

**THE ROLE OF BUSINESS STUDIES TEACHERS IN PROMOTING  
ENTREPRENEURSHIP IN RURAL SCHOOLS IN LIMPOPO PROVINCE**

by

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at the

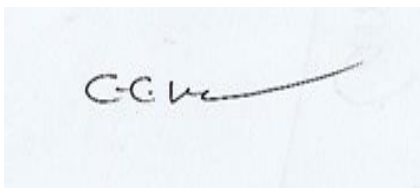
**UNIVERSITY OF SOUTH AFRICA**

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## DECLARATION OF ORIGINALITY

I declare that this research project is my own work. The full dissertation research is submitted in partial fulfilment of the requirements for the Master's Degree in Educational Management at the Faculty of Humanities, School of Education at the University of South Africa. I further declare that I obtained the required authorisation and consent to carry out this research.

A rectangular area containing a handwritten signature in black ink. The signature appears to be 'C.C. V...' with a long, sweeping horizontal stroke extending to the right.

Signature... .. Date.....30 JULY2021...

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## **DEDICATION**

The dissertation is dedicated to my late mother, Kaka Malocha Jane, my father, Kaka Joseph Phuti, my brother, Kaka Wilfred Sonti, my sister, Kaka Johanna Lebo, my first-born son, Ramaloko Amo, and, lastly, to my life partner, Ramaloko Dikeledi.

## ABSTRACT

The purpose of the study was to explore the leadership role of Business Studies teachers in promoting entrepreneurship in rural schools in Limpopo Province. The study used a qualitative Case Study methodological approach to generate data. Ten (10) teachers from different schools, gender, age and experience were interviewed telephonically using a semi-structured interview. The interviews were on the role of Business Studies teachers in promoting entrepreneurship in rural secondary schools. All the teachers that were interviewed had been teaching Business Studies for more than three years at rural secondary schools of Limpopo Province, Capricorn North District, Bochum cluster. The research revealed that teachers are familiar with the concept of 'entrepreneurship' and they describe it as an attempt to provide learners with knowledge, skills and motivation to encourage learners to start businesses in a variety of settings. The findings of this study show that, although Business Studies is one of the taught subjects in rural schools, it remains theoretical as the subject lacks the development of practical skills. Furthermore, Business Studies teachers seem to be unclear about their roles within the classroom when teaching entrepreneurship. The interviewed teachers in this study suggested that entrepreneurship can be taught effectively and productively if the challenges, such as the lack of entrepreneurship training; limited mentorship; absence of sponsorship; lack of support from colleagues and the school community; lack of resources such as extra textbooks, Study Guides; and the lack of necessary equipment for entrepreneurial activities are addressed. The findings imply that, to be able to promote the teaching of Business Studies, there is a need for creating and sustaining an entrepreneurship culture, which includes the involvement of all stakeholders to encourage and motivate learners interested in Business Studies in rural secondary schools.

**Keywords:** Business Studies Entrepreneur, Entrepreneurship, Rural Schools, Leadership, Entrepreneurship Culture, Leadership Role, Promote, leadership, Teacher's role

## **LIST OF ACRONYMS/ABBREVIATIONS**

DSF	Directorate Student Funding
EMS	Economic Management Science
GEM	Global Entrepreneurship Monitor
NYDA	National Youth Development Agency
SASA	South African School Act
SGB	School Governing Body
SMT	School Management Team
UNISA	University of South Africa
ZPD	Zone of Proximal Development

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# **CHAPTER ONE**

## **INTRODUCTION AND ORIENTATION TO THE STUDY**

### **1.1 Introduction and Background**

This study focuses on the leadership role of Business Studies teachers in promoting entrepreneurship in rural schools in Limpopo Province. Teaching entrepreneurship is a significant intervention provided by a teacher as a leader in an individual learner's life by conveying crucial skills of recognising new and dimensional opportunities to create and build a business (Enombo, Jenny & Hassan, Salochana, Iwu & Chux, 2015; Kanonuhwa, Rungani & Chimucheka, 2018). Entrepreneurship provides a tie between theory and skills that learners require to manage businesses successfully. According to Asogwa and Dim (2016), as well as Kucel, Róbert, Buil and Masferrer (2016), entrepreneurship skills gained from Business Studies are considered a mechanism for reducing unemployment and crucial economic growth. It means that teaching entrepreneurship skills in secondary schools is noteworthy to the learners and society as it leads to economic growth and job creation. My interest in doing this study is driven by the assumption that learners in South African rural secondary schools may benefit from acquiring entrepreneurship knowledge and skills as an alternative opportunity to migrating to urban areas in search of jobs. Despite the possible benefits of Business Studies, there is a literature gap regarding what teachers do to ensure effectiveness in teaching Business Studies as the subject. This qualitative study explores the role of teachers in promoting entrepreneurship. The focus of the study is on rural secondary schools in the Limpopo Province in South Africa.

Ranchhod and Daniels (2020) report that unemployment is a severe South Africa crisis. According to the Labour Force Survey, there is a 0.5% rise in the quantity of jobless youth in the first quarter of 2019 compared to 27.6% recorded in the fourth quarter of 2018. Additionally, the Business Day web edition article published on 14 May 2019, stated that President Cyril Ramaphosa's responsibility is to eliminate the exceptional unemployment rate (Mkentane, 2019). However, it cannot be the responsibility of one person to create job opportunities. Knowledge and skills for employment and creating self-employment should be taught during schooling years to prepare for employment after schooling (McDonald, 2017). Promoting the scope of

teaching Business Studies in practice in secondary schools can be one of the strategies that can alleviate the challenge of unemployment (Bux & van Vuuren, 2019).

Furthermore, promoting entrepreneurship in rural secondary schools may encourage learners to establish new ventures, which leads to job opportunities and enlarges the economy's growth of the country. Besides, early scholars describe entrepreneurship from the viewpoint of an entrepreneur's tasks, including an inventor, imitator, innovator, or more suitably as a calculated risk-taker (Hongdiyanto, 2018). Recent literature state that, in order to strengthen the entrepreneurship, Business Studies should be adjusted to allow learners to practise entrepreneurship activities and tracing system is recommended in order to follow learner's entrepreneurship progress within and outside the school (Klofsten, Jones-Evans & Pereira, 2021).

Business Studies was formally announced in South African secondary schools in 2005 as a non-compulsory subject for Grades 10 to 12 and a component of commercial subject (North, 2002). However, there are issues experienced by Business Studies teachers in rural schools when teaching entrepreneurial knowledge and skills. More specifically, the issues include lack of resources, multi-grade teaching, underqualified teachers, lack of parental care in learner's education, government funding and lack of motivation (du Plessis & Mestry, 2019). These issues pose challenges in teaching of the subject. Despite the challenges identified in the voluntary literature subject offered in Grades 10, 11 and 12, Business Studies may not offer learners the required knowledge and skills to be self-employed. Stats SA previously reported that the active population is the most affected by unemployment (Peters, Jandrić & Means, 2019). The unemployment rate includes graduates in the school leaving age group, the unemployment rate elevated with 0.5% in the fourth quarter of 2018 compared to the first quarter of 2019. Furthermore, the statistics suggest that the increase in the youth's unemployment rate creates an opportunity to reconsider entrepreneurship knowledge and skills among the youth.

South Africa's entrepreneurial ability lags behind Ghana, India and China (Town, 2015). The Global Entrepreneurship Monitor (GEM) indicated that South Africa entrepreneurial activities lag behind other developing countries to promote small businesses' growth and sustainability (Kew, 2017). It means learners in secondary

schools, particularly in rural areas, should be exposed to entrepreneurship and taught practical skills that will equip them with necessary knowledge and skills to compete with international entrepreneurial expectations and jobs. The researcher in this study assumes that, when inexperienced persons are guided on how to start up and operate businesses from an elementary level, they are likely to be responsible enough to start their businesses and run them successfully. Furthermore, the person may also be able to absorb other job seekers and reduce unemployment by creating employment.

In South Africa, the government has effectively supported different kinds of youth entrepreneurship programmes such as the Imbewu Fund and Khula Enterprise Finance Ltd (Kew, 2017). However, the employment rates amongst the youth remain high despite the entrepreneurship programmes introduced by the government. The former president Jacob Zuma established the National Youth Development Agency (NYDA) on 16 June 2009, and the objective of the programme was to empower young people through entrepreneurship. However, it appears that the implementers are struggling to fulfil the mandate to progress entrepreneurial activity amongst the youth in order to reduce the unemployment rate.

According to Isaacs, Visser, Friedrich and Brijlal (2007); and Apriana, Kristiawan and Wardiah (2019), some learners are interested in starting businesses after completing their studies while others fear risk-taking associated with self-employment. Despite the different attitude of the youth towards starting a business, literature indicates that younger entrepreneurs struggle with inadequate economic resources, working capital and a lack of motivation (Lindvert, Patel & Wincent, 2017). Furthermore, in developing countries such as South Africa, there is little access to financial resources, especially in poor rural communities where few opportunities exist to provide financial assistance to young entrepreneurs. The low socioeconomic abilities and lack of financing opportunities in rural areas are some of the factors that may limit entrepreneurial activities (Bellavitis, Filatotchev, Kamuriwo & Vanacker, 2017).

Globally, the teaching of Business Studies in secondary schools plays a crucial part in the learners' choice of entrepreneurship as a career after schooling as entrepreneurship rewards (Ramadani, Dana, Gërguri-Rashiti & Ratten, 2017). In Zimbabwe, learners are not taught entrepreneurship, but policymakers implement

practical subjects related to Business Studies (Nani, 2016). In Canada, the non-profit associations such as the Dobson Foundation and Fraser Institute are included in entrepreneurship programmes in secondary schools. The Foundation hosts yearly competitions to celebrate entrepreneurship activities in secondary schools, which empowers learners' dynamic cooperation as they compete to win. Additionally, learners are motivated to take entrepreneurship as a career path.

In the last decade, the Chinese government focused on the benefits provided by entrepreneurship, such as job creation and economic growth (Dou, Zhu, Zhang & Wang, 2019). Furthermore, the Chinese government views Business Studies as a mechanism to reduce negative socioeconomic issues such as unemployment (Mahendra, Djatmika & Hermawan, 2017). Chinese education specialists also view Business Studies as a vital component to include into the secondary school curriculum, and that Business Studies is included in the curriculum to address the growing challenge of youth unemployment for a growing population.

In Ghana and Nigeria, Business Studies is used to develop secondary school learners with personal qualities, characteristics, attitudes and skills needed in running successful businesses. Entrepreneurship is perceived as a compulsory subject that permits learners to memorise how to create and run a business outside the traditional classroom, and learners attain high school credits while being engaged in entrepreneurial activities (Nyadu-Addo & Mensah, 2018).

South Africa being a developing country like Ghana and Nigeria, can learn entrepreneurial lessons from other countries where Business Studies has proven to enable the youth to be self-employed (Solesvik *et al.*, 2014). Business Studies in secondary school is essential to youth, as it provides young people with the opportunity to identify business opportunities and enhance learners to consider self-employment verses seeking to be employed (Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță & Boldureanu, 2020). Moreover, the South African government cannot create job opportunities for overpopulated youth, which foregrounds the need to explore opportunities like Business Studies (Du Toit *et al.*, 2018).

In light of these findings, this study intends to explore teacher leadership's role in promoting the scope of teaching Business Studies in South African rural secondary schools. This study is motivated by the notion that teaching entrepreneurship in rural secondary schools empowers learners in different age groups for the labour market and creates employment. The study assumes that although the government has to warrant entrepreneurship in the school curriculum as a separate subject, to develop entrepreneurship skills in learners at the secondary school level, teachers' leadership role is essential in ensuring successful curriculum implementation.

## **1.2 Problem Statement**

Entrepreneurship practice at rural secondary schools limits the entrepreneurship abilities and capabilities of learners. There are issues experienced in rural secondary schools when teaching Business Studies, issues such as lack of resources, multi-grade teaching, underqualified teachers, lack of parental care in learners' education, government funding and lack of motivation (du Plessis & Mestry, 2019). These issues pose challenges in teaching entrepreneurship as a subject.

Furthermore, the Curriculum and Policy Assessment Statement (CAPS) for the Business Studies subject in Grades 10 and 12 do not focus on the practice aspect of enabling the successful teaching of entrepreneurial subjects. From the researcher's experience as a secondary school Business Studies teacher, up to date textbooks do not focus sufficiently on creating an entrepreneur mind set in learners and instilling enterprising attitudes and habits to ensure that they appreciate entrepreneurship's merits. Such motivation and development of interest in entrepreneurship may be achieved through effective leadership in the subject. The researcher in this study assumes that having a business mindset and practice can make the learners choose to enter into business as a bold career choice rather than out of the necessity to earn a living. As a result, the study explores what teachers in Limpopo Province do as leaders to improve teaching Business Studies to create interest in the subject and motivate learners.

Secondly, unemployment is a crucial issue affecting South African youth up-to-date (Mlambo & Adetiba, 2019). It seems that the formal employment sector fails to create sufficient employment for the growing youth. No jobs are available for the



economically active population in South Africa, especially for school leavers who need to start earning a living (Matandare, 2018). More specifically, the rate of unemployment also affects people in cities and graduates. Therefore, it is through developing entrepreneurial skills that could motivate school leavers to seek self-employment. The goal of Business Studies in rural secondary schools should encourage creative thinking and innovation, which may be achieved through teachers' influence as a leader.

Some learners are taught commercial streams such as Business Studies at secondary schooling to equip learners with entrepreneurial skills and knowledge. However, the rate of young individuals enrolled in secondary schooling has increased compared to the last two decades, leading to a high population of unemployed people enhancing there are no job opportunities. Therefore, there is an urgent need to prepare job opportunities at the high school level to redress youths' high unemployment rate. Curriculum Policy Assessment Statement (CAPS) for the Business Studies subject in Grades 10 and 12 focuses more on entrepreneurial qualities and critical success factors for entrepreneurship and less on the leadership aspect of enabling the successful teaching of entrepreneurial subjects. From the researcher's experiences as a high school Business Studies teacher, up-to-date textbooks do not focus sufficiently on creating an enterprising mindset in young learners and instilling enterprising attitudes and habits that could ensure that learners appreciate the merits of entrepreneurship. Such motivation and development of the interest in entrepreneurship may be achieved through effective leadership in the subject. The researcher in this study assumes that having a business mindset can make the learners choose to enter into business as a bold career choice rather than out of the necessity to earn a living.

Thirdly, there is a gap between entrepreneurship practice and entrepreneurship theory taught at schools. Schools should be linked with entrepreneurial practice to align learned skills to create job opportunities. There is also lack of knowledge about leadership that enables successful entrepreneurship teaching. From my observation, teachers should be trained and motivated to enhance entrepreneurial spirit and culture in secondary schools. Attitudes, values and entrepreneurship culture should be

established in South African Education. Such knowledge is still lacking in the literature on Business Studies.

Another issue is that despite the Importance of entrepreneurship skills, South Africa lacks young entrepreneurs who can serve as role models. All the relevant stakeholders, including national, provincial and local government; the private sector; unions; teachers; and learners should be involved through sound leadership to improve Business Studies. There is a need for solid Business Studies and rigorous motivation for learners to consider entrepreneurship.

Generally, there are not enough entrepreneurs in South Africa who have the orientation and skills to create new businesses, some because of lack of funding (Tengeh & Nkem, 2017). Considering South Africa's high unemployment rates, retrenchment and downsizing of businesses, practical entrepreneurship can work towards economic growth and development. The literature gap is the lack of leadership knowledge in encouraging and promoting Business Studies that could yield the desired results and gap in required resources. The key to increasing the pool of entrepreneurs is through Business Studies and practice at schools. However, little is known about teachers' approaches to teaching theory as leaders at rural secondary schools. Despite all the benefits of Business Studies, teachers require proper entrepreneurship training and guidelines on applying different methodology on transferring technical skills of entrepreneurship. The study aims to explore the leadership role of teachers in promoting Business Studies in rural schools.

### **1.3 Purpose of the Study**

The multipronged purpose of this study is to:

- Explore the leadership role of teachers in promoting the teaching of Business Studies in rural secondary schools;
- Establish how teachers can promote the school culture to support the development of entrepreneurial skills;
- Identify the challenges experienced by teachers in promoting the teaching of Business Studies; and

- Establish strategies that teachers as leaders use to promote the methodology of teaching entrepreneurship.

#### **1.4 Research Questions**

##### ***Main question***

What is the role of teachers in promoting Business Studies in rural secondary schools?

##### ***Sub-questions***

- What contributes to successful leadership in teaching entrepreneurial knowledge and skills?
- How do teachers promote the school culture to support the development of entrepreneurship skills?
- What are the challenges that teachers face in promoting the teaching of Business Studies?
- What strategies do teachers as leaders use to promote the methodology of teaching entrepreneurship?

#### **1.5 Significance of the Study**

The study is motivated by the fact that both the private and public sectors cannot continue to create job opportunities for the growing rate of unemployed people. The researcher's experiences as a Grades 10 and 12 Business Studies teacher at a rural secondary school are reasons for developing a Business Studies interest. The researcher has observed that Business Studies subject taught in Grades 10-12 continue to offer limited skills and knowledge that expose learners to the real business world. Very little research is available on the teacher's leadership role in promoting the scope of teaching entrepreneurship in a South African rural secondary school to make the subject achieve its objectives. Another reason for the interest in this research topic is that learners lack the motivation to view entrepreneurship as a profession and feel less creative (Akhmetshin, Mueller, Yumashev, Kozachek, Prikhodko & Safonova, 2019). Due to the lack of learner interest in developing entrepreneurship skills, South African entrepreneurial activity lags behind other countries such as China, and will continue to remain as such until and unless Business

Studies can be considered a compulsory subject in secondary schools, especially in disadvantaged rural communities (Acs, Szerb & Autio, 2017).

## **1.6 Definition of Terms**

### **I. Entrepreneur**

An entrepreneur is someone who discovers and evaluates business opportunities (Angelsberger, Kraus, Mas-Tur & Roig-Tierno, 2017). Entrepreneurs are people who take appropriate action to discover new markets and take calculated risks to start businesses (Mullins, 2017). In this study, 'entrepreneur' as a term is described as someone who has the desire and ability to set up a business venture with the aim of making profit by taking several risks such as financial risk.

### **II. Entrepreneurship**

Entrepreneurship is the process of organising resources from the unstable environment to establish a business venture (Aaboen, La Rocca, Lind, Perna & Shih, 2017). In this study, 'entrepreneurship' as a term is used as the ability to develop, organise and implement ideas to run business successfully and sustainably, regardless of challenges an entrepreneur might face.

### **III. School**

A school is an educational organisation aimed at providing learning under the direction of teachers and schools to alleviate young people's unemployment levels (du Toit & Gaotlhobogwe, 2018). In this study, a school is defined as a place where learning takes place under the supervision of qualified and responsible teachers.

### **IV. Secondary school**

Secondary school is an educational organisation that caters for learners from Grades 8 - 12 and has two phases, namely: General Education Training and Further Education and Training. Secondary school prepares learners for higher institution of learning (Hlongwane, 2013; Gulosino & Miron 2017). As such, the study focuses only on Further Education and Training, which is from Grade 10 to Grade 12, wherein Business Studies is taught as a subject known by Business Studies.

## V. Rural school

Rural is a geographic area located outside towns and cities wherein there is no proper infrastructure, such as roads, and generally rural areas are relatively underdeveloped (Li, Westlund & Liu, 2019; du Plessis & Mestry, 2019). In this study, 'rural school' is a school that is characterised by factors such as limited access to the internet, shortage of textbooks, unqualified teachers, wherein multi teaching is taking place, and the area is isolated from urban areas whereby farming is the economic activity of most people.

## VI. Promote

Promote refers to implementing new changes (Parviainen, Tihinen, Kääriäinen & Teppola, 2017; Fejes, Nylund & Wallin, 2019). In this study, 'promote' as a term refers to a way of converting the way things were done into the new. In the study, the concept 'promote' refers to converting the techniques of teaching and assessing Business Studies in rural schools to adopt the dynamic changes of entrepreneurship.

### 1.7 Organisation of the Study

The study employs five chapters as tabled below.

<b>Chapters</b>	<b>Description of task</b>
Chapter One Introduction and background	This chapter provides the problem statement, the purpose of the study, research questions and methodology are briefly explained, significance of the study as well as definition of the key concepts.
Chapter Two Literature review on leadership and Business Studies	In this chapter, the literature review based on leadership and Business Studies is presented as well as the theoretical framework underpinning the study.
Chapter Three Research approach, design and methodology	This chapter contains of detailed discussion of research paradigm, approach, design, data collection and data analysis methods. Ethical considerations and Trustworthiness of the study are also discussed.
Chapter Four Research findings and discussion	This chapter presents and discusses the research findings.
Chapter Five Summary of finding, conclusion and recommendation	This chapter gives a summary of the findings, concludes the study and makes recommendations from the study findings of the study.

## **1.8 Summary of the Chapter**

This chapter introduced the background, problem statement, the purpose of the study, research questions, research methodology and significance. The research outline is also presented. The next chapter presents the literature review whereby the historical background of the concept entrepreneur is discussed, the relationship between entrepreneurship and education is presented as well as the role and challenges experienced by Business Studies teachers. Furthermore, the next chapter also presents a literature review on teacher leadership and teaching entrepreneurial knowledge and skills, followed by the Vygotsky's Theory of Scaffolding theoretical framework and the gap between theory and practice in literature review of Business Studies.

## CHAPTER TWO

### LITERATURE REVIEW IN BUSINESS STUDIES

#### 2.1 Introduction

The previous chapter presented the introductory and the background part the study. The problem statement, purpose of the study, research questions, significance and the organisation of the entire study is presented. This chapter discusses the literature review on Business Studies and the theoretical framework of this study.

#### 2.2 Entrepreneurship and Education

In this section, I first present literature on the background of the concepts 'entrepreneur' and 'Business Studies'. Literature on the relationship between entrepreneurship and education then follows.

##### 2.2.1 Historical Background of the Concept Entrepreneur

The word 'entrepreneur' is a French verb that means 'to undertake', and the term was conceptualized in the thirteenth century. The word firstly appeared in the French dictionary entitled *Dictionnaire Universel de Commerce*, compiled by Jacques des Bruslons and published in 1723 (Sikalieh, Mokaya & Namusonge, 2012; Fillion, 2021; Holmberg & Simonsen, 2021). In the late 17<sup>th</sup> and early 18<sup>th</sup> centuries, the concept was used by Richard Cantillon in his book published in 1755, "*Essai sur la Nature du Commerce en Général*" meaning "Essay on the Nature of Trade in General" (Cantillon, 2010). Cantillon (2010) defined the concept of an entrepreneur as a person who can take a risk by buying products and sell the products at an uncertain price. An entrepreneur is considered as someone who can take the risk and maximize the financial return (Cantillon, 2010; Smith, Smith & Bliss, 2020).

Similarly, Jean-Baptiste acknowledged entrepreneurs as drivers for economic development, and highlighted the role of entrepreneurs in collecting production factors and allocating resources from less to more productive fields (Carlsson, Braunerhjelm, McKelvey, Olofsson, Persson & Ylinenpää, 2013; Śledzik, 2013; Parker, 2018). While Jean-Baptiste provided a general description of entrepreneurship, saying that it "shifts economic resources out of an area of lower and into an area of higher productivity and greater yield (Kiessling, 2004; Drucker, 2014; Bosman & Fernhaber, 2018). According

to Schumpeter, an entrepreneur is willing and able to change a new idea or invention into a successful innovation by mediating role of self-efficacy (Zhao, 2005; Mazzucato, 2011).

In the 21<sup>st</sup> century, entrepreneurship was prolonged after its roots in for-profit businesses to include social entrepreneurship (Bacq & Janssen, 2011). Accordingly, business goals are sought alongside social, environmental, or humanitarian goals and even the concept of the political entrepreneur (Rahdari, Sepasi & Moradi, 2016). Entrepreneur is therefore defined as a person who may take calculated risk to start his/her business by using limited resources to identify and grip available opportunity that others hesitate to take (Davis, 2002; McMullen & Bergman, 2017). This definition implies that entrepreneurs plan, organise, control, create new ventures and lead by example. This process of creation is called 'entrepreneurship'. Entrepreneurship is a well-known subject among learners studying Business Studies and management scholars and researchers in particular (Karimi, Biemans, Lans, Chizari & Mulder, 2016). Today, many countries such as Sweden, China and Nigeria believe that entrepreneurship is a key to offer Entrepreneurship Development Programs to the active economic population (Ogunlana, 2018; Ahmed, Rehman & Sergi, 2019). However, there is no standard definition of entrepreneur and entrepreneurship.

### 2.2.2 Business Studies

The Business Studies aims to generate general competence that is useful to all individual inside and outside the business world as the Business Studies involves inspiring people to be creative regardless of gender, race, background and age (Kozlinska, 2016; Akhmetshin et al., 2019). Similarly, Business Studies focuses on motivating people to take responsibility to reach the end goal of starting businesses in different industries (Fayolle, 2018; Barba-Sánchez & Atienza-Sahuquillo, 2018). Also, Business Studies can be taught and learned as it teaches learners the fundamental knowledge on how to formulate entrepreneurship mentality, skills and competencies (Grivokostopoulou, Kovas & Perikos, 2019). As a result, the schools are recognised as the most central place for learning, where entrepreneurship knowledge and entrepreneurship approaches, enterprise and innovation can be taught and learned (Meutia, Sulaiman, Elihami & Syarif, 2020).



Business Studies is about developing entrepreneurial excellence to young people to be innovative and creative from the elementary stage to act socially responsible (Walter & Block, 2016). Moreover, Scholars, researchers, authors and policymakers recognise the crucial training development that should be transferred to young people from all levels of education as Business Studies nurture unconventional talents and skills through creating opportunities, instil confidence and stimulates regional, local and national economy (Zhu, Zhang & Ogbodo, 2017). Education contributes to entrepreneurship and enterprise by teaching learner's crucial entrepreneurship skills and knowledge from the elementary stage like Swedish where Business Studies is for all learners and all programs (Halberstadt, Timm, Kraus & Gundolf, 2019). The implementation of Business Studies and policy seems to be growing in countries such as Sweden and Nigeria (Comfort, 2012; Valerio, Parton & Robb, 2014). In contrast, entrepreneurship formulation has been criticised because of its lack of effectiveness by scholars such as Scott Shane (Arshed, Carter & Mason, 2014).

Business Studies is characterised as giving people with aptitudes and capacities to perceive entrepreneurial openings for youthful individuals to begin unused ventures that can be maintainable and fruitful (Do Paço, 2015; Olugbola, 2017). Similarly, Business Studies seeks to equip learners with entrepreneurial knowledge, crucial skills and motivation to encourage entrepreneurial competence in various settings and different types of businesses (Grivokostopoulou, Kovas & Perikos, 2019). Variation of Business Studies is offered at different educational institutions such as primary schools in Economic Management Science, secondary schools in Economic Management Sciences and Business Studies from Grades 10 to 12 and higher institutions as entrepreneurship courses and training (Deveci & Seikkula-Leino, 2018). The core of Business Studies is to train and educate anyone interested in participating in entrepreneurship projects as it prepares people to be successful entrepreneurs (Henry, Hill & Leitch, 2017).

### **2.3 Relationship between Entrepreneurship and Education**

There is empirical evidence that there is a positive relationship between entrepreneurship and education in a sense that entrepreneurs learn entrepreneurship skill, knowledge and the inspiration to be entrepreneurs from within the classroom (Oguntimehin, 2018). It means that education plays a significant role in shaping

learners' mindset and attitudes to become future entrepreneurs (Fernández-Pérez, Montes-Merino, Rodríguez-Ariza & Galicia, 2019). As a result, education sets grounds for future entrepreneurship career after schooling. Business Studies helped many entrepreneurs to develop a better understanding of their role in society and stimulated their interest in entrepreneurship (Saeed, Yousafzai, Yani-De-Soriano & Muffatto, 2018). Besides, education does encourage learners to develop entrepreneurship awareness and demonstrate a level of commitment to entrepreneurship and a positive attitude towards starting a business venture as there is lack of entrepreneurship practice at schools (Oguntimehin & Olaniran, 2017). Furthermore, education develops the entrepreneurship spirit and increases people's interest to become entrepreneurs (Apriana, Kristiawan & Wardiah, 2019). However, some teachers lack interest and have low legitimacy in the subject and this results in lowering the level of entrepreneurship spirit in schools by not exploring innovative ideas that could uplift the learners' entrepreneurial spirit and morale (Fejes, Nylund & Wallin, 2019).

Previous researchers have established that education's core influence is to impart knowledge base, the achievement of skills, competence and attitudes towards future careers (Brandt, Bürgener, Barth & Redman, 2019). Subsequently, the positive relationship between entrepreneurship and education is also shown in the education system that provides support and opportunities for all people of different ages to participate in the entrepreneurial sector (Henry, Hill & Leitch, 2017). Recent evidence suggests that Business Studies is one of the main factors that make it possible for entrepreneurs to develop skills and knowledge about starting businesses (Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță & Boldureanu, 2020).

The culture of entrepreneurship starts at a school level and develops through education and training, depending on the stakeholders, teachers and learners (Farny, Frederiksen, Hannibal & Jones, 2016). Literature recognises the role of education in societies and its effect on promoting individuals' mindset to become accountable and responsible future entrepreneurs. Although the culture of entrepreneurship can also be formed depending on all stakeholders, including policymakers, all levels of government, teachers and learners themselves, some of the limitations of entrepreneurial culture in the South African context is the lack of support; lack of training for teachers; and lack of resources in the educational systems in promoting

and sustaining Business Studies, and this leads to the growing unemployment in South Africa (Isaacs, Visser, Friedrich & Brijlal, 2007).

There is also an ongoing debate about whether entrepreneurship can be taught or not. This study is based on the assumptions that entrepreneurship can be taught and learned, and it depends on the attitude of learners and teachers, as well as the approach used to teach and learn entrepreneurship. Literature shows that schools are recommended as suitable platforms where learning is structurally taking place (Brown & Poortman, 2018). Therefore, entrepreneurship can be taught at school through teachers, and principals should go through proper training for managing challenges that might arise from Business Studies (Sommarström, Oikkonen & Pihkala, 2020). As a result, there is emphasis that education contributes positively, and the greater the level of entrepreneurship, the more the person is likely to pursue entrepreneurial activities and the likelihood of starting a sustainable business (Nowiński, Haddoud, Lančarič, Egerová & Czeglédi, 2019).

## **2.4. A Global Perspective of Business Studies**

In this section, I present literature discussion on what is known about Business Studies internationally.

### **2.4.1 State of Business Studies in Internationally**

Policymakers globally strive to promote entrepreneurship through education. Business Studies is introduced to eliminate social, economic and political challenges that affect different countries (Nowiński et al., 2019). As a result, Business Studies teachers have a crucial duty to perform, such as using Appreciative Methods to teach and link subject matter with the practice of entrepreneurship.

Nigeria as a county is faced with the high level of unemployment and poverty like South Africa (Adelowokan, Maku, Babasanya & Adesoye, 2019). As such, Nigeria considered to equip individuals with the relevant entrepreneurial skills that enable individuals to create job opportunities and alleviate poverty. Business Studies is seen as empowerment tool to generate employment among Nigerians (Ojo, Abayomi & Odozi, 2014). Furthermore, successful entrepreneurs are invited to take to youth on how to become successful entrepreneurs. In Nigeria, the education system adopted

Business Studies for senior secondary schools and tertiary institution emphasising the need to prepare learners for job creation by structuring Business Studies in the National Directorate of Employment (NDE) (Nwambam, Nnennaya & Nwankpu, 2018; Adesola, den Outer & Mueller, 2019).

Importantly, Learners are taught Business Studies to enhance attitudes towards entrepreneurial skills acquisition for self-reliance. A growing body of literature recognises that Business Studies and vocational skills in Nigeria are crucial for schools since learners explore and discover techniques to have business mind-sets (Olawajaju & Mbah, 2019). Although there is a wide acknowledgment of Business Studies in Nigeria, the country is faced with unemployment crises, making Business Studies an essential subject at school and other tertiary institutions (Adiak & Katura, 2014; Saleh, Yusuf, Bwala & Fori, 2020).

In a study on Business Studies in Indonesia, the author highlighted teachers' importance in improving learners' attitudes, confidence and motivation about the subject. As such, teachers in Indonesia have difficulties in teaching Business Studies and have lowered learners' entrepreneurial spirit due to lack of adequate resources and lack of support from school management and the absence of curriculum implementation strategies (Aswan & Usman, 2020). The lesson learnt from Indonesia is that there is a need for the South African government to highlight the importance of Business Studies and provide teachers with the necessary resources to teach Business Studies effectively. Besides, teachers and parents play an important role in Indonesia by involving learners in extracurricular programs that develop their entrepreneurial values (Apriana, Kristiawan & Wardiah, 2019). Such programs help schools build learners' confidence and positive attitudes by involving them in activities that develop learners' self-esteem and build solid relationships skills that could help them become successful entrepreneurs. Teaching and learning methods have an impact on teaching entrepreneurship subjects at vocational secondary schools. However, secondary schools are suggested to provide entrepreneurship monitoring to change learners' mindsets to become better and nobler entrepreneurs than employees (St-Jean, Radu-Lefebvre & Mathieu, 2018).

Similarly, a study of Business Studies in Malaysia highlighted entrepreneurial leadership for teachers and principals as highly important for developing school innovativeness (Ghazali, Kadir, Krauss & Asimiran, 2020). Additionally, the study emphasises that the entrepreneurial leadership of teachers has excellent potential for further investigation. Therefore, teachers promote the knowledge of entrepreneurship to learners in promoting entrepreneurship creativity and innovativeness. However, in Malaysia, unemployment is getting worse and negatively affects learners with economic independence limitations (Mahdzan, Zainudin, Sukor, Zainir & Ahmad, 2019). The study emphasised that learners with special needs should have a room for improving their employment skills by attending entrepreneurship programmes, participating in community services and undergoing self-improvement courses (Ab Halim, Muda & Izam, 2019). This study emphasises that Business Studies can be taught to every learner regardless of their disability or not. This shows that every learner can become an entrepreneur.

In Sweden, the entrepreneurial mindset is seen as necessary for domestic growth and sustainability, and teachers are equally seen as mentors and supervisors for Business Studies (Ståhle & Stålbrandt, 2020). Concurrently, entrepreneurs are seen as creative and innovative people with the confidence to start and run businesses. As such, the Business Studies is shaped into the school curriculum by means of providing specific curriculum that focuses on problem solving and shaping mind set of youth in specific way to allow learners to gather entrepreneurial skills within the classroom (Dahlstedt & Fejes, 2017). The Business Studies curriculum was integrated into the curriculum in the year 2011 for secondary schools as a programme to equip learners with entrepreneurial intentions (Fejes *et al.*, 2019). As a result, Business Studies in Sweden prepares learners to become innovative, creative and confident entrepreneurs.

## 2.5 The State of Business Studies in South Africa

In South African, Business Studies aims to enable the youth to recognise and undertake available business opportunities in the country. The country's economic development depends on the education system's level because where there is a high level of skilled personnel, there is high production. Several attempts have been made to demonstrate that Business Studies can play an essential role in addressing

unemployment in South Africa (Du Toit & Gaotlhobogwe, 2018). This is because there is a need to promote Business Studies in South African schools in light of job creation.

The creation of business ability and skills is an essential aspect of entrepreneurship. Entrepreneurship includes the ability to take calculated risks, identify opportunities and utilise resources effectively and efficiently (Adomako, Danso, Boso & Narteh, 2018). Similarly, entrepreneurship consists of creativity, innovation, as well as buying and selling (Mitra, 2019). In comparison, Nigeria is currently driven by small and medium businesses (Eniola, Entebang & Sakariyau, 2015; Hillary, 2017). While, according to GEM, South Africa lags behind in entrepreneurial activities (Koloba, 2017). There has been a need to develop educational programmes to encourage today's youth to start their business ventures. Authors (viz., Nwakaego & Kabiru, 2015; Du Toit & Gaotlhobogwe, 2018) suggest that the necessary entrepreneurial skills should be part of school curricula. This may serve the purpose of preparing future entrepreneurs in the country. As such, Business Studies is essential to enterprise success as it plays a vital role in supporting small businesses and helps starters manage businesses successfully.

Business Studies inculcates the culture of creativity among the youth and prepares them to adapt to challenges relating to starting and managing businesses. The decision taken by the youth to venture in entrepreneurship is influenced by early Business Studies (Cho & Lee, 2018). Therefore, early Business Studies assisted young population to compete globally and built their careers on entrepreneurship. Research done in developed countries showed that early Business Studies in rural areas positively influenced the actions that young people consider to engage in entrepreneurial activities (Pato & Teixeira, 2016). There are various benefits of Business Studies to youth, including learning to plan and starting and managing their businesses. More specifically, Business Studies helps youth to recognise their entrepreneurial abilities by exposing the youth to real-life situations and transfers their ideas into practice.

Business Studies is taught to particular group of learners in Romania similarly to South Africa (Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță & Boldureanu, 2020). In South Africa, entrepreneurship is taught to learners who are studying Commercial Subjects

such as Business Studies and Economic Management Science for Further Education Training and General Education Training in secondary schools. As a result, not all South African learners are not exposed to Business Studies, which might contribute to an entrepreneurial shortage in South Africa. However, it is essential to ensure that Further Education Training relates to real-world skills that are required by South Africans youth to be able to compete internationally in entrepreneurial activities. As a result, studies from South Africa show a need for Business Studies to be strengthened to equip learners with the entrepreneurial capacity to launch new businesses (Tendai, 2014; Ngorora & Mago, 2018; Barba-Sánchez & Atienza-Sahuquillo, 2018).

South African graduate students have the interest and desire to start businesses of their own within two years of completion of their studies (Musetsho & Lethoko, 2017). However, the students wish that Business Studies should be learnt in practice instead of theory because practicals will enable students to be fully equipped with the necessary skills and knowledge to prepare them to be prospective entrepreneurs. Furthermore, in strengthening the entrepreneurship curriculum, it is recommended by the students that schools should trace the progress of their learners to assess whether Business Studies is continuing to be practised or not. (Musetsho & Lethoko, 2017; Elliott, Mavriplis & Anis, 2020).

#### 2.5.1 Importance of Business Studies in South African Schools

Business Studies influences most learners to think and practise entrepreneurship throughout their life, which could lower the level of unemployment and promote high economic stability (Lindh & Thorgren, 2016). Like many other countries worldwide, South Africa should strengthen its Business Studies to create job opportunities for the economically active population (Henry, Hill & Leitch, 2017). As a result, Business Studies plays a role in the youth's economic participation as early as at school level.

Extensive research has shown that Business Studies occurs through a learning process that requires teachers to reform and shape learners' learning attitudes (Yada & Savolainen, 2017; Fox, Pittaway & Uzuegbunam, 2018). Similarly, Business Studies changes learners' mindset and attitude to become entrepreneurs in the future as it enables them to establish new business opportunities that others hesitate to do so (Lindberg, Bohman, Hulten & Wilson, 2017). Often, Business Studies is the primary

driver of economic growth and innovation in South Africa when people have the positive attitude to start and operate enterprises at the elementary stage (Cismas, Dona & Andreiasu, 2016; Klofsten et al., 2019). However, the lack of entrepreneurship knowledge obstructs active economic population to compete with entrepreneurship activities.

Business Studies nurtures learners to be innovative with business ideas for future use (Karimi et al., 2016). Teaching learners to be innovators enables business ventures (Roberts, Murray & Kim, 2019). In contrast, there is a limitation of information in rural secondary schools regarding Business Studies. Therefore, learners are not trained nor taught to be innovative but to memorise the entrepreneurship concepts.

According to 2019/2020 Global Entrepreneurship Monitor, South Africa's Business Studies is ranked very low. Furthermore, the report indicates that the education system in South Africa does not support Business Studies and it is also not aligned with the global entrepreneurial practices. In South Africa, there are few youths with entrepreneurial qualities, skills, knowledge and abilities; this led to crises of unemployment and low economic development (Ikebuaku & Dinbabo, 2018; Bushe, 2019). As a result, there is a gap in Business Studies that needs to be addressed to increase the number of youths to participate or take part in starting business ventures.

#### 2.5.2 Importance of Business Studies to Rural Public Schools in South Africa

Business Studies positively impacts the knowledge, intention and mindset of learners who desire to be entrepreneurs. Schools are encouraged to focus on vocational studies where learners can learn practical entrepreneurship skills rather than theory. Furthermore, schools should provide valuable learning opportunities for a live experience of entrepreneurship approach (Karyaningsih, Wibowo, Saptono & Narmaditya, 2020). Similarly, Business Studies benefits learners, teachers and parents as well. Parents report that Business Studies changes learners' attitude and behaviour positive; teachers stated that Business Studies improves the scholastic results of learners in general compared to before Business Studies was introduced in school (Kirkley, 2017). Furthermore, teacher reports the benefits of Business Studies, such as an increase in learner's participation within the classroom and direct teaching workload. From the researcher's observation, Business Studies in secondary schools



may improve the quality of living standards and livelihoods of people in rural areas by creating self-employment. This is evidenced when specific learners practise entrepreneurship in the informal business of selling snack and sweets at school and home. As a result, Business Studies plays a significant role in rural areas.

Business Studies is relevant to rural learners in public schools as it teaches learners fundamental business skills from early stages of life (Karimi et al., 2016). As such, learners can learn the necessary skills to start and run businesses, enabling them to gain experience and interest in creating new ventures (Pato & Teixeira, 2016). Existing research on Business Studies highlights that learners' need to engage in Business Studies from childhood is equipped with more knowledge and experience because they develop a relevant personality for doing business. Therefore, entrepreneurship practices in rural areas are vital to individuals residing in such setting; something which may reduce the urban migration in search of jobs in the cities (Pato & Teixeira, 2016; Deller, Kures & Conroy, 2019). Business Studies may also allow learners in rural areas to develop skills and knowledge to develop survival means and create job opportunities for other youth age group instead of migrating to the city. As a result, new businesses in rural areas may encourage the growth in business industries and help balance the inequality between rural and urban living conditions (Deller, Kures & Conroy, 2019). Business Studies in the rural areas may have a positive impact on the lives of individuals living in rural areas and also Business Studies may enable families and communities in rural areas to access basic needs such as food, and families can use profit generated from businesses to acquire assets. Acquiring assets by rural communities enable the regional standard of living to improve. As a result, Business Studies may positively impact the surrounding residents' livelihoods.

### 2.5.3 Approaches to Teaching Business Studies at Rural Schools of South Africa

There is no method of teaching Business Studies that is better than the others as the method varies depending on the nature of the topic, the number of learners and resources available (Samuel & Rahman, 2018). There are varied approaches such as Action Oriented, Role Play and many more used to teach entrepreneurship. The current Business Studies teaching method is known as the action-Oriented Approach where practical methods are involved in doing aspects of teaching the subject such as

solving problems and bringing new ideas into action (Barba-Sánchez & Atienza-Sahuquillo, 2018). Furthermore, the Action-Oriented Approach motivates learners to take risks to achieve their goals because it enables learners to turn theoretical knowledge into practice. Also, schools in countries like Italy considered the Action-Oriented Approach to the teaching of Business Studies within their education system (Fiore, Sansone & Paolucci, 2019). However, according to Olokundun, Moses, Iyiola, Ibidunni, Ogbari, Peter and Borishade (2018), non-practical teaching method less effective in teaching Business Studies. A supportive, practical teaching method is considered the best method since the method drives learners to become future entrepreneurs as entrepreneurship practical nurture new entrepreneurs (Murray, Crammond, Omeihe & Scuotto, 2018). The researcher is interested in the Action-Oriented Approach as it encourages teachers to engage learners to practise lessons from Business Studies.

The theoretical teaching approach is less effective in motivating learners to become entrepreneurs as learners develop a bad attitude towards the subject since there no activities that learners engage in during the lesson (Farhangmehr, Gonçalves & Sarmiento, 2016). Moreover, non-practical methods are viewed as inappropriate learning methods as they do not contribute to Business Studies goals because such approaches focus only on theory, and thus learners do not experience solving problems to become creative (Olokundun, Moses, Iyiola, Ibidunni, Ogbari, Peter & Borishade, 2018). Furthermore, non-practical methods do not provide the entrepreneurial skills and behaviour required to start business ventures. Both traditional and non-traditional teaching methods are essential to develop entrepreneurship skills and knowledge (Olokundun, Moses, Iyiola, Ibidunni, Ogbari, Peter & Borishade, 2018). Teachers use different teaching methods as the methods are developed within the institution, not from either national or international, and the teaching methods are recognised as the determining factor for learner achievement (No & Tarekegne, 2019). Despite the Importance of practical teaching methods, teachers should be encouraged to use similar practical teaching methods to provide similar results, benefitting the learners and society.

Role Playing is another teaching method used in the classroom, and it allows learners to explore situations by interacting with each other in a manageable way in developing

entrepreneurial experience and skills (Lin, Kim, Qiu & Ren, 2017). Besides, learners interact with their peers as they in the role of decision making, and this technique is positively proven to be useful to many teachers and learners in dealing with a variety of classroom problems and reaching specific learning objectives (Danka, 2020). Furthermore, the Role-Play Method has been proven to be an effective teaching method for teaching entrepreneurial skills as it allows more learners to respond independently to entrepreneurship questions than other learning approaches (Hidayati & Pardjono, 2018). As a result, the Role-Play Method allows learners to get the opportunity to raise questions and develop debating skills. Therefore, the Role-Play Approach increases learners' public participation in real-life situations and encourages them to continue reading and being creative (Moreno-Guerrero, Rodríguez-Jiménez, Gómez-García & Ramos Navas-Parejo, 2020). Still, in most South African schools, teachers use traditional teacher-centred learning methods to facilitate the whole lesson without learners' participation, thus limiting the development of learners' critical and creative skills (Mameli, Grazia & Molinari, 2020).

## **2.6 Training Business Studies teachers**

Teachers' competence depends on the effectiveness of training. According to Sarri, Mouratoglou and Laspita (2020), teachers need to be correctly trained to ensure that learners receive adequate and practical knowledge and skills. Such training needs to be done by entrepreneurship experts to strengthen teachers and society's entrepreneurial mind set and intentions. Schools, government and business need to work together towards reaching the same goal of strengthening entrepreneurial intentions to enhance the entrepreneurial spirit and business creation (Galvão, Ferreira & Marques, 2018). Similarly, Henry, Hill and Leitch (2017) suggest that Business Studies and training play an essential role in laying a solid foundation for the youth as it enables youth to start their businesses and contribute to the economy. Furthermore, Business Studies and training may contribute to job opportunities and reduce poverty, as unemployment is a serious issue facing the youth. Despite the need for Business Studies, some teachers lack entrepreneurial competence, entrepreneurial skills, training and necessary resources to implement Business Studies.

Many programs such as Endeavour South Africa, entrepreneurship training potentials entrepreneurs and National Youth Development Agency are launched to promote Business Studies and training. However, novice entrepreneurs encounter challenges such as network opportunities, human capital and entrepreneurial training and mostly to access funding (Brière, Tremblay & Daou, 2014). As such, there is no much improvement in the development of practical skills in Business Studies. Business Studies requires knowledge and considerable investment in information and communication technologies, as well as an extensive plan to develop and implement practical skills (Gangi, 2017). It means that Business Studies teachers should be trained to impart entrepreneurial knowledge and skills from primary education phase. In this regard, theory and practice should be included in in syllabi (Deveci & Seikkula-Leino, 2018). Blimpo and Pugatch (2020) argue that in-service training of Business Studies is not adequate to equip teachers with relevant knowledge and skills.

Apart from training teachers, involvement of parents and training of head teachers/principals can bring massive changes in promoting how Business Studies is taught in schools since head teachers directly impact and influence teaching and learning through supporting the staff as well as providing resources that could enable Business Studies activities (Boonk, Ritzen, Gijsselaers & Brand-Gruwel, 2021). Similarly, the promotion of Business Studies depends on the head teacher's interests and competence (Minna, Elena & Timo, 2018). As a result, Business Studies at schools depends on the head teachers' training. Business Studies training for educators can provide head teachers with opportunities to learn about the content, subject and available resources needed to teach Business Studies (Ruskovaara, Hämäläinen & Pihkala, 2016). However, Entrepreneurship training for teachers and learners at schools is low because of the training assessment tools and lack of entrepreneurship competence (Seikkula-Leino, Ruskovaara, Hannula & Saarivirta, 2012; Deveci & Seikkula-Leino, 2018).

## **2.7 The Strategies to Teach Business Studies in Rural Schools**

There are many ways teachers can teach Business Studies in rural schools as Business Studies has shown empirical evidence as positive to rural schools. Business Studies is interpreted differently by teachers. The following section outlines how Business Studies teachers in rural secondary schools can teach Business Studies

through realistic exercises. Teaching entrepreneurial skills as realistic exercises may enable learners to develop entrepreneurial skills as teachers use different forms of creativity (Fejes, Nylund & Wallin, 2019). Similarly, Business Studies requires teachers who use real-life events and different learning theories and approaches to promote learners' entrepreneurial mindset and awareness (Robinson, Neergaard, Tanggaard, Krueger, McCracken & Matlay, 2016; Nabi, Liñán, Fayolle, Krueger & Walmsley, 2017).

Teaching Business Studies in rural schools requires creativity from the teacher as a ringmaster of the Classroom. Creativity and innovation are the fundamentals of implementing Business Studies in rural schools as the creativity by a teacher provides the entrepreneurship competence in managing the classroom, and creativity strengthens the basis of knowledge (Syam, Akib, Patonangi & Guntur, 2018). Similarly, creativity plays a vital role in implementing Business Studies because teachers require to think out the box when teaching and practising entrepreneurial skills. Significantly, teachers should also stimulate creativity by playing entrepreneurship games with learners they teach (Fox, Pittaway & Uzuegbunam, 2018).

## **2.8 The Role of South African Business Studies teachers**

In recent years, teachers go beyond planning lessons and content delivery in the process of teaching and learning. Teachers are expected to perform specific roles within and outside classrooms, such as concentrating on strengthening learners' entrepreneurial intention. Accordingly, the roles of Business Studies teachers in South Africa is outlined in the following sections:

Business Studies teachers are expected to mediate learning to help learners learn better and diverse their needs by identifying their barriers to learning entrepreneurship knowledge and skills (Kim & Park, 2019). As learning mediators, Business Studies teachers are expected to use a second official language to explain, describe, and discuss topics and questions to make it possible for all learners to understand the subject content in Business Studies. In a case where there are difficulties in teaching and learning, Business Studies teachers should cater for the learners' diversity in terms of gender, age, ethnic, language, culture and other differences that define

people. As such, teachers are also expected to communicate effectively with learners and show respect for others' differences, and, in doing so, learners gain necessary knowledge, skills and attitude towards entrepreneurial motivation and interest. Using different teaching methods, strategies and teaching media helps most learners to effectively learn in different ways.

Business Studies teachers are also leaders, administrators and managers of classrooms in their nature since they motivate and inspire learners to choose entrepreneurship as a career (Wibowo & Saptono, 2018). As leaders, Business Studies teachers determine a clear vision for the classroom to motivate learners and guide them to achieve set goals. Furthermore, Business Studies teachers as leaders have specific characteristics that they should obtain, namely, trustworthiness, empathy and advanced knowledge of the subject. Also, Business Studies teachers are expected to construct a classroom atmosphere that is democratic and promotes principles of entrepreneurship values (Kuang, Kennedy & Mok, 2018). Above being leaders, Business Studies teachers are also managers. The teachers are expected to make appropriate decisions, manage the learners within classrooms and carry out administrative duties such as taking daily attendance registers.

Business Studies teachers engage in lifelong learning to set an example for their learners as role models. In turn, the teacher may motivate learners to develop the need for lifelong learning. According to Robinson et al. (2016), lifelong learning is essential in Business Studies as it helps teachers apply research meaningfully to educational problems. Moreover, Business Studies teachers have to play a role as researchers in their study as that will enable them to find solutions to particular problems that might arise from classroom or school. Researchers, in their nature, can connect with different sources of information, network with professional for support and are more like to understand policy context from local to national, which also enables Business Studies teachers to teach and lead more strategically and effectively (Korthagen, 2017). However, only a few South African teachers further their studies after the completion of their first qualifications, so this expectation is needed for professional development of teachers.

Another role expected of a teacher is to be an assessor. Assessing is the Process of evaluating a given task to continuously collect information about a learner's achievement that could improve their learning (Aziz, Mahmood & Rehman, 2018). There are two forms of assessment that are used in Business Studies, namely, formal and informal assessments. Formal assessments are tasks such as assignments, examinations, practical tasks, and projects marked and formally recorded by the teacher for a learner's progression and certificate purpose (Boud & Soler, 2016). Informal assessments are defined as daily monitoring of learners' progress during class lessons and activities done through observations, discussions and informal classroom interactions (Abrams, Varier & Jackson, 2016). As a result, Business Studies teachers perform the role of assessing by evaluating formal and informal tasks, and, at a later stage, feedback is carried out in the form of corrections with an understanding of the purpose, method and requirements of assessments. According to Broadbent, Panadero and Boud (2018), Business Studies teachers should design and manage formative and summative assessment methods to meet accrediting bodies' required criteria. As a result, assessing and giving feedback to learners enable them to know what is expected of them in the future.

Business Studies teachers are also supposed to be subject specialists in Business Studies by using different teaching approaches to transfer knowledge, skills, principles, values and procedures relevant to the discipline. Previous studies focused on a general overview of teachers' role regarding learning and teaching. As a result, little is known about practical methods and approaches to teaching Business Studies, especially in rural secondary schools (Raiola, 2017; Kirkley, 2017; Dearden, 2018). Hence, this study specifically focuses on Business Studies teachers' role, their knowledge and experiences to generate knowledge of the subject's teaching in schools in rural areas with limited resources.

## **2.9 Characteristics of Effective Business Studies teachers in South Africa**

Teachers have a powerful, long-lasting influence on their learners since they affect what they learn, how much they learn, and how they interact with other people around them. Effective Business Studies teachers bring knowledge, aspiration, motivation, attitude, values, unique beliefs and skills to learners (Wlodkowski & Ginsberg, 2017). However, some researchers define the effectiveness of teachers in terms of learner's

achievement. Other researchers define teachers' effectiveness in terms of their high performance of rated supervisors, researchers, assessors or teachers. As a result, there is no standard definition of effective teachers. Some characteristics of effective entrepreneurship teacher are similar to qualities of entrepreneurship.

Another characteristic of an entrepreneurship teacher is the ability to engage with the learners. Entrepreneurial teacher who promotes interaction in Business Studies class do justice to their profession by empowering learners and developing their communication skills. It means that entrepreneurs need to be negotiating with customers, suppliers and parties they are interacting with for effective teaching and learning to take place. Similarly, Business Studies teachers who encourage learners to communicate in Group Discussions, mock interviews and role-plays enable learners to develop communication opportunities (Neck & Corbett, 2018). Some researchers believe that health communication is the key for both teachers and learners as they acquire communication skills in the interaction process. In contrast with other researchers is that some teachers teach almost the whole period without engaging the learners' and this type of teaching inhibits skill development, resulting in poor communication.

Creative and innovative Business Studies teachers develop skills to apply calculated risks by using what is around to develop innovative ideas and teaching strategies for their classroom without fear of failure (Gutiérrez & Baquero, 2017). As a result, learners develop the attitude and skill to be creative and innovative. However, it is very expected that there are Business Studies teachers out there who still lack creativity, and teachers' creativity impacts entrepreneurial intention (Wibowo & Saptono, 2018).

Independent thinking is also a characteristic expected of an entrepreneur teacher. Independent thinking is the process through which teachers allow learners to think independently (Dole, Bloom & Kowalske, 2016). This process allows learners to practise critical thinking and question information and irrational assumptions about a topic. Therefore, Business Studies teachers need to encourage independent thinking of learners as it develops their ability to apply entrepreneurship skills.



The process of lesson preparation is to identify learning objectives, specific learning activities, how the lesson is assessed, and create a realistic timeline before the lesson can start. Effective Business Studies teachers should go to class every day and ready to teach for the entire period without wasting instructional time. As a result, the prepared lesson makes the lesson useful without learners getting bored and falling asleep.

Lastly, Business Studies teachers should have optimistic attitudes and strategies that help learners to act positively towards one another and be available to learners in the peer support learning process. Also, Business Studies teachers set no limits for the learners and believe that they can achieve regardless of challenges. Thus, learners are continuously trained to do their best and gain confidence. Furthermore, effective Business Studies teachers also portray excellence in teaching through coaching.

### **2.10 The Challenges Business Studies Teachers Experience in South Africa**

There are various challenges that teachers deal with in South Africa. Although, this study intends to look at the experiences of teachers regarding Business Studies, some of the challenges are also experienced in other taught subjects. Business Studies teachers encounter various challenges, such as lack of teamwork and collaboration at schools and within the classroom. This is a common challenge as a result of being one teacher within the school specialising in Business Studies, particularly in small schools, leading to a lack of teamwork (Ejionueme & Oyoyo, 2015). This is a challenge because teamwork is recognised as the critical factor that encourages collaboration, communication, increased efficiency, and the ability to help different minds focus on the same problem and mutual support (Thomson, Outram, Gilligan & Levett-Jones, 2015).

Business Studies at schools is a major challenge for developing countries as there is a shortage of funding and fully committed leadership (Nwambam, Nnennaya & Nwankpu, 2018). To promote effective Business Studies, leadership should be fully committed to entrepreneurship programmes using assisting scholars with funding and trust (Thorgren & Omorede, 2018). Moreover, there are various challenges faced by Business Studies teachers when teaching Business Studies in secondary school; the challenges include fewer ambitions and lack of entrepreneurial practice due to

teachers and learners experience (Diehl, 2016). As such, lack of entrepreneurial ambitions among teachers and learners may lead to ineffectiveness of entrepreneurial spirit and culture in rural schools. In the nation's current state, most people are willing to start their businesses and manage their finances well. However, there are a variety of challenges that are faced by learners who want to start their businesses. The challenges include lack of computer skills, lack of teamwork, inefficient communication skills and traditional teaching method. Traditional teaching methods used in schools by Business Studies teachers does not permit learners to be successful entrepreneurs, and the information gathered is insufficient (Marin & Chitimiea, 2020).

### **2.11 The Characteristics of Rural Secondary Schools in South Africa**

After 25 years of democracy in South Africa, there is little improvement on Business Studies in rural areas as teachers and curriculum in place contribute to the low level of entrepreneurship activities in rural schools (Deale, 2016; Pato & Teixeira, 2016). Most public schools in rural areas are categorised as providing low quality of education (du Plessis & Mestry, 2019). As a result, Business Studies' effectiveness is limited due to lack of support, teacher professional development, motivation and resources in rural secondary schools.

Generally, rural areas are relatively less developed. As a result, rural secondary schools lack essential teaching and learning resources, such as books, computers, access to the internet, the necessary infrastructure for sanitation and classrooms, which limits effective teaching and the ability of learners to show their best potential and talents (du Plessis & Mestry, 2019). The lack of resources negatively impacts learners' overall outcomes and teachers' attitude towards Business Studies. In some rural secondary schools, resources such as computers can allow teachers to search what other countries are doing when teaching and practicing entrepreneurship. However, there is a limited network connection to access the internet that, consequently, disables both teachers and learners' use and makes them lose interest in the subject (Gaotlhobogwe, 2017). There is also the lack of adequate resources in rural secondary schools that affects the quality of learners' learning experience and is difficult to relate the distribution of resources to those in urban areas, which raises then issue of the allocation of resources (Çiftçi & Cin, 2018).

Apart from resources, another challenging factor in teaching Business Studies in rural secondary schools is lack of parental involvement. Educational legislation promotes parental involvement as a mechanism for improving learners' outcomes in South African schools (Epstein, 2018). It is indeed the role of the parents to support learners' learning while at home. Many parents in rural areas are not familiar with educational systems due to general low literacy levels in the environment and other socioeconomic issues, which result in injustice by not supporting learners' education (Hamlin & Flessa, 2018). Furthermore, most of the learners' parents in rural public schools do not take part in school-related activities such as attending meetings regarding their children's performance (Matshe, 2014). It is through such meeting that possible entrepreneurial activities may be discussed and teacher's supporter by the different stakeholders. Similarly, some studies indicated that parents with low levels of education and inflexibility in their working hours lack confidence and prevent them to participate in school activities respectively (Matshe, 2014; du Plessis & Mestry, 2019; Yulianti, Denessen & Droop, 2019). However, there is a gap in minimizing the challenge of parent involvement in rural schools and the parents' support in Business Studies.

Rural schools also commonly appear to have unqualified and underqualified teachers (Hannaway, Govender, Marais & Meier, 2019). Unqualified teachers are recruited to address teachers' shortage, particularly in rural schools, because rural children receive limited educational resources that include teaching personnel (Mukeredzi, 2016). According to du Plessis and Mestry (2019), there is a high turnover of qualified teachers in most rural schools. Therefore, unqualified teachers who have limited subject content knowledge and teaching skills, replace the qualified teachers who exit the profession. Highly qualified teachers have the following specific criteria, have Bachelor's degree, license to teach and demonstrate a high level of competency in the subject, which leads to the effectiveness of teaching Business Studies (Karelitz, Fields, Levy, Martinez-Gudapakkam & Jablonski, 2011). Such quality of teachers is limited in rural secondary schools.

Rural schools are also characterized by multi-grade classes to manage a ratio of teacher to learners in schools due to shortage of resources. Multi-grade classes are defined as classes that host two or more learners of different grades under the same

roof (Checchi & De Paola, 2018). This practice is common in the rural schools because to shortage of infrastructure Researchers have highlighted that multi-grade classes affect learners' confidence and self-esteem to express their opinions on the factors that inhibits effective teaching and learning. Schools practise multi-grading because of lack of resources and infrastructure, although Msimanga (2019) emphasizes that the multi-grading in South Africa is widely used in primary schools and requires teachers to have the right classroom management strategies to be effective. Multi-grading is a challenge as learners remain in the same class for many years although they are promoted to the next grade, resulting in low learning and teachers becoming discouraged and resulting in high absenteeism (Menon, Nedungdi & Raman, 2017). As a result of the multi-grade teaching approach, learners in rural schools do not receive equal Business Studies as learners in well-resourced schools in the urban areas.

In the following section, I present the discussion on the leadership in the teaching of Business Studies.

## **2.12 Leadership in Business Studies**

A leader understands what should be achieved without using power to force followers to achieve his goal and has a vision and necessary skills to motivate followers to achieve organisational goal (Burmansah, Rugaiyah, Mukhtar, Nabilah, Ripki & Fatayan, 2020) similarly, Leader's shape and guide the actions of the followers to reach specific goals (Andriani, Kesumawati & Kristiawan, 2018). Leaders are critical in any organisation as they support employees to behave proactively at work, more specifically, leaders bring about change and motivate followers by playing an essential role in establishing a supportive environment and building a positive relationship between themselves and their followers to enable proactive behaviour (Buil, Martínez & Matute, 2019). Buil, Martínez and Matute (2019) further describe a leader as a person with excellent communication and interpersonal skills to build an effective team. Buil et al., (2019) assert the importance of leadership in business, schools and politics by arguing that organisations cannot function successfully in the absence of effective leadership. Based on different leadership theories, leadership is highly essential for businesses to achieve a more sustainable change. In the contemporary

and more dynamic world, leadership is needed to influence employees to adapt to rapid changes in the business environment and education.

Leaders are the pillars of strength for every organisation (Ubaidillah, Christiana & Sahrandi, 2019). Similarly, committed leaders inspire, share a vision and provide a stable centre for a change selflessly (Alfoqahaa & Jones, 2020). Equally, Leaders are more important than ever before, as they play a mindfulness role by shaping employees' physiology and behaviour (Reb, Chaturvedi, Narayanan & Kudesia, 2019). Moreover, developing leaders is important in the current state of high unemployment rate because leaders manage tasks given to them to deliver positive outcomes. As a result, leadership plays a critical role in the success of the organisations as they set strategic prerequisite for the organisations to improve. Business Studies teachers guide and direct a group of learners within the classroom. Teachers as leaders manage learners' emotions when teaching Business Studies and play a crucial role in developing future leaders and preparing creators of wealth and entrepreneurship. As leaders, teachers adopt different leadership styles depending on the kind of duty and present circumstances. There are a variety of leadership styles that correlate with Business Studies teachers' efficacy and competencies in schools.

In the following section, the researcher discusses the different leadership styles that relate to teachers as leaders in Business Studies teaching.

### **2.13 The Framework of the Study- Vygotsky's Theory of Scaffolding**

This section discusses the theoretical framework for this study. Different scholars and researchers have many definitions of a theoretical framework, while according to Van Meter and Garner (2005) and Patrón (2021) describe theoretical framework as the structure that upholds and supports the study. It is essential to give a brief meaning of the theoretical framework to shed light for the study to be necessary. The study employed a single theory of Lev Vygotsky, namely, the Scaffolding Theory, to explore the role of Business Studies teachers in promoting entrepreneurship in rural schools in Limpopo Province. Moreover, Bruner's has made this theory widely used in teaching practice (Liu, 2020).

### ***Vygotsky's Theory of Scaffolding***

Scaffolding refers to a temporary structure outside a building, made of wooden planks and metal poles, used by workmen while building, repairing, or cleaning the building (Dogan, Yurdusev, Yildizel & Calis, 2021). Additionally, Awadelkarim (2021) explains that scaffolding originally comes from the temporary structure used to repair the building. In this study, scaffolding refers to temporary support offered by the teacher to learners for a specific period of time to allow a learner to master a content. In the scaffolding model, a teacher shares new information and demonstrate how to solve a problem to the learners. The Scaffolding Theory of Vygotsky serves as a technique to offer a particular kind of support to learners as learners learn and develop a new concept or skill from the support and guidance of teachers (Levrini, Tasquier, Barelli, Laherto, Palmgren, Branchetti & Wilson, 2021). According to Vygotsky, learning occurs through the support structure between what a learner already knows and what has to be learned. Therefore, it is the responsibility of Business Studies teachers to find out what learners already know and what has to be learned for promotion of entrepreneurship in rural schools.

Scaffolding plays a vital role in shaping the quality of learning at schools. Conversation between learners and teachers is considered crucial in shaping how learners learn and do things outside the classrooms (Li & Zhang, 2020). As such, for learners to start business ventures is determined by what learners have learned during Business Studies lessons and practice what they mastered. Insufficient support towards learners leads to frustration and failure to understand the task, while too much support does not encourage learning between learners and teachers (Christensen, 2020). As such, the Scaffolding Theory is relevant in the study as the Business Studies teachers are supposed to support learners temporary for learners to learn how to perform and do tasks on their own with the temporary assistance of teachers. Therefore, to promote entrepreneurship in schools, teachers are supposed to temporarily support learners and allow learners to work on their own. In Business Studies, teachers are required to provide a business problem that will require learners to think and solve the problem independently while teach is guiding learners to solve the problem. The teacher then gradually steps back and lets learners' practise and solve the problem on their own. Furthermore, Pitkänen, Iwata and Laru, (2020) say that scaffolding is a process whereby a teacher helps a learner gain new knowledge or master an activity

that the learner is unable to perform without the support and guide of a teacher. The Knowledgeable person adds and supports a learner to move them progressively towards a more robust understanding of the subject and topic in greater independence. Scaffolding guide the building of knowledge from the ground (KGovindasamy & Moi Kwe, 2020). Vygotsky believed appropriate support from teachers is needed when providing instructional activities for a task and when a task is provided to a learner.

According to Vygotsky, the learner cannot learn in isolation without the influence and assistance of someone knowledgeable because the learning process is influenced by social interaction between teachers and learners (Study, 2021). As such, learners cannot study and understand the concepts and practice of entrepreneurship without Business Studies teachers who are specialists in the subject. Furthermore, knowledgeable individuals such as peers, teachers, parents and others influence the way learners think and solve problems. As such, for the promotion of entrepreneurship can be developed. Business Studies teachers should provide guidance and provide learners with the theory that learners will use in the future for developing and starting their ventures.

The study employed the Vygotsky's Theory of Scaffolding. The researcher approves the theory of Vygotsky because when teachers teach Business Studies, they provide learners with Business Studies scenarios which require learners to be creative to solve the problems from the scenarios. Scaffolding helps both learners and teachers to get an opportunity to practice the theory learnt during the classroom (Schutz, Danielson & Cohen, 2019). As a result, scaffolding in Business Studies can help learners to practice entrepreneurship. Teachers have a crucial role in assisting learners in problem-solving through the use of scaffolding. Furthermore, teacher scaffolding is essential for beneficial learning collaboration problem-solving, in collaboration problem solving, learning to construct a model of the problem task using Business Studies knowledge and solve the problem with the interaction with each other and the teacher (Haataja, Garcia Moreno-Esteva, Salonen, Laine, Toivanen & Hannula, 2019).

The Scaffolding Theory of Vygotsky has a range of influences in education (Ji & Luo, 2020). Scaffolding is a new idea whereby a teacher engages learners and allows them

to perform and do a task independently with a bit of guidance from the teacher. Scaffolding in Business Studies refers to help, whereby the teacher sets a proximal development zone to support learners in completing their learning tasks. As such, the teacher requires learners to master the content and work on their own. After that, a teacher withdraws as learners can work independent.

***The scaffolding teaching theory consists of a Zone of Proximal Development***

Psychologist Lev Vygotsky proposed this theory of Zone Proximal Development in early 1930 as the theory believes that the development of learner's intelligence include what learners already know and what learners do not know (Liu, 2020). Zone of Proximal Development has gradually shifted theory into practice as the Zone of Proximal Development focuses on application courses such as chemistry, mathematical etc., and the practice of learning is guided and assisted by an expert, which is a teacher (Margolis, 2020). The ZPD is relevant to the study because of Business Studies teachers should first start by analyzing learners' current knowledge in the subject to make corresponding progress on knowledge building. Business Studies learners learn the subject in a complex environment whereby the subject is ever-changing (Kantar, Ezzeddine & Rizk, 2020). It is essential for Business Studies teachers to know and understand how learns brains develop. To teach Business Studies adequately, Business Studies teachers require a clear idea of what knowledge and skills learners should grasp by the end of the lesson. Therefore, is it essential for Business Studies teachers to involve prior knowledge by assessing what learners know and what they do not know about the topic of the day? This theory of Lev Vygotsky can be very helpful to both Business Studies teachers and learners as they can both promote the entrepreneurship sprits. Using the ideas of scaffolding and Zone of Proximal Development could help a Business Studies teacher line up the things they need to teach learners for a whole year and build a sequence by which learners will slowly build mastery over one concept before moving on to the next level concept. Vygotsky believed that educators should help students learn within their ZPD to increase their skills and knowledge without becoming frustrated by things that are currently too difficult for them to accomplish.

Vygotsky came up with the idea of ZPD after extensive studying of how young children learn and the effectiveness of different teaching methods (Shabani, Khatib & Ebadi,

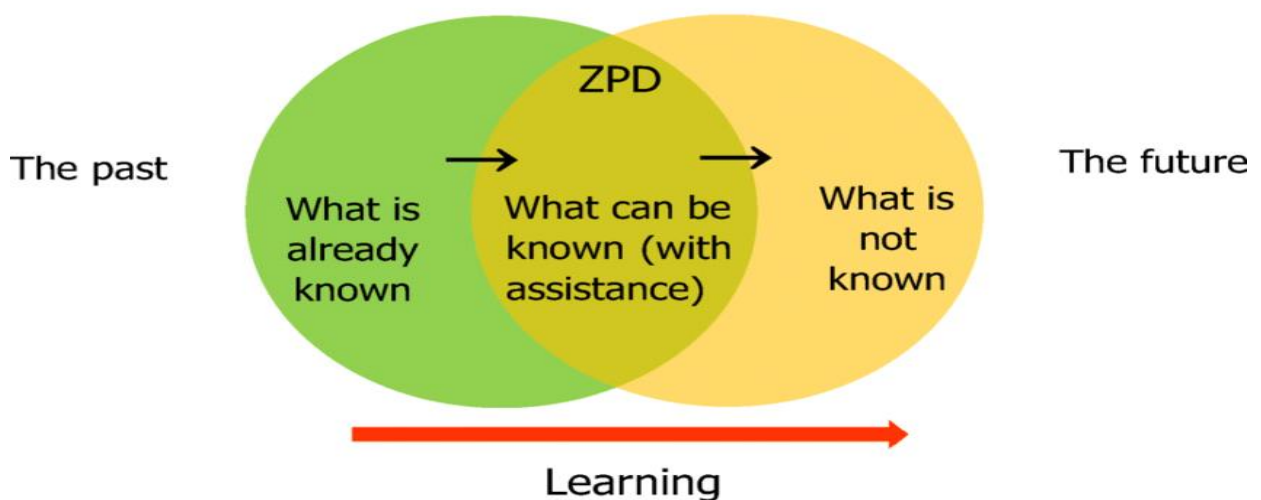


2010). He found that individual knowledge-based tests are often an inaccurate way to measure a young student's intelligence since children need to interact with others who are more intelligent than they currently are to learn. He cited many cultures where young children are taught new skills and knowledge passed down by older generations. For example, when infants learn how to walk, they often start by holding onto the clothes or hands of an adult or older child, who guides them. The infant will continue to do this until they have enough skills and strength to walk independently. This way, they can learn to walk much faster than if they were expected to learn without being able to hold onto anything.

Vygotsky instead believed that the proper way to test learners was to test their ability to solve problems both independently and with the help of a teacher (Silalahi, 2019). As such, Business Studies teachers should test learners to solve problems independently and with the help of others. Overall, research has shown that these methods can often help learners learn more than they would compare to traditional teaching methods, but they require the instructor or a teacher to have a good grasp of the learners ZPD so they can adapt the teaching method to them. Children whose mothers guided them were significantly more successful than those who completed the task independently (Robichaud, Roy, Ranger & Mageau, 2020).

Figure 2.1 Vygotsky Zone of Proximal Development (ZPD)

### Vygotsky's zone of proximal development (ZPD)



### **2.14 Gap in Literature**

Business Studies was introduced in South African secondary schools in 2005 through Business Studies, aiming to equip learners with relevant entrepreneurship skills (North, 2002). After 15 years of Business Studies in South Africa, there is an escalation in youth unemployment that negatively affects the economy and gross domestic product. There is lack of literature that explains the current state of the teaching of Business Studies and the inability to empower learners with knowledge and skills that can lead to job creation. Therefore, this study aims to contribute to the knowledge that could reduce this gap as well as make recommendations on how teachers can implement a Vygotsky's Theory of Scaffolding when teaching Business Studies in rural secondary schools. The assumption of the researcher in this study is that Vygotsky's Theory of Scaffolding is relevant to rural secondary schools as teachers encounter challenges such as lack of entrepreneurial training when teaching Business Studies and they need to adapt and change to address the challenges.

### **2.15 Summary of the Chapter**

This chapter highlighted various issues regarding teaching Business Studies in rural secondary schools. The characteristics of a successful entrepreneur and the skills required for successful leadership in teaching Business Studies are discussed. Lastly, this chapter explored the relevant Vygotsky's Theory of Scaffolding theoretical framework by James McGregor Burns (1978) and related the elements of this leadership to the change required in teaching Business Studies.

The next chapter presents and discusses the research methodology used in this study.

## **CHAPTER THREE**

### **RESEARCH PARADIGM, APPROACH, DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The preceding chapter outlined the literature review on the Business Studies, the role teachers as leaders, leadership styles, and the Vygotsky's Theory of Scaffolding as the theoretical framework of the study. In this chapter, the researcher presents the description of the research process and the method deployed in undertaking the study. This chapter also discusses the different stages of conducting research, including selection of the site and participants, data collection and data analysis processes. This chapter further discusses the trustworthy strategies used in this study to ensure quality research as well as the ethical consideration in this study.

#### **3.2 Research Paradigm**

A research paradigm consists of beliefs, assumptions, principles and fundamental aspects that influence the truth about reality (Maree, 2017). In this regard, Burrell and Morgan (1979) explain the research paradigm as an assumption in which people view the world. As a result, this suggests that people uniquely view the world. Therefore, if individuals view the world differently, that automatically state that researchers also view the world differently, and researchers' view is influenced by research methodology and research approaches (Maree, 2017). Creswell (2003) states that the research paradigm is also influenced by ontology and epistemology. Ontology and epistemology are the two-term that are primarily used in research, and they have relationships as ontology leads to interpretation while epistemology leads to realism (Marsh & Furlong, 2002). Ontology and epistemology assist in decision-making between the research methodology and method to be used. Ontology as a concept is defined as research philosophy concerned with the nature of reality (Crotty, 1998; Al-Saadi, 2014).

Similarly, Hudson and Ozanne (1988); and Lawrenz (2009) define ontology as the philosophical study of nature and reality. While Patel (2015) states that reality does not exist out of a single reality. Moreover, ontology asks questions such as what exists and its nature of existence (Creswell, 2003). Therefore, the researcher in this study is concerned with the role of teachers in promoting Business Studies in rural

secondary schools. Furthermore, the researcher is concerned about whether Business Studies in schools equips learners with entrepreneurial skills and knowledge to start business ventures and solve complex business challenges. Lastly, in terms of the study, ontology acknowledges that there is no single reality. The research discovered teachers' experience on multiple interpretations by different Business Studies teachers in rural secondary schools. Experience and views of Business Studies teachers are shared as the multiple reality on teachers' leadership role. Researchers assume that teachers have a more significant influence on changing how Business Studies is taught at rural schools as role models of learners because they teach them daily. Moreover, schools were found to be promoting basic knowledge, which can enable learners to start their ventures in different industries. However, Bellavitis, Filatotchev, Kamuriwo and Vanacker (2017); and Lindvert, Patel and Wincent (2017) state that learners lack entrepreneurial support such as social and financial support to start their businesses at an elementary age.

*Epistemology* is defined as the nature of knowledge and methods of gaining knowledge from participants (Patel, 2015). Similarly, Gray (2009) states that epistemology comes from episteme, meaning "knowledge". Therefore, epistemology can be referred to the study of knowledge. Equally, Roos and Von Krogh (2016) state that epistemology deals with how individuals use experience and understanding to know things. Epistemology as a philosophy is concerned with how knowledge can be gained (Patel, 2015). As such, research asks epistemological questions such as: How do we know? Therefore, the researcher in this study discovered the leadership role of teachers in teaching Business Studies by exploring their experience regarding teaching the subject of Business Studies. As a result, knowledge was shared and gained from different teachers.

### **3.3 Interpretivism Perspective**

The study of the role of teachers in promoting Business Studies in rural schools in the Limpopo Province is based on the Interpretive Research Paradigm. The interpretive paradigm is explained as a research paradigm where research wants to discover the truth and reality about the phenomena through participants' views (Maree, 2016). Furthermore, Mackenzie and Knipe (2006) state that the Interpretivism Paradigm intends to understand human beings' experiences. As such, the researcher decided

to employ the Interpretive Research Paradigm to discover the background and experience of Business Studies teachers in rural secondary schools of Limpopo Province. Interestingly, there is a direct link between the qualitative research method and interpretive paradigm (Thanh & Thanh, 2015). This is because the Interpretivism Paradigm allows researchers to explore and discover the views of individuals in different settings (Thanh & Thanh, 2015). Equally, qualitative research method and interpretive paradigm explore the views, experiences, and understanding of participants. The employed paradigm assisted the researcher to discover and examine the role of teachers in promoting Business Studies in rural secondary schools. It also assisted the researcher to answer sub-questions in the study, such as how teachers can create a school culture that supports the development of entrepreneurial skills.

### **3.4 Research Approach**

The study adopted qualitative approach, which seeks to find opinions and attitudes of participants rather than any scientifically measurable data (Maxwell, 2010). Qualitative research is not simply about collecting statistics, it focuses on reasoning grounded in culture and social factors that are explored and analysed (Polkinghorne, 2005). The researcher in qualitative research aimed at gathering in-depth understanding of how human beings behave in certain way (Reeves, Albert, Kuper & Hodges, 2008). In the case of the current study, the researcher aimed at understanding the phenomenon of the experiences of teachers who are teaching Business Studies in rural secondary schools from their perceptions, motivation, and challenges (Al-Busaidi, 2008). Adopting the qualitative method helped the researcher to understand the behaviour of teachers regarding their leadership in promoting Business Studies in rural secondary schools.

Qualitative research also involved the use of qualitative data such as interviews to understand and explain social phenomena, and it further allowed the researcher to write final report or presentation that includes the voices of participants (Gill, Stewart, Treasure & Chadwick, 2008). Qualitative research is the most relevant research methodology to be adopted by the researcher who seeks to understand the views of teachers in different circuits and different schools. Therefore, the researcher interpreted the experiences of teachers who are teaching Business Studies in the rural

Limpopo Province, and the researcher was not willing to measure and quantify aspects of a singular social reality (Collingridge & Gantt, 2008). A qualitative research methodology was used in the study because it allowed the researcher to collect data from multiple sources such as observation, interviewing, noting, describing, listening and interpreting. The researcher chose the method to gather data. Qualitative research does not use large scale survey to gather data but used interviews and observations to gather important information regarding a phenomenon (Becker, Berger, Luckmann, Burawoy, Gans, Gerson & Mills, 2002).

### **3.5 Research Design**

A Research Design explains the procedures for conducting the study (Creswell & Poth, 2016). The procedure includes when, from whom and under what conditions the data was obtained. More specifically, the Research Design is a plan to collect data. A qualitative research allowed the researcher to use Case Study design. The researcher in this study adopted Case Study as a Research Design. Yin, Merriam and Stake are three influential writers who provide techniques to follow when conducting a Case Study research (Yazan, 2015; Yazan, 2016). A Case Study is an in-depth analysis of a single entity allowed the researcher to gather in-depth information from teachers as participants of the study (Hays, 2003; Noor, 2008; Pacho, 2015). Case Study design led to various explanations of a similar experience and understanding of the implication of the event from those involved. Moreover, Case Studies allowed the researcher to show the complexity of social life and explore alternative meanings and interpretations. The researcher adopted a Case Study design because the data contained in Case Studies are close to people's experiences, they can be more persuasive and more accessible. Case Studies build on actual practices and experiences and they can be linked to action, and their insights contribute to changing a practice (Zadek, Evans & Pruzan, 2013). Consequently, it can provide clarity on issues raised regarding the subject matter (Creswell, 2013).

According to Schutz, Chambless and DeCuir (2003); and Brannen (2017), Case Studies allow the researcher to use multi methods to collect data. The characteristics of Case Study design, as explained by Baxter and Jack (2008), includes exploring the experiences of the participants who have experienced a phenomenon. Case Study design is appropriate for this study because the research aims at exploring and

discovering the leadership of teachers in promoting Business Studies. The Case Study design enabled the researcher to elaborate on concepts and develop a model with related subcomponents. More specifically, through Case Study design, the researcher contributed towards the theory of Vygotsky's Theory of Scaffolding as Case Studies also leads to further inquiry (Yin, 1998; Yin, 1981).

### **3.6 Research Methodology**

#### **3.6.1 Research Site**

The study was conducted in one district of the Limpopo Province. The selected secondary schools were in the rural areas of the Limpopo Province that is characterised with a lack of basic infrastructure and low socio-economic circumstances. Access to information and communication technology is often limited in such areas. Infrastructure is a major challenge – schools do not have access to running water, a proper physical space or electricity (du Plessis, 2019). Teachers in rural schools often work in poor working conditions with lack of resources and there is also poor community involvement (Ingersoll, 2004; Geiger & Pivovarova, 2018). Most learners in rural areas live with grandparents and guardians whom do not attend parents' meetings at schools. Learners in rural schools often rely on few textbooks that are provided by schools and there is lack of qualified teachers and teaching materials (Ramnarain & Hlatswayo, 2018; Echazarra & Radinger, 2019). The Limpopo Department of Education provides transport for learners in rural areas. However, transport does not pitch on time and sometimes learners have to walk long distances to school. Teachers lack teaching resources such as computers, access to internet and, lastly, only few can use multimedia gadgets to teach such as projectors. According to Marais (2016); and Rice, Huang and Derby (2018), rural schools have a smaller size of classes with overcrowded learners.

The study on the role of teachers in promoting Business Studies is conducted at rural schools in the Limpopo Province. The research focused on the school because schools prepare learners for an uncertain future as learners. Teachers cannot precisely predict what will happen to learners after matriculating. Moreover, it is well-known that not all learners in secondary school will make it to higher institutions such as colleges and universities. As such, schools are the most suitable institutions where learners can learn the crucial entrepreneurship skills to face the world whether they

have qualifications. Similarly, Business Studies in schools helps learners solve problems and accept failure as a growing process.

The research chose a school as a location to research because schools and Business Studies link in a sense that Business Studies teachers' learners are creative, innovative, and think out of the box. As such, a large population of future entrepreneurs currently at schools. Therefore, the researcher found it very necessary to target the people who require crucial skills to start business ventures in different industries due to generating employment and economic growth in the long run. Lastly, Business Studies encourages self-employment for the people who are currently at school. As a result, schools are a suitable environment for teaching and learning entrepreneurship.

Among the schools available in South Africa, research decided to research ten different schools in Limpopo Province, Capricorn North District, Bochum cluster. Additionally, the schools are chosen on the basis of offering Business Studies as a subject from Grade 10 to Grade 12. Secondly, the selected schools are public schools. Public schools are schools that are controlled by the State, according to South African School Act, 1996 (SASA) (Act no.84 of 1996), and the National Education Policy Act, 1996 (act no. 27 of 1996) state that public schools admit learners and serve learners educational requirements without unfair discrimination based on funding. As such, learners in public schools do not pay school fees. In comparison, the majority of schools in rural areas are public schools rather than private schools.

Moreover, the study was based on secondary schools because in South African public schools, Business Studies is offered in Further Education Training (FET) as a subject known by Business Studies. In comparison, primary schools do not provide Business Studies as subjects while some secondary schools offer business assignments from Grade 10 to Grade 12. As a result, a researcher was abolished to conduct secondary school because of contextual factors as mentioned above.

Lastly, ten schools are selected to participate in the study. Schools are selected based on 2019 academic performance for matric. Performing schools, underperforming and middle-level understanding selected. The selected teachers were Business Studies



teachers in the selected secondary schools in the current year. Teachers were selected based on their teaching experience, preferably a minimum of three years of experience.

### 3.6.2 Sampling

The selection of participants depends on the research questions to be addressed by the study (Moser & Korstjens, 2018). In this study, the researcher selected a group of Business Studies teachers who have common experience and are willing to share their experience. This study used Purposive Sampling to select participants who have the potential to provide knowledge that is relevant to the study. Purposive Sampling employs specific criteria to select the participants to be involved in the study (Etikan, Musa & Alkassim, 2016). One (1) teacher was selected from each of the ten schools totalling to ten (10) participants. In this study, the participants were selected due to their information related to entrepreneurship in rural secondary schools, where Business Studies are an optional subject. These teachers were Business Studies teachers with a minimum of three years' experience in teaching the subject. The selected teachers were those teach a minimum of ten learners during the period of the study because it is observed by the researcher that there are secondary school in rural areas where a teacher teach less than ten learners in a class, particularly for Business Studies as a subject.

In qualitative research, important data lie in the detailed explanation from the participants. Participants got enough chance to explore and share their experiences regarding a phenomenon. The researcher listened and interpreted those experiences and uses purposive sample to select people who have relevant information regarding the phenomenon under study. Therefore, the researcher in this study purposively selected Business Studies teachers based on their experience and location.

Participants are accessed through the Department of Education database. The database showed all schools that offer Business Studies, subject performance, and a list of teachers who have been in the education system for a range of years. As such, research had ethical consideration from the University of South Africa (UNISA), approve a letter to research Limpopo Department of Education, approval letter to conduct research from Capricorn North District, approval letter to research circuit

offices, and permission from the principal, and, lastly, Consent Form for Business Studies teachers in the schools. As such, research managed to access the participants in the study through telephone.

### 3.6.3 Research Methods

The study used semi-structured interview to collect data. An interview is one of the primary technique researchers use to collect data from participants (Moser & Korstjens, 2018; DeJonckheere & Vaughn, 2019). More than just data, semi-structured interviews collect in-depth relevant information about the researched topic (Kallio, Pietilä, Johnson & Kangasniemi, 2016). In this case, about leadership of teachers in promoting Business Studies in rural secondary schools. Semi-structured interviews are also known as a guided interview. It involved developing a general set of questions and format that a researcher used for all participants (Roulston & Choi, 2018). Although the structure is the same for all individuals, the interviewer might have varied questions as the situation demanded, making it more appropriate for gathering in-depth data by novice interviewer. Semi-structured interviews also allowed open-ended questions and is flexibility in the way the questions are presented by the researcher (Newcomer, Hatry & Wholey, 2015). The semi-structured interview technique is considered to be the most effective due to the nature of open-ended questions (Hammer & Wildavsky, 2018). The interviewer prepares a list of questions to be explored and asked during the interview (Longhurst, 2003; Brown & Danaher, 2019). These questions should lead to the answering of research questions and the aim of the study.

The researcher obtained Business Studies results analysis for the year 2019 from the Limpopo Province Department of Education. The researcher focused on schools that form part of the Capricorn North district and schools within the Bochum cluster in rural areas. As such, the Business Studies results analysis helped the researcher to purposively choose the schools with good academic performance record in Business Studies and the schools that are underperforming in the subject.

### 3.6.8 Data Analysis

In this study, data were analysed using a Thematic Analysis. According to Clarke and Braun (2018), Thematic Analysis portrays the thematic content of interview transcripts

(or other texts) by identifying important common themes that are consistent with the objectives. The steps prescribed by Clarke and Braun (2014) to carry out a Thematic Analysis was applied in this study when analysing data. *Thematic Analysis* is defined as the method to identify themes, analyse themes and report the findings (Vaismoradi, Jones, Turunen & Snelgrove, 2016). Similarly, Merriam (2009) states that for findings to make sense, a researcher should interpret the collected data in a meaningful way. The researcher used the semi-structured interview to collect data and Thematic Analysis to identify patterns and themes. Moreover, Thematic Analysis is employed in the study because the researcher attempts to interpret participants' shared experience. Norwell, Norris, White and Moules (2017) recognise Thematic Analysis as the most effective qualitative method of analysing data as the Thematic Analysis allows a researcher to examine the life experience of participants. As a result, the Thematic Analysis helped the researcher examine the life experience of Business Studies teachers in rural secondary schools. Braun and Clarke (2006) provide six phases of applying Thematic Analysis. As such, the researcher employed the six phases to analyse and interpret data.

First and foremost, the researcher actively engaged in the data by firstly listening to the interview recording several times and transcribed the interactions interview recording into the text form so that the data can be manageable (Braun & Clarke, 2006). Also, the researcher read and re-read the transcripts to fully understand (Maree, 2016). The initial idea was based on the leadership role of teachers who are teaching Business Studies. The researcher understood the leadership role of teachers in promoting Business Studies in rural secondary schools as the content of the study. Additionally, the researcher made notes by jotting down what is said by the participants.

After transcribing the data and fully understanding the data, the researcher identified the main features of teachers' leadership role in teaching Business Studies in rural secondary schools by making notes and coding (Braun & Clarke, 2006). *Coding* is defined as the process to organise data in a meaningful way (Charmaz, 2006a). While Richards and Morse (2007) state that coding is the step to define what the collected data is all about. Once a researcher is familiar with the data, the researcher identifies preliminary codes, which are features of data that appeared exciting and meaningful

(Boyatzis, 1998). Accordingly, the codes about the role of teachers were specific, and the research indicated the context of the conversation. As such, the researcher reduced lots of data into small pieces.

Moreover, the purpose of coding data into small pieces was to connect the shared experience of entrepreneurship teaches from different schools. More specifically, coding allowed the researcher to review all data by identifying the essential meaning. The researcher with different colours highlighted the notes and codes because the aim was to ensure that each colour corresponds to research questions. After coding, the researcher generated it initially. *Themes* are defined as patterns and exciting data (Braun & Clarke, 2006). The researcher provided themes that captured the essence by looking closer at the text and identified initial patterns related to the role of teachers in promoting Business Studies in schools.

During the themes reviewing, the researcher modified and developed themes that are already identified in the above phase were identified. As such, the researcher ensured that the identified themes about the leadership role of teachers are making sense (Braun & Clarke, 2006). As a result, a researcher applied to cut and paste to colour code themes according to the similarities. Colour coding assisted the researcher to recognise and identify the similarities and differences early. Moreover, the researcher ensured that the collected data support the themes by linking research questions with themes. By doing such, the researcher was trying to fit themes into the collected data. Themes were named and defined by the researcher with the aim of not confusing themes and data.

Lastly, the analysis was transformed into an interpretable piece of writing by using vivid and compelling extract examples that relate to the themes, research question, and literature (Braun & Clarke, 2006). The report relayed the analysis results to convince the reader of the merit and validity of the analysis. Results go beyond a mere description of the themes and portray an analysis supported with empirical evidence that addresses the research question of the role of teachers in promoting Business Studies in rural secondary schools?

Qualitative research requires open-ended questions (Valenzuela & Shrivastava, 2002; Bryman, 2017). As such, it gave the researcher an opportunity to get in-depth data from participants as open-ended questions offer less-structured response options than closed questions. More specifically, open-ended questions allow participants to justify their perspective (Kvale, 1983). It is the best methodology for this study as it does not offer participants alternative answers like in quantitative research. The findings are reported in the next chapter.

### **3.7 Ethical Issues**

Ethics is beliefs about what is right or wrong from a moral perspective. Research ethics is focused on what is morally proper and improper when engaged with participants or when accessing archival data. It is very important for a researcher to be familiar with research ethics because the study will deal with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research. Ethical issues in research tell the reader how the participants will be treated during the research and activities, which the researcher should or should not engage in their relations with the respondents (Baxter & Jack, 2008). In this study, the researcher requested Ethical Clearance from the Ethics Committee of UNISA. After obtaining Ethical Clearance, permission was sought from the Limpopo Department of Education and the relevant district and circuits before approaching the selected schools for permission to do research.

First and foremost, the researcher in this study was open and honest to the participants about all the aspects of the study. The researcher did not bring physical or mental discomfort, harm, or injury to participants. This includes revealing information that may result in embarrassment or danger to the participants, the school, the circuit or district, as well as direct negative consequences. The researcher asked questions that are only related to the focus of the research. When obtaining consent, participants will be told that there is minimal risk to being involved in the study.

The principle of Informed Consent involves researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or

coercion (Baxter & Jack, 2008). The researcher provided all participants with Consent Forms that explained the purpose of the study and indicated that participants had the right to terminate their participation at any time, with no penalty, and full disclosure of any risks associated with the study. Informed Consent implies that the subjects have a choice about whether to participate or not, after they would have been made aware of the purpose of the study and what was expected of them.

One of the principles that were highlighted is that of voluntary participation. Voluntary participation means participants would not be coerced into participating and there would not be any incentive for taking part in the study. The dignity of research participants was respected by protecting their privacy through confidentiality. The affiliations, sources of funding and any possible conflicts of interests were declared. Participants were given an opportunity to state if they were participating voluntarily. All participants remained anonymous and no personal information that could lead to the identification of the participants were identified by using code names – Teacher A, Teacher B and so on.

The researcher gained access to gather information from the participants by requesting permission through formal letters to UNISA Committee for Ethical Clearance; the Capricorn North District, Circuit Office; and school principals. Permission was also sought directly from participants. Participants were given Consent Forms to be signed voluntarily before data could be collected.

### **3.8 Enhancing Quality of the Research**

The trustworthiness of the study was ensured through the following four criteria of trustworthiness as proposed by Lincoln and Guba (1985) conformability, credibility, dependability and transferability.

Credibility refers to evaluating whether the study's finding is accurate with what is said by the participants during data collection (Maree, 2016). Similarly, Lincoln and Guba (1985) emphasizes data from the participants should be original as a sign of accuracy. Equally, Creswell (2013) mentions that credibility is the effort to establish participants' confidence in an accurate interpretation of the critical data. Moreover, Cutcliffe and McKenna (1999) state that credibility is about establishing likely results of qualitative

research. However, Gay, Mills and Airasian (2009) postulate that the researcher's finding should include all aspects even in case of the difficulties that appeared in the study. The research ensured credibility in the study by prolonging the study through taking extended time to ask for clarity from the participants. The prolonged assisted the researcher in understanding the leadership role of teachers in teaching Business Studies. Moreover, the researcher ensured credibility by involving a peer to listen to the audio recordings and relate with the written data to avoid bias in interpreting the results. Participants were also involved in reviewing the written transcripts to ensure credibility in the study taken; this process is called member check.

Transferability refers to a level at which the research findings can be interrelated to life situations (Maree, 2016). Similarly, Gay et al., (2009) say that people should use research findings to link with real life. Equally, Lincoln and Guba (1985) state that transferability can be applied beyond research content. Individuals from different settings can use the research findings to relate to actual life situations as Business Studies can be learned and practised by any individual, whether male or female, old or young, educated or not educated. Moreover, the findings are written for subway readers to understand and apply the findings in a real-life situation. In this study, the research developed a detailed description of the leadership role of Business Studies. Transferability ensured in the study by collecting detailed descriptive data to enable the reader to determine the relevance of the data to their particular context (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). Different schools were involved in the study and the participants share common features that described in details as well as the context of the study.

*Dependability* is defined as data stability through various research methods to the study (Gay et al., 2009). The researcher ensured dependability by overlapping through the use of triangular methods to collect data. In this study, the researcher used semi-structured interviews and Document Analysis to collect data. The researcher collected data on the convince time for participants, which was after school, and participants' privacy is ensured. Lastly, the study's findings were reported in detail to allow future scholars and researchers to repeat and add on the research on the role of teachers in promoting Business Studies in rural schools. The researcher can repeat the study with the same subjects in an identical environment (Yin, 2009). To ensure

dependability in this study, all findings and changes was documented and an audit trail made available. The dependability of the research enhanced by the gathering of detailed data and achieved by supplying details of the process used in this research (Baxter & Jack, 2008).

Conformability refers to the degree to which the results of the study can be confirmed or corroborated by others (Maree, 2016). The findings of the current study are validated by referring to the responses from the different participants and the different data sources – a process known as triangulation. The researcher ensured that the detailed data are collected and verified and request a second person to check information on his behalf as strategy to verify findings (Gay et al., 2009).

### **3.9 Summary of the Chapter**

This chapter discussed the research paradigm, research approach, Research Design, methodology, ethical consideration as well as trustworthiness of the study. The findings of this study are presented, analysed and discussed in the next chapter. The chapter presents the biographical data of the participants, followed by detailed findings that include verbatim quotations from the participants to support the findings. The findings from this study are also compared to those of previous works done by other researchers on the topic.



## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

The previous chapter outlined the research paradigm, research approach, Research Design, research methods, ethical consideration, and ways to enhance research quality. This chapter presents the research findings from interviewing ten teachers from Schools A to J. The purpose of interviewing the teachers was to explore teachers' role in promoting Business Studies in rural schools in the Limpopo Province. The telephone interview was used to collect data from all teachers.

#### **4.2 Biological Data of Participants**

A total of ten telephone interviews were conducted. All the participants were Business Studies teachers in the current year of the study and they are all currently working at rural secondary schools in Limpopo Province. All the selected teachers have a teaching experience ranging from three to twenty-four (24) years, and their age ranges from twenty-six (26) to forty-eight years (48). Schools were selected based on the Business Studies subject performance. The learners from the selected Schools C, D, E and H achieved 87.5% to 100% pass rate in Business Studies in the 2019 Matric exams (Grade 12), while the learners in Schools A, G, I and J had achieved 66.7% to 67.5% pass rate. The other two schools, Schools B and F, fall under the category of underperforming in the subject Business Studies with 0% to 46.3% pass rate in 2019.

The code names given to the teachers are linked to the school code name, for example, Teacher A is from School A, Teacher B from School B and so on. The selected teachers from the above-mentioned schools vary in teaching qualifications and gender as there are five males and five female teachers involved in this study. Table 4.1 below illustrates the biographical information of the participants.

**Table 4.1 Biographic Information of the Participants**

<b>Participants</b>	<b>Gender</b>	<b>Age (Years)</b>	<b>Teaching experience (Years)</b>	<b>Teaching Grade (G)</b>	<b>Number of learners (N) of Business Studies</b>
<b>Teacher A</b>	Male	34	5	10 to 12	50
<b>Teacher B</b>	Male	48	24	8 to 12	10
<b>Teacher C</b>	Male	35	10	12	37
<b>Teacher D</b>	Female	28	5	10 to 12	16
<b>Teacher E</b>	Female	28	5	8, 9, 10 and 12	4
<b>Teacher F</b>	Male	42	7	10 to 12	9
<b>Teacher G</b>	Female	28	5	10 to 12	33
<b>Teacher H</b>	Female	29	5	10 to 12	18
<b>Teacher I</b>	Male	31	8	10 to 12	10
<b>Teacher J</b>	Female	26	3	10 to 12	16

### 4.3 Themes, Sub-Themes and Categories of Business Studies

**Table 4.2 List of Themes, Sub-Themes and Categories Developed from the Interview Data**

<b>Themes</b>	<b>Sub-themes</b>	<b>Categories</b>
Theme 1: Role of teachers in promoting Business Studies	Sub-theme 1.1: Description of Business Studies	Transfer of knowledge and skills, start and management of the businesses
	Sub-theme 1.2: The role of teachers in promoting Business Studies	Characteristics of Business Studies teachers
Theme 2: How teachers promote the school culture to support the development of entrepreneurship skills	Sub-theme 2.1: Activities to support entrepreneurship culture	The culture of Business Studies within school
	Sub-theme 2.2: The practice of Business Studies	Entrepreneurship practice in school
Theme 3: Challenges experienced by teachers in promoting the teaching of Business Studies	Sub-theme 3.1: Challenges faced by teachers when teaching Business Studies	Lack of resources Lack of support The language barrier
	Sub-theme 3.2: Support required by Business Studies teachers	Required resources Required training Required collaboration with teachers, community members and Department of Education
Theme 4: Strategies teachers use to promote the methodology of teaching Business Studies	Sub-theme 4.1: Approaches to teach Business Studies	Group Discussion, Participative and Presentation Approach(es) Situational Approach

#### 4.3.1 Theme 1: Role of Teachers in Promoting Business Studies

This theme report on how teachers in Schools A to J define and discuss their role as Business Studies educators. The theme also demonstrates how teachers understand Business Studies and share their experience regarding promoting teaching of the subject. As such, the different understanding of Business Studies draws the attention of the teachers are reported.

#### 4.3.1.1 Sub-Theme 1.1: Description of Business Studies

During the interview with teachers, the researcher expected that the teachers would define Business Studies as a process of transferring knowledge, skills and creating opportunities for learners to start and manage businesses and become future entrepreneurs (Akhmetshin et al., 2019). In this context, teachers' assumptions of Business Studies are linked with equipping learners with the necessary knowledge and skills to start and operate businesses successfully.

Transfer of knowledge and skills, start and management of businesses category gives a different description of how teachers understand the concept of Business Studies. Some of the interviewed teachers illustrate Business Studies based on transferring knowledge and skills and starting a business. Here is their description of the Business Studies concept given by the participants:

*This is about exploring entrepreneurship to learners, teach learners how to become entrepreneurs, and how to practise it in the world, since we teach them in the class how to start a business and grow a business to become successful.*

(Teacher A)

*... is about equipping the learners with the necessary skills, to start their ventures within the field of business.*

(Teacher G)

*In my experience, I think Business Studies is a learning platform that provides learners with knowledge and skills of entrepreneurship, and it also motivates and encourages learners to participate in entrepreneurship.*

(Teacher H)

During the study, six teachers had a common understanding of Business Studies, on the other hand, five defined it as a guide to help learners start their businesses from the basic knowledge learnt within the classroom. In addition, Teacher G emphasised that Business Studies equips learners with all the necessary skills to start a business. Similarly, Teacher J believed that Business Studies is for people who want to start a business. As such, Vygotsky's Theory of Scaffolding is crucial as it promotes the need for Business Studies teachers to support learners to master the content of the subject. Grivokostopoulou, Kovas and Perikos (2019) agree with Teacher G by stating that Business Studies seeks to equip learners with entrepreneurial knowledge, crucial skills, and motivation to encourage entrepreneurial competence in various settings and

different types of businesses. One of the required skills is problem solving skills coded by Vygotsky's Theory of Scaffolding. Teacher H, come to an agreement with Tendai (2014); Ngorora and Mago (2018); and Barba-Sánchez and Atienza-Sahuquillo (2018) by maintaining that Business Studies strengthens learners with the entrepreneurial capacity to launch new businesses. This research assumes that Business Studies is relevant for all youth regardless of whether they want to start a business or not, to develop an understanding and its implication towards poverty.

#### *4.3.1.2 Sub-Theme 2: The Role of Teachers in Business Studies*

Teachers serve many roles within the school environment as they are subjects' specialist, role models and mentors (Mena, Hennissen & Loughran, 2017). Successively, teachers' function to help learners become responsible citizens by looking after the environment, motivating and guiding them to operate businesses ethically and professionally (Biesta, 2009; Putri, Putri, Andringrum, Rofiah & Gunawan, 2019). Teachers play an essential role in preparing future entrepreneurs through Business Studies as a subject (Fayolle, 2018) – like in the theory of Vygotsky whereby teachers prepare learners to be independence. Hence, teachers are completely charged in the classroom as indicated by the teachers who participated in this study. The teachers in this study said the following regarding their roles and responsibilities, as well as their efforts in promoting Business Studies.

*My role is to assist learners and provide them with clear direction based on the information that will assist them in becoming entrepreneurs and in teaching them the content that will enable them to be successful entrepreneurs.*

(Teacher A)

*To encourage learners to come up or come out with the business mind as young as they are, by creating special day like Entrepreneurship Day, where they come wearing the clothes of their profession on their tomorrow.*

(Teacher B)

*Normally, I teach them in a form of theory, thereafter I give them practical's in terms of giving them a platform, such as to be entrepreneurs of their choice, and they can go around doing business research, after, they come with research then they present research as a form of class practical. They exchange ideas on how they run the business profitably*

(Teacher C)

*My role as a business teacher is to encourage and motivate learners that there is life after matric, there is life after university, even if you might not*

*have a diploma or degree. I am also a motivator, advisor and councillor in and outside the classroom.*

(Teacher H)

The above quotations show that teachers from different schools understand their unique role in Business Studies and in playing their role they try to promote the Business Studies. According to Teacher H, with or without qualifications, an individual can become an entrepreneur, what is essential is motivation and advice from the experts like teachers. Giving the learners opportunity to do their own research and share their findings empowers the learners and give them an opportunity to be creative and this transforms the mindset of teaching and learning of the subject. This finding is in line with Robinson et al., (2016) who also stated that lifelong learning is essential in Business Studies as it helps teachers apply research meaningfully to educational problems. Furthermore, it seems that there is a positive relationship between entrepreneurship and education in a sense that entrepreneurs learn entrepreneurship skill, knowledge and the inspiration to be entrepreneurs from and within the classroom environment (Maresch, Harms, Kailer & Wimmer-Wurm, 2016).

Teacher A states that teachers are leaders and they should provide clear direction and scaffold learners; something which agrees with the findings of the study done by Wibowo and Saptono (2018). Furthermore, Business Studies teachers are also leaders, administrators and managers of classrooms in their nature since they motivate and inspire learners to choose entrepreneurship as a career as leaders, Business Studies teachers determine a clear vision for the classroom to motivate learners and guide them to achieve set goals. Promoting the subject imitating real-life situation through asking learning to wear their professional clothes is both motivating and inspiring.

The findings by Aziz, Mahmood and Rehman (2018) are similar to the views of Teacher C who is of the opinion that the role of teachers is to assess the learners' work. The assessment can be on formal or informal task with the aim to evaluate whether learners are improving or not.

*My role is just to enhance knowledge according to the annually teaching plan as far as possible to just touch some areas for knowledge purposes some areas that are outside the boundaries for annual teaching. Touch knowledge such as entrepreneurship as well, and some social*

*responsibility aspects that are not within the examination guideline like in almost every topic we just go and teach abroad even though the knowledge is not going to be tested in the exam.*

(Teacher D)

*I am teaching learners. I am just teaching Business Studies following the (ATP) Annual Teaching Plan and I give them examples of businesses.*

(Teacher I)

The above quotations show that there is a structure that the teachers follow in delivering the lessons and also use examples that are realistic in the context in which the learner are. The use of realistic examples when teaching entrepreneurial skills has also been highlighted by Kim and Park (2019) as an effective way of teaching the subject. Realistic exercises may enable learners to develop entrepreneurial skills as teachers use different forms of creativity (Fejes, Nylund & Wallin, 2019). Similarly, Business Studies requires teachers who use real-life events and different learning theories and approaches to promote learners' entrepreneurial mindset and awareness (Nabi et al., 2017; Robinson et al., 2016). This means that the entrepreneurial teacher to be able to promote the subject should be able understand the context from which the learners are coming from and teach the subject in such a way that it relates to the reality of the lives of the learners.

#### 4.3.2 Theme 2: How Teachers Promote the School Culture to Support the Development of Entrepreneurship Skills

Entrepreneurship development depends on the entrepreneurship culture at schools as entrepreneurs of tomorrow are today at school. As a result, the practice of entrepreneurship relies on what is done at the school level and the input of Business Studies teachers. This means that the culture of entrepreneurial awareness and promotion must be created in the schools. Accordingly, the interviewed teachers share their technique on promoting the culture of entrepreneurship practices as explained in the following sub-themes.

##### 4.3.2.1 Sub-Theme 2.1: Activities to Support Entrepreneurship Culture

Starting a business begins with an idea that an entrepreneur trusts in, which is then turned into practice (Southon & West, 2018). An engagement of entrepreneurship culture influences and modifies learners to be creative thinkers and come up with

business ideas. In this case, teachers turn theory into practice, thus intending to bring Business Studies into corporate terms. In this study, some of the teachers interviewed mentioned that, in the effort of promoting entrepreneurial teaching, they invite entrepreneurs to their schools to motivate and share their experience with learners as they are future entrepreneurs. Accordingly, some of the interviewed teachers mentioned the following:

*By a means bring business people around to come to school to motivate learners on how learners can become entrepreneurs, so the learners can get a love of being entrepreneurs.*

(Teacher C)

*Introducing Entrepreneurship Day...learners just prepare some goods that they can sell, and others buy a finished good, and others bring some flours and bake and sell to their fellow learner's.*

(Teacher D)

It seems from the findings of this sub-theme that promoting the culture of Business Studies relies on entrepreneurship teacher's cooperation and collaboration with other educational stakeholders. From the information presented by Teacher C and Teacher D, it appears that the school creates learning opportunities such as business day to motivate learners to develop interest, apply their skills and encourage them to choose entrepreneurship as a career to pursue. Effective Business Studies teachers bring knowledge, aspiration, motivation, attitude, values, unique beliefs, and skills to learners (Wlodkowski & Ginsberg, 2017). From my observation as a teacher, learners may be prepared to be entrepreneurs by allowing them to trade, and by doing so, they could gain experience of running businesses. However, there is a likelihood that some teachers are unable to promote the culture of Business Studies because of challenges such as lack of funding, resources and school policy restrictions.

*It is not possible in the schoolyard. In our school, no trading is allowed in our schoolyard.*

(Teacher D)

*To create a culture of entrepreneurship in schools is by hosting entrepreneurship contests such as practical or debate and take learners to career exhibitions for entrepreneurship specifically. It is always the case that learners who are taught entrepreneurship are not taken out of the school to learn about entrepreneurship and as such they are not given opportunities to develop the love for entrepreneurship like those who are taught science and other rare skills subjects.*

(Teacher J)



In some cases, policy implemented in some of the schools' limit the transformation of Business Studies practice and culture. For some teachers, it seems that Business Studies subject is based on theory and learners are not exposed to the practical skills that needs to be developed in doing the subject. The above quotations suggest a need for learners to be exposed to career exhibitions for Business Studies instead of only imparting the theoretical knowledge. Furthermore, Teacher H sees entrepreneurship as a sport because it is practicable and said the following:

*I see entrepreneurship as a sport because I believe it can be learned through practical work; the first thing is moral support from my colleagues and parents.*

(Teacher H)

Teacher H believes entrepreneurship can be taught and learnt when practice is involved. It means that, promoting the culture of entrepreneurship in rural schools calls for developing practical skills. Similarly, recent literature state that, in order to strengthen the Business Studies, entrepreneurship curriculum should be adjusted to allow learners to practise entrepreneurship activities and tracing system is recommended in order to follow up each learner's entrepreneurship progress within and outside the school (Klofsten, Jones-Evans & Pereira, 2021). Therefore, teachers as colleagues may support each other to build entrepreneurial moral and spirit. As a result, entrepreneurship culture can be developed and maintained by using different practical approaches to teaching the subject in the various schools. The interviewed teacher shared their experiences regarding engaging learners in Business Studies and practice. One teacher said:

*By encouraging them to start businesses at home. There are no projects to practise entrepreneurship at school. There are no funds which are allocated for entrepreneurship such as commercial subjects like Business Studies.*

(Teacher E)

The other teachers reported the lack of opportunities for the teacher to impart practical skills and the learners to gain practical experiences. They said the following:

*It is not possible to practise entrepreneurship in the schoolyard. In our school, no trading is allowed.*

(Teacher D)

*There is nothing that is done to promote and practice entrepreneurship. This is because of the ignorance of teachers. We ignore and forget about our roles.*

(Teacher I)

*There are no practical, there is a chapter of entrepreneurship but there is no practice, just to be honest, I just teach theory and that is done.*

(Teacher J)

The findings in this sub-theme suggest that some rural schools may not be practising Business Studies because of reasons such as rules against trading within the schoolyard, indicating that Business Studies may not be practised. This means that promoting the culture should start with negotiating and re-visiting the school rules and policies that limits the opportunities to practise and develop entrepreneurial skills. Similarly, the researcher also noticed during this study that there is no entrepreneurship project to practise on the school functioning schedule, hence, Teacher D encourages learners to practise entrepreneurship at home. As a result, learners may not engage in entrepreneurship even when they are at home because there is no one to mentor or support them beyond the school premises. This finding implies that Business Studies is neither practised at school nor at home by some of the learners in rural schools of the Limpopo Province. Furthermore, the teachers in this study seemed to have different opinion with regards to urgency of promoting Business Studies by developing the learners' practical entrepreneurial skills. According to Teacher D, no learners are allowed to sell. However, according to Cantillon (2010) an entrepreneur as a person who can take a risk by buying products and sell the products at any place to maximize the financial return (Cantillon, 2010). This finding suggests that promoting the Business Studies in schools with strict rules and regulations against business imitative within the school premises needs corporation and collaboration of all stakeholders.

#### 4.3.3 Theme 3: Challenges Experienced by Teachers in Promoting the Teaching of Business Studies

This theme reports on the challenges experienced by Business Studies teachers in promoting the teaching of Business Studies. The theme also demonstrates the support required by teachers to overcome the identified challenges.

#### 4.3.3.1 Sub-Theme 1: Lack of Resources and Support

During the interviews, it was noticeable that almost all teachers require support from different organisations, including staff, community members and School Management Teams to be able to promote the Business Studies at their schools. Teachers' assumption was that their challenges could be resolved if they had sources to effectively teach Business Studies. The different types of resources needed by Business Studies teachers to change what they are currently doing included finances to buy necessary resources to venture into business practices at school such as necessary garden tools. One of the teachers articulated the following:

*Lack of resources is also a challenge to learners as they lack basic study material such as textbooks and Study Guides.*

(Teacher A)

This finding implies that even the most basic resources like textbooks to use in the teaching of Business Studies are lacking in some rural schools. This not only inhibits that teaching of the subject but could also demotivate the teacher as well as the learners such that they have a negative attitude towards the subject. Moreover, the lack of textbooks leads to an inability for learners to write homework and perform well in the subject. It also limits the ability of the teacher to come up with ideas of promoting the teaching of the subject.

Another finding was the lack of support from the different stakeholders such as the Head of Department, School Management Teams, teachers and community members. Interviewed teachers demonstrate how they lack support. The said the following:

*Learners also lack support from the community where the community is not buying Spinach from learners.*

(Teacher A)

According to Teacher A, learners and Business Studies teachers lack support from community members. For example, when the community members do not support the programmes like School Garden established by schools through buying spinach from the project. Moreover, Teacher C added that the Department of Education does not support Business Studies in rural schools. As a result, Teacher C anticipated the following:

*... The Department of Education created an environment where they focus on science and related streams. In whatever platform it may be, the Department of Education often talks about teaching Maths and Physical Science, whereby saying little about Economics, Accounting and business, which does not encourage learners to pursue these subjects.*

(Teacher C)

This finding reveals that the subject entrepreneurship does not get the recognition it deserves from stakeholders like the Department of Education. The lack of emphasis on the need and importance of the subject seem to discourage the teachers and it may also have a ripple effect on the learners as well. There is also the community that the teachers perceive as unsupportive in promoting Business Studies. Teacher H said:

*My challenge is that learners are demotivated by their backgrounds, the community, the environment they are in. Also, learners think they will lack support from the community and financial support and that is what demotivate them.*

(Teacher H)

The collaboration between Business Studies stakeholders at schools seems to be essential from the above finding. In order to promote the perception of Business Studies, it seems that all the stakeholders must have a buy-in in the importance of the subject. The community as well as the Department of Education could play a major role in enabling the transformation of the perception and teaching of Business Studies. According to Teacher H, learners fear to practise Business Studies because they feel that community members might not support them. It might also be discouraging for the learners be innovative and creative in the absence of support from their background setting. There is also limitation within the schools such as school policies that do not allow business to be conducted in school premises. Teacher J stated as follows:

*My challenge is that learners want to practise entrepreneurship as they want to participate in Entrepreneurship Day, so my challenge is that at school they are not allowing us.*

(Teacher J)

The above finding shows how rigid school rules could hinder creativity and innovation in Business Studies by not availing opportunity to practise and develop entrepreneurial skills. This means that the transformation of the subject must involve the cooperation of the whole schools as well as support from other role players. Teachers need to be

supported to teach and practise Business Studies for the learners to gain practical experience in operating businesses at an early age.

Teachers in this study also identified language barrier in teaching the subject. Some of the teachers struggle to communicate with learners with the official language, which is English since they cannot read and understand independently. Therefore, teachers have to translate the subject content to the learners' home language, which is time-consuming since they are not experts in some of the languages. Teachers' responses are as follows:

*Most learners do not understand the concepts, I think they need to do entrepreneurship practically. Sometimes I go to class with pictures so that I can demonstrate for the learners to understand the concepts better.*

(Teacher F)

*...learners in rural areas are unable to communicate in English and understanding is a challenge....*

(Teacher G)

Teacher F and Teacher G revealed that learners in rural secondary schools could not understand and communicate with language of teaching or medium of instruction, which is English. As such, learners do not understand entrepreneurship concepts because they do not understand the primary English language. Besides, secondary school learners are expected to understand and communicate using English as a language of teaching and learning. This challenge can be address by having extra language classes to build up the language skills for understanding the subject. This further suggest that the promotion of the teaching of Business Studies should be a holistic approach that focuses on all the inhibitors or barriers to promoting the teaching of the subject. Equally, du Plessis and Mestry (2019) state that public schools in rural areas are categorised as providing low quality of education due to the several challenges they experience that relates to teaching and learning. As such, teachers require support.

In this study, teacher H stated that Business Studies teachers lack funding to practise Business Studies. This finding is not limited to this study, Business Studies at schools is a major challenge for developing countries as there is a shortage of funding (Nwambam, Nnennaya & Nwankpu, 2018). As a result, there are no funds that are

allocated to schools for entrepreneurship practice. As such, learners and teachers often do not have money to buy necessary tools that are needed to practise Business Studies at schools. To promote Business Studies, leadership should be fully committed to entrepreneurship programmes by devising ways of funding entrepreneurship activities (Allahar & Sookram, 2018).

Similar to Teacher A's concern, there is lack of adequate resources in rural secondary schools and this affects the quality of learners' learning experience making it difficult for the learners acquire practical skills (Çiftçi & Cin, 2018). In addition to what is said by Teacher A, rural secondary schools lack essential teaching and learning resources such as books, computers, access to the internet, the necessary infrastructure for sanitation and classrooms, which limits effective teaching and the ability of learners to show their best potential and talents in Business Studies as well as other subjects (du Plessis & Mestry, 2019).

Business Studies teachers lack support from community members as experienced by some of the teachers interviewed in this study. Most of the learners' parents in rural public schools do not take part in school-related activities such as attending meetings regarding their children's performance in the different subjects (Matshe, 2014). Although educational legislation promotes parental involvement as a mechanism for improving learners' outcomes in South African schools (Epstein, 2018) many parent are still not involved in school activities as expected. Parents with low levels of education and inflexibility in their working hours lack confidence and time and this prevents them to participate in school activities respectively (Matshe, 2014; du Plessis & Mestry, 2019; Yulianti, Denessen & Droop, 2019). As such, the lack of parental support may limit the ability of learners to practise entrepreneurship, which leads to ineffective Business Studies as learners and teachers may lack moral as well as material support from parents. This finding suggests that promoting the teaching of Business Studies should include parental support in promoting the subject.

#### *4.3.3.2 Sub-Theme 2 Support Required by Business Studies teachers*

This sub-theme presents the support required by Business Studies teachers to effectively teach entrepreneurship and overcome the challenges they face when

delivering lessons. Although the teachers are agents of change, this theme shows that they need support in terms of extra resources, teamwork and funding.

The following quotations shows how the teachers in this study described the support they need regarding resources that they lacked. The interviewed teachers stated that they require extra materials as they rely on one or a few textbooks that are not enough for teaching the subject. The teachers said:

*I need the availability of materials such as enough textbook and enough Study Guide. I also need financial support that allows learners to practise entrepreneurship.*

(Teacher A)

*The department must provide the schools that are specialising in Business Studies with the resources and also allow Business Studies or entrepreneurship to start from the senior phase so that they must grow up with it.*

(Teacher B)

*The support I need is the funds to teach Business Studies successfully so that we can buy equipment to do projects such as tools to work at gardens, by the way, I will teach them about the loss and the profit.*

(Teacher F)

From the above response made by the teachers it seems that they require physical resources like textbooks, Study Guides and tools to be used in the garden if they want to grow crops. Also, teachers require financial resources that may be money to buy the necessary tools and equipment. As a result, teachers believe that the required resources can enable them to be productive and teach Business Studies effectively. In order for the teachers to promote the teaching of entrepreneurship, the different stakeholders should be involved in providing the needed resources.

Teachers involved in this study also identified a need for continuous training to fulfil their professional needs. Here is what some of the teachers said:

*I wish there can be trainings or workshops for all educators, where teachers can be taught about Business Studies. In that way, we can be able to encourage learners to be entrepreneurs.*

(Teacher H)

*I wish to find someone like a mentor who can push me, someone who can keep on reminding me frequently, I think from the circuit or district level*

(Teacher I)

The responses from the teachers in this study suggest a need to build self-confidence and competence in promoting the teaching the subject. The need to be able to motivate and encourage both teachers and learners was alluded to. The responses to the question on support needed also revisited the lack of collaboration with the community members and Department of Education. Two teachers said this thus:

*I need support from management and teachers. I need management to allow learners to trade at school. I also need teachers to support my learners although there is a complaint that they are focused on money rather than their books.*

(Teacher E)

*Just like I always say, charity begins at home, I need support from my colleagues and support from the Department of Education. The Department of Education should play a role as much; they can sponsor sports, art and culture. I think Business Studies and parents should also be included in such programmes.*

(Teacher H)

In the above quotations, Teacher H emphasises that parents should also be included in the entrepreneurship programmes that may take place at school. As such, Teacher H believes that both parents and the Department of Education can play an essential role in shaping and developing Business Studies and practice in the transformation process. These findings imply that Business Studies is not a one-person show but requires collaboration of teachers and learners with different stakeholders who have positive attitude and interest to start and grow businesses.

Teaching entrepreneurial skills requires the use of realistic and creative exercises to enable learners to develop entrepreneurial skills (Fejes, Nylund & Wallin, 2019). Furthermore, Business Studies requires teachers who use real-life events and different learning theories and approaches to promote learners' entrepreneurial mindset and awareness (Nabi et al., 2017; Robinson et al., 2016). This implies that promoting the teaching of Business Studies in rural schools requires creativity from the teacher as a ringmaster of the classroom. Creativity and innovation are the fundamentals of implementing Business Studies in rural schools as the creativity by teacher provide the entrepreneurship competence in managing the classroom, and creativity strengthens the basis of knowledge (Syam, Akib, Patonangi & Guntur, 2018).



Similarly, creativity plays a vital role in implementing Business Studies because teachers require to think out the box when teaching and practicing entrepreneurial skills. Significantly, teachers should also stimulate creativity by playing entrepreneurship games with learners they teach (Fox, Pittaway & Uzuegbunam, 2018).

#### 4.3.4 Theme 4: Strategies Teachers Use to Promote the Methodology of Teaching Business Studies

This theme presents the different strategies used to promote the teaching of Business Studies by focusing on the types of approaches used by teachers when teaching Business Studies. The approaches vary from one teacher to another. While some teachers use Group Discussion approach, others use the Presentation Approach. Moreover, every teacher in this study stated a reason for using their respective teaching strategy and their unique approach to teaching the subject.

##### 4.3.4.1 Sub-Theme 1: Approaches to Teaching Business Studies

This sub-theme demonstrates approaches used by teachers to teach Business Studies. One of the approaches to teaching Business Studies was identified as Group Discussion. Teacher B, Teacher C and Teacher J used Group Discussion to facilitate classroom learning. Their response from the teachers unfolded as follows:

*I usually apply the self-cantered or Group Discussion because it does not need a one-man's view, rather people that are open-minded to come up with their understanding in the presentation of the topic that will be taught for that day or that time.*

(Teacher B)

*I use Group Discussion, the reason is that in Business Studies or businesses, people need to share their experience with others to gain more experience and knowledge on how people become more creative.*

(Teacher C)

*I use Group Discussion, where learners mention characteristics, qualities and challenges for entrepreneurship. Because learners can discuss with their friends as a group which assist those who are shy as they can share their ideas in common. Then, the group leader presents ideas from other members of a group.*

(Teacher J)

According to the findings in this study, Teacher B refers to the Group Discussion approach because it allows learners to be creative and open-minded as they share their views concerning the subjects matter. This is transformation from the traditional teacher centred teaching approach. It seems that Group Discussion prepares learners to debate and present their views, which helps them to think deeply about the subject. With Teacher C, Group Discussion allows learners to share their experience with their peers, enabling them to be more creative and innovative. Similarly, Teacher J conveyed that Group Discussion is the best as it allows shy learners to share their ideas and thoughts with their peers.

Another approach used was not necessarily group work but it involved presentation and learner participation. The teachers described the approach as follows:

*I use the Participative Approach because learners get involved in the lesson.*

(Teacher F)

*I prefer learner teacher approach and presentation where learners come and present for others. As I give learners an opportunity to present, they spend time on a chapter to understand and others can ask questions.*

(Teacher G)

*I use presentations using the notes to the learners, while I am presenting, I give examples, such as mentioning business people like Bill Gate.*

(Teacher I)

There are similarities between Group Discussion, Presentation Approach and Participative Approach because all these approaches allow learners to play a role by sharing ideas and thoughts with peers and class as a whole. This is stated by Teacher G when saying that presentation gives learners an opportunity to spend time on a chapter since they are aware that they will be expected to present.

The teachers also talked about Situational Approach that allows the teachers to use any approach. The teachers choose the approach to take depending on the situation. Accordingly, Teacher A and Teacher D commented as follows:

*I use different approaches depending on the type of learners I am having; I can use the discussion approach or I can use the assessment approach. They help learners to assess and to implement what is been taught.*

(Teacher A)

*I follow the guidelines because learners will be examined based on guideline and the situation at hand.*

(Teacher D)

The Situational Approach is flexible and seems to be adaptable based on what works best for the situation. The approach used may also depend of the subject content and the type of learners being taught. Using this approach suggest that the teacher must be familiar with the different approach and be competent enough to decide on the approach that has maximum impact of teaching and learning that needs to take place.

In addition to the teaching methods used by the teachers in this study, Barba-Sánchez, and Atienza-Sahuquillo (2018) emphasize that Action-Oriented Approach is the current teaching method for Business Studies where practical methods are involved in doing aspects of teaching the subject such as solving problems and bringing new ideas into action. Moreover, Olokundun et al., (2018) state that non-practical teaching method seems less effective in teaching Business Studies. From this literature, the Group Method used by some of the teachers in this study may be regarded as less effective in teaching Business Studies if it lacks practical a component. Lin et al., (2017) present role-playing as another teaching method used in the classroom to teach Business Studies. The findings in the current study show that most of the teachers rely on Group Method to teach entrepreneurship knowledge and skills.

#### **4.5 Summary of the Chapter**

This chapter discussed the findings of the study and has presented them in themes and sub-themes that answers the research questions. The themes included: Role of teachers in promoting Business Studies; How teachers promote the school culture to support the development of entrepreneurship skills; Challenges experienced by teachers in promoting the teaching of Business Studies and strategies teachers use to promote the methodology of teaching Business Studies. Verbatim quotations from the participants are included to support the findings. The research findings are also discussed in relation to literature on Business Studies.

The next chapter provides the summary of research findings, limitations and delimitations, concludes that study and makes recommendations.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In the previous chapter, the findings of the study were presented and interpreted using thematic data analysis where themes that are aligned with the research questions are presented. This chapter presents a summary of the discussion of findings, limitations, delimitations, concludes the study and makes recommendations. I first start by sharing with the reader who I am as the research and my experience during this academic journey.

#### **5.2 Research Journey**

My journey in conducting research as an M.Ed. student studying at UNISA was exciting and motivating as I learned many aspects, such as passion, good communication skills, time management skills and being a hardworker. When I was admitted as a Master's student and was allocated a supervisor at the beginning of 2019, it was exciting and joyful experience for me because I thought that it could be a simple task to write and complete research. However, there were several challenges that I experienced along the journey.

During this study, access to materials and information was a challenge within the first quarter of the first year. It took me time to be familiar with the processes and procedures for accessing information at UNISA, due to lack of research skills and access to some databases it took me longer than expected to get literature for my study. Therefore, it was difficult for me to access academic information on “my life website” and library because of lack of know how. It was in May 2019 when I received a call from the supervisor regarding the process to be followed to access the study materials. From that day, I started going to UNISA Polokwane Campus to request assistance and access to the websites that I could use in getting study materials for my research. I also attended workshop training in the mid-year at the Polokwane Campus on Research Methodology; something which added value to the study.

During the proposal stage of this study, the first supervisor appointed to mentor me had to terminate the contract due to illness. This was frustrating since I had

established a working relationship with her. Within a short period, a second supervisor was allocated and provided support, guidance and mentoring to me, which made it possible for me to complete the research proposal module within my first year of study.

In the second year of my studies, I was awarded a bursary by Directorate Student Funding (DSF). It was motivating to have funding as the bursary paid the fees. However, there was a delay in allocation of funds due to coronavirus pandemic. This delayed the research project timeframe because I could not collect data on time due to lack of necessary resources such as audio recorder and travel allowance for data collection. As a result, I did not complete my studies in the second year and had to apply for a bursary once more. Luckily, the bursary was allocated to me again, and I am grateful for the financial support I received from DSF. Furthermore, I appreciate all the people who played an essential role in enabling me to complete this study, including UNISA officials, and my supervisor for the value added to this research process.

### **5.3 Summary of the Research Findings**

In the following section, the researcher provides a summary of the research finding. This summary mainly focuses on findings that are addressing the purpose of the study stated in Chapter One.

#### **5.3.1 Role of Teachers in Promoting Business Studies**

In this finding, the participants described Business Studies as teaching learners to become business-oriented through acquiring skills for the trade. They also described entrepreneurship as encouraging and motivating learners to participate and be part of the business community. With this understanding, the participants described their role as enabling learners to become future entrepreneurs by teaching them entrepreneurial knowledge and skills. Promoting Business Studies seems to include creating a sense of interest and vision in the future business field. Therefore, the role of teachers is perceived as applying the theory of entrepreneurship to practise, by encouraging learners to do practical business projects. In this regard, the role of teachers in promoting learners' mindset towards the subject also includes promoting entrepreneurship as an alternative to seeking employment after graduating from secondary or tertiary education. Teachers also acknowledged the multiple roles they

play in being a motivator, advisor and councillor in the classroom and beyond, encouraging learners and built their interest in the subject. The identified variety of roles played by teachers in Business Studies shows no specific roles of Business Studies teachers in teaching the subject. As such, Business Studies teachers can be creative and innovative in promoting the subject. Although the freedom of managing the subject is empowering, the less-structured approach can also lead to confusion in teaching Business Studies in rural secondary schools. Intervention required to make role played teachers promoting subject to stipulated, shared understanding meaning the concept of Business Studies is stated. This suggests that teachers, as Vygotsky's Theory of Scaffolding postulates, should communicate expectations to the learners to promote Business Studies in rural areas.

### 5.3.2 How Teachers Promote the School Culture to Support the Development of Entrepreneurship Skills

The participants shared their experiences of promoting the culture of Business Studies. In this way, Business Studies is transformed by changing the mindset of both teachers and learners by encouraging them to participate in entrepreneurship and develop entrepreneurship programs that prepare learners to trade utilising the resources they have. The findings also reveal that some schools in which the policies and rules did not support entrepreneurial activities within the school premises. This finding implies that, in promoting the entrepreneurial culture, all stakeholders must be involved and ideas shared to promote a school culture that supported Business Studies. According to the findings of this study, the process of promoting the entrepreneurial culture should move from theoretical knowledge to developing practical skills. Such opportunity should be made available in rural schools when it seems that there is limited opportunity for learners to practise Business Studies at school. This finding implies that teachers can adapt the Vygotsky's Theory of Scaffolding to influence learners to perform if a supportive culture promotes entrepreneurial mindset and practices. The findings of this study relate to Vygotsky's Theory of Scaffolding as it allows teachers as leaders to encourage learners to be innovative and generate new business ideas as part of the culture of promoting Business Studies.

### 5.3.3 Challenges Experienced by Teachers in Promoting the Teaching of Business Studies

Business Studies teachers in this study shared the challenges they experienced to promote the teaching of Business Studies in rural secondary schools. This is in line with the aim of Vygotsky's Theory of Scaffolding that speaks to changing the individuals and social systems (Jambawo, 2018). Vygotsky's Theory of Scaffolding, in this sense, is required to promote how teachers think about and deliver the subject matter of Business Studies. Although the learners in rural schools are expected to develop entrepreneurship skills that could enable them to start their venture, the lack of teaching materials is an inhibiting factor. The participants in this study lacked primary study material such as Study Guides and adequate textbooks. While, some of the participants lack support from stakeholders, as communities and other teachers do not support entrepreneurship programs. For example, by not buying spinach from schools where the learners intended to sell the product to them. This shows a lack of understanding and support for the development of entrepreneurial skills. The Department of Education also seems not to support Business Studies. The mindset could be changed in the transformation process. In addition, learners are not encouraged to pursue Business Studies as they are discouraged by a lack of support from education. In addition, learners are also demotivated by their backgrounds to practise Business Studies as learners lack financial support from their parents to practise entrepreneurship. English, as a Language, is also a barrier for communication at rural secondary schools as learners cannot communicate in English and understand the concepts.

The research findings in this study suggest that the participants require extra study materials and financial support to buy needed tools to teach and practice Business Studies effectively. Moreover, teachers urgently need training and mentorship to teach Business Studies, as teachers believe that their teaching experience and exercise may not be adequate to promote Business Studies effectively at schools. One participant mentioned that teachers need support from school management to allow learners to practise Business Studies by trading at school under entrepreneurship teacher mentorship. Lastly, teachers require approval from the Department of Education, whereby the department should sponsor Business Studies in schools, just as they sponsor sport, art and culture at schools. As such, parents are



also encouraged to take part in entrepreneurship programs. All these initiatives, according to the participants in this study, are needed in promoting Business Studies.

#### 5.3.4 Strategies Teachers Use to Promote the Methodology of Teaching Business Studies

Teachers who were involved in this study used different strategies in promoting the teaching of Business Studies. The different strategies are portrayed through the use of different teaching approaches when teaching Business Studies. Some of the participants in this study used Group Discussion and Participative Methods to introduce Business Studies. The Group Discussion method allows learners to share experience and knowledge regarding their understanding of entrepreneurial subject content. The participants also indicate that Group Discussion used as a teaching strategy enables learners to present their business ideas to other learners within the same classroom, resulting in learning with and through their peers. At the same time, some teachers use the Presentation Method, whereby learners are required to present their ideas with other learners. Another approach was Situational Teaching, in which the teacher decides on the strategy to use in engaging the learners depending on the topic and classroom situation. The teachers who are the participants in this study acknowledged the multiple teaching approaches they use, like the Situational Teaching method, Presentation Method, and Group Method, suggesting that there is no specific teaching method to promote teaching Business Studies. As such, teachers need to be creative, innovative and understand the needs of the learners as well as their school context. As Vygotsky's Theory of Scaffolding, the teachers may use a variety of teaching methods and need role models. The role models are a source of motivation to the teachers.

#### 5.4 Limitations of the Study

Like any other academic research, this study had a number of limitations that the researcher had no control over. Limitations are going from the study are discussed in detail. Limitations are influences that the researcher cannot control (Theofanidis & Fountouki, 2018). They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on your methodology and conclusions. Accordingly, this section presents the limitations that were experienced during this study.

The researcher had limited time to conduct this study to fulfil qualification requirements. According to the UNISA Admission Policy on sub-section 4.12, the registered students for Masters are limited to conduct study within three years to complete a Master's qualification. Moreover, a student may not be given extra a year. As such, the researcher was limited continue to conduct research within the set timeframe. Lesson learnt from this is that, in the near future, the researcher intends to have a more comprehensive proposal draft of the study before he applies and registers for PhD studies.

Additionally, on time constraints, all the participants involved in the study were full-time teachers and had little time to allow the researcher to interview them. The researcher had to create time after working hours to collect data from the participants. This made it difficult for some of the participants to take part in the study as they had other commitments to attend to after school hours. In the future, the researcher may consider to use a questionnaire as a second data collection method, especially for those participants whose work schedule is tight with limited time for conversation.

From the targeted participants, the study intended to collect data from fourteen participants of different secondary schools. However, this was not possible and the researcher had to reduce the number to ten participants because two participants showed no interest in the study while the other two participants withdrew from the study during interviews. This affected the study negatively because the intended number of participants was reduced. Therefore, the researcher had no control over such decisions made by the participants. In the future, the researcher may target a larger number of participants in case some of the participants withdraw from the study.

Qualitative research methodology contains certain limitations that limit the findings of the study since it does not include large population or generalization of data. However, the researcher used qualitative research methodology because it focuses on discovering the in-depth experience of Business Studies teachers in the subject rather than generalizing responses from a large population of participants. Moreover, the researcher's objective is to discover the role of teachers in promoting Business Studies in rural secondary schools. In the future, a mixed methodology could be used because

it may allow a researcher to use both in-depth questions and large population of the study.

Thematic data analysis was used in the study as a strategy of making sense of the data. Although, there are limitations associated with a Thematic Analysis as it requires extra time to read and re-read until the researcher is familiar with the study, the researcher got the opportunity to immerse in the data during this process. However, preparing the transcripts was a time-consuming process that delayed the data analysis. In the future, the researcher may explore services of a scribe to save time.

Due to the national state of Covid-19 pandemic, the researcher could not collect data through face to face semi-structured interview. As such, a semi-structured telephonic Interview Guide was used in doing the telephonic interviews. The opportunity that the researcher could use to observe the body language of the participants was not there. Travelling to collect data was restricted due to lockdown regulations in South Africa. This was because the South African President Cyril Ramaphosa declared a national state of emergency on 27 March 2020, by banning travelling and shutting schools for 21-day lockdown (Nordling, 2020). As a result, South Africa and the world are faced with the world pandemic disease known as Covid19. Regardless of the limitation, the researcher used semi structured telephonic interview because the cost efficient to use and the study can be conducted at the convenient time for participants. Moreover, there was limited network connection during the process of collecting data due to poor connectivity in the area from which the researcher collected the data. In the future, the researcher considers other methods of data collection for more variety of data.

Another limitation identified in this study is that some of the participants could not express their personal views in English. Language (English) was a barrier to some of the interviewed teachers. For example, one of the teachers requested to use home language, Sepedi, to share Business Studies experience. However, one may ask which language is it that the said teacher uses within the classroom while teaching the subject since entrepreneurship books are written in English. English is one of the official languages for teaching and learning, of which the researcher anticipated that the teachers could use in sharing their experiences of teaching Business Studies. In

the future, the researcher may request the use of an interpreter during the interview and transcription of the recorded data.

### **5.5 Delimitation of the Study**

Delimitation in research refers to choices that the researcher makes for the study that are under the control of the researcher (Theofanidis & Fountouki, 2018). In this study, the researcher decided to collect data through the use of semi-structured interviews and Document Analysis. The data were collected from secondary school Business Studies teachers at public schools, in rural area of the Limpopo Province, Capricorn North District.

The selected population were chosen on the fact that Business Studies teachers are subject experts in the field of Business Studies. The selected population included teachers with three years' or more teaching experience to qualify to be interviewed. The researcher believed that the participants who have three years and above have relevant information and experience needed in this study. As such, the researcher did not interview novice Business Studies teachers who could possibly have a different perspective of the teaching of Business Studies.

The study was conducted in secondary schools. This is because Business Studies is offered in Grades 10 to 12 as a non-compulsory subject known as Business Studies. Given that in primary school there is no subject that directly links with Business Studies like in secondary schools, as such, a researcher was delimited to conduct study only at secondary schools. Lastly, not all secondary school's Business Studies teachers took part in the study. In the future, researchers may consider including primary schools because they offer Economic Management Science (EMS) as a combination of Economics, Accounting and Business Studies.

The population was selected with the purpose to find the relevant participants who teach Business Studies. As such, teachers who teach other subjects like Economics, Accounting, Tourism or Consumer studies were not chosen to participate in the study, which automatically leads to delimitation as there were only few participants to choose from. Other studies can be done to include commercial teachers because Business Studies link with other commercial subjects such as Accounting as it is necessary for

learners and entrepreneurs to be able to calculate loss and profit. Therefore, it could be necessary to include all commercial subjects.

The role of teachers in promoting Business Studies in rural secondary school in this study focused particularly in public schools not in private schools. This is because there is a gap between private schools and public schools regarding the available resources (Urquiola, 2016). Public schools have limited access of resources unlike private schools, as stated in South African School Act (SASA) of 1996. Therefore, the objective of this study is to explore the role of teachers in public schools because they lack resources to teach Business Studies (du Plessis & Mestry, 2019).

The study was conducted in one district because the researcher had limited resources to conduct study in different districts. Moreover, the study took place in Limpopo Province, Capricorn North District as it is convenient in terms of proximity and access since the researcher is familiar with the area and is from nearby. A research similar to this one may, in future, be conducted in different districts because the experiences of Business Studies teachers and the roles in promoting Business Studies in other areas may be different.

## **5.6 Conclusion**

In conclusion, this study explored the leadership role of teachers in promoting Business Studies in rural secondary schools. This study confirms that teachers are familiar with entrepreneurship concepts and the definition of Business Studies, but lack entrepreneurship training to implement practical entrepreneurship skills at a school level. This is evidenced by the fact that the teachers use the traditional approach to teach Business Studies rather than the Action-Oriented Approach. The teachers' role in Business Studies is not clear and specific because entrepreneurship is not presented as a practical subject; something which limits the reality of developing entrepreneurial skills to uplift the future entrepreneurial abilities of learners in rural secondary schools. This study also found that teachers require support from stakeholders, such as the School Governing Body, colleagues, parents and community members, to support entrepreneurship programs, support funding and moral support. The transformation of the teaching of Business Studies involves the need for schools to involve all stakeholders, such as government, businesses,

learners, parents, teachers and community members, in successfully implementing Business Studies programmes, and also that Business Studies teachers should be well trained to teach entrepreneurship effectively by means on including the development of practical in their teaching approach. This may lead to creating future self-employment ventures needed by the youth in the country.

## **5.7 Recommendations**

In the following section, I make recommendations based on the research findings.

### **5.7.1 Recommendations 1**

The study has identified a significant gap in understanding the role of teachers in teaching Business Studies in rural secondary schools. Business Studies teachers are playing multiple roles in teacher Business Studies. It became evident that there is a need for Business Studies teachers to be trained and workshopped about their roles at schools in order to promote the culture of Business Studies. Additionally, there is a need for more qualified personnel to teach Business Studies and where possible, lifelong learning should be encouraged by the Department of Education among Business Studies teachers since Business Studies teachers have no specific roles to play when teaching Business Studies. Teacher's creativity and innovation is needed to teach Business Studies effectively. The researcher recommends that the SMTs should create opportunities and support teachers with teaching and learning materials so that they can teach learners practical entrepreneurial skills. More research need to be conducted to explore the role of teachers in teaching Business Studies to adopt a new culture of teaching Business Studies.

### **5.7.2 Recommendations 2**

Building a culture of Business Studies is no one-person show. As such, all education stakeholders should promote the culture of Business Studies in rural secondary schools. Stakeholders, including teachers, learners, parents, caregivers, principals, church leaders and business owners, should all work together in promoting an entrepreneurial interest in the teachers and learners. Moreover, both private and public companies should support the development of Business Studies by providing financial support, emotional support and physical support through visiting schools to give motivational speeches and offer entrepreneurial practice skills to both learners

and teachers. Additionally, parents should also be invited to attend entrepreneurship programmes at schools so as to highlight the role of parents and communities in supporting Business Studies. South African entrepreneurship programmes such as the National Youth Development Agency (NYDA) should also support Business Studies in schools by visiting schools to motivate and promote the culture of entrepreneurship to both teachers and learners.

### 5.7.3 Recommendation 3

In South Africa, there are policies that govern teaching and learning. Therefore, the researcher recommends that policymakers should include Business Studies in the school curriculum. Business Studies should be a compulsory subject for all learners because the subject equips all learners with the necessary skills to solve problems. Additionally, the Business Studies curriculum should include practical aspects within the curriculum that enables learners to gain entrepreneurial experience and have the ability to practise entrepreneurship after school to create job opportunities rather than seeking to be employed. The School Governing Bodies (SGBs) and School Management Teams (SMTs) should draft school-based policy that allows learners to trade within the school with the guidance and mentorship of the Business Studies teachers. Entrepreneurship Day programs and other entrepreneurial activities and functions may provide opportunities to create interest and strengthen entrepreneurial culture in the school.

Norms and standards policy should allocate a certain percentage of funds to Business Studies at schools like the norms and standards can fund sport, art and culture. Such funds can be made available to practise entrepreneurship skills through developing and managing projects at school. Moreover, Learners might be given research and projects that enable them to be creative and innovative as well as be motivated to follow a career in entrepreneurship. Furthermore, districts and circuits should promote entrepreneurship spirit by establishing entrepreneurship programs, competitions, and career exhibitions. Teachers should also be prepared to train learners. The Department of Education should develop a partnership with local businesses and local organisations within the district to facilitate opportunities for developing entrepreneur skills. As such, learners and teachers may be able to link theory to the practice of Business Studies in the real world.

#### 5.7.4 Recommendations 4

The researcher recommends that Business Studies teachers use Action-Oriented Methods when teaching Business Studies because Business Studies enables learners and teachers to turn theory into practice. Regardless of the variety of teaching methods available, teachers should emphasise using the Action-Orientated Approach when teaching Business Studies as Business Studies enables learners to practise what is taught in school in the real world. After schooling, learners might have a greater chance to succeed in entrepreneurial activities because of practices learned at schools' level.



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## **APPENDICES**

### **Appendix A: Request Letter to District Office**

PO Box 7703  
Ga-Mabotja  
075125  
March 2020

District Office  
113 Biccard Street  
Polokwane  
0700  
Tel: 015 290 9301

Dear: Sir/Madam

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT CAPRICORN NORTH DISTRICT**

I, Kaka Chuene Christoph (student number 57033420), is doing research under the supervision of Dr T Ogina, a Senior Lecturer in the Department of Educational Leadership and Management towards Masters in Educational Management at the University of South Africa. As a researcher, I invite you to participate in a study entitled "the role of teachers in promoting the Business Studies in rural schools in Limpopo Province."

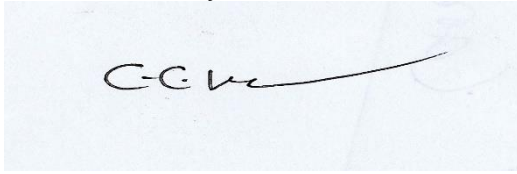
The study purpose of this study is to explore the role of teachers in promoting the teaching of entrepreneurial skills in rural schools. The study aims at identifying the leadership traits that contribute to successful teaching and learning of entrepreneurship skills and to establish how teachers can create school culture that supports the development of entrepreneurial skills. The challenges experienced by teachers who are involved in Business Studies will also be identified and the strategies that teachers as leaders use to change the methodology of teaching entrepreneurship highlighted.

Your District has been selected because the analysis of schools within Capricorn District showed some phasing out of Business Studies as a subject and secondly, the researcher is employed in a school within the District. Therefore, the researcher found it necessary to conduct research where the outcomes would directly benefit the District. Feedback procedure will entail sharing the findings from that study and the recommendations made from the findings with the district office of Education, the schools involved in the study and the teachers. The study will benefit the District by promoting effectiveness in the teaching of Business Studies and the teachers may be informed and adopt some of the strategies identified in this study to create a culture of teaching Business Studies in schools.

There will be no reimbursement or any incentives for participation in the research. Feedback will be given to participants in a form of copies of the research findings and recommendations. Lastly, there is no risk anticipated in participating in the study. The

data required will not be of a sensitive nature and does not involve people under the age of 18 years.

Yours sincerely

A handwritten signature in black ink on a light blue background. The signature consists of the initials 'C-C' followed by a long, sweeping horizontal line that ends in a small upward hook.

Kaka Chuene Christoph

## Appendix B: Request Letter to Circuit

PO Box 7703  
Ga-Mabotja  
0751

25 March 2020

The Circuit Manager  
789 Bochum  
0790

Dear: Sir/Madam

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT BOCHUM WEST CIRCUIT**

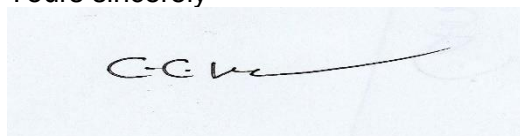
I, Kaka Chuene Christoph (Student Number 57033420), is doing research under the supervision of Dr T Ogina, a Senior Lecturer in the Department of Educational Leadership and Management towards Masters in Educational Management at the University of South Africa. As a researcher I am inviting you to participate in a study entitled “the role of teachers in promoting the Business Studies in rural schools in Limpopo Province.”

The study purpose of this study is to explore the role of teachers in promoting the teaching of entrepreneurial skills in rural schools. The study aims at identifying the leadership traits that contribute to successful teaching and learning of entrepreneurship skills and to establish how teachers can create school culture that supports the development of entrepreneurial skills. The challenges experienced by teachers who are involved in Business Studies will also be identified and the strategies that teachers as leaders use to change the methodology of teaching entrepreneurship highlighted.

Your Circuit has been selected because the analysis of schools within Bochum West showed that some schools are phasing out the teaching of Business Studies as a subject. The study will entail interviewing secondary school teachers who are involved in teaching Business Studies which includes Business Studies. The study may benefit the circuit by promoting effective teaching of Business Studies and the teachers may be informed and adopt some of the strategies identified in this study to create a culture of teaching Business Studies in schools.

There will be no reimbursement or any incentives for participation in the research. Feedback will be given to participants in a form of copies of the research findings and recommendations. Lastly, there is no risk anticipated in participating in the study. The data required will not be of a sensitive nature and does not involve people under the age of 18 years.

Yours sincerely

A handwritten signature in black ink on a light blue background. The signature appears to be 'C-C' followed by a long horizontal stroke.

Kaka Chuene Christoph

## Appendix C: Request Letter to Schools

PO Box 7703  
Ga-Mabotja  
0751

25 March 2020

To: The Principal Secondary School

---

Dear: Sir/Madam (Principal)

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL**

I, Kaka Chuene Christoph (student number 57033420), is doing research under the supervision of Dr T Ogina, a Senior Lecturer in the Department of Educational Leadership and Management towards Masters in Educational Management at the University of South Africa. As a researcher I am inviting you to participate in a study entitled “the role of teachers in promoting the Business Studies in rural schools in Limpopo Province.”

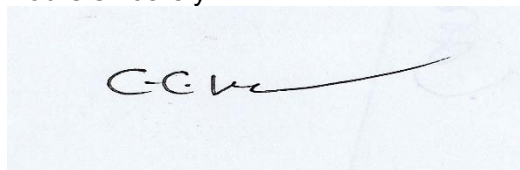
The study purpose of this study is to explore the role of teachers in promoting the teaching of entrepreneurial skills in rural schools. The study aims at identifying the leadership traits that contribute to successful teaching and learning of entrepreneurship skills and to establish how teachers can create school culture that supports the development of entrepreneurial skills. The challenges experienced by teachers who are involved in Business Studies will also be identified and the strategies that teachers as leaders use to change the methodology of teaching entrepreneurship highlighted.

Your school has been selected because the analysis of schools within Bochum West shows that some schools are phasing out the teaching of Business Studies as a subject, and Mpatapata is in the Limpopo Province with teachers who have more than three years of teaching Business Studies in Further Education and Training. The study also requires a school like yours where there is more than 150 learners in the school.

The study will benefit the school by providing an opportunities for Business Education teachers to reflect on their teaching of the subject and explore creative ways of promoting the teaching of the subject. The teachers involved in this study will showcase the strategies they use in their schools that may inform other teachers in creating an effective culture of teaching entrepreneurship skills.

There will be no reimbursement or any incentives for participation in the research. Feedback will be given to participants in a form of copies of the research findings and recommendations. Lastly, there is no risk anticipated in participating in the study. The data required will not be of a sensitive nature and does not involve people under the age of 18 years.

Yours sincerely

A handwritten signature in black ink on a light blue background. The signature appears to be 'C.C. Christoph'.

Kaka Chuene Christoph

## **Appendix D: Request letter to the Participants**

PO Box 7703  
Ga-Mabotja  
0751  
25 March 2020

Dear: Sir/ Madam

### **REQUESTING FOR PERMISSION TO CONDUCT RESEARCH**

I, Kaka Chuene Christoph (student number 57033420), is doing research under the supervision of Dr T Ogina, a Senior Lecturer in the Department of Educational Leadership and Management towards Masters in Educational Management at the University of South Africa. As a researcher I am inviting you to participate in a study entitled “the role of teachers in promoting the Business Studies in rural schools in Limpopo Province.”

#### **What Is The Purpose Of The Study?**

The study purpose of this study is to explore the role of teachers in promoting the teaching of entrepreneurial skills in rural secondary schools. The study aims at identifying the leadership traits that contribute to successful teaching and learning of entrepreneurship skills and to establish how teachers can create school culture that supports the development of entrepreneurial skills. The challenges experienced by teachers who are involved in Business Studies will also be identified and the strategies that teachers as leaders use to change the methodology of teaching entrepreneurship highlighted.

#### **Why Am I Being Invited To Participate?**

You are invited because your school is in the area of research which is Bochum West Circuit, Capricorn District North in Limpopo Province. Furthermore, you have been teaching Business Studies in the Further Education and Training sector for more than three years and you are currently teaching more than 35 learners in your class. I obtained your contact details from your school principal who was recommended by the circuit manager of Bochum West Education Circuit office. I explained to the circuit office the purpose of my study and the criteria of participants that have the potential of having the information that the study requires to enable the office to identify suitable participants for the study. In this study, six (6) schools will be involved as data collection sites. Two (2) participants will be interviewed from each school. A total of twelve (12) participants will be involved in this study.

#### **What Is The Nature Of My Participation In This Study?**

Your role in the study is to respond to semi-structured interview questions which will be based on promoting the teaching of Business Studies in rural secondary schools. I will start the conversation by asking you questions related to biographical information followed by the questions on your experience on teaching Business Studies and your views about how the teaching of the subject can be changed. The interviews will be face-to-face or telephone interviews depending of your preference. The duration of the interview will be between 30 to 45 minutes and all the interviews will be done after

school hours. With your consent, the interviews will be recorded to accurately capture the conversation.

### **Can I Withdraw From This Study Even After Having Agreed To Participate?**

Participating in this study is voluntary and you are under no obligation to consent to participate. There will be no penalty or loss of benefit as a result of non-participation in this study or withdrawing from the study. If you decide to take part, you will be given an information sheet to keep and sign a written Consent Form. You are free to withdraw at any time and without giving a reason.

### **What Are The Potential Benefits Of Taking Part In This Study?**

The benefits of participating in this study is that the participants will part-take in generating knowledge which could provide a better understanding of the experiences of teachers who teach Business Studies and how the teachers as leaders can promote the teaching of the subject. The participants will also have an opportunity to reflect on their practices of teaching Business Studies and how to improve the teaching of the subject. The knowledge generated in this study in terms of the findings of the study and the recommendations will be shared with all the participants.

### **Are There Any Negative Consequences For Me If I Participate In The Research Project?**

The only potential level of inconvenience that I can foresee is the nature of contact during the interviews in a period where there is COVID-19 pandemic. To address this issue, the participant will be given an option of face-to-face interviews or telephone interviews. In the case of face-to face interviews, all safety precautions will be observed (face mask, use of sanitizers, keeping at a distance during the interview etc.). Secondly, the study does not require sensitive information and does not involve people under the age of 18 years.

### **Will The Information That I Convey To The Researcher And My Identity Be Kept Confidential?**

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and the supervisor will know about your involvement in this research. The researcher will ensure that the identity of the participants are protected at all times and kept confidential. The information obtained from interacting with the participants will be kept confidential. Your name will not be recorded anywhere and no one will be able to connect you to the answers that you will give during the interviews. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Data collected will be transcribed by the researcher himself and no other person will be requested to perform such a task of transcribing the interviews. The anonymous data obtained from the participants may be used for other purposes, such as a research report, journal articles and/or conference proceedings. Though a report of the study may be submitted for publications, individual participants will not be identifiable in such reports.

### **How Will The Researcher(s) Protect The Security Of Data?**

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in a personal safe for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After the said period hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

### **Will I Receive Payment Or Any Incentives For Participating In This Study?**

There are no payments or incentives to be given to the participants as a result of being involved in this study. The participant will not be expected to incur any cost during the data collection period as the researcher will personally visit the participants at their site or work station to collect data.

### **Has The Study Received Ethics Approval**

A copy of the approval letter approval from the Research Ethics Review Committee of the University of South Africa (Unisa) can be obtained from the researcher if you so wish.

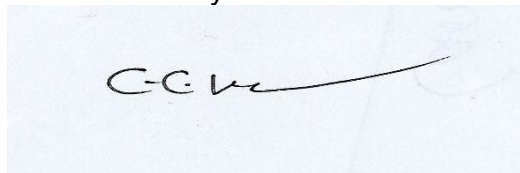
### **How Will I Be Informed Of The Findings/Results Of The Research?**

If you would like to be informed of the final research findings, please contact Chuene Christopher Kaka on 0710961284/0765980661 or email [chuene.christoph@gmail.com](mailto:chuene.christoph@gmail.com). The findings are accessible for a period of five years after the research has been finalized. Should you have concerns about the way in which the research has been conducted, you may contact Dr Teresa Ogina, 0823749618/ [taogina@up.ac.za](mailto:taogina@up.ac.za)

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Yours sincerely

A handwritten signature in black ink on a light blue background. The signature appears to be 'C-C Kaka'.

Kaka Chuene Christoph



**Appendix E: Consent Form to Participate in This Study (Return Slip)**

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty. I am aware that the findings of this study will be processed into a research report, journal publications and conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to be interviewed without no incentives.

I have received a signed copy of the Informed Consent agreement.

Participant Name & Surname (please print) \_\_\_\_\_

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's Name & Surname (please print) \_\_\_\_\_

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix F: Interview Questions**

1. In your experience, what does the Business Studies all about?
2. What can be done to creature of entrepreneurship in your school?
3. What do you do to ensure that learners practice entrepreneurship?
4. What are entrepreneurship programs which your learners participate at?
5. What are the challenges that you experience when teaching entrepreneurship?
6. What kind of support do you need to successfully teach Business Studies?
7. What approach or approaches do you use to teach Business Studies and why?
8. In your own view, what can be done to improve the way Business Studies is taught?
9. Is there anything else that you would like to tell me about Business Studies?
10. Is there anything else that you would like to say?

## Appendix G: Proof of Registration



2333

KAKA C C MR  
P O BOX 7703  
MABOTJA  
0751

STUDENT NUMBER : 57033420  
ENQUIRIES TEL : 0861670411  
FAX : (012)429-4150  
eMAIL : mandd@unisa.ac.za

2021-06-02

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE	CENTRE(PLACE)
DFEDU95		MED - Education Management	**	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

# Your attention is drawn to University rules and regulations ([www.unisa.ac.za/register](http://www.unisa.ac.za/register)).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 15344.00

Payable on or before:

Immediately:15344.00	2021/03/31: 0.00	2021/05/15: 0.00	2021/08/15: 0.00
	2021/11/15: 0.00	2022/03/15: 0.00	

Yours faithfully,

Prof M S Mothata  
Registrar

1031 0 00 0



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 479 3111 Facsimile: +27 12 479 4150

## Appendix H: UNISA Ethical Approval



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/06/10

Ref: **2020/06/10/57033420/19/AM**

Dear Mr CC Kaka

Name: Mr CC Kaka

Student No.: 57033420

**Decision:** Ethics Approval from  
2020/06/10 to 2023/06/10

**Researcher(s):** Name: Mr CC Kaka  
E-mail address: chuene.christoph@gmail.com  
Telephone: 071 096 1284

**Supervisor(s):** Name: Dr T Ogina  
E-mail address: oginateresa8@gmail.com  
Telephone: 012 420 2445

**Title of research:**

**THE ROLE OF TEACHERS IN TRANSFORMING THE ENTREPRENEURSHIP EDUCATION  
IN RURAL SCHOOLS IN LIMPOPO PROVINCE**

**Qualification:** MEd Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/06/10 to 2023/06/10.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/06/10 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2023/06/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **2020/06/10/57033420/19/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
motlhat@unisa.ac.za



**Prof PM Sebata**  
**ACTING EXECUTIVE DEAN**  
Sebatpm@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

## Appendix I: Research Approval from Limpopo Province Department of Education



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

### DEPARTMENT OF **EDUCATION**

CONFIDENTIAL

Ref: 2/2/2

Enq: Mabogo MG

Tel No: 015 290 9365

E-mail: [MabogoMG@edu.limpopo.gov.za](mailto:MabogoMG@edu.limpopo.gov.za)

#### **Kaka CC**

P O Box 7703  
Ga-Mabotja  
0751

#### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“THE ROLE OF TEACHERS IN TRANSFORMING THE ENTREPRENEURSHIP EDUCATION IN RURAL SCHOOL IN LIMPOPO PROVINCE ”**
3. The following conditions should be considered:
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
  - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
  - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: KAKA CC

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700  
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

***The heartland of southern Africa - development is about people!***

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



**Mrs Dederen KO**  
**Acting Head of Department**

22/07/2020  
**Date**

## Appendix J: Research Approval from Capricorn North District Department of Education



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**  
**CAPRICORN NORTH DISTRICT**

Private Bag X 9711  
POLOKWANE  
0700  
Tel: 015 285 7410  
Fax: 015 285 7499

Ref: 2/2/2 Enq: Matsane BK Tel No.:015 285 7410 Date: 13 July 2020 Email:[MatsaneBK@edu.limpopo.gov.za](mailto:MatsaneBK@edu.limpopo.gov.za)

**To : Mr Kaka CC**  
**PO Box 7703**  
**Ga-Mabotja**  
**0751**

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE ROLE OF TEACHERS IN TRANSFORMING THE ENTREPRENEURSHIP EDUCATION IN RURAL SCHOOLS IN LIMPOPO PROVINCE.**

1. The above matter refers.
2. The Department wishes to inform you that your request to conduct a research has been approved.
3. The following conditions should be considered :
  - 3.1 The research should not have any financial implication for Limpopo Department of Education.
  - 3.2 Arrangements should be made with both the circuit offices and schools concerned.
  - 3.3 The conduct of research should not in any way disrupt the academic programs in schools.
  - 3.4 The research should not be conducted during the time of examinations especially the fourth term.
  - 3.5 During the study, research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE ROLE OF TEACHERS IN TRANSFORMING THE ENTREPRENEURSHIP EDUCATION IN RURAL SCHOOLS IN LIMPOPO PROVINCE.**

**Blaauwberg & Yster Street, Ladanna**  
**Capricorn North District, Private Bag X 9711, Polokwane ,0700**

**" We Belong, We Care, We Serve "**



- 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore you are expected to produce this letter at Circuit and Schools where you intend to conduct your research as evidence that you are permitted to conduct the research.
5. The Department appreciates the contribution that you wish to make and wish you success in your research.

Best wishes

  
\_\_\_\_\_  
MR MOTHEMANÉ KD  
DISTRICT DIRECTOR

13/07/2020  
\_\_\_\_\_  
DATE

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE ROLE OF TEACHERS IN TRANSFORMING THE ENTREPRENEURSHIP EDUCATION IN RURAL SCHOOLS IN LIMPOPO PROVINCE.

Blaauwberg & Yster Street, Ladanna  
Capricorn North District, Private Bag X 9711, Polokwane ,0700

" We Belong, We Care, We Serve "

## Appendix K: Examples of Coding

Interview Questions	Responses from Transcripts	Code/Segment of The Transcript	Themes	Categories
<p>Question 1: In your experience, what is entrepreneurship education all about?</p>	<p>Teacher A: This is about exploring entrepreneurship to learners, teach learners how to become entrepreneurs, and how to practice it in the world... (Teacher, A) Entrepreneurship education is all about teaching, creating opportunities for young</p>	<p>This is about exploring entrepreneurship to learners, teach learners how to become entrepreneurs, and how to practice it in the world... (Teacher, A) Entrepreneurship education is all about teaching, creating opportunities for young</p>	<p>1. What role do teachers play in transforming the entrepreneurship education in rural schools? Sub-theme 1.1 Definition of entrepreneurship education by teachers</p>	<p>Teacher A Explorer entrepreneurship, transfer knowledge and practice</p>

# Appendix L: Document analysis, Business Studies results analysis year 2019/11

DOC-20200114-WA0002 - Excel (Product Activation Failed)

File Home Insert Page Layout Formulas Data Review View Help Tell me what you want to do

Clipboard Font Alignment Number Styles Cells Editing

C96 X ✓ fx BAHANANWA NORTH

Performance of ALL Schools - Grade 12 NSC 2019/11

Data as on 08 January 2020

Exam Date	District	Circuit	Centre No	CentreName	School Sctrnr	SchoolType	2019 Progressed	2019 Entered	2019 Wrote	2019 Bachelor	2019 Diploma	2019 H-Cert	2019 NSF	2019 Endorsed NSF	2019 Passed	2019 Pass%	2019 (B+D)%	2019 Underperforming
75	201911	CAPRICORN NORTH BOCHUM EAST	7042401	KGLOUTHWANA SECONDARY	Public	Ordinary	0	59	32	8	12	7	0	0	27	84.4	62.5	NO
76	201911	CAPRICORN NORTH BOCHUM EAST	7042402	PHALA SECONDARY	Public	Ordinary	1	68	68	11	15	14	0	0	40	58.8	38.2	YES
77	201911	CAPRICORN NORTH BOCHUM EAST	7042403	BATAUNG HIGH	Public	Ordinary	0	46	20	4	8	1	0	0	13	65.0	60.0	NO
78	201911	CAPRICORN NORTH BOCHUM EAST	7042404	LEHAIWA SENIOR SECONDARY	Public	Ordinary	0	32	13	0	4	1	0	0	5	38.5	30.8	YES
79	201911	CAPRICORN NORTH BOCHUM EAST	7042405	GEORGE TLADI TECHNICAL	Public	Ordinary	27	104	90	12	26	25	0	0	63	70.0	42.2	NO
80	201911	CAPRICORN NORTH BOCHUM EAST	7042406	V P MANTHATA SENIOR SECONDARY	Public	Ordinary	0	91	77	11	22	17	0	0	50	64.9	42.9	YES
81	201911	CAPRICORN NORTH BOCHUM EAST	7042407	DENDRON SECONDARY	Public	Ordinary	0	180	177	123	34	15	0	0	172	97.2	88.7	NO
82	201911	CAPRICORN NORTH BOCHUM EAST	7042408	SERIPA SECONDARY	Public	Ordinary	0	55	52	12	7	11	0	0	30	57.7	36.5	YES
83	201911	CAPRICORN NORTH BOCHUM EAST	7042409	SHAKOLENG SECONDARY	Public	Ordinary	5	63	54	7	10	6	0	0	23	42.6	31.5	YES
84	201911	CAPRICORN NORTH BOCHUM EAST	7042410	MODUMELA SECONDARY	Public	Ordinary	7	17	17	3	2	2	0	0	7	41.2	29.4	YES
85	201911	CAPRICORN NORTH BOCHUM EAST	7042411	SEKURUWE COMBINED	Public	Ordinary	0	45	42	12	9	14	0	0	35	83.3	50.0	NO
86	201911	CAPRICORN NORTH BOCHUM WEST	7042501	BODIELA SECONDARY	Public	Ordinary	13	27	14	1	4	3	0	0	8	57.1	35.7	YES
87	201911	CAPRICORN NORTH BOCHUM WEST	7042502	KGOKONYANE SECONDARY	Public	Ordinary	0	24	19	6	5	4	0	0	15	78.9	57.9	NO
88	201911	CAPRICORN NORTH BOCHUM WEST	7042503	MADIKWENG SENIOR SECONDARY	Public	Ordinary	2	43	41	10	10	8	0	0	28	68.3	48.8	NO
89	201911	CAPRICORN NORTH BOCHUM WEST	7042504	MMALOTLO SENIOR SECONDARY	Public	Ordinary	0	22	17	2	5	5	0	0	12	70.6	41.2	NO
90	201911	CAPRICORN NORTH BOCHUM WEST	7042505	MPATAPATA SECONDARY	Public	Ordinary	0	26	15	6	3	3	0	0	12	80.0	60.0	NO
91	201911	CAPRICORN NORTH BOCHUM WEST	7042506	PHAGAMANG SENIOR SECONDARY	Public	Ordinary	0	92	90	38	24	17	0	0	79	87.8	68.9	NO
92	201911	CAPRICORN NORTH BOCHUM WEST	7042507	RAMOTSHABI SECONDARY	Public	Ordinary	0	40	34	0	5	2	0	0	7	20.6	14.7	YES
93	201911	CAPRICORN NORTH BOCHUM WEST	7042508	SCHOONGEZICHT HIGH	Public	Ordinary	2	50	39	7	7	17	0	0	31	79.5	35.9	NO
94	201911	CAPRICORN NORTH BOCHUM WEST	7042509	MATHEW PHOSA SECONDARY	Public	Ordinary	7	53	47	24	12	5	0	0	41	87.2	76.6	NO
95	201911	CAPRICORN NORTH BOCHUM WEST	7042581	HELENE FRANZ SECONDARY	Public	Specialize	0	9	9	0	2	3	0	0	5	55.6	22.2	YES
96	201911	CAPRICORN NORTH BOCHUM WEST	7043101	KOLA LEBOHO SECONDARY	Public	Ordinary	3	21	19	1	1	2	0	0	4	21.1	10.5	YES
97	201911	CAPRICORN NORTH BOCHUM WEST	7043102	NTSOSE SECONDARY	Public	Ordinary	8	28	19	2	2	4	0	0	8	42.1	21.1	YES

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**Appendix M: Editor's Letter**

Mr MM Mohlake  
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Turfloop Campus  
Private Bag x 1106  
Sovenga  
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15 July 2021

To Whom It May Concern


**EDITING CONFIRMATION: Mr CC KAKA's DISSERTATION**

This letter is meant to acknowledge that I, MM Mohlake, as a professional editor, have meticulously edited the main dissertation of Mr Kaka Chuene Christoph (Student Number 57033420) entitled "The Role of Teachers in Transforming the Entrepreneurship Education in Rural Schools in Limpopo Province".

Thus I confirm that the readability of the work in question is of a high standard.

For any enquiries please contact me.

Regards



**Mosimaneotsile M Mohlake**

*Freelance Professional Editor*

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Disclaimer: Subsequent alterations remain the responsibility of the author.

# Appendix N: Turnitin report for plagiarism

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THE ROLE OF TEACHERS IN TRANSFORMING THE ENTREPRENEURSHIP  
EDUCATION IN RURAL SCHOOLS IN LIMPOPO PROVINCE

by  
CHUENE CHRISTOPH KAKA

<sup>1</sup> Submitted in accordance with the requirements for

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