

**A CURRICULUM FOR VOCATIONAL BUSINESS SUBJECTS IN BOTSWANA  
JUNIOR SECONDARY SCHOOLS: CHALLENGES FOR ENTREPRENEURIAL  
PEDAGOGIES**

by

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submitted in accordance with the requirements for the degree of

**DOCTOR OF EDUCATION**

in the subject

**DIDACTICS**

at the

**UNIVERSITY OF SOUTH AFRICA**

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**June 2012**

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I declare that **A CURRICULUM FOR VOCATIONAL BUSINESS SUBJECTS IN BOTSWANA JUNIOR SECONDARY SCHOOLS: CHALLENGES FOR ENTREPRENEURIAL PEDAGOGIES** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

**(B. M. Sithole)**

11 June 2012

DATE

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## ACKNOWLEDGEMENTS

In writing this thesis I benefited from the help, advice and cooperation of a number of people and to all these I offer my thanks and gratitude. I would like to give particular thanks to the Botswana Ministry of Education and Skills Development for granting me permission to carry out this research study in schools. Special acknowledgement also goes to the administrators of the schools in which the study was carried out. To the teachers who participated in the study, I wish to extend my deepest appreciation and thanks.

I am particularly grateful to Professor M. W. Lumadi, my supervisor, who read all the drafts, commented and gave advice on the way forward during the entire period of the study. I owe the completion of this thesis to his expert guidance, support and encouragement.

Last but not least, I would like to sincerely thank my friend and workmate Mr. Charles Musarurwa for his support and encouragement when I was close to despair. I would also like to thank him for his assistance in the use of ICT applications used in the compilation of this thesis.

I alone, however, am responsible for any errors in this thesis and for opinions expressed therein.

## ABSTRACT

The aim of this research was to examine the extent to which the pedagogical practices of Business Studies teachers in Botswana junior secondary schools conform to pedagogical practices recommended for imparting practical business skills relevant to the world of work. It also aimed to identify the strengths and weaknesses of teachers' current practices with a view to proffer a teaching model that would help to maximize learner acquisition of business skills and competencies.

Literature related to the pedagogy of business education subjects was reviewed to give a general conceptual and methodological foundation for the investigation. An overview of the methodological approaches and the qualitative research design selected for application to the study were provided including the data-gathering procedures and the conceptual framework that supported and informed the research.

The major findings of the study were that Business Studies teachers subscribe mainly to the transmission paradigm of teaching. Teachers' failure to use constructivist pedagogies prescribed in the syllabus were attributed to a multiplicity of challenges they face in their day-to-day practices. The challenges that beset the pedagogy of business subjects emanate from a variety of sources such as the scarcity or non-availability of teaching materials and resources, a congested syllabus and problems associated with striking a balance between the theoretical and practical aspects of the subject. Teachers indicated that the Business Studies syllabus is too long and with the little time allocated to teach it on schools timetables, it is impractical to expect them to complete the syllabus using constructivist teaching approaches which they perceive as

pedagogically burdensome and time-consuming. Despite the teachers' constraints in creating constructivist learning environments, the use of an entrepreneurial pedagogy in the form of the mini enterprise whereby students are involved in setting and running a concrete enterprise is prevalent.

The study concluded by suggesting a pedagogical model, based on the findings, to improve Business Studies curriculum delivery. It was also recommended that support structures aimed at monitoring and ensuring that the delivery of business education is done according to the stipulated business curriculum standards be put in place.

**KEY TERMS:**

Business education; Constructivism; Curriculum; Entrepreneurial pedagogy; Experiential learning; Junior secondary school; Kinaesthetic learning; Mini enterprise; Pedagogy; Teacher-centred pedagogy; Traditional teaching; Vocational education.

## **DEDICATION**

To my late parents, Mr. Philemon Sithole and Mrs. Lizzie Sithole. You were there for us.

To my late sister Phoebe. You were taken away from us too soon.

To my loving children, Elizabeth and Nikita.

# CHAPTER ONE

## ORIENTATION TO THE STUDY

### 1.1 Background

Many countries the world over have restructured their post primary school curricula in the light of existing economic and social factors with a view to provide students to with an education that will adequately prepare them for the world of work (see Benavot, 2004; Benavot, 2006; African Union, 2007; Quintini, Martin, J.P. & Martin, S., 2007) ). The economic turbulence of the 1980s and the consequential crises of youth unemployment led to the belief that if young people were properly prepared for work, they could find jobs (Bae & Song, 2006:17; Dike, 2009:130). Studies in South Korea by Bae and Song (2006:17-18) have shown that vocational education and training has been found to have a highly productive impact on job placement, especially for non-college bound youths. In Europe studies have shown that the 'dual system' of vocational training where class-based and work-based training are provided in formal schools has proved to be an effective tool in reducing youth unemployment in Germany, Denmark, Switzerland and Austria, (Quintini, Martin, J.P. & Martin, S. 2007:12).

In recent years, many African governments have attempted to introduce entrepreneurship and vocational skills training in their curricula in response to problems of youth unemployment. Countries like Ghana, Senegal, Botswana, Mozambique and Swaziland have incorporated basic vocational skills into the lower or junior secondary school curriculum in an attempt to expose young people to pre-employment skills (African Union, 2007:6). The issue that drives the vocationalisation of secondary school curricula in Africa is the attempt to provide an economically relevant education that prepares students for the world of work (Lauglo, 2005:3).

In Botswana efforts to vocationalise the secondary school curriculum are spelt out in the Revised National Policy on Education (RNPE) of 1994 which emphasizes the need to enhance the employability and the capacity for further training of junior secondary school leavers through vocationally orienting academic subjects and increasing the number of practical subjects offered in schools. The main practical subjects offered in Botswana secondary schools are Agriculture, Art, Home Economics, Design and Technology, Commerce, Accounting and Business Studies. The last three subjects constitute the business education curriculum in Botswana schools and it is the pedagogy of these subjects that was the focus of this study.

Business Studies was recommended as part of the junior secondary curriculum in Botswana in the National Policy on Education of 1977 and the 1994 Revised National Policy on Education recommended the incorporation of Commerce, Bookkeeping/Accounting and Office Procedures into the curriculum (Georgescu et al, 2008:60). Business subjects in Botswana fall under Creative, Technical and Vocational Subjects within the entire secondary school programme. The subjects are classified as 'practical subjects' in the Revised National Policy on Education. The subjects aim at equipping students with practical business skills which will enable them to participate meaningfully in production and the provision of goods and services in future (Republic of Botswana, 2008a: i; Republic of Botswana, 2008b:vi). As practical subjects they are intended to prepare students for the world of work both as employees and employers (ibid). To achieve this, the syllabuses for these subjects recommend that teachers employ constructivist learner-centred teaching approaches where learners are the centre of most classroom activities and teachers play the roles of facilitators and moderators in the teaching-learning process. To achieve learner-centredness in teaching, the syllabi require teachers to use action-oriented

teaching methods such as project work, educational visits, business resource persons, business simulations, group discussions and case studies (Republic of Botswana, 2008a:iv).

Available literature (see Fuller & Snyder, 1991; Farstad, 2002; Dube & Moffat, 2009) suggests that teacher-centred pedagogy in which periods of instruction are occupied wholly or mainly with exposition by the teacher is the dominant mode of instruction in Botswana secondary schools. The organization of classes and teaching are quite rigid and leave little room for practicals, site visits to industry and employment of entrepreneurial pedagogies as prescribed in the business subjects syllabi (Farstad, 2002:62). In their study on classroom teaching in Botswana, Fuller and Snyder (1991:277) observed that there was overreliance on the use of traditional teaching methods such as lectures; teaching was frequently dominated by whole-class recitation routines including highly centralized control of the teaching-learning process. Similar findings were made by Dube and Moffat (2009:9) in their study on Social Studies instruction in Botswana secondary schools. They came to the conclusion that the techniques used by teachers were incompatible with the goal of trying to prepare learners for the world of work. Data they collected showed that the majority of teachers (in a sample of 60) were still yoked to the conventional teaching methods such as lecturing (13%), group work (55%) and class discussion (20%) while the use of work-related pedagogies such as field trips, case studies and simulations were the least favoured. Using traditional teaching methods such as lectures and direct instruction to develop practical business skills such as financial management, decision-making and enterprisingness is inappropriate and can be likened to teaching someone to swim without a pool (Sherman, Sebora & Digman, 2008:1). Traditional teaching methods such as lectures,



literature reviews, and examinations do not activate entrepreneurship and business skills (Sogunro *et al*, 2004, cited in Pihie & Sani, 2009:341).

The teaching of business skills requires the use of kinaesthetic (learning by doing) and experiential pedagogical approaches (Borrington, 2004:20). A teaching approach that is well suited to the teaching of vocational business subjects is the entrepreneurial-directed approach which involves the use of teaching styles which use entrepreneurial situations such as school-based mini enterprises. According to Heinonen and Poikkijoki (2006:80) the entrepreneurial-directed approach is well suited for gaining a better understanding of the concept of entrepreneurship, especially about the importance of the entrepreneurship process. The mini enterprise mode of delivery has the advantages of focusing on the development of basic business skills, business management skills and personal entrepreneurial skills. Pihie & Sani (2009:343) summed up the benefits of this approach to learners:

They obtain real business experience; understand and experience the senses of responsibility in understanding the risks and rewards of setting up a business. They gain real experience in raising money, planning all the business management functions such as production, marketing, finance and the real business operation. At the same time students are able to improve their soft skills in the aspects of motivation, team work, networking and customer relation skills.

Mini enterprise methodology is used fairly extensively in Botswana's junior secondary schools where the mini enterprise project takes up a substantial proportion of class time. The project runs for a full year from the second term when students are in Form 2 to the end of the first term in Form 3. The mini enterprise project requires students to apply the business knowledge and skills learned in a broad range of work-related competencies and skills (Georgescu *et al*, 2008:61). In

his study on entrepreneurship education in Botswana, Swartland (2008:15) commented that junior secondary school Business Studies as offered in Botswana schools involves learners in description and explanation of the economic institutions, of recording, processing and storing business information and of studying business management functions. This equips them with fundamental skills such as problem solving, communication, teamwork, self-assessment, critical evaluation and logical thinking (ibid). They help to develop good working habits and positive attitudes to work. Mini enterprise methodology involves "active learning" which places the responsibility of learning on learners by engaging them intellectually and physically as they pursue given classroom assignments (Kirschner, Sweller & Clark, 2006:78).

An observation made by this writer in the schools he has visited on teaching practice supervision is that facilities for mini enterprises for business simulations are pretty basic. The observation made was that students are mostly involved in (1) selling consumables like pies, sweets and soft drinks (retailing), (2) preparation and selling of food items like chips/French fries (production) and (3) running video shows (service). These projects are housed in the Business Studies laboratory and stored in filing cabinets located in the laboratory storerooms. The projects are truly micro in nature and in such circumstances it becomes extremely difficult to provide learners with opportunities to engage in real-world tasks that characterize particular business operations because of the inability of schools to provide appropriate equipment and facilities. It has been documented that the effective implementation of vocational education in Africa is generally constrained by the inadequacy of facilities, equipment, materials and consumables (African Union, 2007:23; UNESCO, 2006:30) and this in turn can compromise the quality of such education and at the same time reduce the effectiveness of vocational training in meeting the required knowledge and skills objectives.

Advances in information communication technology (ICT) in the last century have revolutionized and enhanced classroom instruction and as a result there has been a global proliferation in the use of computers in schools as an instructional, communicative and informational resources tool (Al-Rabaani, 2008:16). Computers can now be used to present information that helps in the facilitation of learning, help to engage students in learning and in encouraging interaction in learning (National Business Education Association, 2003:20). Since there appears to be immense potential for computers to significantly enhance learning and teaching, there is need to integrate them into all aspects of education. In light of this, it has been argued that resourcing for the delivery of business education should include the provision of computer laboratories because information technology is an important part of the business education curriculum and it offers hands-on experiences in a variety of classroom activities (National Business education Association, 2003:130). According to Borrington (2004:48) ICT has considerable potential in the business classroom in that it can be used whilst undertaking a variety of classroom activities such as research assignments, key business applications such as spreadsheets, databases and presentations, including the use of the internet as a resource for acquiring knowledge.

In Botswana ICT is a major focus of the country's economic agenda and the Revised National Policy on Education (1994) highlighted the need for all learners to be taught computer skills at all levels of school. The Report of the National Commission on Education of 1993 proposed that all junior secondary schools be equipped with computers to enable all students to develop computer literacy skills (Republic of Botswana, 1993:157). To date, Botswana has made a tremendous effort to provide computer resources for its junior secondary schools and this is evidenced by the fact that all junior and senior secondary schools have fully equipped computer

laboratories (Isaacs, 2007:7). The major drawback however is that many schools struggle to effectively use these resources and that while computers are available in most schools, they are not connected to the internet (ibid) thus precluding their use in internet-based Business Studies instruction such as access to online business resources, discussion forums and investigations and/or case studies.

Available literature (see Farstad, 2002; Mwiria, 2002; Lauglo, 2005) suggests that most vocational and business subjects lack adequate time on schools' timetables and have to compete with academic subjects for accommodation even though, as practical subjects, they require more time. In his study on vocational education in Kenyan secondary schools Mwiria (2002:12) noted that a major complaint by teachers of Agriculture, Business Studies, Computer Studies, Home Science and Industrial Education was that the time allocated for both the theory and practical teaching was hardly enough for effective teaching of most of these subjects. As a consequence, many teachers were forced to use their free time and weekends to teach extra lessons in order to make their students excel in examinations. These findings were corroborated by Lauglo (2005:20) in his paper on vocational secondary school education in Botswana, Ghana and Kenya where they observed that vocational subject matter takes only a minor portion of total curriculum time and is not adequate to cover syllabus content. In Botswana Business Studies is allocated 4 periods per week of 40 minutes each in a five-day timetable (Republic of Botswana, 2008a:v) and this translates to about 9% of total weekly teaching time which is made up of 45 periods. Clearly the time is inadequate for effective business skills training which requires the teaching of both the theoretical part and practical component (mini enterprise) of the syllabus. Dawson (2001:58) who, when referring to the Australian school system argued that the nature of what is taught in vocational subjects is not compatible with traditional school timetables and that the

practical nature of vocational subjects requires more than the 40 ó 60 minute lessons. What is needed are 2-hour or 3-hour sessions that will give students sufficient time to practice and develop business skills including site visits to industry.

## **1.2 Problem Statement**

Available literature suggests that the practices of Business Studies teachers do not conform to the expectations of curriculum planners in that teacher-centred pedagogy appears to be the dominant mode of instruction in schools. In Botswana, the thrust and emphasis of the junior secondary Business Studies curriculum is to prepare young people for the demands of self-employment and the world of work by exposing them to a range of business knowledge and skills such as financial literacy, enterprise capability and economic understanding. To achieve this, the syllabuses prescribe experiential and constructivist teaching methods such as project work, field trips, use of guest speakers, business simulations, collaborative work and case studies. These teaching methods are believed to be the most effective instructional strategies for business understanding and literacy (National Business Education Association, 2004:17). Using transmission methods to teach business subjects is said to be not conducive to the development of business concepts, skills and attitudes in learners because such methods only help them to learn about the theory of business without knowing to apply that theory (Brendel & Yengel, 1972:2; Hativa, 2000 cited in Barraket, 2005:67). Good practices in business education should employ entrepreneurial and constructivist pedagogies (Heinonen & Poikkijoki, 2006:2006:84) because these are the methods which to activate business knowledge, skills and attitudes in students.

It is in light of this that this study sought to examine and evaluate the effectiveness of the methods used in the teaching of business subjects in Botswana junior secondary schools including the challenges that teachers face in their quest to develop business skills and competencies in students.

### **1.3 Research Questions**

Five guiding questions shaped the study:

1. What are the pedagogical practices of business subjects teachers in Botswana junior secondary schools?
2. To what extent do current pedagogical practices of teachers conform to the aspirations of business education curriculum planners?
3. What challenges and problems do teachers face when employing experiential and entrepreneurial pedagogies in the teaching of vocational business subjects?
4. To what extent are schools resourced materially for the effective delivery of business education?
5. What improvements could be made to improve the teaching of business subjects in schools?

### **1.4 Aim of the Study**

One of the major challenges facing education systems the world over is meeting the needs of students who must be able to function within the world of work (Phillips, 2007:23). Botswana is no exception. Business subjects offered in the Botswana junior secondary school curriculum aim at equipping students with practical business skills which will enable them to participate

meaningfully in future as producers of goods and services (Republic of Botswana, 2008a). To achieve this, the syllabuses for these subjects recommend that teachers employ constructivist learner-centred teaching methods. These are teaching methods that involve students in activities to process new material and linking it to what the student already knows. Class tasks used should be authentic, set in meaningful contexts and related to the real world.

Every education system depends upon the quality and practices of its teachers to realize its educational goals. In light of this, the aim of this research was to examine the extent to which the current pedagogical practices of business subjects teachers in Botswana junior secondary schools conform with pedagogical practices recommended for imparting practical business skills relevant to the world of work. The study aimed to identify the current practices and their weaknesses with the view to proffering models that would help to maximize learner acquisition of business skills and competencies.

### **1.5 Research Objectives**

1. To examine the pedagogical practices of business subjects teachers in Botswana junior secondary schools;
2. To determine if business teachers' pedagogical practices conform with those of business education curriculum planners;
3. To identify challenges and problems associated with employing experiential and entrepreneurial pedagogies in schools;
4. To assess the adequacy of school resources for the delivery of business education;
5. To propose possible ways of improving the pedagogy of business subjects in schools.

## **1.6 Motivation for the Research**

One major aim of business education is to impart business literacy in students. Business literacy concerns the imparting of economic understanding. Economic understanding is very important because business education is about preparing students for career options within business and preparing them to handle their own business affairs as well as to enable them to function intelligently as citizens, producers and consumers (New Zealand Commerce and Economics Teachers Association, 2009). Business educators have a very important role to play towards the achievement of these goals. Business Education Standards in the United States as set out by the National Business Education Association (2001: para 1) help to articulate this:

Business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. Business teachers introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate.

Available literature (see Fuller & Snyder, 1991; Farstad, 2002; Lauglo, 2005; Dube & Moffat, 2009) and the experience of this researcher suggests that learner-centred pedagogy is still dominant in Botswana secondary schools despite the fact that curriculum planners advocate for a paradigm shift from teaching to learning through the employment of constructivist teaching methods. Using traditional teaching methods to teach business subjects was discredited as long ago as 1972 when Brendel and Yengel (1972:2) stated that methods of teaching such as the lecture, question and answer and drill are not conducive to the development of business ideas, concepts, understandings and attitudes because such methods only help students to learn about the theory of business without knowing how to apply that theory. The National Business Education Association (2004:17) believes that the most effective instructional strategies for



business understanding should include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys, and critical- thinking exercises for teaching global business concepts.

It is hoped that the findings of this study will go a long way in identifying strengths and weaknesses inherent in the current pedagogical practices of business subjects teachers in the Botswana school system. It is also assumed that the findings from the study will help in providing possible solutions and developing pedagogies that will offer students reasonable insights into the actual operations of the business world and allow them to transfer and apply their learning to real life situations in the future. It is also hoped that the findings from this study will lead to the development of a teaching model that will shape and guide pedagogy in the business education classroom.

It is hoped that the findings of this study can go a long way in identifying strengths and weaknesses inherent in the current pedagogical practices of business subjects teachers in the Botswana school system. It is also assumed that the findings from the study will help in providing possible solutions and developing pedagogies that will offer students reasonable insights into the actual operations of the business world and allow them to transfer and apply their learning to real life situations in the future. It is also hoped that the findings from this study will lead to the development of a teaching model that will shape and guide pedagogy in the business education classroom.

The results of this study could help Business Studies teachers to change or improve on what they do in the classroom by adopting methods of teaching that enable students to construct and use knowledge in learning by doing, through exploration and through discovery. The results could also be useful to business teacher educators and curriculum developers. Some of the recommendations can be invaluable to practitioners in colleges of education who may want to incorporate into their curricula the pedagogies suggested for effective business education curriculum delivery. The Department of Curriculum Development and Evaluation may find some of the suggested teaching methods and experiential activities useful and may want incorporate them in the junior secondary school teaching manuals and teachers' guides. The findings can also be useful to business education textbook publishers in as far as the structuring and designing of case studies, collaborative activities and self-check exercises is concerned. The school inspectorate and school administrators could use the findings in this study as guidelines to monitor and ensure that the delivery of business education is done according to stipulated curriculum and set standards as well as enforce the fulfillment of pedagogical practices set in the syllabi. This study also presents opportunities for future research that could be useful in strengthening the pedagogical practices of business education teachers.

## **1.7 Research Methods**

### **1.7.1 Qualitative and Quantitative Research**

When one wishes to undertake research he/she must start to think about the research methodology. There is need to think about the differences between qualitative and quantitative research. The debate mostly centres on the paradigms which guide and inform data collection methods and the credibility of the research findings (Sturman, 1994:644).

According to Babbie and Mouton (2006:49) quantitative research places emphasis on the quantification of constructs. Quantitative research describes phenomena in numbers and measures instead of words (Kranthwohl, 1993:740). In short, the quantitative researcher believes that the best way to measure phenomena is through quantitative measures where numbers are assigned to facilitate such measurement. Results of quantitative studies are based on numeric analysis and statistics.

Qualitative research is research that describes phenomena in words instead of numbers or measures (Kranthwohl, 1993:740). The emphasis of qualitative research is on methods of observation and analysis that stay close to the research subject (Babbie & Mouton, 2006:53) and this would include observational methods such as unstructured interviews, participant observation and the use of personal documents (ibid). In this study data were gathered in school settings and for this reason, qualitative methodology was deemed most appropriate. Macmillan and Schumacher's (2006:315) description of qualitative research reinforces this choice:

Qualitative research is an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings. Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. Qualitative studies are important for theory generation, policy development, improvement of educational practice, illumination of social issues and action stimulus.

For the reasons discussed above, the qualitative paradigm was deemed most suitable used for this study.

### 1.7.2 Research Design

The case study design which falls within the qualitative tradition was used. "Case study" is a generic term for the investigation of an individual, group or phenomenon (Sturman, 1994:640). Case studies allow the researcher to become familiar with the data in their natural setting and to fully appreciate the context. The suitability of case methodology in this study derived from the fact that the study took place in school settings and the perceptions of the various stakeholders in the pedagogy of business subjects were sought. Hitchcock and Hughes (1989:323) were of the opinion that a case study is in many ways the most appropriate orientation for school-based research because it reproduces social action in its natural setting. Sturman (1994:640) summed this up when he said:

Case study researchers hold that to understand a case, to explain why things happen as they do and to generalize or predict from a single example requires an in-depth investigation of the interdependencies of parts and of the patterns that emerge.

Whereas quantitative research uses criteria such as validity and reliability to ensure generalisability and consistency of results, qualitative research tends to assess the trustworthiness of research in terms of credibility, transferability, dependability, and conformability (Ellsberg & Heise, 2005:211-12). This can be achieved through the use of triangulation which involves using multiple data sources, methods and investigators (ibid). The concept of triangulation is central to achieving credibility of case studies as it involves the use of different data sources or different methods of data collection to complement one another (Tawney, 1975 cited in Sturman, 1994:644; Babbie & Mouton, 206:275). In this research, multiple sources of data were accessed through interviews with education stakeholders, observation of classroom practices and analysis of school documents. This was done in order to increase the credibility of case study

methodology through the triangulation of data collected. According to Babbie and Mouton (2006:276) the use of triangulation is a way of enhancing the validity and reliability of data in case studies, which are basically qualitative in nature.

### **1.7.3 Participating Schools**

The education system in Botswana offers both private and public education from pre-school, up to secondary school and the standard of education is considered to be comparable to international standards. The public secondary school education programme has two levels: the three-year junior secondary programme and the two-year senior secondary school programme (Farstad, 2002:23; Republic of Botswana, 2008a:ii). Each year is a Form; Forms 1 to 3 are completed in junior secondary school and Forms 4 and 5 in senior secondary school. The Ministry of Education and Skills Development provides secondary school curricular guidelines and syllabuses in public schools. Most private secondary schools offer the University of Cambridge's International General Certificate of Secondary Education (IGCSE) and the GCE Advanced Level curriculum. The private secondary school education programme has two levels: Lower school programme (Forms 1 to 3) and senior school programme (Forms 4 to 6). Most subjects offered at in the lower school programme include both core and enrichment subjects. For all practical purposes, government and private schools offer similar subjects. The difference lies in the curricula they offer.

In this study three schools which offer Business Studies at junior secondary school level were selected purposively (Wiersma, 2000:285) taking into consideration that: (1) they offered Business Studies in their curriculum, (2) their proximity to home and workplace for ease of

accessibility and to minimise travelling expenses and (3) the granting of permission from the school authorities to conduct the research. Participants were 6 business subjects teachers selected from the 3 schools. The number of schools and teachers were limited to 3 and 6 respectively in order to make data processing and analysis manageable since "the organization of case study findings is a serious challenge, given the amount of data collected" (Babbie & Mouton, 2006:283). Once the schools had been identified, the 6 teachers were selected using the guidelines of critical purposeful sampling (Patton, 1990:174) and they were chosen because (1) the researcher used his personal judgment on their ability to answer the research questions, (2) they taught Business Studies and (3) they agreed to participate in the study.

#### **1.7.4 Data Collection Methods**

Data were collected using interviews and direct observation of lessons. Teachers' teaching plans and archival school documents were used to complement these methods. Structured interviews were used to ensure that the questions were always answered within the same context. Structured interviews are particularly suitable for qualitative research if the interviewer intends to engage a particular group of respondents in which it will be beneficial to compare and contrast their responses in order to answer the research questions (Babbie & Mouton, 2006:289).

##### **(i) Interviews**

One interview schedule was prepared for Business Studies teachers. The interview schedule was designed to elicit information about their ideas, beliefs and experiences in the teaching of business subjects with regard to the imparting of entrepreneurial skills, use of entrepreneurial pedagogies including contextualized learning, adequacy of support systems and adequacy of time

on schools' timetables. These aspects encompass the main ingredients of effective business education teaching (Coucom, 2005:6-11).

### **(ii) Observation**

Observation was concerned with the actual pedagogic practices of teachers in the classroom. Each teacher was observed teaching at least 2 lessons and the observations helped to establish the links between the views expressed by respondents in interviews and what actually transpired in the classroom.

### **(iii) Document Analysis**

This involved an examination of teachers' teaching plans such as schemes of work, lesson plans and teaching notes as well as students' exercise books. An examination of these documents gave an insight regarding teachers' teaching practices.

## **1.7.5 Data Analysis**

Data analysis in research contains three linked sub-processes which Miles and Huberman (1994:10-12) identified as (1) data reduction, (2) data display and (3) conclusion drawing and verification. According to Ellsberg and Heise (2005:204) data reduction involves selecting, focusing, simplifying, abstracting, and transforming the raw data of field notes or transcriptions into typed summaries organized around themes or patterns based on the original objectives of the research. They go further to define data display as an organized assembly of information that allows conclusions to be drawn and actions to be taken. Most frequently qualitative data is displayed as narrative text and graphs (p.204). Interpretation and conclusion

drawing refers to the process of deciding what things mean, noting themes, regularities, patterns, and explanations.

For this study, the data collected consisted of notes from interviews, document analysis and lessons observed. The data collected were compared and cross-referenced to facilitate the profiling of the perspectives of the business classroom practitioners and other stakeholders (Goetz & LeCompte, 1984:203). All data collected were reduced into manageable categories to facilitate focusing of the analysis process which was matched and cross-referenced to the research questions at all times.

### **1.8 Limitations of the Study**

This study was limited to 6 Business Studies teachers in three junior secondary schools in Gaborone, Botswana. The sample sizes may not be representative of all junior secondary schools and teachers in the country and this may have limited the extensiveness of data collected and the generalisability of the findings. However, due to the in-depth and detailed nature of the qualitative approach such as the case study design, sample size becomes irrelevant as the quality of data is the measurement of its value (Mason, 2010:50). Furthermore, it is argued that the validity, meaningfulness and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size (Patton, 2002:185). This means that issues related to sample size do not necessarily adversely affect the credibility of findings in qualitative research. It must be remembered that Piaget contributed a major breakthrough to educationists' understanding of



how children think by observing his own two children at length and in depth and Freud established the field of psychoanalysis based on fewer than ten client cases.

All the respondents in the study willingly agreed to give interviews and to have their teaching documents scrutinized. However a challenge related to instances where 2 respondents were uncomfortable with being observed teaching was encountered. As a result, observational data in this study were based on the classroom practices of 4 teachers.

### **1.9 Delimitations of the Study**

The study was restricted to two public schools and one private school which offer Business Studies programmes at lower secondary school levels. The two school systems follow slightly different business education curricula which are not in any way mutually exclusive. The choice of two public schools and one private school did not mean that the researcher intended to do a comparative study of how Business Studies is taught in the two school systems. Instead, it was done to ensure that the findings on the pedagogical practices of Business Studies teachers emerging from the study of heterogeneous sites would be more robust than those from homogeneous single-site cases (Shofield, 2000:80).

Participation in this study was delimited to teachers who teach Business Studies at Form 1 to 3 levels and its focus was on the examination and evaluation of their teaching practices against set business curriculum standards as well as the identification of challenges that may impede the achievement of excellence in Business Studies pedagogy.

### **1.10 Definition of Key Terms**

**Constructivism:** It is the notion that learning can be fostered effectively through interactive pedagogical practices in environments where learners actively construct their own learning (Yang & Wilson, 2006:365) using existing understandings and related ideas (Henry, 2002:4). In a constructivist classroom, the teacher facilitates learning by providing students with concrete experiences that allow them to create meaning and knowledge. Constructivist teachers pose questions and problems and then guide learners to help them find their own answers.

**Curriculum:** Definitions of curriculum range from narrow to broad interpretations. Curriculum can be broadly defined as sum total of all the experiences a learner undergoes under the guidance of the school (Afolayan, Adebajo & Olubiyi, 2011:v). This includes subjects, how teaching takes place, sports, educational visits and all co-curricular activities. The narrow interpretation of curriculum as used in this study views curriculum as those subjects or courses offered and taught in schools (Marsh, 2009:4).

**Entrepreneurial pedagogy:** Activity-based teaching methodology that is used not only to transmit entrepreneurial skills in students but also to develop in them an awareness of both wage employment and self-employment as a career options in the future (Fayolle, 2007:30). Entrepreneurial pedagogies comprise action-based teaching methods like role plays, case studies, mini companies in schools, teamwork, guest speakers and simulations (Klapper & Tegtmeier, 2010:556).

**Experiential learning:** According to Lang and Evans (2006:380) experiential learning is a teaching strategy where the student is directly in touch with real things and people or is involved

in activities that simulate real activities or people. It is the process of making meaning from direct experience by allowing students to work on an activity, reflect on their experience and what meaning various events had for them.

**Junior secondary school:** Secondary school education in Botswana consists of 3 years junior secondary education (Form 1, Form 2 and Form 3) and 2 years senior secondary education (Form 4 and Form 5) (Republic Botswana, 1993:149). In this study, a junior secondary school refers to a school or section of a school offering business education from Form 1 to Form 3.

**Kinaesthetic learning:** This is learning by doing (Borrington, 2004:20). Kinaesthetic learning is effective in promoting learning in vocationally-oriented subjects (Briggs, 2000:24) such as Business Studies and Accounting. Business simulations and role play are examples of kinaesthetic teaching and learning methodologies.

**Mini enterprise:** A simulated or actual business enterprise conducted within a school. Mini enterprises in schools are designed to replicate a specific business and assist students in acquiring work-related experience ((Georgescu et al, 2008:61; Hytti & OøGorman, 2004:14).

**Pedagogics:** According to the Oxford English Dictionary (2009), pedagogics is the science, art, or principles of teaching. It can be viewed as the act or process of imparting knowledge and skills in learners.

**Pedagogy:** According to the Oxford English Dictionary (2009), pedagogy is the art, occupation, or practice of teaching. The term generally refers to strategies of instruction and is also occasionally used to refer to the function or work of a teacher.

**Teacher-centred pedagogy:** Teacher-centred pedagogy has the teacher at its centre in an active role and students in a passive, receptive role (Haghighi & Vakil, 2006:62). It is teaching that is occupied wholly or mainly with exposition by the teacher. Teacher-centred pedagogy is based on the traditional pedagogy/teaching paradigm where knowledge is passed from teachers to students (Schuh, 2004:838).

**Traditional teaching:** Traditional teaching is concerned with the teachers being the controllers of the learning environment (Pihie & Sani, 2009:341). In traditional teaching, teachers shoulder most of the teaching responsibilities in the classroom.

**Vocational education:** It is the acquisition of knowledge relevant to employment in that students are trained for specific vocations in industry or agriculture or commerce (Chappel, 2003: 26). Vocational education is meant to provide individuals with the skills, knowledge and attitudes required for the world of work.

## **1.11 Chapter Division**

The thesis is divided into six chapters. Chapter 1 serves as the introduction where the background and context of the problem are discussed. The aim of the study, statement of the

problem, objectives of the study, research questions and definition of terms are all included in this chapter.

Chapter 2 is devoted to a review of the literature related to the pedagogy of business subjects. The chapter gives a general overview of the problem and formed the methodological foundation of the study by highlighting what constitutes effective business education pedagogy. Chapter 3 discusses the methods of teaching business subjects as well as examining and evaluating current practices in Botswana.

Chapter 4 discusses the methodology that was employed during the data-gathering phase of the study. The research design, sampling methods, instrumentation and data analysis procedures are discussed here. Chapter 5 is devoted to the presentation of the data collected and its analysis. Chapter 6 presents a discussion of the main findings, recommendations and conclusions of the entire study.

## **1.12 SYNTHESIS**

This chapter discussed the background to the study by describing and outlining the aim of the study, statement of the problem, objectives of the study, research questions and definition of important terms that will be used in the study. The proposed methodology to be employed during the data-gathering phase of the study was also outlined. Finally the proposed chapter division of the thesis was briefly outlined.

*The next chapter will discuss the theoretical framework underpinning the pedagogy of business subjects. It will also review literature available on the curriculum for vocational business subjects and the organization of the business education curriculum in the Botswana education system.*

## CHAPTER TWO

### BUSINESS EDUCATION CURRICULUM AND PEDAGOGICAL THEORY

#### 2.1 Introduction

The foregoing chapter sought to introduce the research to be undertaken. It served as the introduction where the aim of the study, statement of the problem, objectives of the study, research questions and definition of terms were outlined. This chapter will be devoted to the review of literature on the learning theory underlying the curriculum and pedagogy of business education with a view to giving a general conceptual and methodological foundation for the investigation. The conceptualization of the curriculum for business subjects and the organization of the business education curriculum in the Botswana education system will also be discussed.

The Revised National Policy on Education (RNPE) of 1994 has been the guiding basis for the implementation of and provision of education and training in Botswana and in it, emphasis is placed on equipping learners with skills to enable them to enter into self-employment as well as creating opportunities for lifelong learning. One of the objectives of the junior secondary school curriculum in Botswana is to prepare students for both further education and productive life in society (Republic of Botswana, 1993:150). Put in other words, one objective of the curriculum is to provide students with the skills and knowledge necessary for vocational competence and for entry into the world of work. To fulfill this objective, the junior secondary curriculum includes practical subjects as a way of achieving pre-vocational preparation of learners. This makes a lot of sense because in this era of rising school-leaver unemployment and low job growth in African economies, vocational education and training can inculcate in students enterprise awareness, initiative and self-employment in the formal and informal sectors. Atchoarena (2007:7) argues

that the informal economy plays an important role in absorbing a young, low-qualified labour force and this is why many countries have reformed their provision of technical and vocational education with a view to improving youth access to employment.

To enable the curriculum to prepare learners for the world of work, relevant and appropriate teaching methodologies will need to be applied in the teaching of business subjects. In Botswana a deliberate effort was made in the preparation of learning and teaching materials to infuse and integrate issues raised by the RNPE, such as entrepreneurship education and skills training (Swartland, 2008:14) through the prescription of constructivist pedagogies in the Business Studies syllabi.

## **2.2 Theoretical Framework**

Domains of study such as vocational and technical education are founded upon both implicit and explicit theoretical frameworks. According to Doolittle and Camp (1999, para. 1), theoretical frameworks allow scholars to organize and synthesize knowledge and conjecture within a field and they serve to describe, explain and predict behavior and experience.

For many years the implicit learning theory underlying the curriculum and pedagogy of business and technical education has been behaviorism (Doolittle & Camp, 1999; Singh & Athavale, 2008:23). However, the advent of vocational curricula and the need to prepare learners for entry into and advancement in the workplace led to the need to reconsider the adequacy of behaviorism as the theory underlying the pedagogy of business and vocational subjects. Doolittle and Camp (1999) argued that behaviorist theory does not adequately address the kinds of



learning involved in vocational education but constructivist theory may. Many theorists in vocational and technical education have advocated for change in the underlying theoretical framework of vocational education (e.g. Hill, 1994, Gregson, 1997) in favour of constructivist approaches. The argument proffered is that the role of technical and vocational education should be supporting constructivist learning because, according to Lynch (1997:27), the essential role of vocational education is to facilitate construction of knowledge through experiential, contextual, and social methods in real-world environments. Since the focus is on the learner, technical and vocational education should be conceptualized as a learning process rather than a teaching process (Stevenson, 1994:29).

Constructivism is not a unitary theoretical position; rather, it is frequently described as a continuum (Fitzpatrick & Donnelly, 2010:2). The continuum is divided into three broad categories: cognitive constructivism (e.g. Anderson, 1993), social constructivism (e.g. Vygotsky, 1978) and radical constructivism (e.g. Piaget, 1973). Cognitive constructivism represents one extreme of the constructivist continuum and it conceptualizes learning as the result of constructing meaning based on an individual's experience and prior knowledge. Teaching practices based on cognitive constructivism include discovery learning and hands-on activities using manipulatives. Social constructivism lies somewhere in between the constructivist continuum and it emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding. To social constructivists, knowledge and meanings are actively and collaboratively constructed in social contexts within cultures and through language. Teaching strategies using social constructivism as a referent include teaching in contexts that might be personally meaningful to students, class discussion,

small-group collaboration and the provision of scaffolds by the teacher (Anghileri, 2006:45). Lastly, radical constructivism represents the opposite end of the constructivist continuum and it emphasizes the construction of a coherent experiential reality. In this view learners construct knowledge based on their environment and experiences. Since each learner will never have exactly the same environment or experiences, they will never form exactly the same understanding of reality. The implication for teaching is that instructional activities must be authentic and they must provide for the opportunity for learners to generate and evaluate alternative perspectives (Von Glasserfeld, 1995:10).

Unlike the practices in traditional classrooms where drill and practice are emphasized, Clifford and Wilson (2000, cited in Singh and Athavale, 2008:28) provided the essential elements of learning based on constructivist learning theory as: (i) emphasis on problem solving, (ii) recognition that teaching and learning need to occur in multiple contexts, (iii) anchoring teaching in the diverse life context of students, (iv) encouraging students to learn from each other and (vi) employment of authentic assessment. These differences were illuminated by Brooks & Brooks (1993:17) who offered an interesting comparison of the visible differences between the traditional and the constructivist classrooms:

**Table 1: The Traditional Classroom vs. the Constructivist Classroom**

<b>Traditional Classroom</b>	<b>Constructivist Classroom</b>
Curriculum begins with parts of the whole. Approach is <b>inductive</b> .	Curriculum emphasises big concepts, beginning with the whole to the parts. Approach is <b>deductive</b> .
Strict adherence to fixed curriculum.	Flexibility & learners' interests valued.
Materials are primarily textbooks.	Materials include primary sources.
Learning is based on repetition.	Learning is interactive.
Teachers disseminate info; learners are recipients of	Teachers & learners dialogue.

knowledge.	
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes learners' creative work.
Knowledge is seen as inert.	Knowledge is seen as dynamic.
Learners work primarily alone.	Learners work primarily in groups.

Source: Brooks, J.G., and Brooks, M.G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: ASCD

What emerges from the foregoing discussion is that the essential core of constructivism is that learners actively construct their own knowledge and meaning from their experiences. Put in other words, constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the classroom to students in their desks; rather, knowledge is constructed by learners through an active, mental process of development and engagement. According to Wang (2011:274) a productive, constructivist classroom consists of learner-centred, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent and the teacher's role is to facilitate this process. The importance of constructivist pedagogy in vocational education was summed up by Singh and Athavale (2008:27) who said that "the role of the teacher in vocational and technical education is of guide, adviser, coach, motivator, facilitator and role model within a contextual setting". The implication here is that technical and vocational teachers should provide authentic, experiential learning opportunities to their students through which social learning will take place.

Constructivist theory offers a viable alternative to traditional teaching methods. In his study on constructivist pedagogy for the business classroom, Mathews (2007:103) came to the conclusion that business education and learning has become formidable and challenging over the last few

years. He argued that a traditional learning environment is bereft of active learning where students only try to memorise terms and concepts and are unable to apply them to the real corporate world. He found out that in business classes students failed to comprehend basic business terminology and communication practices and concepts related to organizational administration and functioning. In such a state of nescience, there was a need to enable the students to maximise learning through knowledge construction in authentic environments that employ the context in which learning is relevant. He concluded that constructivism leads to learning that is action-based where learners construe or make interpretations of their world through interactions in the real world. In a similar study on the use of constructivist pedagogy in the teaching of Economics at the University of South Florida, Ford, Leclerc and Ford (2007:334) came to the conclusion that constructivist learning not only assists the student in being a more active participant in the learning process but also bases participation on what the student already knows. The student is not just active but is also engaged in the learning process and in the building of his or her knowledge and understanding. They inferred that this process is more likely to lead to a clearer critical consciousness and better understanding of economic reality.

It can further be argued that constructivist pedagogy helps students experience economic and business reality on a continuing basis. They encounter business and economic phenomena often taken for granted such as monopoly power, inflation, income inequalities, price discrimination, unemployment, underemployment and the rest of economic and business reality. A constructivist approach to business education will rely on the students' own experiences such as these to provide 'scaffolding' for the student to construct an increased understanding of economic and business phenomena (Ford, Leclerc & Ford 2007:335).

It is official policy of the Ministry of Education in Botswana that teaching and learning should emphasise the use of learner-centered pedagogy. Tabulawa (2009:92) asserts that Botswana's Revised National Policy on Education of 1994 explicitly espouses learner-centred pedagogy based on constructivism. Constructivism, particularly in its "social" forms views the learner as an active "maker of meanings". This means that in a constructivist classroom, the learner is much more actively involved in a joint enterprise with the teacher of creating ("constructing") new meanings. When translated to educational teaching approaches, constructivism advocates the student-centered approach to teaching (O'Neill & McMahon, 2005:29; Barraket, 2005:65). The approach sees students collaborating as partners or in groups, and teachers acting as "facilitators" rather than as "instructors". That business education curriculum planners in Botswana advocate the use of constructivist pedagogies is evident in the Business Studies syllabi where it is clearly stated that:

In line with the Revised National Policy of Education (1994) the syllabus encourages learner-centred approach to learning and teaching. This involves making the learners the centre of most activities and the teacher playing a facilitating role. The teacher should therefore use a variety of action oriented teaching methods such as project work, visits to commercial enterprises, simulation, case studies, computer-aided learning, group discussions and class presentations (Republic of Botswana, 2008a: iv; Republic of Botswana, 2008b:iv).

The use of student-directed activities, problem and project-based learning and student dialogue are common features of many constructivist classrooms. Hativa (2000, cited in Barraket, 2005:67) identified group work, discussion, role-playing, experiential learning, problem-based learning and case-method teaching as the teaching practices that employ the constructivist approach.

One strand of constructivism which may be traced to the writings of John Dewey emphasises the place of experience in education. The argument here is that all knowledge must lead to experience because the engagement of learners, through relevant activities, can further facilitate the construction of mental images of relationships and external reality (Kumari, 2009:531). The long and short of it all is that an essential feature of constructivist pedagogy is that learning should take place in authentic and real-world environments because experience is the primary catalyst of knowledge construction.

It can be argued that recommending the use of teaching methods such as project work, visits to commercial enterprises, simulation and case studies could be seen as an attempt to marry business theory with practice in that learners are afforded the opportunity to construct mental representations (images) of the reality of the business world through a given set of activities (experiences). According to Heinonen and Poikkijoki (2006:87), the entrepreneurial-directed approach is one of the most appropriate approaches for delivering business and entrepreneurship education because learning will take place as a combination of theory and experience. The approach is based on the idea of the cycles of Kolb's Experiential Learning Theory in which new activity produces a new experience and new thinking through reflection. Kolb (1984:41) defined experiential learning as a "process whereby knowledge is created through the transformation of experience". Experiential learning essentially refers to learning that is achieved through personal experience and involvement rather than from direct teaching alone. The expression "hands-on" can be used accurately to describe types of learning and teaching which are to a lesser or greater extent forms of experiential learning. The justification for using experiential pedagogies in the teaching of business subjects was provided by Carter et al. (1986:6) when they opined that,

Business education involves studying applications of mathematics, economics and behavioral sciences to problems in the production and distribution of goods and services. Thus, the applied nature of business education makes it amenable to the use of experiential learning pedagogies than pedagogies with a strong theoretical orientation because such approaches thrust the students into specific business problems where rules apply, and it will be incumbent upon the students to use deductive reasoning to identify the proper rules to use and apply them to the situations presented (Burns, 1990:201). It is argued that experiential approaches allow students to get their hands around concepts and reflect on them. They allow a more in-depth feel to the learning experience.

At its highest levels, the idea of experiential learning is deeply rooted in the constructivist paradigm in that it acknowledges that learners construct their own understanding by reflecting on their experiences. The creation of knowledge from experience and the use of that knowledge to support new learning represent the fundamental principles of constructivism (Van Wyk & Alexander, 2010:161). Kolb provided one of the most useful descriptive models available of experiential learning in which there are four stages in learning which follow from each other.

The four phases of the experiential learning cycle are:

1. Experiencing;
2. Reflecting on what happened;
3. Generalising and abstracting based on what happened;
4. Transfer of learning.

A diagrammatic depiction of a slightly modified Kolb's experiential learning cycle (New Zealand Ministry of Education, 2008) is depicted in Figure 1 below:

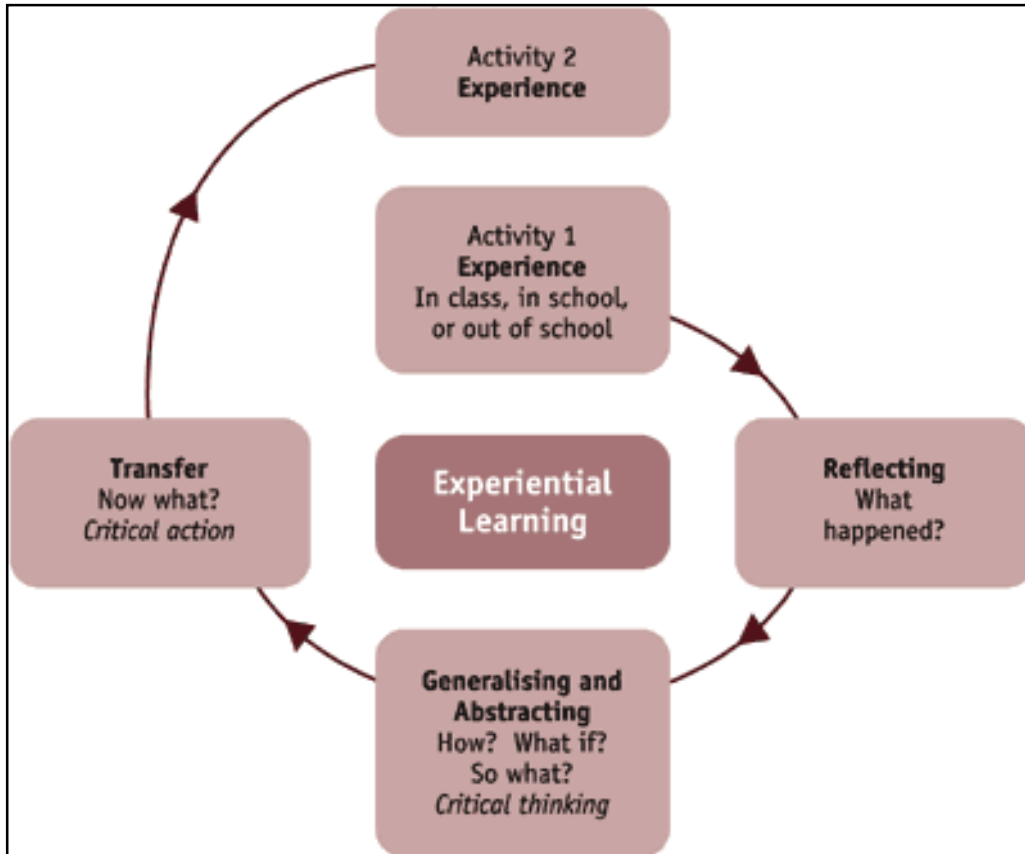


Figure 1: The Experiential Learning Cycle

The experiential learning process typically begins with a concrete experience which can be a structured activity designed to generate data related to the class learning objective, for example, a role play, business simulation and exercises involving problem-solving and decision-making. During the second step, learners reflect on what happened during the exercise and on what meaning various events had for them. Step 3 involves the development of principles and generalisations from the experience that can be used in other situations. Step 4 requires learners



to apply the principles they have learned to situations outside the classroom or to situations contrived by the teacher.

The experiential learning cycle process is said to encourage learners to think more deeply, develop critical-thinking skills and transfer their learning into action through successive phases of the cycle. Lang and Evans (2006:380) suggested that experiential learning is an action strategy where the student is directly in touch with real things and people or is involved in activities that simulate real activities or people. Students will come into contact with what it is that they are learning and this learning occurs when students participate in the activity, critically look back on the activity and draw useful insights from the analysis. It may be said that the purposes for experiential education is twofold: (1) students come into contact with what it is that is being studied and (2) it becomes more meaningful to them.

Just like in Botswana, the New Zealand Ministry of Education (2008: para 2) recommends that Business Studies teachers use the experiential learning approach to enable learners to construct knowledge. In their study on instructional strategies in business education, Paul and Mukhopadhyay (2005:13) singled out case studies, guest speakers, role play exercises, team/group exercises, business games and simulations as the instructional approaches that employ experiential learning techniques. Lang and Evans (2006:385) suggested that activities such as games, manipulation of symbolic objects, conducting experiments, making models, making products, writing case studies, role playing, skits, simulations, field projects, field interviews, field observations, field trips and work experience are experiential learning activities that can be put to effective use in business education classrooms.

The foregoing discussion urges teachers to situate their teaching practices in constructivist contexts in which students construct meaning for themselves in authentic settings but within the context of interaction with others. However research indicates that classroom teachers are finding the implementation of constructivist instruction far more difficult than the reform community acknowledges (Windschitl, 2002:131). One of the most powerful determinants of whether constructivist approaches flourish or flounder in classrooms is the degree to which individual teachers understand the concept of constructivism. For example, in a study of middle school teachers participating in educational reforms, Oakes et al (2000:22) found that "efforts to employ student-centered constructivist pedagogy were routinely thwarted by the lack of opportunity for teachers to delve into the theoretical underpinnings of the practices they were expected to enact". What this means is that if teachers do not have a working understanding of constructivism, then they cannot be expected to successfully adapt constructivist principles to their particular classroom contexts. Teachers who hope or wish to teach for understanding as constructivism demands should be prepared not only to learn how constructivist fundamentals and translate into classroom strategies but also to undergo a major transformation of thinking about teaching and learning.

There are also pedagogical dilemmas for teachers that arise from the more complex approaches to designing learning experiences that constructivism demands. Constructivist classroom approaches involve fundamental shifts in how teachers typically think about instruction, from focusing exclusively on transmitting content to placing students at the centre of the educational enterprise (Cohen, 1988:255). With the advent of constructivism, the traditional didactic

relationship between teacher and student is supposed to be replaced by one that is more interactive, complex and unpredictable. A problem that arises is that designing constructivist lessons and learning experiences are much more complex and time consuming than preparing for lecturing or direct instruction. They involve assessing students' prior knowledge, understanding content and developing supporting materials, managing classroom interaction and discourse, encouraging critical thinking, and facilitating reflection and metacognition (Roberts, 2010:38). All these complexities and difficulties associated with learning and adopting constructivist curricula approaches can be insurmountable barriers towards implementing constructivist principles in the classroom.

The third problem has to do with reorienting the cultures of classrooms to be consonant with the constructivist philosophy. It can be very difficult for teachers to create patterns of beliefs and practices such as learner-centredness that are in line with the constructivist philosophy. Requiring teachers to implement classroom practices with a constructivist orientation comes with many challenges and dilemmas for teachers as they are involved in learning new knowledge, questions and practices, and, at the same time, unlearning some long-held ideas, beliefs and practices (Cochran-Smith, 2003:9). It is particularly difficult when one considers the entrenched school culture that governs student-teacher relationships (Windschitl, 2002:131). The prevailing conditions in many schools are that teachers talk most of the time, students sit, listen and take notes (Heckman, 1987:70). Furthermore, most teachers are themselves products of traditional schooling and as students, they were exposed to teacher-centered instruction, fact-based subject matter and drill and practice. It is therefore difficult to re-orientate teachers to the classroom roles and expectations necessary to accommodate constructivist teaching and learning.

In summary, it can be said that recent years have seen rapid changes in educational theory which now focuses on learning rather than techniques for transmitting information by teachers. The teacher's role has become that of a coach or facilitator. This calls upon teachers to plan their teaching to take account of students' different learning styles. Optimal teaching now requires teachers to apply a broad range of teaching methods, including project work, simulations, case studies, and many others. Teachers hoping to teach for understanding should be prepared not only to learn how constructivist fundamentals translate into classroom strategies but also to undergo a major transformation of thinking about teaching and learning.

### **2.3 Vocational Education Curricula in Botswana**

The Botswana government's policy on curriculum development is summarized in two related documents, the Revised National Policy on Education (RNPE) of 1994 and Vision 2016. Both documents define the roadmap along which curriculum development should proceed. The RNPE prescribes the development of a curriculum that is vocational in orientation and includes a number of practical subjects that emphasize the acquisition of foundation skills that are applicable to the world of work (RNPE, 1994:7.3). The policy further emphasizes that whatever curriculum is developed, it must relate to the world of work in the form of curricular activities that espouse the processes, organization and demands of working life (Republic of Botswana, 2008c:12). Vision 2016 spells out that by the year 2016, Botswana will have a system of quality education that is able to adapt to the changing needs of the country as the world around changes. Improvements in the relevance and quality of education lie at the core of the Vision. It envisages an education system that will empower citizens to become producers of goods and services as

well as producing entrepreneurs who will create jobs through the establishment of new enterprises.

While the Revised National Policy on Education provides the general framework for the formulation of a policy to guide the development of vocational education and training in Botswana, it is the National Policy on Vocational Education and Training that provides clear direction for the development of vocational education and training in the country (Republic of Botswana, 1997:3). The National Policy on Vocational Education and Training lays down the broad framework, within which training activities in the country are carried out. The scope of the policy encompasses the following:

- skills level training, both formal and non-formal;
- life-long training as an integral part of overall human resource development;
- training for both the formal and informal sectors of the economy including self employment (Republic of Botswana, 1997:4).

In light of this, there was need to establish primary, secondary and post-secondary school curricula that take cognizance of lifelong learning, pre-vocational preparation and further education that are consistent with the objectives of the training system. Both basic and post basic education in Botswana aim at providing young people with a broad-based education that prepares them for life, society and work. Consistent with this, the lower primary Standard 1 to 4 curriculum has been recently reviewed to include, in addition to the traditional subjects of languages and sciences, new learning areas such as Cultural Studies, Creative and Performing Arts and Environmental Science (Republic of Botswana, 2008c:13). In essence, the curriculum at

lower primary school is aimed at providing a platform that promotes a holistic growth of individuals who are in line with the society they live in. At upper primary level, the curriculum is further diversified and increases the learning areas to provide a broader knowledge that prepares the learners not only for life but the world of work (ibid).

At secondary school level, the government's basic education policy emphasizes prevocational preparation of learners. Prevocational preparation as prescribed in the Curriculum Blueprint of 1997 led to the diversification of the curriculum to include foundation skills, vocational orientation of academic subjects and the inclusion of practical subjects (Republic of Botswana, 2004:8). The secondary school curriculum is practical in orientation. In addition to the conventional subjects, a whole range of practical subjects such as Design and Technology, Agriculture, Art, Food and Nutrition, Fashion and Fabrics, Business Studies and Computer Studies are included. The aim is to help students develop an understanding and appreciation of technology, manipulative skills and familiarity with tools, equipment and materials.

The thrust of the Botswana secondary school curriculum towards the production of entrepreneurial students is reflected by the inclusion of subjects such as Business Studies which has compulsory co-curricular activities like mini-enterprises which are simulations of how an entrepreneur operates when setting up and running a small business. The use of mini enterprise methodology is geared towards entrepreneurship awareness-raising and promotion in students. Mini enterprise work is complemented by Junior Achievement Botswana (JAB) clubs in schools. JAB is a non-profit organisation set up to inculcate the entrepreneurship spirit and empower students to succeed in the world of work through a dynamic entrepreneurship, work-

readiness and financial literacy education programme (Swartland, 2008:17). Students compete in business simulations that match teams in competition with one another just like in the real world of business. They assume the roles of corporate managers and make weekly decisions on price, production, marketing, research and development, and plant capacity. They analyze industry reports, balance sheets, profit and loss statements and market conditions making their decisions and submitting weekly decisions (Junior Achievement International, 2000:6).

Another entrepreneurial programme run in schools is the Know About Business (KAB) initiative that was launched in Botswana in 2006, when the Ministry of Education and Skills Development, in collaboration with the International Labour Organisation, decided to introduce entrepreneurship education into the senior secondary school curriculum. KAB is an entrepreneurship education programme whose main goal is to inculcate a culture of enterprise in students at secondary and technical levels of education by engaging them in simulated business activities and games (Swartland, 2008:18). KAB's general objective is to contribute towards the creation of an enterprise culture in young students between 15 to 18 years by promoting awareness among them of the opportunities and challenges of entrepreneurship and self-employment, and of their role in shaping their future and that of their country's economic and social development (International Labour Organisation, 2011: para. 3).

Despite all these entrepreneurial promotional activities, a study on entrepreneurship education in Botswana, Kenya and Uganda by Farstad (2002:6-7) revealed that very few students that received entrepreneurship education as part of junior and senior secondary school education in the three countries, actually start their own business during the first 1 ó 2 years after leaving

school. This was attributed to among other things, the fact that few school leavers possessed knowledge and skills that could be immediately utilised for the production of marketable goods or services. Farstad postulated that for the attainment of efficiency and effectiveness in the delivery of entrepreneurship education, particular attention should be given to the methods of instruction. He observed that although the teachers are generally well educated, they might need methodological upgrading from traditional classroom teaching to experiential teaching. He went further to say that, "…within the context of Botswana this meant that many teachers would need to change the way that they taught and to unlearn the model of teaching they had received throughout their education and some of their training as well (p. 23)".

Offerings of vocational and technical education go beyond the secondary school curriculum. Post secondary school vocational training is coordinated by the Botswana Training Authority (BOTA) which was established under the Vocational Training Act No. 22 of 1998 which mandated it to regulate vocational training institutions, vocational training, operate a vocational training fund, as well as to appoint trainers and assessors (UNESCO, 2010:11). Technical, Vocational Education and Training (TVET) is delivered at different levels in different types of institutions. These include 7 government-owned Technical Colleges, 41 community-owned "Brigades" which receive subsidies from the government, the University of Botswana and private independent vocational schools (Commonwealth Education Online, 2010: para. 2). The main programme offered at the Technical Colleges is called the Botswana Technical Education Programme (BTEP). The key aim of BTEP is to improve access to vocational education and to produce graduates who are trainable, employable and have the initiative and ability to start their own businesses. Brigades (independent community-based organizations) offer mainly training in



trades like carpentry, motor mechanics and brickwork. The Brigades emphasise educating people for employment, particularly self-employment.

At tertiary education level Botswana has seen a mushrooming of technical educational institutions which aim at producing artisans and technicians. For example, Limkokwing University, NIIT and BA Isago are private sector institutions which market themselves on the employability of their graduates through their offerings of vocationalised curricula that emphasise job-specific training (University of Botswana 2009:37). All this is done in line with the Botswana National Vocational Education and Training Policy of 1998 which seeks among other things to deliver training that meets the requirements of industry, thus making people employable; and to provide initial training to school leavers to enhance their opportunities for employment and self-employment.

#### **2.4 Conceptualisation of a Curriculum for Vocational Business Subjects**

The term *vocational education* historically has meant instruction designed to prepare individuals for the world of work. Early vocational education served to provide workers with agricultural, industrial and homemaking skills (National Business Education Association, 2003:2). When business and marketing education were added to the curriculum, they were included in the term 'vocational' education since the courses prepared students for the world of work. The argument for the need to invest in a skilled labour force can be traced to labour economists' Human Capital Theory. The argument for investing in human capital through investment in education is thought to benefit society by leading to higher rates of return that would far outweigh the initial investment. Alam (2008:31) noted that investment in education and training produces benefits for the individual and for society as a whole in that the return on investment in education

and training for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return for the individual will be an improved career path, increased earning power and a better quality of life. Human capital theorists argue that governments should introduce vocational education and training systems to help unemployed young people and older workers get jobs, reduce the burden on higher education, attract foreign investment, ensure rapid growth of earnings and employment and reduce the inequality of earnings between the rich and the poor (Fagerlind & Saha 1989, cited in Alam 2008:31).

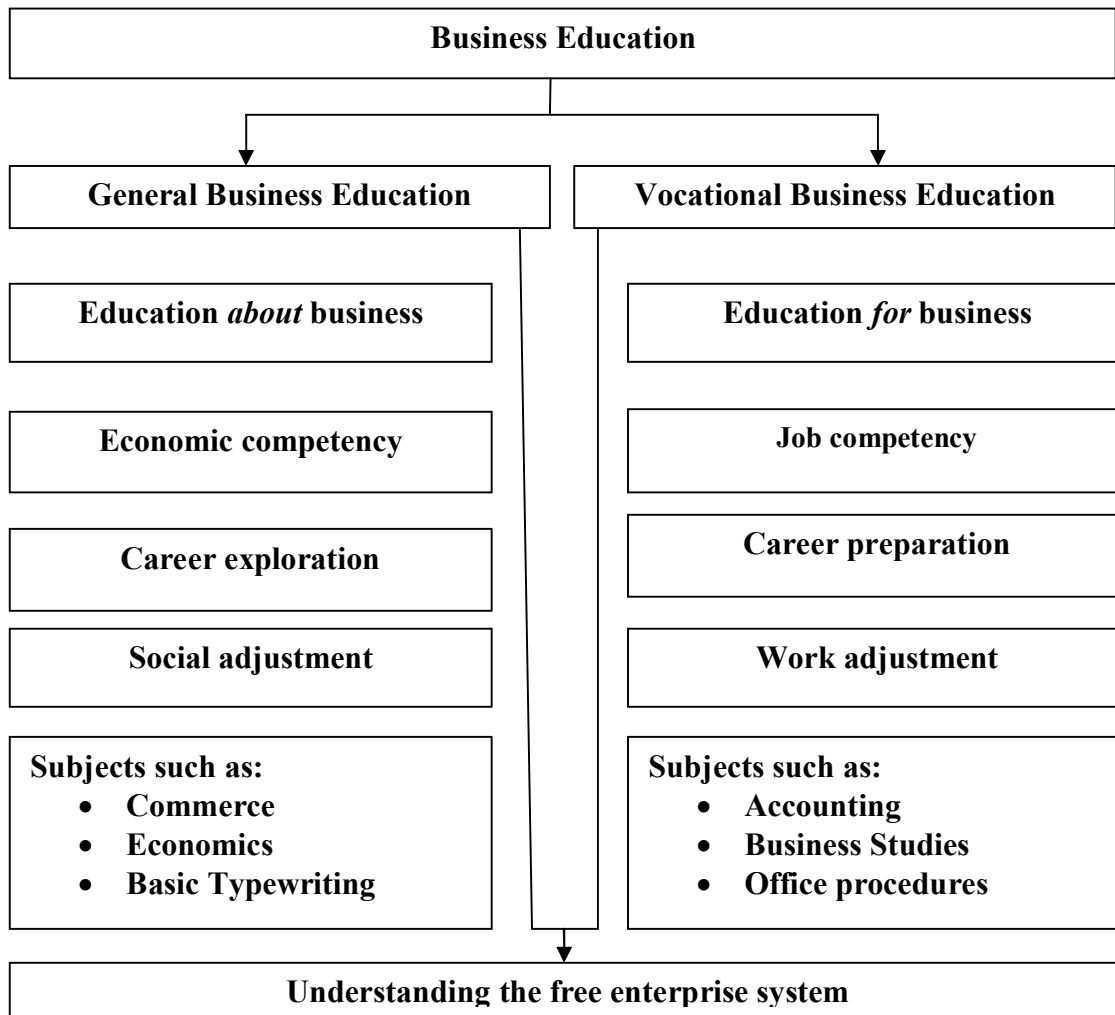
The debate over the vocationalisation of school curricula is worldwide and at the heart of the debate is the redefinition of school courses which are vocationally relevant in the face of rising youth unemployment. To this end governments of some countries in sub-Saharan Africa, Botswana included, are making efforts to promote vocational education, with the reinforced belief that skill formation will enhance productivity and combat youth unemployment and poverty (Atchoarena & Delluc, 2002 cited in Sithole, 2009:59). According to Bacchus (1988, cited in Lauglo & Maclean, 2005:94) the term vocationalisation refers to efforts by schools to include in their curriculum those practical subjects which are likely to generate among students some basic knowledge and skills that might prepare them to think of becoming skilled workers. Put in other words, it is an attempt by schools to organize their curricula so the students may develop skills, both vocational and academic, that will give them competitive advantages in the labour and job markets in their after-school lives.

The inclusion of practical subjects, especially in the curriculum of secondary schools as part of a programme of general education is considered an essential element in the vocationalisation of

education. Ten key practical subjects in the Botswana curriculum are Agriculture; the subjects of Commerce, Principles of Accounts and Business Studies; Design and Technology; Computer Studies; the Home Economics subjects of Food and Nutrition, Fashion and Fabrics and Home Management and Art and Design. Three of the ten key practical subjects listed above are business education subjects. This is not surprising because historically, business classes were the first vocational courses introduced in the curriculum, and in America this was as early as 1635 (McClure, Chrisman & Mock, 1985:30). Over the years business education has evolved from a field that emphasized subjects such as typewriting, shorthand and bookkeeping at the secondary school level to a multi-level discipline that embraces technology beginning at the elementary school level (National Business Education Association, 2003:14). We now find that business education is offered not only in secondary schools, but also in universities, technical colleges and by professional bodies such as the Chartered Institute of Secretaries (CIS), Association of Chartered Certified Accountants (ACCA).

The business education curriculum is both vocational and semi-vocational in nature. Vocational business education is concerned with career preparation and job competency while semi vocational business education (also known as general business education) is meant to provide students with information and competences which are needed by all in managing personal business affairs as well as preparing them to function intelligently in free market economies as producers, consumers and users of goods and services (Njoku, 2008:7). The vocational and general education facets of the business education curriculum were summed up by Schrag and Poland (1987:28):

**Figure 2: The Facets of Business Education**



**Source:** Adapted from Schrag and Poland (1987), *A System for Teaching Business Education*, p.28.

What is depicted in the diagram above is that general business education helps students to acquire knowledge which helps them to understand and appreciate how business and people around them operate. It is education *about* business and is meant to equip students with skills, ability and understanding to enable them to handle personal, business and consumption affairs. It is concerned with the economic competency and economic literacy of learners. On the other hand, vocational business education starts in the elementary business classroom and prepares students for careers in business. It is concerned with equipping students with skills of

occupational intelligence such as good workmanship, occupational selection and work adjustment.

In terms of course offerings, the business education curriculum includes subjects/courses such as Accounting, Business Studies, Office Practice, Business Mathematics, Business English and many others. In broader terms, business education can encompass the subjects of Economics; Business Studies and vocational business courses which help young people make sense of their roles as consumers, producers and citizens (Butler, 2002 cited in Khan, 2007:170). Furthermore, it also provides a framework of concepts, knowledge and skills that make a considerable contribution to the development of vocational education, work-related learning and enterprise education.

## **2.5 The Botswana Junior Secondary School Business Education Curriculum**

As already mentioned, business education refers to a range of commercial subjects such as Accounting, Commerce, Business Studies, Management of Business, Economics and many others. These are secondary school subjects that relate to work in particular occupational areas in commerce and industry. According to the US National Business Education Association (2003:1), business education is *education for and about business*. Education *about* business means preparing all learners for the various roles they will play as economically literate citizens while education *for* business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers (ibid). The education *about* business aspect of business education is concerned mainly with the area of knowledge and competencies needed by everyone, for example, the knowledge, skills, abilities, understandings,

and attitudes that enable students to become worthy human beings and effective members of the business community. In a nutshell, business education is provided to meet both the general education and career education needs of students by preparing them for entry and advancement in jobs in business as well as preparing them to handle their own business affairs and to function intelligently as consumers. It will be in light of this definition that Business Studies in the Botswana business education curriculum will be discussed in subsequent chapters and sections of this study.

At junior secondary school level in Botswana, Business Studies is offered initially as a single subject in Form 1 followed by two options in Forms 2 and 3 which are Commerce and Office Procedures, or Commerce and Bookkeeping/Accounting (Republic of Botswana, 2008a:i; Republic of Botswana, 2008b:i). Enterprise awareness, financial literacy and economic and business understanding are part of the syllabi content and it deals with various topics such as business ideas, market research, simple costing, business plans, production and selling (Swartland, 2008:15). The content in the two subjects is such that it incorporates the acquisition of both academic and practical skills that may help the students to fit into after-school working environments.

A cursory look at the syllabi will reveal the extent to which entrepreneurial skills, knowledge and attitudes are being promoted. The Business Studies subject syllabuses for Commerce and Office Procedures, and Commerce and Bookkeeping/Accounting deliberately incorporate content whose emphasis is to develop business and office skills. This is apparent in the syllabuses' themes, called Units which are outlined in Table 2 and Table 3 below:

**Table 2: Business Studies 3-year Junior Secondary School Syllabus: Commerce and Accounting**

<p><b>Form 1</b></p> <p><b>Unit 1:</b> Introduction to Commerce: basic concepts and the production process</p> <p><b>Unit 2:</b> Introduction to Accounting: accounting basics, recording in the ledger</p> <p><b>Form 2</b></p> <p><b>Unit 3:</b> Recording of Business transactions: recording in the cash book</p> <p><b>Unit 4:</b> Verification of Accounts and Summaries: final accounts of the sole proprietor</p> <p><b>Unit 5:</b> Small Business Start-up: establishing a business, operating a business</p> <p><b>Form 3</b></p> <p><b>Unit 5:</b> Small Business Start-up: operating a business</p> <p><b>Unit 4:</b> Verification of Accounts and Summaries 2: accounts of non-profit making organizations, bank reconciliation</p> <p><b>Unit 6:</b> Computerized Accounting: computer applications to accounting</p> <p><b>Unit 7:</b> Finance: money and banking</p>
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Source: *Three Year Junior Secondary Business Studies Syllabus: Commerce and Accounting.*

**Table 3: Business Studies 3-year Junior Secondary School Syllabus: Commerce and Office Procedures**

<p><b>Form 1</b></p> <p><b>Unit 1:</b> Introduction to Commerce: basic concepts and the production process</p> <p><b>Unit 2:</b> Introduction to Office Procedures: the office world</p> <p><b>Unit 3:</b> Systems and Procedures: office equipment</p> <p><b>Form 2</b></p> <p><b>Unit 4:</b> Keyboarding: computer operation</p> <p><b>Unit 3:</b> Systems and Procedures 2: mailing procedures, filing, indexing and storing</p> <p><b>Unit 5:</b> Small Business Start-up: establishing a business, operating a business</p> <p><b>Form 3</b></p> <p><b>Unit 5:</b> Small Business Start-up: operating a business</p> <p><b>Unit 3:</b> Systems and Procedures 2: communication</p> <p><b>Unit 4:</b> Keyboarding 2: computer operation</p> <p><b>Unit 6:</b> Finance: money and banking</p>
--

Source: *Three Year Junior Secondary Business Studies Syllabus: Commerce and Office Procedures.*

Reading through the units, one can see that a deliberate effort was made in the design of the syllabi to provide a more hands-on approach to learning by emphasizing practical skills and the application of knowledge and understanding. There was also a deliberate effort to infuse and integrate issues that relate to the preparation of young people for the demands of self-employment. The major objectives of the syllabi are to develop enterprising young people while at the same time, inculcating in them attitudes of self-reliance by equipping them with both practical business and entrepreneurial skills. The syllabi content clearly embraces entrepreneurship and skills that young people need to be effectively involved in job creation, which Van Resburg (1991:32) listed as:

- being good organisers and managers;
- keeping and understanding books and records;
- understanding profits and losses;
- knowing about stocktaking and sales;
- knowing about sources of raw materials;
- knowing about pricing of labour;
- initiating and encouraging;
- persevering and maintaining good interpersonal relationships.

Entrepreneurship education is catered for in Unit 5 of each syllabus. A dose of entrepreneurship education is necessary because, according to North (2002:24), if learners are to become job-creators rather than job-seekers in the future, they should learn from an early age to be knowledgeable consumers, develop the right attitude towards work, develop the skills needed to identify viable business opportunities and eventually start their own business undertakings. The



incorporation of mini enterprise methodology in the syllabi helps in imparting most of the other skills outlined by Van Rensburg since it is argued that, "school-based enterprises develop students' leadership, teamwork, decision making, problem-solving, analytical thinking, and other work related skills" (Gugerty et al, 2008:20). The authors go further to suggest that students who participate in school-based enterprises become familiar with real world business practices, learn to make key decisions regarding products/services, can conduct marketing and feasibility studies and deal effectively and appropriately with the myriad of interpersonal and communication issues (p. 21). These issues are covered in Units 3 to 5 of the Commerce and Accounting syllabus which deal with issues pertaining to establishing and operating businesses, keeping and understanding books of accounts, recording business transactions and the understanding of profits and losses.

## **2.6 Synthesis**

The purpose of this chapter has been to present a review of the literature pertaining to the theory underpinning the pedagogy of business subjects. It highlighted the inadequacy of behaviorism as the theory underlying the pedagogy of business and vocational subjects and went on to proffer the importance and need for employing constructivist pedagogies in teaching vocational business education subjects. The chapter also discussed the policies that lay down the broad framework within which vocational education and training activities in Botswana are to be carried out. The debate over the vocationalisation of school curricula the world over and the need for skills training among the youth over was also outlined. A description of the vocational and general education facets of business education was also given. The chapter concluded by discussing the organization of the Botswana junior secondary school business education curriculum and its major objectives of developing enterprising young people while at the same time, inculcating in

them attitudes of self-reliance by equipping them with both practical business and work-related knowledge, skills and attitudes.

*The next chapter will focus on the methods of teaching used in the implementation and delivery of the business education curriculum including the pedagogical, contextual and content-related constraints and challenges that may hinder the effective delivery of business education in schools.*

## **CHAPTER THREE**

### **BUSINESS EDUCATION CURRICULUM DELIVERY METHODS**

#### **3.1 Introduction**

The preceding chapter was devoted to the discussion of the theoretical framework which forms the basis of this study. It also discussed the conceptualization of the curriculum for business subjects and as well as the organization of the business education curriculum in the Botswana education system. This chapter will focus on an examination of the methods of teaching business subjects including the challenges faced by teachers in the delivery of business education subjects. It will also focus on the relevancy and adequacy of school support facilities in providing learners with opportunities to engage in contextualized learning and engage in classroom tasks that adequately mirror the real world. It will conclude by examining the effectiveness of timetabling as a tool for business education curriculum delivery.

#### **3.2 Methods of Teaching Business Subjects**

According to Khan (2007:170) business education refers to the learning processes through which young people acquire knowledge and understanding of the nature and role of business and its organization, the economic environment in which it operates and the contribution it makes to the creation of wealth and to the satisfaction of human needs and wants. This process also involves the development and application of skills and attitudes for living and working in an industrial society. To facilitate the acquisition of these skills Hativa (2000, cited in Barraket, 2005:67) argues that the pedagogy of business education should include action-oriented methods, reflective learning model and the experiential learning model which engage students more deeply in the learning process.

As has already been discussed, the thrust and emphasis of the Botswana junior secondary Business Studies curriculum is to prepare young people for the demands of self-employment and the world of work by exposing learners to a range of knowledge and skills such as numeracy, business literacy and problem-solving. This is reflected in the deliberate effort that was made by curriculum planners to incorporate academic and practical business skills as well as entrepreneurship in the junior secondary Business Studies syllabuses (Swartland, 2008:15). In line with the Revised National Policy on Education of 1994, the syllabuses encourage teachers to use learner-centred and action-oriented teaching and learning approaches that aim at imparting practical business skills in learners. The syllabuses prescribe teaching methods such as project work, educational visits, use of business resource persons, business simulations, group discussions, computer-aided learning (CAL) and case studies. These teaching methods are believed to be the most effective instructional strategies for business understanding and literacy (National Business Education Association, 2004:17). The same teaching approaches are encouraged in the teaching of business subjects in the United States where the Policies Commission for Business and Economic Education Policy Statement 74 as outlined by the National Association of Supervisors for Business Education (2004:13) states that:

í business educators must implement effective instructional strategies to enable students to understand and apply global business concepts. Effective instructional strategies could include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys and critical thinking exercises for teaching global business concepts. Appropriate instructional strategies can enable students to understand the interdependence of economic systems, business practices, political and legal structures and multicultural contexts of the world.

The use of these kinaesthetic methods in the teaching of business subjects is further supported by results from a study in Australia by Abeysekera (2008:196) who came to the conclusion that

Accounting students benefit most from interactive and group case-based learning than from traditional lectures. The implication of this is that business teachers must strive to achieve a balance between the extensive content of the subjects and the need for using pedagogy that puts emphasis on using business information in decision-making, developing critical thinking skills and enhancing communication skills. To sum it all, the pedagogy of business education requires a combination of different teaching mechanisms ranging from lectures, classroom interactions, case discussions, simulations, experiential methods, team projects, and report writings (Vance, 1993, cited in Khan, 2007:173).

To understand active-learning and entrepreneurial pedagogies further, the next sections will examine teaching methods that are recommended for teaching vocational business subjects and the extent to which they are anchored in the constructivist paradigm.

### **3.2.1 Entrepreneurial Pedagogies**

Over the past century there has been a growing debate about how well educational systems prepare young people for adult life in general and *“enterprise”* in the world of work in particular. Because entrepreneurship is often associated with qualities, such as initiative, creativity and autonomy, several scholars argue that entrepreneurship should be taught in an active and experiential way, stimulating young people to systematically think and act entrepreneurially (Kuip & Verheul, 2003:18). Gibb and Cotton (1998:11) argue that to create enterprise awareness in students, emphasis should be on pedagogies *“that encourage learning by doing, by experience, by experiment, by risk taking and making mistakes, by creative problem solving, by feedback through social interaction; by role playing, by exploring role models; and by interaction with the adult world”*. An outline of *“what”* and *“how”* to teach using entrepreneurial pedagogies

was outline buy the World Economic Forum (2009:11) in its report on educating future entrepreneurs:

**Table 4: What and How to Teach in Entrepreneurship Education**

What to teach	How to teach
<ul style="list-style-type: none"> <li>• Enhancing entrepreneurial behaviours</li> <li>• Building self-confidence</li> <li>• Creativity, motivation and ability to solve problems</li> <li>• Business and financial skills</li> <li>• Building relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive, learner-centred pedagogies</li> <li>• Case studies, games, simulations and business plan competitions</li> <li>• Extensive use of visuals, digital tools and multimedia</li> <li>• Learning by doing and hands-on activities</li> <li>• Experiential learning</li> <li>• Projects</li> <li>• Interaction with entrepreneurs</li> </ul>

Source: Adapted from World Economic Forum, *Educating the Next Wave of Entrepreneurs*, 2009, p. 11.

What is evident in the foregoing discussion is that entrepreneurial pedagogies are rooted in the constructivist paradigm. This is supported by Lobler (2006:31) who asserted that the demands of entrepreneurship education and the constructivist approach coincide and because of this, the constructivist paradigm serves as a theoretical base for entrepreneurship education. Constructivist principles help create learning environments suitable for the development of entrepreneurial qualities because they advocate for classroom environments which support autonomy, self-reliance, independent thinking and in general the ability of self-governing. Kuip and Verheul (2003:20) identified teaching methods that can be used by teachers to create enterprise awareness in students. He said that in the classroom situation:

- *Initiative* can be stimulated by facilitating rather than directing the learning process. Facilitating learning is one of the core elements of constructivist teaching and learning.
- *Initiative* can also be developed through a 'know who' approach in which children explore their relationships with other people.
- *Autonomy* should be developed through the training of independent behavior, such as project work.
- *Risk taking* can be developed through participation of students in projects with uncertain outcomes and discussing 'what-if' scenarios. The mini enterprise project in schools can help to achieve this.
- *Creativity* can be taught through the use of conceptual methods, such as concept mapping.

Using entrepreneurial pedagogies requires that teachers place emphasis on experiential and action learning. Emphasis should be on individual and group activities that are relatively unstructured in order to enable students to thrive in the unstructured and uncertain nature of entrepreneurial environments (Solomon, 2007:173).

### **3.2.2 Business Simulations**

One area that business teachers should be paying particular close attention to is simulations. From the theoretical perspective, the use of business simulations is recommended for inculcating business and entrepreneurial skills in students. Whitney (2004:1) asserts that the use of performance-based simulation learning tools to educate for enterprise is growing rapidly due to the decisive success rates of specialized interactive content that teaches learners high-level

business acumen in a real-world setting. A simulation is an operating representation of central features of reality and, to qualify as a simulation, a classroom exercise must have two basic characteristics: (i) it must represent a real situation and (ii) it must be on-going (Percival & Ellington, 1980:26; Ruohomaki, 1995:21). The advantage of simulations is that elements of the "real world" can be simplified and presented in a form which can be contained in a classroom. Using instructional simulations in the classroom enable students to learn actually by doing in a context that is similar to real world situation. Most classroom simulations subscribe to the constructivist/experiential epistemological view of learning because with simulations, learning occurs when individuals interact in or experience reality and construct knowledge, rather than acquire it separately from instruction.

In the Business Studies classroom a teacher can use simulations in the form of role play, manual teacher-prepared simulations, (for example, the Widget Production Game), computer-based simulations or mini enterprises run and operated by students. Since the 1960s, classroom exercises in the form of computerised and non-computer-based simulations and games have shown significant levels of growth in business and economics education and their increasing popularity stems from their ability to create realistic environments that closely replicate the world and the workplace (Percival & Ellington, 1980:28; Anderson & Lawton, 2009:193).

A form of simulation that is used by business teachers is the mini enterprise. A mini enterprise is a simulated or actual business enterprise conducted within a school. A school-based mini enterprise is a "real world" experience that replicates a specific business and is a learning experience that provides direct links between students, their curriculum and the world of work



(Cinebell & Cinebell, 2008:99). According to Williamson (1989:71), mini enterprises in schools can be viewed as the most common manifestation of 'education through enterprise' in that mini enterprise work can deliver a wide range of learning objectives far beyond expectations that pupils will become 'more enterprising' in economic terms and more familiar with the world of work. In Botswana secondary schools, school-based mini enterprises are funded by the government through a vote for practical subjects or students can contribute the start-up capital. The steps in planning and implementing a school-based enterprise replicate what actually happens in the world of business. These are outlined in Table 5 below:

**Table 5: Steps in Planning and Implementing a School-Based Enterprise**

1. Decide on the enterprise to be replicated.
  - develop a business concept i.e. what the business will be;
  - prepare a business plan.
  - conduct market research on four main areas: competitor, consumer, product / service, labour.
2. Design a course of study (sequence of courses/units). This is catered for in the syllabus.
3. Locate an appropriate site within the school.
4. Design a layout for the enterprise.
5. Secure funding or sponsorship.
  - Sell shares or borrow from school;
  - Elect a Board of Directors;
  - Market and finance products of own choice;
  - At year-end, present accounts & report to shareholders and pay dividends.
6. Equip the enterprise and secure supplies. (Cash register, computer).
7. Train student workers.
8. Determine how finances will be handled.
9. Advertise.
  - school newspaper;
  - morning announcements at assembly;
  - banners inside and outside school;
  - hallway posters;
  - catalogues;

- school website.
10. Conduct a grand opening ceremony (with ribbon-cutting!).

Source: Adapted from Kentucky Department of Education (2008). *Work-based Learning Manual*, p. 6-2.

Using school-based mini enterprises as a curricular activity can provide many and varied experiences for students in that they can offer them opportunities to develop an understanding of the kinds of work done in today's workplace (Kentucky Department of Education, 2008:6-1). They provide career awareness, exploration and involve students in all aspects of business activities. Advocates of mini enterprise methodology argue that mini enterprise work can deliver a wide range of learning objectives far beyond expectations in that pupils will become more "enterprising" in economic terms and more familiar with the world of work. After his research on the benefits of using mini enterprise work in schools in Wales in the United Kingdom, Williamson (1989:76) came to the conclusion that:

Students' accounts of what they learned from their mini enterprise experience may be placed in four broad categories. First, many students said they had become more aware of the world of work, the "economics of production", how much "behind the scenes" work was involved and the pitfalls encountered.

Secondly some students claimed that they had acquired a number of specific business skills: management, handling money, buying and selling and a range of production skills. By far the most dominant outcome, however, was a cluster of interpersonal skills. Almost all students said they had learned about teamwork "about working together" the need for trust and cooperation.

The potential benefits of using this approach include the development of personal attributes in students such as self confidence, sense of responsibility to others, problem-solving, anticipating problems and resolving conflicts.

Enterprises run by students can range from the retailing of consumables such as confectionery, micro-production of items such as popcorn, fat cakes, hotdogs, basket-weaving, car-washing, word processing centres, yard care and many others. Although most business ideas that students come up with are low capitalized products and services geared to the school market place, it must be borne in mind that, if properly designed, school-based enterprises effectively teach students both academic and work-related skills and can be effective educational tools in helping to prepare students for the transition from school to work.

The effectiveness of business simulations as an instructional tool was examined in studies by Zantow, Knowlton and Sharp (2005, cited in Segon & Booth, 2009:4) who came to the conclusion that with business simulations, learning occurs at all phases of the simulation from participants conceptualisation of the activity to the reflective post simulation process where participants review their own performance. Put in other words, with simulations, the learning of business skills is maximised because students get the opportunity to combine watching, thinking, reflecting and doing.

### **3.2.3 Case Studies**

According to Burns (1990:202) and Rose and Delaney (2007:175), the pedagogy known as the "case study," where students are provided a written description of a company situation, has been used in business education for many years. Robertson (2009: para. 5) argues that the most important thing in teaching business subjects is bridging the gap between theoretical knowledge and real world application because unlike mathematics and science where problems are well defined and their solutions known, the world of business is different. Because of this, he argues

that an excellent way to learn about real world businesses and how they function is to examine "case studies," which are detailed analyses of businesses, their challenges, and how they did or did not solve them.

Case studies are excellent examples of basic experiential learning. Becker and Watts (2007:692) define a case study as an in-depth examination of a real-life or simulated situation carried out in order to illustrate special and/or general characteristics. In business education, case studies focus on business firms, organizations, government and individuals. They are usually a snapshot of a real company's situation at a point in time, with some other information included such as financial statements or company accounts. The use of case methodology allows the application of theoretical business concepts to be demonstrated, thus bridging the gap between theory and practice and at the same time it provides an opportunity for the development of key skills such as communication, group working and problem solving (Davis & Wilcock, 2005:4) which are all essential for economic understanding. For example, a case on the increase in petrol prices and how motorists will respond to such increases will help to illuminate the concept of price and cross elasticity of demand. In this way, theory learnt in class becomes relevant in real-life since case studies marry theory with practice by using the inductive approach instead of the deductive approach to teaching. The benefits of this pedagogical approach were further outlined by Swanson and Morrison (2009:93) who, in their study on teaching business demography using case studies, came to the conclusion that the case studies method not only encouraged the acquisition of skills by students, but could be used to promote the development of analytical and evaluative skills since they are encouraged to sift and evaluate factual information and make value judgments.

For Business Studies teachers, ready-made case studies can easily be sourced from a variety of textbooks, past examination papers, the International General Certificate in Secondary Education (IGCSE) CD-ROM and from the internet where online case studies are readily available. Teachers can also make up their own case studies by adapting magazine or newspaper articles and then set their own questions (Borrington, 2004:31).

### **3.2.4 Visits to Commercial Enterprises**

The field trip is an excursion outside the classroom and can be used to complement material taught or be a primary teaching activity for students to learn or apply content taught in the classroom (Tan, 2005: para. 3). According to Coughlin (2010:200) field trips are a type of experiential learning that gets learners away from the traditional classroom setting and into a new mode of learning. They can be as simple as taking a class out on the school grounds for a lesson in observation, or as detailed as an out of school or out of town visit to a particular field site (ibid).

Educational visits are a viable method of extending the traditional classroom environment to outdoors and enable learners to observe business settings first-hand, thus making learning more interesting and enjoyable (Myers & Jones, 2004:2). They also provide opportunities for learners to gain field research experiences as well as learning through active participation. Additionally, when students are given a focus and have hands-on involvement in the field trip experience they tend to benefit at a higher level. A study carried out with Grade 12 students in the New York metropolitan area by Pace and Tesi (2004:31) led to them to the conclusion that:

As a whole, field trips allow students to see the world and realize that they are a part of it. The experiences they partake in should get them involved and connect them to the classroom, the real world, and possibly even to things they would never have the opportunity to see. The memories they take from them can change their lives.

Business Studies is the study of businesses and educational visits are a way of bringing alive the topics taught. A visit to a business firm will enable students to see/watch batch or flow production taking place, stock control, motivation of employees, management styles, quality assurance and control and a host of other things teachers take for granted (Borrington, 2004:57). If field trips are properly executed, they will heighten students' pleasure and learning since they combine learning and having fun.

It is common knowledge that conducting field trips is **expensive** in time and money. This however should not be a deterrent to the business teacher in an under-resourced school because they can conduct inexpensive site visits in their local communities. There are plenty of free or inexpensive places that teachers can take their students and give them educational trip experiences at minimal cost. For instance, teachers can take their students to the local grocery store when studying small-scale retail trade or to a local farm to study primary production or visit the school secretary's office to get a glimpse of the organization and functions of a typical office. Visits to government or local government facilities in the locality can prove invaluable when teaching topics such as government influence over consumer protection, health and safety, location decisions and cost-benefit analysis of projects (Borrington, 2004:57). This pedagogic approach provides a way for students to feel more connected to their communities through tours of local business enterprises, local and national government facilities. This may help to promote

the long-term value of lifelong civic engagement with whatever communities the learners become involved with later on in life.

### **3.2.5 Business Resource Persons**

Social constructivist learning theorists suggest that collaboration between students and others outside the school community is essential for effective learning (Evelith & Baker-Evelith, 2009:417) and for this reason, guest speakers can be effective pedagogical tools in the business education classroom. Sniezek (2005: para 4) argues that invited guest speakers can build linkages between teachers and the practitioners in industry and commerce, improve school- community relations, provide professional role models for students and greatly enhance student learning. Research in Accounting education by Metrejean, Pittman and Zarzeski (2002:359) revealed that guest speaker events enrich the education of students by providing a platform by which they are able to obtain first-hand knowledge about the working environment of practising accountants and, furthermore, students are able to gain career-specific information that is normally omitted from the school agenda. From his experiences as a business teacher, this writer has often noted that guest speakers normally convey current and realistic information on a subject that is not always available from textbooks. In addition, they are often better at communicating the subtleties of the topic under discussion from a position of authority and have first-hand knowledge and "expert" status as real practitioners on these topics. On the use of guest speakers in Business Studies classrooms, Borrington (2004:61) was of the view that:

Inviting business people, government officials, parents or politicians is beneficial because:

- They have experience you do not have.
- They can bring real examples of business problems or situations to the attention of students.
- Questions can be asked to gain greater insight into the problems.

- They can give details of up-to-date practice in business with which you may not be familiar.
- They are someone different, from whom the students can learn about particular issues.

Having guest speakers come to the classroom is always a pleasant change from the regular classroom routine. It may also provide an opportunity for students to ask questions and think through material in a more thorough way than they might otherwise do. Using guest speakers can be an effective pedagogical tool in Business Studies as long as teachers make a point of integrating the guest speaker's appearance with the learning objectives of the class and ensure that the topic to be addressed by the guest speaker is appropriate to the age and maturity level of the students.

### **3.2.6 Cooperative and Collaborative Learning**

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. The underlying premise for both cooperative and collaborative learning is founded in social constructivist epistemology and is closely associated with the developmental theories of Vygotsky and Bruner, and Bandura's social learning theory (Gordon, 2009:52). According to social constructivists, learning is a social process which occurs when individuals interact with one another and the environment.

Cooperative and collaborative discussion exercises, when organized to engage students in activities that directly relate to learning are good examples of constructivist pedagogy. Cooperative and collaborative learning are teaching strategies in which students are encouraged to talk to each other about a particular topic and possibly reporting back afterwards (Borrington,



2004:35). Pandit and Alderman (2004, cited in Kagoda, 2009:29) say that cooperative or collaborative learning is a pre-planned organized and unique method of teaching which works well if students accept that learning comes from peer interactions and not just from teachers. Carroll (1991:286) argued back in 1991 that this method is particularly suitable for teaching Business Studies because:

Í businesses need employees who have the ability to work as team members and who can cooperate and collaborate with one another to produce superior productsí The ability to work cooperatively with others requires interpersonal ability, which includes an attitude of consideration and a willingness to share, discuss and accept ideas.

The terms collaborative learning and cooperative learning sometimes are used interchangeably. This is reasonable, as both favour small-group active student participation over passive, lecture-based teaching and each requires a specific task to be completed. However, practitioners point out that these two terms are different. Rockwood (1995:8) characterizes the differences between these methodologies as one of knowledge and power: cooperative learning is the methodology of choice for foundational knowledge (*i.e.*, traditional knowledge) while collaborative learning is connected to the social constructionist's view that knowledge is a social construct. In cooperative learning the teacher is the centre of authority in the class, with group tasks usually more closed-ended and often having specific answers. In contrast, with collaborative learning the teacher abdicates his or her authority and empowers the small groups who are often given more open-ended, complex tasks. According to Panitz (1999:2) in the cooperative model the teacher maintains complete control of the class, even though the students work in groups to accomplish a goal while in the collaborative model groups would assume almost total responsibility for answering the question and students are given the freedom to determine the information they

need to answer the question; if not they identify other sources, such as journals, books, the internet, to name a few.

Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Many businesses realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce, and/or a better product will result when a team approach is taken (Larc Computer Training Academy, 2010:5). Furthermore, teamwork fosters a synergistic quality, saves time and money and makes for a happier workforce. There is no "it's not my job" as everyone is working for the betterment of the company's good and its goals (ibid). It is therefore, important that students learn to function in a team environment so that they will have teamwork skills when they enter the workforce.

According to Mannison (1997:i), team skills are particularly important in the business education classroom. It has always been the case that "employers universally value workers who can work with others" (Green & Weaver, 1994:22). Dahley (1994, cited in Mannison, 1997:i) goes further to say that many businesses and industries work in teams or are moving towards this concept and it is for this reason that schools need to ready children for the job market.

Also, current analyses of changes in the structure of organisations show that "business and industry have moved from the use of only individualised and competitive work settings to the use of work teams" (Mannison, 1997:i). Lyons (1989:2) goes further to justify the applicability of cooperative learning in business organizations by saying that "organisations have become leaner, flatter, less hierarchical and seek to push authority and responsibility down to those who

do the work, typically in self-contained teams and organisation units that have responsibility for a product or service, or market segment. Business education should therefore respond accordingly by placing emphasis on the use of this teaching methodology because in increasing numbers the business community is calling upon educators to not only provide technically educated graduates [but] also develop their intellectual, interpersonal and communication skills (Doran, Sullivan & Klein, 1993:3). Using cooperative and collaborative learning strategies in the Business Studies classroom can accomplish all these goals.

### **3.2.7 The Use of Information Communication Technology (ICT)**

Computer-aided learning (CAL) is one of the methods recommended for teaching junior secondary school Business Studies in Botswana and the rationale could be the fact that it is now widely accepted that the integration of modern information and communication technologies (ICT) into the teaching-learning process has great potential as a tool to support the learning process. The potential benefits of the use of CAL as an alternative mode of delivery in business education have been widely reported. For instance, McInnes et al. (1995 cited in Lane & Porch, 2002:221) concluded that students taught using CAL were initially more inclined to finding Accounting an interesting subject, and were more confident of their ability to work with computers than were those in the lecture-based classes. Another study carried out in Australia by McDowall and Jackling (2006:387) on student perceptions of the usefulness of computer-assisted learning packages in learning Accounting concepts found out that CAL programmes as part of the curriculum in Accounting education have the potential to positively impact on academic performance, measured by academic grades in the unit of study. Another research study on the use of ICT in economics and business education showed that ICT facilitates the acquisition of important cognitive skills required for effective economic analysis and evaluation (Ping,

2003:25). It can be concluded that the potential benefits of using ICT in business education classes are immense. On top of providing students with concrete experiences of business concepts and practices used in the real world context, ICT can also increase students' self-confidence and competencies with technology.

Various information and communication technology tools such as business simulations, databases, Excel, blogs and the Internet are used in Business Studies. The Internet, simulation programmes, database and spreadsheet applications can allow students to see the relevance of Business Studies by demonstrating to them the relevance of concepts taught to real life. At the same time, such experiences fulfill the pedagogical goals of allowing students to apply concepts and recognise the legitimate range of application of business and economic analysis. The benefits of using ICT in Business Studies were summed up Borrington (2004:49) when she asserted that:

ICT can contribute to learning by:

- enhancing skills of enquiry into business situations;
- enhancing presentation skills using text, pictures and graphics;
- enabling simulations or modelling of business decisions;
- providing access to a wide range of information not available from normal classroom resources.

ICT applications such as spreadsheets are useful in the teaching of finance while word processing is generally useful for presenting work neatly in a businesslike way and the Internet allows students to have access to a collection of websites as part of their reading and research assignments.

The Government of Botswana introduced its national ICT policy, called *Maitlamo*, which provides a roadmap to drive social, economic, cultural, and political transformation through the effective use of ICTs (Isaacs, 2007:5). The promotion of e-learning is a critical component of *Maitlamo* and December 2010 was set as the target date for having all schools and libraries equipped with computers and internet connectivity and for all teachers to have received ICT training (ibid p.6). ICT resources have found their way into almost all schools in Botswana (Ottevanger, Akker & Feiter, 2007:27) and all junior and senior secondary schools have at least one fully equipped computer laboratory (Isaacs, 2007:7; Liu, Ramatlapana, Kaino, Nkhwalume & Chakalisa, 2008:3). This is significant because ICT can be used to improve the delivery of education and can be used to improve the skills of learners and prepare them for the global economy and information society. Another study carried out in Botswana junior secondary schools found out that many students found learning using computers to be useful and enjoyable (Kaino, 2008:2-4). Furthermore, in his study on ICT-supported teaching in secondary schools in Botswana, Boitshwarelo (2007:1326) was of the view that ICT usage can broaden and deepen learning outcomes by fostering sharing, reflection and iterative knowledge construction among learners.

The discussion above points to the fact that ICT in teaching can provide for greater flexibility and autonomy for the learner to engage in self-directed and independent learning. It may, however, not be easy to reap the full benefits of ICT in classroom environments that are characterized by teacher-dominated teaching approaches. Research shows that in Botswana, as in many other countries, prescriptive teacher-dominated classroom practices which limit pupils' learning opportunities are evident, especially in the primary schools and junior secondary schools (Arthur, 1998: 323; Tafa, 2002:17-26). In light of this, Chisholm, Dhunpath and Paterson

(2004:42) argue that to maximise the advantages presented by ICT will require a shift in mindset away from the notion that the teacher should dominate the learning-teaching process. Changes in the pedagogical practices of teachers are therefore a necessary condition for the successful implementation of ICT in Business Studies classrooms.

### 3.2.8 Use of Business Community Resources

Community institutions, people and business firms are a rich reservoir of instructional materials for Business Studies teachers because such materials can be sourced with minimum expenditure of time, energy and money from local magazines or newspapers. Business documents such as source documents in Accounting, financial reports, bank withdrawal and deposit slips, consumer protection pamphlets and many more can be gathered from the business community for use in cooperative classroom activities. Today free internet teaching resources have become a very important tool to impart education. Many government and private organizations have created internet-enabled free teaching resource materials that can be accessed anywhere by both teachers and students. Useful local, national and international resources adapted from IGCSE Business Studies Scheme of Work (Borrington, 2004:94-99) are available to Business Studies teachers (see Table 6). Teachers may find local sources to complement these and they may prove invaluable since they provide a wide range of interactive and downloadable facilities and community resources to support learning and revision:

**Table 6: Business Studies Teaching Resources**

<b>Resource/Curriculum Content Area</b>	<b>Example(s)</b>
Guest speakers	Local entrepreneurs
Local newspapers	<a href="http://www.mmegi.bw">http://www.mmegi.bw</a> <a href="http://www.sundaystandard.info">http://www.sundaystandard.info</a> <a href="http://www.thevoicebw.com">http://www.thevoicebw.com</a>
Business magazines	The Economist: <a href="http://www.economist.com">www.economist.com</a>
Government statistics	<a href="http://www.cso.gov.bw">www.cso.gov.bw</a>

Mini enterprise	Young Enterprise: <a href="http://www.youngenterprise.org.uk">www.youngenterprise.org.uk</a>
Local business associations	The <b>Botswana</b> Confederation of <b>Commerce</b> , Industry and Manpower (BOCCIM): <a href="http://www.boccim.co.bw">www.boccim.co.bw</a> <b>Botswana</b> National <b>Chamber of Commerce</b> and Industry (BNCCI): <a href="http://www.mbendi.com">www.mbendi.com</a>
Money and banking	Bank of Botswana: <a href="http://www.bankofbotswana.bw">www.bankofbotswana.bw</a>
Company facts	<a href="http://www.bized.ac.uk">www.bized.ac.uk</a> <a href="http://www.eye4money.com">www.eye4money.com</a> <a href="http://www.citywire.co.uk">www.citywire.co.uk</a>
Consumer protection	<b>Botswana Bureau of Standards</b> (BOBS): <a href="http://www.bobstandards.bw">www.bobstandards.bw</a> Office of the <b>Ombudsman</b> : <a href="http://www.ombudsman.org.bw">www.ombudsman.org.bw</a>
Financial markets	Botswana Stock Exchange: <a href="http://www.bse.co.bw">www.bse.co.bw</a>
International trade and payments	<b>The Botswana Export Development and Investment Authority (BEDIA)</b> : <a href="http://www.bedia.co.bw">www.bedia.co.bw</a> <b>WTO</b> : <a href="http://www.wto.org">www.wto.org</a> International monetary Fund: <a href="http://www.imf.org">www.imf.org</a>
Environmental issues	Green Peace : <a href="http://www.greenpeace.org.uk">www.greenpeace.org.uk</a> Kalahari Conservation Society: <a href="http://www.kcs.org.bw">www.kcs.org.bw</a>
Managing your money	<a href="http://www.moneymatterstome.co.uk">www.moneymatterstome.co.uk</a> FSA website <a href="http://www.moneymadeclear.fsa.gov.uk">www.moneymadeclear.fsa.gov.uk</a>
Resources for teachers	<a href="http://www.businessteacher.co.uk">www.businessteacher.co.uk</a> <a href="http://www.learn.co.uk">www.learn.co.uk</a> Revision notes: <a href="http://www.revision-notes.co.uk">www.revision-notes.co.uk</a>
Education sites	Business case studies: <a href="http://www.thetimes100.co.uk">www.thetimes100.co.uk</a> Global and ethical issues: <a href="http://www.justbiz.com">www.justbiz.com</a>

Adapted from: *IGCSE Business Studies Scheme of Work*

The use of community resources in teaching can make students to appreciate the local and international relevance of what they learn in school while affording them the opportunity to apply Business Studies theory in context.

Although the use of business community resources can enhance teaching and learning in the Business Studies classroom, the realization of their full potential to motivate and engage students may be limited by the fact that some Business Studies teachers in Botswana may tend to underutilize these resources. In his study on the teaching of Business Studies in Botswana's junior secondary schools, Sithole (2010:26) found out that of the 28 teachers in the sample, 19

(68%) have never used local business people as guest speakers or resource persons and 6 (21%) never used materials from local newspapers and periodicals to develop case studies for use in their classes. Also, the use of the internet as a knowledge source in so far as teachers and students search for relevant online business resources in Botswana schools may be hampered by a serious shortage of ICT facilities, particularly the internet, because internet connections are available in a limited number of places in most schools and at times limited (Boitshwarelo, 2009). Another constraint is that computer laboratories in the schools are used primarily for teaching Computer Studies and, therefore, they usually can only be accessed by teachers when there are no Computer Studies classes running which is mostly in the afternoons (Boitshwarelo, 2007:1328).

The teaching methods and strategies outlined above constitute a highly versatile and flexible medium for teaching business subjects whereby an extremely wide range of educational aims and objectives can be achieved, being particularly useful in achieving higher-cognitive objectives of all types, affective objectives and interpersonal objectives (Percival & Ellington, 1980:28). In many cases, they help participants to develop initiative, divergent thinking and creative skills. They help to bring about positive transfers of learning which is the ability to apply business skills acquired during the exercise in other situations.

### **3.3 Challenges Faced in Teaching Business Subjects**

#### **3.3.1 Challenges Relating to Pedagogy**

A number of studies have been carried out in Botswana on teaching practices of secondary school teachers (see Fuller & Snyder 1991; Tabulawa, 1998; Adeyemi, Boikhutso & Moffat,



2003; Adeyemi, 2003; Dube & Moffat, 2009). This literature review, however, reveals gaps in the literature on the pedagogical practices of business subjects teachers. Existing research indicates that although learner-centred pedagogy was introduced in the 1980s, teaching in Botswana schools is mostly didactic and authoritarian with little or no employment of participatory learner-centred pedagogical approaches (see Fuller & Snyder, 1991; Tabulawa, 1998; Farstad, 2002; Dube & Moffat, 2009; Sithole, 2010). The state of affairs in the classrooms was aptly summed up by Tabulawa (1998:264) in his study on teachers' perspectives on classroom practice in Botswana:

Teachers in this study perceived as their main responsibilities the 'imparting' and 'delivery' of curriculum knowledge and the keeping of order in class. Conversely, the students' role was perceived as that of 'receiving' the teachers' knowledge. If the role of the teacher is that of 'purveying' knowledge, then his/her role is to 'teach'. If the role of the student is perceived as that of a receptacle of knowledge, then his/her role is to 'learn' by way of assimilating the teacher's knowledge.

Similar findings were made by Sithole (2010:21) in his study on the pedagogical practices of Business Studies teachers in Botswana's junior secondary schools. He came to the conclusion that teacher-centred pedagogy is the approach mostly used to teach Business Studies despite the fact that curriculum planners advocate for a paradigm shift from teaching to learning through the employment of learner-centred and entrepreneurial-directed teaching methods.

Heavy reliance on teacher-centred pedagogy in the teaching of business subjects is not prevalent in Botswana alone. A study on the teaching of Accounting in the United States by Albrecht and Sack (2000:53) heavily criticized its pedagogy in American educational institutions. They declared that existing pedagogy embedded in accounting subjects is unable to prepare students adequately for the changing business environment since students are not exposed to the real

accounting world. They observed that conventional lecture-style approach will thwart students' ability to learn real world skills. They noted the following deficiencies in the teaching of Accounting:

1. There is too much emphasis on memorization. Our tests are based primarily on recall. One participant referred to our emphasis on memorization and regurgitation as the "trained-monkey" approach.
2. There is too much lecture, reliance on textbooks as course drivers.
3. We are reluctant to develop creative types of learning such as teamwork, assignments with real companies, case analysis, oral presentations, role-playing, team teaching, technology assignments, videos, writing assignments, involving business professionals in the classroom, and studying current events.
4. We do not use enough out-of-classroom experiences such as internships, field studies, foreign business trips, online (Internet) experiences, service-learning assignments and shadowing of professionals (p.53).

What Albrecht and Sack observed here is that business educators overuse transmission methodologies in their teaching and do not adequately employ constructivist teaching methods such as field trips, case studies, simulations and information communication technologies.

As already discussed in Chapter 1, the problem with using transmission methods such as the lecture, question and answer and drill to teach business subjects is that these methods of teaching are not conducive to the development of business ideas, concepts, understandings and attitudes because such methods only help students to learn about the theory of business without knowing how to apply that theory. Heinonen and Poikkijoki (2006:84) argue that traditional teaching methods such as lectures, literature reviews, examinations and so on do not activate entrepreneurial skills in students but may, in fact, inhibit the development of the requisite entrepreneurial attitudes and skills. Good practices in Business Studies should employ

entrepreneurial and experiential pedagogies. In its evaluation of business education in the UK, the Education and Training Inspectorate (2000:8) summed up what they considered good practices in Business Studies and Economics by saying:

In Business Studies and Economics, teachersí [should]í not confine themselves to any single approach but use methods which are suitable for the situation including exposition, ICT, role play and case studies which focus on the local business environment; they should provide the pupils with experience in entrepreneurial activity such as mini enterprise and in first-hand research; the teachers should use current issues to supplement theory and concepts, such as newspapers, journals, government publications and ICT.

From the above discussion, it can be deduced that teaching approaches in business subjects which do not employ constructivist and action-based methodologies that cater for a wide range of learning styles can be considered narrow and to lack fitness for purpose. In local contexts, this is supported by Van Wyk and Alexander (2010:159) who came to the conclusion that active learning pedagogical methods discussed above impact positively on the enhancement of learning capacity in Economics education in South African schools.

### **3.3.2 Challenges Relating to Content**

Challenges relating to Business Studies subject matter emanate from the need for teachers to keep up to date with developments in the business world. The world of business is constantly changing and it is really difficult for teachers to stay up-to-date with contemporary developments and the burgeoning quantity of potentially relevant information. This is supported by the work of McKenzie and Swords (2000:275) who observed that:

...business educators are faced with the mammoth challenge of remaining up-to-date with the burgeoning quantity of potentially relevant information, whilst evaluating the quality of the new data against an increasingly complex web of known facts.

We now live in societies where knowledge is dynamic and the teaching profession is of central importance. This means that there is pressure on business education teachers to keep up-to-date in the fields for which they prepare students as well as with contemporary developments in the business world lest they lose credibility with students.

Closely linked to the challenge of keeping up-to-date is that of injecting a theoretical perspective into the student learning experience while at the same time, maintaining a strong 'real world' focus. The need to maintain a real world focus in the teaching of Business Studies is necessitated by the fact that the business education curriculum is vocational, practical and training-orientated (Ottewill & Macfarlane, 2003:11) and there is need to employ teaching approaches that ensure that learning takes place in authentic and real-world contexts. Because of the applied nature of Business Studies, teachers are expected to secure an appropriate balance between theory and practice by using entrepreneurial pedagogies that ensure that learning takes place as a combination of theory and experience (Heinonen & Poikkijoki, 2006:313).

### **3.3.3 Challenges Relating to Context**

Challenges relating to the context in which the teachers teach relate to the adequacy of learning support systems, instructional materials and extracurricular responsibilities given to teachers which may in one way or another affect their teaching. Since Business Studies is a practical subject, its teaching should be both theoretical and practical. The teaching of topics such as keyboard and office skills in Office Procedures or computerized accounting requires students to

make use of equipment such as typewriters, photocopiers and computers. The internet, simulation programmes, database and spreadsheet applications can allow students to see the relevance of Business Studies by demonstrating to them the relevance of concepts taught to real life. Although the use of ICT in teaching is quite prevalent in the teaching of Business Studies in Botswana junior secondary schools (Sithole, 2010:26), the use of the internet as a knowledge source in so far as teachers and students search for relevant online business resources schools may be hampered by a serious shortage of ICT facilities, particularly computer laboratories and the internet, because internet connections are available in a limited number of places in most schools (Boitshwarelo, 2009:10).

It must also be pointed out that the success of integrating ICT in Business Studies classrooms depends on the competence of teachers to use this technology. Research has shown that teachers' lack of confidence and competence in ICT is a major barrier to its use in the classroom (see Newhouse, 2002; Becta, 2004; Almohaissin, 2006). According to Bingimlas (2009:238), a survey carried out in 27 European countries showed that teachers who do not use computers in the classroom claim that 'lack of skills' are the constraining factor. In another worldwide survey conducted using representative samples from 26 countries it was found out that teachers' lack of knowledge and skills is a serious obstacle to using ICT in primary and secondary schools (ibid). The results of a study conducted by Balanskat, Blamire and Kefala (2006:50) showed that 'in Denmark' many teachers still chose not to use ICT and media in teaching situations because of their lack of ICT skills rather than for pedagogical/didactics reasons. It can be concluded that the inability of teachers to fully utilise computers is a major obstacle towards the incorporation of ICT in the classroom and therefore training teachers in the use of computers is a pre-requisite

towards incorporating computers in teaching. One of the technological developments of the last few decades has been the rapid development of ICT which has invaded every field of business and now has a significant impact on education. Today all business teachers require general skills in ICT, not just because their students will need ICT skills to meet the needs of the labour market, but because teachers themselves are increasingly expected to use ICT as a teaching tool.

Another challenge that business teachers face is that of sourcing and using instructional materials for use in their classes. Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as textbooks, charts, magazines, newspapers, pictures, recordings, slides, transparencies and many more. A large variety of instructional resources and materials in the form of printed materials, audio-visual aids and interactive aids is available for Business Studies teachers. Business teachers, like any other professional workers need tools to do their work effectively and it is equally true that student learning can be greatly enhanced if teachers utilize teaching resources available in the school, community institutions such as businesses and government departments (see Section 2.6.8). According to Bradley et al (2005:718) bringing and using of audio-visual teaching materials in business classrooms is beneficial to students in that it brings theory and practice together, brings the excitement of real world problems into the classroom, encourages teamwork among students and facilitates the development of higher-order and problem solving skills. By creating and using effective instructional materials, teachers can help ensure that they will hold student interest while helping them gain, retain, recognize, recall and later use the information to which they are exposed.

Not much literature on the use of instructional resources in Botswana schools could be sourced for this literature review. However, findings in three articles on this are worth mentioning. In his study on the use of instructional materials by Agriculture teachers in Botswana, Idowu (2010:40) found out that the prominent instructional materials in public and private schools are text books, posters, flip charts and television. He also came to the conclusion that teachers in both public and private schools were unfavorably disposed towards instructional materials as a waste of teaching time (p.39). A study by Jotia and Matlale (2011:119) revealed that the use of instructional materials for teaching primary school students in Botswana is very insufficient and this was attributed to lack of funds and congested syllabi which made it difficult for teachers to set aside time to prepare instructional materials.

In a study by Sithole (2010:25) on the pedagogical practices of Business Studies teachers in Botswana junior secondary schools it was revealed that teachers rarely use business and community resources to develop teaching materials. Respondents indicated that using community resources such as newspaper or magazine articles and/or stories to come up with case studies or problem-based learning cases is difficult and time-consuming. The study concluded by recommending that since community institutions, people and business firms are a rich reservoir of instructional materials for business teachers, they should experiment more with using such resources in their classrooms in order to relate what they do in the classroom to the real world. Teachers should realize that businesses, farms, factories, government departments and local communities and can be invaluable sources of teaching resources. They should refrain from being solely dependent on textbooks and ready-made materials because local materials are available at minimal cost and they should improvise whenever need arises.

### **3.3.4 Timetabling and Business Curriculum Delivery**

In Botswana Business Studies is allocated 4 periods per week of 40 minutes each in a five-day timetable (Republic of Botswana, 2008a:v) and this translates to about 11% of total weekly teaching time which is made up of 45 periods. The total weekly time allocated to Business Studies in Botswana translates to 2.67 hours per week and this is slightly less than the time allocated to the same subjects in neighbouring countries. For instance, in the Namibia junior secondary commercial subjects curriculum, Accounting, Business Studies and Economics are each allocated 6 periods of 40 minutes each in a 5-day cycle (Republic of Namibia, 2009:1) which gives a total of 4 hours per week. In Zimbabwe, business/commercial subjects are allocated 6-8 periods of 40 minutes each per week (4.00 to 5.33 hours per week) at both junior secondary school and O level (Zimbabwe School Examinations Council, 2004:4). In South Africa, Economic and Management Sciences and Life Orientation are each allocated 2 hours per week and for each this represents 8% of the formal teaching time per school week (Department of Education of South Africa, 2002:17). This time may still not be adequate for the effective business skills training.

Available literature (see Farstad, 2002; Mwiria, 2002; Lauglo, 2005) suggests that most vocational and business subjects lack adequate time on schools' timetables and have to compete with academic subjects for accommodation even though, as practical subjects, they require more time. In Australia, vocational subjects school teachers have complained about there being insufficient time allocated (Barnett & Ryan, 2005: 96) and in Kenyan secondary schools Mwiria (2002:12) noted that a major complaint by teachers of Agriculture, Business Studies, Computer Studies, Home Science and Industrial Education was that the time allocated for both the theory



and practical teaching was hardly enough for effective teaching of most of these subjects. In a study carried out in Botswana, Kenya and Ghana, Lauglo (2005:9) was of the opinion that vocational subjects offered in secondary schools do not receive enough time to give credible skills training because they are only minor portions of the total timetable. Basing on this literature, it can be argued that the delivery of vocational business subjects requires timetable flexibility and daily timetables that traditionally provide 4-6 hourly periods per week should pave way to 2-hour or 3-hour project sessions (Dawson, 2001 cited in Sithole, 2009:64). This is further supported by results from a study by Sithole (2010:25) on the teaching of Business Studies in Botswana schools where respondent teachers insinuated that the Business Studies syllabus is too long and there is no way it could be covered if teachers were to employ learner-centred methodologies which the teachers perceived to be time-consuming.

### **3.4 Synthesis**

This chapter touched on several issues pertaining to the pedagogy of business curriculum subjects in general and Business Studies in particular. In order to impart practical business skills in learners, teachers are urged to use learner-centred and action-oriented teaching and learning methods. Existing literature indicates that although learner-centred pedagogy is encouraged, teaching in Botswana schools is mostly didactic with little or no employment of participatory learner-centred pedagogical approaches. The problem with using traditional transmission methods such as the lecture and question and answer is that the methods are not conducive to the development of practical business skills and understanding. What teachers need to do is to employ constructivist/experiential instructional strategies which include case studies, guest speakers, group discussions, simulations and school-based enterprises run and operated by

students because it is believed that these methods will enable learners to think more deeply, develop critical-thinking skills, understand the working of economic systems, business practices and to directly link their curriculum to the world of work.

The chapter concluded by expositing that using entrepreneurial pedagogies is a necessary but not sufficient condition for effective business teaching. The teaching of business subjects could be enhanced further if teachers integrate ICT and business community resources into all aspects of their teaching since these offer hands-on experiences in a variety of classroom activities, while at the same time allowing students to appreciate the local and international relevance of what they learn in class.

*The next chapter will focus on the empirical phase of the study. It will discuss the methodology that was used during the data-gathering phase of the study. The research design, sampling methods, instrumentation and data analysis procedures will also be discussed there.*

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

The preceding chapter was devoted to the review of literature related to the pedagogy of business subjects in secondary schools in an attempt to set the present study in the context of other studies of the teaching of these subjects. This chapter aims to provide an overview of the methodological approaches and research design selected for application to the study of the teaching of Business Studies in Botswana junior secondary schools.

Research methodology refers to the way in which research problems are approached in search of answers. Essentially the term refers to how one conducts research. Research methodology is defined by Leedy and Ormrod (2005:14) as "the general approach the researcher takes in carrying out the research project". Research methodology thus defines the activity of a specified research, its procedural methods, strategies and criteria for research success.

#### **4.2 Qualitative Research Approach**

The main aim of this study is to identify the current practices of Business Studies teachers in Botswana's junior secondary schools and/or their weaknesses with a view to proffering models that would help to maximize learner acquisition of business skills and competencies. For a study of this nature, the qualitative approach was selected as the most suitable. Qualitative researchers seek to understand the phenomenal world through the study of events, actions, talk and interactions (Barrett, 2007:417) and when the context of study is a business education classroom, this would be done through observing experiential class activities and entrepreneurial pedagogies

in action. Denzin and Lincoln (2003:3) characterized the interpretive nature of qualitative inquiry by explaining that "qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that make the world visible". Qualitative research emphasizes the importance of looking at variables in the natural setting in which they are found. The main methods employed in qualitative research are observation, interviews and documentary analysis.

This study was conducted in secondary school settings and it is in such settings that the qualitative approach is most suitable because qualitative research attempts to understand the unique interactions in a particular situation such as a school or classroom environment. Fasse and Kolodner (2000:193) argued that qualitative research methodology is central to gaining an in-depth understanding of a classroom and this explains why it is now a method of choice in studying classroom processes and practices. This is further supported by Woods (1983:15-16) who were of the opinion that qualitative research is particularly suitable for studies in school settings because "The active nature of teaching and learning in the classroom setting and subsequent emergence of change in behaviour that education entails support the qualitative approach to the study of problems or issues pertaining to education".

A major advantage of using qualitative research methodology is that in general, qualitative research generates rich, detailed data that contribute to in-depth understanding of the context being studied. According to Anderson (2006:3) the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It

provides information about the ðhumanö side of an issue, including the often contradictory behaviors, beliefs and opinions of individuals.

### **4.3 Research Design**

A research design is a summary of the various procedures that a researcher uses to collect, analyze and interpret research data. It is the strategy, the plan and the structure of conducting a research project. A research design is important because it guides the methods and decisions that a researcher uses during a study and it sets the logic which he/she uses to interpret the research findings (Creswell & Clark, 2007:58).

This study was conducted using a multisite case study design utilizing interviews, observations and document analysis. Case study methodology was deemed appropriate because it is consistent with the research questions, which are based around the pedagogical practices of Business Studies teachers within real-life school contexts. The schools in the sample offered actual pre-existing classes and the teachers who normally teach these classes were the participants in the study. The main reason this research was designed to include three schools with varying student bodies and cultures was to study the teaching practices of Business Studies teachers in wider but comparable settings. After all, "a finding emerging from the study of several very heterogeneous sites would be more robust" (Shofield 2000:80). As such, conclusions reached from the findings derived from the three schools would be more persuasive than if the study was carried out on the practices of teachers of one school (ibid).

### **4.3.1 Case Study Design**

Case study is a generic term for the investigation of an individual, group or phenomenon (Sturman, 1994:640). According to Nisbet and Watt (1984:73) case study methodology involves the systematic investigation of a specific instance and the instance may be an event or a person or a group, a school or an institution, or an innovation such as a new syllabus or a new method of teaching. Yin (1984:23) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

This study was carried out in three junior secondary schools using an approach which Sturman (1994:642) termed a multisite case study. Multisite case study methodology is applied to a number of settings or cases and researchers involved in multisite case study spend time in each site and trade in-depth inquiry for comparison across the number of sites. By studying the multiple sites as individual case studies as well as a larger single case study, sub-unit analysis as well as cross comparisons can be made (Yin, 1994:46; Baxter & Jack, 2008:550). Stake (2000:22) further argued that multiple site case studies will lead to a greater coverage or sample of potential variables and any conclusion formed from an analysis of similar findings collected from multiple site case studies may lead to conclusions that could be extrapolated to other schools with similar contexts.

The case study design has a number of strengths which include its richness of detail and lucidity in depicting situations being studied. By seeking to understand as much as possible about a

single subject or small group of subjects, case studies specialize in "deep data," or "thick description" information based on particular contexts that can give research results a more human face (De Vaus, 2005:5)

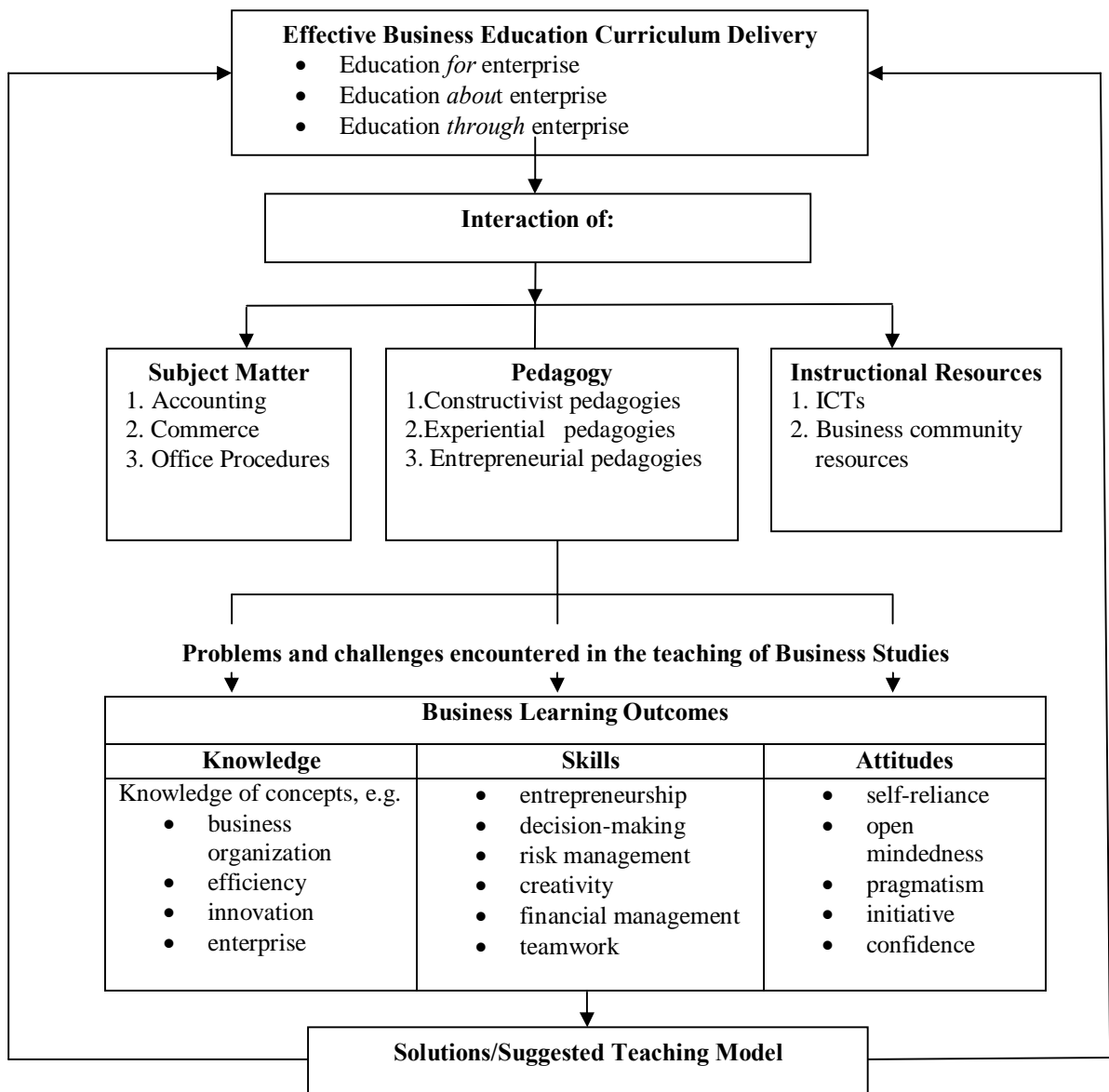
#### **4.4 Conceptual Framework**

The conceptual framework of a research study refers to the system of concepts, assumptions, expectations, beliefs and theories that support and inform the research and it is a key part of the research design (Leshem & Trafford, 2007:99). Miles and Huberman (1994:18) defined a conceptual framework as a visual or written product, one that "explains, either graphically or in narrative form, the main things to be studied - the key factors, concepts, or variables and the presumed relationships among them" (p. 18). The most important thing to understand about a conceptual framework is that it is primarily a conception or model of what is out there in the field that one plans to study. A conceptual framework is actually a tentative theory of the phenomena one is studying.

This study embraced a plan described in the conceptual framework in Figure 2 below. In the framework, junior secondary school Business Studies teachers were viewed as wanting to teach pupils effectively using learner-centred and action-oriented teaching and learning approaches that aim at imparting business skills and attitudes in them. Thus, Business Studies teachers have to employ teaching methods prescribed in the syllabi among which include project work, educational visits, business resource persons, business simulations, group discussions, computer-aided learning (CAL) and case studies. The identification of the teaching methods used by teachers enabled the researcher to answer Research questions 1 and 2. This was followed by the

identification of pedagogical and resourcing-related problems and challenges which teachers encounter in their day-to-day classroom practices, which enabled the researcher to answer Research questions 3 and 4. Finally, the suggested solutions and/or teaching models advanced by the researcher after discovering hurdles in the effective implementation and delivery of the Business Studies curriculum in Botswana junior secondary schools helped to provide answers to Research question 5.

**Figure 3: Conceptual Framework**





## 4.5 Validity and Reliability

The principles of validity and reliability are the fundamental cornerstones of the scientific method and together they are at the core of what is accepted as scientific proof by the scientists.

Joppe (2000:1) defines reliability as:

í The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Embodied in this definition is the idea of replicability or repeatability of the research results or observations. In other words, the idea behind reliability is that any research results must be more than a one-off finding and be inherently repeatable.

In research validity is used to determine whether the research measures what it intended to measure and to approximate the truthfulness of the results. Joppe (2000:1) provides the following explanation of what validity is in research:

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object?

Quantitative research uses criteria such as validity and reliability to ensure generalisability and consistency of results while qualitative research tends to assess the trustworthiness of research in terms of credibility, transferability, dependability and conformability (Ellsberg & Heise, 2005:211-12). Patton (2002:14) states that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study. He goes further to state that while the credibility in quantitative

research depends on instrument construction, in qualitative research, "the researcher is the instrument" (p.14). Thus, when quantitative researchers speak of research validity and reliability, they are usually referring to a research that is credible and the credibility depends on the ability and effort of the researcher (Golafshani, 2003:600). Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research (ibid). What this means is that qualitative researchers use terminology that encompasses both validity and reliability, such as credibility, transferability, and trustworthiness.

This study used the case study design. According to Sturman (1994:642), one of the earliest and lingering criticisms of case study methodology and other in-depth qualitative approaches are that results are not easily generalisable to other cases or settings. The credibility of case study methodology can be achieved through the use of triangulation where data collection is not limited to one source or one technique only (Thurmond, 2001:254)). Triangulation is typically a strategy for improving the validity and reliability of qualitative research or evaluation of findings.

Triangulation which is the pluralism of data collection techniques and their mutual combination can provide for linking the findings of individual phenomena or aspects into a meaningful integrity. According to the universally accepted definition, triangulation is the use of multiple methods in the study of the same object (Sturman, 1994:644; Golafshani, 2003:603). Sturman goes further to argue that the concept of triangulation is central to achieving credibility of case studies and that it is the qualitative researcher's response to the issues of validity and reliability. To sum it all, it can be said that triangulation is used in bringing together different sources of

information to converge or conform to one interpretation. With the convergence of information from different sources (documents, interviews and observations), the researcher can make a powerful argument that the interpretation is credible.

#### **4.6 Research Sample**

Sampling involves selecting units of analysis (people, groups, artifacts, settings) in a manner that maximises the researcher's ability to answer his/her research questions (Tashakkori & Teddlie, 2003:715). In qualitative research the sample is small and not chosen randomly. Rather, the choice of a sample is purposeful (Wiersma, 2000:285). Purposive sampling techniques are primarily used in qualitative studies and may be defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions (Teddlie & Yu, 2007:77). With purposeful sampling the researcher should try to ensure that the sample chosen should be likely to generate rich information on the type of phenomena which need to be studied (Curtis et al, 2000:1003) and the phenomena of interest in the research are likely to appear in the observations (Miles & Huberman, 1994:34). The key features of qualitative samples were summed up by (Curtis, et al, 2000:1002):

- the method of drawing samples is not based on theories of the statistical probability of selection, but on other, purposive or theoretical sampling criteria;
- samples are small, are studied intensively, and each one typically generates a large amount of information;

The implications here are that the researcher needs to ask himself/herself what exactly it is that he/she wants to accomplish and what he/she wants to know and the appropriate sampling strategy will follow from that. In this study, the selection of the 3 target schools (School A,

School B and School C) and 6 respondent teachers (T1, T2, í , and T6) followed the guidelines of purposeful sampling and took into consideration: (1) that the schools offered Business Studies in their curriculum, (2) that the teachers were qualified to teach Business Studies, (3) the schools' proximity to home and workplace for ease of accessibility and to minimise travelling expenses and (4) the granting of permission from the school authorities to conduct the research. It is assumed that the schools and respondents selected using this approach provided the best information to address the purpose of this research.

School A and School B are public junior secondary schools which offer the mainstream Botswana Junior Secondary Education curriculum. School C is a private school and offers the International General Certificate of Education (IGCSE) curriculum. While private schools use the government school syllabi, they also have a leeway to include extra curriculum content which makes them more international than the government schools (Tsayang, 2011:86). In School C, Business Studies is offered in the school's Lower School Programme (Forms 1 to 3), which is the equivalent of the public school junior secondary school programme. The lower school curriculum is designed to bridge the gap from Primary School to IGCSE where Business Studies is offered in Forms 4 and 5 (which is the equivalent of public schools' senior secondary school programme).

The main reason the research was designed to include schools with heterogeneous but not mutually exclusive curricula was to increase both academic rigour and relevance of the findings in so far as Business Studies pedagogy takes place in schools offering the subject in Botswana. According to Shofield (2000:80) findings emerging from the study of several very heterogeneous sites would be more robust than those from homogeneous single-site cases. This would also

enable conclusions drawn from the findings from each school to be studied in relation to the school as well as in comparison to the other schools.

#### **4.7 Data Collection Methods**

In this study, evidence was gathered using structured interviews, class observations and analysis of teachers' teaching plans and related documents. As was mentioned in Section 3.5 above, the use of triangulation or multiple data collection methods was a way of enhancing the credibility and conformability of data collected (Ellsberg & Heise, 2005:211).

##### **4.7.1 Semi-Structured Interviews**

Nesbit and Watt (1984:81-82) argue that in case studies of institutions such as a school the interview is the basic research instrument. They went further to say that the case study interview must be much more loosely structured to allow each person to respond in his/her own unique way. One advantage of using the semi-structured interview is to ensure that the same general areas of information are collected from each interviewee. This provides more focus on issues at hand and still allows a degree of freedom and adaptability in getting the information from the interviewee. The whole idea of using semi-structured interviews in this study was to ensure consistency across the 6 interviewees (Myers, 2009:124) and this would go a long way in providing reliable and comparable qualitative data.

The study's research questions identified the things that the researcher wanted to understand concerning Business Studies teachers' pedagogical practices. With this in mind, structured interview questions were designed to generate the data that were needed to answer the research

questions. The structured interview guide consisted of 12 items adapted from Hemmasi and Graf (2003:3) in their study on the effectiveness of entrepreneurship programmes in education was used to collect data from the respondents (see Appendix 1). It elicited information about their ideas, beliefs and experiences in the teaching of Business Studies with regard to the imparting of entrepreneurial skills, use of entrepreneurial pedagogies including contextualized learning and the adequacy of teaching and learning support systems. These are the major aspects which encompass the main ingredients of effective business education teaching.

When the construction of the interview guide was complete, a pilot test with 6 of the researcher's fourth year in-service student teachers was carried out. The pilot test was able to assist the researcher in determining some of the flaws and weaknesses within the guide and this allowed him to make the necessary revisions prior to the implementation of the study (Turner, 2010:757).

#### **4.7.2 Class Observations**

Nesbit and Watt (1984:84) are of the opinion that the method of choice in classroom studies is observation and in this study the 6 Business Studies teachers were observed teaching the subject in their normal or natural classroom environments and track of the classroom activities were kept by writing down the various impressions obtained. In terms of validity, observational research findings are considered to be strong. According to Evans (2003:80) observational research findings are considered strong in validity because the researcher is able to collect a depth of information about particular behaviours under scrutiny.

The study used the structured observation approach in which observations were directed by a preset checklist (see Appendix 2). The observation checklist was adapted from the *Constructivist Teaching and Learning Observation Checklist* (Evergreen State College, n.d.) and in it were incorporated items from Hemmasi and Graf (2003:3) on observing the effectiveness of entrepreneurial activities in the classroom. One problem encountered during the direct observation of lessons was that interpretations were subjective and depended on the personal experiences of the researcher both as a teacher and teacher educator. To address this and to prevent personal opinions and feelings from biasing the results, the checklist described above was used to direct the observational focus with a fair degree of consistency.

#### **4.7.3 Document Analysis**

Document analysis is a technique in educational research which relies heavily upon a variety of written materials for data, insights and judgements. The analysis of teaching plans and related documents can yield extremely rich data and insights into events and the context in which they occur (Bowen, 2009:29). Coupled with other data gathering approaches, document analysis can greatly strengthen the power of qualitative research efforts.

In classroom teaching contexts documents are an important source of information. Teaching plans such as the Scheme of Work (which describes the work expected to be done each week for the whole term) and the Record of Work Done (which describes work done each week for the whole term) can provide a researcher with useful insights into how teachers decide on the content, the learning experiences and the activities undertaken in the classroom. The Scheme of Work in particular is important because it contains information on content to be taught, scheme

objectives, teaching and learning strategies, instructional materials and assessment procedures. Students' exercise books were also examined with particular focus on in-class writing and assessment activities and the extent to which they attempt to match syllabus standards and expectations.

The document analysis focused mainly on how Business Studies teachers incorporate constructivist/experiential and entrepreneurial activities in their teaching plans and the extent to which these planned activities informed their pedagogical practices (see Appendix 3). Teachers' resource files were also examined to find out the extent to which they incorporate business community resources in their teaching.

#### **4.8 Data Analysis Procedures**

Bogdan and Biklen (1982:145) define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others". The qualitative data analysis process was outlined by Ryan (2010:3) as involving: (1) identifying themes and subthemes, (2) building and applying codes (3) describing phenomenon, (4) making comparisons and (5) building, displaying, testing and validating models. In this study data analysis used the *Content Analysis Approach* of analyzing qualitative data as outlined by Taylor-Powell and Renner (2003:1-5). According to Kohlbacher (2006) qualitative content analysis is particularly suitable for data analysis in case study research because the object of qualitative content analysis can basically be any kind of recorded communication, for example, transcripts of interviews,



protocols of observation, video tapes and written documents in general. Incidentally, these encompass the main methods employed in this research.

The analysis consisted of four stages:

### **1. Focusing the Analysis**

This involves identifying the questions that one wants the analysis to answer. In this study the research questions guided the data analysis.

### **2. Categorizing Information**

Categorizing information is also referred to as coding the data or indexing the data. In qualitative research, categorizing information refers to identifying themes and patterns in the form of ideas, behaviours, incidents and so forth. These must be organized into coherent categories that summarize and bring meaning to the text.

### **3. Identifying Patterns and Connections Within and Between Categories**

This stage involves identifying and capturing patterns and connections both within and between the categories and assessing the relative importance of the different themes or highlighting subtle variations.

### **4. Interpretation**

Interpretation involves the use of themes and connections to explain the research findings. It involves attaching meaning and significance to the analysis.

The content analysis approach is a widely used qualitative research data analysis technique and it offers researchers a flexible, pragmatic method for developing and extending knowledge of the human experience in naturalistic settings (Hsieh & Shannon, 2005:1278). The approach provides a convenient and efficient way of analyzing qualitative data for many research purposes.

#### **4.9 Ethical Issues**

Qualitative researchers focus their research on exploring, examining and describing people and their natural environments. Any research that includes people requires an awareness of the ethical issues that may be derived from such interactions. While conducting this research the ethical issues of access and acceptance, informed consent, and privacy and confidentiality were complied with.

The first ethical issue is access and acceptance. According to Cohen et al (2007:55), "The initial stage of a research project is that of access to the institution or organization where the research is to be conducted and acceptance by those whose permission one needs before embarking the task". Furthermore, access to teachers' school records as a primary source of data were approached both ethically and legally. In this study, the researcher sought permission to carry out research in schools from the Ministry of Education and Skills Development (see Appendix 4). Once the Ministry's permission was granted, the next step was to seek permission to carry out research from the headmasters of the selected schools (see Appendix 5) who then helped to identify respondent teachers. Both headmasters and teachers were availed information about the aims, nature and procedures of this research.

The informed consent (see Appendix 6) offered information to the participants about the nature and the purpose of the research, the risks, and benefits. Furthermore, informed consent is a central canon of research ethics policy (Halse & Honey, 2005:2148). According to the British Educational Research Association (2004:6), informed consent requires that researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged including why their participation is necessary, how it will be used and how and to whom it will be reported.

Privacy and confidentiality were addressed in the consent form which clearly stated that the data for this research were to be collected anonymously and no one would be able to link the data to the respondents. This research explored the phenomenon of Business Studies teachers' opinions about the pedagogy of the subject and observed their classroom behaviours in their day-to-day teaching practices. It is because of the personal nature of some of the findings that the need to respect and protect their individual privacy arises. The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. According to the British Educational Research Association (2004:8), researchers must recognise the participants' entitlement to privacy and must accord them the rights to confidentiality and anonymity.

#### **4.10 Entry into the Field**

When conducting research in schools it is the responsibility of the researcher to obtain permission from the education authorities. To gain permission to carry out research in the selected secondary schools, the researcher first sought permission from the Office of Research in the Ministry of Education and Skills Development. Once permission was granted, the next step

was to contact the headmasters of each of the three schools in the sample. The aims and objectives of the research were explained to them after which their assistance in identifying the participating teachers was sought. For every participating teacher, their consent was sought and confidentiality of whatever information they furnished was guaranteed. The nature of the study and its aims and objectives were explained to the teachers.

#### **4.11 Synthesis**

In this chapter the research methodologies which were used in this work were outlined. It started by looking at the qualitative research approach and its suitability to a study of this nature. Then a rationale for choosing the case study design for the study was provided including the research conceptual framework which identified the research variables and clarified the relationships among the variables. A description of the methods used, namely semi-structured interviews, documents analyses and observations was also given. Explanations were given on what document analysis, semi-structured interview and observation were and why these tools were chosen instead of other methodological tools.

The principles of validity and reliability which are the fundamental cornerstones of scientific research methodology were also discussed including the triangulation procedures which enabled the researcher to make powerful arguments concerning the credibility of the entire research process. The chapter also gave a description of the qualitative data analysis procedures used in the study with particular emphasis being placed on the interpretation of the content of text data and the classification process of coding and identifying themes or patterns. It concluded with a

discussion of the ethical issues of access and acceptance, informed consent, and privacy and confidentiality which were pertinent to this study.

*The next chapter will be devoted to the presentation of the data collected, analysis and discussion of the main findings.*

## CHAPTER FIVE

### ANALYSIS AND INTERPRETATION OF DATA

#### 5.1 Introduction

The preceding chapter was devoted to the discussion of the methodological approaches and research design selected for application to the study of the teaching of Business Studies in Botswana junior secondary schools. This chapter is concerned with the presentation of the data collected and analysis of the main findings. Data collected by means of interviews with Business Studies teachers, direct observation of their lessons and the analysis of their teaching plans and related documents were displayed and reduced into categories needed to answer the research questions. For analysis, interpretation and the drawing of inferences the categories, patterns and themes in the data were matched with the conceptual framework and research questions. The findings and conclusions drawn are presented below in line with the research questions.

#### 5.2 Demographic Profile of Respondents

Six teachers (T1, T2, T3, T4, T5 and T6) drawn from three schools (School A, School B and School C) participated in the study. School A and School B are public junior secondary schools which offer the mainstream Botswana Junior Secondary Education curriculum. School C is a private school and offers the International General Certificate of Education (IGCSE) curriculum. Business Studies is offered in the school's Lower School Programme (Forms 1 to 3), which is the equivalent of the public school junior secondary school programme. The lower school curriculum is designed to bridge the gap from primary school to IGCSE where Business Studies is offered in Forms 4 and 5 (which is the equivalent of public schools' senior secondary school programme).

All 6 teachers in the sample have teaching qualifications. 5 hold diplomas in education and 1 holds a postgraduate certificate in education. All but one of the teachers are holders of degrees in business related fields with specializations in fields such as Economics, Marketing, Commerce and Accounting. Teachers' teaching experience ranged from 4 to 21 years. Table 7 below summarises the profile of the participants in the study:

**Table 7: Demographic Profile of Respondents**

School	Teacher	Gender	Qualification	Subject Specialization	Teaching Experience
School A	T1	F	Diploma in Secondary Education B.Com. (Accounting)	Commerce, Accounting and Office Procedures	12 years
	T2	M	Diploma in Secondary Education B.Com.	Accounting and Business Studies	6 years
School B	T3	F	B.Com. (Marketing)	Business Studies	4 years
	T4	M	Diploma in Education, Dip Acc & Fin.	Commerce, Accounting and Office Procedures	4 years
School C	T5	M	B.Sc. (Econ). Graduate Certificate in Education	Business Studies, Economics	21 years
	T6	M	Diploma in Education, B.Com + Ed, MBA	Accounting, Economics and Business Studies	9 years

The majority of respondents in the sample are experienced teachers and the mean length of teaching service/experience for the sample was 14 years. It is assumed that the responses that the teachers gave relating to the pedagogy of Business Studies were a result of their experience(s) in the teaching of the subject.

### **5.3 Teachers' Views on the Vocational Relevance of Business Studies**

The secondary school curriculum in Botswana is practical in orientation and it emphasizes the acquisition of vocational skills that are applicable to the world of work. Business Studies is one of the 10 key practical subjects in the curriculum and it is provided to meet both the general education and career education needs of students by preparing them for entry and advancement in jobs in business as well as preparing them to handle their own business affairs. Since every education system depends upon the beliefs, values, quality and practices of its teachers to realize its educational goals, it was necessary to seek teachers' perceptions of the vocational relevance of Business Studies. This was done in order to find out if the aims and objectives of the curriculum planners and teachers' beliefs with regard to pedagogy converge. There was consensus by all 6 teachers that Business Studies is a vocational subject and that all curricula activities they implement are geared towards the prevocational and/or vocational preparation of learners. Some respondents had this to say:

**T1:** "Business Studies really prepares learners for the world of work, because it teaches them all that happens at work starting from etiquette in the office, typing, filing you name it. Business Studies touches all business concepts and the mini enterprise is an added bonus since learners get to put the business theory that they have learned into practice."

**T2:** "Business Studies includes some essential elements of Economics, Accounting, Management and Commerce and as such gives the learner vital background of the operating environment of the world of business. Therefore to a great extent it does prepare learners for the world of business."

**T5:** "I believe it is the perfect subject to prepare students to understand the business world they will be facing in the future, whatever career they choose."

**T6:** "Business Studies prepares students for work. The content is both theoretical and practical and it has lots of vocational relevance."



These responses are significant because teachers play a key role in successful curriculum implementation and their beliefs will have a bearing on their pedagogical practices. Policymakers must never ignore the beliefs, perceptions and concerns of the teachers who are the curriculum implementers because their beliefs can potentially influence both the kind of environment that they create as well as the various instructional practices they use in the classroom. Since Business Studies teachers' beliefs and perceptions on the aims and objectives of teaching the subject are in sync with those of curriculum planners, it is assumed that they strive to apply appropriate vocational and entrepreneurial pedagogies in their practices in order to produce the set learning outcomes.

#### **5.4 Pedagogical Practices of Business Studies Teachers**

It is official policy of the Ministry of Education and Skills Development in Botswana that teaching and learning should emphasise the use of constructivist learner-centered pedagogy. The literature reviewed in Chapter 2 outlined the teaching strategies and approaches that are recommended for the teaching of business subjects and showed how they are rooted in the constructivist paradigm. The Botswana Business Studies curriculum syllabuses prescribe teaching methods such as project work, educational visits, use of business resource persons, business simulations, group discussions, computer-aided learning (CAL) and case studies because these teaching methods are believed to be the most effective instructional strategies for business understanding and literacy.

Literature reviewed suggests that traditional teacher-centred methods of teaching are prevalent in Botswana secondary schools. Research suggests that although learner-centred pedagogy was

introduced in schools in the 1980s, nothing much has changed in schools and teaching is still didactic and authoritarian and there is little regard or recognition of learners' potential to actively construct knowledge in constructivist classroom environments (Fuller & Snyder, 1991; Tabulawa, 1998; Dube & Moffat, 2009). Literature on business education pedagogy suggests that using traditional teaching methods to teach business subjects is not conducive to the development of business ideas, concepts and understandings because such methods only help students to learn about the theory of business without knowing how to apply that theory. The extent to which Business Studies teachers' pedagogical practices conform to the aspirations of the curriculum planners will be discussed in the sections that follow.

#### **5.4.1 Transmission Methods of Teaching**

Transmission methods of teaching refer to didactic, expository and teacher-centred approaches such as the lecture and direct instruction. One major objective of this study was to examine the pedagogical practices of Business Studies teachers. To do this, first teachers were asked what their favourite teaching method was and why. All 6 teachers indicated that they favoured using group work mostly because of its ability to involve all learners in the teaching-learning process. Here are some of their responses:

**T2:** "Group discussion and group presentations are my favourite methods because students share ideas, develop leadership skills and also develop ownership of information and skills in working together."

**T3:** "Group discussion because all learners have the opportunity to share ideas and air their views pertaining to the topic."

**T4:** "Group work because it involves all students."

**T6:** "Ideally I prefer to use group exercises because they give all pupils the chance to contribute to the lesson proceedings."

Teachers were then asked to state the method(s) they used most frequently. A pattern that emerged from interview data is that lecturing and/or direct instruction were the teaching methods used most frequently. 4 teachers said that they used the lecture method most of the time and 2 said they used this method "sometimes". The reasons cited for this were varied. 3 teachers cited the need to cover the long Business Studies syllabus in time as the rationale behind their use of the method. Another teacher claimed that his classes are too large and the only way to deliver a lot of information to a large class was to use the lecture method. Some of the responses went like this:

**T1:** "I use the lecture method most of the time. If I don't do that I will not finish the syllabus."

**T2:** "When teaching Accounting a lot of lecture and direct instruction method is used and what restricts me mostly is the size of the class which is too big nowadays compared to during the days when I started teaching."

**T4:** "I use the lecture frequently to complete the content to be covered in the syllabus. The syllabus is too long and cannot be covered using the methods listed in the syllabus."

Information gathered from interviews was corroborated by observational data. The teaching methodologies used in the 8 lessons observed during the study were mainly teacher-centred. There were little variations between the instructional approaches of the 4 teachers observed teaching. The dominant mode of delivery in lessons observed was lecturing or direct instruction interspersed with the question and answer sessions. Case methodology was used in one lesson taught by Teacher 6 but as the lesson progressed, he seemed to "instinctively hijack" the

proceedings and the lesson degenerated into a teacher-led class discussion. Lessons observed almost always started with transition sets where teachers recapped and/or reviewed preceding lessons followed by exposition on the new lesson's content. The excerpt below of an Office Procedures lesson taught by Teacher 4 can help to illuminate what is being alluded to here:

**Teacher:** "Last time we looked at Health and Safety in the Office. What are office procedures?"

**Pupil 1:** "They are standards set on how people work together in an office."

**Teacher:** "Yes. What are the hazards that you can encounter while working in an office?"

**Pupil 2:** "You can be injured while lifting heavy boxes."

**Teacher:** "Yes, you can injure your back. What else?"

**Pupil 3:** "You can run over an open drawer and fall."

**Teacher:** "Yes. You may have forgotten that you left a drawer open. What else?"

**Pupil 4:** "You may eat contaminated food."

**Teacher:** "Good. You must always cover your food otherwise it will be contaminated. Now, suppose you are receptionist, what are your duties?"

**Pupil 5:** "You must keep the office clean."

**Teacher:** "Yes. Now let us move on today's topic. As a secretary, you will also do banking. Money is needed to run a business and also a business receives money when it trades. That's why this topic has to be done in Office Procedures. Now let us look at the importance of banking. What are the functions of banks?"

**Pupil 4:** "To protect money from theft."

**Teacher:** "Yes (writes point on the board). What else?"

**Pupil 6:** "To save money."

**Teacher:** "Correct. Any excess money that you have is best kept at the bank. It will also earn interest. What else?"

**Pupils:** Silence.

**Teacher:** Lists functions of banks on the board.

**Pupils:** Copy notes written on the board.

**Teacher:** Explains notes and then writes next sub-topic 'Banks in Botswana' and lists the banks.

**Pupils:** Copy notes

**Teacher:** Explains notes í

í **etc**

This is the direction the lesson took from then on. The teacher would write a subtopic on the board and accompanying explanatory notes, pupils would copy the notes, the teacher would then explain the notes, and move onto the next subtopic and the cycle would be repeated. There was no further role that pupils played until the end of the lesson. Teacher-talk, asking questions and writing of summary notes or points on the board were the dominant features of most lessons observed. When asked to justify the teacher-centredness of one of his lessons, Teacher 5 remarked that they use too much 'chalk and talk' not because they want to but because they lack presentation equipment and software.

Analysis of teachers' schemes of work could not corroborate the dominance of teacher-centred instruction. The scheme of work format used in School C has four columns for *Week Ending, Topic and Objectives, Work Done* and *Evaluation and Homework*. This means that schemes of work did not adequately inform the instructional process by clearly making plain the variety in teaching methods and instructional materials to be used. It was therefore not possible to identify teaching methods from these plans. In public schools scheme of work formats have columns for *Week Ending, Topic, Specific Objectives, Resources* and *Teaching Methods*. Going through the schemes of work enabled the researcher to clearly discern teachers' plans for the interaction of content, teaching methods and instructional materials. The researcher was able to identify the methods of teaching that teachers *planned* to use. The methods of teaching mostly listed in the

*Teaching Methods* column of the scheme of work were (i) lectures, (ii) pair work, (iii) class presentations, (iv) class discussions, (v) group work. It is apparent that in their teaching plans, teachers do plan to use participatory methodologies but they do not seem to implement their plans in the classroom ó they do not seem õto practice what they preachõ.

Data gathered suggests that the use of participatory methodologies which are particularly pertinent in business education is not widespread. Business teachers are expected to implement constructivist instructional strategies to enable students to understand and apply business concepts. Sherman, Seborá and Digman (2008: para 2) likened the teaching of business skills without using experiential and entrepreneurial processes to teaching someone to swim without a pool. What they meant is that the fundamentals can be taught, but the individual will not really know what it is like to swim until the person dives into the pool and begins to swim. Similarly, many students cannot effectively learn business skills and competencies unless the teaching and learning processes involve the employment of hands-on experiential processes and pedagogies.

#### **5.4.2 Use of Business Simulations**

In education, a simulation attempts to replicate various activities in "real life" for learning purposes. Simulations used in business education classrooms can take many forms and can be done in the form of role plays, board games, and/or online simulations.

Data gathered in this study indicates that the commonest form of simulation used by Business Studies teachers is role play. 5 of the respondents indicated that they sometimes use role play in their classrooms and 1 said that she has never used simulations before. What transpired though

was that the teacher was not quite sure what simulations or simulation games are. On being asked on how often they incorporate simulations in their lessons, some of the teachers had this to say:

**T1:** I use role play sometimes and I never use the rest of the games and simulations.

**T2:** When teaching the Marketing Mix (4Ps) using groups of four each student is asked to develop a product, promotion strategies during its life, distribution channels and the pricing strategies then present to the class.

**T3:** I only use role play and business simulation games for mini enterprise (sic).

**T4:** I sometimes use role play to illustrate the duties of a receptionist and how she should behave when dealing with customers. I do not use internet games and simulations because of insufficient resources like internet and lack of time considering syllabus coverage.

There was no evidence in teachers' schemes of work that they sometimes use other forms of business games and simulations other than role play. It is widely acknowledged that the usage of simulation games in business education has a huge potential and the failure by teachers to use the power of business board games, manual business simulations and online business simulations may deprive students of classroom-based learning experiences that are fun, challenging and content-rich. Ready-made simulations are readily available online or in textbooks (see Appendix 7) and teachers can take advantage of their availability to come up with enrichment activities for their classrooms.

A simulation that is extensively used in Botswana's junior secondary schools is the mini enterprise. As discussed in Chapter 2, the best way of learning about business and entrepreneurship is through direct experience and practice. Mini-companies run by students in

schools are one very good way of achieving this because they simulate, in a realistic way the operations of business firms.

School A and School B, just like all secondary schools in Botswana which follow the mainstream junior secondary school Business Studies curriculum are required to do a practical module called 'Mini-Enterprise'. It is a group project carried out across a period of three terms from Term 2 of Form 2 to Term 1 of Form 3. The mini enterprise project which is a requirement for the Business Studies examination Paper 3 is undertaken by all students and takes the form of the creation of small businesses within the school. School C which follows the IGCSE curriculum does not employ mini enterprise methodology.

Interview and observational data revealed that when doing the mini enterprise project, students mostly simulate partnership businesses and they are mostly involved in (1) selling consumables like pies, sweets and soft drinks (retailing), (2) preparation and selling of food items like chips, fat cakes (production) and (3) running video shows (service). The following are some of the teachers' responses to the item on the types of businesses they simulate and the products and services produced:

**T1:** 'They do retailing. They buy items and resell in the school. It is difficult for them to run a production business.'

**T2:** 'Students run partnerships. They sell products and services depending on the group's final idea. Most run mini enterprises which are related to manufacturing of goods for example, making sandwiches, hotdogs etc.'

**T3:** 'In most cases it is retailing business for example, selling ice pops, popcorns, fresh chips. In most cases there is little innovation and creativity about products (sic).'



**T4:** They run partnerships selling fast food. Their projects are based on production of goods such as popcorns, fresh chips and fat cakes.

Interviews with Teachers 1 to 4, analysis of the mini enterprise continuous assessment instruments and reading through mini enterprise workshop reports revealed that the teaching sequence for the mini enterprise is as follows:

**Table 8: Mini Enterprise Timelines and Activities**

<b>Term</b>	<b>Form level</b>	<b>Mini enterprise project activities</b>
Term 3	Form 2	<p><b>Business Ideas</b></p> <ul style="list-style-type: none"> <li>• Identify business ideas</li> <li>• Identify gap in the community or school</li> <li>• Identify product and product attributes</li> <li>• Identify target market, market size and competitors</li> </ul> <p><b>Market Research</b></p> <ul style="list-style-type: none"> <li>• Develop and administer questionnaire</li> <li>• Do data analysis and interpretation</li> </ul>
Term 1	Form 3	<p><b>Business Plan</b></p> <ul style="list-style-type: none"> <li>• Description of business</li> <li>• Specify products or services</li> <li>• Identify at least five key personnel</li> <li>• Outline marketing and sales strategies</li> <li>• Explain and show pricing strategies</li> <li>• Do financial estimates</li> <li>• Determine how to raise capital (loan from school or use personal saving/float shares)</li> <li>• Make production start-up plan</li> </ul> <p><b>Trading</b></p> <ul style="list-style-type: none"> <li>• Trading commences after business plan is approved by teacher</li> <li>• Trading lasts 8 weeks</li> </ul>
Term 2	Form 3	<p><b>Performance Review and Portfolio Development</b></p> <p>Students are expected to evaluate or review the business performance by doing the following:</p> <ul style="list-style-type: none"> <li>• Outline in detail all the functions and activities that they were involved in the practical activities of the business</li> <li>• Indicate actual figures in income, expenses, purchases and profits</li> <li>• Indicate the deviations in income, expenses, purchases and profits whether they were favorable or not favorable</li> </ul>

		<ul style="list-style-type: none"> <li>• Outline problems encountered, causes and solutions</li> </ul>
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The activities outlined in Table 8 above are ample proof of the employment of a pedagogical approach that helps to foster entrepreneurial mindsets in students. It is clear that the mini enterprise project allows students to use knowledge they learn in formal classroom situations to apply it in practical situations. Students work in teams within the organisational structure of a company they create. After preparing a business plan and finalising the marketing strategy, they produce or order the product made to their design. Their company has to plan how to finance the purchases of raw materials and stock. They will then sell their products or services in the school environment, and keep books of accounts.

The use of entrepreneurial pedagogical approaches such as the mini enterprise is meant to nurture entrepreneurial mindsets in learners. As a result of participation in mini enterprise programmes, students are expected to be able to display skills such as creativity, self confidence, ability to work with others in teams and willingness to take responsibility. To find out if teachers shared the same goals when using this pedagogical approach, they were asked to outline the skills they strive to nurture and develop in students. These were some of their responses:

**T2:** We nurture and develop vocational and interpersonal skills. We nurture and develop such skills by giving students mini enterprise activities which will encourage them to display such skills, for example, in mini enterprise business meetings, they develop leadership and communication skills as well as sense of confidence, selling and advertising products, keeping financial records, ordering and purchasing stock, etcö.

**T3:** They learn record keeping, communication, decision-making, cooperation, team work, negotiation, budgeting and etiquette by teaching them theory then give them responsibilities on rotational basis so that they can have a hands on learning (sic).

**T4:** They gain interpersonal skills because they are divided into groups when they do their work. They also learn record keeping because every learner is expected to record their experiences, problems encountered, causes of the problems, as well as the solutions to the problems (sic).

The mini enterprise activities outlined in Table 8 above corroborate teachers' beliefs concerning the educational outcomes of the mini enterprise approach. The rubric used to assess the projects further confirms this. The mini enterprise continuous assessment form used by teachers to assess students' portfolios at the conclusion of the projects focuses on five broad areas that capture the main skills to be assessed which are (i) Business Ideas, (ii) Market Research, (iii) Business Plan, (iv) Production Processes and (v) Performance Review. Within each of the broad areas are assessable skills such as communication, decision-making, problem-solving, teamwork, interpersonal skills, negotiation skills and creativity. As already mentioned, students are expected to produce and keep all the records of the mini enterprise on each of the five broad areas which will then be assessed by the teacher. The files and marks will then be submitted to Examination, Research and Testing Division (ERTD) of the Botswana Examination Council (BEC) as examination materials for Paper 3 of the Business Studies examination which has a weighting of 25%.

What is clear here is that the mini enterprise approach is a very good example of the entrepreneurial teaching approach referred to as 'education through enterprise' since it uses a teaching style which uses entrepreneurial situations. It has been suggested in the literature that this entrepreneurial approach to teaching and learning has the potential to develop skills and

attitudes in young people which form the foundation for potential business ownership. It can also help to impart invaluable business skills such as enterprise awareness, self-confidence, respect for working with others, identifying and solving problems, collaborative and individual decision making, managing finances, the willingness to take risks and the determination to succeed.

### **5.4.3 Use of Case Studies**

The pedagogy known as the "case study," where students work to solve problems based on a given business scenario has been used in business education for many years (Rose & Delaney, 2007:175). Case study methodology is an excellent example of experiential learning and one of its many advantages is that it provides a direct and immediate use of skills and methods learned and helps students to balance theory with practice.

To find out the prevalence of the use of case study methodology in the teaching of Business Studies, teachers were first asked to explain the frequency with which they use the method. 5 teachers said they occasionally use case studies while 1 teacher said he did not use them because he did not see much content in the syllabus which is amenable to the use of this methodology. One teacher went further to say that he uses case studies sparingly because they are difficult to develop. The following were some of the teachers' responses:

**T1:** "I use case studies often, to bring real life situations to class and allow learners to improve decision-making skills."

**T2:** "No I don't use them because the content that requires the use of case study is not that much. It needs content which is practical."

**T3:** "Sometimes I use them but because of time constraints I don't. Also the learners have problems interpreting the case studies."

**T4:** "Sometimes I use case studies but I find it difficult to come up with a case study and students take a long time to understand them."

**T5:** "We use ready-made IGCSE case studies for Forms 4 to 6 work. I however sometimes prepare my own case studies for use in the lower secondary school classes."

These responses suggest that case methodology is not often used for various reasons. These include the desire to cover the syllabus since teachers believe that using case studies is time-consuming. Secondly teachers feel that the approach is beyond the cognitive level of students who may find it difficult to make meaning out of case study stimulus materials. Teachers also seem to find it difficult to come up with suitable case study materials and items.

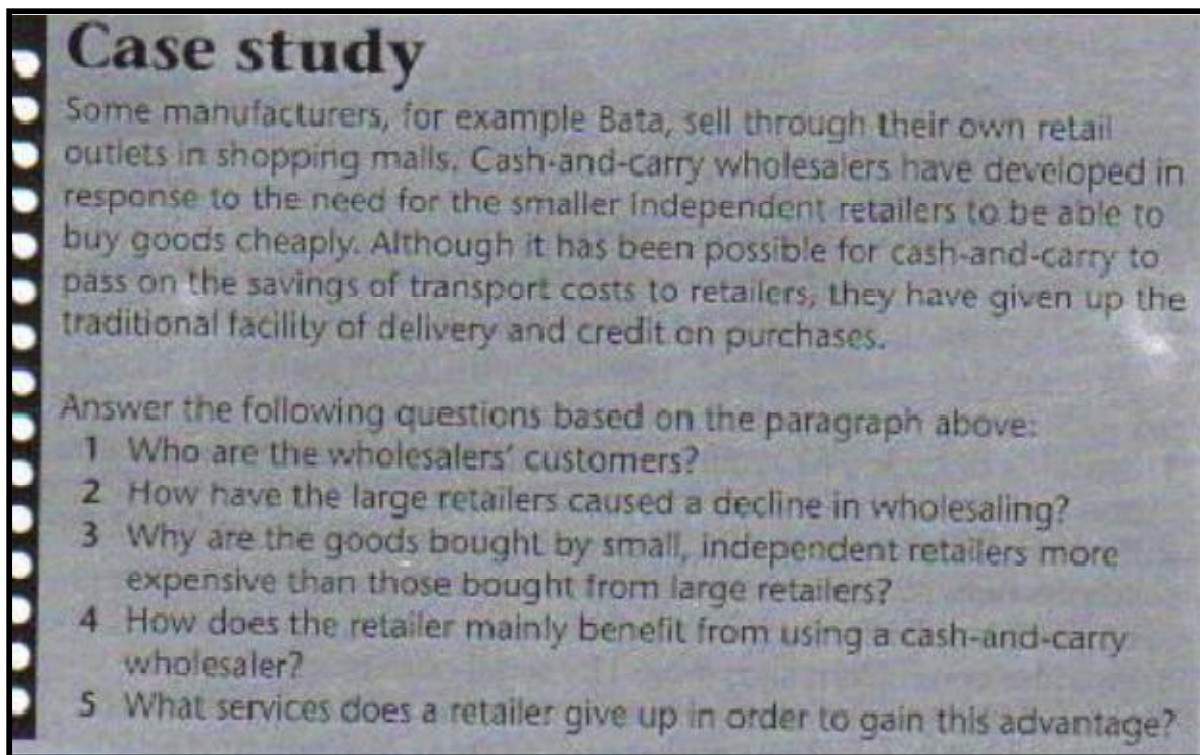
Analysis of documents in teachers' resource files indicated that case study methodology is used extensively in the teaching of Business Studies in School C. Most case studies in their files are taken from the IGCSE CD-ROM and are meant to be used with senior school pupils. The teachers intimated though that they also use local newspapers and periodicals to produce their own case studies at for their lower secondary school pupils. 3 teachers from Schools A and B indicated that they use ready-made case studies from textbooks most of the time while one teacher said he uses both ready-made and self-made case studies. The use of textbook case studies was confirmed through analysis of students' exercise books and the *Work Done, Assignments and Remarks* sections of teachers' schemes of work. When asked whether they produce their own case studies or that they used case studies from text books, some of the teachers had this to say:

**T1:** "I sometimes make my own case studies and I also use readymade ones from text books."

**T3:** "I normally use readymade ones as making one is challenging and time-consuming."

T4: ð use readymade ones in the textbooksö.

A perusal through the core text books prescribed for the course showed that they included case studies as self-assessment activities for students. Figure 6 below shows a case study reproduced from a textbook by Teacher 3 and used to teach the topic on wholesale trade.



**Figure 4: Sample Textbook Case Study.** Source: Kgosiemang, Matongo and Mooka (2009)

Going through case studies in some of the books revealed that careful thought went into the development of some cases. However, there are many case studies like the one in Figure 6 which do not meet the minimum requirements of what constitutes a ðgoodö case study. Good case studies should be as realistic as possible and the case study items /questions should be written in the context of the stimulus material and should encourage students to apply learnt concepts in the

context of the case. If one looks at questions 2, 3, 4 and 5 in the case above, one notices that they are not in the context of the stimulus material and the questions can be answered by anybody even without reading the stimulus material. The stimulus material is irrelevant in this case. The onus is therefore on teachers to take due care when selecting case studies to use in their classes. They must ensure that the case studies they use: (i) have a clear purpose of what the learners need to learn, (ii) impart the skills they are intended to impart and (iii) have real applications of theory to practical situations.

Teachers should also be encouraged to develop their own case studies which are in local contexts rather than depend solely on textbook case studies (see Appendices 8 and 9 for sample case studies developed by this writer) because using local company case studies can expose students to local business issues while at the same time making them knowledgeable of the goings on in local industries.

#### **5.4.4 Business Community Resources**

Instructional materials are print and non-print items that are designed to impart information to students in the educational process (Bradley et al, 2005:718). Instructional materials include items such as textbooks, charts, magazines, newspapers, pictures, recordings, slides, transparencies and many more. Business community resources refer to teaching materials that can be sourced from locally available sources such as newspapers, magazines, company reports, government publications and web-based resources. Instructional materials are vital in the teaching-learning process because they can significantly increase student achievement by supporting student learning.

Teachers were asked in interviews to state how often they use business community resources in their classrooms, and how or when they used them. Table 9 below gives a summary of their responses to this item:

**Table 9: Use of Business Community Resources**

Teacher	Business Community Resource						
	Local newspapers	Magazines	Field trips	Government publications	Company websites	Educational websites	Guest speakers
<b>T1</b>	Regularly	Sometimes	Never	Never	Never	Never	Never
<b>T2</b>	Not often	Not often	Never	Never	Never	Never	Never
<b>T3</b>	Sometimes	Never	Sometimes	Never	Never	Never	Never
<b>T4</b>	Sometimes	Sometimes	Sometimes	Never	Never	Never	Never
<b>T5</b>	Sometimes	Never	Sometimes	Sometimes	Sometimes	Sometimes	Never
<b>T6</b>	Frequently	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Never

The theme emerging from the data is that artifacts from newspapers are the most frequently used community resources. The teachers who made use of these resources indicated that they use newspapers to extract pictorial, statistical and financial data to use in case studies. Some teachers gave the following responses on the use of materials from newspapers:

**T2:** “Yes I use materials from local newspapers to show students company financial statements, job vacancies advertised, product advertisements, office equipment machinery etc.”

**T3:** “I use newspapers to cut pictures concerning topics that I teach.”

**T4:** “Not always but I once used newspapers to develop case studies when I was teaching the topic: Division of Labour and Stages of Production.”

**T5:** “I sometimes use newspaper cuttings with statistics on economic data such as inflation and economic growth figures.”



Analysis of teachers' schemes of work showed that teachers sometimes plan to use newspaper articles in their teaching. For instance, Teacher 3 had newspaper cuttings listed in the *Teaching Aids* column of her scheme of work for the topic on Advertising and Promotion while Teacher 4 cited the same instructional materials for a topic on Large-scale Retailing. Newspapers can be helpful primary sources of current business information and they can be effective educational tools both to complement and supplement traditional classroom textbooks and resource materials.

The study revealed that business magazines are sometimes used as instructional resources. 2 teachers said that they have never used this resource while 4 indicated that they sometimes use them to develop teaching aids. Although this could not be confirmed from analysis of documents in teachers' resource files, this is what they said during interviews:

**T1:** I sometimes use magazines when learners need to design some learning resources relevant to the topic taught such as advertising.

**T3:** I have never used business magazines.

**T4:** I use them to cut pictures to make work cards.

**T6:** I go to get cuttings on types and forms of advertising.

Business magazines like *The Economist*, *Time Magazine* and many others cover business and world events and have business sections, which are obvious sources of information of interest to business teachers and learners. Evidence gathered suggests that business teachers are not fully

realizing the benefits from business magazines as forms of primary and authentic teaching resources.

Although government departments and quasi-government entities offer excellent teaching resources at no charge, only 2 teachers indicated that they sometimes make use of these resources. Teacher 1 said that she uses government publications when teaching about subject matter that concerns laws and regulations of business organizations while Teacher 5 relies on them for sourcing macroeconomic statistics.

On the use of educational visits, 4 teachers said that they sometimes use this teaching method and 2 said that they have never taken students on field trips. The use of field trips by teachers in Schools A and B could not be verified. In School C the researcher was shown photographs of teachers and students on an educational trip including follow up write-ups on the trip that students were required to compile. Reasons for embarking or not embarking on field trips were varied:

**T3:** "Sometimes I take students to the local Post office but at times fail due to lack of support from the school management."

**T4:** "It is difficult to go on field trips. It is expensive!"

**T5:** "We took students to Morupule Power Station. Students really enjoyed the experience."

**T6:** "We visited Morupule Power Station. When I was teaching in Lobatse I took students to Botswana Meat Corporation."

Although the employment of educational visits is not widespread, it was noted that some teachers provide their students with a wide range of curriculum enrichment activities and events such as field trips.

Another theme that emerged from the data is that guest speakers are the most infrequently used despite the educational benefits that they can bring to the classroom such as the conveyance of current business world information and information that is subject-specific which may not be readily available in textbooks (Borrington, 2004:61). The second least used community resources are web-based materials from educational and company websites. Planning in all schemes of work seen did not include any internet resources. In interviews 4 teachers said that they never use materials from government and educational websites while 2 indicated that they do use such materials at times and these two indicated that they find teaching materials from websites such as [www.bized.co.uk](http://www.bized.co.uk) and [www.times100.co.uk](http://www.times100.co.uk) particularly useful. The most commonly cited reason for not using internet resources were the inadequacy of relevant equipment in the Business Studies lab:

**T1:** "We do not have any internet facility in our lab."

**T2:** "Our Business Studies Laboratory is not sufficiently equipped with the necessary facilities for computer technology."

Through observation the researcher was able to confirm that is true that Business Studies labs lacked internet facilities. What emerged though is that schools do have computer laboratories but they are reserved mostly for teaching the subject Computer Awareness which is compulsory in

government schools. This was apparent in teachers' responses to an item which elicited their information on the prevalence of CAL in the teaching of Business Studies:

**T1:** "We are not allowed to move any computer equipment from the Computer Lab to the Business Studies lab hence we can't use computers for teaching."

**T2:** "Normally we go once a week to the computer lab according to the timetabled lessons for Computer Awareness lesson, but not to learn accounting. What we do there depends on what the Computer Awareness teacher wants us to do."

**T3:** "Lack of resources is a big problem and students do not use computers for learning at all."

**T4:** "We do not have any ICT facility resources."

Overall, teachers were in agreement with syllabus requirements that ICT should be integrated in teaching and that they are fairly competent in using the technology. What this study has revealed is that the essential instructional materials are lacking and that the few ones that are available have to be shared among competing users. The findings also show that the non-availability of instructional resources and materials are one of the crucial determinants of methods currently used in teaching Business Studies.

#### **5.4.5 Cooperative and Collaborative Learning**

The constructivist perspective supports that learners learn through interaction with others. In this perspective, learners work together as peers, applying their combined knowledge to the solution of a common problem (Singh & Athavale, 2008:28). The dialogue that results from this combined effort provides learners with the opportunity to refine their understanding in an ongoing process.

Discussion in Section 5.4.1 revealed that all 6 teachers indicated that group work is their teaching method of choice because of its ability to involve all learners in the teaching-learning process. Interview data revealed that group exercises constitute the bulk of interactive teaching strategies used:

**T1:** I use collaborative work most of the time. I give short answer exercises, group discussions and presentations.

**T2:** Most of the times I use group discussions and team presentations in my lessons.

**T3:** I use cooperative activities at times such as analysis of transactions in pairs, banking, mail room etc.

**T6:** Most of the time I use group and collaborative exercises like brainstorming of business ideas, debates on specialization and division of labour and many more.

A perusal through the *Teaching Methods* columns of teachers' schemes of work and evaluation sections of their record of work done sections of the same scheme books indicated that teachers indeed use group work in their lessons. Furthermore, 3 of the 8 lessons observed employed this methodology. A look at teachers' group tasks revealed that most of them used cooperative learning structures which are rooted in the traditional teaching paradigm and not collaborative learning ones which are connected to the social constructivists' view that knowledge is a social construct. Cooperative learning group activities are teacher-directed, with group tasks usually more closed-ended and often having specific answers. In contrast, with collaborative learning the teacher should be guided by Kagan's (2011, para 3) PIES principle, **P**ositive interdependence, **I**ndividual accountability, **E**qual participation and **S**imultaneous interaction. An understanding of

these principles by classroom group members will guide them into highly effective constructivist groups. The basic principles of collaborative learning are outlined in Table 10 below.

**Table 10: Principles of Collaborative Learning**

	<b>Principle</b>	<b>Critical Questions</b>
<b>P</b>	Positive Interdependence	Does the success of one benefit others? Is everyone's contribution necessary?
<b>I</b>	Individual Accountability	Is individual, public performance required?
<b>E</b>	Equal Participation	How equal is the participation?
<b>S</b>	Simultaneous Interaction	What percent are interacting at once?

Source: Kagan (2011), *Structures that Optimize Engagement*, Kagan Publishing & Professional Development

With a collaborative structure like this one in place, no student can hide and no student can be chauffeur-driven by others. Every student is an active participant in the learning process. Structures like this are constructivist and they optimize active engagement in the learning process.

The learning theory underlying the curriculum and pedagogy of business education is constructivism (Singh & Athavale, 2008:23) where knowledge and meanings are actively and collaboratively constructed in social contexts (Anghileri, 2006:45). It follows then that when using group work, Business Studies teachers are expected to move away from cooperative to collaborative group tasks and/or structures. The general observation made was that teachers did use cooperative and collaborative activities but did not go the extra mile to ensure that the group tasks are truly collaborative and hence constructivist. Figure 5 below is a sample group task made by Teacher 5.

The list below is of factors of production for a farming business. Classify them under the correct headings in the table below:

tractor	hoes	manure
fence	insecticides	plough
security guards	irrigation pipes	farm owner
dam	seed	fertilizer
labourers	foreman	shovels
stream	barn	chickens

Land	Labour	Capital	Entrepreneurship

**Figure 5:** Sample Collaborative Worksheet

This is a good and well thought-out group task. It can help students to develop higher-order cognitive skills (application and analysis in this case), while leading to the achievement of both academic and social educational goals simultaneously. The only blemish in this exercise is that the teacher missed opportunities to fully incorporate the principles of positive interdependence and individual accountability. When designing collaborative group tasks, teachers should try, to the best of their ability to incorporate the four basic principles symbolized by the acronym PIES. For each of the four PIES principles there are one or two critical questions. If one gets a positive answer, to these questions, one can say the principle is in place. If they fail to get a positive answer, then the principle is not implemented. Empirical studies, theoretical analysis and years of observation and experimentation all came to the conclusion that if PIES are in place a wide range of positive outcomes result from collaborative work in class (Kagan, 2011: para 2). When

PIES are not in place in a group activity, students will merely be doing group work, not collaborative learning. Group work does not consistently produce active engagement by all, so the gains of cooperative learning are not assured.

#### **5.4.6 Use of Information Communication Technology and Computer Aided Learning**

Computer aided learning (CAL) is one of the teaching methods recommended for teaching Business Studies. Computer aided learning describes an educational environment where a computer application is used to assist the teacher in the teaching-learning process. All 3 schools sampled in this study have computer laboratories. Government schools in particular have Business Studies computer laboratories for use in teaching keyboarding and related skills. This is significant because computer technology is able to support many of the principles of constructivist learning (Shariffudin, 2007:9). Wills (2009:72) posits that because of their versatility, ICTs, especially computers, can be used in education to help to shift the focus of instruction from learning as teacher-guided to learning that is self-guided. He goes further to say that ICTs bring with them a constructivist conception of instruction which shifts attention from instruction as the imparting of knowledge to instruction as the guidance of socially-based exploration in intellectually rich settings.

Teachers' uses of ICTs in teaching were sought. All 6 teachers indicated that they use ICT in teaching. Responses indicate that although computers in schools may not be enough to go round teachers do use computers in teaching topics such as computerized accounting (which is in the syllabus) and computerized filing (in Office Procedures). All 6 respondents went further to say that they mostly use computers as an aid to teaching and not to aid learning. In other words, they



use computers to produce teaching aids that they will use in class, for record keeping, for research and for setting tests and assignments. Below are some of the teachers' responses to an item which sought to find out the extent to which they use ICTs for resource production, record keeping, web-based research and presentation of lessons:

**T1:** "I use the computer mostly for record keeping and internet resources. Using it for presentation is not that easy since the school has limited resources therefore we rely much on the Computer Awareness lab which is busy most of the time."

**T2:** "I use computers lots of times because the students' marks are analyzed using the computer software (sic). I also use computers to prepare assignments and teaching aids, searching information before delivering the content to the students."

**T3:** "Yes. I use Excel for record keeping, internet for research, PowerPoint for presenting lessons. Students are expected to learn how to use Microsoft Access for computerized filing, Microsoft Excel for computerized accounting and Microsoft Word for word processing (sic)."

**T5:** "I only use ICTs support in resource production, record keeping and internet resources to enhance my teaching. This may include preparation of test papers and examination papers in the school."

Although teachers indicated in interviews that they often use ICT in teaching, the general observation is that the majority of teachers have not yet embraced ICTs as pedagogical tools. When quizzed on the non-prevalence of ICT in their lessons, 2 teachers laid the blame on the absence of internet connection in the school's Business Studies lab and one put the blame squarely on the inadequate number of computers in the lab. 2 teachers blamed the lack of presentation equipment such as projectors. These were some of their responses:

**T2:** "I am unable to use the internet because our lab is not connected. Regarding the use of PowerPoint the problem is that there is only one projector that is solely used for Computer Awareness lessons hence it's not movable and again the computer lab is always in use and it's difficult to get a slot to use it during the lessons."

**T4:** ō I wish my classroom had a projector so that I could use PowerPoint. The other problem is the internet which is very slow and connected to the computer room (sic) and one can access it only when there is no computer lesson.

Overall, it was established that schools have computer laboratories that are accessible to both business teachers and students. However, interviews with teachers and observations of the situation prevailing revealed that the computer labs that are fully equipped are the preserve of Computer Awareness lessons and are not readily available for Business Studies lessons. Business teachers use facilities in these labs to carry out online research for teaching purposes.

Evidence gathered indicates that the potential of using ICT as an alternative mode of delivery in business education is not being realized. ICT applications in normal classroom teaching such as spreadsheets which offer students with a way to view data in various formats (pie charts, line graphs, bar graphs, etc) are not being deployed. Neither are they being used in business modeling (e.g. cash flow modeling, breakeven analysis, budgeting, profit maximization, cobweb theory, etc) nor the analysis of data (e.g. analysis of market research data, etc). The internet is not fully utilized to allow students to do in-class investigations and to have access to a collection of websites as part of their reading and research assignments.

### **5.5 Challenges Besetting the Pedagogy of Business Studies**

In this study, challenges besetting the pedagogy of Business Studies have been classified under three clusters, namely: (1) challenges relating to the pedagogy of the subject, (2) challenges relating to the content of the subject, and (3) challenges relating to the contexts in which the teachers teach.

### 5.5.1 Challenges Relating to Pedagogy

The National Business Education Association (2004:17) believes that the most effective instructional strategies for business understanding should include case studies, cooperative and individual research projects, guest speakers, role play, debates, simulations, surveys and critical-thinking exercises for teaching global business concepts. It is believed that these teaching methodologies not only help students to learn about the theory of business, also enable them to know how to apply that theory. In light of this, respondents were asked whether they fully understood the need for business subjects to be taught in such a way that they are related to the world of work and that teachers need to use hands-on experiences in teaching as well as involving people from industry and the community as means of developing work-related values and attitudes in students. As already documented in preceding sections of this study, teachers indicated that they have problems in complying with the requirement stipulated in the syllabus that they should use action-oriented teaching methods. They cited the length of the syllabus, the need to prepare appropriate teaching resources and the time-consuming nature of using experiential pedagogies as the major constraints that prevented them from employing them:

**T2:** ðI have no problems using action-oriented teaching methods. I always try to use student-centred activities but I work under pressure. Too much workö.

**T3:** ðAction-oriented teaching methods are OK. The problem is the schedules that we must adhere to which put us under pressureö.

**T4:** ðI don't have any problem with action-oriented teaching methods. The problem is the schedules in the school, for example, test dates, submission of test marks, etc. It's difficult to use such methods since learners will be behind in terms of covering the syllabusö.

It was evident that all teachers understand curricular goals and the need to use constructivist pedagogies. Teachers actually plan to use these methodologies in their schemes of work but the major constraints to putting their plans into action are cited as time and congested syllabuses.

### **5.5.2 Challenges Relating to Content**

One challenge that is faced by business education teachers is the requirement to strike a balance between theory and practice because the best way of learning business skills is through direct experience and practice. Benner et al (2010:82) posited that teachers of today must teach differently from teachers of the past. They said that there is need for teachers of today to shift from a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience, situated cognition and action in particular situations (p.82). It is for these reasons that this study sought to find out how teachers attempt to balance Business Studies theory with practice. 5 teachers said that they try to marry theory with practice by using participatory teaching methodologies like role play, practical exercises and following-up theory lessons with practical work. Some had this to say:

**T2:** I try to balance theory and practice in an attempt to maintain a strong real world focus in my lessons by the use of teaching methods which are learner-centered such as role play, assignments and problem solving exercises.

**T2:** I teach theory first and give practical activities later. Where it is impossible to give practical activities, I organize field trips at least for students to observe the real world.

**T4:** Most of the time I try being practical and give real world examples that learners are exposed to in their locality. For example teaching on the topic trade, I use examples of shops that are in our locality as examples of independent stores.

**T6:** This is done through the use of teaching methods which make learning and teaching to be real. For example use of role play so that the learners can be able to know what is happening in real life.

This is quite interesting because the same teachers indicated earlier on that they do not use participatory methodologies often because they are time-consuming and compromise coverage of the syllabus. Findings on their pedagogical practices, based on lesson observations suggested that the dominant mode of delivery in lessons was lecturing or direct instruction interspersed with the question and answer sessions.

Another challenge besetting the pedagogy of Business Studies is one that emanates from the need for teachers to keep abreast with developments in the business world. Business curriculum content changes rapidly due to technological advances and globalization of the marketplace and it is the duty of teachers to ensure that they keep abreast with these changes in the organization of business knowledge in order to meet the practical demands of social life and the world of work (Waks, 2003:403). An item was set to gauge the extent to which teachers attempt to keep abreast with changes in business knowledge and practices. All 6 respondents were in agreement that the ever-changing trends in the business world mean that they should assess the impact of the changes on their day to day professional lives and how they might accommodate such changes in the content they teach. They were of the view that new trends and emerging issues in the business world such as the advent of e-commerce, e-banking, new methods of production and marketing and many more innovations need to be incorporated in the content they teach. This can be quite challenging to the busy teacher. Teachers' responses showed that they try to keep pace with changes in the business world in various ways:

**T2:** "Yes we try as much as we can, though it is not always possible since we have to stick to the syllabus, and Business Studies has too much content and sometimes there isn't enough time for infusion of emerging issues."

**T3:** "The infusion that I do is rare because most of the time I am under pressure of finishing the syllabus. Most of the schools do common scheming and common exams through clusters so I have to match the pace of other schools which are members of the cluster."

**T4:** "Yes, I keep myself up-to-date with contemporary developments in the business world and every time I do infuse very important emerging issues in my day to day teaching of the subject to enhance my learners knowledge on the subject."

**T5:** "I always read business issues from current business magazines and journals."

**T6:** "I do it on a small scale. My priority is to achieve high pass rates. I just have to rely on the available textbooks."

Apart from bemoaning the length of the syllabus, all teachers seem to strive in their own ways to infuse emerging issues and content in their lessons. It is also a policy of the Ministry of Education and Skills Development's Department of Curriculum Development and Evaluation to constantly infuse contemporary developments in the business world in the curriculum. The reviewed Business Studies syllabi of 2008 infused several emerging issues in the syllabi such as HIV and AIDS in the workplace, ICT, globalization, productivity and several others. Keeping curriculum content up to date in a rapidly changing world may be difficult, but it is a task business educators must master if they are to continue to be a viable educational entity for society's work force (Agarwal, 2006:54).

One theme that has been recurring time and again has to do with the length of the syllabus. The 2 teachers in School C which offers the IGCSE-aligned curriculum indicated that they have no problem with the length of the syllabus because they are offering a not so detailed bridging course in preparation for more rigorous work in Forms 4 and 5. However, all 4 teachers who follow the public school Business Studies curriculum raised concerns over the length of the

syllabus. Their main complaint is that Business Studies is made up of three subjects namely, Accounting, Commerce and Office Procedures. The subject is offered initially as a single subject in Form 1 followed by two options in Forms 2 and 3 which are Commerce and Office Procedures, or Commerce and Bookkeeping/Accounting. The subject has a practical module called in the form of the mini enterprise project. It is for these reasons that teachers complain; they feel that they are actually teaching two subjects. In addition to that, the practical nature of the subject exacerbates the problem by making it very difficult for them to complete the syllabus in time:

**T1:** "The other major challenge is that Business Studies teachers have to teach both Office Procedures and Accounting. I think it is high time Business Studies teachers are allowed to specialize and teach only one component of the subject at a time."

**T2:** "Business Studies is a 2 in 1 subject (Office Procedures and Bookkeeping/Accounting) and most senior management in the school don't understand that the subjects run simultaneously."

Teachers seem to have a point in saying that they have a long syllabus to cover and that the time allocated to the subject is not adequate. In name, Business Studies is one subject but in practice it is made up of three subjects which are taken in combinations of two in Forms 2 and 3. Indications from the evidence gathered are that the time allocated for both the theory and practical aspects of the two subjects, which in some curricula are subjects that stand on their own, may not be enough for their effective teaching. For argument's sake, one can say that the predicament faced by business teachers is similar to that of science teachers. The Science programme which is offered in the junior secondary school curriculum has nine broad units taught in Forms 1, 2 and 3. The nine units are comprised of topics from Biology, Chemistry and

Physics and the subject is also allocated 4 periods per week on a 40 minutes per period, five-day timetable. What is not known is whether or not the science teachers are complaining too.

### **5.5.3 Challenges Relating to Context**

Challenges relating to the context in which the teachers teach relate to the adequacy of teaching resources and any other challenges they may encounter when they take part in extracurricular activities and any other duties assigned to them by school administrators. Challenges relating to the adequacy of teaching resources focused on the adequacy of learning support systems for effective business education delivery such as computer laboratories, computers, classroom presentation tools and software and consumables.

One of the most common resources in the classroom is the textbook. Textbooks provide organized units of work. They also provide teachers with a balanced, chronological presentation of information. Teachers were asked whether they encountered any problems regarding the availability of textbooks. Their responses were varied and there was no general consensus. 2 teachers said that they never experienced a shortage of textbooks, 2 said all forms of textbooks are in short supply while 2 indicated they do have the required textbooks although not in the quantities they would have desired:

**T1:** I have no problem with textbooks. The school provides prescribed textbooks. I borrow those I need from the library.

**T2:** At JC level, there are a lot of textbooks provided by the Ministry of Education both as core and additional reading.

**T3:** There is a shortage of Business Studies textbooks. Students have to share textbooks and return them after the lesson.



**T5:** "We do not have sufficient core textbooks. The business section in the library does not have adequate books for students to do their own research."

Overall, responses indicate that core and supplementary textbooks are available though the numbers may not be enough. The fact that students share textbooks was observed in School A where the teacher had to carry textbooks from class to class. The researcher was taken on a tour of the library in School C. It was observed that the school has a relatively well-resourced library. However, a tour of the business education stacks revealed that there are insufficient reading and/or reference materials for business students relative to the enrolment in the department. Overall reference materials need to be beefed up.

Business Studies teachers, like all other teachers face administration-related challenges in their line of duty. They do administrative duties such as maintaining discipline among the students, preparing schemes of work, planning lessons, guiding and counseling students, keeping and filing records, bulk photocopying for class use, supervising extracurricular activities such as sports and social clubs in the schools, etc. In this study all 6 respondents indicated that scheming and planning lessons is neither burdensome nor challenging because this is part of their job. They indicated that as teachers they are expected to prepare and deliver lessons, plan and set tests and assignments, mark students work, give appropriate feedback and maintain records of students' progress.

**T1:** "As teachers we are supposed to prepare lesson plans and do scheming. It is time consuming but it is part of the job."

**T2:** δWe are required to do them (lesson plans and schemes of work). It is not a burden at all. It is the duty of the teacherö.

**T3:** δPlanning is a requirement of the Ministry of Education. It is helpful because it enables us to plan and collect teaching materials in advanceö.

**T6:** δI have no problems with planning and scheming per se. That is what we teachers are expected to do. Itø part of our jobö.

An observation made in all 3 schools was that classrooms are adequately furnished and they provide subject bases for business subjects. All schools have computer laboratories which provide valuable learning environments for teachers and students in that items such as teaching aids and business related posters and visuals can be stored and displayed. It has already been discussed in Section 5.4.6 that although schools have specialist rooms for Business Studies, the rooms do not have adequate numbers of computers to go round, or they have computers but are not connected to the internet or they lack presentation equipment such as projectors. This shortage of equipment may impede the efforts of those teachers who may wish to incorporate technology in teaching.

The virtues of using instructional resources were discussed in Section 5.4.4. In this section, an item which sought to find out challenges teachers encountered in sourcing and using instructional resources was posed. No clear pattern emerged here. 3 teachers said that preparing audio-visual teaching aids (AVA) is difficult and time-consuming and hence they rarely prepare them. 2 teachers said that they prepare AVA only when materials are made available in the school. 1 teacher said that he had no problem with sourcing or preparing AVA and always tries to improvise if need be. Some of the teachers had this to say:

**T1:** It is problematic to prepare teaching aids. I do so sometimes but scarcity of resources prevents me from doing it all the time.

**T2:** I always prepare instructional materials for students. Some materials we collect from the Supplies Officer. For most materials we use the Business Studies Vote to buy them.

**T3:** I have no problem with preparing teaching materials. I use what I can source in the school. I also use textbooks. I also use charts when they are available.

**T4:** It is difficult to prepare instructional materials due to time factor and other commitments like meetings, attending workshops, remedial lessons, etc.

The fact that teachers used visual aids was corroborated by evidence in their teaching plans and resource files. It was evident that they occasionally prepare and use realia in their lessons. During their lessons, Teachers 4 and 6 were observed using charts and case study worksheets respectively. The fact that teachers use visuals and other forms of instructional materials is commendable. Although problems of instructional materials can occur in schools teachers should be creative in improvising instructional materials in their subject. Killen (2006:276) made the same observation on the shortage of instructional materials in schools and indicated that; "the issue of resources may not be easy to resolve, but the important thing is that teachers should not use lack of resources as an excuse for not teaching well (p.276)." The implication here is that there are alternatives available and teachers should refrain from being solely dependent on schools for ready-made materials, they should reach out for local materials and improvise whenever need arises (Jotia & Matlale, 2011:117).

Business Studies teachers indicated that they find extracurricular activities and non-teaching duties challenging and/or burdensome. 5 teachers said that extra responsibilities such as being subject coordinators, attending meetings and supervising sporting activities place extra loads on

their already over-loaded schedules. They say that such duties are demanding, involve a lot of effort and ÷wasteö their time:

**T2:** ÷I do administrative duties in the school. For example, as a member of the PMS Committee, I attend lots of meetingsö.

**T4:** ÷I work in several committees in the schoolí PACT, HIV/AIDS, Prize Giving and the Library Committee. That is too much work!ö

**T5:** ÷We are supposed to be involved in sporting activities. I am not a sportsman and I could use that time more productivelyö.

**T6:** ÷I have no problems with extracurricular activities or extra responsibilities. That is all part of my work. It is all OK with meö.

One may argue that teachers should not be routinely required to undertake tasks of a clerical or administrative nature that do not call for the exercise of their professional skills and judgement and that such tasks should be undertaken by support staff so teachers can focus on teaching. It must however be remembered that teachers today are expected to do more than teach. Teachers have to respond to the requirements of each school. Someone once said that ÷teachers are everythingö: they are counselors, parents, policemen, judges, social workers, etc. That is the life of a teacher, it is part of being a teacher and it always has been.

## **5.6 Timetabling and Business Curriculum Delivery**

It has already been discussed in the preceding section that Business Studies is offered initially as a single subject in Form 1 followed by two options in Forms 2 and 3 which are Commerce and Office Procedures, or Commerce and Bookkeeping/Accounting. It also has a practical module called ÷Mini-Enterpriseö. The syllabus recommends that Business Studies be allocated 4 periods

per week of 40 minutes each in a five-day timetable. The organisation of the Business Studies curriculum and how it combines both theoretical and practical learning is shown in Table 11.

**Table 11: Business Studies Curriculum Content and Practical Work**

<b>Commerce and Office Procedures Option</b>	<b>Commerce and Accounting Option</b>	<b>Practical Work</b>
<p><b>FORM 1</b>  <b>Unit 1: Introduction to Commerce</b>  Topic 1.1 Basic Concepts  Topic 1.2 Production</p> <p><b>Unit 2: Introduction to Office Procedures</b>  Topic 2.1 The Office world</p> <p><b>Unit 3: Systems and Procedures</b>  Topic 3.1 Office Equipment</p>	<p><b>FORM 1</b>  <b>Unit 1: Introduction to Commerce</b>  Topic 1.1 Basic Concepts  Topic 1.2 Production</p> <p><b>Unit 2: Introduction to Accounting</b>  Topic 2.1 Accounting Basics</p> <p><b>Unit 3: Recording of Business Transactions</b>  Topic 3.1 Recording in the Ledger</p>	
<p><b>FORM 2</b>  <b>Unit 4: Keyboarding</b></p> <p><b>Unit 3: Systems and Procedures</b>  Topic 3.2 Mailing Procedures  Topic 3.3 Filing, Indexing and Storing</p> <p><b>Unit 5 Small Business Start-up</b>  Topic 5.1 Establishing a Business  Topic 5.2 Operating the Business</p>	<p><b>FORM 2</b>  <b>Unit 3: Recording of Business Transactions</b>  Topic 3.2 Recording in the Cash Book</p> <p><b>Unit 4: Verification of Accounts &amp; Summaries</b>  Topic 4.1 Final Accounts of a Sole Proprietor</p> <p><b>Unit 5 Small Business Start-up</b>  Topic 5.1 Establishing a Business  Topic 5.2 Operating the Business</p>	<p><b>Term 3</b>  <b>Mini Enterprise</b></p> <p>Develop Business Ideas</p> <p>Carry out Market Research</p>
<p><b>FORM 3</b>  <b>Unit 5: Small Business Start-up</b>  Topic 5.2 Operating the Business</p> <p><b>Unit 3: Systems and Procedures</b>  Topic 3.4 Communication</p> <p><b>Unit 4: Keyboarding</b>  Topic 4.2 Computer Operation  Topic 4.3 Elementary Production Skills</p> <p><b>Unit 6: Finance</b>  Topic 6.1 Money and banking</p>	<p><b>FORM 3</b>  <b>Unit 4: Verification of Accounts &amp; Summaries</b>  Topic 4.2 Accounts of Non-Profit Making Organisations  Topic 4.3 Bank Reconciliation</p> <p><b>Unit 5: Small Business Start-up</b>  Topic 5.2 Operating the Business</p> <p><b>Unit 6: Computerised Accounting</b>  Topic 6.1 Computer Application to Accounting</p>	<p><b>Terms 1 and 2</b>  <b>Mini Enterprise</b></p> <p>Draw Business Plan</p> <p>Trading 6 8 weeks</p> <p>Evaluate Business Performance</p> <p>Develop Portfolio for Assessment</p>

	<b>Unit 7: Finance</b> Topic 7.1 Money and banking	
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**Source:** *Three Year Junior Secondary Business Studies Syllabi*

What is evident from the table is that the Business Studies curriculum contains both theory and practical applications and its teaching concentrates on the application of theory learnt to practical business situations. Secondly, the practical aspect includes school-based assessment of coursework where students' coursework on the mini enterprise is marked by their teachers. Details of the marks and samples of each student's work are then sent for evaluation and moderation by examiners. One of the drawbacks of using assessment by coursework for teachers relates to workload and time issues. In a study carried out in the United Kingdom on teachers' views on the General Certificate of Secondary Education (GCSE) assessment by coursework, by far the most common drawback given by nearly two out of three teachers, was that it takes time to supervise and mark coursework and that it is an extra burden on teachers because of the additional work it generates (Qualifications and Curriculum Authority, 2006:20). The same sentiments were expressed by teachers in this study. Another burden on teachers relates to Business Studies being a combination of three disciplines Commerce and Office Procedures, or Commerce and Bookkeeping/Accounting. These factors when combined seem to place an unwieldy burden on teachers.

Teachers' views on the adequacy of time allocated to teaching of Business Studies on the school timetable were sought. 4 teachers were of the opinion that allocating 4 periods per week was not enough while 2 said the time allocated was adequate:

**T2:** "Business Studies has a lot of content and there also is the mini enterprise which also has a lot of content and is very demanding, therefore time is usually not enough to cover the whole syllabus before the examination."

**T3:** "I think it is enough for the theory part but for the practical part where students have to run their business it is not because they need more time to do some research, prepare their products and do their selling (sic). There is need to increase the number of periods to 6 - forty minute lessons."

**T4:** "It is not adequate looking at the fact that the students are expected to run the mini enterprise project in the time allocated, we end up using afternoons and weekends to cover up the project work."

**T6:** "It's OK for the syllabus coverage. We have 5 periods per week and we are able to cover all that is needed to be covered in time for the exams."

It is apparent that the time allocated to Business Studies on schools' timetables is not adequate for teachers in schools that do the mini enterprise project. It was noted that the 2 teachers in School C had no problems with the syllabus length and the time allocated to cover it. One explanation for this could be the fact that the course they are offering has no practical module like the mini enterprise. Secondly, the course is meant to promote learners' general business literacy, basic knowledge and skills related to self-reliance and employment and their understanding and appreciation of the importance of business activities in society in preparation for more demanding work at "O" and "A" Levels.

## **5.7 Synthesis**

This chapter was devoted to the presentation and analysis of qualitative data collected from interviews, classroom observations and examination of junior secondary school Business Studies teachers' teaching plans and related teaching artifacts. An effort was made to answer the first four research questions of the study by linking the analysis and interpretation of the data collected to each of the questions. Research Question 5 will be answered in the next chapter

where a model to improve the pedagogy of Business Studies in junior secondary schools will be presented and discussed.

*The next chapter will present a summary of the research problem and a discussion of the main findings. It will also present the conclusions made from the study, recommendations and suggestions for further research.*



## **CHAPTER SIX**

### **DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **6.1 Introduction**

The preceding chapter was concerned with the presentation of the data collected and analysis of the main findings. This chapter is concerned with the presentation of the discussion of the main findings, recommendations and conclusions of the entire study. The findings will be discussed under each of the research questions and the key themes discussed in Chapter 4.

#### **6.2 Restatement of the Problem**

The study examined the methods used in the teaching of Business Studies in Botswana junior secondary schools, their alignment to set curricular standards and the challenges that teachers faced in their teaching practices. The objectives of the study were:

1. To examine the pedagogical practices of business subjects teachers in Botswana junior secondary schools;
2. To determine if business teachers' pedagogical practices conform with those of business education curriculum planners;
3. To identify challenges and problems associated with employing experiential and entrepreneurial pedagogies in schools;
4. To assess the adequacy of school resources for the delivery of business education;
5. To propose possible ways of improving the pedagogy of business subjects in schools.

The following research questions, which were derived from the objectives, guided the study:

1. What are the pedagogical practices of business subjects teachers in Botswana junior secondary schools?

2. To what extent do current pedagogical practices of teachers conform to the aspirations of business education curriculum planners?
3. What challenges and problems do teachers face when employing experiential and entrepreneurial pedagogies in the teaching of vocational business subjects?
4. To what extent are schools resourced materially for the effective delivery of business education?
5. What improvements could be made to improve the teaching of business subjects in schools?

### **6.3 The Major Findings of the Study**

This study produced a number of findings in relation to the main aim and objectives of the study. The findings focus on the pedagogical practices of Business Studies teachers.

#### **6.3.1 Profile of Business Studies Teachers**

It is evident from the demographic profile of teachers that all Business Studies teachers are well qualified in the subject area and they all possess relevant teaching experience which ranged from 4 to 21 years. This is significant because, all things being equal, teacher quality is a key element of student academic success and overall quality of classroom teaching.

#### **6.3.2 Research Question 1: Pedagogical Practices of Business Studies Teachers**

The Botswana business curriculum syllabuses prescribe constructivist and entrepreneurial teaching methods such as project work, educational visits, use of business resource persons, business simulations, group discussions, computer-aided learning (CAL) and case studies.

Research question 1 sought to find out the pedagogical practices of Business Studies teachers in light of the teaching methods stipulated in the syllabi by curriculum planners.

### **6.3.2.1 Transmission Methods of Teaching**

Evidence gathered shows that teachers subscribe mainly to the transmission paradigm of teaching. The dominant modes of delivery in classrooms are lecturing, direct instruction and teacher-led question and answer sessions. Interview data and analysis of the methodology columns of teachers' schemes of work indicated that teachers favour and plan to use cooperative teaching approaches. They however admit that due to constraints brought about by the need to cover a long syllabus and the time-consuming nature of participatory methodologies, they end up resorting to the use of didactic and teacher-centred approaches. This finding supports similar findings by Fuller and Snyder (1991), Tabulawa (1998), Farstad (2002), Dube and Moffat (2009) and Sithole (2010) who all came to the conclusion that teaching in Botswana schools is mostly didactic and does not employ learner-centred pedagogical approaches. The finding also supports an observation by Cochran-Smith (2003:9) that the requirement that teachers should implement classroom practices with a constructivist orientation comes with many challenges and dilemmas for them as they will be required to 'learn new knowledge and practices, and, at the same time, unlearn some long-held ideas, beliefs and practice'.

The call for teachers to use learner-centred pedagogy in business education does not mean or imply that they should completely forget the relevance and usefulness of traditional lectures. What they are being urged to do is to move towards pedagogical methods which are best suited to imparting business understanding and skills. Such methods involve teaching styles that

employ hands-on experiences in learning by doing situations. Such methods can still be complemented by both lecturing and direct instruction.

### **6.3.2.2 Business Simulations**

Data gathered indicates the only simulation method used in normal lessons by Business Studies teachers is role play. There was no evidence that teachers use manual and online business games and simulations. These findings are similar to those in Sithole's (2010) study where Business Studies teachers indicated that they rarely use interactive teaching strategies such as simulations and games. Some respondents in that study indicated that they do not use this methodology because they do not really understand it. Overall, it is evident that teachers do not use the array of simulation methods available like role plays, business games, manual simulations and computer simulations.

A simulation that is compulsory and is done in all public junior secondary schools is the mini enterprise project. The mini enterprise project which is a requirement for the Business Studies examination Paper 3 is undertaken by all students. School C which follows the IGCSE curriculum does not employ mini enterprise methodology. It was evident from the analysis of the mini enterprise documents and teachers' interview responses that the project really allows students to use knowledge they learn in formal classroom situations to apply it in practical situations. Students' projects are assessed with particular focus on the development of skills such as communication, decision-making, problem-solving, teamwork, interpersonal skills, negotiation skills and creativity. These findings corroborate those by Farstad (2002) and Swartland (2008) who in their studies on the integration of entrepreneurship education in the curriculum came to the conclusion that the inclusion of a practical module called Mini-Enterprise

in Botswana junior secondary schools help to develop in students good working habits, creativity, teamwork, positive attitudes to work and a sense of leadership.

In order for teachers to teach business skills and competencies, it is important to employ methodologies that help students to immediately understand and learn such skills. The use in schools of a simulation such as a mini enterprise run by students is commendable. Mini enterprise methodology provides students with opportunities to experience and evaluate the consequences of risky and costly decisions in a simplified model situation reproducing reality without actually exposing them to any risk (Klapper & Tegtmeier, 2010:555).

### **6.3.2.3 Use of Case Studies**

The findings of the study suggest that Business Studies teachers do not use case studies often. The main reasons cited are that: (1) the case approach is time-consuming, (2) the approach is beyond the cognitive level of students who may find it difficult to make meaning out of case study stimulus materials and (3) it is difficult for teachers to come up with suitable case study materials and questions. Although the frequency with which this methodology is employed is low, the fact that teachers do use this methodology is quite encouraging because by so-doing, they help their students in bridging the gap between theoretical business knowledge taught in class and its real world application. This is supported by Davis and Wilcock (2005:4) who posited that the use of case methodology allows the application of theoretical business concepts to be demonstrated, thus bridging the gap between theory and practice and at the same time it provides an opportunity for students to develop key skills such as communication, group working and problem-solving.

It also emerged that teachers do not often develop their own case studies but rely mostly on ready-made case studies found in the prescribed textbooks. There is nothing wrong with this as long as such case studies meet the criteria of what constitute 'good' case studies. Many case studies in some of the textbooks do not meet these criteria and their educational value should therefore not be taken at face value (see Chapter 5, Section 5.4.3).

#### **6.3.2.4 Business Community Resources**

What emerged from the data gathered is that newspapers are the most frequently used business community resource. Teachers who made use of this resource indicated that they use newspapers to extract pictorial, statistical and financial data to use in case studies. Some teachers use business magazines in the same way they use newspapers, though infrequently.

Guest speakers are the most infrequently used community resource. This finding supports similar findings by Sithole (2010) who found out that of the 28 teachers in the sample, 19 (68%) had never used local business people as guest speakers or resource persons. It also emerged that web-based materials from educational and company websites are the second least used community resources.

It was also evident that the employment of educational visits is not widespread. There was irrefutable evidence in one school that field trips are sometimes used. Although some teachers claimed that they sometimes take students to local business units of interest, this could not be verified from the available evidence.

Overall, it can be concluded that Business Studies teachers over-rely on school-supplied instructional materials and do not put to maximum use locally available business community resources which are abundant and can be sourced with minimum expenditure of money, time and energy. These findings are consistent with those by Idowu (2010) who found out that the prominent instructional materials in public and private schools in Botswana are text books and charts. Similarly, Jotia and Matlale (2011) found out that the use of instructional materials in Botswana schools is insufficient and they attributed this to lack of funds and congested syllabi which made it difficult for teachers to set aside time to prepare instructional materials.

#### **6.3.2.5 Cooperative and Collaborative Learning**

Interview data and analysis of teachers' schemes of work revealed that group work is the interactive teaching method of choice for teachers. Teachers do plan to use group work in their lessons. A look at teachers' group work tasks revealed that most of them used cooperative group structures which are rooted in the traditional teaching paradigm and not collaborative learning activities which are constructivist.

The use of cooperative classroom activities by Business Studies teachers is in keeping with the aspirations of the curriculum planners of preparing students for the world of work. It is acknowledged that teamwork is now an important part of the working culture and many businesses now look at teamwork skills when evaluating people for employment (O'Leary, 1996:11). Studies have also shown that business education students benefit most from interactive and group-based learning than from traditional lectures (Abeysekera, 2008:196).

### **6.3.2.6 Information Communication Technology and Computer Aided Learning**

The findings of the study suggest that teachers use ICT in teaching. Teachers are proficient in the use of computer technology and they use computers to produce teaching aids, for record keeping, for research and for setting tests and assignments. Although ICT resources are available in the schools, the majority of teachers has not yet embraced computer aided learning (CAL) as an alternative pedagogical approach. The reasons proffered by teachers for not embracing CAL included absence of internet connection in the schools, Business Studies laboratories, the inadequate number of computers in schools and lack of presentation equipment such as projectors. This finding seems to corroborate Boitshwarelo (2009), who in his article on ICT-supported learning environments in Botswana opined that the main role of ICTs was that of being used by teachers to access educational resources and transmitting information while playing a small role in promoting the collaborative and participatory dimensions of the teaching-learning process.

It is worth noting that in this postmodern era which is the era of the communications revolution, ICT competencies are the key competencies of the future. It is common knowledge that teachers are facing challenges related to how to cope with the tasks related to traditional classroom-based teaching as well as new challenges created by the development of ICT and the need to find new ways of learning and teaching. Incorporating CAL in the classroom does not mean that teachers would abandon their way of doing things; all they need to do is to strive to find a balance between the traditional teaching and the use of ICT. A study on European teachers' views and perspectives on the use of ICT in teaching by Lindfors (2007:35) concluded that the best way to use ICT in class is to combine it with traditional teaching and the benefits of doing this can be



immense. A study by Hurd (2009:152) concluded that the use of ICTs in Economics and Business Studies supported the development of higher-order subject-related objectives such as understanding the complexity of economic and business decision-making. The development of this skill is particularly fostered by the use of online case-studies, games and simulations (ibid). It is unfortunate that business teachers rarely employ this teaching approach.

### **6.3.3. Research Question 2: Conformity of Pedagogical Practices to Set Standards**

It is official policy of the Ministry of Education and Skills Development in Botswana that teaching and learning should emphasise the use of learner-centered pedagogy. In the recommended teaching methods section of the Business Studies syllabus it is categorically stated that (emphasis is the writer's):

In line with the Revised National Policy on Education (1994) the syllabus encourages learner-centred approach to learning and teaching. This involves making the learners the centre of most activities and the teacher playing a facilitating role. í The teacher should therefore use a variety of **action oriented teaching methods** such as **project work, visit to commercial enterprises, simulation, case studies, computer aided learning, group discussions and class presentations.** í Whenever possible, a **resource person** from business should be invited to inform learners about what is happening in the world of work. The teaching approaches should seek to bridge the gap between the classroom and the business world (Republic of Botswana, 2008:iv).

Evidence gathered shows that project work in the form of the mini enterprise is used extensively in public schools. There was no evidence that teachers use the teaching approach traditionally known as project-based learning (PjBL). Project-based learning is a model that organizes learning around mini-projects. The projects are complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision-making, or investigative activities during normal class sessions.

It was so evident from the data gathered that teachers rarely use visits to commercial enterprises, simulations, case studies and computer aided learning. Based on preceding discussions on the use of these pedagogies, it can safely be said that teachers do not fully comply with the methods of teaching Business Studies prescribed in the syllabus.

In interviews teachers claimed that their teaching approach of choice is cooperative learning. Teachers also actively plan to use participatory methodologies such as group work and class presentations in their schemes of work. Data from observation of lessons and revelations made in subsequent stages of the interview process revealed that teachers do not necessarily put into practice what they say and plan. Their classroom practices are not necessarily in sync with what they plan and say. This finding corroborates the finding by Lea et al (2003:322) who in their study on student-centred learning came to the conclusion that, "... many institutions or educators claim to be putting student-centred learning into practice, but in reality they are notö.

Overall, it can be inferred that teacher-centered approaches are at the forefront of teachers' classroom practices. Evidence gathered suggests that syllabus coverage and student achievement at the end of the course take precedence over everything else. It is apparent that teachers' current practices are driven by the desire to meet accountability standards such as syllabus completion and achievement of acceptable pass rates; in the process, they sacrifice the employment of the desirable Business Studies pedagogical practices as per the prescriptions of the curriculum planners.

#### **6.3.4 Research Question 3: Challenges Besetting the Pedagogy of Business Studies**

The challenges besetting the pedagogy of business subjects were classified under three clusters: (1) challenges relating to the pedagogy, (2) challenges relating to Business Studies subject content and (3) challenges relating to the contexts in which the teachers teach.

#### **6.3.4.1 Challenges Relating to Pedagogy**

Some of the challenges relating to the pedagogy of Business Studies overlap with some of the issues discussed in Section 6.3.2 above. For this reason, these challenges will only receive superficial treatment here.

Evidence gathered suggests that teachers have problems in complying with the requirement stipulated in the syllabus that they should use constructivist teaching methods. They cited the length of the syllabus and the time-consuming nature of using experiential pedagogies as the main factors preventing them from using them. As a consequence, teachers mainly resort to the use of traditional methods of teaching. These findings are consistent with the findings of Windschitl (2002:131) who came to the conclusion that it is particularly difficult for teachers to embrace learner-centred teaching practices especially when one considers the entrenched school culture that governs student-teacher relationships. Furthermore, most teachers in Botswana are themselves products of traditional schooling and as students, they were exposed to teacher-centered instruction (Tafa, 2002:18). It is therefore difficult to re-orientate them to the classroom roles and expectations necessary to accommodate constructivist teaching and learning.

#### **6.3.4.2 Challenges Relating to Content**

One challenge that is faced by business education teachers is the requirement to strike a balance between theory and practice because the best way of learning business skills is through direct

experience and practice. Teachers indicated that they try to balance subject theory with practice by employing experiential teaching methodologies like role play, practical exercises and group work. Teachers' responses are consistent with the assertion by Ottewill and Macfarlane (2003) that the employment of kinaesthetic teaching approaches is the only way to ensure that learning in business education takes place in authentic and real-world contexts. This finding though, should not be taken at face value because most of the evidence in this study points to the fact that teacher-centredness is the dominant mode of instruction.

On the challenge emanating from the need for teachers to keep abreast with developments in the business world and the need to incorporate new forms of business knowledge in what they teach, respondents indicated that with the kind of teaching loads that they had, they had to make do with what is available in the textbooks that they have. It was however noted that most emerging issues are infused into the syllabus by the Department of Curriculum Development and Evaluation every time they review the syllabus.

A concern that kept coming up throughout the data-gathering process had to do with the length of the syllabus. It emerged that teachers in schools which offer the IGCSE-aligned curriculum have no problem with the length of the syllabus. However teachers who follow the public school Business Studies curriculum raised concerns over the length of the syllabus. Their main complaint is that the Business Studies is made up of three subjects namely, Accounting, Commerce and Office Procedures. Furthermore, the practical nature of the course made it difficult to cover the content in the four periods allocated in a 5-day week. These findings confirm those of Lauglo (2005), Barnett and Ryan (2005), Barnett and Ryan (2005) and Sithole

(2010) who concluded that the content of practical subjects such as Business could not be adequately taught in the time available.

#### **6.3.4.3 Challenges Relating to Context**

Challenges relating to the context relate to the adequacy of teaching resources and any other challenges teachers may encounter when they take part in extracurricular activities. Challenges relating to the adequacy of resources for effective Business Studies curriculum will be discussed separately in Section 6.3.4.

Evidence gathered showed that teachers find scheming and planning lessons to be neither burdensome nor challenging because it is their job as teachers to do instructional planning. They indicated that as teachers they are expected to plan and teach lessons to the classes they are assigned to teach within the context of the school curriculum.

With regard to sourcing and/or preparing instructional materials, teachers' views were not unanimous. To some, preparing audio-visual teaching aids (AVA) is difficult and time-consuming and hence they rarely prepare them. Some only prepare AVA when materials are made available in the school. Only one teacher indicated that he had no problems with sourcing or preparing AVA and always tries to improvise if need be. The general observation here seems to be that teachers expect the school to source instructional materials for them and that there is little scope for improvising AVA from readily available community resources. The same observation was made by Jotia and Matlale (2011) when they noted that instead of improvising

and exploiting cheaply available community resources, teachers solely depended on schools for ready-made instructional materials.

What teachers find challenging and/or burdensome are extracurricular activities and non-teaching duties such as providing guidance and advice to pupils, participating in meetings which relate to the school curriculum and taking part in sporting activities. They claimed that these activities place extra loads on their already over-loaded schedules.

#### **6.3.5 Research Question 4: Resourcing for Business Studies Curriculum Delivery**

All schools have computer laboratories which, if used effectively, could provide valuable learning environments through the integration of technology-enhanced learning experiences into the business curriculum. This finding confirms the assertions by Isaacs (2007), Ottevanger, Akker and Feiter (2007) and Liu et al (2008) that ICT resources have found their way into almost all schools in Botswana and all junior and senior secondary schools have at least one fully equipped computer laboratory.

It also emerged that fully equipped ICT facilities were available in Computer Awareness laboratories while Business Studies labs barely had adequate facilities to allow for the employment of computer-assisted instruction. Teachers' complaints with regard to resourcing of Business Studies labs included few computers to go round, lack of internet connection and lack of presentation equipment and software. Similar findings were made by Boitshwarelo (2009) who observed that there is a serious shortage of ICT facilities in schools, particularly the internet.

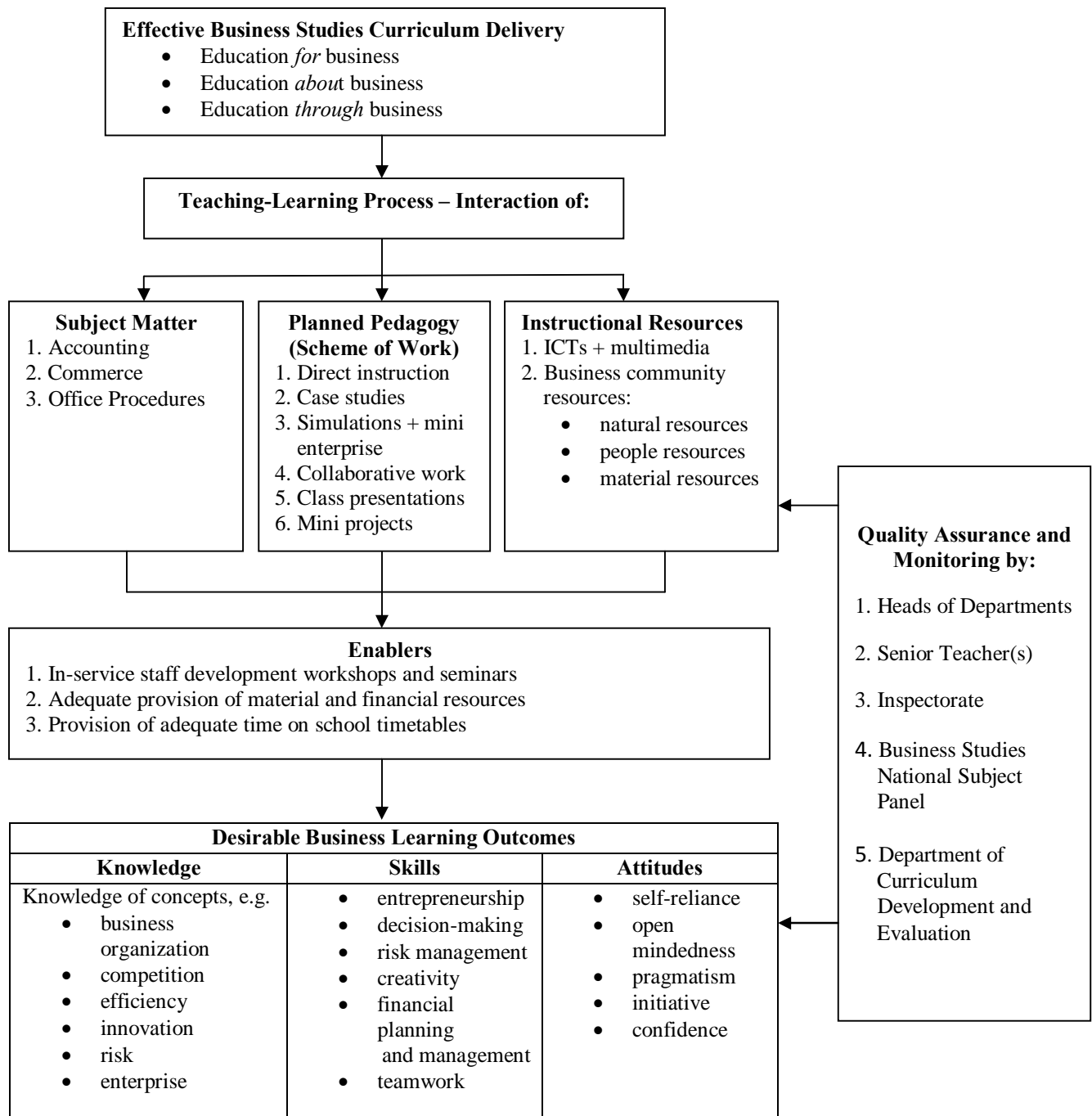
The implication is that the internet as a knowledge source in so far as teachers and students search for relevant online business resources schools may be hampered by such shortages.

In terms of textbook resources, evidence available indicates that core and supplementary textbooks are available although the numbers are not optimal. In some instances students have to share textbooks.

### **6.3.6 Research Question 5: Suggested Model for Teaching Business Studies**

The findings from the analysis and interpretation of data will be used to answer Research Question 5. A model which the writer believes will improve the quality and effectiveness of Business Studies pedagogy as well as easing the difficulties and/or challenges that beset its teaching will now be presented. The model, which the researcher shall call *The Teaching-Learning Model for Business Studies*, is informed by the conceptual framework which guided this study and the main findings made. The model blends constructivist theory, business education objectives, entrepreneurial pedagogical methods and the contexts in which teaching takes place to come up with a framework for the imparting desirable business knowledge, skills and attitudes in learners. The constraints to effective business curriculum delivery identified in the study are taken care of by integrating enablers within the model. The enablers are meant to provide a means for overcoming the hurdles that may hinder the effective pedagogy of Business Studies. Finally the inclusion of quality assurance in the model is meant to ensure that the translation of education policies and objectives into viable programmes within the school are monitored. The *Teaching-Learning Model for Business Studies* is outlined in Figure 4 below:

**Figure 6: The Teaching-Learning Model for Business Studies**



The *Teaching-Learning Model for Business Studies* is seen here as having 5-phases: Effective Business Studies Curriculum Delivery, Interaction of Subject Matter, Pedagogy and Instructional



Resources, Enablers, Quality Assurance and Monitoring and Desirable Business Learning Outcomes.

### **1. Effective Business Studies Curriculum Delivery**

The first phase of the *Teaching-Learning Model for Business Studies* is concerned with effective business studies curriculum delivery. Here the model attempts to link effective curriculum delivery to the major tenets of business education. Business education, vis-à-vis Business Studies, is 'education *for*, *about* and *through* business' (National Business Education Association, 2003:1). Education *about* business means it aims to prepare students for the various roles they will play as economically literate citizens while education *for* business means building on these understandings about business in a way that prepares them for the world of work. Education *through* business refers to the use of teaching styles which use entrepreneurial situations. The significance of this is that teachers' beliefs, perceptions and pedagogical practices must be aligned with the aims and objectives of the Business Studies course. Perfect alignment of teachers' beliefs and perceptions with the aims and objectives of the course can positively influence the kind of environment and instructional practices they will use in their classrooms.

### **2. Interaction of Subject Matter, Pedagogy and Instructional Resources**

The teaching-learning process involves the interaction of subject matter, teaching methods and instructional resources to produce learning. Business Studies subject matter or content is contained in the syllabi including the rationale and course aims and objectives. The syllabi are clear in their stipulation that curricular and co-curricular activities in Business Studies teaching should be geared towards providing students with an awareness and understanding of the world of work and an appreciation of the values and attitudes towards work.

With regard to pedagogy, the syllabi recommend the use of constructivist and experiential teaching methods. For the effective implementation of the Business Studies curriculum, teachers must not only consciously plan (in their schemes of work) to use these methods, but must be seen to be using them in the classroom. In the *Teaching-Learning Model for Business Studies*, the writer deliberately included direct instruction which is an instructional method from the transmission paradigm. The rationale for the inclusion of this method lies in its suitability and effectiveness in teaching basic business skills (such as the double entry system or drawing up budgets and many others). These are skills which cannot be easily taught using the participatory methodologies alone. It can also be argued that direct instruction does not contradict the notion of constructivist learning as recommended in the syllabi. One can argue that with direct instruction the teacher provides structure and scaffolds to learners and in the process they receive assistance in developing meaning for themselves.

The third aspect in the teaching-learning process involves the use of instructional resources. Instructional resources can be defined as a variety of materials in any format which influence the student's learning and the teacher's teaching. A large variety of instructional resources and materials is available in the community for Business Studies teachers. These resources can be classified into three types: (i) natural resources, (ii) people resources and (iii) material resources. Natural resources in this context include business community resources such as farms, shopping malls, transportation systems, factories, government offices and many others. Each one of these resources offers countless learning experiences. Alert Business Studies teachers are therefore expected to use these natural community resources to design experiential curriculum experiences

such as field trips, mini research projects, problem-based learning cases and project-based learning exercises.

The second type of community resources are people resources. People resources take many forms and include businesspeople, entrepreneurs and workers all of whom can be used as guest speakers to enrich classroom activities. Social constructivist theory suggests that collaboration between schools and the community is essential for effective learning (Evelith & Baker-Evelith, 2009:417) and it is for this reason that guest speakers can be effective pedagogical tools in the Business Studies classroom. Guest speakers can also help to build linkages between the school, teachers, students and the practitioners in industry and commerce as well as bringing realism to the learning process.

The third type of community resources available to Business Studies teachers are material resources. Included among material resources are local newspapers, government publications, business magazines, government and private organizations' websites and many others. Such materials can be sourced cheaply and be used to design case studies in local and international contexts which can prove invaluable in the teaching-learning process.

The use of business community instructional resources has many advantages. Firstly, they can lead to contextualized learning since learners can directly apprehend learning materials in their natural or semi-natural settings. They also help to provide learners with first-hand experiences of the realities of their social and physical environments. For a very resourceful business teacher, his/her ability to explore the use of business community resources can reduce the financial costs of procuring instructional resources.

### 3. Enablers

From the evidence assembled, challenges besetting the pedagogy of Business Studies included teachers' inability to fully comply with the syllabus requirement that they use participatory teaching methods because according to them, these approaches are time-consuming and they may not be able to complete the syllabus if they use them. Related to this is the belief by teachers that the time allocated to Business Studies on schools' timetables is not adequate to cover both the theory and practical aspects of the course. Teachers also indicated that the lack of financial resources which prevented them from purchasing sufficient instructional resources and/or engaging in educational excursions and other forms of contextualized learning activities.

To address teachers' concerns, the *Teaching-Learning Model for Business Studies* has enablers in place. Enablers are supports that must be in place to remove barriers that may prevent Business Studies teachers from achieving their instructional goals. Respondents in this study indicated that the teaching time of 4 periods per week of 40-minutes each stipulated in the syllabus is not adequate to cover both the practical and theoretical aspects of the subject. One way to go round this problem is for schools to make internal arrangements and allocate up to 6 periods per week for Business Studies. Business Studies is a practical subject and it requires more time on schools' timetables than that offered in timetables that traditionally provide 4 periods per week.

Another constraint cited for the ineffective implementation of the business education curriculum was the inadequacy of facilities, equipment, materials and consumables. Business Studies' emphasis on practical work calls for heavy investment in equipment and materials so that

students can have access to quality facilities. The successful implementation of the business education curriculum can only come at a price. Schools must be prepared to invest heavily in equipment and materials such as computers, presentation software, accounting packages and specialist classrooms.

The findings from this study revealed that teachers rarely used action-oriented teaching methods because they fear sacrificing syllabus coverage in depth at the expense of coverage in breadth. One way to resolve this issue would be for business departments in schools to occasionally hold in-service workshops and seminars to update teachers on current developments in business education pedagogy and to strategize on how constructivist and experiential teaching methods could be employed without compromising syllabus coverage.

#### **4. Quality Assurance and Monitoring**

Many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. In most cases, the monitoring process involves supervision by school inspectors from the Ministry of Education or in-house inspection by senior personnel within the school. One way to ensure that Business Studies teachers' pedagogical practices are aligned with those prescribed by curriculum planners would be for education authorities and school administrators to put in place support structures aimed at monitoring and ensuring that the delivery of business education is done according to the stipulated business curriculum standards as well as enforcing the fulfillment of pedagogical practices set in the syllabi (Sithole, 2010:21).

Supervision is a quality assurance mechanism in education. This could be carried out periodically within the school by heads of departments and school heads. The inspectorate and members of the Business Studies National Subject Panel could also offer guidelines and curriculum standards to be adhered to. Supervision and/or inspections could focus on the following:

**(i) Instructional planning**

Business Studies syllabi lay out *what* students should learn ó the skills, knowledge and understandings ó not the *how*. Curriculum planning should inform teachers' instructional practices. Instruction is the creation and implementation of purposefully developed plans for the teaching of curriculum content. It is for these reasons that teachers should develop schemes of work and write individual lesson plans that are connected to syllabus aims and objectives. Head teachers, senior teachers and heads of departments should therefore reinforce the focus on individual teachers' schemes of work and lesson plans by asking to inspect them periodically. The foci of such inspections should be:

- objectives for student learning based on syllabus assessment objectives;
- planning the use of constructivist pedagogies;
- planning the use of instructional materials including business community resources.

Good lesson planning is essential to the process of teaching and learning and the most important parts of teaching takes place long before the teacher begins any lesson. Planning, developing and organizing instruction are a major part of any teacher's job.

It should be borne in mind that a teacher who is prepared is well on his or her way to a successful instructional experience.

**(ii) The quality of teaching**

Monitoring the quality of teaching would take the form of what Marshall (2009:2) called *mini observations*. These are visits by the head teacher, his deputy or head of department which should be brief, frequent, unannounced, and should be followed by prompt, low-key feedback with the goal of being open and having a two-way dialogue about teaching and learning. The focus of mini observations should be:

- compliance with set Business Studies pedagogical practices;
- use of ICT and multimedia;
- the extent to which pupils develop work-related skills;
- quality of formative and summative assessment;
- quality and relevance of audio visual aids used (including business community resources).

According to Marshall, mini-observations can help improve overall teacher effectiveness vis-à-vis student achievement by making supervisors able to share best practices with teachers. Furthermore, the visits help supervisors to identify instructional weaknesses in the school and take corrective action(s) and/or provide guidance on how to improve.

The key purpose of inspection and monitoring would be to ensure compliance with set teaching standards, to support teachers, to promote improvement and to help to raise standards of teaching. Jaiyeoba and Atanda (2011:94) stressed that instructional supervision is critical for the

effective teaching and learning processes. Monitoring of instruction and the use of checks and balances is one way to make sure that the aspirations of the curriculum planners and the classroom practices of teachers converge. They will sing from the same hymn page.

## **5. Desirable Business Learning Outcomes**

According to Velde (2009:72) a good secondary school business education curriculum must strive for a balance between the visible skills and knowledge delivered and attitudes students derive from the curriculum. The skills, knowledge and attitudes are embedded in three main areas of capability which Velde identified as (i) enterprise capability, (ii) financial literacy and (iii) economic and business understanding. The three areas are then divided into knowledge, skills and attitudes as listed in the *Teaching-Learning Model for Business Studies*. Overall the outcomes of business education revolve around developing in students a broad understanding of the role, purpose and operation of businesses in society and to prepare them for a wide range of employment opportunities through the acquisition of relevant business knowledge and skills.

## **6.4 Recommendations**

### **6.4.1 The Teaching-Learning Model for Business Studies**

The teaching of Business Studies poses many challenges to teachers, especially the need to align their teaching practices with those stipulated in the syllabus. It is imperative to explore various options to overcome these challenges. The *Teaching-Learning Model for Business Studies* outlined in Section 5.3.5 circumscribes the progression from the identification of the aims of business education, the teaching-learning process in business education, prerequisites for effective business curriculum delivery and quality assurance mechanisms down to the learnersø



acquisition of desirable business competencies. Business Studies teachers can use the model to help them focus their teaching practices for improved student learning. They can also use it as a self-reflection tool to analyse their practices and gauge the extent to which they conform to set standards. The model proposed can also be used by the school heads, senior teachers and heads of departments to monitor the work of business teachers to ensure that their classroom practices are in alignment with set business curriculum pedagogical standards.

#### **6.4.2 Collaborative Teaching and Learning**

Interviews with Business Studies teachers and analysis of their teaching plans indicated that the method of teaching they mostly aspire to use is the cooperative approach. Indeed there is evidence that they do use this approach from time to time. It was noticed that what teachers use often are cooperative structures and not collaborative ones. The terms collaborative learning and cooperative learning are sometimes used interchangeably. It must however be noted that cooperative learning is the methodology of choice for foundational knowledge (i.e., traditional knowledge) while collaborative learning is connected to the social constructionist's view that knowledge is a social construct. Since the learning theory underlying the curriculum and pedagogy of business education is constructivism, it becomes imperative for teachers to make its pedagogy truly constructivist by moving away from cooperative to collaborative group activities and structures.

To be able to develop collaborative class activities, business teachers should first understand the differences between the two methodologies. Panitz (1999:10-11) provided the differences between the two structures:

**Table 12: Cooperative vs. Collaborative Learning**

<b>Cooperative learning</b>	<b>Collaborative learning</b>
Traditional teaching :Knowledge transmission	Constructivist: Knowledge construction
For foundational knowledge ó i.e. basic knowledge (e.g. correct definition)	For higher level and less foundational knowledge
Extrinsic motivation	Intrinsic motivation
Teacher-centred: Teacher is centre of authority	Learner-centred: Teacher empowers learners
Learning is teacher-managed	Learner autonomy
Method is quantitative: looks at achievement, i.e. the product of learning	Method is qualitative: analyses student talk in response to task
Emphasis is mastery of facts	Emphasis is construction of knowledge
Competition (among group members or groups)	Consensus-building
Structured activities	Open-ended activities

**Source:** Panitz (1999), *Collaborative versus Cooperative Learning*

Armed with this knowledge of group structures, teachers can then use Kagan's PIES Principles (see Table 10, Section 5.4.5) to develop collaborative group activities. To ensure that the activities are truly collaborative, teachers can incorporate positive interdependence in their activities as follows:

- (i) **Product interdependence** ó e.g. ask students to turn in a group assignment at the end of the activity.
- (ii) **Reward interdependence** ó use shared grades as part of formative or summative assessment of students' work.

(iii) **Role interdependence** ó assign specific roles to group members (e.g., chairperson, recorder or time keeper).

(iv) **Task interdependence** ó assign specific tasks to individual group members so that each member's contribution leads to complete product (e.g. Jigsaw collaborative activity).

Using collaborative activities in the classroom will ensure that students work cooperatively together as a team to achieve a common goal and share responsibilities to facilitate learning. They are responsible for the joint intellectual effort of the team and are individually accountable for the team's academic achievement. Constructivist pedagogy that employs collaborative team structures is particularly important in the business education classroom. Such pedagogy helps to develop students' intellectual, interpersonal and communication skills and these skills form an important part of the working culture and the world of work. The importance of using collaborative structures in business education was aptly summed up by Scaglione (1992:15) when she said that infusing cooperative strategies into the business education curriculum provides a feasible way to ensure the development of technical literacy but not at the expense of workplace literacy and employability skills.

With a little bit of careful thought and planning, Business Studies teachers should be able to design collaborative class activities of their own (see Appendix 10 for a collaborative activity developed by this writer).

### **6.4.3 Case Studies**

Case methodology is one of the teaching methods recommended for teaching Business Studies. Findings in this study suggest that for various reasons case methodology is not often used. One

reason is that teachers find it difficult to come up with suitable case study materials and items and therefore rely on ready-made case studies in textbooks. It is recommended that teachers should utilize local materials to make develop their own case studies. The benefits of doing this could be immense. In their study on incorporating local case studies in the business education curriculum, Johnson and Helms (2008:315) found out that overall, students preferred working on local company cases than on textbook cases because most felt that the local company cases helped them understand more the theories and concepts of business because they used contexts which students were familiar with.

Designing a case study for Business Studies lessons can be demanding but with practice and determination, it is achievable. Once the skill is mastered teachers can develop their own case studies with ease. The following guidelines which this writer learnt at a workshop he attended on methods of teaching IGCSE Business Studies can be helpful:

**Table 13: Guidelines for Case Study Worksheet Design**

<b>Case study stimulus material</b>
<p><b>Guidelines for developing case study items/tasks</b></p> <ol style="list-style-type: none"> <li>1. Does the case fit into the context of of the subject?</li> <li>2. What objectives, skills and learning outcomes will students accomplish?</li> <li>3. Will tasks encourage students to apply theoretical business concepts?</li> <li>4. Do questions become progressively more demanding?</li> <li>5. Do tasks assess all cognitive skills?</li> <li>6. Do tasks require students to make judgemental/evaluative decisions?</li> <li>7. Are tasks accessible to all students whatever their ability?</li> <li>8. Will tasks stretch the most able students?</li> <li>9. Are all tasks in the context of the stimulus material?</li> <li>10. Are there extension activities for those who finish early?</li> </ol>

Stimulus materials can be obtained from newspapers, magazines, the internet or any business publication (see Appendices 8 and 9 for stimulus materials the writer sourced from the internet and from a newspaper respectively). Once the materials are in place, all one needs to do is to follow these guidelines to come up with meaningful case studies.

#### **6.4.4 Business Community Resources**

It was observed that one area that Business Studies teachers are not exploiting fully is the use of locally available resources to enhance teaching and student learning. Instead of relying on schools to provide instructional materials business teachers are urged to explore the environments around their schools whether urban, suburban or rural for instructional materials. Forward-thinking teachers should incorporate improvisation into their lesson plans to foster creativity and financial independence from the school.

- 1. Field trips:** While field trips can be rewarding, their planning and organizing is not only time consuming, but also costly. To go round this, teachers can organize trips in the local community to sites, such as local factories or retail stores, or nearby farms, or ranches or short trips to the secretary's office within the school (for Office Procedures topics). These trips, though short, can be equally valuable because they allow students to discover answers for themselves in familiar contexts.
- 2. Web-based resources:** Business organizations and government departments offer useful internet resources. A wide range of interactive and downloadable facilities and community resources to support learning and revision were outlined in Chapter 2. Furthermore, collections of educational resources created and shared by teachers can be

obtained from websites such as <http://www.bized.co.uk/>, <http://www.tes.co.uk/> , [www.times100.co.uk](http://www.times100.co.uk). These include lesson plans, group activities, teaching notes and case studies.

3. **Guest speakers:** Guest speakers from the local business community can provide new information and experiences to students and link the school to the world outside.
4. **Case Studies:** Teachers can develop their own case studies to connect students to current business world issues. Stimulus materials for case study can come from various sources such as newspapers, business magazines and government publications.
5. **Simulations:** There are many business games and simulations that are available online that offer unique and interesting approaches to teaching young learners about the principles of business and how to run businesses. All teachers have to do is to search for them using search engines like Google or Yahoo. There are also websites with non-computerised games and simulations that teachers can download and use in the classroom. For example the website <http://www.marietta.edu/~delemeeg/games/> (*Games Economists Play*) has resources for teachers of economics and business who may want to use non-computerized business/economics games and simulations in their classrooms.

Business teachers are therefore urged to be creative and resourceful. The business community is awash with teaching resources. They should know that the use of instructional resources in teaching leads to the active participation of learners and this will in turn increase motivation while also minimizing abstraction associated with business learning (Afolabi & Adeleke,

2010:406). It is common knowledge that most commercially-produced instructional materials for teaching are usually hard to come by and where they are within reach, they are usually expensive to buy. It is for these reasons that instead of relying on schools to provide instructional materials, business teachers are urged to explore the environments around their schools whether urban, suburban or rural for instructional materials. The non-availability of funds should not be used as an excuse for not producing Business Studies instructional materials. Forward-thinking teachers should incorporate improvisation into their schemes of work and lesson plans to foster creativity and financial independence from the school. They should reach out for locally available materials and improvise whenever need arises.

#### **6.4.5 Timetabling and Business Studies Curriculum Delivery**

One issue that emerged time in and again in this study was the complaint by Business Studies teachers that the subject lacks adequate time on schools' timetables. One of the reasons they cited for not using action-oriented teaching methods was that if they did so, they would not complete the syllabus in time. They intimated that in the absence of adequate time to cover the syllabus, the pressure to have their students excel in examinations forced them to use lectures to deliver large amounts of information in the shortest possible time.

A comparison of weekly times allocated to the teaching of junior secondary school business subjects in countries bordering Botswana that offer similar curricula shows that overall, the least time is allocated in Botswana (see Table 14).

**Table 14: Comparison of Weekly Times Allocated to Business Subjects**

<b>Country</b>	<b>Subjects</b>	<b>No. of 40-minute periods per week</b>	<b>Total time per week</b>
Botswana	Business Studies	4	2.7 hours

Namibia	Accounting	6	4.0 hours
	Business Studies	6	4.0 hours
	Economics	6	4.0 hours
Zimbabwe	Commerce	6 to 8	4.0 to 5.3 hours
	Bookkeeping	6 to 8	4.0 to 5.3 hours

**Sources:** Zimbabwe School Examination Council (2004), Republic of Namibia (2009), Republic of Botswana (2008a).

Business Studies as a practical subject requires more time than traditional subjects and the education authorities should consider increasing the weekly number of periods from 4 to 6 as suggested by respondents in study carried out by Sithole (2010). Increasing teaching periods from 4 to 6 would make it possible for students to be engaged in more contextualized learning activities. It would also allow teachers to use more learner-centred teaching methodologies which they perceive as time-consuming. This is a challenge for heads of schools and school timetable designers. Effecting such changes would have major implications on effective Business Studies curriculum sustainability.

#### **6.4.6 ICT Resources**

The general observation made during the course of this study is that teachers have not yet embraced ICTs as pedagogical tools, not because they are reluctant to but because of shortages of equipment and facilities. If schools are to successfully meet the challenge of providing children with the business skills they require for the future, they must invest now in transforming schools into e-learning environments. To facilitate greater ICT integration in Business Studies computers should also be located in Business Studies laboratories rather than in dedicated computer rooms such as Computer Awareness laboratories. They should also ensure that all computers in the schools are networked and broadband enabled. Schools have Business Studies



laboratories and since the infrastructure already exists, they should consider investing in sufficient numbers of computers and support ICT equipment such as projectors and interactive whiteboards.

ICT has been identified as a core component of the knowledge society and is recognised as a key tool for the improvement of teaching and learning. If ICT is used innovatively and integrated into the business curriculum, the learning experience can be more enriching, collaborative and personally gainful to both teachers and learners. This will also help to shift the mindset away from the notion that the teacher should dominate the learning-teaching process (Chisholm, Dhunpath & Paterson, 2004:42).

#### **6.4.7 Professional Development Workshops**

In a study of school teachers who were participating in educational reforms, Oakes et al (2000:22) found that "efforts to employ student-centered constructivist pedagogy were routinely thwarted by the lack of opportunity for teachers to delve into the theoretical underpinnings of the practices they were expected to implement. This means that if teachers do not have a working understanding of constructivism, then they cannot be expected to successfully adapt constructivist principles to their particular classroom contexts. What they need are in-service professional development workshops. Komba and Nkumbi (2008:69) described professional development as a process embracing all activities that enhance professional growth throughout the teacher's career. It is recommended that in-service workshops need to be regularly organized to update teachers on contemporary developments in business education pedagogy. Teachers need to be constantly reminded that of late, teaching approaches have shifted from teacher-

centred to constructivist learners-centred ones. The objectives of such workshops would be for teachers to reflect on their current practices and to encourage them to modify their teaching methods from techniques that involve rote memorization to the more participatory and student-centred methods.

A professional development programme adapted from Rogan and Grayson (2003) as shown in Table 15 is recommended in this case. The model assumes that the teachers are sufficiently knowledgeable about the subject matter and have successfully completed teacher training programmes.

**Table 15: Levels of Professional Development Workshops**

<b>Level</b>	<b>Design of Professional Development</b>
1	Information on policy and expectations are presented to Business Studies teachers. A typical mode is a short, one-shot workshop.
2	Examples of expected practices as suggested by the policy are presented to business teachers who are given an opportunity to engage in these practices in a simulated situation. Typical mode is a series of short workshops lasting up to one year.
3	Professional development is designed by school-based business teachers. Typical mode consists of both external and school-based in-service teacher training (INSET) workshops for up to a year.
4	Local clusters take full responsibility for their own professional growth. Typical mode consists of ongoing school-based and directed professional INSET.

**Source:** Adapted from Rogan & Grayson (2003)

Rogan and Greyson suggest that both classroom practice and teacher professional development can be described in terms of four levels. Level 1 workshops are short and one-shot. Level 2 are workshops where examples of teaching practices as suggested by the curriculum planners are presented to school-based personnel for engagement in these practices in simulated situations.

The procedure involves a series of short workshops lasting for up to one year. This level represents a sustained programme. At levels 3 and 4, teachers at school level take on increasing responsibility for both the design and the delivery of professional development, reaching total self-sufficiency at level 4. The beauty of this model is that it is self-sustaining after level 4 meaning that new entrants into the teaching profession will find the staff development structures already in place in schools.

Teacher professional development workshops as described here have the potential to provide opportunities for teachers to explore new classroom roles, develop new pedagogical techniques and to refine their existing practices.

### **6.5 Implications for Future Research**

This study focused on the pedagogical practices of Business Studies at lower secondary school levels of Forms 1 to 3. The study should be replicated at senior secondary school level to find out if business teachers' classroom practices are similar and/or different across the secondary school curriculum.

Secondly, this research was conducted with only a sample of Business Studies teachers in schools in Gaborone, the capital city of Botswana. In order to determine the pedagogical practices of Business Studies in other geographical locations in the country, researchers should try to replicate this study in other areas of the country to determine the extent to which business teachers utilize the pedagogical standards set for business subjects.

## **6.6 Summary and Conclusion**

The thesis has thus far provided the background to this study, the rationale for the study an overview of the literature regarding the pedagogy of Business Studies and the research methodology used. The findings and recommendations in respect of the aim of this study have been identified in view of the design of a framework for the implementation of effective Business Studies teaching. Business teachers face a multitude of challenges with regard to the employment of constructivist pedagogies in their classrooms and therefore urgent attention must be given to both the in-service and pre-service training needs of the teachers in terms of the employment of these pedagogies.

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## **Appendices**

**Appendix 1: Interview Guide for Business Studies Teachers**

**Appendix 2: Classroom Observation Guide**

**Appendix 3: Document Analysis Guide**

**Appendix 4: Research Permit**

**Appendix 5: Letter to Headmasters**

**Appendix 6: Informed Consent**

**Appendix 7: Sample Classroom Simulation**

**Appendix 8: Case Study Sample 1**

**Appendix 9: Case Study Sample 2**

**Appendix 10: Sample Collaborative Activity**



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## Interview Guide for Business Studies Teachers

1. What are your qualifications?.....
2. Gender (M/F)í .....
3. For how many years have you been teaching Business Studies?í í í í í í í í í í ..
4. What is your specialist teaching subject(s)?.....
5. To what extent do you think that Business Studies prepares learners for the world of work?
6. In your teaching of Business Studies, how often do you employ the following teaching methods? :
  - (i) Lecture and direct instruction as methods of teaching;
  - (ii) Take students on field trips to business organizations. Examples?
  - (iii) Use cooperative and collaborative exercises. Do you take into account principles of collaborative learning when developing group exercise?
  - (iv) Use case studies. Do you develop your own case studies or you use ready-made ones from textbooks?
  - (v) Use business simulations in class(es), e.g. online business simulations, on line games, manual games & simulations, role play.
  - (vi) Use materials from the following sources to develop teaching materials:
    - local newspapers and periodicals;
    - government publications;
    - business magazines;
    - company websites;
    - teaching websites (e.g. [www.bized.co.uk](http://www.bized.co.uk), [www.times100.co.uk](http://www.times100.co.uk))
7. Incorporation of ICT in teaching:
  - (a) Do you use ICTs to support you personally as a teacher? e.g. for resource production, record keeping, using internet resources, use of presentation software such as

PowerPoint, etc. If the answer is **yes**, please explain how you incorporate ICTs in your teaching.

(b) Do you use ICTs to aid student learning? i.e. use of CAL such as spreadsheets, Internet, Desktop Publishing, online games & simulations, online investigations.

8. Do you run mini enterprises in your school?
9. What is the type and line of business of your school-based mini enterprise(s)?
10. What skills do you nurture and develop in students through the use of the mini enterprise approach? How do you nurture and develop such skills?
11. In your opinion, is the time allocated to Business Studies on the school timetable adequate? Why or why not?
12. In your teaching, do you ever face challenges related to the following:
  - (i) Balancing Business Studies theory and practice in an attempt to maintain a strong *real world* focus in your lessons? Give examples.
  - (ii) Keeping up-to-date with contemporary developments in the business world so that you can infuse some of the emerging issues in your teaching?
  - (iii) Adequacy of resources for the effective delivery of Business Studies (e.g. computer laboratory, equipment, space/facilities and consumables for the mini enterprise)? Please explain your answer.
  - (iv) Availability of instructional materials?
  - (v) Preparation of instructional materials?
  - (vi) Compliance with syllabus requirement that you should use constructivist/ experiential/entrepreneurial teaching methodologies?
  - (vii) Planning and preparation of lessons?
  - (viii) Administrative duties in and out of school?

**Classroom Observation Guide**

Aspects to Observe	Observation Notes	Post-Observation Reflections
Is lesson context authentic? Is content in relation to aspects of the real world? Were examples, metaphors, and analogies used related to the world of business?		
Use of primary sources as teaching materials (use of business community resources ó business documents, digital resources, etc)		
Collaborative work / teamwork/ exchange of ideas by learners to solve problems		
Use of ICT to support learning/to support teaching (PowerPoint, graphics, DTP, spreadsheets, Internet, etc)		
Use business case studies, simulations or games (including use of cases from local newspapers and periodicals)		
Use of constructivist & entrepreneurial in-class activities (quizzes, assignments, etc)		
Integration of business theory and practical work (giving learners opportunities to practice skills & checking learners' understanding and mastery of skills)		
Overall, are instructional approaches consistent with the rationale and aims of business education (education <i>about</i> enterprise, education <i>through</i> enterprise & education <i>for</i> enterprise)?		

**Document Analysis Guide**

Aspects to check in teaching documents (Scheme of Work, Record of Work Done, Lesson Plans & Resource Files)	Remarks
<p><b>Methods of Teaching</b> Does the teacher incorporate the following methods of teaching in his/her planning?</p> <ul style="list-style-type: none"> <li>• Project work</li> <li>• Simulations &amp; games (including mini enterprise)</li> <li>• Case studies</li> <li>• Computer aided learning (CAL)</li> <li>• Collaborative work</li> </ul>	
<p><b>Instructional Materials</b> To what extent does the teacher incorporate the following instructional materials in his teaching plans? How frequently are they used?</p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Field trips</li> <li>• Guest speakers</li> <li>• Newspaper articles</li> <li>• Graphs and charts</li> <li>• Audio tapes / video tapes / DVDs / CD recordings</li> <li>• Computer aided instruction tools (spreadsheets, PowerPoint, Internet, etc)</li> </ul>	
<p><b>Resource File</b></p> <ul style="list-style-type: none"> <li>• Does the teacher keep a resource file?</li> <li>• Any teacher-produced or commercially-produced instructional resources in the file? What form(s) do they take?</li> </ul>	
<p><b>In-class Writing Activities</b> What is the nature and form of:</p> <ul style="list-style-type: none"> <li>• Assessment tasks given to students?</li> <li>• Entrepreneurial class assignments/tasks (quizzes, assignments, games, etc)?</li> </ul>	

TELEPHONE: 3655469  
TELEX: 2944 THUTO BD  
FAX: 3185167



REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION  
AND SKILLS DEVELOPMENT  
PRIVATE BAG 005  
GABORONE

REFERENCE : E1/20/2 XVI (12)

15<sup>th</sup> March 2012

Burman Musa Sithole  
University of Botswana  
P Bag 00702  
Gaborone

Dear Madam/Sir

**RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY**

We would like to acknowledge receipt of your application for research permit to conduct a study. This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/question/topic:

**A Curriculum For Vocational Business Subjects in Botswana Junior Secondary Schools: Challenges For Entrepreneurial Pedagogies.**

It is of paramount importance to seek **Assent** and **Consent** from the Department of Secondary Education, School Heads, and Teachers of the schools that you are going to collect data from. The interviews/administration of questionnaires to students should be done in the afternoon to avoid students missing lessons. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from **15<sup>th</sup> March 2012 to 14<sup>th</sup> March 2013.**

**You are requested to submit a copy of your final report of the study to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.**

Thank you.

A handwritten signature in black ink, appearing to read 'Kaaya Koruyezu', written over a horizontal line.

Kaaya Koruyezu  
For / Permanent Secretary

## **Appendix 5: Letter to Headmasters**

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University of Botswana  
Department of Languages & Social Sciences Education  
P. Bag 00702  
**Gaborone**

**Date:** .....

The Headmaster

Dear Sir/Madam

**Re: Application for Permission to Conduct Research in Your School**

I hereby apply for permission to conduct research in your school as part of the Doctor of Education (D.Ed.) study I am doing with the University of South Africa. I am a Senior Lecturer in Business Education in the Department of Languages & Social Sciences Education at the University of Botswana and I wish to conduct research on the pedagogical practices of Business Studies teachers and the challenges they may be facing in putting into practice the entrepreneurial pedagogies stipulated in the syllabus.

The study will employ three methods of data collection, namely, interviews with Business Studies teachers, lesson observations and analysis of their teaching plans and related documents. The participants in the study will be protected in terms of keeping their identities anonymous and the information gathered will be confidential.

I have sought permission from the Ministry of Education and Skills Development to conduct research in schools and am in possession of a Research Permit.

I count on your support.

Yours sincerely,

---

**Burman Musa Sithole**

Tel: 3552340 Cell: 72163937 Email: [sitholeb@mopipi.ub.bw](mailto:sitholeb@mopipi.ub.bw)

## **Appendix 6: Informed Consent**

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Dear Respondent

My name is **Burman Musa Sithole** from the Department of Languages and Social Sciences Education at the University of Botswana. I am conducting research on the teaching practices of Business Studies teachers in Botswana junior secondary schools and you are invited to participate in the research.

In the study, I will observe and take notes during your normal classroom sessions once or twice a week for six weeks during the second term. Each lesson observation session will last a class period. In addition, you will be asked to participate in in-depth interviews which I will conduct with you. In these interviews, you will be asked to discuss your experiences in teaching Business Studies at junior secondary school level. You will also be asked to avail your teaching documents such as schemes of work, lessons plans and resource file(s) for scrutiny.

The data for this research are will be collected anonymously and no one will be able to link the data to you. There are no foreseeable risks associated with participation in this study. I anticipate that the results will increase our understanding of effective teaching techniques, approaches and methods to improve children’s competencies in Business Studies. The results of this study will be used for a doctoral thesis to be submitted to the University of South Africa.

Your participation in this project is completely voluntary and no remuneration will be offered. You are free to withdraw at any time and for any reason without penalty. Your choice to participate or not will not impact your job or status at school. You are also free to refuse to answer any questions you do not wish to answer.

If you have any questions about this research, please feel free to contact me by telephone at 72163937 or by e-mail at [sitholeb@mopipi.ub.bw](mailto:sitholeb@mopipi.ub.bw).

Sincerely,

---

**Burman Musa Sithole**

---

I have read and understand the above information and voluntarily agree to participate in the research described above. I have been given a copy of this consent form.

**Signature**.....

**Date**.....

### Sample Classroom Simulation

<b>Subject(s):</b>	Business Studies, Commerce, Economics
<b>Topic(s):</b>	Short-run production/production costs/productivity
<b>Objective:</b>	To help students understand TPP, APP, MPP, TFC, TVC, TC, MC, AFC, AVC, AC (and the associated short-run production and cost curves)
<b>Reference</b>	Neral, John. " <a href="#">Widget Production in the Classroom</a> ." <i>Classroom Experiments</i> , 2(1), Spring 1993, pp. 7-8.
<b>Abstract:</b>	Provide students with (or ask them to bring) lots of paper and a (working) stapler. Divide the class into large groups (say, eight or more per group). Provide each group with half a table of production room (the shop floor). That plus the stapler is the fixed capital input ( $K=1$ ). The group is to produce as many widgets as possible (fold the paper twice and staple it) within one workday, say, a 30-second time period. Start with no labour ( $L=0$ ) to produce $Q=0$ , never minding the stares. Then increase to $L=1$ ; have the group record total production (TPP) in the 30-second time-span. Then increase to $L=2$ and so on until diminishing returns set in (perhaps even negative returns if you like). Let the groups compute, tabulate, and graph their TPP, APP, and MPP. Then assign costs, e.g., $K=P10$ , $L=P5$ , and let the groups compute, tabulate, and graph the cost variables. They should get something more or less bizarrely similar to the nice textbook curves. (They'll learn about the convenience of abstraction pretty quickly this way.)
<b>Class size:</b>	Small and up. For very large classes, part of the class could watch with amusement; they'll get the point. Alternatively, part of the class could do the production runs; another part of the class to computation, tabulation, and graphing.
<b>Time:</b>	One class period



Case Study: Sample 1

Study the advertisements below and answer the questions that follow.



- (a) Identify the audiences that are being targeted by each advertisement.
- (b) State the type of each advertisement.
- (c) Develop a statement of objectives for each advertisement.
- (d) Which advertisement do you think would be the most expensive to make? Why?

## Case Study: Sample 2

### Shrenuj officially opens for business

Written by MODIRI MOGENDE

WEDNESDAY, 12 MAY 2010

Botswana's drive to become a one-stop shop for the diamond industry continued when a new addition to the Diamond Hub - Shrenuj Botswana - opened for business last week.

Shrenuj Botswana is an international jewellery manufacturing conglomerate originally from India. The transnational company has been in the gem and jewellery polishing and design business for over 100 years and after penetrating markets across the world, it has finally landed in Botswana.

Shrenuj Botswana has thus become one of the 16 DTCB sight holders.

Speaking at the opening ceremony, Chairman of Shrenuj Botswana Mr Shreyas Doshi described their presence in the country as a strategic move, "A few years ago we made the strategic decision that as a global company we needed more than one home base. We decided to make Botswana our second corporate home."

He said the decision was also based on the synergies between Botswana and India. Mr Doshi says it is their intention to develop a fully integrated jewellery manufacturing business in Botswana.

Source: The Botswana Gazette, 12 May 2010.

### Questions

- (a) Shrenuj Botswana is a *transnational conglomerate*.
  - (i) What is a transnational conglomerate? [2]
  - (ii) When does a multinational company become a transnational company? [3]
- (b) How will Botswana benefit from being a one-stop shop for handling all requirements of the diamond industry? [2]
- (c) Give *three* possible positive effects on local businesses of a transnational company such as Shrenuj setting up operations in the country. [2]
- (d) List *three* groups in Botswana who may lose from the setting up of Shrenuj Botswana in the country and in each case explain the nature of the loss. [6]
- (e) In what ways is it strategic for a global company to have more than one home base? [4]
- (f) Synergy refers to two or more agents working together to produce a result not obtainable by any of the agents independently. Give *three* possible opportunities for synergy which could have influenced Shrenuj's decision to establish a base in Botswana. [6]

Total 25 marks

## Sample Collaborative Activity

### Collaborative Class Activity

**Lesson topic:** Financing Business Activity

**Time:** One double class period (80 minutes)

**Grouping:** Jigsaw in groups of five and whole class

**Prior knowledge:** Short-term, medium-term and long-term finance have been taught formally.

**Instructional Materials:** Worksheets (see sample below)

#### Financing Business Activity

The directors of a company are planning to install a new computer system in the office. The computers are expected to last about 3 years. They will cost P100 000. Five methods of finance are being considered:

- (i) New share issue
- (ii) Hire purchase
- (iii) Long-term bank loan
- (iv) Bank overdraft
- (v) Leasing without purchasing at the end

Advise the directors on the most suitable method of finance. Give reasons for your answer.

Using a jigsaw strategy works well for this activity. There are three stages to the process.

1. **Home group:** Group members are assigned to a different expert group and are given their instructions for what they will do once they are in their expert groups.
2. **Expert group:** Group members here develop expertise in one aspect of the jigsaw theme [in this case, part questions (i) – (v)]. Their role is to discuss the the method of finance and come to a consensus on its suitability in this case. The teacher as facilitator must check in with each group to ensure that they have reached consensus and that group members' message is the same, since they will next be sharing the information first with their home group and then with the class as a whole.
3. **Home group:** Finally, each person will return to their home group and each home group member will take a turn to share their expert group information.