The researcher recommends that all teachers who teach commercial subjects must be part of the EMS teaching at school. The results displayed by the performance of learners in School B shows that the team work is very important, because EMS in Grades 8 and 9 is taught by both Accounting teacher and Economics teacher in the FET phase.

There is a need for teacher training, support and development

Ongoing professional support and development of teachers are crucial for effective curriculum delivery. Training of teachers should be needs-based. This calls for curriculum subject advisors with the help of Departmental Heads at schools to identify areas of support and development for teachers and organise training in accordance with the needs identified. The BCM HODs should also make sure that they monitor teachers to ensure policy compliance and identify all shortcomings and needs for support within the department. The Department of Education must also include the subject under *Jik'imfundo* programme as it serves as a tracker in teaching, learning and assessment.

Training should focus on content, methodology and assessment. Although these may have been part of the training before the curriculum was implemented, this study has revealed that there are teachers teaching the subject who were not even qualified teachers at the time. Therefore, there is a need of re-training teachers. The Institutions of Higher Learning must not only be involved in pre-service training of teachers but also in in-service training. Therefore, the researcher recommends that the schools in Umhlathuze Circuit may form clusters and request Lecturers at the nearby University of Zululand who are EMS specialists for training, support and development in the subject.

There is a need of teachers to use variety of teaching strategies in EMS

EMS teachers should change their teaching and assessment practice to align them with the requirement of the new curriculum. There are many teaching strategies a teacher can use in the classroom, but it is the responsibility of the teacher to plan beforehand and decide which strategy to use for appropriate teaching of a particular topic. The teacher needs to use interactive strategies to engage the learning meaningfully. It is advisable that teaching strategies that are more learner-centred like cooperative learning problem-based learning, project-based learning are more appropriate to actively engage learners. A plethora of strategies need to be used to connect to each student's diverse needs. Strategies that are aligned to constructivist pedagogies are to be encouraged to support learners' needs. Active engagement would require students to be physically engaged so that they are able to discover, collaborate and enquire in their learning development and be successful in their learning.

It does not necessarily mean that the teacher must strive to master all these methods at once. The suitable method to be used will be determined by the content to be taught and assessment to be administered.

There is a need to adapt teaching practice as result of curriculum change

The subject appears to be vast. However, there are clear guidelines regarding what needs to be taught and the depth to which a particular topic needs to be taught. Nevertheless, teachers still spend too much time on certain aspects whilst neglecting others. This means that the EMS teachers have not yet succeeded in effectively teaching all three disciplines. They should focus on the assessment requirements.

The researcher recommends that teachers should ensure that they follow the set guidelines and try by all means not to deviate from it. The ATP also has assessment dates for the subject and that requires teachers to have covered certain content by the date stipulated in the teaching plan. EMS teachers can also ask for assistance in the neighbouring schools in some aspects that one does not understand. The use of internet can also assist teachers in learning and mastering certain topics. Teachers

should remember that they are expected to be researchers, scholars and life-long learners.

5.8 LIMITATIONS OF THE STUDY

This study had some limitations. It is a small-scale study with 20 schools participating in questionnaires and only two schools participating in interviews. The researcher is aware that findings can thus not be generalised. However, in acknowledging this limitation, the findings of the study may be applicable to many South African schools where EMS teachers face the same challenges in teaching EMS as a result of curriculum change.

5.9 RECOMMENDATIONS FOR FURTHER RESEARCH

The literature review conducted reveals very little research on the EMS and other BCM subjects in South Africa. Therefore, there is a need for further research in these subjects. This research study investigated challenges teachers face in teaching EMS as a result of curriculum change. Inability of EMS teachers to teach Accounting was pointed out as other factor contributing to ineffective teaching of EMS. However, the implementation and challenges experienced by commerce teachers in the FET phase are the possible area of research.

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Appendix A: Questionnaire

RESEARCH TOPIC: THE CHALLENGES OF CURRICULUM CHANGES IN TEACHING ECONOMIC AND MANAGEMENT SCIENCES IN SCHOOLS AT UMHLATHUZE CIRCUIT.

Questionnaire

Part A. Geographical information

1. What is your highest professional qualification?

A. Diploma obtained in college	B. University Diploma	C. University of technology +1year at university	D. University degree +post graduate diploma	E. University Bed
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2. When did you obtain the qualification?

A. Before 1990	B. 1991-1997	C. 1998-2005	D. 2005-2012	E. 2012-2017
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3. What is/are your major subject(s)?

A. EMS	B. Accounting	C. Business Studies	D. Economics	E. Other
---------------	----------------------	----------------------------	---------------------	-----------------

4. What is/are your specialised content knowledge subject(s)?

A. EMS	B. Business studies	C. Economics	D. Other
---------------	----------------------------	---------------------	-----------------

5. How many years have you been teaching EMS?

A. 2-4years	B. 5-7years	C. 8-10years	D. 11 years and above
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6. What subjects are you qualified to teach?

A. EMS & Languages	B. EMS & Social Sciences	C. Accounting & Business Studies	D. Business studies & Economics	E. Other
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7. How many training workshops on EMS have you attended?

A. One	B. Two	C. Three	D. Four and above	E. Not sure
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PART B. Statements (Indicate whether you undecided, strongly agree, disagree, strongly agree or agree)

8. EMS integrate content between Accounting, Business Studies and Economics

A. Undecided	B. Strongly disagree	C. Disagree	D. Strongly agree	E. Agree
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9. Accounting should be treated as a stand-alone subject, excluded from Business Studies and Economics within the EMS.

A. Undecided	B. Strongly disagree	C. Disagree	D. Strongly agree	E. Agree
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10. Time allocation for EMS is sufficient.

A. Undecided	B. Strongly disagree	C. Disagree	D. Strongly agree	E. Agree
---------------------	-----------------------------	--------------------	--------------------------	-----------------

11. EMS teacher should be a specialist in all three disciplines within the subject.

A. Undecided	B. Strongly disagree	C. Disagree	D. Strongly agree	E. Agree
---------------------	-----------------------------	--------------------	--------------------------	-----------------

12. Considering my understanding, I can apply EMS in my daily life.

A. Undecided	B. Strongly disagree	C. Disagree	D. Strongly agree	E. Agree
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13. Curriculum changes affect teaching of EMS.

A. Undecided	B. Strongly disagree	C. Disagree	D. Strongly agree	E. Agree
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14. The following programme provides me with strategies and method of teaching EMS.

A. Team teaching	B. Training and development	C. Workshops and short courses	D. NPDE/ACE	E. Other
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15. The following people assist me with continuous professional support on the teaching of this EMS.

A. HOD of EMS	B. Subject Advisor	C. Teachers in other schools	D. Cluster meetings
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16. Understanding of all three disciplines within the EMS.

A. Support required	B. Development required	C. Improvement is required	D. No support and improvement required
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18. Strategies suitable for teaching and learning of EMS.

A. Support required	B. Development required	C. Improvement is required	D. No support and improvement required
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19. Designing assessment activities according to the stipulations of the subject policy documents.

A. Support required	B. Development required	C. Improvement is required	D. No support and improvement required
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Appendix B: Interview Schedule

RESEARCH TOPIC: THE CHALLENGES OF CURRICULUM CHANGES IN TEACHING ECONOMIC AND MANAGEMENT SCIENCES IN SCHOOLS IN THE UMHLATHUZE CIRCUIT.

INTERVIEW QUESTIONS

1. Give a brief description of your teaching career.
2. How would you describe your own knowledge of EMS?
3. What in your opinion are the main challenges in the effective teaching of EMS?
4. Have you read the NCS policy document (EMS) and are you familiar with the topics to be covered in EMS?
5. Which aspects of EMS do you enjoy teaching?
6. What courses or training have you received in EMS?
7. What support have you received from your subject advisor to help you adapt to curriculum changes?
8. How do you make sure that all topics in the subject are covered by the end of the year?
9. What strategies do you use in teaching EMS and do you find them effective?
10. How have you changed or adapted your teaching practice as a result of curriculum changes? Give examples.
11. How does curriculum change affect teaching of EMS?
12. Would you say the changes in curriculum results in effective teaching of EMS?

Appendix C Activities for Learners

Grade 8 Test

GENERAL EDUCATION AND TRAINING (GET)

Economic and Management Sciences **TEST** Grade 8

INSTRUCTIONS

This question paper consists of 3 sections:

1. Read each question carefully.
2. This paper must be completed in 60 minutes.
3. Write neatly and legibly.
4. Answer ALL questions using the spaces provided.

$$\frac{\quad}{50} = \frac{\quad}{\quad} \%$$

CMC : _____
CIRCUIT : _____
SCHOOL : _____
LEARNER'S NAME :

This question paper consists of 3 sections and it will be structured as follows:

SECTION	TOPICS/ TYPES OF QUESTIONS	MARKS ALLOCATION		TIME ALLOCATION	MARKS OBTAINED
A ▪ Economy; ▪ Financial Literacy	1.1. Multiple Choice Question	06	12	14.4 minutes	
	1.2. True or False	06			
B. Economy	2. Government	08	22	26.4 minutes	
	3. Standard of Living	06			
	4. National Budget	08			
C. Financial Literacy	5. Accounting Concepts	08	16	19.2 minutes	
	6. Source Document	08			
TOTAL		50		60 minutes	

**SECTION A
QUESTION 1**

1.1 MULTIPLE CHOICE QUESTIONS

[6 Marks]

Choose one correct answer from the alternatives given. Write the correct letter on the spaces provided.

Statements	Marks	Answer
1.1.1. All money (cash, cheques, EFT, debit orders etc.) received by an entity is known as... A. payments B. income C. receipts D. drawings	(2)	
1.1.2. The deficit in the national budget indicates the... A. Public debt B. income over expenditure C. Increase in state revenue. D. Excess expenditure over income	(2)	
1.1.3. The source document used to record payments. A. Cheque counterfoil B. Cash invoice C. Receipt D. Cash register tape	(2)	

6

1.2. TRUE OR FALSE

[6 Marks]

Indicate whether the following statements are true or false. Write only the answer on the spaces provided for example 1.2.6. False

Statements	Marks	Answer
1.2.1. The economic condition where people want to work longer hours, but cannot find more work is referred to as cyclical unemployment.	(2)	
1.2.2. All money paid out by the business will be reflected on the bank statement for each month.	(2)	
1.2.3. Improved productivity occurs when a greater output is produced from the same amount of resources.	(2)	

6

SECTION B – THE ECONOMY
QUESTION 2[8 Marks]

2.1. Define the concept: Government(2)

2.2. Mention one role played by the following branches of the government:

2.2.1. Judicial (2)

2.2.2. Legislature (2)

2.3. Explain why the government collects taxes from households and businesses. (2)

8

QUESTION 3

3.1. Name the Two (2) causes of unemployment. (2)

3.2. Development may have serious impact on the environment if not properly controlled. Write two (2) factors that may affect the environment during the development process. (4)

6

QUESTION 4

- 4.1. Suggest Four (4) ways in which the Minister of Finance can promote economic growth and reduce unemployment. (4)

- 4.2. Differentiate between personal income tax and company tax. (4)

Personal Tax	Company Tax

8

SECTION C – FINANCIAL LITERACY
QUESTION 5 [08 Marks]

5.1.	Explain the following concepts:		
	5.1.1.	Income	(2)
	5.1.2.	Subsidiary book	(2)

- 5.2. Differentiate between assets and liabilities.(4)

Assets	Liabilities

08

QUESTION 6 (08 Marks)

6.1. Show how the following information will be recorded in the relevant source document, provide missing information where applicable: On the 2nd of January 2018, owner of Ibhele Printing Services, J.Rudolph, bought a printing machine from Canon for R40 000 and paid by cheque 007.

(08)

<i>Source document</i>	
<i>Document number</i>	
<i>Date</i>	
<i>Payee</i>	
<i>Drawer</i>	
<i>Amount in words</i>	
<i>Amount in figures</i>	
<i>Signatory</i>	

8

TOTAL MARKS: 50

GENERAL EDUCATION AND TRAINING (GET)

Economic and Management Sciences

Grade 8

MARKING GUIDELINES

SECTION A

1.1. MULTIPLE CHOICE QUESTIONS

1.1.1. C✓✓

1.1.2. D✓✓

1.1.3. A✓✓

1.2. TRUE OR FALSE QUESTION

1.1.1. False✓✓

1.1.2. True✓✓

1.1.3. True✓✓

SECTION B – THE ECONOMY

QUESTION 2 [8 Marks]

2.1. Define the concept: Government (2)

A group of people elected by the country's citizens to manage the affairs of the country.✓✓

2.2. Mention one role played by the following branches of the government:

2.2.1. Judicial (2)

Ensures that the citizens of the country abide by the rule of law.✓✓

2.2.2. Legislature (2)

Passes laws which must be obeyed by all the citizens of the country. ✓✓

2.3. Explain why the government collects taxes from households and businesses. (2)

To provide public goods and services such as roads, sanitation, health care facilities, etc.✓✓

QUESTION 3

3.1. Name the Two (2) causes of unemployment. (2)

Poor education✓✓; Inequality between skilled✓✓, semi-skilled and unskilled workers✓✓; Influx of foreign workers✓✓; Minimum wage structure✓✓; Labour laws; Labour unions.✓✓ Any two answers

3.2. Development may have serious impact on the environment if not properly controlled. Write two (2) things that may affect the environment during the development process. (4)

- Overgrazing, overfishing, deforestation and pollution.✓
 - Over-use of some natural resources that little is left for future generations.✓
 - Global warming – increase in the earth's temperature✓
 - Migration and urbanisation✓
- Any two answers

QUESTION 4

4.1. Suggest Four (4) ways in which the Minister of Finance can promote economic growth and reduce unemployment. (4)

- Rural development and support of SMMEs.✓✓
 - Support industries through skills development programmes.✓✓
 - Promote and sustain public and private sector investments.✓✓
 - Reduce inflation✓✓
 - Improve the quality of education and training.✓✓
 - Create more job opportunities.✓✓
- Any two answers

4.2. Differentiate between personal income tax and company tax. (4)

Personal Tax	Company Tax
Personal Tax is a tax paid by people who earn a regular salary or wage.✓✓	Company Tax is a tax paid by registered companies as a percentage of their profits.✓✓

SECTION C – FINANCIAL LITERACY

QUESTION 5 [08 Marks]

5.1. Explain the following concepts

5.1.1. Income

- Income refers to all money earned by individuals or businesses. This includes rent income, commission income etc.✓✓

5.1.2. Subsidiary book

- It is a book of first entry - it is where a transaction is recorded for the first time, e.g. cash receipts journal.✓✓

(4)

5.2. Differentiate between assets and liabilities.

5.2.	Assets	Liabilities
	Assets are the items of value that an individual or business (entity) owns.✓✓	Liabilities are the accounts (debts) that an individual or business (entity) is obliged to pay within a specified period.✓✓ (4)

QUESTION 6[08 Marks]

6.1. Show how the following information will be recorded in the relevant source document, provide missing information where applicable:

- On the 2nd of January 2018, owner of Ibhele Printing Services, J. Rudolph, bought a printing machine from Canon for R50 000 and paid by cheque 007.

Required information:

Source document	Cheque & cheque counterfoil/duplicate✓
Document number	007✓
Date	2 January 2018✓
Payee	Canon✓
Drawer	Ibhele Printing Services✓
Amount in words	Fifty thousand rand only✓
Amount in figures	R50 000.00✓
Signatory	J. Rudolph✓ (8)

[TOTAL MARKS: 50]

GENERAL EDUCATION AND TRAINING (GET)

Economic and Management Sciences

Test
Grade 9**INSTRUCTIONS****This question paper consists of 3 sections:**

5. Read each question carefully.
6. This paper must be completed in 60 minutes.
7. Write neatly and legibly.
8. Answer ALL questions using the space provided.

_____ = _____%

50

CMC : _____

CIRCUIT : _____

SCHOOL : _____

LEARNER'S NAME : _____

DATE : _____

Duration: 60 minutes**Marks: 50****This question paper consists of 3 sections and it will be structured as follows:**

SECTION	QUESTIONS	MARKS ALLOCATION		TIME ALLOCATION	MARKS OBTAINED
A <div><div>▪ Economy;</div><div>▪ Financial Literacy</div><div>▪ Entrepreneurship</div></div>	1.1. Multiple Choice Question	5	15	18 mins	
	1.2. True or False	5			
	1.3. Matching Columns	5			
B. Economy	2. Circular Flow	10	10	18 mins	
C. Financial Literacy	3. Cash Journals	13	25	24 mins	
	4. Posting to the Ledger	12			
TOTAL		50		60 minutes	

**SECTION A
QUESTION 1**

1.1 MULTIPLE CHOICE QUESTIONS

[5 Marks]

Choose one correct answer from the alternatives given. Write the correct letter on the spaces provided.

Statements	Marks	Answer
<p>1.1.1. One of the disadvantages of the Planned Economic System is that:</p> <p>A. it discourages free competition</p> <p>B. it encourages free competition.</p> <p>C. it ensures full employment</p> <p>D. it promotes foreign investments</p>	(1)	
<p>1.1.2. The cost of goods sold for cash is recorded in the General Ledger as follows:</p> <p>A. Debit Bank account and credit Sales account</p> <p>B. Debit Trading Stock account and credit Bank account</p> <p>C. Debit Cost of Sales account and credit Trading Stock account</p> <p>D. Debit Sales account and credit Bank account</p>	(1)	
<p>1.1.3. In this economic system, the market forces (demand and supply) control the production of goods and services and whom they are produced for.</p> <p>A. Communism</p> <p>B. Planned economy</p> <p>C. Market economy</p> <p>D. Mixed economy</p>	(1)	
<p>1.1.4. The effects on the accounting equation of goods sold for cash, R500(cost R300)</p> <p>A. Assets increase by R500and decrease by R300 while Owners Equity increases by R500 and decreases by R300.</p> <p>B. Assets decrease by R500andincrease by R300 while Owner's Equity decreases by R500 and increases by R300.</p> <p>C. Assets increased by R300anddecreased byR500 while Owner's Equity increases by R300anddecreased by R500</p> <p>D. Assets decreased by R300</p>	(1)	

Statements	Marks	Answer
1.1.5. When buying merchandise by cheque, in the General Ledger. A. Bank account is recorded as entry on the debit side of Trading Stock account B. Bank account is recorded as entry on the credit side of Trading Stock account C. Bank account is recorded as an entry on the debit side of Sales account. D. Bank account is recorded as an entry on the credit side of Sales account	(1)	

5

1.2. TRUE OR FALSE [5 Marks] Indicate whether the following statements are TRUE or FALSE. Write only the answer on the answer booklet, for example 1.2.6.False			
	Statements	Marks	Answer
1.2.1.	The trial balance can detect all the faults in the books of account.	(1)	
1.2.2.	In the circular flow of goods and services, households are the main owners of the factors of production.	(1)	
1.2.3.	The nominal accounts consist of only income and expenses.	(1)	
1.2.4.	South Africa is regarded as a communist country.	(1)	
1.2.5.	When merchandise is bought, Assets increase and when merchandise is sold, Income increases.	(1)	

5

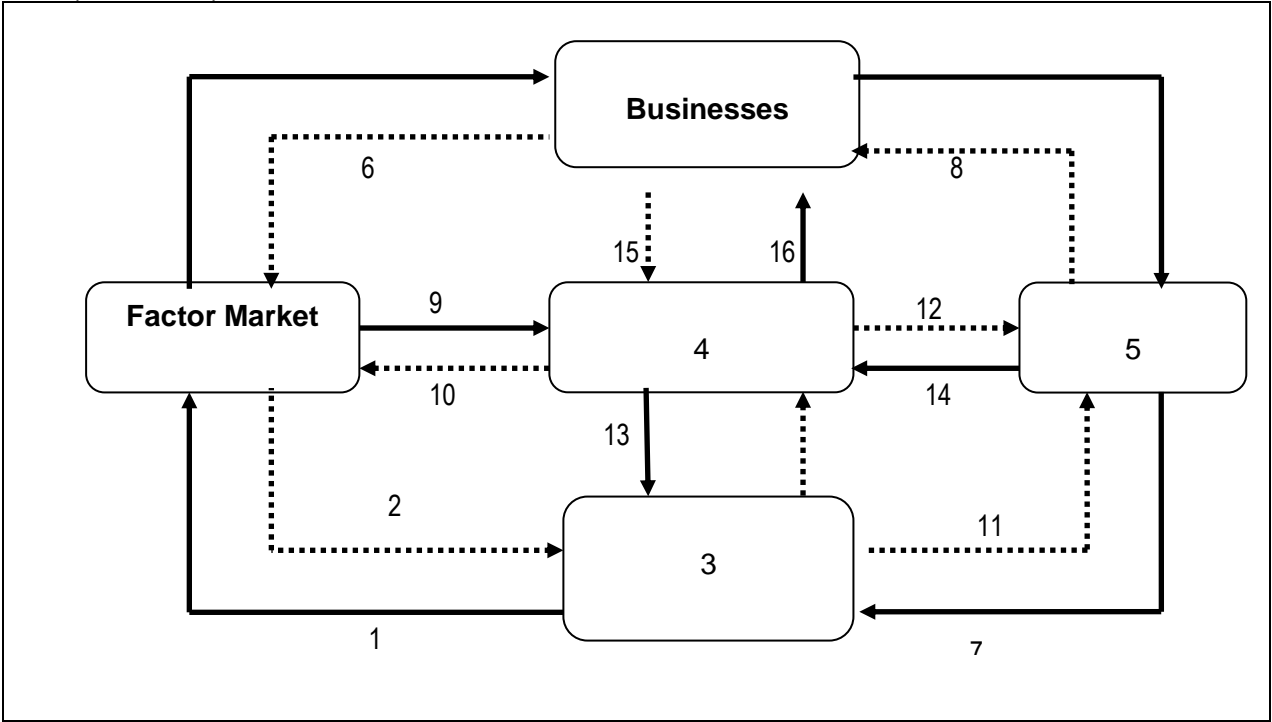
1.3. MATCHING COLUMNS QUESTION [5 Marks] Choose a statement from column A that matches the term in column B. Write only the letter on the spaces provided.				
	COLUMN A	COLUMN B	Marks	Answer
1.3.1.	The process of completing the contra entry in the General Ledger	Globalisation	(1)	
1.3.2.	The economic system in which the poor is more disadvantaged and the rich becomes more richer	Gross Profit	(1)	
1.3.3.	Money received for services rendered	Market Economy	(1)	
1.3.4.	The increased international trade, movement of	Current Income	(1)	

5

	people and money across international borders.			
1.3.5.	The difference between the Sales and Cost of Sales	Posting	(1)	

SECTION B – (THE ECONOMY)
QUESTION 2

- 2** The diagram below represents the Circular Flow of a closed economy showing the movements of goods / services and monetary flows amongst the participants. Label the diagram for numbers 1, 3, 4, 5, 6, 7, 9, 11, 13, 16 and write answers on the space provided.
 (10 marks)



1. _____	7. _____
3. _____	9. _____
4. _____	11. _____
5. _____	13. _____
6. _____	16. _____

SECTION C
FINANCIAL LITERACY
QUESTION 3

Use the following information to prepare Cash Journals.(13 Marks)

- Use the ANSWER SHEET below to record transactions.
- Do not open additional analysis columns.
- Do not cast-off the journals.

B. Shandu owns small lretail business, BS Store, selling groceries.The mark-upon cost is 25%. Transactions: January.

03 Shandu transferred R15 000frompersonal account into the current bank account of the business. (ReceiptA21)

Cash sales as per Cash Register Tape, R5630

04 Issued chequeno143toKKTradersfor following items bought: merchandise, R3892; Packing materials, R880; and Stationery, R628.

10 Cashed cheque to pay for wages, R1200.

11 Received bank statement showing service fees of R124.

ANSWER SHEET

4.1. CASHRECEIPTSJOURNAL OF BS STORE: JANUARY2018

Doc No	Day	Details	Fol	Analysis of Receipts	Bank	Sales	Cost of Sales	Sundry Accounts Amount Fol Details		

4.2. CASHPAYMENTSJOURNAL OF BS STORE: JANUARY2018

Doc No	Day	Details	Fol	Bank	Stationery	Trading Stock	Sundry Accounts Amount Fol Details		

QUESTION 4**(12 Marks)****Extracts from accounting records of KwaLunga Hardware on 28 February 2018.****CASH RECEIPTS JOURNAL: FEBRUARY 2018**

Doc No	Day	Details	Fol	Analysis of Receipts	Bank	Sales	Cost of Sales	Sundry Accounts		
								Amount	Fol	Details
					45700	32700	18511			

CASH PAYMENTS JOURNAL: FEBRUARY 2018

Doc No	Day	Details	Fol	Bank	Stationery	Trading Stock	Sundry Accounts		
							Amount	Fol	Details
				31102	1834	19245			

Instruction:

Post only to the given accounts in the General Ledger of KwaLunga Hardware: Bank, Sales, Cost of Sales, and Trading Stock.

ANSWER SHEET**5.1. General Ledger Of KwaLunga Hardware****Bank a/c**

Date	Details	Fol.	Details	Date	Details	Fol.	Amount

Trading Stock a/c

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount

Sales a/c

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount

Cost of Sales a/c

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount

TOTAL 50 MARKS**12**

GENERAL EDUCATION AND TRAINING (GET)

Economic and Management Sciences

Grade 9

MARKING GUIDELINES

SECTION A

1.3. MULTIPLE CHOICE QUESTIONS

1.1.1	A✓
1.1.2.	C✓
1.1.3.	C✓
1.1.4.	A✓
1.1.5.	B✓

1.4. TRUE OR FALSE QUESTIONS

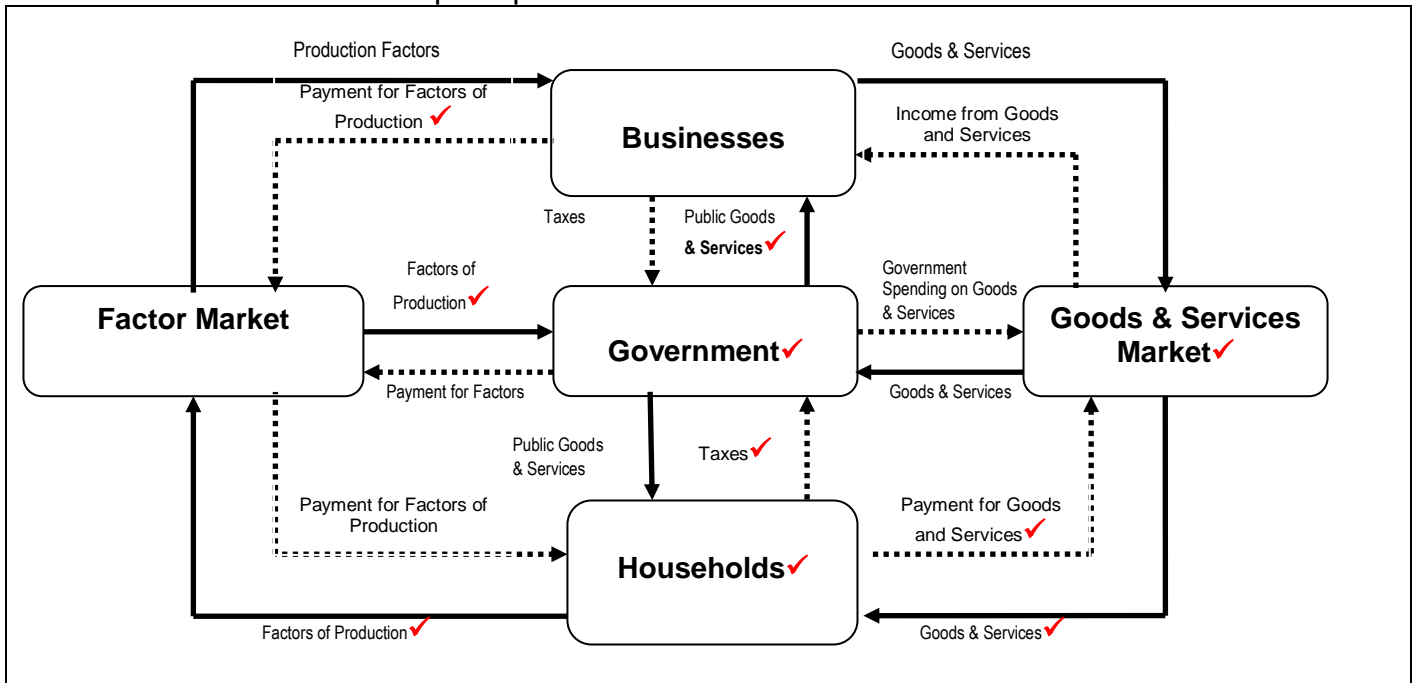
1.1.1	True✓
1.1.2.	True✓
1.1.3.	True✓
1.1.4.	False✓
1.1.5.	True✓

1.5. MATCHING COLUMNS QUESTION

1.1.1	Posting✓
1.1.2.	Market Economy✓
1.1.3.	Current Income
1.1.4.	Globalisation✓
1.1.5.	Gross Profit✓

SECTION B – (THE ECONOMY) QUESTION 2

2. The diagram below represents the Circular Flow of a closed economy showing the movements of goods / services and monetary flows amongst the participants. Label the diagram for numbers 1, 3, 4, 5, 6, 7, 9, 11, 13, 16 and write answers on the space provided (10)



SECTION C – FINANCIAL LITERACY

QUESTION 3 Marks: 13

ANSWER SHEET

4.1. CASH RECEIPTS JOURNAL OF BS STORE: JANUARY 2018

Doc No	Day	Details	Fol	Analysis of Receipts	Bank	Sales	Cost of Sales	Sundry Accounts Amount Fol Details		
Rec A21	03	B.Shandu			15000✓			15000✓		Capital✓
CRT		Sales		5630	5630✓	5630✓	4504✓			

4.2. CASH PAYMENTS JOURNAL OF BS STORE: JANUARY 2018

Doc No	Day	Details	Fol	Bank	Stationery	Trading Stock	Wages	Sundry Accounts Amount Fol Details		
143	04	KK Traders		5400	628✓	3892✓		880✓		Packing materials✓
144	10	Cash		1200			1200✓			
EFT	11	B/Statement		124✓				124		Bank charges✓

QUESTION 4**(12 Marks)****ANSWER SHEET****5.1. General Ledger Of KwaLunga Hardware****Bank a/c**

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount
2018 Jan 31	Total receipts✓	CRJ	45700✓	2018 Jan 31	Total Payments✓	CPJ	31102✓

Trading Stock a/c

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount
2018 Jan 31	Bank✓	CPJ	19245✓		Cost of Sales✓	CPJ	18511✓

Sales a/c

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount
				2018 Jan 31	Bank✓		32 700✓

Cost of Sales a/c

Date	Details	Fol.	Amount	Date	Details	Fol.	Amount
2018 Jan 31	Trading Stock✓		18700✓				

Appendix D Document analysis

NAME OF EDUCATOR:			NAME OF THE HOD:		DATE:	GRADE:	DEPARTMENT:
Annual teaching plan			Lesson preparation		Comments on ATP		Comments on Lesson Preparation
AHEAD	ON PAR	BEHIND	AVAILABLE	NOT AVAILABLE			
TYPE OF TASK/ACTIVITY e.g. assignment, test, etc			NO. OF FORMAL TASKS	NO. OF INFORMAL TASKS	COMMENTS:		
Overall observation of teachers' file			To improve	Good	Very good	Comments	
FILE ORGANISATION							
DOCUMENTS REQUIRED							
ASSESSMENT PLAN							
RECORDS KEEPING							

Appendix E: Permission letter



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1403

Mr SP Phakathi
PO Box 9464
St Lucia
Estuary
3936

Dear Mr Phakathi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“THE CHALLENGES OF CURRICULUM CHANGES IN TEACHING ECONOMIC AND MANAGEMENT SCIENCES AT UMHATHUZE CIRCUIT”**, 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 27 November 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District

Dr. EV Nzama
Head of Department: Education
Date: 28 November 2017

Appendix F: 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: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2017/463									
Project Title	The Challenges of Curriculum Changes in Teaching Economic and Management Sciences in at Umhlathuze Circuit.									
Principal Researcher/ Investigator	SP Phakathi									
Supervisor and Co-supervisor	Dr. MS Mabusela									
Department	Curriculum and Instructional Studies									
Faculty	EDUCATION									
Type of Risk	Med risk – Data collection from people									
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. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

- (1) This certificate is valid for 3 years from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-30 April 2018]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
- (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet

Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
19 February 2018



Appendix G informed consent

INFORMED CONSENT DECLARATION

(Participant)

PROJECT TITLE:THE CHALLENGES OF CURRICULUM CHANGES IN TEACHING ECONOMIC AND MANAGEMENT SCIENCES IN SCHOOLS AT UMHLATHUZE CIRCUIT.

Mr S.P. Phakathi from the **Department of Curriculum and Instructional Studies**, 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 contribute substantially to the literature in Economic and Management Sciences by addressing the factors affecting teaching of EMS in schools. Moreover, the study intends to inform the Department of Basic Education of the challenges of curriculum changes in the teaching of Economic and Management Sciences in the senior phase.
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 will draw attention to the challenges EMS teachers face in their day to day teaching of the subject. The findings of this research could make a significant contribution in finding out means of strengthening the teaching of Economic and Management Sciences knowledge across all disciplines.
4. I will participate in the project by responding to the questions that will be asked in the interview and the questions in the questionnaire.
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. **(There is no compensation)**

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: N/A
 - b. the following steps have been taken to prevent the risks: N/A
 - c. there is **a 0%** chance of the risk materialising
8. The researcher intends publishing the research results in the form of Presenting in a conference and publishing in accredited journalI. 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 conduct of the research.
9. I will not receive feedback in the form of money 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 **Mr SP Phakathi 200902832,**
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