

**AN ANALYSIS OF ECONOMIC AND MANAGEMENT
SCIENCES CURRICULUM IMPLEMENTATION IN THE
NORTH-WEST PROVINCE**

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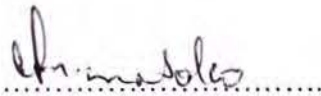


**A MINI-DISSERTATION SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ECONOMIC AND
MANAGEMENT SCIENCES (EMS) EDUCATION AT THE
NORTH-WEST UNIVERSITY (MAFIKENG CAMPUS).**

SUPERVISOR: PROF T.E.B ASSAN
DATE: 05 DECEMBER 2012

DECLARATION

I, Francinah Marobetina Maboko, hereby declare that this mini-dissertation for the Masters of Education at the North West University (Mafikeng Campus) hereby submitted, has not been previously submitted, by me for a degree at this or any other university, and that it is my own work in design and execution and that all materials contained herein have been duly acknowledged.



.....

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CERTIFICATE OF ACCEPTANCE FOR THE EXAMINATION

This mini-dissertation entitled “Analysis of Economic and Management Sciences Curriculum in the North West Province” written by FRANCINAH MAROBETINA MABOKO (20981287) is hereby recommended for acceptance for examination

Supervisor: Prof ASSAN T.E.B

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DEDICATION

This study is dedicated to the following people:

My late husband Koos “Brains” Maboko

My two kids Galaletsang and Gosego

My family, for their presence and support throughout my life.

My friend, Agnes Kodisang for support and motivation throughout the study.

ACKNOWLEDGEMENTS

I would like to pass my words of sincere gratitude to the following people who helped me with my Masters degree. They motivated, encouraged and supported me all the way. These are my family, my sisters, my friends and my colleagues. To mention just a few:

I would like to thank GOD, my creator, for granting me the strength and courage to complete this study.

I would like to thank my selfless supervisor Professor T.E.B. ASSAN for all the support, inspiration and perseverance in helping me when I really thought I had come to the end of the road and could not move beyond, he would step in and help me all the way. I would like to thank him for his ongoing encouragement cross and the encouragement.

I thank the school principals, Economic and Management Sciences head of departments and teachers who assisted me at their learning sites, their support, assistance with questionnaires information and words of encouragement as I conducted my interviews and collected data for my research.

My grateful acknowledgement is made to all those not mentioned and made it possible for me to complete this research.

ABSTRACT

This study investigated the implementation of economic and management science curriculum in the Senior Phase in the Moretele district RSA. The main purpose of the study was to identify the challenges experienced by teachers in the process of implementing EMS as a new learning area in the general education training band (GET). The study further investigated the impact of human material resources upon the implementation process.

Literature review was done on conceptual literature relating to issues on implementation of Economic and Management sciences as a new subject in the GET Band. It spelled out the human and material resources that are used in schools. Challenges the EMS teachers faced when implementing the subject and the strategies to overcome them.

Both qualitative and quantitative approaches were used as methods of investigation. Research instruments used included the questionnaire which was self-administered to the selected teachers for completion and interviews were conducted with the head of departments (HoDs) of the selected schools.

For the quantitative approach the sample was selected from eighty eight (88) EMS teachers in the Senior Phase(Grade 7-9) from all five (5) clusters in Moretele Area Office (AO) and only fifty(50) teachers formed the sample.

In the qualitative approach only four (4) head of Departments (HoDs) were purposively selected and interviewed in depth from selected Middle schools.

The major findings show that most of the teachers neither adequately qualified, nor do schools have relevant resources to assist learning and teaching. There is little support in the form of in service training or workshops for teachers teaching EMS. The department of education does not support teachers in terms of resources in general. The recommendations resulting from this finding therefore are that the EMS teachers need to be retrained especially in terms of learning outcome number 3 which is mostly based on accounting. Adequate teaching and learning materials including textbooks should be provided to schools.

KEYWORDS

-National Curriculum Statement

-Outcome Based Education

-Head of Department

-General Education and Training

-Further Education and Training

-Senior Phase

-Learning outcomes

ABBREVIATIONS

OBE:	Outcomes Based Education
EMS:	Economic and Management Sciences
RNCS:	Revised National Curriculum Statement
NCS:	National Curriculum Statement
GAAP:	General Accepted Accounting Principles
HoD:	Head of Department
APO:	Area Project Office
GET:	General Education and Training
FET:	Further Education and Training
SP:	Senior Phase
C2005:	Curriculum 2005
LO:	Learning outcomes
DoE:	Department of Education

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

All people dream of living and working in a democratic and prosperous country: A country that promotes tolerance and respect among its people, a country which allows every human being to develop his or her full potential. Sound educational policies and proper implementation of such policies have the potential to improve the quality of life of the inhabitants of a country. Through education, learners can be equipped with such knowledge, skills, attitudes and values which will help to make them active and valuable participants in creating a better country and a better future for all (Van der Horst & Mc Donald, 2001:3).

Educational reform was required in South Africa to provide equity in terms of educational provision and promotion of a balanced view in developing learners' critical thinking powers and their problem solving abilities. This has been the basis of Outcomes- based Education.

Outcomes-based education (OBE) forms the foundation of the curriculum in South Africa. The introduction of this new curriculum brought many changes in the education system of South Africa. Bantu education offered only seven subjects in middle schools, of which most of them were irrelevant. The introduction of these new curriculum changes introduced eight Learning Areas. The Department of education changed those seven subjects to the Learning Areas that will help the learners in the world of work. Economic and Management Sciences is one of these eight Learning Areas that were introduced in the Senior Phase curriculum.

Traditionally, Economic and Management Science subjects were introduced at FET level. The NCS however provides opportunities for introducing learners to EMS in the Foundation, Intermediate and Senior Phases. EMS provides a foundation for further learning in Business, Commerce and Accounting subjects (DoE, 2006e:6).

EMS aims to equip learners with the knowledge, skills, values and attitudes that will enable them to adapt, participate and survive in an economically complex society. This Learning Area also aims to promote productivity, social justice and environmental sustainability (DoE, 2005d: 6). Economic and Management Science is a very practical Learning Area.

It involves everything that we do in our lives, it is about us, our families, towns, countries and our planet, for example, can we think about how much goods and services cost now compared with three years ago? Can we still buy the same things with the same amount of money as we did three years ago? Through EMS, learners will be able to understand the causes of these high prices which we call “inflation” and also the policies which government is using to control it. With the introduction of CAPS (DBE, 2010:3), EMS implementation has been confined to Senior Phase as FET. It is therefore important that EMS be implemented in the Senior Phase such that it creates the awareness and understanding of economy among learners.

1.2 STATEMENT OF THE PROBLEM

The central concern of this study was to investigate the challenges facing teachers in implementing EMS Learning Area at the Senior Phase level. The study investigated the extent to which curriculum, resources and processes could affect the teaching and learning of EMS and the strategies to improve teaching and learning. The study investigated factors such as terminology, language of teaching and learning, and other issues influencing teaching and learning activities in EMS.

1.3 PURPOSE OF THE STUDY

The main purpose of the study was to identify the challenges experienced by educators in the process of implementing EMS as a new Learning Area in the General Education Training Band (GET). The study also investigated strategies that could be used to alleviate these challenges. It will also give details regarding the capacity that schools have in respect of qualifications of teachers and Economic and Management Sciences resources available.

1.4 RESEARCH QUESTIONS

Based on the topic, the background discussion, literature studies as well as the statement of the problem, the following research questions constitute the focus of the study:

- What are the challenges faced by teachers during the implementation of EMS curriculum in the Senior Phase?
- How do human and material resources impact on the implementation of EMS at Senior Phase?
- To what extent does the Senior Phase EMS curriculum facilitate the effective implementation of EMS?
- What are the strategies for successful implementation of EMS?

1.5 RESEARCH AIMS AND OBJECTIVES

1.5.1 Aim

The main aim of this study was to investigate the challenges faced by teachers during the implementation of EMS curriculum in the Senior Phase.

1.5.2 Objectives

The study focuses on the following objectives:

- to establish the impact of the human and materials resources upon the implementation of EMS curriculum at the Senior Phase.
- to determine to what extent does Senior Phase EMS curriculum facilitate the effective implementation of EMS; and
- Lastly, the study suggests strategies that can be put in place to ensure successful implementation of EMS.

1.6 SIGNIFICANCE OF THE STUDY

The study hopes to identify strategies that will help improve the implementation of the EMS curriculum. The study will also raise awareness that there is a need for educational authorities to invest significant resource in schools for successful implementation of EMS curriculum.

The study is significant in the sense that it will provide EMS teachers and HOD's the opportunity to express their in-depth views concerning their experiences on issues related to teaching and learning of EMS subject. Diagnosing the problems experienced during implementation of EMS will serve as a basis for assisting newly appointed teachers, subject heads and subject specialists who are involved in the process.

1.7 DELIMITATION AND LIMITATIONS OF THE STUDY

During the study, the researcher was hindered by the following limitations:

- The distribution of questionnaires had a limiting effect on the study;
- The small sample that was used; and
- Only one educational area was used. Also only one Area Office (AO) was used from five regions of the North West Province. The findings would therefore be generalized to those involved in the study.

1.8 DEFINITION OF TERMS

This sub-section seeks to clarify the main concepts in this study. These concepts are further discussed in the relevant chapters.

1.8.1 Curriculum and Assessment Policy Statements (Caps)

The Curriculum and Assessment Policy Statement is a new intervention which will commence from January 2012. This is replacing the current National Curriculum Statement (NCS), Grades

10-12. This policy was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R- 12 (DBE, 2010:3).

1.8.2 EMS curriculum

The Economic and Management Sciences Learning Area deals with the efficient and effective use of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the impact of the resources exploitation on the environment and on people (DoE, 2002b:4). In this study, the EMS curriculum is used as the NCS Learning Area offered in the school curriculum.

1.8.3 Learners

"Learners" is a term given to pupils or students under South Africa's Outcomes-Based Education Policy (DoE, 2002b:86). In this study, learners and students will be used alternately to mean the same thing.

1.8.4 Outcomes-Based Education (OBE)

In the South African context, OBE forms part of the educational transformation based on the government's overall process aimed at redressing past inequalities. Generally, OBE is defined as a system of education that is learner-centered, result oriented in design, and based on the belief that all individuals can learn (Boshee & Baron, 1993:13). In this study, Outcomes-based Education forms the foundation of the curriculum in South Africa.

1.8.5 Senior Phase

Senior Phase is the third phase of the General Education and Training Band, consisting of Grades 7, 8 and 9 (DoE, 2002b:86). It is the last phase of Junior Secondary schools.

1.8.6 Teaching and Learning

Gagne and Briggs (1979:3) describe teaching as "a human undertaking whose purpose is to help people learn" and a set of events which affect learners in such a way that learning is facilitated.

On the other hand, DuPlessis, Conley and Du Plessis (2007:3), describe learning as a lifelong process of experience that changes the individual. Learning entails change in a person as regards the individual's insight, behaviour, perception or motivation and this change leads to added knowledge or the ability to do something that the learner could not do before (Jerling, 1996:106). In this study, teaching and learning are defined as instructions given to learners by the teacher while learning is the form of information that the learner gets from the teacher.

1.9 DIVISION OF CHAPTERS

This study consists of the following chapters:

Chapter 1: General Orientation and Background of the study

This chapter dealt with the background of study. The aim of the study and research questions that guided the study was also outlined. Lastly, the concepts that have been used in the study were defined.

Chapter 2: Literature review

Chapter 2 outlined the conceptual framework for the study by providing a literature exploration with regard to information on curriculum, language as well as literature on resources to improve the teaching and learning of EMS.

Chapter 3 Research design and methodology

This chapter describes the research process in depth, including the research design and methodology followed in the study.

Chapter 4: Analysis of data, presentation of results and recording of findings.

This chapter deals with the analysis of the raw data, and a presentation of findings.

Chapter 5: Summary, critic of findings, recommendations and conclusion

This chapter deals with conclusions to the study from the data collected on the field. Then recommendations are made and suggestion for further study.

1.10 Concluding remarks

The next chapter deals with literature exploration with regard to information on curriculum language as well as resources.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Literature review identifies the theoretical framework, and literature related to this study. South Africa's 1994 elections marked a turning- point for education and curriculum development in the country. The values in our new Constitution indicate (DoE, 2001a: 2):

- A starting point for removing apartheid from our schools and curricula; and
- a platform for developing a new sense of national identity, based on human dignity and respect for all people, rather than on racial, gender and class division.

The new Department of Education developed its vision of a different future for South Africa's children through the National Qualifications Framework (NQF) and the first National Curriculum Statement, Curriculum 2005 (C2005). Curriculum 2005 has been the vehicle for implementing OBE approach (Pierre du Plessis et al.2007:42). In this chapter aspects such as Outcomes Based Education, National Curriculum and Policy Statement, Theoretical Framework, EMS curriculum and resources are discussed in detail.

2.2 WHAT IS OUTCOMES-BASED EDUCATION?

Outcomes- based education can be described as an approach which requires educators and learners to focus their attention on the desired end results of each process. These desired end results are called the outcomes of learning, and learners need to demonstrate that they have attained them. The other focus is on the instructive and learning processes that guide the learners to these end results. Educators are required to use the Learning Outcomes as a focus when they make instructional decisions and plan their lessons (Van der Horst and & Macdonald, 2003:5). OBE is thus a learner-centred, result oriented approach to learning which is based on the belief that all individual learners must be allowed to reach their full potential.

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This is done by setting the outcomes to be achieved at the end of the process (DoE, 2002b:1). Outcomes-based education emphasizes high expectations of what all learners can achieve. The outcomes at the end of the learning shape the learning process itself. The process of learning is considered as important as what is learnt, and it is an activity based approach to education designed to promote problem solving and critical thinking (DoE, 2001a:2).

OBE primarily focuses on the resources that are available to the student and called inputs. It provides learners with the greater instructional support now than in past. Instead of merely presenting or covering the syllabus as in the past, educators in OBE have to ascertain whether learners have mastered the content, concepts, skills and habits of mind before advancing (Van der Horst, 2003c:14).

The teacher in the whole process is regarded as the driver of this transformation. Although the changes started in the year 2000, when the first implementation was done, teachers were challenged till to date. Generally, OBE is viewed as having three roots, namely competency-based education, mastery learning and criterion-referenced assessment. Outcomes-based education consists of eight Learning Areas and EMS is one of them (DoE, 2002b:2). In 2010 NCS was reviewed and replaced by the National Curriculum and Policy Statement (CAPS). The current NCS consists of GET Learning Areas and the FET subjects. In CAPS, subjects are across the curriculum.

2.3 NATIONAL CURRICULUM AND POLICY STATEMENT (CAPS)

C2005, the first National Curriculum Statement, was introduced in 1997. With the challenges that faced the implementation of the new curriculum, a Ministerial Review Committee recommended a strengthening of C2005 through the production of a revised National Curriculum Statement for schools. The NCS aims to provide a curriculum which will ensure a broad, general education for all at the highest level possible (DoE, 2001a:3).

During the implementation of National Curriculum Statement, teachers had many questions about the curriculum and nobody was in position to give the correct answers. There was much confusion and teachers were over-loaded. Learners underperformed in international and local assessment.

After consultations with teachers and many stakeholders in the educational community, the minister of Basic Education appointed a ministerial task team to review the implementation of National Curriculum Statement (NCS) in 2009. Its brief was to identify the challenges and pressure points that impacted negatively on the quality of teaching in schools and to propose mechanisms that could address these (DBE, 2010:3). To improve its implementation the National Curriculum Statement was amended, with the amendments coming into effect in 2012. A single comprehensive National Curriculum and Assessment policy Statement (CAPS) was developed for each subject to replace the old subject statements, learning programme Guidelines Subject Assessment Guidelines in Grades R-12 as well as the amended National Curriculum and Assessment Policy Statements Grades R-9 (2002) and the National Curriculum Grades 10-12 (2004) (DBE, 2010:4).

The amended or new National Curriculum Statement for Grades R-12 is based on the following principles (DBE, 2010:6):

- **Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. In EMS classrooms teachers should try to create opportunities for learners to research and discuss questions such as: How many people in their families have studied accounting, economics or business studies and to what levels (Conradie, Kirch&Moyce, 2006:13)?
- **Active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths.

- **High knowledge and high skills:** The minimum standard of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all the subjects.
- **Progression:** content and context of each grade shows progression from simple to simple.
- **Human rights, inclusivity, environmental and social justice:** The National Curriculum Statement, Grades 10-12 (General), is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and the other factors.
- **Valuing indigenous knowledge systems:** Acknowledging the rich history and heritage of this country as important contributors to nurture the values contained in the constitution. Teachers should encourage learners in EMS classrooms to recognize sources of relevant indigenous knowledge. Learners should be taught to value the smaller enterprises and informal businesses (Conradie et al., 2006:13).
- **Credibility; quality and efficiency:** providing an education that is comparable in quality, breadth and depth to those of other countries.

The current National Curriculum Statement (NCS) has all of the above except only two which formed part of Outcomes-Based Education and an integration of applied competencies. Detailed information about EMS will follow after a brief description of some learning theories.

2.4 THEORETICAL FRAMEWORK

The following section is a brief description of some of the theories related to the implementation of Economic and Management Sciences in the classroom.

2.4.1 Constructivist Theory

Constructivist explanations of learning are not new. Over the past seventy-five years, they have been promoted by such notable scholars such as Jean Piaget, Dewey and Jerome Bruner

(Snowman & Biehler, 2006:310). Constructivism is a view of learning based on the belief that knowledge isn't a "thing" that can be simply given by the teacher at the front of the room to students in their desks. It is believed that one constructs knowledge from one's experiences, mental structures and beliefs that are used to interpret objects and events. Jonassen (1991:29) stated: "The mind is instrumental and essential in interpreting events, objects, and perspectives on the base that is personal and individualistic". An important component of the Constructivist Theory is to focus a child's education on authentic tasks.

Outcomes- based education is learner centred, similar to Constructivist Theory. Outcomes based education defines two groups of outcomes, namely, critical outcomes and developmental outcomes. These outcomes encourage a learner-centered and activity-based approach to education. Critical outcomes are broad, generic and cross-curricular and are linked to all fields of teaching and learning, and are of key importance as a focus for both standard setting and curricular development.

Critical outcomes envisage learners who can identify and solve problems and make decisions using critical and creative thinking. They envisage learners who can organize and manage themselves and their activities responsibly and effectively, learners who can demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation (Maree and Fraser, 2004:15). On the other hand, developmental outcomes envisage learners who can (Du Plessis et al., 2007:56):

- reflect on and explore a variety of strategies in order to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

A constructivist is student-centred and interested in a situated learning environment. The learner in Constructivist Theory needs to organize and make sense of the learning environment that teachers provide (Tobias, 2009:250). According to the Constructivist Theory, children learn in

whole or partial, not incrementally. This clearly proves that Constructivism forms the basis of Economic and Management Sciences teaching-learning in the Senior Phase, as it embodies all the principles in constructivism in the teaching learning process.

2.4.2 Jerome Bruner's Theory

A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts, based upon their current or past knowledge. The learner selects and transforms information, constructs hypotheses and makes decisions, relying on a cognitive structure to do so. A cognitive structure provides meaning and organization to experiences and allows individuals to go beyond information given (Mwamwenda, 2004:38).

Bruner has shown great interest in how learning occurs and how teachers can facilitate learning. Among other, he is associated with discovering a learning design and has stated that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. Discovery does not necessarily mean coming up with knowledge that is not known to anyone else, but coming up with knowledge by oneself. Bruner advocates learning through discovery because it supports active learning. A teacher who uses the discovery-learning approach to instruct, presents examples or problems and then asks students to examine and think about them inductively with the goal of formulating a general principle (McCown, Driscoll & Roop, 1996:374). In the EMS class, learners can act as entrepreneurs on a market day at their different schools. The assumption is that a learner will discover the advantages and disadvantages of being an entrepreneur. This clearly shows that Bruner's theory promotes the teaching and learning of the EMS curriculum.

2.4.3 Piaget's Theory of Cognitive Development

Piaget's theory of cognitive development is based on the assumption that people try to make sense of the world and actively create knowledge through direct experiences with objects, people and ideas. Maturation activity, social transmission and the need for equilibrium, all influence the way the thinking process and knowledge develop through changes in the organization of thought (the development of schemes) and through adaptation, including the complementary

process of assimilation(Woolfolk, 2010:6)(incorporating into existing schemes) and accommodation (changing schemes).

Piaget's theory lies at the heart of Constructivism which views cognitive development as a process in which learners actively build systems of meaning and understanding or reality through their individual experiences and interactions (Du Plessies et al, 2007:1).Piaget's fundamental insight was that individuals construct their own understanding, and that learning is a constructive process. At every level of cognitive development, students must be able to incorporate information into their own schemes. To do this, they must act on the information in some way. This active experience, even at the earliest school level, should include both physical manipulation of objects and mental manipulation of ideas.

As a general rule, students should act, manipulate, observe, talk or write about what they have experienced. Concrete experiences provide the raw material for thinking. Communicating with others make students use, test and sometimes change their thinking abilities (Woolfolk, 2010: 61).This theory is relevant to the study as it involves active learning and OBE, and emphasizes that learners should not be passive in the classroom but should be actively involved when teaching takes place.

2.4.4 Dewey's Theory of Development

Dewey's concept of development emphasizes the concept of "reflective thought". Reflective thought underscores the need for active involvement of learners in their own learning. Dempsey, Halton & Murphy (2001:632) quote Dewey's definition of reflective thought as active, persistent and a careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends.

Dewey's theory shows relevancy to the study as learners in the outcomes-based education which gave birth to EMS encourage learners to be active participants in the classroom. The teacher should not treat learners as blank-wax tablets on which grooves are made by a stylus (Jacobs,Vakalisa & Gawe, 2008:2).Learners bring their own individual understanding of reality to the classroom, and the teachers' role is to assist them to reconcile their existing knowledge

with the new information through reflective thinking. This view is based on Constructivist theories (Jacobs et al., 2008:2). The importance of discussing these theories in this research report is based on the principles of NCS which link the teaching and learning process of EMS to the essence exposed by all these theories. The next section will focus on the EMS curriculum.

2.5 WHAT IS EMS CURRICULUM AT SENIOR PHASE?

2.5.1 Introduction

The Economic and Management Sciences Learning Area involves the study of private, public or collective use of different types of resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and people. In particular, the Economic and Management Science Learning Area statement deals with (DoE, 2002b:4):

- the nature, process and production of goods and services;
- the South African economy and socio-economic systems in different countries;
- investment and Financial management and planning skills, either for private, public or collective ownership; and
- entrepreneurial skills and knowledge needed to manage human lives and environments.

In the Economic and Management Sciences, learners will develop the basic skills and knowledge needed to manage their lives and their environments effectively. Learners will understand the basics of an economy and how it operates. It will develop basic entrepreneurship, financial management planning skills to operate effectively in the economy (DoE, 2001a:12).

2.5.2 Purpose of the Economic and Management Sciences Learning Area

In South Africa we are faced with many opportunities to change the situation that causes poverty, and therefore we cannot hide behind the fact that there are no jobs. Our new generation should be developed so that they can create jobs. Economics and Management Sciences is a new Learning Area which will help the learners to be independent and multi-skilled entrepreneurs, who have

compassion and respect for the environment and society, knowledge in problem-solving related to equal distribution of limited resources, understanding the importance of savings and poverty, responsible use of human, natural, financial and socio-economic systems (Pienaar & Moeketsi, 2005:10).

Most of the South African citizens are not economically literate and the public's main exposure to economics occurs when television interviews, rates, unemployment levels or inflation over the next week, month or year (Ferguson et al., 1993:1). Economic and Management Science will try to expose learners to economical factors early in the Senior Phase. The RNCS describes Economic and Management Science as the Learning Area that aims to equip learners with knowledge, skills, values and attitudes that will enable them to adjust, participate and survive in an economically complex society. This Learning Area further aims to promote productivity, social justice and a sustainable environment (Watson et al., 2004:6).

The financial policy of the South African Government ensures that the Minister of Finance gives a budget Speech based on financial income, expenditure and future projections at the end of February every year. All the citizens of South Africa are interested and want to know about positive changes were made concerning tax, import taxes, revenue and personal taxes, to name a few. Economic and Management Science involves much more than the acquisition of economic facts. As a result of a constantly changing economy, learners ought to be taught the processes of problem solving through using current theories (Maistry, 2001:161). Learners can now become economically literate through the opportunity offered in school to study Economic and Management Science, which will make it much easier for them, as future adult citizens in our country, to play a vital role in economic stability, in favour of a positive budget (Pienaar, & Moeketsi, 2005:1) Economic and Management Sciences will develop entrepreneurial skills among learners and how to have a good business manner. The study investigated the process of EMS curriculum implementation.

2.6 CURRICULUM

2.6.1 Economic and Management Sciences disciplines

EMS, as a Learning Area, integrates three main subjects that are Accounting, Economics and Business Studies. These three subjects are integrated to form one Learning Area which is EMS and is only offered in the General Education Training (GET) band Phase. The three disciplines are discussed below:

2.6.1.1 Accounting

The subject Accounting focuses on processing and communicating financial information as well as measuring the performance of various aspects of a business enterprise and the people who work within it. Accounting equips learners with the skills to function effectively as business people, and do work successfully in the business world (Conradie et al., 2006:22). Accounting is more concerned about business figures to be used in the business.

2.6.1.1.1 Purpose of accounting

Accounting equips learners with the skills to function effectively as business people, and to work successfully in the business world. It teaches learners the skills, knowledge, attitude and values that they need to make meaningful and informed personal and business financial decisions. According to Conradie et al. (2006:22), accounting is intended to serve as a springboard for learners entering industry and as well as for those who intend on furthering their studies at post matric level.

Learners who take Accounting will be able to communicate financial information effectively by using generally accepted accounting practice (GAAP) in line with current developments and legislation. Learners will be able to organize and manage own finances and activities responsibly and effectively. Accounting learners will also be able to apply principles to solve problems in a judicious and systematic manner in familiar and unfamiliar situations, thus developing the ability to identify and solve problems in the context of the various fields of Accounting (DBE, 2010:9).

2.6.1.2. Economics

Economics is the study of how individuals, business, government, and other organizations within our society choose to use scarce resources to satisfy their numerous needs and wants in a manner that is efficient, equitable and sustainable (DBE, 2010:11).

2.6 .1.2.1 The purpose of economics

Economics will help learners to understand the concept of monetary and real flows in an open economy within the confines of production, consumption and exchange. Economics will help learners to be able to use resources efficient to satisfy the competing needs and wants of individuals and of society. Economics learners will acquire an advanced economic vocabulary that will allow them to debate and communicate the essentials of the subject (DBE, 2010:12).

The subject Economics will assist learners to develop skills to apply demand and supply and cost and revenue analysis to explain prices and production levels. Learners will also be able to understand human rights concerns, reflect on the wealth creation process and engage in poverty alleviation (DBE, 2010:12). Learners will also be able to:

- Explore a variety of methods strategies to analyse and explain the dynamics of markets ;
- analyze and assess the impact of local and global institutions of the south African economy; and
- explain economic events and forecast their consequences or predict likely future outcomes.

2.6.1.3 Business Studies

The subject, Business Studies, deals with the knowledge, skills, attitudes and values critical for informal, productive, ethical and responsible participation in the formal and informal economic sector. The subject Business Studies passes business principles, theory and practice that underpin the development entrepreneurial, sustainable enterprises and economic growth (DoE, 2003c:9).



2.6.1.3.1 The purpose of Business Studies

Business Studies will help learners to acquire and apply essential business knowledge, skills, principle to productively and profitable conduct business in changing business environments. This subject will help learners to create business opportunities, creatively solve problems and take risks respectively the rights of the other and environmental sustainability (DoE, 2003c:9). In addition to being able to secure formal employment, learners need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways business learning opportunities. The study further investigates whether the EMS teachers are able to teach all the four Learning Outcomes.

2.7 Economic and Management Sciences Learning Outcomes

The EMS Learning Area has its own unique features and four Learning Outcomes. The four Learning Outcomes concerns the themes outlined below:

- **Learning Outcome 1:** (The Economic Cycle) The learner will be able to demonstrate knowledge and the understanding of the economic cycle within the context of the “economic problem”.
- **Learning Outcome 2:** Sustainable, Growth And Development
- **Learning Outcome 3:** (Managerial, Consumer and Financial knowledge and Skills).The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.
- **Learning Outcome 4:** Entrepreneurial knowledge and skills. The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes.

Learning Outcomes 1 & 2 reflect economic aspects and the other two outcomes reflect management aspects (Business studies and Accounting).Educators concentrated on teaching of theory and ignoring the teaching of accounting concepts (DoE, 2005d:1).These Learning Outcomes should be taught according to the time allocated (weighting) for each. Below are the suggested weightings per learning outcome for Senior Phase EMS.

Figure 2.1 Learning Outcomes

Learning Outcomes	Weighting
LO 1: The Economic cycle	20%
LO 2: Sustainable and Growth and Development	15%
LO3: Managerial, Consumer and Financial Knowledge and Skills	30%
LO 4: Entrepreneurial Knowledge and skills	35%

Source (DoE, 2003:22)

The suggested weighting (time allocated per learning outcome above is based on the actual time it would take to teach, learn and assess the appropriate knowledge, skills, attitudes and values. More emphasis has been placed on learning outcome 4 since it forms the basis for developing knowledge and skills needed for job creation and alleviation of unemployment and poverty in South Africa. It also plays a major role to inculcate the entrepreneurial attitude and prepare learners to a great extent for FET phase and the world of work (DoE, 2003c:22).

Educators concentrate on the teaching of theory which is basically Economics and Business Studies and ignore the teaching of Accounting, LO 3 (DoE, 2005d:1). This means only three Learning Outcomes (LO 1 & 4) are taught effectively and Learning Outcome no 3, which is Accounting, was not sufficiently taught.

2.8 PRIOR LEARNING

The knowledge which learners have before starting junior secondary school is very important. Moreover, subjects like Economic and Management Sciences need learners who have had exposure to business issues. This seems to be a problem during the teaching of EMS because learners may come to the learning situation with a great diversity of background experiences. Some may have more exposure to EMS issues that is, business background, knowledge on how to deposit and withdraw money (savings account) experience as tourists and others (DoE, 2003c:31).

Some learners who are just beginning the study of EMS come from varied school backgrounds. Some may have had enough exposure to Accounting, Business Studies and economic subjects whilst others were not sufficiently taught (Musselman, Hanna, Weaver, & Kaluza, 1979:46). This has a great implication for teachers. Teachers need to plan their lessons in such a way that that it will suit learners from urban and rural areas. Teachers need to realize that learners could also be taken to brickyards that will expose learners to production. Teachers can also make pamphlets and booklets on production from factories available to the learners, they can also arrange excursions to bridge the gap between theory and practice (DoE, 2003c:32).

2.9 LANGUAGE OF TEACHING AND LEARNING

2.9.1 Home Language versus Language of Instruction

The home language is important for a learner to develop language of instruction that is English. In most schools, the language of teaching and learning is a second or third language for teachers and learners. This may result in learners not satisfying learning and assessment requirements due to lack of understanding of the language of teaching and learning (DoE, 2003c:31).

In most schools, teachers and learners are English second language speakers. Teachers are pressurized to use the two languages when teaching, that is the learners' mother tongue and English for the learners to perform. Most of the learners are handicapped by the language of instruction, they do not feel confident enough about the subject matter to even respond in their mother tongue (Maistry, 2001:168). This will result in learners performing badly when given a task to complete in EMS which uses English as the language of instruction.

In the United States, schools are challenged to provide a quality education to students who are not yet proficient in English, and there are many teachers charged with developing these students' linguistics and academic proficiencies (Richards, 1994:159).

2.9.2 Language policy

The Language Policy, which was a critical element of the former apartheid ideology, did scant justice to the multi-lingual nature of South Africa at large. Black and white learners were

educated separately on the ground of language, race, and cultural background. The official policy of bilingualism ensures the development and use of the dominant groups' language, namely English and Afrikaans, at the expense of other significant language groups. As a result of this policy, the majority of South African learners learn through the medium of instruction that is not their mother tongue. This has critical consequences for the educational performance of learners, especially black learners, who do not only have to learn English as a second language but are required to master all their school subjects in a "foreign" language on the same level as learners whose home language is English. In addition, learners are expected to take tests and examinations in the second language (for many, English is a third or fourth language). This results in many learners failing EMS because of limited language proficiency in the medium of instruction and the language used in setting the examination (Meier, 2002: 14).

In South Africa, the majority of learners are being taught through the medium of English, which is not their home language and which is often not spoken generally in the areas where they live either (Nieman & Monyai, 2006:22). Owing to the fact that English (the language of learning and teaching) is the home language of only a small percentage of the people in South Africa, and that very few learners use the language of learning and teaching (LoLT) outside the school context, some learners find it difficult to understand the content of EMS because of language of teaching and learning.

The importance of language for effective learning becomes evident if considered that the ability to use language determines the ability to think. Because of these close links between language and thinking, the learners' ability to think and learn depends on their ability to use and understand the language of teaching. When the language of learning and teaching is not the learner's home language the challenges lies in creating teaching environment that helps learners find and put into practice or exploit the relationship between their home language and additional languages in the most effective way (Nieman & Monyai, 2006:22).

2.10 TERMINOLOGY

The newcomer to the study of Economics must learn considerable terminology specific to the subject. This includes both wholly new words and terms (some of which signify very complex concepts, e.g. marginal utility), as well as more familiar words, with shades of meaning particular to economics. Examples of the former include terms like entrepreneur, clearing banks, public sector borrowing requirement (Whitehead, 1986:23).

The language of Economics is a very different beast from the language of creative expression and imaginative response; and the standard of students' written language performance is a reflection of this (Whitehead, 1986:21). Whitehead (1986:21) further emphasizes that most students cannot necessarily produce complete written communication or essays for Economics that are cohesive and coherent.

Fredman (2008:256) contends that teachers should provide learners with some basic tools to enable them to think like economists and talk like economists. In teaching the language of EMS, he concentrated on the concept of opportunity cost, the production possibility frontier and supply and demand (for both product and factor market). He found that although the learners understood these concepts intuitively, the format did not allow for sufficient mastery of the graphical representation of the concepts. The strength of these was that, like a foreign language course, it provided learners with a new language that enable them to view the world in a new way. The learners were able to use this new language to analyze historical events. They began using terms and phrases such as trade-offs, cost-benefit, opportunity cost and incentives in discussing choices. The teachers in South Africa are tasked with teaching learners the language of instruction and the new economic terms for learners to achieve in their classrooms.

2.11 RESOURCES

In South African classrooms for teaching and learning to take place there are variety of resources that are prescribed for teachers and learners in every Learning Area. The

current and amended (new) National Curriculum Statement, recommended different learner-teacher support material (LTSM) for every Learning Area.

2.11. 1 Resources for teaching and learning of EMS

2.11.1.1 What is a resource?

According to Scales (2008:201), resources are the things which teachers and learners use to support their learning. He states that resources are sometimes referred to as learning aids.

2.11.1.2 Why should teachers and learners use resources?

Resources are very important because they help teachers to become more reflective. In EMS waste material can be used for different purposes, i.e.:

- In teaching and learning empty containers of used products may be used for brand names (competing products), labels, prices, manufacturers etc. or as dummy products for role play;
- to generate cash; and
- to promote clean and safe environment at an early age (DoE, 2003c:3).

According to Scales (2008: 202), teachers and learners use resources because they add variety that is effective. Learning requires a range of inputs and stimuli to engage and maintain the interest of learners. The use of resources reinforces learning and help understanding of the content by learners. Scales (2008:205) further states that using a range of resources can help learners to retain information but also to use it more effectively for analysis, synthesis and evaluation. Effective use of resources makes it easier for teachers to explain concepts and facilitate demonstration.

According to Maistry's study (2001: 164), most of the learners lack resources in the rural areas. Learners in these areas had never travelled more than five kilometers beyond the township. Those learners had a limited experience of economic issues. Many learners are not exposed to radios, televisions and newspapers and even in their schools there is a problem with these kinds

of resources. A visit to the municipal library entails a costly trip to the central business district approximately fifteen kilometers away. Such use for meager of financial resources are not high up on the list of priorities of most parents.

There is a range of resources that can be used in the teaching and learning of EMS. This study investigated the importance of human - and material resources and the process of delivery in the teaching of EMS.

2.12.1. Material resources

Material resources are vital if the teacher is able to make a good choice of a particular resource in teaching EMS. The National Curriculum Statement (NCS) prescribed the following material resources that can help teachers in the teaching, learning and preparation of lessons (DoE, 2003c:1).

- Teachers guide for the development of learning programmes;
- Learning programmes;
- Work schedule;
- Lesson Plans; and
- School Based Assessment Document for EMS.

Following is the brief discussion of each above resources and their importance in the teaching and learning of EMS.

2.12.1.1 Teachers' guide for development of learning programmes

This is a document primarily written for teachers who have to develop their own learning programmes. Teachers are encouraged to develop and implement their own learning programmes, and this should happen within the framework provided in the RNCS (Revised National Curriculum Statement). This teachers' guide for the development of learning programmes have been developed to support teachers to do so (DoE, 2003c:1).

2.12.1.1.1 Purpose of the teacher's guide for the development of learning area

Policy guidelines have been developed at national level (with provincial participation) to assure that teaching, learning and assessment practices are developed effectively so that learners can achieve the learning outcomes as set out in the NCS.

The purpose of guidelines is to guide teachers in the development of learning programmes by (DoE, 2003c:1):

- providing guidelines to teachers on how to develop a learning programme;
- providing the essential feature and underlying principles of a learning programme;
- promoting and encouraging adherence to the RNCS and support for its implementation and;
- providing a framework for teacher development and training.

2.12.1.2 Learning programme

A learning programme is a phase long plan that provides a framework for planning, organizing and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a structured and systematic arrangement of activities that promote the attainment of learning outcomes and assessment standards for the phase (DoE, 2002b:2). Learning programme is a tool for ensuring that the learning outcomes for each learning area are effectively and comprehensively attended to in a sequential and balanced way across the phase. Below is a part of grade 9 template to be used by EMS teachers.

Figure: 2.2

Illustration of a part of grade 9 EMS Learning Programme			
Weeks	Learning Outcomes	Content and context	Resources
28-40	Ems LO 4: AS 1 -1,2,3,4&5 Tech LO.2.AS.1- (Structures) Ass2(Processing)	Teaching Learning and Assessment contexts: Unit 12: Types of businesses/ownership.	Resources Businesses Textbooks TV Radio

SOURCE (DoE, 2003c:52)

2.12.1.3 Work schedule

A work schedule is a year long programme that shows how teaching, learning and assessment will be sequenced and paced in a particular grade. It is a delivery tool, a means of working towards the achievement of the learning outcomes specified in the learning programme, incorporates the assessment standards that will be achieved in that grade(DoE, 2003c:2).

Each and every teacher is expected to follow the work schedule when teaching. In the past, instead of these, the common thing that was used was a syllabus. Below is a grade 9 template of a work schedule:

Figure 2.3: WORK SCHEDULE TEMPLATE GRADE 9

WORK	Components of the Work Schedule
28	Learning Outcomes and assessment standards EMS LO4:As 1,2,3,4,&5 TECH LO.2.As.1(Structures)As2 (Processing)
29	A&C LO 4 (Visual Arts:Ass1,2)
30	Types of ownership: Sole proprietor,partnership,Close corporation in formaland informal
35	sector,SMMES Forms of assessment-written work
37	Presentations/ Project

SOURCE (DoE, 2003c:53)

2.12.1.4. Lesson Plan

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children.

There are many formats for a lesson plan. According to O'Bannon (2008:1), most lesson plans contain some or all of these elements, typically in this order:

- **Title** of the lesson;
- **Time** required to complete the lesson;
- List of required **Materials**;
- List of **objectives**, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion);
- The set (or lead-in, or bridge-in) that focuses students on the **lesson's skills or concepts**, these include showing pictures or models, asking leading questions or reviewing previous lessons;

- An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas;
- Independent practice that allows students to extend skills or knowledge on their own;
- A summary, where the teacher wraps up the discussion and answers questions;
- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow;
- Analysis component the teacher uses to reflect on the lesson itself such as what worked what needs improving; and
- A continuity component reviews and reflects on content from the previous lesson

2.12.1.4.1 Setting an objective

The first thing a teacher does is create an objective and statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. The objective drives the whole lesson, it is the reason the lesson exists (O'Bannon, 2008:1). Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

2.12.1.4.2. Selecting lesson plan material

A lesson plan must correlate with the textbook the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate textbook for the students.

Below is a lesson plan template usually used by teachers, although each and every teacher or school can create their own template but it should include more less the concepts explain above:

Figure 2.4: LESSON TEMPLATE

LESSON PLAN		
Learning area :EMS		Grade 9
Teaching time :26hours weeks		
Duration:13 weeks		Date/Week: Weeks28-40
Learning outcome: EMS LO4:AS1,2,3,4	Assessment Standards:TechLO2: (Structures) AS2 (Process)A&C LO4(Visual Arts:AS1,2) Composite AS 3	INTERGRATION
Linking with previous lesson: Financial management: recording, analysis and interpretation of financial data.		Linking with next lesson:
Core knowledge: Unit 1: Needs and analysis Idea generation: Questionnaire; SWOT analysis; Feasibility study; Own borrowed capital: Financial institutions. Unit 2: Management functions of a business (purchasing production and marketing); Financing entrepreneurship; Own/borrowed capital; Financial institutions and organisations promoting entrepreneurship; Marketing. Unit 3: Types of businesses/ownership Sole proprietor, partnership Close corporation in formal and informal sector;SMMEs		
Learning activities and assessments: Discuss forms of ownership		

Forms of assessment Presentations Project	Resources Textbooks Printed media Radio TV
Expanded opportunities: Research work	Teacher reflection: Were the outcomes met?

SOURCE (DoE, 2003c:54)

2.12.1.5. SCHOOL BASED ASSESSMENT?

A school based assessment is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG). A variety of items are organized in a certain format that will then form the learner's portfolio. It should always be available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Items which can be included in such a school based assessment are tasks (presentation, case study and writing a report) project, controlled tests and examinations, which are collected over a period of time and which serve a specific purpose (DoE, 2012f:2).

School based assessments are also defined as an ongoing systematic collection of products that represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole curriculum, and also shows how the learner's journey has progressed towards completion of the curriculum. This is one of the most important teaching resources that the teacher should have.

School based assessment enables the teacher to find out more about the learner as an individual, but the learners also find out more about themselves. The collection of

school based assessment tasks serves as a summary of the learner's progress throughout the year (DoE, 2012f:2).

It is thus emphasized that a school based assessment makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of school based assessment can be created with realistic context by different schools. It provides an excellent opportunity to transform assessment into a learning experience.

2.12.1.5.1. Purpose of school based assessment

The primary reasons for using school based assessments as a collection of evidence include (DoE, 2012f:3):

- authentic assessment of the learner's accomplishment of learning outcomes;
- authentic assessment of the quality of learner's sustained work; and
- Documenting improvement of learners' work.

Although the National Curriculum prescribed above material resources there are other important resources that should be used by the teacher according to different topics in EMS. Those other resources will be explained below:

2.13 HAND-OUTS

Hand-outs are paper-based resources that teachers hand out to learners. Scales (2008: 212) identified the range of hand-outs and when they are used:

- **Information sheets:** A handout giving background, facts, information and statistics, can be useful accompaniment to input from the teacher. The content should be kept to a minimum and not contain information irrelevant to the topic.
- **Worksheets:** These provide written activities to learners; they have to answer questions, add information or complete it in some way.

- **Activity sheets:** These are similar to worksheets, but are generally used to support a student activity; for example, to complete a general journal using the given adjustments in EMS.
- **Notes:** These might be more appropriate for a lesson where the teacher provides copies of notes or PowerPoint presentation to the learners.
- **Reading:** It is sometimes appropriate to give learners reading, perhaps an extract from a book, journal, newspaper or magazine article, e.g., in EMS learners can read a newspaper to find out the economic position of the country (see LO 1: Economic Cycle Gapped handouts). These are a useful learning and assessment device. The text of the handouts leaves gaps for learners to fill or to answer questions.

For learners to be able to use handouts effectively, several ways are to be followed by teachers of EMS before giving handouts to learners (Race, 2005: 22):

- Handouts should be eye-catching.
- Use the paper to capture diagrams, graphs, pictures and so on to bring to life the ideas concerned.
- Handouts should make the subject matter interesting to read and study.
- Teachers should be able to choose the proper font and pay attention to layouts.

2.13.1 Advantages of using hand-outs to the learners

Race (2005:125) outlines several advantages and disadvantages of using handouts for learners:

- Handouts have become increasingly important, not only to learners but as elements of the evidence used, to access the quality.
- Handouts could be thought of as the articles controlling the flow of information to learners' hands, but perhaps not entirely successful in getting the information processed in their brains.

- Traditionally, learners were to write notes which mean, that in an hour, they could only acquire few pages directly worth of information. Nowadays, more information is to be placed directly into learners' hands in the form of handouts.
- Similarly, where formerly learners needed to make their own notes from books in libraries, nowadays, they are likely to make photocopies of the information they believe to be most relevant or important.

2.13.2 Disadvantages of hand-outs

- Learners sometimes do not really know the answers to “what am I expected to do with these handouts – read it now, revise from it later, do things with it now and soon after now, just file it, and then do something with them?”.
- Learners take the view that they do not need to go to the class because they have some copies of the handouts. This happens all too often when handouts materials are issued in advance or made available on an internet before the relevant teaching session.
- Handouts give learners information, which does not in due course, get processed by them to become their own knowledge.

2.14 POSTERS

A poster can be defined as a visual combination of bold design, colour and message. It is intended to catch and hold the attention long enough to implant a significant idea in the observers mind. To be effective, posters should have the following characteristics (Jacob, Vakalisa & Cawe, 2008:249):

- simple;
- brief;
- attractive; and
- well-designed and colourful.

2.15 TEXTBOOKS

Textbooks have become an almost inseparable part of the present school system. Each teacher has his/her own teaching style; integrating vital information from the textbooks.



Textbooks can serve as a resource, but cannot be a determinant of learning. It is the learners and their questions, comments, actions and puzzlements that are the guides to teaching, that give the teacher the necessary clues about when and how much to intervene (Rodgers & Raider-Roth, 2006: 280). Textbooks should be seen as aids to acquainting the learner with the Learning Area content, and emphasis should be laid on the manner which is accomplished. Teachers should not only rely solely on the textbook but should look for other resources.

2.15.1 Correct use of the textbook

Teachers should always remember that the textbook usually represents the minimum of content to be mastered, and that meaningful learning opportunities therefore require more than what the textbook has to offer. Textbooks should not be regarded as the ultimate and only source of all knowledge. No learning can take place on the abstract level only. To create a meaningful context (the situation in which learning takes place), the learner should be invited to dynamic interaction; the learner should be a participant and not an onlooker. The textbook can be combined, for example, with a video programme, a field trip or any other additional experience (Jacobs et al., 2008:238).

Teachers should regard textbooks critically both from a scientific and an educational point of view. A good textbook should, amongst other qualities, be accessible and systematic, and should not contain unnecessary detail which may confuse learners. Teachers can give assignment or worksheets based on the content of the textbook which the learners can use as a reference source. Textbooks can also be used to prepare for a forth coming lesson by asking learners to read specific parts in preparation for that lesson (Jacobs et al., 2008:283).

2.15.2 Incorrect use of the textbooks

Jacobs et al. (2008:233) outline specific things that the teachers should not do when using the textbook:

- The teacher should not merely read out of the textbook during class ;and

- Teachers should not expect the learners merely to memorise the contents of the textbook and to reproduce it without insight and understanding.

2.15.3 What to look for in textbook

Jacobs et al. (2008:239) outline seven important things that teachers should look for in textbooks:

- The **language** use should be clear and concise, and at the correct level and experience of the learners;
- **Headings** of the different sections should stand out. This enables learners to construct a logical sequence of the content;
- The book should provide explicitly stated behavioural outcomes. This provides a guide as to how the learner should approach the content;
- EMS textbooks should have questions and exercises at the end of a section or chapter. This encourages self-assessment and learner activity. Summaries at the end of a section or chapter, containing core content, will help learners in the assimilation of the new content;
- All pictures and diagrams should be clear and understandable;
- The text book should be designed in such a way that it arouses motivation, maintains interest and encourages learner participation; and
- Questions and exercises should encourage critical thinking and should inspire learner to seek answers from real life situation, learners need to be encouraged to apply and test the theories found in textbooks.

2.15.4 Advantages of using textbooks

- A traditional textbook is very important in the teaching and learning of EMS. The advantage of a textbook is that it gives a student an introduction to the EMS concepts that are not represented in class.
- Students use textbooks to write the assignments, and exams are based heavily on the textbooks (Oberhofer, 2001: 112).

- Musselman, Hanna, Weaver and Kaluza (1979: 49) emphasize the use of textbooks in every EMS classroom as they are good for any beginner. They represent a source of information and are valuable reference tools.
- According to Maistry (2001:161), textbooks in EMS are important as they can explain most of the important concepts in detail, such as the reasons for inflation, unemployment and inequality.

2.16 FLAT PICTURES

These are still pictures that are readily available in magazines, newspaper, calendar, pamphlets, handouts and books. Some are specially made for the classroom; others are mainly used for other purposes, but the teachers can use them effectively in the teaching-learning of EMS (Jacobs et al., 2008:2421).

There are many types of pictures. Some aim to reproduce reality and to resemble the original object as closely as possible (photograph, drawing, illustration or paintings of numerous types, whereas others (graph, maps, diagram) offer information, sometimes through highly abstract symbols. Graphs form the basis of teaching EMS for example, demand and supply graphs.

2.16.1 Newspaper

The daily newspaper is probably the most useful printed curriculum resource available to students and teachers of Economics. It provides a wealth of case study examples, problem-centred inequities, and economic value positions in its editorial and popular comment columns. Every student of Economics should be taught to regard the newspaper as the first source of economic examples to illustrate either the function or malfunction of economic institutions and theory, in topics varying from inflation and employment policy through micro economic of the firm to issues of urban and transport planning and welfare economics. Newspapers also provide a most useful source of current economic statistics through their financial pages. According to Sanderson (2001:10), a newspaper is essential that students develop the skill of quantifying economic indicators through monitoring daily share price annotations, interests' rates and dividend levels. Newspapers keep learners informed about what is happening in the economy (Sanderson, 2001:12).

Language difficulty in newspapers should not be avoided; simply the teacher can explain that word or sentence to learners. Business pages in the newspaper are the ones to be considered by EMS teachers and learners (Sanderson, 2001:13). Newspapers report current and real-life events, this arouses the learners' interest and curiosity about the world around us.

2.16.2 Advantages of flat pictures

Jacob et al. (2008:243) outlined several advantages and limitations of using flat pictures:

- A good picture attracts attention, arouses interest, and clarifies meaning. In other words, pictures communicate.
- They appeal to learners of all ages.
- They are readily available in large quantities and at little costs.
- They cover a large variety of subjects.
- Almost anything we can see can be duplicated.
- Numerous books have topics such as savings and jobs that are not easy to be forgotten because they relate so easily to children's everyday lives (Rodgers, Hawthorne & Wheeler, 2007:52).

2.16.3 Limitations of flat picture

- Because flat pictures are two dimensional, sizes and distances may be distorted, thus making it difficult for some other learners to understand the picture.
- The lack of colour or inaccurate use of colour in flat pictures limits learner interpretations and often leads to inaccurate conclusion.
- Most pictures are small and cannot be used effectively in front of a class.
- More abstract economic topics that are found in some picture books and easy readers, such as the operation of markets and investment in human capital, require more creativity on the part of the instructors to teach a thorough and intuitive lesson (Rodgers et al., 2007:52).

2.16.4 Selecting pictures for teaching

Pictures are used in many Learning Areas for example, Economic and Management Sciences, if the real object is at hand, a picture serves no immediate purpose, since it is only a substitute for the real thing. But after the real object has been studied, a picture can serve as a reminder.

Well-defined lesson outcomes are particularly helpful when selecting pictures for use in teaching. Teachers should constantly lookout for better pictures to replace old ones. The age level of a learner must be taken into consideration. There should be fewer elements in a picture for the young children than in one for older learners.

It is important that the impressions left in the learners' mind must be correct. The pictures must provide both a true general impression and accuracy of details. It should be typical, rather than unique or startling. The quality of the picture is also important.

2.17 TECHNOLOGICAL RESOURCES IN THE TEACHING-LEARNING OF EMS

2.17.1 World Wide Web in EMS

Teachers should try to use as many resources as possible in EMS classes so that the learners can develop a position and can also be able to participate. World Wide Web can be used in EMS classes to improve teaching and learning.

Simkins (2001: 279) suggested some advantages in using World Wide Web.

2.17.2 Advantages of using World Wide Web in the EMS Class

- Web is a rich source of economic news, data and information that can make economics (EMS) relevant and understandable for students in ways that lecturers and textbooks alone cannot.
- Instructors can use up-to-the-minute data and examples to illustrate economic concepts and provide additional sources of information from across the World.

- Students can view news clips, listen to speeches and access on-line economics resources from a variety of Web resources.
- Students can use information from the Web to analyse and compare the economic and political characteristics of various countries, to develop a Web-based magazine (e-zine) analysing current economic policy issues or to make economic predictions based on economic theory and current economic conditions. These types of activities directly involve students in the learning process and make economics (EMS) come alive, promoting broader interesting EMS and providing a richer learning experience than traditional teaching methods can.
- The Web also makes possible new learning environments that give students different learning styles, additional entry points into economics and multiple ways to practice those concepts, e.g., learners who learn best by actively experimenting with economic concepts can practise those concepts via an online stock-trading game, macroeconomic simulation, or Web-based tutorials.
- On the web, students can take advantage of the resources that best fit their preferred learning style, unlike a traditional classroom setting, where instruction is often delivered in one-size-fits all format.
- Finally, web allows students from across the world to communicate with each other on economic issues, participate in real-time chats with the author, and collaborate on economic projects.

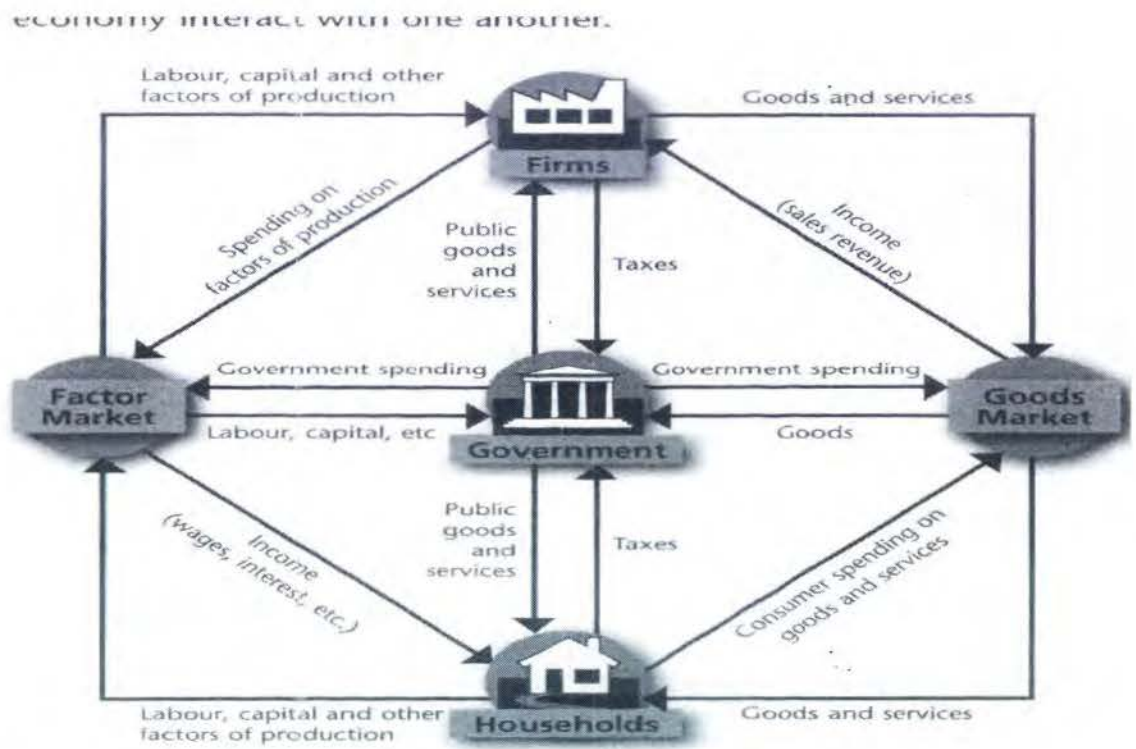
Not only does the web give students unparalleled access to current news and economic reports, analyses, forecasts and data, but it also provides new opportunities to communicate and learn without regard to time or geography constraints (Simkins, 2001: 285). Considering all advantages given by Simkins (2001:279) not all the schools in South Africa are having the computers for learners and teachers in their classroom.

2.18 DIAGRAMS

A diagram is a condensed drawing consisting primarily of line and symbols. A diagram is designed to show general outlines, or key pictures of a process, object of area. In Economic and

Management Sciences the diagrams that are mostly used are like the circular flow models which show interrelation between the participants in the economy. The teacher will be able to show learners these three participants easily. In these diagrams the learners will be able to know that the household provide the firms with factors of production, and the firms used them to produce goods and services, and then the firms sells these goods again to the consumers (household). Figure 2.5 shows a simple diagram of circular flow model (Bantjies, Ross & Zungu, and 2007:66)

FIGURE 2.5: CIRCULAR FLOW MODEL



Source (Bantjies, Ross & Zungu, 2002:66)

2.19 CONCLUDING REMARKS

According to Maistry’s (2001:163) study, EMS is mostly affected by the organization of the schools, the socio-economic background of the learners, the medium of instruction lack of resources, workload and time - and syllabus constraints, the incompetence of the learners with regard to basic economic concepts, and an assessment-driven school policy. The researcher is

convinced that the information studied about EMS will be of help to the EMS teachers when implementing Economic and Management Sciences Education in the Senior Phase level. The next chapter deals with the presentation of the research design and methods of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter the methodological procedures adopted for this study are described. These cover research methods and techniques for collecting the data necessary to answer the major questions and techniques including discussions, the use of qualitative and quantitative methods, data analysis, validation and ethical issues.

3.2 SURVEY RESEARCH

A survey research has been done in this study. A survey describes the characteristics of a population. In essence, what researchers want to find out and how the members of a population distribute themselves on one or more variables (for example, age, ethnicity, religious preference, attitude to school) are conducted in a survey. The main way in which the information is collected is through asking questions and the answers to these questions by the members of the group constitute the data of the study. Drew, Michael, Hardman and Hosp (2008:166) describe survey research as a type of research that involves asking questions to a sample of individuals who are representative of the group or groups under study.

A survey was chosen because of its advantages such as that the sample can be used as a basis for generalizing and predicting what is likely to be observed further, on the basis of current findings. In other words, it can be concluded that what holds true for the sample also holds true for the larger population (Mwamwenda, 2004:14). Mwamwenda (2004:14) agrees that a survey research is less expensive than using an entire population for study. Again, a survey was chosen because the intention of this study was to get information straight from the teachers teaching of EMS. It was these advantages that encouraged the researcher to choose a survey for this study.

Fraenkel & Wallen (2009:391) describe two types of survey research and each one is briefly explained below.

3.3 LONGITUDINAL RESEARCH

In a longitudinal survey information is collected at different points in time in order to study changes overtime. Three longitudinal designs are commonly employed in survey research: *Trend studies*, *cohort studies* and *panel studies* (Fraenkel & Wallen, 2009:3910).

3.4 CROSS-SECTIONAL SURVEY

A cross sectional survey, on the other hand, collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time, although the time it takes to collect all of the data may take anywhere from a day to a few weeks or more. This type of survey was used in this study as the data was collected for a few weeks.

3.5 RESEARCH DESIGN

A research design refers to the overall plan for collecting data in order to answer the research questions. It also specifies data analysis techniques or methods that the researcher intends to use (Fraenkel & Wallen, 2008:649). A design is used to structure the research, to show how all of the major parts of the research project, the samples or groups, measures, treatments or programmes and methods of assignment, work together to try to address the central research question. The main purpose of the design is to help avoid the situation in which the evidence does not address the initial research question. Research designs include approaches, choice of research area, sample size and sampling procedure. This study concentrates on Grade 7-9 EMS teachers at the Bojanala District in the Moretele Area Office (AO) in the North-West Province of South-Africa. Creswell (2002:58) defines a research design as a “procedure for collecting, analyzing, and reporting research in quantitative and qualitative terms”. This study was conducted using qualitative and quantitative methods. Each approach has its own terminology, methods and techniques.

3.5.1 Quantitative Design

A quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. It generally requires well controlled settings. Drew et al (2008:382) describe quantitative research as the studies using quantitative methods to collect data in the form of numbers. In this approach of research, the occurrence of behaviour is counted, and other types of measures are recorded in terms of quantity. In this study a questionnaire will be used to collect data and to analyze it statistically. The researcher chose this approach because of its flexibility in nature (Burr & Doak, 2007:651). The study used numerical data to obtain information about the implementation of EMS in Senior Phase as this was less time consuming. The questionnaire was used which added advantage to the use of quantitative data because it shed a lot of light on the research questions.

3.5.2 Qualitative Research

In contrast, qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study. Qualitative researchers do not abridge the issues they research about, but acknowledge that their studies are multi-faceted and are affected by many aspects. The data are collected in natural settings, and the research aims at generating theory rather than testing it (Ary, Jacobs, Razavieh and Sorensen, 2006:24). The reason for choosing one of the two or both depends on the research questions, whether data can be quantifiable or not, as well as the purpose of the research (Mouton, 2002:107). The researcher chose the two to minimize their weaknesses and build on their strengths.

The other reasons for choosing qualitative research is it provides room for objectivity and accuracy of results because the respondents were assured of strict confidentiality and that the final report would not be commercialized in any way. The researcher in a qualitative research is less focused on the respondent's reaction but focuses rather on the data provided (Gubruin & Holstein, 2001:17). Although there were many advantages of using qualitative research, there were also some disadvantages, for example, most of the respondents were not comfortable with the idea of being interviewed, they thought that the process was very formal as the researcher

also used a recording device. The researcher assured them that their names would not be mentioned in any way.

3.6 POPULATION AND SAMPLING

3.6.1 Introduction

This section deals with population and sampling. A definition of the two concepts will be given and different types of sampling will also be discussed.

3.6.2 Population

According to Best and Kahn (2003:12), a population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group.

Cohen and Manion (2000:86) point out that a population is readily identifiable, provided that sufficient resources to contacted. Brink (2005:123) indicates that out of the population the entire group of persons or objects that are of interest to the researcher must meet the criteria which the researcher is interested in pursuing.

This study was conducted in the North-West Province of South Africa. The target group was the Senior Phase level teachers who are teaching EMS from grade seven (7) to nine (9) in the Moretele Area Office (AO) in the Bojanala Region. Moretele is formed by five (5) clusters. There are thirty two (32) junior secondary schools. The total number of teachers was 87. Only the teachers who are presently teaching EMS were allowed to take part.

Moretele is chosen because the schools are in a rural area very far from the Department Headquarters in Mafikeng. It is assumed, that because of this proximity, the schools in these areas do not receive the same attention as schools which are near the capital city, Mafikeng.

3.6.3 Sampling

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn, 2003:12). There are two types of sampling, that is, Probability and Non-Probability sampling. In this regard the researcher chose to use the Non Probability method.

3.6.3.1 Non-Probability sampling

In Non-Probability sampling, the odds of selecting a particular individual are not known because the researcher does not know the population size or the members of the population (Gravette & Forzano, 2003:118). According to Maree (2010:176), the researcher may consider using a Non-Probability sample if there are insufficient funds available. Non-probability can also be used if the population is difficult to find and if preliminary studies have to be done in the development stage of a survey. Sometimes the researcher might choose this type of sampling because the results are needed urgently and not much time is available. There are different types of Non-Probability sampling (De Vos, Strydom, Fouche & Delpont, 2005:45): Convenience sampling, quota sampling, snowball sampling and purposive sampling. A brief explanation of each type of sampling is discussed below:

3.6.3.2 Snowball Sampling

This method is often used in cases where the population is difficult to find or where the research interest is in an interconnected group of people. The starting point with this method is making contact with one or more people who belong to the population. They are interviewed or handed a questionnaire (Maree, 2010:177). This type of sampling was not chosen because the population was the EMS teachers and the researcher is also a teacher so it was not difficult to find the population (teachers).

3.6.3.3 Quota Sampling

To use this method of sampling, the researcher first has to identify categories of people that needed to be in the sample and the required number (quota) in these categories. Sampling is then done by means of, for example, convenience sampling, until the quota have been reached (Maree, 2010:177).

3.6.3.4 Convenience Sampling

A convenience sample is a group of individuals who (conveniently) are available for study. Convenience sampling cannot be considered representative of any population and should be avoided if at all possible. Unfortunately, sometimes this is the only option the researcher has. When this is the case, the researcher should be especially careful to include information on demographic and other characteristics of the sample studied. The study should also be replicated, that is repeated, and with a number of similar samples to decrease the likelihood that the results obtained were simply a one-time occurrence (Fraenkel & Wallen, 2009:98). In this study this sampling was not chosen because it should only be chosen if there is no other option. In this study there were many options which the researcher could choose from. The researcher chose purposive sampling because of its advantages to the researcher which will be mentioned below.

3.6.3.5 Purposive sampling

This method of sampling is used in special situations where the sampling is done with a specific purpose in mind (Maree, 2010:177). Purposive sampling is different from convenience sampling in that researchers not simply study whoever is available, but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need (Fraenkel & Wallen, 2009:99).

In this research purposive sampling was used. The respondents were selected with a specific purpose in mind. This type of sampling was based entirely on the judgment of the researcher, in that a sample was composed of elements that contain the most characteristics, representative or typical attributes of the population. This method of sampling is done used in special situations where the sampling done with a specific purpose in mind (Maree, 2010:10). The judgment of the individual researcher is obviously too prominent a factor in this type of sampling. The researcher chose this type of sampling because the sample is made up of grade seven to nine EMS teachers. They were chosen because they are the ones implementing this process.

Moretele has five (5) clusters with thirty two junior secondary schools. A list of all the thirty two junior secondary schools which is from all the five (5) clusters, was compiled. In each

school, teachers who are teaching EMS, were selected. The number of teachers per school depended on the school. The distribution of the sample per school is shown in Table 1 below:

Table 3.1: Distribution of sample

NO	NAME OF CLUSTER	NO.OF SCHOOLS	POPULATION (<i>Teachers</i>)	SAMPLE (<i>Teachers</i>)
1	MAKAPANSTAD CENTRAL	7	18	11
2	MAKAPANSTAD NORTH	7	18	11
3	MAKAPANSTAD WEST	7	20	11
4	REKOPANTSWE	6	17	9
5	TSWAING	5	14	8
TOTAL		32	87	50

3.7 METHODS OF DATA COLLECTION

3.7.1 Instruments

In this study, the questionnaire and interviews are employed as a means of data collection.

3.7.1.1 Questionnaire

A questionnaire consists of written questions covering a number of issues related to the topic of interest (Igaga in Mwamwenda, 2004:14). A hand-delivered questionnaire was used.

The essence of a questionnaire as a research tool is that it is in the hands of the respondent and completed by him or her, usually not under the supervision of the researcher.

The investigator used questionnaires because they are less time-consuming than observation or personal interviews. Distribution is cost-effective in terms of time, money and travelling (Cohen & Manion, 2002:272). It is easy to administer, quick to fill in, and can be completed at any

convenient time for the respondent. The standard instruments are given to all respondents and it is very easy for the investigator to make follow-ups (Yin, 2009:16).

The questionnaire used in this study was divided into three sections. Section A highlighted the biographic information and demographics about the respondents. Section B focused on the implementation of EMS, while Section C, the last part, consisted of open-ended questions, that is, recommendations made by the respondents. To ensure validity, the researcher did not rely on a single instrument but also on interviews. Respondents were given the chance to respond to the questions without the researcher's interference.

3.7.1.2 Interviews

A standardized open-ended interview schedule was used to collect data. An interview is one of the best methods for collecting data from the respondents through an interview schedule. An interview is a verbal interaction where questions are asked by the interviewer to the interviewee. Frey and Oishi (2000:2) state that an interview is a purposeful conversation in which one person, (the interviewer) asks prepared questions and another person answers them (the respondent). Drew et al. (2008:190) present some of the advantages and disadvantages of using interviews as an instrument to collect data.

3.7.1.2.1 Advantages of Interviews:

- Flexibility is more or less detailed to accommodate information needed.
- Personal perspectives of the respondents are provided. Meaning and feeling can be detailed.
- Dialogue to clarify questions or responses is possible (and generally encouraged). This includes follow-up questions.
- The interview provide for greater depth of information.
- Interviews are less uniform than questionnaire (Mwamwenda, 2004:14).
- There is flexibility in the interview in such a way that it can be arranged to suit varying situations.

3.7.1.2.2 Disadvantages of interviews

- **Expensive:** Can require a lot of traveling as well as hours of training for assistants and development of interview protocol.
- **Time consuming:** Often requires traveling and a one on one format. It also requires time to transcribe and interpret.
- Vulnerable to manipulation by the respondent.
- Requires great skill and expertise of interviewer-intense concentration; the ability to listen, write, and anticipate questions; strong interpersonal interaction skills, note taking, maintaining neutrality while encouraging cooperation (i.e., not biasing respondent).
- Not appropriate for broad surveying of general attitudes or beliefs.

The researcher was aware of these shortcomings. To develop appropriate skills to interviews, the researcher attended some of the interviews done by the doctorate student before doing her research, this was very helpful. The researcher also made use of a recording device to avoid taking notes simultaneously while interviewing.

In this study the researcher selected only ten HoDs from different schools to be interviewed. All ten interviewees were asked the same set of questions. The questions were simple to avoid complications. The interviewer first introduced herself and explained the purpose of the interview. All the interviewees were recorded. The HoDs interviewed provided the relevant source of information for this research because they were familiar with the EMS classroom situation and experienced with regard to issues relating to the department. Their contributions were carried out with a high degree of credibility. The interview schedule for the HoDs includes the general questions, content and support related to the implementation of EMS.

The purpose of interview in this research was to determine the following:

- The HoDs qualifications in terms of EMS education;
- importance of teaching EMS education;
- importance of using resources in the teaching of EMS; and
- the external support that EMS teachers and HoDs gets from outside the school.

3.8 TRIAL-TESTING INSTRUMENT

Ten questionnaires were distributed to ten Economic and Management Science teachers teaching in the Tswaing cluster. These teachers are the teachers implementing EMS curriculum. The questionnaires were analyzed to check whether they measured what they were supposed to measure and the correctness of the questions.

3.9 TRIANGULATION IN THE RESEARCH

White (2005:89) describes triangulation as the use of more than one source to collect data in order to support the researcher's argument. Triangulation is used in this research as part of testing credibility in that the researcher interviewed and used questionnaires to collect data.

3.10 TRUSTWORTHINESS OF THE STUDY

Trustworthiness is one of utmost importance in research. Procedures that can be used for assessing the trustworthiness of the data analysis should be kept in mind (Maree, 2010:113). These procedures include consistency checks. During interviews or other gathered collection strategies, the researcher asked the participants to verify whether the interpretation of what they have shared was correct. The two main issues researchers must face to preserve rigor are reliability and validity.

3.10.1 Reliability

The concept of reliability in qualitative and quantitative design refers to dependability and consistency. In a quantitative research design, reliability more often refers to the consistency of the instruments used to collect the data. With qualitative designs, reliability refers more to the consistency of the procedures for collecting data. Drew et al. (2008:233) contend that the researcher could use low-inference descriptors. They define low-inference descriptors as measuring the answers that the respondents give rather inferring the behaviour of the respondent when data is collected. Drew et al. (2008:233) further contend that the researcher could use the recording device (tape recording). This is because the recording device allows the researcher to go back and re-examine the raw data whenever possible. During the transcription exercise, the researcher eliminated only those parts of the respondents' answers that were not significant to the

research topic. Attempts were made to reproduce the interview scripts as accurately as possible. Following the transcription the researcher listened again to the tapes while reading the transcript. To ensure reliability, the researcher concentrated on the answers that the respondents gave during the interviews.

3.10.2 Validity

Cohen, Manion and Morrison (2007:105) state that the definition of validity has taken many forms. Cohen et al. (2007:105) further mention that validity in qualitative data might be addressed through honesty, depth, richness and scope of data achieved. Validity in this research was achieved through careful sampling, appropriate instrumentation, and appropriate statistical treatment of the data. Cohen et al (2007:105) contend that it is impossible for research to be one hundred percent valid. One way of establishing validity in a study is taking back one's findings to the subjects being studied for verification of information provided.

The researcher aimed to achieve validity by trying to maximize validity and minimize invalidity. In this study the researcher took the transcript after the interview to the five EMS HoDs who took part, to verify what was captured. All of the respondents confirmed that the data was captured accurately. To further establish the validity, the questionnaires have been trial tested to ten EMS educators in the Tswaing cluster. A survey, description of the population, sample and instruments to be used will also be discussed in this chapter.

3.11 ETHICS OF THE STUDY

Ethics are norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others. The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities (Cooper & Schindler, 2001:112):

- The investigator avoided careless errors and negligence but strived for honesty when compiling these data
- The researcher ensured that no harm is done to the participants when they responded to the questionnaire or interviewed.

- The researcher briefed the participants about the nature of research and indicated that they can withdraw from the study without any penalty.
- The researcher asked permission from the participant to interview them during the time that is convenient for them.
- The researcher did not use an inappropriate statistical technique in order to enhance the significance of the research
- The researcher did not keep original data at home, but ensured that it was in a secure place.

During the study the researcher strived to be honest, respectful and sympathetic towards all participants and, if by any chance the participants required debriefing after an interview, the researcher tried to provide them with the necessary information, or made the necessary referral to a professional (Maree, 2010:300).

According to Briggs and Coleman (2007:245), for both ethical and objectivity purposes, it is vital to ensure that those being interviewed are absolutely clear about their rights to an explanation of aims, procedures, purposes, the consequences of the research, publication possibilities and the right to refuse or to withdraw at any stage. In this study, permission was obtained from all the participants. All parties were informed regarding the aims of the research project, research methods, and nature of participation, confidentiality and possible publication of results. A letter asking for permission to conduct a research in selected schools was written to the school principals. The researcher is convinced that the information studied about EMS will be of help to Economic and Management Science teachers when implementing EMS in the Senior Phase.

3.12 Conclusion remarks

This chapter has outlined the research design and methods, data collection and analysis. Steps that were followed in the field and in conducting interviews were elucidated. Ethical issues were considered and method of data analysis described. The following chapter will deal with data presentation, analysis and interpretation.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

This chapter reflects on the data analysed, interpretation and discussion of findings. Interpretation means relating one's results and findings to existing theoretical framework or models and showing whether these are supported or falsified by new interpretation. It also means taking into account rival explanations or interpretations of one's data and showing what levels of support the data provide for the preferred interpretation (Mouton, 2002:109). This study aimed at investigating analysis of Economic and Management Sciences (EMS) curriculum implementation in the North-West Province. The data collected from the teachers was analysed statistically in the order of the research questions presented earlier in chapter one.

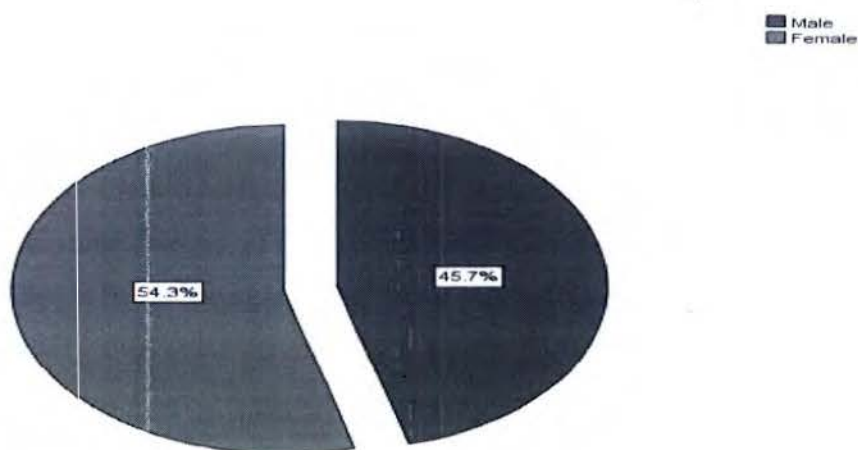
The first section (4.2) gives biography information of the respondents. The second part (4.3 &4) gives the result on teaching and learning support material (Resources), while the last part provides information about the curriculum and strategies for effective implementation. Lastly, the information collected through the use of interviews will also be discussed.

The sample consisted of 50 educators of which 11 teachers are from the Makapanstad Central, 11 teachers are from the Makapanstad North, 11 teachers are from Makapanstad West, nine (9) are from Rekopantswe and eight (8) teachers are from Tswaing district. The researcher used purposive sampling whereby the respondents were selected with a specific purpose in mind and the respondents were hand-picked. This type of sampling is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristics, representative or typical attributes of the population. The judgment of the individual researcher is obviously too prominent a factor in this type of sample. The researcher chose this type of sampling because the sample is made of grade seven to nine EMS teachers. They were chosen because they are the ones implementing this process.

4.2. THE BIOGRAPHIC INFORMATION OF RESPONDENTS

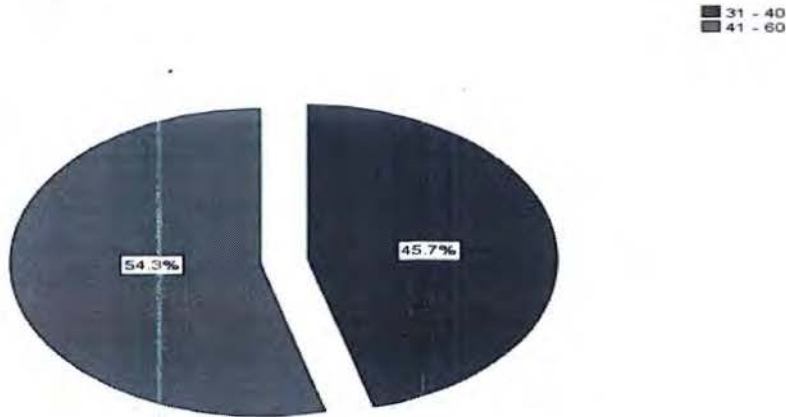
The respondents were requested to supply their biographical information and such information was summarised and calculated into frequencies and percentages as follows:

Figure 4.1: Gender



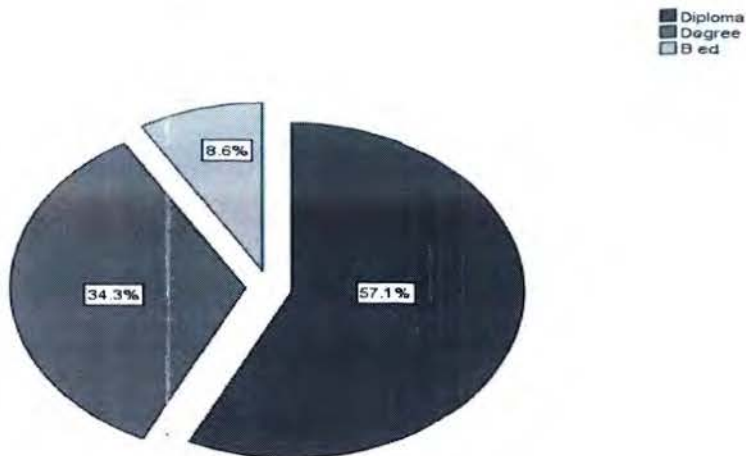
The majority of respondents responded to the research, being that fifty four point three percent (54, 3%) of respondents were female and the other forty five point seven percent (45, 7%) of them were males. This shows that women mostly like teaching EMS as compared to the men in South Africa. One can also assume that most of the women are having qualifications in commercial subjects as compared to men.

Figure 4.2: Age



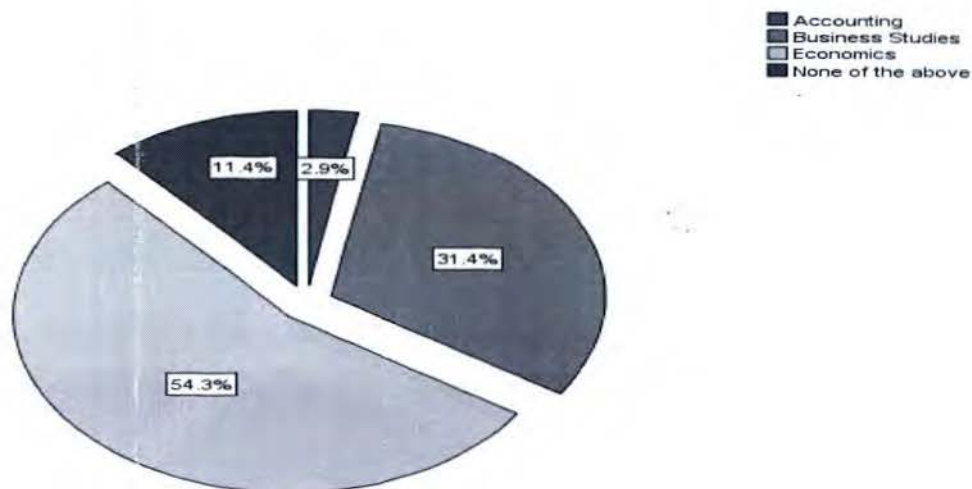
The majority of respondents, ranged between the ages of 41-60, were the ones dominating by fifty four point three percent (54.3%) with regard to their age. Lastly, the minority of respondents were between the ages of thirty one to forty years of age (31-40 years) and they responded by forty five point seven percent (45.7%) in number. According to this study, young teachers are not given opportunity to teach EMS as compared to the older ones. This will bring us to the question whether these teachers are having the necessary qualifications.

Figure 4.3: Qualifications



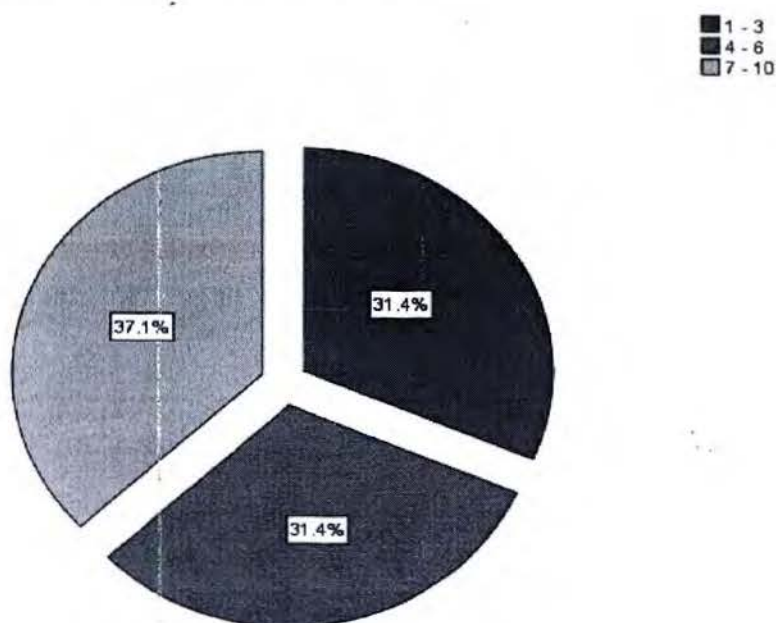
The majority of respondents in this study indicated, by a percentage of fifty seven point one percent (57.1%), that they obtained a diploma as their highest educational qualification. In addition, the other thirty four point three percent (34.3%) of respondents indicated that they have a degree as a highest form of educational qualification. Moreover, only eight point six percent (8.6%) of the respondents obtained a B Ed. This result shows that most EMS teachers were from colleges of education and some of them further their studies. This has a very positive impact on the teaching and learning of EMS because these teachers will hopefully keep abreast with the latest developments in the Learning Area.

Figure 4.4: My specialization includes



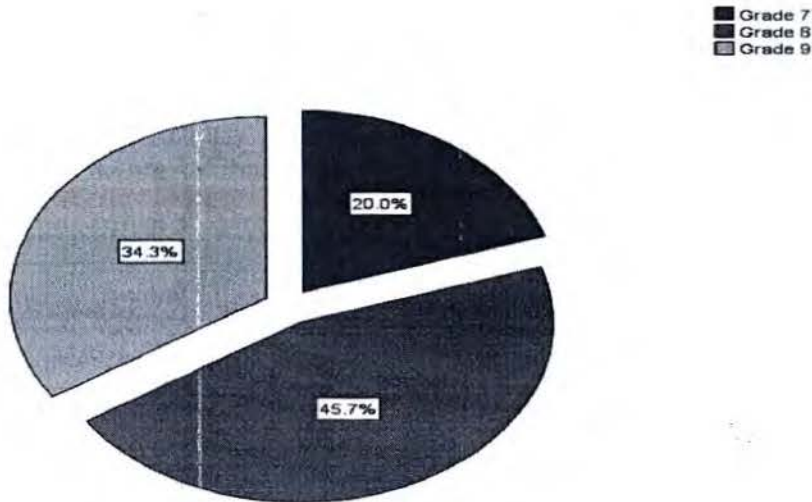
According to literature, educators concentrated on teaching of theory and ignored the teaching of Accounting (DoE 2005:1). About fifty four point three percent (54.3%) of the majority of respondents have knowledge in Economics. Research indicates that thirty one point four percent (31.4%) of the participants have knowledge in Business Studies. Moreover, eleven point four percent (11.4%) of the participants said that they have no experience in Economics and Business Studies. Lastly, only two point nine percent (2.9%) of the respondents have knowledge of Accounting. These results show that there is an inadequate number of EMS teachers in schools. The human resource is a problem. The EMS teachers must have Accounting, Business Studies and Economics, and according to the study the majority of teachers do not have Accounting. This is the answer to the literature where the majority of EMS teachers concentrated on theory when teaching Accounting concepts (DoE, 2005d: 1).

Figure 4.5: Teaching experience in EMS



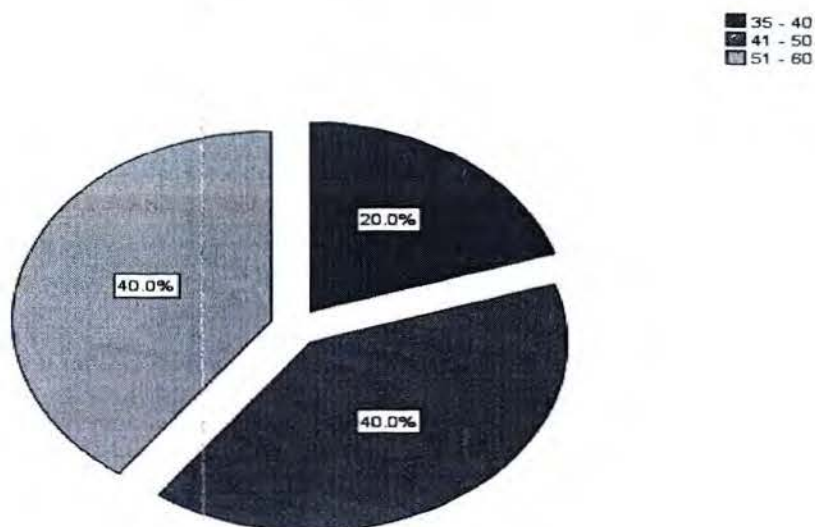
The majority of respondents have 7 to 10 years of teaching experience in EMS by thirty seven point one percent (37.1%). The other respondents consisted of thirty-one point four percent (31.4%) in. Moreover, these respondents have 1 to 3 classes and 4 to 6 years of teaching experience in EMS. The result of the study gives an indication that most of the teachers have been teaching EMS. The minority number of teachers teaching EMS is an indication that this might be new teachers or the old ones starting to develop an interest in the Learning Area. This experience will have a very positive impact in the teaching and learning of the subject especially because there is a problem regarding provision of human resources.

Figure 4.6: Which grades do you teach?



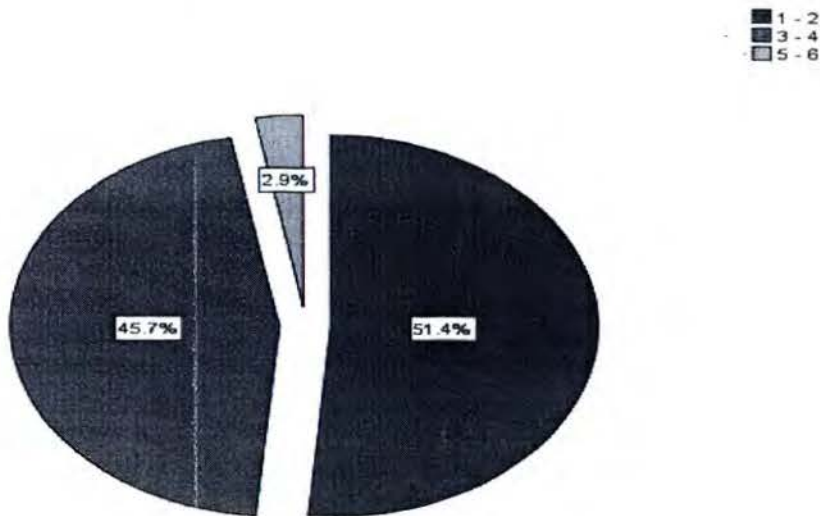
About forty five point seven percent (45.7%) respondents teach grade 8 learners. Research indicates that thirty four point three percent (34.3%) of the participants teach grade 9 learners. Moreover, twenty percent (20.0%) of the participants teach grade 7. Most of the teachers prefer to teach grade 8 rather than grade 7 or 9. The problem might be the amount of Accounting related work to be done in grade 9.

Figure 4.7: Number of learners in the grade you teach.



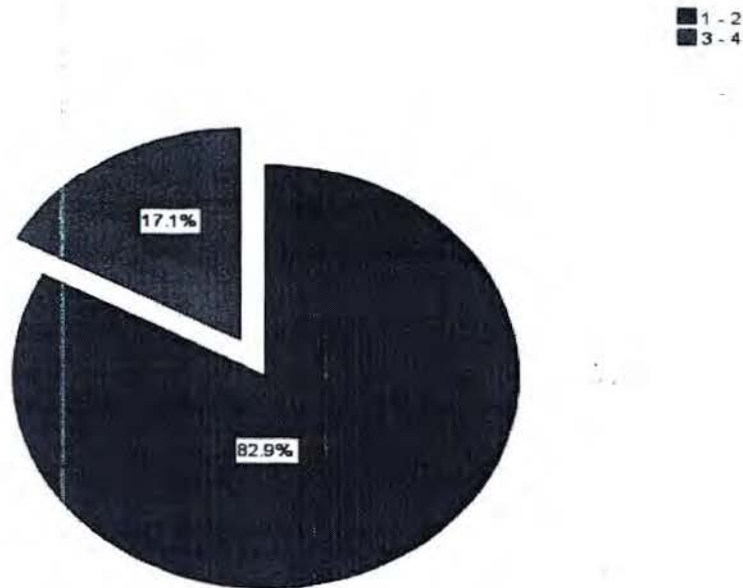
The majority of participants equally teach forty percent (40.0%) in their respective classes with an indication of 41 to 50 learners and 51 to 60 learners per class that they teach. About twenty percent (20.0%) of the respondents have between thirty five to forty learners (35-40) which they teach in class. The study shows that most of the classes are still over-crowded. The expected number of learners should be thirty five (35) learners per teacher, and according to the study only 20% of respondents are having the relevant number. This will have negative impact on the teaching and learning of EMS. This relates to research question number one (How do human and material resources impact upon the implementation of EMS at Senior Phase)?

Figure 4.8: How many classes do you have for each grade?



The majority of participants teach one to two classes (1-2) for each grade in their respective position with an indication of fifty one point four percent (51.4%). About forty five point seven percent (45.7%) of the respondents teach between three to four (3-4) classes per grade. In addition, only about two point nine percent (2.9%) of the respondents teach five to six (5-6) classes per grade. The result of the study gives an indication that EMS teachers are having more than one class and these will give those advantages or knowledge and experience of teaching EMS. This question also relates to research question number one (How human do and material resources impact upon the implementation of EMS at Senior Phase)?

Figure 4.9: Number of EMS educators in my school.



A percentage indication of eighty two seven point nine (82.9%) of respondents range between one and two (1-2) which indicates the number of educators in the school. Whilst seventeen point one (17.1%) percent of the participants verifies that there are 3-4 educators in the school. This results shows that there is a shortage of teachers because in most schools there are only 1-2 of which is a very low number. If the schools are having such a low number of EMS teachers this will have a very negative impact on the implementation of the subject.

4.3. TEACHING AND LEARNING SUPPORT MATERIAL (RESOURCES)

The respondents were requested to supply information on the resources they use during their work schedules in class at school and such information was summarised and calculated into frequencies and percentages as follows:

Table 4 .1 TEACHING AND LEARNING SUPPORT MATERIAL (RESOURCES)

	Frequencies		Percentages	
	Yes	No	Yes	No
My HOD has knowledge of EMS subjects	12	23	34.3	65.7
I am responsible for prescribing the appropriate text book to be used in my class	21	14	60.0	40.0
Only one prescribed textbook is used as a source of reference	30	5	85.7	14.3
All learners have an EMS textbook	9	26	25.7	74.3
All learners have appropriate workbooks for EMS class e.g. journals, ledger etc	13	22	37.1	62.9
The school has a library to be used by the learners	4	31	11.4	88.6
The school has a satisfactory number of teaching aids/media?	4	31	11.4	88.6
I usually recommend my learners to read the newspaper and watch the news on television?	12	23	34.3	65.7
Did you receive training for subject you are currently teaching?	9	26	25.7	74.3

participants with a percentage indication of sixty five point seven (65, 7%) disagree that their HODs

This collected data relates to a research question number one (How human do and material resources impact upon the implementation of EMS at Senior Phase?). According to the respondents, the teaching and support material is a problem because the majority of have knowledge of EMS subjects, while thirty four point three percent (34, 3. %) of participants agree that their HODs have knowledge of EMS subjects. HoDs are expected to be the ones who will be assisting their teachers when they have problems, so if they lack knowledge this will create a very serious problem when implementing the subject.

Since the HoDs lack knowledge of EMS, the teachers are the ones who are responsible for prescribing the textbooks. The study shows that 60% of respondents that the teachers do agree that they are the ones prescribing the textbooks. Again the majority of respondents, with an indication of eighty five point seven percent (85.7%), agree that only one prescribed textbook is used as a source of reference. Moreover, fourteen point one percent (14.1%) of the respondents disagree with the above mentioned statement made by the researcher.

The majority of participants with a percentage indication of seventy four point three (74.3%) disagree that all learners have an EMS textbook. In addition, twenty five point seven percent (25.7%) of respondents agree that all learners have an EMS textbook. The majority of respondents with a percentage indication of sixty two point nine (62.9%) disagree that all learners have appropriate workbooks for EMS. A percentage of thirty seven point one (37.1%) indicates that some participants agree with the above mentioned statement made by the researcher.

A percentage indication of eighty eight point six (88.6%) of participants disagree that the school has a library for learners and eleven point four (11.4%) percent of respondents disagree with the above mentioned statement made by the researcher. Learners in EMS should always use different reference books, so if there is no library in the school this will affect the teaching and learning of EMS. A percentage indication of eighty eight point six percent (88.6%) of participants disagree that the school has a satisfactory number of teaching aids or media and

eleven point four percent (11.4%) of respondents disagree with the above mentioned statement made by the researcher. According to the data, most of the schools do not have libraries and there is a lack of teaching resources. This brings us to the question of effectiveness of the implementation of EMS. This clearly shows that there is a problem with implementation of the subject.

The majority of respondents, with an indication of sixty five point seven percent (65.7%), disagree that they do not recommend the learners to read the newspaper and watch the news on television. Moreover, thirty four point three percent (34.3%) of the respondents disagree with the above mentioned statement made by the researcher. Twenty five point seven percent (25.7%) of respondents agree that they do receive training for subjects they are currently teaching while the majority, which is seventy four point three percent (74.3%) of the participants, disagrees with the above mentioned statement made by the researcher.

Table 4.2: TEACHING AND LEARNING SUPPORT (DEPARTMENTAL)

	Frequencies			Percentages		
	Always	Seldom	Never	Always	Seldom	Never
Do you receive support from subject specialists (subject advisor)?	12	12	11	34.3	34.3	31.4
Do you attend workshops on the subject you are currently teaching?	17	5	13	48.6	14.3	37.1

This section refers to question number one which refers to the resources, basically on the human resources.

4.3.1.11. Do you receive support from subject specialists (subject advisor)?

The majority of respondents in this study indicated by a percentage of thirty four point three (34.3%) that they always receive support from the subject specialist. In addition, the other thirty four point three percent (34.3%) of respondents indicated that they seldom receive support from

subject specialists. Moreover, only thirty one point four percent (31.4%) of the respondents never receive support from subject specialists. The subject specialists are the ones who should assist the educators with documents needed for example, workschedules, lesson plans, Learning Outcomes, et cetera.

4.3.1.12. Do you attend workshops on the subject you are currently teaching?

The majority of respondents in this study indicated by a percentage of forty eight point six (48.6%) that they always attend workshops of the subjects that they are currently teaching. In addition, the other fourteen point three percent (14.3%) of respondents indicated that they seldom attend workshops of the subjects that they are currently teaching. Moreover, only thirty seven point one percent (37.1%) of the respondents said that they never attend workshops for the subjects that they are currently teaching. If the EMS educators attend always the workshops they will be informed about the new developments of the subject.

Table 4.3: EMS curriculum and OBE

	Percentages				
	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
You have knowledge of OBE?	25.7	5.7	17.1	17.1	34.3
It is possible to teach all four outcomes (LO) prescribed for EMS.	0	0	8.6	37.1	54.3
Teaching periods for EMS are enough	2.9	0	5.7	31.4	60.0
It is possible to complete the syllabus by the end of the term	0	0	5.7	45.7	48.6
Most of my teaching time is spent on learning outcomes number	25.7	62.9	0	5.7	5.7
EMS in the senior phase prepares young learners for high school	11.4	28.6	51.4	0	8.6
I am happy with the learning/teaching culture in EMS	28.6	0	40.0	17.1	14.3
Learners are very positive with EMS subject	54.3	0	37.1	8.6	0
Classroom arrangement is appropriate to the teaching/learning of EMS.	65.7	34.3	0	0	0

3.3.1.1 Do you have knowledge of OBE?

The majority, thirty-four point three percent (34.3%), of participants strongly disagree that they have knowledge of OBE. About twenty five point seven percent (25.7%) agree and five point seven percent (5.7%) strongly agree that they do have knowledge of OBE. In addition, only about seventeen point one percent (17.1%) of the respondents equally disagree, and some are neutral about the fact whether they have knowledge of OBE.

4.3.1.2. It is possible to teach all four outcomes (LO) prescribed for EMS

The majority of participants strongly disagree that it is impossible to teach all four outcomes (LO) that are prescribed for EMS with an indication of fifty four point three percent (54.3%). About twenty five point seven percent (25.7%) equally disagree and eight point six percent (8.6 %) are neutral about the fact that it is possible to teach all four outcomes (LO) prescribed for EMS .In addition, no one agrees nor strongly agrees with the above mentioned statement made by the researcher.

4.3.1.3. Teaching periods for EMS are enough

Sixty percent (60.0 %) and thirty one point four (31.4%) of participants strongly disagree and disagree that the teaching periods for EMS are enough. Only two point nine percent (2.9%) of participants agree with the above mentioned statement made by the researcher.

4.3.1.4. It is possible to complete the syllabus by the end of the term

The majority of participants strongly disagree that it is not possible to complete the syllabus by the end of the term with an indication of forty eight point six percent (48.6%) and about forty five point seven percent (45.7%) disagree. Only five point seven percent (5.7%) of the respondents state that it is possible to complete the syllabus by the end of the term.

4.3.1.5. Most of my teaching time is spent on Learning Outcomes number

The majority of participants agree that most of the teaching time is spent on Learning Outcomes number with an indication of sixty two point nine percent (62.9%) and twenty five point seven percent (25.7%) of participants also agreeing with the above mentioned statement. About five

point seven percent (5.7%) strongly disagree and disagree that most of the teaching time is spent on Learning Outcomes number.

4.3.1.6. EMS in the Senior Phase prepares young learners for high school

The majority of participants are neutral about the fact that EMS in the Senior Phase prepares young learners for high school with an indication of thirty four point three percent (34.4%). About twenty eight point six percent (28.6%) strongly agree and eleven point four percent (11.4%) agree that EMS in the Senior Phase prepares young learners for high school. In addition, only about eight point six percent (8.6%) of the respondents strongly disagree that EMS in the Senior Phase prepares young learners for high school.

4.3.1.7. I am happy with the learning/teaching culture in EMS

The majority of participants are neutral about the fact that they are happy with the learning / teaching culture in EMS with an indication of forty percent (40%). About twenty eight point six percent (28.6%) agree and seventeen point one percent (17.1%) disagree that they are happy with the learning / teaching culture in EMS. In addition, only about fourteen point three percent (14.3%) of the respondents strongly disagree that they are happy with the learning / teaching culture in EMS.

4.3.1.8. Learners are very positive with EMS subject.

The majority of participants agree that the learners are very positive with EMS with an indication of fifty four point three percent (54.3%). About thirty seven point one percent (37.1%) are neutral about the fact that learners are very positive with taking EMS. In addition, only about fourteen point three percent (14.3%) of the respondents strongly disagree that they are happy with the learning / teaching culture in EMS.

4.3.1.9. Classroom arrangement is appropriate to the teaching/learning of EMS

The majority of participants agree that the classroom is appropriate for the teaching / learning of EMS with an indication of sixty five point seven percent (65.7%). About thirty four point three percent (34.3%) strongly agree that classroom arrangement is appropriate to the teaching/ learning of EMS.

4.4. STRATEGIES FOR EFFECTIVE IMPLEMENTATION

This question relate to research question number three (What are the strategies for successful implementation of EMS?)

This question was open-ended. The researcher's aim was to find the strategies that can help the teachers in the teaching and learning of the subject. Each and every answer was different and the researcher had to group those whose answered were similar. The researcher used a percentage to group data.

4.4. 1.1. Terminology of EMS seems to be a problem in the teaching / learning of EMS. What can be done to improve this?

Fifty percent (50%) of the respondents feel that teachers should use the correct EMS terms when explaining different concepts. Accounting & Business terms (EMS) must be introduced to learners in primary schools, especially in Grade 7. The respondents also stressed that EMS teachers should not use their mother-tongue when teaching. English should be used and most importantly EMS terminology must be used. The thirty percent (30%) of the respondents also emphasized the importance of a glossary and that the learners should be trained to write all the terms written in EMS that they think they do not understand and then the educator should explain them one by one.

The last twenty percent (20%) of the respondents suggest that EMS should not combine the three Learning Areas but they should be separated as before the NCS were implemented. Teachers should organize educational tours where learners will be able to see things for themselves and thereafter they will be able to use the correct terms. Simulating or dramatizing entrepreneurship whereby learners will be using only accounting, business or economics concepts should be encouraged.

Question 4.4.1.2. STRATEGY ON HOW TO TEACH LEARNING OUTCOME NUMBER 3

Forty percent (40%) of the respondents think that if teachers can attend in service training where they will be taught how to teach L O 3, this will minimize their problems of teaching in teaching

Learning Outcomes number three. Fifty percent (50%) of the respondents stressed that teachers should seek assistance from their colleagues who have the relevant experience in Learning Outcomes no.3 and they should try to practice accounting using the lower standard books or use the old curriculum books. It is very important for teachers to announce their problems to everyone during the workshops. Ten percent (10%) of the respondents think that teachers should ask the FET learners to help GET learners with accounting and business and economics, learners will understand easily when they are taught by their peers.

The use of textbooks from the lower standard and previous curriculum books are easy to understand, so it is better for them to use them. Teachers should have the spirit of team work so that they can be able to ask those who excel with the Learning Area to help them. Principals need to buy proper books, for example, they should purchase a variety so that they can help teachers and learners. Collect the old textbooks because they contain more basic information unlike recent textbook. Workshops should be attended throughout the year and not once only.

The school budget should allow the EMS teachers to order the resources that they will need. Workshops should be conducted regularly by EMS educators and specialists should also provide in service training at least two weeks per quarter. Teachers should establish relations with their neighboring schools to practice LO3.

Question 4.4.1. 3. Strategy on the Qualifications of educators

The principal employed educators to teach EMS even when they do not have the relevant qualifications. Most of them are primary educators who are wrongly placed in secondary schools. In the educational training colleges no one was allowed to do Accounting, Economics and Business Economics. Only those who had done these subjects mentioned were allowed to offer them. This is a new Learning Area in the Senior Phase, and maybe in years to come teachers will have the relevant qualifications and they will view it as important. Teachers who are teaching EMS are those who have primary qualifications, therefore, it is difficult for them to further their studies in EMS. EMS was not taken serious in the past and some teachers were not interested in these subjects because there were no workshops before, therefore, they did not know the importance of the qualifications.

These subjects were not taught in all colleges and some did not take the commercial subjects. Some teachers say that not everyone was allowed to take the commercial subjects in the colleges. The former Bophuthatswana colleges did not have EMS and there were a limited number of colleges that offered commerce. Apartheid denied them to have those qualifications. Some principals do not take EMS seriously because they give educators who do not have knowledge about EMS to teach it especially those who specialized in other subjects than Accounting, Business Economics and Economics.

Some teachers said that in colleges commercial subjects were very difficult so they chose easier subjects. This subject was introduced in the late 80s and in some areas, the 90s. EMS was not taken seriously in the past. These are new subjects as compared to History and Geography. Only young teachers were able to teach EMS. Lack of further studying is one of the reasons. There was no in-service training provided by the subject specialists. Teachers should be given a chance to attend some courses that will equip them. Lack of planning, relevant skills, experience, qualifications and management from government officials are some of the factors that contribute to these challenges.

Some teachers believe that lack of training, due to the apartheid era, and lack of interest during the teacher training period also contributed to these challenges. Besides this, subjects were introduced long after the other teachers have completed their careers. Teachers and learners' exposure to reading newspapers and magazines, watching the budget speech on TV can help curb this lack of interest and problems which are there in schools pertaining to these subjects. Educational tours and charts will come in very handy as well.

Question 4.4.1. 5. What can be done to improve the teaching and learning of the EMS subject in general?

Educators who are qualified to teach EMS must be employed to teach the subject. Workshops should be organized and teachers should further their studies in order to equip themselves with the relevant knowledge. Teachers should try to further their studies in commercial subjects. The

teachers should enroll with the ACE (Advanced Curriculum Education) as a basis for EMS. Relevant teachers should be employed to teach EMS. Enough workshops should be held. There should be in-service training for further studying.

Subject specialists should try to prepare teachers before calling a meeting. Schools should stop changing the teachers around all the subjects every year. The department should consider the major subjects of every teacher before they can appoint. Teachers should always study further to keep abreast with the changes in their subjects. Appointment of specialists who have enough knowledge of all the LOs should be employed. Different resources should be used by the teachers. Let those who have proper qualifications of business, commerce and management to teach this Learning Area. More teaching aids should be bought and used in every day periods, together with textbooks, accompanied by computers. Enough workshops based on contracts and re training new teachers who will be able to help the old ones should be held. More workshops should be held and subject specialists should help the teachers where they are having problems. Teachers trained in the subject should be the ones teaching it.

4.5 FINDINGS FROM THE INTERVIEWS WITH THE EMS HEAD OF DEPARTMENTS

The participants' responses were according to research questions number one to three in chapter one. The first question was a general question where the researcher's aim was to find out about the qualifications of the head of department in terms of their major subject and whether they have commercial subjects.

4.5.1 General questions (qualifications and experience)

As the head of Department, what are your qualifications in terms of EMS?

Participant 1 - Response:

Diploma in Education, and never specialized in any EMS subject, only Biblical Studies and Geography.

Participant 2 - Response:

No qualification in EMS, actually I'm the head of two departments at the same time because there is no post for an EMS, HoD.

Participant 3 - Response:

I have no qualification in EMS, but we were workshopped in 2000 when the Outcome Based Education was first implemented and our school was chosen as a pilot school for OBE.

Participants 4 - Response:

I've got a National Diploma in Commerce. It was for three years, I majored in Economics, Accounting and Business Studies.

How long have you been teaching EMS?

Participant 1 - Response:

Eleven years this year, 'cause I've started teaching it from the year 2000, after the introduction of OBE.

Participant 2 - Response:

Two years now, 'cause I volunteered to teach it so that I can know what is happening in EMS as I am the head of the department.

Participant 3 - Response:

11 years.

Participant 4 - Response:

7 years.

Which grades are you teaching EMS?

Responses:

Participant 1 - Response:

This year I'm teaching grade 8 and 9. But I've taught EMS in all the grades in middle school.

Participant 2 - Response:

Grade 7 and 8.

Participant 3 - Response:

Presently I am teaching grade 7 and 9.

Participant 4 - Response:

I'm teaching grade 9 this year but last year I was teaching grade 8 last year and in 2009 I taught grade 7.

B. CONTENT

Do you have a policy for the teaching of EMS in your department?

RESPONSES FROM THE FOUR PARTICIPANTS:

Yes.

What is contained in this policy?

Participant1- Response:

The number of activities expected for each term, basically the formal tasks. The submission dates for internal moderation of each task, M... (thinking) the number of test books, that is, how many books are expected for different capabilities of learners (lower, average and good).

Participant 2 - Response:

- a) The Learning Outcomes for EMS.
- b) The number of tasks to be completed each term.
- c) The submission dates for the formal tasks.

Participant3 - Response:

It contains policy document and assessment guidelines and all the Learning Outcomes for EMS.

Participant 4 - Response:

It contains all the Cass assessment guidelines, Learning Outcomes and all the assessment standards.

Most of the teachers seem to have problem in teaching Learning Outcomes 3, what do you do to help them to overcome this problem?

Participant1- Response:

I advise them to use the old books of accounting syllabus and sometimes if I know those things myself I do help them.

Participant2 - Response:

I have encouraged teamwork since even I am not skilful enough to help them with their problems; we also have two teachers who have majored in the subject, so they are very helpful.

Participant3- Response:

I usually ask the educators who have majored in Accounting.

Participant4- Response:

I don't have a problem because I've got Accounting as a major subject which is Learning Outcome 3. But what is happening: I give guidance to the teachers who never majored in the subject or I teach that difficult part for them only for that period or give them the guidelines because most of the things are practiced things, or I can organize a workshop for them so that they can understand what is happening in Accounting.

SUPPORT C

How often does the subject specialist visit your school?

Participant 1 - Response:

Twice a year, beginning of the year and usually in the middle maybe around August /September.

Participant2- Response:

They usually visit us twice a year to check our work and learner books.

Do you think they are very supportive especially because you are not conversant with the subject?

Participant2 - Response:

Not really because they always promise to come and help us or they promise to workshop us but it has never happened. Their focus is on the learners work, performance and my file as a HoD and the files for the educators in my department.

Participant3- Response:

They normally visit us once or twice.

Participant4- Response:

Ja, they are very helpful even if many educators take them as a threat. But what I can say they are helpful because some of us we don't know how to prepare a lesson plan, and they also advise us of the content of the EMS. Some even teach some difficult parts for us.

EMS uses different workbooks for completion of a task e.g. ledger, are your learners having all these books?

Participant1- Response:

No.

Participant2- Response:

No.

Participant3- Response:

No, they do not have all the books.

Participant4 - Response:

Yes, we do have all the books especially in Accounting.

How do you complete the tasks?

Participant 1 -Response:

I advise then to use normal exercise books and make some lines suitable for the activity maybe two columns in a case journal.

Participant2- Response:

I usually use the blank pages and make some lines for journal, money columns and ledgers.

Participant3- Response:

We usually do the copies for ledger, graph so that they can be able to complete the task given.

4.5.1.3. PERSONAL VIEWS ON THE IMPLEMENTATION OF EMS

Do you face any problems in teaching EMS in junior secondary school?

RESPONSES FROM FOUR PARTICIPANTS

What kind of problems do you face?

Participant1- Response:

Learners are having problems of using different exercise books for EMS especially in the case of accounting, they struggle to differentiate the books at the end their work is not as neat as expected.

Participant 2- Response:

As I've already said, I'm not skilful enough in EMS so that is my number one problem. The language of teaching and learning, that is, English is a problem and economic terms are very problematic e.g., entrepreneur instead of just saying shop owner you see... The other problem is Learning Outcome 3(accounting) it took me a lot of time. Learners take time to understand most of the things because there is lot of calculations.

Participant3- Response:

EMS at large, especially accounting part calculations and subtractions.

Participant4- Response:*The problem is lack of knowledge especially in Accounting because these learners don't enjoy Accounting as a subject and in EMS there is Accounting. They've got a negative attitude towards it because they think it's a difficult subject and Accounting is all over in the companies and even in our communities at the spaza.*

What suggestion can you make for improvement?

Participant1- Response:

Subject advisors to organize more workshops basically on Learning Outcome 3 because it gives us problem.

Participant2- Response:

EMS consists of three Learning Areas, so we are expected to teach them. The time allocation is not enough. I think they should allocate enough time for it.

Participant3- Response:

I think EMS should be given enough time as it comes only thrice, not thrice but four times a week. The hours given for teaching are not enough.

Participant4- Response:

The government should take the learners for orientation so that they can know all about these commercial subjects because they don't have knowledge that these subjects (EMS) are very important especially for the economy, because there is a shortage of chartered accountants. Also if the parents can tell their children the importance of EMS maybe they can change their attitudes. Subject specialists should make the presentation to the learners about EMS. Allocation of time is also a problem it is not enough, normally we are given only one period per day. No double period like Mathematics, and for learners to complete the task in the class they need enough time because learners should calculate and interpret the transactions.

So because of time given you are not able to complete the syllabus?

Participants1- Response:

Not only the syllabus but learners need enough time so that they are able to understand.

4.6 CONCLUDING REMARKS

In this chapter, information obtained has been analysed and interpreted. From the respondents' answers it is clear that there are problems in the implementation of Economic and Management Science education. Unless these problems are taken seriously, the effectiveness of teaching and learning of EMS education in the Senior Phase is questionable. The Department of Education and other stakeholders need to come up with some innovative strategies to facilitate the teachers and to solve the problem of material resources.

Next chapter which is chapter five focused on the summary of research findings, recommendations and conclusions

CHAPTER 5

SUMMARY OF RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter outlines the findings of the investigation. It also points out some important research findings. In this study, the researcher investigated the EMS curriculum in the North-West Province in Moretele district. EMS education is a need for every South African learner. Learners must be knowledgeable about the country's economy and how to deal with scarcity where there are numerous wants and limited needs to satisfy those wants.

5.2 SUMMARY OF RESEARCH FINDINGS FROM THE EMPIRICAL STUDY

The following are findings of the study:

5.2.1 Research findings related to objective number one (to investigate the impact human and material resource upon the implementation of EMS curriculum at the Senior Phase)

- 80 % of the head of departments (HoDs) do not have the knowledge of EMS. If people who are supposed to assist, guide and support educators are not qualified, the achievements of all learning outcome in EMS becomes difficult (4.3 paragraph 4.3.1.2)
- 80 % of the EMS head of departments did not specialize in EMS subjects, e.g., Accounting, Economics and Business Studies. If people who are supposed to implement the Learning Area lack knowledge, the teaching and learning of EMS in schools will not be up to expected standard (paragraph 4.2.1.4).
- In 90% of the schools, teachers use text books as the only source of information. Moreover, not all the learners have the required textbooks. In EMS, especially Accounting, learners should complete activities from the textbook as homework and class activities. Lack of textbooks hampers the teaching and learning of the subject. Expected

learning does not take place in the school because of lack of textbooks. (4.3.1.4 and 4.3.1.5)

- 90% of learners lack the appropriate workbooks for completion of different tasks. In EMS (Accounting) learners must use different workbooks for each tasks e.g., eight money column books for receipts and payment and posting to ledger book. Debtor names must appear in the journal books, graphs must also be drawn in appropriate graph books. Lack of these requirements will hamper the teaching and learning of EMS (par 4.3.1.6).
- 99% of the schools lack appropriate teaching aids. Learners need to watch the budget speech of the Minister of Finance. If there are no TVs or radios, learners will not be able to know the importance of some aspects in EMS, for example budget speech (par 4.3.1.8). Moreover, teachers do not encourage their learners to watch TV or read the business column in newspapers. If learners do not watch TV they will not be able to analyze the currency of other countries and compare it to our rand in South Africa (Par 4.3.1.9).

5.2.2 Research findings related to objective number two (The study investigated to what extent does the Senior Phase curriculum facilitates the effective implementation of EMS)

Almost 50% of teachers received training but the period was very short so they did not access information as they wished or it was supposed to be (par. 4.4.1).

50% of teachers always receive support from the subject specialists. Subject advisors usually promise the teachers to help but they do not come. Subject Advisors usually focus on learner performance and the amount of work in their books, teachers' and learners' files. The content of subject matter they leave unattended, even if teachers seem to have problems. The subject advisors are taken as the specialists for their Learning Area. If they cannot help teachers it will create frustrations to teachers who must deliver the content to the learners (interview question).

- 51.4 % of teachers do not have the knowledge of OBE. If the teachers are not conversant with the implementation of OBE it will create problems in preparing their lessons for EMS in general because EMS is one of the eight Learning Areas introduced by OBE (par. 4.5.1).

- 90% of teachers have problems teaching all four Learning Outcomes prescribed for EMS. If teachers can't teach all the Learning Outcomes, it will create a problem for learners especially if they are to proceed to high school. Learners will not have adequate knowledge of this subject because they were not taught all the Learning Outcomes.
- 60% of teachers strongly disagree that the time allocated for EMS is sufficient. This creates problems because they will be unable to complete all the Learning Outcomes prescribed for the subject. Insufficient time hampers the effective teaching and learning of the subject. Teachers also cannot complete the syllabus by the end of the term because of the number of periods allocated for the subject (par 4.5.3-4.5.4).
- Teachers spent most of their time teaching and learning outcome three. This is a very serious problem because EMS consists of four learning outcomes. If one of these outcomes is demanding it means that it will affect the teaching and learning of EMS as a whole.(par. 4.5.5).
- Teachers are not happy with the teaching learning culture in EMS in their schools. If teachers are not happy with the kind of environment they find themselves in, this gives doubts about the effectiveness of teaching and learning of the Learning Area.

Scales (2008:201) regards resources as the tools which teachers and learners use to support their learning. Material resource is vital if the teacher is able to make a good choice of a particular resource in the teaching EMS.

Textbooks can serve as a resource but not a determinant of learning (Rodgers & Raider-Roth, 2006:280). Textbooks in EMS are very important, learners will be able to use them for further studies even after school hours.

According to Yana et al (2007:52) numerous books have topics such as savings and jobs that are not easily forgotten because they relate so easily to learners' everyday lives. These are very important to be used for the implementation of EMS.

In EMS, waste material can be used for different purposes. That is, empty containers may be used for brand names (competing products), labels, prices, manufactures, et cetera., or as dummy products for role play. All these can help to generate cash and promote a clean and safe environment (DoE, 2004:3). Teachers should not rely on the resources to be bought or bought by the school and they can improvise by using the latter resources.

In South Africa EMS is taught in English. Yet some teachers and learners this is second or third language. This result in learners not satisfying learning and assessment requirements due to teaching and learning (DoE, 2003:31). Time association for EMS is not like Mathematics. All these hamper the effective implementation of EMS in the Senior Phase.

According to Freedman (2008:256), teachers should provide learners with some basic tools to enable them to think like economists and talk like economists. The importance of language for effective learning becomes evident if we consider that the ability to use language determines the ability to think. Teachers should therefore try to minimize the use of learners' home language when teaching EMS.

5.3 RECOMMENDATIONS

The following recommendations are made as a result of findings from this study:

5.3.1. Respondents' recommendations on strategic for effective implementation

- Teachers teaching EMS should have relevant qualifications for this Learning Area. They should have majored in Accounting, Economics and Business Studies. Teachers who have primary qualifications should be redeployed to their phase.
- Colleges of education should be re-opened so that teachers can further their studies. There should be in-service training which will take place for four or five times a year which will equip teachers with the necessary experience to teach the Learning Area.

- Some teachers further their studies with an Advance Certificate in Education (ACE) but the feeling is that they were taught more theory than content so they are still not able to implement EMS education.
- Teachers should not rely on only one textbook but they should use other sources for reference.
- During preparation and presentation different sources should be used for each lesson. For example, in cases where they are to present a budget, teachers should bring old newspapers featuring budgets, and they should make learners to compare the previous year's budget with the new one and differences in tax rates (LO3). This will arouse the learners' interest.
- Time allocated for EMS is the constraining factor for effective implementation. The EMS curriculum should be review and look upon this. The structuring of EMS that combines the three subject LO 1 & 2 (Economics), LO 3 (Accounting) and LO 4 (Business Studies) and given only four periods a week is not enough for the effective teaching and the learning of EMS.
- Most of the teachers complain about LO 3 (Accounting). They lack the knowledge of the accounting part. They are of the opinion that they should be retrained on LO 3 (Accounting). They are suggesting that the subject advisors should minimize the number of the workshops based on the implementation of policies to the teaching of EMS to teaching Accounting. Effective implementation could take place if these concerns could be considered by Department of Education.
- Many head of departments for EMS who are without relevant qualifications is a concern. Principals should try to advertise the post for EMS only and not pair it with other Learning Areas. The best candidates should be the ones who have majored in Accounting, Business Studies and Economics. The head of departments are people who should be in position to assist the teachers with the content they are heading. If the HoDs lack the knowledge of EMS that means the implementation will fail.
- The subject specialists (subject advisors) should have knowledge and relevant qualifications. In fact, they should be the persons who have taught EMS for several years and have more experience in EMS. It is also important because they should know the

problems teachers are encountering because they were once in the classroom teaching that subject.

- Teachers should try to organize the educational tours where learners will be able to learn more about the things they are doing in the classroom for example, a trip to JSE.
- EMS is a practical subject, teachers should try to bring the outside world in the classroom. When teaching LO4, which are about the “entrepreneurial knowledge and skills”, learners should role play being the entrepreneurs.
- The department should allocate more funds for EMS resources, e.g, workbooks such as ledgers, journals, cashbooks and eight money columns are very crucial in the teaching and learning of EMS. If learners lack these books there will never be effective implementation of the subject.
- Teachers should always twin themselves with the other teachers who are having the knowledge of LO3 (Accounting). They should also make use of the old curriculum’s books for Accounting as there is more basic information in those books. Teachers should develop themselves by furthering their studies in Accounting so that they can keep abreast with the new development in the subject.

5.4 RECOMMENDATIONS FOR FURTHER STUDIES

The following areas need further investigation:

- Findings in this study indicate that most of the educators and HoDs do not have qualifications in EMS. It is therefore important to investigate how effective these educators are. The Department of Education should thus investigate the impact of results caused by the lack of resources for EMS in schools.
- The impact of EMS terminology in the teaching and learning should also be investigated.

5.5 CONCLUSION

This study aimed at investigating the implementation of EMS curriculum at the Senior Phase. The findings of this study have shown that although it is important to introduce EMS to learners as early as in the General Education Band, teachers are faced with many challenges when implementing this learning Area. Lack of resources and a shortage of EMS qualified teachers are challenges that need attention. Furthermore, HoDs confirmation that a lot should be done by the Department of Education to achieve the effective implementation of this Learning Area should also not be ignored. The research questions as raised at the beginning of the study have been answered as the study unfolded. One can safely conclude that the study has succeeded in achieving its aims and objectives.

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APPENDIX 1

QUESTIONNAIRE TO BE COMPLETED BY EDUCATORS

TOPIC: ANALYSIS OF IMPLEMENTATION ECONOMIC AND MANAGEMENT SCIENCES CURRICULUM AT THE SENIOR PHASE LEVEL IN THE NORTH-WEST PROVINCE.

Kindly read this questionnaire very carefully and then decide how you feel about each statement. You are to express your filling by putting "x" in the appropriate column. Please note that you are not required to write your name.

SECTION A BIOGRAPHY

1. Gender

Male	
Female	

2. Age

20 – 30	
31 – 40	
41 - 60	
60 +	

3. Qualifications

Diploma	
Degree	

Bed	
Other specify	

4. My specialisation includes

Accounting	
Business Studies	
Economics	
None of the above	
Other specify	

5. Teaching experience in EMS

1-3	
4-6	
7-10	
10 +	

6. Which grades do you teach?

7	
8	
9	

7. Number of students in the grade you teach

35-40	
41-50	

51-60	
60 +	

8. How many classes do you have for each grade?

1-2	
3-4	
5-6	
6+	

SECTION B

Teaching and learning support material (resources)

1. Number of EMS educators in my school

1-2	
3-4	
5-6	

2. My HOD has knowledge of EMS subjects

Yes	
No	

3. I am responsible for prescribing the appropriate text book to be used in my class

Yes	
No	

4. Only one prescribed textbook is used as a source of reference

Yes	
No	

5. All learners have an EMS textbook

Yes	
No	

6. All learners have appropriate workbooks for EMS class e.g., journals, ledger, etc.

Yes	
No	

7. The school has a library to be used by the learners

Yes	
No	

8. The school has a satisfactory number of teaching aids/media?

Yes	
No	

9. I usually recommend my learners to read the newspapers and watch the news on television?

Yes	
No	

10. Did you receive training for subject you are currently teaching?

Yes	
No	

11. Do you receive support from subject specialists (subject advisors)?

Always	
Seldom	
Never	

12. I do attend workshops on the subject I currently teaching?

Always	
Seldom	

Never	
-------	--

EMS curriculum and OBE

Mark the appropriate block with(x)

Keys:

A: Agree

SA: Strongly Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

	A	S A	N	D	S D
1.You have knowledge of OBE					
2.It is possible to teach all 4 Learning Outcomes (LO) prescribed for EMS					
3.Teaching periods for EMS are enough					
4.It is possible to complete the syllabus by the end of the last term					
5.Most of my teaching time is spent on Learning Outcomes number 3					
6.EMS in the Senior Phase prepares young learners for high school					
7.Iam happy with the					

learning/teaching culture in EMS					
6. Learners are very positive with EMS subject.					
7. Classroom arrangement is appropriate to the teaching /learning of EMS.					

SECTION C STRATEGIES FOR EFFECTIVE IMPLEMENTATION

1. Terminology of EMS seems to be a problem in the teaching-learning of EMS. What can be done to improve these?

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.....

2. Most of the teachers seem to be struggling in teaching Learning Outcomes no3. In EMS, what can be done to improve this?

.....

.....

.....

3. Most of EMS teachers seem to rely heavily on one source when teaching, that is textbook. What other sources or recommendation can you advice the teacher ton use in teaching-learning of EMS?

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.....

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4. Of all the four Learning Outcomes which one do you prefer and consider importantin the teaching-learning of EMS, and why do you prefer that learning outcome?

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.....

5. What can be done to improve the teaching learning of EMS in general?

.....

.....

APPENDIX 2

Interview Questions

Morning, my name is Francinah Maboko. I'm a student at North-West University. I would like to ask some questions for the research I am busy doing. The topic is about **ANALYSIS OF THE IMPLEMENTATION OF EMS CURRICULUM** at the Senior Phase, i.e. grade 7-9.

INTERVIEW SCHEDULE: HoD's

A. GENERAL QUESTIONS

1. Do you have qualifications in EMS?
2. How long have you been teaching EMS?
3. Which grades are you teaching EMS?

B. CONTENT

1. Do you have a policy for the teaching of EMS in your department?
2. If the answer is yes what is contained in this policy?
3. If the answer is no, what do you use as a guideline?
4. Most of the teachers seem to have problems in teaching learning outcome 3, what do you do to help them overcome this problem?

C. SUPPORT

1. How often is the subject specialist visit your school?
2. EMS uses different workbooks for completion of task e.g. ledger, are your learners having all these books?
3. If no, how do you do to complete different tasks?

D. PERSONAL VIEWS ON THE IMPLEMENTATION OF EMS

1. Do you face any problems in teaching EMS in junior secondary school?
2. Is there anything you may want to talk about teaching EMS in the particular school?

Thank you for your time.

APPENDIX 3

RESPONSES OF THE HOD'S TO THE INTERVIEW QUESTIONS

4.5.1 General questions (qualifications and experience)

As the head of Department, what are your qualifications in terms of EMS?

Participant 1 - Response:

Diploma in Education, and never specialized in any EMS subject, only Biblical Studies and Geography.

Participant 2 - Response:

No qualification in EMS, actually I'm the head of two departments at the same time because there is no post for an EMS, HoD.

Participant 3 - Response:

I have no qualification in EMS, but we were workshopped in 2000 when the Outcome Based Education was first implemented and our school was chosen as a pilot school for OBE.

Participants 4 - Response:

I've got a National Diploma in Commerce. It was for three years, I majored in Economics, Accounting and Business Studies.

How long have you been teaching EMS?

Participant 1 - Response:

Eleven years this year, 'cause I've started teaching it from the year 2000, after the introduction of OBE.

Participant 2 - Response:

Two years now, 'cause I volunteered to teach it so that I can know what is happening in EMS as I am the head of the department.

Participant 3 - Response:

11 years.

Participant 4 - Response:

7 years.

Which grades are you teaching EMS?

Responses:

Participant 1 - Response:

This year I'm teaching grade 8 and 9. But I've taught EMS in all the grades in middle school.

Participant 2 - Response:

Grade 7 and 8.

Participant 3 - Response:

Presently I am teaching grade 7 and 9.

Participant 4 - Response:

I'm teaching grade 9 this year but last year I was teaching grade 8 last year and in 2009 I taught grade 7.

B. CONTENT

Do you have a policy for the teaching of EMS in your department?

RESPONSES FROM THE FOUR PARTICIPANTS:

Yes.

What is contained in this policy?

Participant 1 - Response:

The number of activities expected for each term, basically the formal tasks. The submission dates for internal moderation of each task, M... (thinking) the number of test books, that is, how many books are expected for different capabilities of learners (lower, average and good).

Participant 2 - Response:

- a) The Learning Outcomes for EMS.
- b) The number of tasks to be completed each term.
- c) The submission dates for the formal tasks.

Participant 3 - Response:

It contains policy document and assessment guidelines and all the Learning Outcomes for EMS.

Participant 4 - Response:

It contains all the Cass assessment guidelines, Learning Outcomes and all the assessment standards.

Most of the teachers seem to have problem in teaching Learning Outcomes 3, what do you do to help them to overcome this problem?

Participant 1 - Response:

I advise them to use the old books of accounting syllabus and sometimes if I know those things myself I do help them.

Participant 2 - Response:

I have encouraged teamwork since even I am not skilful enough to help them with their problems; we also have two teachers who have majored in the subject, so they are very helpful.

Participant 3 - Response:

I usually ask the educators who have majored in Accounting.

Participant 4 - Response:

I don't have a problem because I've got Accounting as a major subject which is Learning Outcome 3. But what is happening: I give guidance to the teachers who never majored in the subject or I teach that difficult part for them only for that period or give them the guidelines because most of the things are practiced things, or I can organize a workshop for them so that they can understand what is happening in Accounting.

SUPPORT C

How often does the subject specialist visit your school?

Participant 1 - Response:

Twice a year, beginning of the year and usually in the middle maybe around August /September.

Participant 2 - Response:

They usually visit us twice a year to check our work and learner books.

Do you think they are very supportive especially because you are not conversant with the subject?

Participant 2 - Response:

Not really because they always promise to come and help us or they promise to workshop us but it has never happened. Their focus is on the learners work, performance and my file as a HoD and the files for the educators in my department.

Participant 3 - Response:

They normally visit us once or twice.

Participant 4 - Response:

Ja, they are very helpful even if many educators take them as a threat. But what I can say they are helpful because some of us we don't know how to prepare a lesson plan, and they also advise us of the content of the EMS. Some even teach some difficult parts for us.

EMS uses different workbooks for completion of a task e.g. ledger, are your learners having all these books?

Participant 1 - Response:

No.

Participant 2 - Response:

No.

Participant 3 - Response:

No, they do not have all the books.

Participant 4 - Response:

Yes, we do have all the books especially in Accounting.

How do you complete the tasks?

Participant 1 - Response:

I advise then to use normal exercise books and make some lines suitable for the activity maybe two columns in a case journal.

Participant 2 - Response:

I usually use the blank pages and make some lines for journal, money columns and ledgers.

Participant 3 - Response:

We usually do the copies for ledger, graph so that they can be able to complete the task given.

4.5.1.3. PERSONAL VIEWS ON THE IMPLEMENTATION OF EMS

Do you face any problems in teaching EMS in junior secondary school?

RESPONSES FROM FOUR PARTICIPANTS

What kind of problems do you face?

Participant 1 - Response:

Learners are having problems of using different exercise books for EMS especially in the case of accounting, they struggle to differentiate the books at the end their work is not as neat as expected.

Participant 2 - Response:

As I've already said, I'm not skilful enough in EMS so that is my number one problem. The language of teaching and learning, that is, English is a problem and economic terms are very problematic e.g., entrepreneur instead of just saying shop owner you see... The other problem is Learning Outcome 3(accounting) it took me a lot of time. Learners take time to understand most of the things because there is lot of calculations.

Participant 3 - Response:

EMS at large, especially accounting part calculations and subtractions.

Participant 4 - Response: *The problem is lack of knowledge especially in Accounting because these learners don't enjoy Accounting as a subject and in EMS there is Accounting. They've got a negative attitude towards it because they think it's a difficult subject and Accounting is all over in the companies and even in our communities at the spaza.*

What suggestion can you make for improvement?

Participant1 - Response:

Subject advisors to organize more workshops basically on Learning Outcome 3 because it gives us problem.

Participant2 - Response:

EMS consists of three Learning Areas, so we are expected to teach them. The time allocation is not enough. I think they should allocate enough time for it.

Participant3 - Response:

I think EMS should be given enough time as it comes only thrice, not thrice but four times a week. The hours given for teaching are not enough.

Participant4 - Response:

The government should take the learners for orientation so that they can know all about these commercial subjects because they don't have knowledge that these subjects (EMS) are very important especially for the economy, because there is a shortage of chartered accountants. Also if the parents can tell their children the importance of EMS maybe they can change their attitudes. Subject specialists should make the presentation to the learners about EMS. Allocation of time is also a problem it is not enough, normally we are given only one period per day. No double period like Mathematics, and for learners to complete the task in the class they need enough time because learners should calculate and interpret the transactions.

So because of time given you are not able to complete the syllabus?

Participants 1 - Response:

Not only the syllabus but learners need enough time so that they are able to understand.

APPENDIX 4

LETTER OF REQUEST TO CONDUCT RESEARCH IN SCHOOLS

P.O BOX 65
HAMMANSKRAAL
0400
28 APRIL 2012

AREA OFFICE MANAGER
MORETELE

RE:Request for permission

I Maboko F.M am a Masters student studying at the University of North-West, Mafikeng Campus. I hereby request permission to come and collect data from the Economic and Management Sciences teachers and HODs of the middle schools at Moretele Area Office from July to August.

Thank you in anticipation of your co-operation and assistance.

Yours sincerely

Maboko F.M
Student number: 20981287



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

CERTIFICATE OF LANGUAGE EDITING

The mini-dissertation entitled

**ANALYSIS OF ECONOMIC AND MANAGEMENT SCIENCES CURRICULUM
IN THE NORTH-WEST PROVINCE**

Submitted by

F. MABOKO

For the degree

MASTER OF EDUCATION

In the

FACULTY OF EDUCATION

NORTH-WEST UNIVERSITY

MAFIKENG CAMPUS

Has been edited for language by

DR. NELDA MOUTON, MA, PhD (ENGLISH), [NWU]

A handwritten signature in black ink, appearing to read 'N. Mouton'.

10/11/12

DR NELDA MOUTON

NWU (MAFIKENG CAMPUS)