Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies Curriculum

by

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DECLARATION

- I hereby confirm that the dissertation titled 'Grade *10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum'* is my own work except for those quotes and paraphrases which I have clearly indicated in the text". I also declare that it has been not submitted anywhere for examination.

…………………………………. ……………………….

SIGNATURE DATE

DEDICATION

- I dedicate this dissertation to my late parents, Mr Ndodizisola Samson Msweli and Mrs Fundaphi Saraphina Msweli for their parenthood. Therefore, may their souls continue to rest in eternal peace.
- I also dedicate this dissertation to my family at large.

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ABSTRACT

Schools still produce graduates who are job seekers rather than job creators. Even though there is an outcry from the public for a decolonised curriculum, the South African school curriculum is more focused on academics than vocational and skills-based education. This study strongly believes that the issue of integrating and incorporating entrepreneurship education in the Business Studies curriculum instead of being freely offered as an independent component contributes to this. Primarily, this study centred on the exploration of Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum. The teachers' perspectives were gathered using the questionnaires and supplemented with an official document analysis. A qualitative research approach was employed in conjunction with the adoption of purposive sampling with a sample of eight teachers who taught Business Studies in Grade 10. One of the research findings that was highlighted in this study was that teachers agreed that the present curriculum is in a good state with no need for the disintegration of the topic of entrepreneurship. Recommendations were made targeting different stakeholders within the education sector. One of the main recommendations was that the Department of Basic Education should offer adequate support to the teachers who are teaching Business Studies with a further recommendation that curriculum designers need to adjust the entrepreneurship content and not limit it to entrepreneurial qualities. Even though the study's results showed a positive response as far as the entrepreneurship topic is concerned, the study concludes that there is a need for the Department of Basic Education to review the structure, sequence, pace and weightings of the Business Studies curriculum and the balance of topics and sub-topics paying attention to the entrepreneurship component. By doing so, teachers may have ample time to expose the learners to the different subject aspects. The study also recommends that teachers should be encouraged to adopt a learner-centred approach such as case studies and project-based learning when teaching the entrepreneurship topic to promote learners' active participation during the lessons.

Key words: *Business Studies, entrepreneurship, entrepreneurship education, curriculum, teachers and Curriculum Assessment and Policy Statement (CAPS)*

OPSOMMING

Skole lewer steeds leerders wat eerder werksoekers as werkskeppers is. Nieteenstaande die feit dat die publiek luid protester omdat hulle 'n gedekoloniseerde kurrikulum wil hê, bly die Suid-Afrikaanse skoolkurrikulum meer op die akademie as op beroeps- en vaardigheidsgebaseerde onderrig gefokus. Hierdie studie glo sterk dat die saak vererger word deur die integrasie en inkorporasie van entrepreneurskaponderrig in die Besigheidstudie-kurrikulum in plaas daarvan om dit vryelik as 'n onafhanklike komponent aan te bied. Hierdie studie is primêr daarop gemik om ondersoek in te stel na Graad 10 onderwysers se perspektiewe ten opsigte van die integrasie van entrepreneurskaponderrig in die Besigheidstudie-kurrikulum. Die onderwysers se perspektiewe is ingesamel deur middel van vraelyste wat met 'n amptelike dokumentanalise aangevul is. Die studie het 'n kwalitatiewe navorsingsbenadering gevolg in samehang met 'n doelbewuste steekproefneming van agt onderwysers wat Besigheidstudies in Graad 10 onderrig. Een van die navorsingsbevindinge het beklemtoon dat onderwysers saamstem dat die huidige kurrikulum daar goed uitsien en dat dit nie nodig is om die entrepreneurskaponderwerp te skei nie. Aanbevelings is gemaak wat op verskillende belanghebbers in die onderwyssektor fokus. Een van die belangrikste aanbevelings was dat die Departement van Basiese Onderwys voldoende ondersteuning moet bied aan onderwysers wat Besigheidstudies onderrig en dat kurrikulumontwerpers die entrepreneurskapinhoud moet aanpas en dit nie tot entrepreneurskapkwaliteite beperk nie. Hoewel die studie se resultate 'n positiewe respons ten opsigte van die entrepreneurskaponderwerp gekry het, het die studie tot die slotsom gekom dat daar wel 'n behoefte is vir die Departement van Basiese Onderwys om die struktuur, volgorde, pas en gewigstoekenning van die Besigheidstudies-kurrikulum sowel as die res van die onderwerpe en subonderwerpe te hersien. Spesiale aandag moet aan die entrepreneurskapkomponent geskenk word. Dit sal aan onderwysers genoegsame tyd gee om leerders aan die verskillende aspekte van die vak bloot te stel. Die studie het ook aanbeveel dat onderwysers aangemoedig moet word om 'n leerdergesentreerde benadering te volg. Hulle moet byvoorbeeld gevallestudies en projekgebaseerde leer aanwend wanneer hulle die entrepreneurskaponderwerp aanbied ten einde leerders se aktiewe deelname gedurende die lesse te bevorder.

OKUCASHUNIWE

Namanje izikole zisakhiqiza abafundi abaneziqu okuyibona abafuna umsebenzi kunokuba babe ngabasunguli bemisebenzi. Nakuba umphakathi ukhalela ukuqedwa kwekharikhulamu yengcindezelo, uhlelo lokufunda ezikoleni zaseNingizimu Afrika lusagxile kakhulu ezintweni ezifundwayo kunemfundo yamakhono emisebenzi yezandla. Lolu cwaningo lukholelwa kakhulu ukuthi lokhu kuyahambisana nodaba lokuhlanganisa nokufaka imfundo yezokuqala ibhizinisi ngaphansi kwekharikhulamu yeZifundo Zezamabhizinisi esikhundleni sokuthi le mfundo ibe uhlaka oluzimele. Lolu cwaningo lugxile kakhulu ekuhloleni imibono yothisha Bebanga le-10 mayelana nokuhlanganiswa kwemfundo yezokuqala ibhizinisi ngaphansi kwekharikhulamu yeZifundo Zezamabhizinisi. Imibono yothisha iqoqwe kusetshenziswa uhlu lwemibuzo kanye nangokuhlaziya imibhalo esemthethweni. Lapha kusetshenziswe uhlelo lokucwaninga iqophelo oluhambisana nokuthathwa kwesampula kothisha abayisishiyagalombili abafundisa iZifundo Zezamabhizinisi ngaphansi Kwebanga le-10. Kweminye yemiphumela kugqame ukuthi othisha bavumelana nokuthi ikharikhulamu yamanje isesimweni esihle futhi asikho isidingo sokuba kuhlakazwe imfundo yezokuqala ibhizinisi izimele. Kuye kwenziwa izincomo eziqondiswe kubabambiqhaza abehlukene emkhakheni wezemfundo. Esinye sezincomo ezisemqoka kwaba ukuthi uMnyango Wezemfundo Eyisisekelo kufanele ubaseke ngokwanele othisha abafundisa iZifundo Zezamabhizinisi, kanye nokuthi labo abadweba ikharikhulamu kumele balungise ingqikithi yemfundo yezokuqala ibhizinisi bangagcini nje ngokwazisa ngobuhle bokuqala ibhizinisi kuphela. Nakuba imiphumela yocwaningo ikhombise ubuhle mayelana nodaba lwesihloko semfundo yezokuqala ibhizinisi, ucwaningo luphethe ngokuthi kunesidingo sokuthi uMnyango Wezemfundo Eyisisekelo ubuyekeze ukwakheka, ukulandelana, isivinini kanye nesisindo sekharikhulamu Yezifundo Zezamabhizinisi ngokunjalo nokulinganiswa kwezihloko nezihlokwana ezibhekelele imfundo yezokuqala ibhizinisi. Lokhu kuzonika othisha isikhathi esanele sokwazisa abafundi ngemikhakha ehlukene yalesi sifundo. Lolu cwaningo luphinde lwancoma ukuthi othisha kumele bagqugquzelwe ukuthi basebenzise indlela yokufundisa ngokugxile kubafundi okufaka phakathi imibhalo

ecwaningiwe nokufunda okususela kumaphrojekthi uma befundisa ngezifundo zokuqala ibhizinisi ukuze kukhuthazeke abafundi bakwazi ukubamba iqhaza uma kufundiswa.

Amagama amqoka: Izifundo Zezamabhizinisi, ezokuqala ibhizinisi, imfundo yezokuqala ibhizinisi, ikharikhulamu, othisha, Isitatimende Senqubomgomo Yohlelo Lwezifundo Nokuhlola (CAPS).

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ABBREVIATIONS AND ACRONYMS

ATP	Annual Teaching Plan
CAPS	Curriculum Assessment and Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
EMS	Economics and Management Science
FET	Further Education and Training
GDE	Gauteng Department of Education
GEI	Global Entrepreneurship Index
GEM	Global Entrepreneurship Monitor
GDP	Gross domestic profit
ICT	Information and communication technology
KEMUSA	Kembara Usahawan
OECD	Organisation for Economic Cooperation and Development
PAM	Personnel Administrative Measures
PCK	Pedagogical content knowledge
PLG	Professional Learning Group
SGB	School Governing Body
SMMEs	Small, Medium, and Micro Enterprises
SSIP	Secondary School Improvement Programme
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNISA	University of South Africa

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

In the education fraternity, the curriculum is an essential and precious organ that is highly valued due to its ability to coordinate and unify all major stakeholders, including teachers, learners, parents, the government, and the school community at large, since many stakeholders have interests in any developments, changes or transformations in the curriculum. A curriculum has many domains and sub-disciplines. One of those sub-disciplines is entrepreneurship, which has been adopted as the core focus of this study. Entrepreneurship is an auspicious curriculum item that is of the utmost importance not only in the school context but also in social, educational, and economic contexts (Ndedi, 2009; Meyer & Synodinos, 2019; Gamede & Uleanya, 2017). Entrepreneurship was purposely chosen to be the focus of this study because the researcher has observed through the lens of the existing literature that entrepreneurship remains one of the topics that are still under-researched when it comes to a secondary school context; numerous studies have already been situated in the higher education institutional contexts (see Musetsho & Lethoko, 2017; Skosana, 2014; Fatoki, 2020; Urban & Gamata, 2020; Malebana & Swanepoel, 2015; Ndovela & Chinyamurindi, 2021; Amadi-Echendu, Phillips, Chodokufa & Visser, 2016; Radebe & Vezi-Magigaba, 2021).

Therefore, this study investigated Grade 10 teachers' perspectives on the integration of entrepreneurship education into the Business Studies curriculum. Business Studies was introduced at various schools in South Africa more than a decade ago. The Business Studies curriculum is integrated, so some topics, such as entrepreneurship education, that are integrated into the subject are not explicitly measured against the learning outcomes. The Business Studies curriculum consists of topics that include business environment, business venture, business role, and business operation. Therefore, this study argues that entrepreneurship should be recognized and taught as a separate and independent study rather than being contextualized within the Business Studies curriculum. By doing so, the researcher strongly believes that the learning

outcomes for entrepreneurship can be clearly articulated, and a teacher may also be able to focus on assisting learners to achieve the specified learning outcomes for entrepreneurship.

On the other hand, the researcher concurs with the fact that Business Studies is overfull, and this has led to some topics being compromised due to insufficient time because of the pressure from teachers for syllabus completion. Bear in mind that only four notional teaching hours are given to Business Studies in the Further Education and Training Phase, which comprises three grades, namely Grades 10, 11, and 12 (Department of Basic Education [DBE], 2011). In addition, this study fully acknowledges that Business Studies as a school subject covers broad themes such as the business environment, ventures, roles, and operations. However, it cannot be ignored that the topic of entrepreneurship remains among the topics that are being marginalized in coverage.

Business Studies seem to be more focused on the contemporary socioeconomic issues that affect business operations than on instilling a solid foundation of entrepreneurship as a discipline. The current Business Studies curriculum is characterized by inadequacies such as the limited number and type of practical activities that are offered; the practical activities that are offered are textbook-based case studies and projects that lack a link to real-life situations (Nchu, Tengeh, Hassan, & Iwu, 2017). These activities lack the support to ensure that learners create business opportunities, creatively solve problems, and take calculated risks within a business context. Therefore, this study's goal was to advocate the need for separating entrepreneurship education from the Business Studies curriculum with support from up-to-date literature and perhaps serve as an eye-opener for the curriculum advisors and their associates. However, the results, as shown in the findings of this study, demonstrate that teachers are against the separation of the entrepreneurship component from the Business Studies curriculum as proposed in the exposition of this study. This has been validated, credited, and confirmed through the teachers' responses, which show that they are at a positive stance with the current curriculum and fully support the current status quo of the Business Studies curriculum. Despite this, the results have acknowledged the need for curriculum changes within Business Studies to focus on aspects such as the restructuring, sequence and pacing, and weightings of the Business Studies curriculum. The next section discusses the background of the study.

1.2 Background of the Study

The South African curriculum has been characterized by a centralized system that is more focused on academics than vocational and skills-based education, and the present education system in South Africa still produces graduates who are job seekers (Ntsanwisi & Simelane-Mnisi, 2021). As a result, the educational curriculum should be improved in terms of entrepreneurship education (Radebe & Vezi-Magigaba,2021). Even entrepreneurship education must be developed in such a way that it promotes self-employment rather than preparing learners for white-collar jobs and employment. Also, a country like South Africa needs vibrant entrepreneurship to promote the economy, decolonizing the curriculum, in particular, to reduce the high unemployment rates, especially for youth. Curriculum refers to the planned and unplanned experiences that learners gain during their formal or semi-formal education to become well-rounded individuals who can make significant contributions to the improvement of their community and global environment (Ololube, Klopovie & Makewa, 2015). The purpose of the Business Studies curriculum is to ensure that learners acquire and apply essential business knowledge, skills, and principles to productively and profitably conduct business in changing business environments (DBE,2011).

However, in practice, the current Business Studies curriculum that incorporates entrepreneurship education as one of its topics is not sufficient, as entrepreneurship education only counts for up to 25% of the entire subject curriculum. It should be taken into consideration that the teaching time allocated for Business Studies on the school timetable is four hours per week, per grade (Grades 10, 11, and 12), as stipulated in the CAPS policy document. As much as this study focuses on teachers, studies in the context of entrepreneurship education have shown that even the primary consumers of the subject, in this case, the learners, agree that they have only partially gained practical knowledge from the subject as it is integrated into the Business Studies curriculum (Nchu *et al.*, 2017). This reveals that there is an imperative need for entrepreneurship education to be a standalone subject so that its effectiveness can be measured realistically. In the context of the Business Studies curriculum for Grade 10, teachers are expected to cover topics such as entrepreneurship qualities and forms of ownership in term one and business opportunities and a business plan in term two per academic year. However, North (2002) asserts that care should be taken to ensure that entrepreneurship education does not become another activity where learners acquire predominantly theoretical knowledge. Entrepreneurship

education at the school level does not receive the high priority that the South African context requires (Isaacs, Visser, Friedrich, & Brijlal, 2007; Nchu *et al.*, 2017). Therefore, the need for curriculum changes in Business Studies is required to achieve the goal of entrepreneurship education.

Furthermore, as per the research culture, the study should be grounded in a particular context to be validated as trustworthy and reliable. This study was situated in a South African context in the Gauteng Province, with its primary focus on teachers and their perspectives on the curriculum, Business Studies, and entrepreneurship. South Africa is a developing country that is currently experiencing numerous issues in social, educational, economic, legal, and political contexts. These cover issues such as unemployment, poverty, HIV/AIDS, curriculum deficiencies, corruption, inequality, and instability. The main purpose of the study was to explore the Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum. The researcher chose to investigate this particular theme because the literature shows that the integration of entrepreneurship into the Business Studies curriculum is a largely unaddressed and ignored issue, as confirmed by Nchu *et al.* (2017) and Ntsanwisi and Simelane-Mnisi (2021). This project has to rely on teachers. Teachers, in the context of the study, have been valued as one of the primary and significant contributors because they are situated at the grassroots level, that is, the schools. They have first-hand and undiluted data since they have different experiences based on the subject matter concerned and are also stationed in the classrooms where many events take place. In a historical context, teachers were well-known as the members who have been left behind when it comes to curriculum issues: design, implementation, and changes. Also, given that the researcher is a school-based teacher as well, he has noted that with the current state of the curriculum, in particular for Business Studies, as stated, there is an unhesitant need for it to be revised. In addition, how the topic is being covered and taught in the Business Studies curriculum is not at a meritorious level. It is very important that how entrepreneurship is taught, that is, the strategies and methodologies used, be investigated, as happened in the study that is on hand. The researcher's philosophy and beliefs, because of those aspects mentioned above, give an overview of what has been achieved and discovered and the mountain that has been climbed by the DBE in addressing the imbalances of the past that include the dissatisfaction of curriculum. Therefore, based on what has been mentioned above, the researcher claims that there is a huge necessity for upcoming and future researchers to investigate South African schools' readiness and capacity for offering

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entrepreneurship as a school subject, as successfully conducting such research would positively contribute to the dissemination of current literature and provide the foundation for the government to restructure the school curriculum through the adoption of entrepreneurship as a standalone subject (see Section 6.6.6).

1.3 Problem Statement

According to the industry-based emerging and seasoned researchers who have a growing interest in entrepreneurship (Msweli, 2023; Msweli & Madiope, 2023), it has come to the researcher's attention that there is an ongoing, persistent problem with the Business Studies curriculum that needs urgent attention. As observed by the researcher, the issue of integrating and incorporating entrepreneurship education into the Business Studies curriculum is still a concerning problem that needs immediate attention from all the relevant curriculum experts. This is supported by Nchu *et al.* (2017). As has already been revealed, entrepreneurship is not a subject of its own in secondary school, but it is still a topic under Business Studies. This has led to some deficiencies, compromises, and ineffectiveness in entrepreneurship education. Ntsanwisi and Simelane-Mnisi (2021) support the notion that the South African Basic Education Department should include entrepreneurship and offer it as a standalone subject without being included in other subjects like Economics and Management Science. On the contrary, in the current Business Studies curriculum for Grade 10, justice is not being done. This is because the Curriculum Assessment and Policy Statement (CAPS) document instructs Business Studies teachers to teach learners entrepreneurial qualities as part of entrepreneurship education for only one term per academic year, without learners being exposed to other important aspects of entrepreneurship (DBE, 2011). The researcher argues that entrepreneurship should be removed from the Business Studies curriculum so that teachers will have adequate time to expose learners to the field of entrepreneurship and its opportunities without it being counted in the four notional hours of Business Studies. By making entrepreneurship a standalone subject, the researcher strongly believes that learners will develop a passion for starting their businesses rather than expecting to be employed. It should be taken into consideration that the entrepreneurship content in the Business Studies curriculum is not sufficient to develop and motivate a learner to be active in business when they reach adulthood. The topics that are more focused on entrepreneurship in the current Business Studies curriculum are only taught in terms two and three, and thereafter, learners are examined on the theory taught by teachers. The disintegration of entrepreneurship

in the Business Studies curriculum may allow learners to be exposed to enough practical tasks by allowing them to practice starting small businesses as early as at the secondary school level.

On one hand, the Business Studies curriculum is concerned with the learners' performance, that is, so that learners can be promoted to the next grade. On the other hand, in this researcher's opinion, entrepreneurship should be offered as a practical-based school subject whereby learners are assessed based on their successes in completing a project, for example, designing a particular app, creating a website, or selling a particular product as a group of learners and attaining an optimum profit. Noting that the features of entrepreneurship in the Business Studies curriculum have some shortcomings, Nchu *et al.* (2017) state that the way entrepreneurship education is offered does not create a desire among school leavers to start their businesses after school.

Given that this study has raised a concern that entrepreneurship content coverage is insufficient that is covered by the Business Studies curriculum in grade 10. Therefore, the researcher has also acknowledged through concern that even teaching strategies that are used to teach entrepreneurship as a sub-topic are generalized to an extent that is also used to teach every topic and sub-topic of this subject. This is supported by (Gcabashe & Ndlovu,2022) who revealed that Business Studies teachers still believe in a teacher-centered teaching approach. The adoption and reliance on a single approach such as a teacher-centered approach in teaching Business Studies that encompasses entrepreneurship as one of its sub-topics has meant that learners are deprived of benefiting from other approaches such as learner-centered approaches that could make them improve their understanding of new knowledge and also being empowered with communication, social skills, and interactive skills which are extremely desired in business (Ngwenya & Zulu,2023). Notwithstanding that, the teaching of entrepreneurship as a sub-topic in the Business Studies curriculum is still textbook-oriented and theoretical-based which is problematic and needs immediate attention. As, Meintjes, Henrico & Kroon (2015) argued practical exposure in a business-simulated set-up will not only result in enhanced entrepreneurial proficiency in school learners but also contribute to an accelerated pace of economic growth and job creation in our country. Therefore, in a Business Studies teaching context, the issue of teaching approaches could be eased and addressed through the adoption of teaching methods that are more focused on simulative, active, and cooperative learning (Meintjes et al., 2015). As Ngwenya & Zulu (2023) stressed engaging learners in a variety of collaborative activities leads

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learners to positive interdependence and interaction while developing self-confidence and interpersonal skills and to some extent diversity is also valued in a classroom where multiple approaches are being used. Moreover, the recent literature revealed that teaching strategies used to engage learners in Business Studies include question and answer approach, enterprise education pedagogic strategy, field trips teaching strategy, and group and class discussions (Ngwenya & Zulu, 2023).

Therefore, there is a need to establish teachers' perceptions of the current status of the curriculum in which entrepreneurship education is being integrated into the Business Studies curriculum. It may happen that their voices will lead to different insights, which, in turn, may contribute effectively to the study. The study seeks to establish the Grade 10 teachers' perspectives on the integration of entrepreneurship education into the Business Studies curriculum.

1.4 Rationale for the Study

The primary ambition that motivated the researcher to research entrepreneurship education is that many South African schools produce a volume of learners annually who take various paths after completing their secondary school education. Still, most are jobless, irrespective of their excellent grades. The researcher became curious that in South Africa there is a high demand for curriculum change through the implementation of entrepreneurship education as a standalone subject across secondary schools. As a result, when learners exit the secondary school level, they have already been exposed to entrepreneurial skills and are better equipped to face the outside world's socioeconomic challenges. As Nwokolo (2017) stated, education should be designed to create and promote the supply of entrepreneurial enterprises and activities that refocus learners' mindsets towards becoming entrepreneurs rather than job seekers. Also, another driving force that has encouraged the researcher to investigate entrepreneurship is that the researcher of this study is an emerging researcher in the field of entrepreneurship. Hence, the literature also shows that there are fewer researchers (see, Amadi-Echendu, Phillips, Chodokufa & Visser, 2016; Radebe & Vezi-Magigaba 2021) who have shown an interest in examining entrepreneurship in a secondary school context. In addition to what was alluded to above, certainly, entrepreneurship remains one of the marginalised topics, therefore this has motivated the researcher to contribute to the body of the literature through research outputs in the field of entrepreneurship and close the gap that is unfilled in the entrepreneurship discipline.

1.5 Research Questions

1.5.1 Research questions

In light of the stated research problem, a range of research questions has been developed.

1.5.2 Main question

What are Grade 10 teachers' perspectives on the integration of entrepreneurship education into the Business Studies curriculum?

1.5.3 Sub-questions

i. What are the views of teachers regarding integrating entrepreneurship education into the Business Studies Grade 10 curriculum?
ii. How do the teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum?
iii. What strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum?

1.6 Aim and Objectives of the Study

1.6.1 The main aim of the study

The main aim of this study was to explore Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum.

1.6.2 Objectives of the study

To attain the above aim, the following objectives were outlined:

i. Analyse the perspectives of teachers on the integration of entrepreneurship education into the Business Studies Grade 10 curriculum.
ii. To describe how teachers, teach entrepreneurial education in the Business Studies Grade 10 curriculum.

iii.   To outline strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies Grade 10 curriculum.

1.7 Preliminary Literature Review

Numerous studies about entrepreneurship education are housed within the higher institutions of learning context in the South African setting with a target group of learners' perceptions (see Musetsho & Lethoko, 2017; Skosana, 2014; Fatoki, 2020; Urban & Gamata, 2020; Malebana & Swanepoel, 2015; Ndovela & Chinyamurindi, 2021; Amadi-Echendu, Phillips, Chodokufa & Visser, 2016; Radebe & Vezi-Magigaba, 2021). However, fewer studies are grounded in entrepreneurship education with a focus on gaining teachers' perspectives as curriculum implementers at schools (Ntsanwisi & Simelane-Mnisi, 2021; Thaba-Nkadimene & Mmakola, 2020).

Therefore, curriculum deficiencies, in particular in Business Studies, may be caused by neglecting the voice of teachers.

1.7.1 Economic status in South Africa

According to the quarterly labour force survey for the first quarter of 2022, there was an unemployment rate of 63.9% for those aged between 15 and 24 years (Statistics South Africa, 2022). A previous study revealed that entrepreneurship education should be implemented to deal with socioeconomic challenges such as unemployment and poverty in South Africa (Chimucheka, 2014). Ndedi (2009) states that entrepreneurship is important for any society to generate economic growth for the socioeconomic welfare of the population in general and to halve unemployment in South Africa in particular. This resonates with Ntsanwisi and Simelane-Mnisi (2021), who reported that entrepreneurship has the potential to reduce poverty. These researchers further revealed that most South African teachers agreed that entrepreneurship education is very important to learners and should be taught in schools. In addition, entrepreneurship education and training can make a positive contribution to job creation and, therefore, to poverty alleviation by encouraging the entrepreneurial spirit. This is key to creating jobs and improving competitiveness and economic growth throughout market economies.

1.7.2 Macro and micro challenges that are faced by South African teachers both in a national and Business Studies context

Mouton, Louw and Strydom (2013) investigated the critical challenges of the South African school system in a comprehensive context. They categorised challenges into two categories: those that face learners and those that face teachers. As per the core focus of this study, which is on teachers, the challenges that were reviewed were those that were linked to teachers. The results showed that teachers are faced with challenges that include the underperformance of teachers, a lack of proper school governance, a lack of community support, politics in schools, corruption and socioeconomic factors. Interestingly, Mbonambi, Oluwatoyin and Gamede (2023) explored the challenges of teaching Business Studies as a subject in Grade 12 in various rural South African secondary schools. Their study also explored numerous strategies that can be used to enhance the teaching and learning of Business Studies in Grade 12. Some of the challenges that were presented by the study included the lack of qualified teachers, inadequate professional development, a lack of adequate and necessary learning and teaching support materials, overcrowding of learners in classrooms and learners' lack of interest. Given the above, the researcher argued that there are notable similarities between the challenges that are faced by South African teachers in general and those that are faced by Business Studies teachers in particular. The link is observed in the challenges identified, such as those of teachers' incompetence. However, to address the challenges raised in the literature, recommendations made by reviewed studies, specifically in the context of Business Studies teachers, were that teachers teaching Business Studies should be encouraged with appropriate professional development capacitation. Moreover, at the grassroots level, it should also be acknowledged that the DBE has a cluster-based programme for professional development for teachers of all subjects; therefore, the study argued that Business Studies teachers should be actively involved in attending those workshops. Further arguments and literature about the challenges are covered in the next chapter.

1.7.3 Project-based learning approach in teaching entrepreneurship education

Du Toit (2021) explored the merits of project-based learning to foster entrepreneurship education. According to the reviewed study's results, project-based learning provides a unique opportunity for learners to develop insights into how they can develop their ideas into entrepreneurial opportunities, which they could pursue to help them overcome their probable unemployment fate. As Mbonambi *et al.* (2023) declared, effective pedagogy engages learners in real-world tasks. However, it could be argued that the findings from Du Toit's (2021) study may not be entirely linked to this study because Du Toit's research explored a project-based learning approach to entrepreneurship education within a Consumer Studies context and not a Business Studies context, although the focus was on entrepreneurship education. As much as both subjects are taken as sisterhoods as they share entrepreneurship components and given that the focus of this study is on Business Studies, the researcher cannot afford to generalise that project-based learning is effective in teaching both subjects when the focus is on entrepreneurship.

Botha (2010) explored a project-based learning approach as a method of teaching entrepreneurship to a large group of undergraduate learners in South Africa. The focus was on a tertiary context. First-year entrepreneurship learners were divided into groups of four to five learners who were engaged in entrepreneurship theoretical knowledge that covered topics that included characteristics of entrepreneurs, business plans, business forms and resources available to entrepreneurs. They were then facilitated by their lecturers to put their business ideas into practice based on what they learnt by exhibiting what their businesses would look like or function in the real world. The project-based learning approach has also been endorsed in an assessment context because no written assignment needed to be marked as all activities were practical. If project-based learning is adopted in the classroom, time is saved for lecturers and learners. Learners had to take an active part in the project while learning at the same time, and learners learnt other valuable skills, such as time management and teamwork, and group members learnt from one another. However, as much as the reviewed study has shown positive results about project-based learning in teaching entrepreneurship, the results cannot be equated to and resonated within this study. This is because Botha's 2010 research was situated in a higher education context where there is a capacity and equitability of resources and competent and suitably qualified facilitators compared to the high school level, where many challenges are

faced by Business Studies teachers. These challenges may lead to a project-based learning approach not being adopted successfully in teaching entrepreneurship as far as Business Studies is concerned.

1.8 Proposed Theoretical Framework

This study was centred on the constructivism theory. A constructivist curriculum challenges the basic educational views of knowledge and learning with which most schools are comfortable (Costa & Kallick, 2004). In the context of this study, the constructivist view has challenged what was seen as the acceptable culture of integrating entrepreneurship into the Business Studies curriculum – where the educational objectives are not being revised and reviewed and questions are not being asked of the curriculum designers. It causes teachers to expand their focus from educational outcomes, which are primarily collections of subskills (Costa & Kallick, 2004). The constructivist emphasises the learning outcomes to safeguard and fulfil both the roles of the teacher and learner in the learning process. As the Business Studies curriculum aims to ensure that learners are motivated and self-directed while working towards business goals (DBE, 2011), this theory asserts that the teachers' role should be visible by ensuring that these learners achieve the intended educational goals through the teachers' effort, including facilitation, guidance and motivation during and beyond the lesson.

A constructivist curriculum embraces successful processes of participation in socially organised activities and the development of learners' identities as conscious, flexible, efficacious, interdependent and continual learners (Costa & Kallick, 2004). Constructivism supports the idea that subjects, such as entrepreneurship, should be offered both in primary and high schools' curricula, modelled from the international context as revealed by Ntsanwisi and Simelane-Mnisi (2021). Constructivist teachers inquire about their learners' understanding of concepts before sharing their understanding of those concepts (Costa & Kallick, 2004).

Constructivism involves a subjective rather than an objective view of knowledge in every subject (Keeves & Watanabe, 2003). In the constructivism theory, subject knowledge is seen as being personally and socially constructed; there is a need for people to share common understandings about their worlds; otherwise, communication would become impossible (Keeves & Watanabe, 2003). This theory promotes the decentralisation of the teachers' voices in curriculum issues as the main drivers in the classroom.

Under constructivism, a deep understanding of change and transactions is essential to jointly designing the sequencing, timing and duration of reciprocal processes. Change is valued and honoured in the constructivist curriculum; it emerges from the meaning-making process as unpredictable and evolving. Therefore, the constructivist approach involves highly valued curriculum changes, especially those that are grounded in stakeholders' perceptions and consultations. The constructivist believes that an empowering way to change conceptions is to present one's own ideas to others as well as to hear and reflect on their ideas. Constructivists have goals, outcomes and a repertoire of change strategies that focus talent and resources towards a shared purpose (Lambert *et al.*, 2002). The curriculum is being influenced by placing emphasis on the big ideas of the subject rather than on making connections as a way of extending and linking knowledge (Lambert *et al.*, 2002). Therefore, the integration of topics within one subject curriculum is unimportant in this case. The focus is on achieving the subject's intended objectives as they are formed.

A constructivist curriculum emphasises conceptual change and problem-solving (Glatthorn, 1994). The constructivism curriculum conceptualises and draws from a different perspective. The curriculum should be placed at the centre of teachers and other relevant school communities. In the case of this study, if the present incorporation of entrepreneurship is ineffectively integrated, it is the duty of all stakeholders, including teachers, to gather different perspectives for a curriculum change.

1.9 Significance of the Study

According to the researcher of this study, it was significant that a study that involves entrepreneurship be conducted in South Africa, where there is some dissatisfaction with the current curriculum. This study may also serve as one of the stepping stones for the DBE to revise and transform the Business Studies curriculum when the need arises for future reference.

1.10 Limitations of the Study

This study has a few shortcomings that are categorised into micro and macro limitations.

Micro limitations: The study was limited to the Business Studies curriculum, and the researcher is aware that entrepreneurship is also covered in subjects such as Consumer Studies and Agricultural Sciences.

Macro limitations: The macro limitations are discussed in Chapter 6 and include that some of the participants were reluctant to participate, which caused both limitations and inconvenience to the study being completed within the required period.

- **Delimitations/Demarcations of the study**

My study was only based on a single district of Ekurhuleni-North in Gauteng Province. In addition, the study was limited to eight Business Studies teachers at different schools since the subject is not part of the curriculum in some schools. Therefore, the researcher has also acknowledged that the number of participants was limited.

1.11 Research Methodology and Design

1.11.1 Research design

Research design has been defined as a strategy for gathering and analysing data that enables the researcher to answer the research questions (Ragin, 1994). This study adopted a case study design. Agrawal (2022) defined a case study design as an in-depth look at a research problem. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. In this study, case study research enabled the teachers to convey their views on entrepreneurial education. The case study research design was also useful for testing whether a specific theory and model apply to phenomena in the real world. According to Creswell (2016), as cited by Baxter & Jack (2012), a case study is defined as a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information. The descriptive case studies that were used in this study mean that the data collected constituted descriptions of psychological processes and events and of the contexts in which they occurred (qualitative data). The main emphasis has always been on the construction of verbal descriptions of behaviour or experience. Based on Yin (2003), the current study of integrating entrepreneurship education in the Business Studies curriculum uses a descriptive case study research design to describe an intervention and the real-life situation context in which it occurred by presenting a complete description of the context of a phenomenon (entrepreneurship education).

1.11.2 Research approach

The study adopted a qualitative research approach. The qualitative research approach uses systematic and contextualised research methods to comprehend how humans observe, interpret and approach their experiences, situations and the world (Ravitch & Carl, 2019). The approach outlined above has been an excellent fit for the study, as it relies on the teachers' perceptions of the integration of entrepreneurship education in the Business Studies curriculum. In addition, this is highly reinforced by Taylor, Bogdan and Devault (2016), who stated that the qualitative technique yields descriptive data that is more dependent on the individuals' written or spoken words and observable behaviour. The qualitative approach is the only approach that values or bases significance on the individual's perspective; thus, since the study was stationed and centred on the teachers' viewpoints, this approach successfully aligned with the study's purpose.

1.11.3 Research philosophy

The study employed interpretivism as its research philosophy. The interpretivism philosophy focuses on attempting to comprehend the unique construction behind beliefs. The researcher utilised interpretivism to comprehend the participants' perspectives as they were applied. The interpretivism research philosophy was selected since it is advised when a qualitative research approach is used. The research also employed an interpretivism philosophy for participants to propose strategies and approaches for curriculum change in entrepreneurship education.

1.11.4 Data collection method

This study used document analysis and questionnaires to collect data. Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (Flick, 2020). Document analysis was chosen because it requires the data to be examined and interpreted to elicit meaning, gain understanding and develop empirical knowledge (Tight, 2019). The document analysis consisted of primary, secondary and tertiary documents. The CAPS document for Further Education and Training (FET) Business Studies was used as the primary source of information because it discusses the field of entrepreneurship education and the Business Studies curriculum in a holistic approach.

The study also chose a questionnaire as a data collection tool. Questionnaires are written interviews that can be administered to the respondent by mail, in person or via the Internet. They

are usually standardised, requiring minimal interference from the researcher (Ihugba, 2020). The researcher chose questionnaires because they are less expensive, they are fast to produce results, they can be completed at respondents' leisure, they can be completed anonymously, there is less opportunity for the respondent to be influenced by the researcher, and they provide an opportunity for wider outreach. The questionnaires were sent to Business Studies teachers via email, and these teachers were given one month to complete them and return them to the researcher. Eight teachers completed them fully to the best of their abilities, and two teachers withdrew from the study. The questionnaire that was used in this study contained 17 structured questions.

1.11.5 Data analysis method

The data from this study was analysed using thematic analysis. Thematic analysis is defined as a type of qualitative analysis. It is used to analyse classifications and present themes that relate to the data (Ibrahim, 2012). In this study, data was analysed using the six sequential steps for thematic analysis, as outlined below:

- Familiarise yourself with the data
- Generate initial codes.
- Search for themes
- Review themes
- Define and name themes.
- Write up findings (Adapted from Braun & Clarke, 2006)

As mentioned above, this data analysis technique was chosen because it is considered the most appropriate for any study that seeks to discover using interpretations. Thematic analysis was suitable for this study because it provided a systematic element to data analysis. In addition, thematic analysis allowed the researcher to precisely determine the relationships between concepts and compare them with the replicated data. The flexibility of thematic analysis allows it to be used in both inductive and deductive methodologies (Frith & Gleeson, 2004; Hayes, 1997), which enabled the researcher to deal with the document analysis and questionnaire data that was collected throughout the study.

1.12 Population and Sampling

Sampling is described as a strategy used to determine the characteristics of a population by selecting a small group (Brynard, Hanekom & Brynard, 2014). The researcher used a purposive sampling strategy. This is a form of non-probability sampling where the researcher makes selections regarding which individuals to include in the sample based on several criteria, such as their expertise in the study topic or their capacity and willingness to engage in the research (Jupp, 2006). The study was limited to Grade 10 Business Studies teachers who taught at secondary schools in the Ekurhuleni North District of Gauteng Province. The researcher purposively sampled these teachers since they were teachers who taught Business Studies in Grade 10 in their respective schools. Each teacher was given a consent form upon securing his or her availability, and thereafter the questionnaires were issued. One Business Studies teacher was chosen per school. Since Business Studies is offered as an elective subject in many schools, one teacher was allocated to only one grade as per the schools' norms. The official documents that were used to collect data were sampled based on the main theme in which entrepreneurship education and Business Studies were grounded. As stated in the above arguments, the CAPS documents were purposively sampled because they were primarily comprised of Business Studies topics and entrepreneurship education.

Sample size refers to the number of individual data sources in a study (Potochnik, Colombo & Wright, 2018). The study acquired data from eight Business Studies teachers. As mentioned above, the eight participants were purposefully selected based on their teaching experience in this subject, particularly in Grade 10, which forms part of the FET phase. Confidently, teachers' views have contributed to this study as they have also added to the recommendations that were submitted to the DBE, one of which was to offer entrepreneurship education in a separate form as opposed to being combined with Business Studies. Furthermore, their knowledge about these subjects also assisted the researcher with good advice, suggestions and a realistic proposal.

1.13 Trustworthiness of Data

Trustworthiness refers to establishing integrity and confidence in the collected and analysed data (Lincoln & Guba, 1985). Trustworthiness will be achieved through neutral data analysis of the participants' views. It will scrutinise the participants' perceptions before being added to the study.

All sources from which data has been obtained will be explicitly stated and supported in the final pages of the study.

1.13.1 Measurements of trustworthiness

The trustworthiness of the data will be measured with the following qualitative measurements:

Credibility refers to the evaluation of whether the findings are credible interpretations of the participant's data (Lincoln & Guba, 1985).

Dependability refers to the evaluation of the quality of the integration of data collection, data analysis and the formulation of a conclusion or theory (Lincoln & Guba, 1985).

Transferability refers to the degree to which findings can be applied or transferred to situations outside the study that generate them (Lincoln & Guba, 1985).

Confirmability is a measure of the extent to which study findings are supported by the data (Lincoln & Guba, 1985).

Another instrument that is commonly used to measure the credibility and trustworthiness of a qualitative study is triangulation. Triangulation has been defined from different perspectives. Hall (2008) defined triangulation as the use of alternative methods to draw conclusions about a single phenomenon, thereby enhancing confidence in the conclusion drawn. On the other hand, Wright, Moutinho, Stone and Bagozzi (2021) viewed triangulation as using more than one data collection method, researchers, theoretical perspectives or analysis for a single research phenomenon, and Flick (2018) suggested that triangulation includes researchers taking different perspectives on an issue under study or more generally in answering research questions. In the context of this study, triangulation has been used to compare the document analysis and questionnaire results in order to maintain and achieve the credibility of the study results.

1.14 Ethical Considerations

Generally, like any other research, education research must be guided by ethical considerations. The researcher had adhered to the established ethical requirements. This study adhered to the research ethics guidelines listed below.

1.14.1 Informed consent

Informed consent provides participants with clear information about their participation in a research endeavour and allows them to choose whether to participate (Wiles, 2013). Informed consent is defined as an ethical principle implying a responsibility on the part of the social researcher to ensure that those involved as research participants not only agree and consent to participate in the research of their own free will, without being coerced or influenced but are also fully informed about what they are consenting to (Davies, 2006). The teachers were briefed on the intended research objectives and their expectations. In addition, their participation was entirely voluntary, and they had the option to withdraw at any moment without notice or explanation, as happened with two participants. As per ethical research processes, the researcher also applied for ethical clearance from the University of South Africa and the Gauteng Department of Education (GDE) prior to the commencement of data collection at the selected schools.

1.14.2 Confidentiality and anonymity

Confidentiality refers to the researcher's obligation to keep participants' identities confidential if they so desire so that they are not personally recognisable in any outputs generated by the researcher (Storey & Scheyvens, 2003). In contrast, anonymity refers to the certainty that individuals cannot be identified by obscuring or concealing their traits (Lewis-Beck *et al.*, 2004). The researcher ensured that participants' identities were not disclosed without their permission.

1.15 Definitions of Terms

i.   **Business Studies** is a commercial school subject that is offered in the FET phase that deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors (DBE, 2011).

ii. **Curriculum** is the official document that specifies how, when and what should be taught and learnt in every school topic (Mbonambi *et al.*, 2023).

iii. **Entrepreneurship education** refers to those entrepreneurship-related teaching and learning activities that focus on helping learners or pupils gain information, skills, attitudes and personal traits relevant to their stage of development and age (Runcan & Rata, 2014).

1.16 Study Outline

Chapter One – This chapter's focus is on the foundational topics of the study, namely the background of the study, problem statement, significance of the study, study motivation, research questions, aims and objectives, and limitations.

Chapter Two – The second chapter reviews the literature and related prior studies in the field of entrepreneurship education in the South African context.

Chapter Three – The third chapter is grounded in the application of the theoretical framework to the study and its relevance to the study.

Chapter Four – The fourth chapter is centred on the research methodology and design and includes a discussion of the data collection method used, sampling techniques employed, sample size selected, and ethical considerations adhered to.

Chapter Five – This chapter deals with the data analysis, interpretation and measurement of results in conjunction with a discussion of the research findings and a summary with the support of the literature.

Chapter Six – This chapter is the last chapter of the entire study. It covers the summary, recommendations and final word. It offers a summary of the study, recommendations for stakeholders and further research, the limitations of the study, and a conclusion.

1.17 Conclusion

Chapter one served as the introductory chapter with a focus on, namely, the background to the study, the rationale for the study, a statement of the problem, the research questions, the aim and objectives of the study, a preliminary literature review, the theoretical framework, the significance of the study, research methodology and design, approach and philosophy, the data collection and data analysis methods, population and sampling, the trustworthiness and ethical considerations, the definition of terms and the chapter outline. The chapter also included the main research question, namely, *What are Grade 10 teachers' perspectives on the integration of entrepreneurship education into the Business Studies curriculum?* and the sub-research questions:

- *What are the views of teachers regarding integrating entrepreneurship education into the Business Studies Grade 10 curriculum?'*
- *How do the teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum?*
- *What strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum?*

The chapter included the study's objectives of

- *analysing the perspectives of teachers on the integration of entrepreneurship education into the Business Studies Grade 10 curriculum;*
- *describing how teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum; and*
- *outlining strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies Grade 10 curriculum.*

The chapter further covered the motivation of the study, which was based on the researcher's philosophy, and provided definitions of the three main significant terms: Business Studies, curriculum and entrepreneurship education. This chapter also acknowledged that the present curriculum has some deficiencies that need attention, as seen from the developed statement of the problem. The aforementioned objectives have been stationed on the three key action verbs, 'analyse', 'describe' and 'outline', which can be categorised as realistic in terms of accomplishment. The next chapter focuses on reviewing the literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provided an introduction to the study. This chapter deals with reviewing the literature. The primary aim of this chapter is to discuss the literature on entrepreneurship and related studies, both in the South African and global contexts. A literature review is defined as a written document that makes a coherently stated case based on an in-depth assessment of the current knowledge regarding a study topic (Machi & McEvoy, 2012). In addition, the primary objective of a literature review is to build knowledge with current opinion and research on a particular issue, which may justify future research into an ignored or understudied area (Machi & McEvoy, 2012). This chapter covers the of entrepreneurship, entrepreneurship education, methods and approaches of teaching entrepreneurship, skills required for teaching and learning entrepreneurship, objectives and aims of the entrepreneurship education, an overview of the Business Studies curriculum, global application of entrepreneurship education, the phasing out of the Business Studies curriculum, the status of the education system in South Africa, inadequacies with the Business Studies curriculum, challenges of teaching entrepreneurship education, the relationship between Business Studies teachers and industries, the role of entrepreneurship teachers in the promotion of entrepreneurship, assessment strategies in Business Studies, the role of entrepreneurship in both the social and economic context, economic status in South Africa, the importance of entrepreneurship in the South African context, challenges of implementing and adopting entrepreneurship education in South Africa, shortcomings of the entrepreneurship education within Business Studies, benefits of entrepreneurship, and identified gaps in literature.

2.2 Definitions of Terms

2.2.1 Entrepreneurship

Entrepreneurship has been defined in different ways by different authors. The European Commission (2011) described entrepreneurship as the individual ability to find a business idea

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and transform it into practice. Entrepreneurship is also defined as a process of value creation and appropriation led by entrepreneurs in an uncertain environment (Mishra & Zachary, 2014).

Some of the various definitions of and different perspectives on entrepreneurship are summarised below:

- Entrepreneurship is discipline (Croci, 2016).
- Entrepreneurship is at the intersection of development economics (Hessels, 2019).
- In an educational context, entrepreneurship is the ability of an individual, possessing a range of essential skills and attributes, to make a unique, innovative and creative contribution to the world of work, whether in employment or self-employment (Kozlinska, 2011).
- Entrepreneurship is the ability to envisage and chart a course for a new business venture by combining information from the functional discipline and from the external environment in the context of extraordinary uncertainty and ambiguity, which direct attention to the new business venture (Achor & Kate, 2013).
- Entrepreneurship is the process of bringing together creative and innovative ideas and exploring management and organisation skills to combine people, money and resources to meet an identified need and thereby create wealth (Hoit, 2006).
- Entrepreneurship is a process by which one undertakes to start an enterprise or business, assuming full control and risk (Webster's Dictionary, 2005).
- Entrepreneurship is the emergence and growth of new businesses (Nieman, Hough & Nieuwenhuizen, 2014).
- Entrepreneurship is the process of conceptualising, organising, launching, and, through innovation, nurturing a business opportunity into a potentially high-growth venture (Rwigema, 2004).
- Entrepreneurship is the act of being an entrepreneur (Akpan, Effiong & Ele, 2012: 102).
- Entrepreneurship is seen as a change process that results in the creation of new values and the entrepreneur as a business founder (Bruyat & Julien, 2000).
- Entrepreneurship is the recombination of resources and processes to create value (Matlala & Shambare, 2017: 508).
- Entrepreneurship is viewed as the identification and exploitation of new prospects (Gupta, 2018).

- In a Nigerian context, entrepreneurship is defined as a process of identifying opportunities, allocating resources and creating value through identifying unmet needs or opportunities for change (Mba & Godday, 2014).

- In a socio-cultural approach, entrepreneurship is viewed as an aspect of cultural change comprising the transformation of human agents and the socioeconomic setting in which they operate (Luiz & Mariotti, 2011: 48).

- Entrepreneurship involves starting a business or income-generating activity (Ntsanwisi & Simelane-Mnisi, 2021:8215).

As can be seen above, there is no consensus suggesting a single, comprehensive definition of entrepreneurship. As Neck and Greene (2011) indicated, entrepreneurship is complex, chaotic, and lacks any notion of linearity. These authors viewed entrepreneurship as a way of creating new opportunities and executing in uncertain and, currently, unknowable environments. Furthermore, they indicated that entrepreneurship and entrepreneurship education have more relevance today than ever before Neck and Greene (2011).

Entrepreneurship, as used in this study, is associated with Amos and Onifade (2013), who viewed entrepreneurship as a problem-solving process. It is essential to support the notion of entrepreneurship as problem-solving because, in South Africa, there are many socioeconomic issues currently affecting people, including poverty, unemployment, loadshedding, crime, corruption and incompetence, inequalities, curriculum issues and poor governance. Therefore, the effectiveness of entrepreneurship at the school level may play a crucial role in addressing some of the challenges South Africa faces. It is necessary to understand the concept of entrepreneurship in order to define entrepreneurship education.

2.2.2 Entrepreneurship education

Entrepreneurship education is also described and viewed from different perspectives, as can be seen below.

Entrepreneurship education is the process that provides individuals with the ability and capacity to seek and evaluate commercial opportunities, increase their self-esteem, and use their knowledge and skills to start a business (Mwasalwiba, 2010; Othman, Tin & Ismail, 2012). Gerba (2012) views entrepreneurship education as a means of developing entrepreneurial skills in

people, skills that manifest through creative strategies, innovative tactics, the uncanny identification of trends and opportunities in the market and courageous leadership, while Happe (2015) defines entrepreneurship education as source knowledge production. According to Amadi and Eze (2019), entrepreneurship education is about encouraging creative thinking and promoting a strong sense of self-worth and empowerment; it is not about teaching someone to run a business. Fayolle (2018) believes that entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-ups, growth and innovation. Finally, entrepreneurial education can be defined as the purposeful intervention by teachers in a learner's life to impact entrepreneurial qualities and skills to enable the learner to endure in the business world (Gamede & Uleanya, 2017; Usmam, Waziri, Abdullahi & Babayo, 2019).

In this study, entrepreneurship education refers to the process in which a teacher enhances a learner's entrepreneurial qualities and skills in order to create and sustain an organisation in the world of business.

2.2.3 Curriculum

Like any other terms that are found in the various literature, the term ''*curriculum*'' has been defined by researchers differently. Misno, Rochman, Idi, Maharani and Hanna (2020) defined curriculum as a plan for learning success which includes plans related to objectives, what must be learned, and the results of learning. Bharvad(2010) defined curriculum as the sum of the total of all experiences to be provided to the learners and transferred by teachers. Further, Bharvad (2010) also defined curriculum as the planned and guided learning experiences formulated through a systematic reconstruction of knowledge. In a simpler definition, Mulenga (2018) viewed the term curriculum as what is taught in school. Given that many scholars also defined curriculum, this study defined curriculum as a series of educational activities covering all the behaviours learners must exhibit inside and outside school (Aslan, 2022). However, this definition was adopted based on the fact that the curriculum is not only situated in a school context but it goes beyond the classroom setting. Similarly, Kranthi (2017) viewed curriculum as the total learning experiences of individuals not only in school but in society as well.

2.3 Review of literature

2.3 Methods and Approaches of Teaching Entrepreneurship

Research reveals that the key to successful entrepreneurship education is to find the most effective way to manage teachable skills and to identify the best match between learner needs and teaching techniques. However, it should be acknowledged that there is no universal pedagogical recipe to teach entrepreneurship, and the choice of techniques and modalities depends mainly on the objectives, contents and constraints imposed by the institutional context (Arasti & Falavarjani, 2012). However, an effective teaching method is required to acquire entrepreneurial skills (Garcia, Ward, Hernandez & Florez, 2017).

Research has further shown that the pedagogical approach used mostly in entrepreneurship education is the production-based learning approach (Yulastri, Hidayat, Ganefri, Islami & Edya, 2017). The production-based learning approach is defined as the procedures or steps that need to be performed by the teachers to facilitate learners to actively learn, participate and interact with a competency orientation to produce a product, either goods or services required. Numerous studies highlight that the most popular teaching methods in entrepreneurship education are the creation of business plans, case studies and lectures. However, there are various approaches to teaching entrepreneurship education. According to the literature, traditional approaches to teaching entrepreneurship are lecture-based methods in which knowledge is passed to learners (Lourenco & Jones, 2006).

As mentioned in the first chapter, there are many inadequacies in the current Business Studies curriculum, in particular in Grade 10, and one would argue that one of the contributing factors to these shortcomings is the teaching approaches that are used by the Business Studies teachers in teaching this aspect of entrepreneurship as infused in the Business Studies curriculum. Mawonedzo, Tanga and Nsubunga (2020) indicated that the success of any curriculum depends heavily on the selection of appropriate instructional strategies used by teachers and instructors. A teaching strategy is an approach to classroom instruction that is concerned with achieving the objectives of the curriculum. Hence, Jones and Iredale (2010) indicated that learner-centred teaching methods that help learners understand the practical elements of entrepreneurial activity should be encouraged.

Consequently, the teaching and learning of Business Studies in Grades 10 to 12 have drastically changed from being a subject whose content can be memorised and reproduced during assessment to one that requires a lot of understanding and application (Majola, 2019:1010). Majola (2019) explored learner-centred approaches in Business Studies for Grades 10 to 12. Considering that many studies that examined teaching methods for teaching Business Studies were published a long time ago, and some of these are outside the South African context, Majola's (2019) South African study has made a remarkable contribution to Business Studies education. The teaching methods that are presented in the above study are group discussion, project-based learning methods, case studies, business games and simulations. On the contrary, many other studies have shown a commonality: case studies are the most commonly used teaching methodology in teaching content topics, including entrepreneurship for Grade 10 under the Business Studies curriculum.

Majola (2019:108) outlined six steps to be followed when using case studies in class which include giving the group enough time to read and think about the case, introducing the case and giving some instruction on how to approach it, how you want learners to consider this problem, form groups and monitor them to be convinced that all the learners are involved in discussion, make groups present their solutions, and ask questions for clarification and to move discussion to another level and synthesise issues raised.

As much as this study is not primarily grounded in the teaching approaches for Business Studies, the researcher sees it as imperative to review the above strategies, given the fact that numerous studies (Nchu *et al.*, 2017 & Isaacs *et al.*, 2007) in the literature revealed that the current curriculum of Business Studies has many deficiencies, which may lead to topics such as entrepreneurship being compromised. Therefore, one would argue that the teaching methods that are used by teachers in teaching the entrepreneurship topic are ineffective in accomplishing learning outcomes on entrepreneurship. The following paragraph discusses the skills required for teaching and learning entrepreneurship.

2.4 Skills Required for Teaching and Learning Entrepreneurship

Research has shown that most teachers are not experts and do not have entrepreneurial skills and training. Radin, Othman and Talkis (2020), drawing upon practices in Malaysia, explained that the government offers entrepreneurship training to teachers, but the training provided does

not use a systematic approach. Research (Azim & Al-Kahtani, 2014; Bhatia & Levina, 2020; Robinson, Neergaard, Tanggaard & Krueger, 2016; Fayolle, 2018; Neck & Greene, 2011) also indicated that the entrepreneurship teacher must have skills that may stand outside the usual mode of teaching. As the very nature of an entrepreneur is to be flexible, imaginative, willing to take risks, make constant revisions as circumstances merit it, and willing to experiment, teachers must also be prepared to abandon the rigid roles of an information provider, lecturer and one who knows all the answers. Furthermore, without the enthusiasm and active involvement of the teacher, it is unlikely that much progress will be achieved in this area. A lack of motivated and trained teachers thus creates a barrier to the implementation of entrepreneurship courses and programmes. Entrepreneurship requires practice. Teaching entrepreneurship as a method requires going beyond understanding, knowing and talking; it requires using, applying and acting. Neck and Greene (2011) state that learning a method, in their opinion, is often more important than learning specific content. Learning a method is often more important than learning specific content (Neck & Greene, 2011).

The effectiveness of entrepreneurship education is largely related to the teacher's skills and his or her knowledge of using different teaching methods, specifically the methods of teaching entrepreneurship (Cheng, Chan & Mahmood,2009). However, several studies have shown different teaching methods in teaching entrepreneurship education. In an academic context, research reveals that many more academics who do not have the required preparation are bound to jump into the train. Furthermore, teaching entrepreneurship requires special training and experience. Many lecturers have not been trained from the start in that field. As a result, many of the teachers of entrepreneurship education are unaware of the right approach to entrepreneurship teaching. (Akpan, Effiong & Ele, 2012). The next section is on the core pillars and objectives and aims of the entrepreneurship education.

2.5 The Core Pillars, Objectives and Aims of Entrepreneurship Education

Research has shown that the implementation of entrepreneurship education should be grounded within the aims of anticipated goals or the outcomes that need to be accomplished. Therefore, the purpose of entrepreneurship education is to come up with individuals who can start new business ventures (Timmons, Eisenman & Connor, 2015). However, some of the objectives are those that have been discussed in the below section.

Alyamu and Ojeaga (2015) outlined and presented the generally accepted objectives of entrepreneurship education in which include to produce reliable and competent technical manpower capable of being mobilised in times of national economic emergency, to build up individuals to be properly equipped with skills for a productive work life, to prepare the youth for meeting community skills and national economic aspirations, to build up people who will be capable of meeting modern business and technological challenges, to bring up the youth with positive skills and attitudes towards work, to furnish the youth with the necessary knowledge and skills for employment or self-employment, to let the youth decide the perfect areas of business education for which they have aptitude and interest, to teach learners to relate their expertise to the needs of their communities, to prepare business and industry managers who will be capable of industry and to provide vocational and technical knowledge in various areas of business. Nani (2016) argued that entrepreneurship education aims to provide learners with an understanding of entrepreneurship concepts and motivate them to participate in entrepreneurial activities in the future.

As much as the above paragraph discussed the objectives of entrepreneurship, one of the Nigerian studies, Paul (2005), as cited by Akpan *et al.*, (2012), outlined the following objectives taken from the Nigerian context: to create employment, to reduce high levels of poverty, to create smooth transitions from the traditional to a modern industrial economy, to serve as a catalyst for economic development and the growth of the gross domestic profit (GDP).To provide young graduates with enough training and support that will enable them to establish an occupation in small and medium-sized businesses, to inculcate the spirit of perseverance in youths and adults that will enable them to persist in any business venture they embark on, to reduce the high level of rural-urban migration, to offer functional education for people to enable them to be self-employed and self-reliant, to provide the youth with adequate training that will enable them to be more creative and innovative in identifying noble business opportunities and to offer tertiary institution graduates adequate training in risk management. From a comparative perspective, in the Nigerian context, one of the purposes of entrepreneurship education in Nigeria is to inculcate skills for job creation (Olufemi, 2020).

Several studies have discussed the aims and objectives of entrepreneurship, comprising both South African and international studies. In this study, it is argued that the purposes of entrepreneurship education need to be decentralised since the study is advocating that

entrepreneurship should be one of the school subjects that need to be recognised beyond the over-packed Business Studies curriculum.

2.6 Overview of the Business Studies Curriculum in a South African Context

Business Studies is a school subject that deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors (DBE, 2011). According to the CAPS (DBE, 2011), the purpose of the Business Studies curriculum is to ensure that learners acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments. Secondly, Business Studies aims to provide learners with the ability to create business opportunities, creatively solve problems and take risks, while respecting the rights of others and environmental sustainability. Thirdly, one of the goals of this subject is to ensure that learners apply basic leadership and management skills and principles while working with others to accomplish business goals. Fourthly, Business Studies is a goal-oriented subject that aims to ensure that learners are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals. Business Studies aims to ensure that learners are committed to developing themselves and others through business opportunities and ventures and to ensure that learners can secure formal employment and are in a position to pursue sustainable entrepreneurial and self-employment career pathways. The prescribed teaching time for Business Studies is 4 hours per week per grade (for example, for Grades 10,11 and 12) on the schools' timetables.

The reviewed literature shows that Business Studies is currently still an optional or non-fundamental school subject elective in the current secondary school curriculum in South Africa, and it is the only school subject that includes a direct link with entrepreneurship development (Meintjes, 2016). Therefore, in South African secondary schools, entrepreneurship education is offered as an elective, according to the literature. Although it is widely acknowledged that entrepreneurship has been taught in elementary and secondary schools since 2000, entrepreneurship education has been incorporated into the curriculum of Grades 3 through 9 as part of the Economics and Management Science (EMS) curriculum and Grades 10 through 12 as part of the Business Studies curriculum (North, 2002).

In 2005, entrepreneurial education was added to the new curriculum for Business Studies in Grades 10 to 12. This elective course curriculum encompasses entrepreneurial endeavours, business principles, sustainable enterprises and economic expansion. Business Studies teach the attitudes, skills, information and values necessary for learners to become valuable and accountable members of society (Isaacs *et al.*, 2007). The South African government should learn from their neighbouring African countries how they successfully implemented entrepreneurship into their curricula.

The following section is based on the global application of entrepreneurship in a global context.

2.7 Global Application of Entrepreneurship Education

2.7.1 China

According to Yang & Li (2008), China is the largest transition economy in the world. Drawing on the historical context, entrepreneurship experienced a flowering in republican China in the first decades of the 20th century (Rawski, 1989), but when the reform and opening up started in China in the late 1970s, entrepreneurship was an alien concept to most Chinese people, both as a practice and as the subject of academic inquiry. However, China's economic transition unleashed entrepreneurship and private enterprise development in the 1980s (He, Lu & Qian, 2018), and entrepreneurship has since generated significant economic growth and job creation in China (Huang, 2008). Extensive, unprecedented attention is being paid to entrepreneurship education in China, as the Ministry of Education stipulates that every college must provide two-credit basic entrepreneurship courses for all learners starting in 2016 (Ni & Ye, 2018). Therefore, one would argue that in China, entrepreneurship is situated in academic institutions, with a visible absence of entrepreneurship programmes in the lower phases or secondary school contexts.

2.7.2 Malaysia

Entrepreneurship education in Malaysia started with the introduction of the *Kembara Usahawan* co-curriculum in June 1982 by one of the public institutions of higher learning known as Institut Teknologi MARA (ITM) as a means to create awareness of entrepreneurial opportunities among its learners. In 1988, ITM introduced a fully-fledged entrepreneurship subject known as Fundamentals of Entrepreneurship (ETR300) as a compulsory subject for all diploma learners (Abdul Latif, 1996). In the Malaysian context, the government introduced the subject of

entrepreneurship in the school curriculum, especially for learners in secondary schools (Othman, Hamzah, Zahari & Amri, 2010). However, the effect of its inclusion is not very satisfying; most of the learners are still lacking the required entrepreneurship spirit, due to being unable to engage in entrepreneurial activities after leaving school.

The Secondary School Standard Curriculum was introduced to emphasise high-level thinking skills to encourage learners to think creatively and critically when solving problems. This new curriculum is able to help learners in developing their potential and entrepreneurial attitudes as early as their secondary school years. Secondary schools in Malaysia are a place to nurture young people who can adopt a positive lifestyle and contribute to the country's economic progress (Radin, Othman & Talkis, 2020).

In the Malaysian context, in order to produce better entrepreneurs, one of the goals set by the government for secondary schools was the establishment of entrepreneurship clubs through the entrepreneurship co-curriculum. An entrepreneurship club gives secondary school learners early exposure to the real entrepreneurship world and helps the government create a commercialised community, known as the Bumiputera Commercial and Industrial Community. Learners are trained to be creative and innovative, foster their entrepreneurial interest and create job opportunities. This will indirectly produce learners who will be directly involved and actively manage their own businesses. Therefore, in the Malaysian context, the government encourages learners to be engaged in various entrepreneurship programmes, such as training, seminars, short-term courses, conferences and other activities, to develop entrepreneurial behaviour among learners, thereby developing the economy of the country as a whole. As proof of its success, the Young Entrepreneur Programme organised in secondary schools successfully cultivates the value of entrepreneurship, as the level of entrepreneurship value is high.

Entrepreneurship education in Malaysia was implemented as one of the strategies in the Outline Perspective Plan (OPP 3rd). The plan aimed to increase the number of skilled human resources, increase the ability to develop innovation and technology and encourage businesses to achieve commercial and industrial community goals by the year 2020 (Malaysia, 2006).

In Malaysia, there is a trend of offering blended or hybrid programmes, signalling the fact that entrepreneurship is increasingly being applied to other areas of specialisation. At the tertiary level, entrepreneurship education is offered at the diploma, graduate and postgraduate levels,

Entrepreneurship is highly emphasised and viewed as a major thrust for economic development, as outlined in the Malaysian plans and the New Economic Model Policy. Malaysia stresses the application of technology in its pursuit of entrepreneurship as a growth engine. Entrepreneurship education in Malaysia is moving in the right direction; however, issues and challenges persist (Rahim, Kadir, Abidin, Junid, Kamaruddin, Lajin, Buyong & Bakri, 2015).

The Malaysian Ministry of Higher Education has taken the initiative by making entrepreneurship subjects compulsory for all learners at the nation's public universities. At the same time, these learners are encouraged to take part in the many entrepreneurship activities at their respective universities – trainings, seminars, short courses, conferences and entrepreneurship events. The results of the effort can lead to fewer unemployed graduates and an increase in business opportunities, which will have a direct impact on achieving developed nation status, as envisioned by Malaysians. In Malaysia, entrepreneurship is a government-led programme and yields a positive result. The teaching of entrepreneurship is grounded in piloted projects and models, such as start-ups. However, there are some gaps or constraints in implementing entrepreneurship programmes in the Malaysian context. These constraints include teachers lacking entrepreneurship knowledge and incompetent teachers.

2.7.3 Finland

In the Finnish context, entrepreneurship education has been one of the priorities in Finnish education policy for a couple of decades already. The Finnish Government Programme and the Ministry of Education and Culture have systematically embedded entrepreneurship education in the curricula at all education levels where entrepreneurship is promoted according to appropriate age levels.

The Finnish Government Programme (2015 to date) includes the promotion of entrepreneurship from pre-primary to higher education, enhancing cooperation between education and working life while paying attention to the future need for competence for the workers. Hisyamuddin (2010) argued that exposure to entrepreneurship at a young age is one of the important aspects needed to enhance entrepreneurship. Regardless of the course they choose, learners will acquire the benefits from being nurtured in entrepreneurship education at a young age through innovative problem-solving skills, the ability to adapt to changes and greater creativity.

In Finland, for quite some time already, entrepreneurship education has focused on fostering entrepreneurial competencies in an age-appropriate way (different objectives at different educational levels). The aim is not only to create more entrepreneurs but also to ensure a competent workforce that can act in an entrepreneurial way and thus contribute to the growth and innovative processes of existing companies. In addition, one of the aims is to create active citizens who have self-regulating skills and an understanding of the Finnish economy and society and can therefore contribute to different sectors of life.

In Finland, the curriculum for basic education promotes entrepreneurship education in different aspects. On one hand, learners' social skills, critical thinking, responsibility, time management and self-regulative skills are fostered. In basic education, the focus of entrepreneurship education is on soft skills and the development of entrepreneurial competencies. In general, in upper secondary education, entrepreneurship is a theme that is embedded in all subjects. These themes are socially significant and aim at active citizenship and societally aware individuals. In Finland, there are different models to support learners' entrepreneurship and entrepreneurial competencies, for example, the Junior Achievement concept, co-ops, business idea competitions and other forms to support cooperation with working life. Entrepreneurship activities are combined with professional studies, which enables learners to practice and start their own business ventures while studying.

Ironically, at the tertiary level, in Finland, there is no national curriculum for higher education as universities are autonomous educational institutes and can develop their own curricula. However, the inclusion of entrepreneurship in higher education is still at an adequate level.

2.7.4 Brazil

The inclusion of entrepreneurship education in Brazil is emerging but faces obstacles arising from the structures of education or pedagogical strategy. Guerra and Grazziotin (2010) stated in their survey that one-third of the public and 11.5% of the private higher education institutions offered entrepreneurship courses. Even though entrepreneurship education is still a growing area in Brazil, Guerra & Grazziotin (2010) found out that some institutions already have, for example, specific centres for entrepreneurship, business incubators, business plan competitions and events, e.g., the Internationalizing Entrepreneurship Education and Training Conference and the Roundtable on Entrepreneurship Education Satellite Brazil, that promote entrepreneurship and

entrepreneurial competence in the learners (Lima *et al.*, 2012). Brazil, similar to other countries, is faced with many challenges in the promotion of entrepreneurship. One is the regulatory barrier, including the administrative burdens on start-ups, which have been significantly more restrictive and less transparent and simple than other Organisation for Economic Cooperation and Development (OECD) countries, according to the OECD product market regulation indicators (OECD, 2015). This is confirmed in a comparative analysis by the World Bank, in which Brazil is ranked in the lowest position as per the surveyed results (World Bank, 2015).

2.7.5 Scotland

Scotland has established the objective of being a 'world-leading entrepreneurial and innovative nation'. The Scottish government implemented a policy enabling a model where universities have a central role to play in entrepreneurship education along with public and private business support agencies, industry and a range of other actors (The Royal Society of Edinburgh, 2015). Scotland demonstrates having more experience in formulating public policies for the provision of entrepreneurship education, setting up educational goals, creating support agencies and monitoring the outcomes.

2.8 The Phasing Out of Business Studies Curriculum in South Africa

In the research study that was conducted by Thaba-Nkadimene and Mmakola (2020) on the phasing out of commercial entrepreneurship subjects in Limpopo secondary schools in South Africa, their results revealed that, in most cases, commercial subjects are allocated to teachers who do not specialise in Accounting, Business Studies or Economics. In addition, the results concur that the allocation of non-commercial teachers to teach Economics, Business Studies and EMS subjects due to a shortage of teachers has contributed vastly to the high failure rate in commercial streams that threatens the extinction of such streams. The results also reveal that teachers without commercial specialty lack adequate pedagogical content knowledge, and these teachers are compromising the teaching and learning of such subjects.

The results from the *Research Report on Leading Small, Medium and Micro Enterprise Service Providers in South Africa* by Friedrich, Visser, Isaacs, May, Stoltz, Brijlal and Solomon (2005) revealed that 60% of secondary schools in South Africa do not present any entrepreneurship education programmes, despite the directive that entrepreneurship education is compulsory up

to Grade 9 in all nine provinces of South Africa. The extinction of business education in South Africa is motivated by the literature, as Issacs, Visser, Friedrich and Brijlal (2007) revealed and reported that schools offered several reasons and justifications for not offering or phasing out the business education curriculum in schools:

- They do not have enough human and physical resources.
- Teachers are neither equipped nor trained to teach the subjects of EMS and Entrepreneurship.
- Schools receive little support from the government.
- The syllabus on entrepreneurship is not, and the schools have very little information on what is required.
- Entrepreneurship is not considered a priority (laboratories and libraries are considered more important).
- Meaningful relationships with businesses are non-existent (for example, the absence of a strong network for support).
- Businesses (for example, commerce and industry) prefer supporting Mathematics and Science programmes.
- In rural areas, distance poses a major problem in that it presents challenges to service providers regarding travelling to and from the school and to the office.
- Some schools are still following the curriculum of 1994.

The results from the reviewed study further revealed that teachers are ill-equipped for the role of mentor, advisor and lead promoter of entrepreneurship programmes at schools (Isaacs *et al.*, 2007). The researchers further revealed that entrepreneurship education at the South African school level does not receive a high priority in the South African context.

Ogina (2022) investigated the challenges and strategies of teachers as leaders in promoting Business Studies for entrepreneurship. His findings revealed that entrepreneurship does not get the recognition it deserves from stakeholders like the Department of Education (DoE). His research added that the DoE creates an environment where the focus is on science and related streams, often talking about teaching Maths and Physical Science and saying little about Economics, Accounting and business. There is also the fact that teachers perceive the

community as being unsupportive of promoting Business Studies. Ogina (2022) argued that teachers require support from stakeholders, such as the School Governing Body, colleagues, parents and community members, to support entrepreneurial programmes and provide funding and moral support. Kroon, de Klerk and Dippenaar (2003) revealed that businesspeople are aware of the need for partnerships with schools and are willing to be involved, and, understandably, they are not yet as involved as they should be. They further added that Business Studies teachers should be well trained to teach entrepreneurship effectively by including the development of practical activities in their teaching approach. Their findings are well-supported by Gouws (2002), who revealed that teachers in South Africa should be trained to teach entrepreneurship. He further added that teacher training should apply to both initial and in-service training.

The continual phasing out of commercial subjects, in particular Business Studies, may be caused by the challenges and contextual factors that are discussed in the next section.

2.9 Contextual Factors Contributing Towards Constraints of Entrepreneurship

There are many prior studies that are grounded in factors within Business Studies. For example, Schoof (2006), as cited by Evelyn and Tsoka (2019:557), has reported the following factors as key educative constraints to entrepreneurship:

- General lack of introduction and adoption of enterprise education – in many countries, particularly in developing and transition countries, enterprise education simply does not exist or has not been sufficiently adopted.
- Inadequate curriculum and study programme – the teaching of entrepreneurial skills and attributes and behaviours is often not properly integrated into school curricula or not adequately taught on different educational levels.
- Wrong learning methods – in most education systems, there is still a clear lack of practical and experiential learning, as well as teamwork learning.
- Negligence of learners' personal environment – entrepreneurship education initiatives often disregard the important role of family members of young people and their parents in particular.
- Lack of trained/educated teachers – teachers and university professors often have only limited experience in, and understanding of, small businesses and self-employment.

- Lack of career information and business possibilities – school environments often do not sufficiently introduce youth to the concept of entrepreneurship and self-employment as a career option; and

- Lack of business and education linkages – relationships between educational institutions and the business community (school-industry partnerships, combination of classroom learning and structured on-the-job experience) do not exist or are poorly developed, as well as lack of information and communication technology (ICT) infrastructure and financial constraints. (Schoof, 2006, as cited by Evelyn and Tsoka, 2019:557).

In addition, the factors that influence entrepreneurship development include political, legal and economic conditions, infrastructure development, and social and cultural norms about entrepreneurship. These are considered to influence one's decision to become an entrepreneur and are largely influenced by one's family and friends (Musengi-Ajulu 2018: 3).

2.10 Status of the South African Education System

The research findings, as reported, reveal that the curriculum that is on hand is very academic, very theoretical, and has very little that is practical (Ntsanwisi & Simelane-Mnisi,2021). It has not been reviewed in twenty years (Global Entrepreneurship Index [GEI], 2011/12). In addition, the results from a similar study further reveal that there is weak interest among learners to pursue their own businesses as, culturally, this is still seen as a high-risk, high-failure option (Ntsanwisi & Simelane-Mnisi,2021). These research findings are linked to the findings of Gouws and Russell (2018), which also support the general beliefs and attitudes that were implanted in the schooling sector of South Africa that say, in order to be successful, you need to acquire a certain qualification, compile a curriculum vitae, get hired, wear a black suit and earn a salary every month until you reach retirement age. According to the Global Entrepreneurship Monitor (GEM) 2011/2012 report that published findings on the state of the quality of education offered by sub-Saharan countries, South Africa is ranked among the lowest out of 144 countries. For example, Malawi is ranked at 65, Zambia at 39, Namibia at 126, Ethiopia at 85, Ghana at 62, Nigeria at 83, Botswana at 55, Uganda at 69, and South Africa at 140/144 (GEI, 2011/12). This is a worrisome ranking, which shows South Africa achieving lower scores than other developing countries, such as Ethiopia. These statistics confirm that the current state of the South African education system is a troublesome one. This contradicts the DBE's aims, which are to develop, maintain and support a South African school education system for the 21st century under a vision

that ensures a South Africa in which all people will have access to lifelong learning, education and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic country. The DBE's mission is to provide leadership in the establishment of a South African education system for the 21st century (DBE, 2011).

In addition to the abovementioned research findings that ranked the quality of education in South Africa, in other research findings published in the same GEM 2011/2012 report under the category of entrepreneurial capabilities, South Africa scored 40% for perceived capabilities, which is below average and is one of the lowest rankings compared with other developing countries. Uganda scored 88%, Botswana 70%, Nigeria 86%, Ghana 86%, Ethiopia 74%, Namibia 76%, Zambia 84%, and Malawi 86%. Therefore, the research findings confirm that South Africans perceive their entrepreneurial capabilities as the lowest of the 10 sub-Saharan countries.

11. Inadequacies with Business Studies curriculum in the South African context

The research results indicate that there is less practical knowledge taught in the curriculum in Grades 10 to 12 and that Business Studies focuses on theory (Ngcobo & Khumalo, 2022:106). The study further reveals that the entrepreneurship education programme currently offered at the Grade 10–12 level in high schools fails to achieve the goal of entrepreneurship education. Therefore, Hughes and Schachtebeck (2017) indicated that they noted that several studies advocated curriculum redesign in order to incorporate the necessary entrepreneurial approaches. Drawing back to neighbouring developing countries, such as Nigeria, Ashmore (2003) claimed that entrepreneurship is not an art that can be cultivated overnight but requires a lot of exposure in practical terms. Therefore, this serves as a wake-up call to the South African curriculum designers, especially for Business Studies, that they should consider reviewing entrepreneurship education, which is currently infused within the Business Studies curriculum.

This study argues that entrepreneurship should be a standalone subject so that its effectiveness and learning outcomes can be measured efficiently. At the present moment, entrepreneurship under Grade 10 Business Studies is in the recession and elementary phase, where teachers are just exposing learners to entrepreneurial qualities. This may sound like too little, given the importance of entrepreneurship education not only for educational purposes but also for

interdisciplinary perspectives, which include social and economic contexts. Ogina (2022: 28) acknowledged that while Business Studies is one of the subjects taught in rural schools, it remains theoretical as the subject lacks the development of practical skills.

Nchu, Tengeh, Hassan and Iwu (2017) revealed that the current entrepreneurship education programme limits the development of creativity among school leavers because there are few practical activities to inspire learners to become creative and innovative. On the other hand, Du Toit & Kempen (2018) argued that the tendency to deal with entrepreneurship only once as a subject during the three years of the FET phase is disquieting. They further expressed that the importance of entrepreneurship seems to be unrecognised. As part of their findings, they revealed that in the Business Studies curriculum, entrepreneurship appears in Grades 10 (covering three weeks of teaching time) and one week, but not in Grade 12, the year before learners exit the school system. However, they have expanded their findings by saying that the expectation exists that learners should leave school with recent knowledge of entrepreneurship opportunities or learning that would be useful in entrepreneurship; therefore, it is unfortunate that Business Studies does not include entrepreneurship as part of the Grade 12 learning content at exit level.

Entrepreneurship education only appears infrequently and in isolated subjects in the South African high school curriculum (for example, in Grade 10 Business Studies). The construction of entrepreneurship content is fragmented, with limited references to prior learning, real-life learning, entrepreneurial skills development and assessment of the topic. This results in disjointed learning. The shortcomings of the Business Studies curriculum are escalated when one's research findings reveal that the problem with commercial subjects (for example, Business Studies) is that most teachers have never worked in the business world and teach from a wholly theoretical perspective (Gouws & Russell, 2018).

Steenekamp, Van der Merwe and Athayde (2011) investigated youth entrepreneurship in selected South African secondary schools in an exploratory study and their findings on the nature of entrepreneurship exposure at school are reported below.

- Participated in entrepreneurs' day at school
- Sold goods at school (sweets, artwork)
- Had entrepreneurship as a subject at school

- Generated a business idea or business plan
- Attended entrepreneurship training at school
- Visited an existing business
- Participated in a competition at school
- Developed ways to assist the less fortunate
- Put a business idea into practice
- Ran an imaginary business
- Had business subjects at school

However, as much as the literature reveals that learners are exposed to entrepreneurial activities as part of the Business Studies curriculum at schools, other findings reveal that there is still a lack of support from the different stakeholders, such as the Head of Department, School Management Teams, teachers and community members. Teachers demonstrate how they lack support for promoting an entrepreneurship culture in schools where, for example, community members do not support programmes such as buying spinach from gardens established by schools. Learners also lack support from the community, where the community does not purchase products that are sold by learners, and even the DoE does not support Business Studies in schools.

The research findings reveal that the challenge is time constraints with a great deal of content to cover within a short time, which sometimes leads to the subject contents being compromised (Steenekamp, Van der Merwe & Athayde, 2011). These findings align with those of Ogina's (2022) study.

In Business Studies for Grades 10–12, there is a chapter that is aimed at encouraging learners to be entrepreneurs rather than workers. As part of the Business Studies curriculum for Grades 10–12, teachers are expected to expose the learners to business environments (micro, macro, and market), but Majola (2020) indicates that teaching about the business environment, principles, and management actually trains learners to be employees rather than employers, which does not support the DBE's aims in the implementation of Business Studies in schools. According to Majola (2020), teaching should focus on developing learners' skills and fostering the attributes and behaviours of successful entrepreneurs, and he further states that teaching

the content is essential, but there is no guarantee that it will equip the learner to meet the challenges of entrepreneurship. The current Business Studies curriculum is centred on using case studies to expose learners to entrepreneurship education. This means that learners are expected to be involved, through critical thinking and practice-based activities, in scenarios that are extracted or grounded in a business in a community.

The teaching of entrepreneurship should, in the long run, undoubtedly contribute to the full development of learners and the social well-being of the nation at large (North, 2002). However, it should be noted that this reviewed study was conducted and published in the past two decades when entrepreneurship education was in the initial stages of implementation in South Africa. The improvement of economic growth and the creation of wealth for all South Africans will only be achieved if all the possible role players are engaged in the battle; even children at the primary school level should be included. Therefore, the following sections discuss the importance and role of entrepreneurship, both in a social and an economic context.

2.11 The Relationship Between Business Studies Teachers and Industries

Research has shown that there is a zero relationship between Business Studies teachers and industries, local businesses or successful entrepreneurs from the local communities in which schools are based. However, the partnership between teachers and industries or communities is only seen between lecturers and businesses, which is expected because of the community engagement activities that need to be fulfilled. Considering the body of this study, it should be noted that in South Africa, entrepreneurship education has been successfully implemented and is still being practised at the tertiary level rather than the secondary level. This is also seen in the silence of the literature on the relationship between teachers and industry.

2.12 Role of Entrepreneurship Teachers in Promoting Entrepreneurship Education in Secondary Schools

Previous studies in the literature revealed the various roles of teachers in entrepreneurship. However, these studies indicated that teachers need to be equipped and well-informed about their roles in the learning and teaching processes. In the Business Studies curriculum, research reveals that teachers have a role to play in presenting entrepreneurial role models and communicating to learners that it is a rewarding career option (Hughes & Schachtebeck, 2017:

266). Further, teachers have to nurture an entrepreneurial mindset and develop entrepreneurial skills (Hughes & Schachtebeck, 2017: 266). Therefore, it is argued that most of the teachers' roles are universal. On the contrary, teachers are vital to entrepreneurship education because they are the facilitators and multipliers of knowledge that help learners acquire entrepreneurial skills (Garcia, Ward, Hernandez & Florez, 2017). Hence, Ogina (2022) implied that to be able to promote the teaching of Business Studies, there is a need to create and sustain an entrepreneurship culture, which includes the involvement of all stakeholders to encourage and motivate learners interested in Business Studies in rural secondary schools.

According to Ilesanmi (2000), an effective entrepreneurship teacher should be able to perform the following activities:

- Formulate strategies for stimulating trainees towards self-employment.
- Explore various possibilities for exploiting and benefiting from the activities of various other agencies assisting at the pre-start-up and start-up levels of new venture development.
- Identify entrepreneurial skills in youth and motivate them to become self-employed.
- Provide basic skills, knowledge and information for starting and successfully managing an enterprise.
- Provide advisory services/consultancy continuously to trainees, ex-trainees and other interested parties.
- Evaluate trainees for potential entrepreneurial capability using various techniques and challenge them to build on their strengths.
- Recommend potential entrepreneurs for further benefits from incentive schemes available in the country.
- Organise training and development courses at various levels of the institutions and evaluate their effectiveness.
- Attach youths to suitable enterprises for apprenticeships and monitor their progress very closely.
- Provide assistance to trainees in the preparation of business venture feasibility reports for effective performance.
- Provide additional assistance in obtaining credit facilities and other services from relevant organisations.

- Identify self-employment opportunities in various business sectors and advise trainees or prospective entrepreneurs on the selection of suitable ventures to venture into.
- Provide further advisory services to ex-trainees and those who have started business ventures and help them solve routine problems.
- Provide information adequately on business and self-employment as a career in the community/country.

2.13 Assessments Strategies Used by Business Studies

This researcher found that there is a lack of adequate literature that focuses on assessments that are used by teachers in Business Studies subjects. According to the CAPS, assessments in Business Studies focus on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in the economic sector. Assessment of Business Studies subjects not only covers essential business knowledge, skills and principles but also promotes entrepreneurial initiatives, sustainable enterprises and economic growth. In Business Studies, the forms of assessment that are preferred include projects, oral presentations, case studies, reports, tests, data responses and examinations. Drawing from the above assessment types, case studies in Business Studies have proven to be the most common assessment strategy used, which is evident from the literature. According to the Business Studies CAPS document, case studies are a very good way of keeping the subject up-to-date and relevant. Learners are presented with a real-life situation, a problem or an incident related to the topic, and they draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or set of problems. In addition, Business Studies is centred on case studies, both in formal and informal assessments. On the other hand, it is observed that case studies are being used as a teaching method and assessment strategy in the Business Studies context.

2.14 Role of Entrepreneurship Education in the South African Context

Gamede and Uleanya (2017) investigated the role of entrepreneurship education in secondary schools at the FET phase using a holistic approach. As part of their investigation, a quantitative research method was adopted for data collection using a questionnaire. The questionnaire was administered to 371 FET phase teachers, which is one of the biggest sample sizes in an empirical study that is grounded in entrepreneurship education in the South African context. The results

from Gamede and Uleanya's (2017) study show that many teachers strongly believe and agree that entrepreneurship education plays an important role in responding to the challenge of youth unemployment. This is evidenced by the 40% of teachers who strongly agreed with the abovementioned statement regarding the role of entrepreneurship education and the 11% who strongly disagreed with the statement. The results of the above study are in parallel with the sentiments of Ntsanwisi and Simelane-Mnisi (2021), who indicated that entrepreneurship has the potential to reduce poverty. They further discussed and revealed that entrepreneurship education should be promoted as an integral component in alleviating unemployment and boosting economic growth. In an educational and business context, entrepreneurship education does play a role in the establishment of new business ventures (Ncube & LeKhanya, 2021). These authors also stated that strategies to improve entrepreneurship education can create opportunities and help reduce unemployment and poverty.

2.14.1 Role of entrepreneurship education in the social context

Various studies have acknowledged that entrepreneurship has been used as a tool for combating various socioeconomic issues, including unemployment, poverty and inequalities (e.g., Bruton, Ahlstrom & Obloj, 2008; West, Bamford & Marsden 2008; Malebana, 2008). In a social context, entrepreneurship has not been used only as a social tool in South Africa, but the researcher argues that even in other developing countries, such as Nigeria, it is evidenced that they have successfully implemented entrepreneurship focusing on social issues, and the outcome has shown positivity. On the other hand, in an educational context, entrepreneurship education develops learners' entrepreneurial knowledge, skills, characteristics and mindsets.

2.14.2 Economic status in South Africa

According to the quarterly labour force survey for the first quarter of 2022, there was an unemployment rate of 63.9% for those aged between 15 and 24 years (Statistics South Africa, 2022). The previous paragraph revealed that entrepreneurship education should be implemented to deal with socioeconomic challenges such as unemployment and poverty in South Africa (Chimucheka, 2014). Ndedi (2009) stated that entrepreneurship is important for any society to generate economic growth for the socioeconomic welfare of the population in general and to halve unemployment in South Africa. This resonates with Ntsanwisi and Simelane-Mnisi (2021), who reported that entrepreneurship has the potential to reduce poverty. They further revealed

that most South African teachers agreed that entrepreneurship education is very important to learners and should be taught in schools. In addition, entrepreneurship education and training can make a positive contribution to job creation and, therefore, to poverty alleviation by encouraging the entrepreneurial spirit. This is key to creating jobs and improving competitiveness and economic growth throughout market economies (Isaacs, Visser, Friedrich & Brijlal, 2007). On the other hand, Meyer and Synodinos (2019) investigated the entrepreneurial skills, characteristics and intentions of 206 unemployed individuals in the Vaal Triangle region of South Africa, using convenience sampling to select the sample. Their results show a positive response, as participants indicated that they perceive themselves as having entrepreneurial skills, displaying positive entrepreneurial characteristics and possessing positive intentions towards becoming entrepreneurs. The results from a similar reviewed study showed that unemployed individuals have high intentions to start businesses, in particular the male cohort**.**

2.14.3 Role of entrepreneurship education in the economic context

Generally, entrepreneurship is flexible enough to be contextualised in many contexts, in this sub-section entrepreneurship has been reviewed in an economic context. As Du Toit and Kempen (2020:1) indicate, entrepreneurship is valued for its economic and social benefits or roles and for its ability to cultivate the characteristics required by learners to deal with the demands of the 21st century. In the economic context, entrepreneurship plays the role of being income-generating, which contributes to the GDP of the country, in this case, South Africa. However, the importance of entrepreneurship as a catalyst for economic growth cannot be overemphasised. The role it plays in poverty alleviation, wealth distribution and self-sustenance is crucial to attaining community peace and prosperity (Sowole, Hogue & Adeyeye, 2018:1). Entrepreneurship is essential to the increase of economic efficiencies, market innovation, creation of new jobs, and the raising of employment levels (Karimi, Biemans, Lans, Mulder & Chizari, 2012). According to Abor and Quartey (2010), small and medium enterprises contribute significantly to the creation of employment and economic growth. For example, industrially developed countries like the USA, Germany, and Japan bear evidence that an economy is an effect for which entrepreneurship is the cause (Adediran, Akinsanya & Adelegun, 2015).

2.15 Importance of Entrepreneurship Education in the South African Context

Similar to other countries, in South Africa entrepreneurship is very important for the economic development of the country (Radipere, 2012). In the South African context, the importance of entrepreneurship education has been investigated in the economic and social context (Ndedi, 2009; Meyer & Synodinos, 2019). 37% of the participants in dr and Uleanya's (2017) study strongly agreed that the introduction of entrepreneurship education helps young people to be more creative and self-confident in whatever they undertake, in comparison with the 7% who strongly disagree with the statement. Gamede and Uleanya (2017) investigated the importance of entrepreneurship under ten themes and the results from this state-of-the-art research revealed the following:

- the introduction of entrepreneurship as a subject can help learners who drop out of college to start their own businesses,
- entrepreneurship education should develop high levels of technical skills for global economic competitiveness,
- entrepreneurship education should empower citizens to successfully integrate into the global economy,
- entrepreneurship education should contribute to the idea of empowering as many people as possible in order to unleash the previously stifled human potential of all South Africans,
- the development of entrepreneurship education should give learners enough chance to choose the courses they like,
- entrepreneurship education should be mandatory for all learners at FET phase colleges, parents should be actively involved in entrepreneurship education of their children.

The results of a study that investigated teachers' perceptions on the importance of entrepreneurship education to both primary and high school learners in South African schools revealed that many teachers were of the view that entrepreneurship education was very important to learners and should be taught in schools (Ntsanwisi & Simelane-Mnisi, 2021). In addition, reviewing the same study, in which 101 teachers from 25 rural schools in the Nkowankowa circuit in the Mopani District, Limpopo Province, participated, three teachers felt that entrepreneurship education assumed knowledge about entrepreneurship as a social phenomenon for learners. The study employed a quantitative approach following experimental

and descriptive designs, in which simple random sampling was followed. In the same study, the results revealed that 68.3% of the teachers thought that entrepreneurship education offered knowledge on how to start a business as an important aspect that learners needed to know. It was imperative to review this study because it is grounded in the teachers' attitudes towards entrepreneurship education instruments. It should be noted that many reviewed studies on the discipline of entrepreneurship education in South Africa have employed the same approach, that is, the quantitative research approach. In addition to that, the strengths of the previous studies that have researched entrepreneurial specialities have used larger sample sizes, which makes the research results easier to broaden to a larger context.

2.16 Challenges of Implementing and Adopting of Entrepreneurship Education Programmes in Public Schools in South Africa

A study done by Ngcobo and Khumalo (2022) revealed several challenges associated with the adoption of entrepreneurship education in the uMgungundlovu District Municipality public high schools in KwaZulu-Natal. The findings reported challenges with the adoption of entrepreneurship that included financial challenges, a lack of entrepreneurship education in public schools and a lack of support. It was elaborated that public schools need financial support and proper infrastructure to implement entrepreneurship education for learners and employ teachers who are skilled in teaching entrepreneurship education and that they lack textbooks and the financial support to buy textbooks. Other challenges as reported by Ngcobo and Khumalo (2022) include financial challenges, lack of entrepreneurship education in schools, barriers of entry to business, and lack of support from departments (their findings revealed that DBE does not have programmes in place to cater for entrepreneurship education in public schools, lack of knowledge about how to start a business, lack of knowledge from teachers (the problem is lack of business knowledge taught in Business Studies). However, these challenges, which are associated with the adoption of entrepreneurship education, cannot be generalised and/or associated with the sample related to this current study, considering the limitations: Ngcobo and Khumalo's (2022) study was situated within a single province of KwaZulu-Natal and the sample comprised only 10 principals. In addition, a mixed-methods design was used, and the study was grounded in questionnaires. Therefore, few aspects can be associated with this researcher's study, which is based in the Gauteng Province and solely grounded in the qualitative approach, with participants who are Business Studies teachers.

However, it is noted that several studies show commonality about the challenge of a lack of access to finance in implementing entrepreneurship education. For example, Okechukwu and Emeti (2014), Mba and Emeti (2014), Cant and Wild (2013), Ahiawodzi and Adade (2012), Manzini and Fatoki (2012), Herrington, Kew and Kew (2009), Jamali (2009), Bakhas (2009), and Siti, Ismail and Arokiasamy (2009). Many of these studies, which are listed in ascending order as per year of publication, were listed by Mabuya, Diniso and Mphahlele (2010: 8). The growing number of studies reveal that access to finance is a hindrance to implementing entrepreneurship is a worrisome and concerning matter. Moreover, this challenge is also observed in the Nigerian context, as Olufemi (2020: 160) revealed that a lack of access to finance and financial risks were found to be significant demotivators for young people against starting up a business. Research indicates 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 and study guides and the lack of necessary equipment for entrepreneurial activities, are addressed (Ogina, 2022: 28).

In the next section, the benefits of entrepreneurship education are discussed.

2.17 Benefits of Entrepreneurship to Learners

Undoubtedly, entrepreneurship has many benefits and advantages, but in the case of this study, the benefits that will be discussed are those of the learners, because they are the primary targeted audience of entrepreneurship at the school level. These benefits, as sourced from the literature, are as follows:

- According to Martin and Lucu (2014), entrepreneurship education develops learners' entrepreneurial skills and attitudes.
- Entrepreneurship education can increase learners' entrepreneurial skills and intention, and entrepreneurship activities stimulate economic growth (Eleonora, Giuliano & Emilio, 2019).
- Entrepreneurship education helps learners to develop the skills, knowledge and attitudes needed to achieve the goals they set for themselves (Minna, 2018).
- Entrepreneurial education and training not only develop practical skills (for example, financial acumen and marketing skills) but also develop soft skills, such as creativity,

innovation and risk-taking, which are crucial for the interpretation of successful entrepreneurial role models and identification of business opportunities (Evelyn & Tsoka, 2019).

Research revealed that entrepreneurship is not only concerned with developing the practical skills of learners but even social skills. Therefore, the following paragraph has discussed the entrepreneurial qualities that are taught and covered by the Business Studies teachers in the Grade 10 Business Studies curriculum:

2.18 Gap in the Literature

The literature has shown that there are limited studies that have investigated entrepreneurship education with a focus on the secondary school context only and with a further target of teachers' perspectives. In contrast, numerous studies (see, Musetsho & Lethoko, 2017; Skosana, 2014; Fatoki, 2020; Urban & Gamata, 2020; Malebana & Swanepoel, 2015; Ndovela & Chinyamurindi, 2021; Amadi-Echendu, Phillips, Chodokufa & Visser, 2016; Radebe & Vezi-Magigaba, 2021) have focused on the entrepreneurship discipline in higher education institutions. Therefore, there is still a need for researchers to conduct research that may fill the gap that is currently open in the literature.

2.19 Conclusion

This chapter was concerned with a review of the literature and related studies on entrepreneurship education scholarship with reference to the South African context and global studies. Notably, the literature review term was defined according to Mach and McEvory's (2012) perspectives. The chapter provided the primary aim of the literature review and its significance in the research landscape. In the body of this chapter, the definitions of entrepreneurship and entrepreneurship education were described from different angles, as per the numerous scholars' standpoints. Further, as per the chapter structure, literature on the methods and approaches of teaching entrepreneurship was reviewed, as were the skills required for teaching and learning entrepreneurship. The researcher also reviewed the core pillars, objectives and aims of entrepreneurship education and provided an overview of the Business Studies curriculum with reference to the South African context. This overview was accompanied and supplemented by literature on the global application of entrepreneurship education, to identify the lessons that can

be learnt from global contexts. However, the literature that was taken and reviewed in international contexts was limited to China, Malaysia, Finland, Brazil and Scotland.

The chapter also reviewed the phasing out of the Business Studies curriculum in South Africa and the contextual factors contributing to constraints on entrepreneurship, the status of the South African education system and the inadequacies of the Business Studies curriculum in the South African context. The relationship between Business Studies teachers and industries, the role of entrepreneurship teachers in promoting entrepreneurship education in secondary schools, and assessment strategies used by Business Studies were also discussed. This chapter covered additional literature on the role of entrepreneurship education in the South African context, the role of entrepreneurship education in the social context, the economic status in South Africa and the role of entrepreneurship education in the economic context, the importance of entrepreneurship education in the South African context, the challenges of implementing and adopting entrepreneurship education programmes in public schools in South Africa, and the benefits of entrepreneurship to learners. The chapter concluded with the identification of a gap in the literature. Chapter Three discusses the theoretical framework that underpinned this research.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter follows the literature review chapter, in which previous studies were thoroughly reviewed. Chapter Three is concerned with applying constructivism theory to the research and making objective justifications about the relevance of the theory in this present study. The chapter starts with a historical conceptualisation and description of the constructivism theory, then describes the application of the theory in the body of this study and its relevance to this study. The role of the teacher from a constructivist perspective and how the curriculum is viewed under constructivism theory are also discussed.

3.2 Discussion of theory

At first glance, theory is defined as a standardised principle on which we can explain the relationship between two or more concepts and variables (Rahi, 2017). Whereas a theoretical framework refers to the theory that a researcher chooses to guide him/her in his/her research (Imenda, 2014). Further, a theoretical framework is the application of a theory, or a set of concepts drawn from the same theory, to explain an event or shed some light on a phenomenon or research problem. However, there is still confusion between a theoretical framework and a conceptual framework. As much as these frameworks are related to each other, it should be noted that they are different based on their function and meaning. A conceptual framework is viewed as the total, logical orientation and associations of anything and everything that form the underlying thinking, structures, plans practices and implementation of your entire research project (Kivunja, 2018). This study was based on a theoretical framework only.

Generally, a theoretical framework is used as a tool or guide – a stepping stone and ladder – by the researcher in his/her research. The theoretical framework is applied by the researcher to his/her research to demonstrate a deep understanding of the topic and convince the reader that the researcher has a good understanding or sound knowledge of his/her field of study or speciality. A theoretical framework is essential for every research project because it helps the

researcher apply his/her understanding of phenomena. Similarly, it is necessary to this research because it has assisted the researcher to build and apply a constructivism theory to understand the three components of the study (teacher, learner and curriculum) in the constructivism theory context. The abovementioned theory has been used in this study to understand how teachers are viewed in the teaching and learning processes, to have a deeper understanding of the learners' roles in the learning processes within the constructivism theory, and to understand the curriculum core aims and objectives under constructivism and how they are being applied. The relevance of constructivism theory in this study has been described in section 3.3.

3.3 A Historical Conceptualisation and Description of the Constructivism Theory

There are two historical strands of the constructivism theory (Efgivia, Rinanda, Hidayat, Maulana & Budiarjo, 2021). Firstly, it is cognitive constructivism (an individualistic perspective). For Jean Piaget, the development of the human intellect proceeds through adaptations and organisation. As Piaget identifies knowledge with action, he considers that mental development organises these schemes in more complex and integrated ways to produce the adult mind. The second strand of constructivism is social-cultural constructivism by Lev Vygotsky, who holds the anti-realist position that the process of knowing is rather a disjunctive one involving the agency of other people and mediated by community and culture (Efgivia *et al.*, 2021). This study adopted the constructivism theory because of its flexibility, which allows it to be applied in various domains, including learning, curriculum and teaching, and further unspecified parts. Constructivism is a theory that has gained popularity within the learning context. However, in this study, there is a paradigm shift in the constructivism theory being applied in the curriculum, teaching and learning contexts, taking into consideration the interdisciplinary and flexible features of constructivism theory. In the context of this study, constructivism is a theory that aims to explain what knowledge is and how it is acquired (Cholewinski, 2009). On the other hand, constructivism is viewed as a paradigm that hypothesises learning as an active, contextualised, or constructive process. Moreover, constructivism is a reaction to teaching approaches such as behaviourism and programmed instruction. As indicated above, constructivism is not limited to a single context, even with curriculum, as in this study, it has been applied, and it seems applicable and relevant.

In relation to any other theoretical framework that is used in research, constructivism is also viewed and defined by different researchers and scholars in different ways. Akpomi and

Numbarabari (2022) viewed constructivism as an approach to learning that believes in the personal construction of knowledge by learners through the interaction of prior knowledge to form a new experience. On the other hand, constructivism is defined as a theory about knowledge and learning that emphasises learners' activities; it holds that learning is a process in which learners generate meaning and construct understanding based on their original knowledge experience, which is often accomplished in the interaction of society and culture (Qiu, 2019). The constructivist theory is centred on knowledge and learning, and it seeks to understand how learners come to gain knowledge and investigate the process through which they learn, as well as the phenomenon of knowledge more generally. Hence, constructivism does not view knowledge as universal truths that can be transferred from one person to another but instead sees it as a phenomenon that must be unearthed gradually and emerging through many explanations and descriptions from the attempt of human beings to understand the world (Mohammed & Kinyo, 2020).

The constructivism theory has been built on the legacy of two renowned theorists which are Jean Piaget and Lev Vygotsky. The constructivism learning theory relies heavily on the work of Piaget and Vygotsky, who both emphasise that cognitive change only occurs when the previous conception experiences an imbalance process because it emphasises new information. See Figure 3.1 below. Constructivism was founded on the belief that one constructs knowledge from one's experiences and mental structures (Vaishali & Misra,2020).

Figure 3.1: Constructivist Learning Theory

Source: Golder (2018:680)

As depicted in the above diagram, constructivist theories are divided into two branches: cognitive constructivism, pioneered by Jean Piaget, and social constructivism, pioneered by Lev Vygotsky. However, this study is grounded in Jean Piaget's theory, particularly based on three aspects: teaching, learning and assessments. Jean Piaget was a Swiss expert who is well-known for his studies on the intellectual growth of children and his influential theory of cognitive development. This study adopted the use of constructivism theory because the nature of the study was centred on teachers, and Piaget's theory acknowledges their roles in teaching and learning and their expectations.

The constructivist theory promotes a paradigm shift from the traditional view of a learner, teacher and assessment to teaching and learning methods through a constructivist lens. The cognitive approach to constructivism was pioneered by Jean Piaget, who proposed that cognitive constructivism integrates the constructivist behaviour's personal approach with the application of logical reasoning of cognitive behaviour. Jean Piaget viewed learners as discovering or constructing virtually all knowledge about their world based on their cognitive levels (Devi, 2019).

Table 3.1: Comparing the activities of a teacher in the traditional and constructivist classroom.

Focal point	Teacher in traditional classroom	Teacher in constructivist classroom
Learner	Teacher assumes that learner is a blank slate and tries to fill his/her mind with lots of information.	Teacher sees learner as a knowledge constructor or a thinker.
Classroom activities	Teacher abides by a fixed curriculum and expects a correct answer by utilising a standard method.	Teacher believes that learners asking questions is extremely significant and values the learner's point of view.
Learning activities	Teacher emphasises learning activities that are based on textbooks and workbooks.	Teacher emphasises learning activities based on primary sources of data and manipulative materials and asks the learners to work in small groups. Teacher constructs learning opportunities by posing contradictions, presenting new information and asking questions.
Learner response	Teacher usually expects direct and correct answers from the learners.	Teacher asks learners for opinions and views after reading the content.
Assessment of learning	Teacher considers that assessment of learners learning is separate from teaching and prefers to evaluate at the end of the year.	Teacher considers that assessment of learners learning is intertwined with teaching, and regulations and observes learners working through presentations, projects and portfolios.
Teaching, learning methods	Teacher prominently uses teacher-centric methods such as lectures and demonstrations.	Teacher uses learner-centric methods such as concept mapping, experiential learning and collaborative learning.

Source: Adapted from Vaishali & Misra (2020:21)

3.4 How Constructivism Will Be Used in This Study

Constructivism in this study has been applied to three elements. The first is constructivism on curriculum; the second is constructivism in teaching and the third is constructivism in learning and assessments.

3.4.1 Application of constructivism theory on curriculum context

The constructivist emphasises the learning outcomes to safeguard and fulfil both the roles of the teacher and learner in the learning process. Similarly, as the Business Studies curriculum aims to ensure that learners are motivated and self-directed while working towards business goals (DBE, 2011), this theory asserts that the teachers' roles should be visible by ensuring that these learners achieve the intended educational goals through the teachers' efforts, including facilitation, guidance, and motivation during and beyond the lesson.

Constructivism theory supports the idea that subjects, such as entrepreneurship, should be offered both in primary and high school curricula, modelled from the international context, as revealed by Ntsanwisi and Simelane-Mnisi (2021). Given that constructivism involves a subjective view rather than an objective view of knowledge of every subject (Akpomi & Kayii, 2022), this theory promotes the decentralisation of teachers' voices in curriculum issues as the main drivers in the classroom.

The curriculum is influenced by placing emphasis on the big ideas of the subject rather than on making connections as a way of extending and linking knowledge (Shah, 2019). Constructivists have goals, outcomes and a repertoire of change strategies that focus talent and resources towards a shared purpose (Shah, 2019). Therefore, the integration of topics within one subject curriculum is unimportant in this case. The focus is on achieving the subject's intended objectives as they are formed. The paradigm shift in teaching methods has been valued.

A constructivist curriculum emphasises problem-solving (Akpomi & Kayii, 2022). The constructivism curriculum conceptualises and draws from different perspectives. The curriculum should be placed at the centre of teachers and other relevant school communities. In the case of this study, if the present incorporation of entrepreneurship is ineffectively integrated, it is the duty of all stakeholders, including teachers, to gather different perspectives for a curriculum change.

3.4.2 Application of constructivism theory in the teaching context

The core aim of this study is to establish teachers' perceptions of the Grade 10 Business Studies curriculum. Constructivism theory, in the context of teaching, asserts that teachers should use learner-centred teaching approaches during the teaching and learning processes rather than traditional approaches, which are more teacher-centred. Building upon learner-centred

approaches, Majola (2020) pointed out that a learner-centred approach emphasises the freedom of the learner to choose the knowledge they learn and to explore further. He further elaborated that the above notion depends on the need for and use of that information and knowledge. In supporting the above notion, through an application in the case of this study, Business Studies teachers are expected to comply with and honour the constructivism theory by using approaches that promote active lessons, such as group work, case studies, project-based learning and cooperative learning, as endorsed by Majola (2020). The adoption of the abovementioned teaching approaches may also be applicable even when Business Studies teachers are teaching a specific topic, such as entrepreneurship content. Therefore, teachers may adopt a teaching strategy, such as a case study, in teaching entrepreneurship whereby learners will be exposed to and presented with a real-life situation, a problem or an incident related to the topic.

Vaishali and Misra (2020) indicated that constructivism theory totally rejects the use of teacher-centred approaches such as lectures and direct instruction methods. According to this theory, these approaches are traditional and outdated and are not in line with its principles. Therefore, constructivist theory promotes the use of teaching approaches such as:

- Use of multimedia/teaching aids
- Scaffolding
- Case studies
- Roleplaying
- Group discussions
- Probing questions
- Project-based learning

In constructivism theory, in the process of teaching and learning, the teacher is the mediator, who guides the learning process by asking questions, making suggestions, and explaining concepts instead of explicitly forcing learners to memorise the correct answers (Akpomi & Kayii, 2022). In addition, as per constructivism theory, while teachers are playing the roles of mediator and facilitator during the learning process, they should possess the qualities, capacities and skills – such as a cheerful and enthusiastic disposition – capable of inspiring learners to pursue their work with sincerity and dedication. In constructivism, teachers also need to have a capacity for guiding, to be well-versed in instructional methods like problem-solving, inquiry training, the

discovery method, and other teaching schemes, and to have the capacity to lead learners to the art of self-learning (Pagan, 2006). The abovementioned skills, roles and teachers' traits align with those that are required to be possessed by South African teachers, as documented in the Personnel Administrative Measures(PAM) document. The PAM document encourages all teachers irrespective of the subjects that they are teaching at the school level to perform seven roles which include the teacher as assessor, learning mediator, interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar, researcher and lifelong learner and pastoral role in a pastoral role Similarly, the Business Studies teachers are also expected to comply with these roles in conjunction with those that are documented by the Business Studies policy documents in order to ensure that learning outcomes are accomplished. Therefore, in the context of this study, one would argue that the PAM document encourages Business Studies teachers to facilitate the teaching and learning process especially when they are teaching entrepreneurship sub-topic to grade ten learners and in assessment form, they should adopt assessment forms such as projects, and portfolios in line with constructivism theory which promotes an engaged participation of learners in any form. Furthermore, Business Studies teachers may be encouraged to adopt some of the qualities outlined above during the teaching of entrepreneurship in order to comply with constructivism theory in teaching.

3.4.3 Application of constructivism to learning

According to constructivism theory, learning is centred on learners. In constructivist theory, learners should no longer be passive recipients of the knowledge provided by the teacher, and teachers should no longer be suppliers of knowledge and class managers; learning is interactive, building on what the learner already knows (Efgivia et al., 2021). Constructivist learning is a learner-driven process in which learners develop or construct their understanding of information. Similarly, Business Studies teachers may implement constructivist theory in their classroom during the teaching of entrepreneurship by adopting a learner as a teacher strategy. In practice, a teacher will give one or two learners a topic a day before the lesson to explain to other learners and facilitate learning by providing and illustrating examples (Majola, 2020). Using this strategy, the learning process will remain active, which aligns with the constructivism theory principles of learning.

3.4.4 Application of constructivism theory on assessments

Assessments form part of the teaching and learning processes. Constructivist assessment engages the learners' initiatives and personal investments in their journals, research reports and artistic representations. Engaging creative instincts develops learners' abilities to express knowledge in a variety of ways. The learners are also more likely to retain and transfer the new knowledge to real life. On the contrary, constructivism theory encourages teachers to use assessment strategies, such as assignments, projects and portfolios, rather than quizzes, tests and multiple-choice questions, because this theory on the assessment principle holds the belief that teachers consider that assessment of learners' learning is intertwined with teaching and involves regularly observing learners working through presentations, projects and portfolios (Vaishali & Misra, 2020:21).

According to the CAPS (2011) document for Business Studies, the forms of assessment that are prescribed to teachers include projects, case studies, reports and presentations. Moreover, even with these endorsed assessments, as per constructivism theory, the question types used should be higher-order questions, using action verbs such as evaluate, discuss, elaborate and justify. In the context of this study, when assessing learners (particularly in entrepreneurship), Business Studies teachers have to use assessment techniques such as projects and research assignments. For example, the teacher should give the learners projects on drawing up business plans that are linked to the topic of entrepreneurship, or the learners may be given an assignment to discuss contemporary issues that affect business; these still align with the principle of constructivism theory on assessment.

3.5 Relevance and Suitability of Constructivism Theory in This Study

The constructivism theory is suitable and relevant to this study considering that constructivism indicates that the success of any pedagogical practices is significantly related to teachers' perceptions of teaching and other educational dimensions, as well as to how well-informed and qualified teachers are (Yildirim & Kasapoglu, 2015). This study centred on teachers' perceptions of the Grade 10 Business Studies curriculum; the objectivity of their views may serve as an eye-opener to the curriculum designers and even to the DBE. Additionally, their views may contribute to the credibility of the study since it is a qualitative study.

According to constructivism theory, teachers need to know what they intend to do throughout the year and in each lesson. This theory supports the notion that the learning outcome of each subject needs to be realistic and measured practically. For example, one of the intended learning outcomes or objectives of the Business Studies curriculum is to ensure that learners can secure formal employment and are in a position to pursue sustainable entrepreneurial and self-employment career pathways (DBE, 2011). However, the current curriculum is based on the singularity form, where learners are equipped to secure formal and salaried employment rather than self-employment. Therefore, this study supports the constructivism theory that teachers should ensure that all objectives and goals are met in the plurality form and according to learners' abilities.

The main goal of education in constructivism theory is to educate individuals on how to find and use knowledge (Yildirim & Kasapoglu, 2015). Equally, Business Studies teachers have a duty to facilitate, coach and guide learners in how to implement and put into practice the theoretical-based entrepreneurial knowledge that they have gained from school so that they can, for example, draft business proposals that could be submitted to funders. In addition, from a constructivist perspective, each individual perceives the world differently and possesses different experiences; there is no single truth for all in constructivism, and each individual may construct a variety of ideas about a single phenomenon. This researcher (Msweli, 2023) firmly believes that even when Business Studies teachers are teaching the same subject, their perceptions may not be the same. As a result, this study obtained the views of ten teachers about the integration of entrepreneurship education within the Business Studies curriculum.

From a constructivist framework, teaching methods are learner-centred, not teacher-centred (Golder, 2018). Similarly, the Business Studies curriculum promotes the use of teaching approaches, such as case studies, problem-based learning and cooperative learning. Under the constructivism theory, the primary task of constructivist curriculum designers is to formulate clear course goals: comprehension objectives that learners should accomplish by the end of a course. These goals provide a structure and clear 'measuring stick' for teachers while empowering learners with as much academic freedom as possible. In the present study, the researcher acknowledges that the current Business Studies curriculum is a goal-oriented subject and built on learning outcomes and objectives that need to be achieved by every learner. An example of the objectives that need to be fulfilled includes ensuring that learners are committed to

developing themselves and others through business opportunities and ventures (CAPS, 2011).

One of the most remarkable and important constructivist learning methods is problem-solving. Learners in Business Studies are exposed to case scenarios whereby they are expected to come up with solutions and put themselves in someone else's shoes. These tasks enable learners to develop critical thinking and problem-solving skills and make informed decisions about their lives in general. Other contemporary issues that are explored in the Business Studies curriculum are unemployment, HIV/AIDS, corruption, crime, piracy and others. Furthermore, constructivist learning techniques not only help learners learn as efficiently as possible, but they also give learners the opportunity to practice and perfect skills needed in real life (Pagan, 2006). The constructivist curriculum focuses on long-term goals more than short-term ones by ensuring that learners are equipped, taught and exposed to the opportunities that are required in real life. Similarly, the entrepreneurship curriculum is not limited to the school setting; therefore, if the learners have been well taught in this subject, they may be able to start their own businesses in the future, which may lead to job creation, which also eases and supplements the above statement that many learners are expected to be employed in salaried employment.

Moreover, under the constructivist perspective, education is viewed as a holistic endeavour (Wang, 2022). Therefore, the constructivist curriculum advocates that learners at schools should not be prepared to just follow the same path as others, but they should be skilled and well-equipped so that they will have various opportunities, be competitive, and follow their own career choices or opportunities. In general, teachers are aware that learners are gifted in different ways; some excel in academics and others are top achievers in vocational activities. Parallel to this study, it has become the responsibility of the constructivist teacher to guide and mentor learners according to their abilities. This study acknowledges that not every learner may be interested in entrepreneurship. However, as the constructivist theory argues, a learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to construct new knowledge in a given situation (Vaishali and Misra, 2020). Therefore, this study supports the above statement, which states that learners are capable and have the full potential to fulfil their goals if they are mentored and guided by teachers as facilitators in the learning process.

From a constructivist perspective, reality is dependent upon the perceiver and is thus constructed; knowledge or truth is subjective and relative to the individual or community. Moreover, as this study is a qualitative study and primarily dependent on ten Business Studies

teachers' perspectives from various schools, the notion of this study is reliant on their objectivity, irrespective of whether they are teaching the same subject in the same grade or holding the same qualifications. Their views will depend on the single teacher or perceiver.

3.5.1 Role of the Teacher in Constructivism Theory

According to Vaishali and Misra (2020:21), under the constructivist approach, there is a role shift for the teacher which moves them from sage on the stage to guide on the side. This shift is likely to involve:

- Negotiating the details of what is to be taught.
- Emphasising cooperation in learning.
- Valuing the learners' ideas and their autonomy.
- Finding appropriate challenging problems and learning activities.
- Helping the learners make connections by linking what is being taught with prior knowledge and experiences, with other parts of the subject, with other subjects and with life outside school.

Constructivism requires a teacher to act as a facilitator whose main function is to help learners become active participants in their learning and make meaningful connections between prior knowledge and new knowledge and the processes involved in learning (Bada & Olusegun, 2015). From a constructivist perspective, the primary responsibility of a teacher is to create and maintain a collaborative problem-solving environment where learners are allowed to construct their own knowledge and the teacher acts as a facilitator and guide. In constructivist approaches, teachers are facilitators and not explicitly teachers (Alanazi, 2016). The observer makes meaning of this world by constructing a representation that depends not only on their sensory input but also upon all their prior learning and experiences. In as much as people have similar backgrounds and similar views, the possibility for a significant amount of shared construction exists. The constructivist teacher helps the learners through problem-solving and inquiry-based learning activities with which learners formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment (Wang, 2022). Constructivism modifies the role of the teacher, who facilitates and helps learners construct knowledge rather than reproduce a series of facts (Alanazi, 2016). The curriculum should be organised in a spiral manner so that the learner continually builds upon what they have already

learnt (Alanazi, 2016). Consequently, constructivist teachers encourage learners to constantly assess how the activity is helping them gain understanding (Wang, 2022).

3.6 Curriculum from a Constructivist Perspective

According to constructivism, the curriculum should ensure that learning activities provide opportunities for active participation by the learner and should not rely on passive transmissivity modes of interaction (Mohammed & Kinyo, 2020). Constructivism promotes problem-solving and collaboration in order to construct meaningful knowledge, creating curricula that not only match but also challenge children's understanding, fostering further growth and development of the mind.

3.6.1 Constructivism perspective on teaching

This section primarily focuses on the discussion of the constructivist perspective on teaching. As one of the fundamental essential reasons for constructivist teaching is to foster long-lasting learners who are great at learning (Wang, 2022). Therefore, according to constructivism theory, teachers assume the part of coordinator and facilitator of understudy learning. The abovementioned fundamental reason in the teaching context is that it enables learners to increase their motivation for learning and develop inspiration, which ultimately enables them to explore valid information and become active agents able to handle their own learning and organise knowledge (Wang, 2022).

The constructivism theory promotes the use of specific teaching approaches in the classroom. As indicated by Mohammed and Kinyo (2020), certain instructional approaches to education are based on constructivism. Those approaches have been outlined as follows:

- Inquiry-based learning: this method sees learning that is driven by the inquiry process, which means learners encourage familiarity with the subject matter.
- Problem-based learning: this approach is where learners learn by considering problems that focus on observable events or other phenomena. Problem-based learning has a similar approach to inquiry-based learning, but the problems that learners study are not theoretical but practical, with personal meaning.
- Case-based learning: this approach provides learners with a case, and it is also a collaborative learning method.

- Discovery Method: this is a teaching method used for developing problem-solving.

In constructivism theory, there is a notion and belief that the teacher, in order to successfully implement the abovementioned teaching approaches in his classroom, needs to play certain roles in the teaching and learning processes. This is supported by Arpentieva, Retnawati, Akhmetova and Azman (2021), who claimed that in constructivism, a teacher is not only a necessary detail but is a centre of power and even the power that structures the educational interaction of subjects. Similarly, in constructivism theory, the teacher plays an important role in the design of the process, ensuring that learners can fully access the learning through scaffolding and mentorship as required. The above-presented teacher roles give teachers certain liberties, such as talking about different understandings of the surrounding person and the reality inside a person, about the boundaries, possibilities and limitations of the application of this knowledge and skills, and the pros and cons of certain traits and competencies. Additionally, under the constructivism theory, teachers are required to play a guiding role in the process of teaching in order to help learners construct meanings, stimulate learners' interest in learning, and help learners form learning motivation (Qiu, 2019). Furthermore, the teachers under the abovementioned theory are obligated and mandated to help learners construct the meaning of current knowledge by creating situations that meet the requirements of teaching content and prompting clues between new and old knowledge to help learners construct the meaning of current knowledge. However, teachers' roles are also not limited to the abovementioned roles; they go beyond ensuring that the teaching approaches used seek to foster cognitive imbalance by setting up situations encouraging learners to question their existing beliefs and ask what is going on.

Under constructivism theory, the teacher supports learners to understand themselves and the world but does not insist that the learner must accept other people's understandings or build his own world. Notwithstanding that constructivism changes the understanding of the goals and values of education as an active interaction between a teacher and a learner (Arpentieva, Retnawati, Akhmetova & Azman, 2021). On the contrary, constructivism changes the view of teachers in their view of what is happening in the relations of people in education (Arpentieva *et al.*, 2021).

Constructivism teaches the transfer of most of the responsibility for learning to the learners themselves, since their picture of the world, even with a dogmatised pool of knowledge, differs

from the vision of the teacher and each other (Kabysheva, 2022). The constructivist approach competes with instruction-based learning. Consequently, in education, the constructivist approach, which is sometimes also post-positivism, seems to be a logical development of the impossibility of developing a unified approach to educating every learner at the same level (Kabysheva, 2022). Therefore, constructivism assumes that knowledge is not a copy of reality but rather a human construct (Kara, 2019).

3.6.2 Constructivist perspective on learning

This section is concerned with the constructivist perspective on learning. The constructivist perspective holds that learning is a self-regulating process that reconciles diverse individual perceptions of reality and particular positions, taking new information that seems to contradict these views of reality and making new models of knowledge that have a more three-dimensional viewpoint and semantic structures for describing the whole of reality (Mohammed & Kinyo, 2020).

Constructivism says that learners should construct their own knowledge through varied experiences (Saroj & Anu, 2020). Therefore, during the teaching and learning processes, every learner constructs their own knowledge. Teachers, similarly, are expected to shift their role from being instructional teachers to complying with a teacher's role that includes the facilitation of reflection and discussion on experiences in a trusting environment. They should act as catalysts in problem-based learning to create opportunities for reflection, act as coaches or facilitators, and assess the learner's learning through reflections in portfolios, analyses of work experiences, and interviews where learners explain their learning outcomes. Under constructivism theory, teachers' status remains unchanged; the only shift that is observed is in their roles. Furthermore, in constructivism theory, learning is viewed and valued as a discovery of personal knowledge through the unique experiences of each learner (Kesler, Shamir-Inbal & Blau, 2022), where an adult or knowledgeable individual (i.e., a teacher in the context of this study) helps each learner. As constructivism emphasises, one must help a learner discover the knowledge that is naturally found in his cognition. Constructivism argues that learning is about building personal knowledge while relying on existing scientific or cultural information (Kesler *et al.*, 2022). Therefore, it is important to complement personal knowledge and experience with scientific or cultural information (Kesler *et al.*, 2022). The role of the teacher is that of the purveyor of objectivist knowledge (Bell & Liu, 2019).

Constructivism advocates problem-based learning, which guarantees that learners must take control of the learning situation (Ahmad, Sultana & Jamil, 2020). When learners involve themselves in conducting an activity, they develop an understanding of the importance of the problem, realise the implication of the topic, and organise knowledge based on their experiences. Constructivists involve learners in activities that are related to the learner's real life (Ahmad, Sultana & Jamil, 2020). These authors further indicated that learners construct knowledge and give meaning while relating the information to their own experiences, beliefs, and attitudes.

Learners are required to play a principal role in the process of learning from the following aspects: to construct the meaning of knowledge by exploring and discovering; to collect and analyse relevant information and materials on their own initiative in the process of meaning construction; to put forward various hypotheses and try to verify them; and to construct the meaning of knowledge by exploring and discovering (Qiu, 2019). Constructivism gives importance to learning rather than teaching. It also reputes learning as a process. As a result, learners' self-sufficiency, inquiry, opinions and attitudes are considered.

3.6.3 Constructivism on assessment

Assessment is an integral part of teaching and learning; it determines whether and to what extent the goals of education have been achieved (Ahmad, Sultana & Jamil, 2020). However, under constructivism theory, assessment is viewed from a unique perspective through the paradigm shift of moving from traditional assessment to innovative assessment. Assessments in constructivism theory are goal-oriented (Ahmad *et al.*, 2020). Constructivism is against traditional assessment because this type of assessment has been an inadequate tool for measuring and assessing learners' competencies and skills with the optimum level of accuracy. Constructivism theory promotes assessments that are grounded in critical thinking, which incorporates higher-order thinking skills that help learners develop a higher level of cognition skills. Additionally, constructivism promotes those assessment practices that provide teachers with a broader, more genuine picture of learner learning. These assessment practices enable teachers to assess learners' ability to reason and analyse, apply their knowledge to novel situations, demonstrate their understanding of the connections between concepts, and communicate their understanding in multiple ways. Constructivism theory, in the assessment context, rejects the use of assessment strategies such as true-false tests, short answer tests and essays, but this theory supports the use of projects, assignments and portfolios because of the notion and belief that

these assessment methods promote the learners' level of understanding more than those that promote rote learning and memorisation.

Constructivism gives credit to assessments that honour the use of higher-order thinking skills like application, analysis, synthesis and evaluation, which help learners construct deeper insights into a topic or theme. Nonetheless, constructivism theory supports the development of quality assessment that includes aspects of knowledge about others, living inclusively through taking the values, attitudes and abilities of others into account, and contributing to a sustainable world through active citizenship (Bada & Olusegun, 2015). In the context of constructivism theory, assessment does not refer only to the technical processes of designing and administering tests or tasks, marking them, and recording the scores during a school year. In constructivism, assessment is viewed in a different light and forms an integral part of guiding and informing the teaching and learning processes.

Exceptionally, constructivism assessment provides both the teacher and the learner with information about the actual level of learning and what the next steps in the learning process ought to be to support each learner to reach their potential for achievement (Alanazi, 2016) The support that teachers give learners as they progress in learning a skill is called scaffolding.

Mohammed and Kinyo (2020:254) reflected on the constructivism theory with a focus on the assessment aspect as follows:

> The constructivist approach presents an alternative view on education, where there are several other measurement and evaluation activities made possible. Under the constructivist methodology, learners actively take part in their learning, rendering exams of the multiple-choice or short-answer type inadequate, as they do not allow for much thought or commentary to assess high-order cognitive skills (TOZET). This is a key reason why the constructivist approach concentrates on learning through interactive teaching and alternative assessment methods such as an exhibition, portfolio, group activities, checklists, performance assessments by the self or through others and peer reviews, in contrast to product-oriented learning. The product of learning is not under evaluation, but instead, the learning process is assessed for reinforcing this process, and how the learners continue to learn during their studies are the examined aspects.

Building on the above paragraph, (Mohammed & Kinyo, 2020) one would argue that assessments under constructivism theory are more focused on higher-order cognitive skills through the adoption of high-level cognitive domains by using action verbs such as 'evaluate', 'synthesise', 'design', 'justify' and 'analyse' in the formulation of questions. Furthermore, in reference to the above paragraph, assessments in this theory are grounded in assessment methods such as group work, projects, and assignments rather than quizzes and multiple-choice assessments, as these types of assessments promote memorisation through the use of verbs such as 'list' and 'match'.

3.7 Challenges of Using Constructivism in the Classroom

As much as constructivism theory has been endorsed by numerous scholars and researchers (Ahmad *et al.*, 2020; Mohammed and Kinyo , 2020) and researchers as a suitable theory in different contexts, this theory has some challenges in implementation in the classroom setting.

Since constructivism classrooms are contextualised within the principle of a learner-centred approach, which means that learners choose what they will learn, how they will learn it, and how they will assess their learning, this approach sometimes makes it a challenging task to follow in the classroom because it lacks realistic aspects. Kara (2019) supports the above statement by saying that in order to acquire the skills or respond to the needs of the 21st century, learners are expected to have a word in teaching, have the skills of problem-solving and critical thinking by conducting research within the framework of their interests, and are able to create a product in the learning process by using different disciplines together. Ironically, constructivism theory as a kind of learning theory and method does not seem to be suitable for each and every learner, which means that in some cases applying constructivist theory to the classroom does not achieve the desired results. In some instances, the teaching and learning processes are compromised in order to promote the interests of learners. And individual experiences and attitudes can vary. Therefore, a specific, chosen result may not always be accomplished when different learners approach the problem (Ahmad *et al.*, 2020).

In the context of this study, entrepreneurship content needs to be taught using a specific approach, such as case study, cooperative learning, or problem-based learning, which might cause some discomfort and limitations to the teachers as some teachers prefer to use certain methodologies due to personal or unforeseen circumstances, such as the lack of resources at

the school or in the classroom setting (CAPS, 2011).. For example, in the setting of this study, a teacher who is teaching Business Studies in a grade with a reference to the entrepreneurship topic may be challenged to teach the topic successfully in a classroom where constructivism theory has been adopted. Taking into consideration that teachers using the constructivism theory are required to be facilitators, helpers or coaches, sometimes it may become impossible to remain tied to this theory's principles in a classroom owing to the fact that some teachers are not active entrepreneurs and other teachers do not have much knowledge of the entrepreneurial content since it is covered in a single aspect, and it may be difficult for teachers to guide learners in a discipline where they are not experts or proficient, bearing in mind that coaching, as the role that is invested in teachers, needs someone knowledgeable about the field (Kara, 2019).

Even though to be a good teacher, experience and creativity are essential, teachers find themselves faced with at most 50 pairs of eyes in a classroom, trying to hold them down since they know that they are not experts. Sometimes they experience a challenge implementing the constructivism theory, considering that constructivist teaching strategies require expert teachers in terms of pedagogy (Bell & Liu, 2019). Although teachers are not prepared for constructivist teaching, drawing on their teacher education programmes, they should be able to see what their learners need and make the required alterations (Kara, 2019). Unfortunately, sometimes some of these teachers are not well trained in teaching some of the practical parts of the subject content.

Taking into consideration that the role of the teacher under constructivism theory is that of a coach, in some instances, the teacher may facilitate group work and discussion as part of the lesson that was endorsed by the learners (Mohammed & Kinyo, 2020). Maintaining discipline when adopting constructivist approaches may be challenging, and this may distract from the teaching and learning culture within a classroom. Furthermore, learners might not engage and learn what they should: they might lose interest and not learn, or they might think the activities are just games. Sometimes, the contradictory part it is becomes evident to scholars such as Bell and Liu (2019), who emphasise that it is the responsibility of teachers to know when the learners are engaged in learning. However, this may sound like a heavy duty for a teacher to cope with in a constructivism theory while their role is that of a facilitator.

The challenge of time may be one of the factors that may hinder the effective use of constructivism in a classroom by teachers. As Bell & Liu (2019) indicated, enough time is required

to undertake constructivist activities in class. In practice, the schools' maximum time per school subject period is given as approximately 60 minutes; therefore, sometimes the use of constructivism in the classroom may take longer than the allocated time as per the school timetable, which may also lead to an inconvenience to other teachers whose periods are behind the first one.

Additionally, some of the constructivist activities and approaches need to be technology-integrated prior to the successful implementation of constructivism in the learning process. Therefore, the shortage of technology in a classroom may lead to difficulty in developing the links that will help learners understand the value of constructivist activities.

3.8 Conclusion

Chapter three was grounded in the theoretical framework that was adopted in the study. As mentioned above, the adopted theoretical framework was constructivism theory. The terms *'theory'* and *'theoretical framework'* were explained in the introductory part of the second chapter as part of giving an overview. In the third chapter, the researcher also distinguished between *'theoretical framework'* and *'conceptual framework'*. The purpose of providing the above differences was to give the reader a clue and hints about the two terms, which are sometimes confused and used interchangeably in the research fraternity. In addition, the chapter has been made up of the historical conceptualisation and description of constructivism theory in a historical context. For this study, this chapter needed to cover this sub-topic because it is important to provide an overview and background about the elements that were used in the research, and this sub-topic also served as the narrator of what the study has been grounded in. The application of the constructivism theory in the study was covered in this chapter. This sub-topic was covered because this particular theme encouraged the researcher to have an active voice and motivate the relevance of constructivism theory as the chosen theory since research is not about the reproduction of findings but about substantiating the contributions of the study. The chapter went on to describe how constructivism theory was employed in the study. It further covered the role of the teacher in a constructivist theory context, the curriculum from a constructivist perspective, and the constructivism perspective on teaching, learning and assessment. Furthermore, the relevance and suitability of constructivism theory in the study were also motivated and justified in an impartial manner. A comparison between the activities of a teacher in a traditional and a constructivist classroom was provided with the aim of giving the reader an understanding of the

need for a paradigm shift from a traditional view of teaching, learning and assessment to a constructivist lens. The third chapter also outlined the teaching approaches that are promoted by a constructivist theory, which include the use of multimedia, scaffolding, case studies, group discussions, probing questions and problem-based learning. Lastly, the challenges of adopting constructivism in the classroom were discussed in this chapter. The following chapter is Chapter Four.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

The previous chapter focused primarily on the theoretical framework. As mentioned, Chapter Three covered the historical conceptualisation and description of constructivism theory and the application of constructivism theory in the contexts of the curriculum, teaching, learning and assessments. The relevance and suitability of constructivism theory in the study, the role of the teacher using constructivism theory, and the challenges of using constructivism in the classroom were all discussed.

This chapter is grounded in methodology. The purpose of this chapter is to give an overview of how the study was conducted and what ethical considerations were adhered to by the researcher. Therefore, this chapter presents the research methodology, and the chosen methods that were employed in this study are discussed. The researcher employed the interpretivism paradigm and a qualitative research approach for this research. To address the research problem statement described in Chapter One, the main research question was framed as follows: *What are the Grade 10 teachers' perspectives on the integration of entrepreneurship education into the Business Studies curriculum?*

In light of the main question, the objectives posed below serve as key foci for the research study:

i.   Analyse the perspectives of teachers on the integration of entrepreneurship education into the Business Studies Grade 10 curriculum.

ii. To describe how teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum.

iii. To outline strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies Grade 10 curriculum.

4.2 Research philosophy and paradigm

The research paradigm refers to the theoretical or philosophical ground for the research work (Khatri, 2020). Interpretivism has a multiple feature of being used as a research philosophy and a research paradigm. Therefore, in the context of this study, interpretivism was used as both philosophy and paradigm.

The interpretivist paradigm is a qualitative paradigm that purports many interpretations of reality within a single context (Reavy, 2016). In the research context, interpretivism suggests that researchers have to get closer to the subject in order to get a better understanding thereof (Ngoqo, Foncha & Abongdia, 2018). Similarly, the researcher was actively involved in entrepreneurship, which is at the core of this study. The interpretivist paradigm emphasises that one has to get close to what one is studying and view it from the perspective of an insider to discover the reality of the subject of the research. Correspondingly, the researcher has an entrepreneurship background, which enables him to fully direct what has been included in this study, avoid deviation and ensure that judgements are made based on objectivity. According to the interpretivism paradigm, the participants under such circumstances must share their knowledge and experiences with the researchers who in turn, would give their own interpretations of the situation based on the views of the participants. This links with the argument mentioned above pertaining to the necessity for mutual relationships between the researcher, participants and the subject that is being studied.

Moreover, in the interpretivism paradigm context, the key idea is to make sure that the researchers receive first-hand and even subjective or non-biased information from the perspective of their participants. Similarly, in this study, the researcher received the primary data through questionnaires which affirms one of the interpretivism paradigm expectations. Moreover, the interpretivist paradigm includes research that is termed qualitative. This study has been grounded in the qualitative approach, which supports the fitness and appropriateness of interpretivism to be adopted in the current project as the primary paradigm.

Furthermore, interpretivist researchers process words as data for their research (Quaddus & Woodside, 2015). Similarly, this study adopted non-numerical data, which makes it fully qualified to be associated with the interpretivism paradigm. Interpretivists subscribe to the idea of subjectivism since they believe that the researcher cannot be separated from the research

subjects and the process (Tshabangu, Ba' & Madondo, 2019). Similarly, there is a close connection between the researcher of this study and the entrepreneurship discipline. Further, under the interpretive paradigm, knowledge is constructed by the people, and participants should be given the space and freedom to reconstruct knowledge, which is why data collection instruments are open-ended in this paradigm since open-ended instruments enable participants to reconstruct new knowledge. Notably, the data instruments that were used in this study were questionnaires, which consisted of open-ended questions. In addition, the teachers who participated in this study were not influenced, intimidated or manipulated in giving their perceptions, and their views were freely expressed and objective.

As discussed, the study used the interpretivism paradigm. Taking into consideration the merits of the interpretivism paradigm, which focuses on attempting to comprehend the unique construction behind beliefs, the researcher also employed interpretivism to comprehend the participants' perspectives as they were applied in the study. Further, the interpretivism research paradigm was selected since it is advised when a qualitative research approach has been used. Lastly, the researcher employed an interpretivism paradigm in order to enable the participants to have room to propose strategies and approaches for teaching entrepreneurship components in the Business Studies curriculum.

4.3 Research approach

A research approach is defined as any strategy a researcher utilises throughout a study to find an answer to a specific question (Tiwari & Dwivedi, 2023). This study employed a qualitative research approach. The qualitative research approach can be broadly defined as a kind of inquiry that is naturalistic and deals with non-numerical data (Nassaji, 2020). On the other hand, a qualitative research approach is a type of scientific research focused on holistic inquiry; it involves a vast and complex area of methodology that is used to describe phenomena from the participant's viewpoint, with rich, descriptive detail of the human context, and preferably by observing subjects in their natural setting (Groenland & Dana, 2020).

The researcher chose a qualitative research approach because this type of approach deals with studies that are related to human behaviour. This is congruent with the core study, which involves human perceptions and is aligned with the study's primary objectives. Like any other research approach, qualitative research favours certain styles of design that a researcher who adopts this

approach may follow in his or her study. In a qualitative research context, this approach involves subjectivity as value (both the views of the participant and those of you, the researcher, are to be respected, acknowledged and incorporated as data, and the interpretation of this data will be constructed by both of you). The researcher in a qualitative context is not a distant, neutral being. Correspondingly, in alignment with the qualitative approach principles, in this study, the researcher's and the participants' voices were valued and contributed to the study meaningfully and in an impartial manner. Moreover, trustworthiness is seen as getting to the truth of the matter, and dependability, credibility, transferability and confirmability also play a role and are valued as being of utmost importance in qualitative research. Additionally, every study that is stationed under qualitative study is time-bound and context-bound, so replication and generalisation are unlikely outcomes. Likewise, this study was approved to be completed within three years.

Qualitative research should also be ethically compliant. As per the research ethics obligation, the study adhered to the ethical principles, which included informed consent, confidentiality and anonymity. Furthermore, the approach outlined above was fit for this study, as it relies on the participant's perceptions. Similarly, the qualitative research approach was suitable in the context of this study because it investigated the teachers' perceptions of the integration of entrepreneurship education in the Business Studies curriculum.

4.4 Research design and methodology

Research methodology refers to the overall approach used when investigating a certain research issue (Tiwari & Dwivedi, 2023). According to Shirish (2013), research methodology is the systematic, theoretical analysis of the methods applied to a field of study. On the other hand, Mishra & Alok (2019) define research methodology as the approach in which research troubles are solved thoroughly. However, in some contexts, research methodology explains more about the research process, whereas research methods aim at finding answers to research questions (Bairagi & Munot, 2019). Research methodology refers to the rationale that the researcher puts forward for the application of particular research methods (Hammond & Wellington, 2021). Therefore, based on the deliberated views about research methodology, in the context of this study, research methodology is defined as the 'how' of collecting data and the processing thereof within the framework of the research process that it is associated with (Brynard, Hanekom & Brynard, 2014). The data was collected using two methods, which were document analysis and questionnaires. The introductory part of the methodology of this study is followed by a description

of the research approach, philosophy, and design. Taking into consideration that research methodology is also synonymously with research design. Therefore, the research design is described as the implementation plan for the research study (Hunziker & Blankenagel, 2021). As Hunziker and Blankenagel (2021) note, no research design is better than another; it is only better suited to answer a specific research question. Therefore, the study has adopted a case study design. The case study has been defined as a design for research that is particularly suitable for developing, extending, and deepening understanding and knowledge about aspects of the real-life world (Lambert, 2019). Case study design aims to dig deep, look for explanations and gain an understanding of the phenomenon through multiple data sources (Farquhar, 2012). Thus, case study design is also suitable for answering questions that start with 'how', 'who' and 'why'. In the context of this study, however, the research questions that were developed were built on 'what'. However, a case study design was deemed appropriate for the study at hand.

The case study design was used to investigate how teachers perceive the current Business Studies curriculum as it integrates entrepreneurship education without offering it as an independent component. The case study design was selected because it was one of the research designs that fully linked and answered the research problem of the study. As much as case study design has been adopted in this study, it should be acknowledged that it has both advantages and disadvantages. Therefore, the researcher found it imperative to include both the strengths and weaknesses of a case study design. The advantages of case study design include its flexibility (*Researchers* employing a case study design may have several different research goals, such as description or evaluation). *It allows for depth of investigation; the* case study emphasises detailed contextual analysis of a limited number of events or conditions and their relationships. *It is thorough, and* the case study format allows for a presentation with rich, thick descriptions. A researcher is free to study all aspects of a specific case or concentrate on only certain aspects. Case studies can be conducted in any social setting. Case studies give insights into human life. **Because c**ase design has some shortcomings including case studies having limited generalisability and case studies being time-consuming, the case study method is inadequate for the analysis of macro-problems. The researcher's overconfidence sometimes leads to different kinds of biases, perceptual errors and sweeping generalisations. (*The advantages and disadvantages of case study design as discussed above were adapted from Sreedharan & Ambily, 2021:104.*)

According to Savin-Baden and Major (2013), case study research design has been associated with some challenges, including the following, *dependence on a single case*- the focus on the particular and the use of intrinsic case study are seen by some researchers as being too narrow. Similarly, even this study was solely focused on entrepreneurship education as the primary and single discipline that was explored and investigated. *The boundedness of a case:* one of the difficulties with case study research is the question of the 'bounded' case. The boundaries of the case in some forms of case study are relatively straightforward. *The eclectic nature of case study:* a case study is seen as eclectic; it draws from a wide range of approaches. This can be problematic since mixing diverse approaches within the context of a case study can result in a messy, incoherent research project. However, in the context of this study, the case study design was used with a single approach, which was qualitative; therefore, the above shortcoming that is associated with the case study was not experienced and did not affect this study.

Given that this study adopted a case study design, the researcher also found it appropriate to include the qualities of case study design as outlined by Mills, Eurepos and Wiebe (2010:2), as follows.

- A focus on the interrelationships that constitute the context of a specific entity.
- Analysis of the relationship between the contextual factors and the entity being studied.
- The explicit purpose of using those insights of the interactions between contextual relationships and the entity in question to generate theory and or contribute to extant theory.

Hamilton and Corbett-Whittier (2013) mentioned the key elements of case study design as follows: bounded unit, for example, a person, a group, or an institution. In relation to this study, the bounded unit was the group of teachers. Located within personal, professional, local, and national communities. In this study, the location was within a professional setting. Involves interactions, communications, relationships and practices between the case and the wider world, and vice versa. Focus on collecting rich data. The data for this study was based on primary data from questionnaires, which may be referred to as rich data. Data may be collected over extended periods with repeated collections or may be collected during an intensive but short period. The data in the present study was collected in the period approved by the GDE. Requires spending time within the world of those being researched. The researcher continuously keeps in touch with participants via cell phone and email about their availability. Uses a variety of data collection

tools (interviews, observations, journals and others) and different perspectives (teacher, parent, learner, researcher) to provide depth. In the case of this study, only two data collection tools were used: document analysis, which comprised journals and other official documents, such as CAPS, and questionnaires as the secondary data collection tool. Employs two or more forms of data collection tools and/or two or more perspectives. This helps triangulate the data and reinforces the legitimacy of the conclusions drawn. Indeed, two data collection tools were used (document analysis and questionnaires), which assisted the researcher in triangulating the data and increasing the trustworthiness of the study's results.

Research recommends that choosing a case study design be done thoughtfully and carefully to ensure it reflects your research aims, purposes and research questions. Correspondingly, the researcher successfully completed a thorough investigation of case study design strengths and weaknesses and suitability before it was adopted in this study in line with the study's objectives and research questions as developed in this study. Further, case study design usually takes place within the qualitative paradigm, providing a genre that focuses not on large populations but on smaller groupings or individuals and attempts to answer questions about contexts, relationships, processes and practices. Similarly, the study has been built on a qualitative approach, which builds a link with the expectations of the case study design.

In addition to the above characteristics of case study design, the below table summarises the key essentials of case study design and its implications in data collection in a tabled form.

Table 4.1: Case study design features and its implications

Type of design	Defining features	Data collection implications
• Case Study	• Analysis of one to several cases that are unique with respect to the research topic. • Analysis primarily focused on exploring the unique quality.	• Cases are selected based on a unique often rarely observed quality. • Questions and observations should focus on, and delve deeply into, the unique feature of interest.

Source: Adapted from Guest, Namey and Mitchell (2013)

4.5 Population and Sampling

4.5.1 Sampling

Sampling is the procedure through which a statistically valid population is collected for use in a study (Bohane, Sharma, Jain & Chakraborty, 2023). This study adopted purposive sampling. Purposive sampling has been defined as the type of sampling done with deliberate aims in mind (Hammond & Wellington, 2021). However, purposive sampling is commonly known as criterion sampling and is also described as a non-probability sampling or non-random sampling method ordinarily used in qualitative research, which focuses on selecting participants who possess clearly defined characteristics that are associated with the aim of the research study. Purposive sampling involves selecting participants who meet the inclusion criteria that have been agreed upon for the study (Martin, 2024).

Bell, Bryman, and Harley (2019) indicated that most sampling in qualitative research entails purposive sampling of some kind. They further indicated that what links the various kinds of purposive sampling approaches is that the sampling is conducted with reference to the goals of the research so that units of analysis are selected in terms of criteria that will allow the research questions to be answered. Thus, purposive sampling has the same limitations as any non-random sampling method, as the ability to generalise from a sample to a population based on a single research study is severely limited. In purposive sampling, the researcher specifies the characteristics of the population of interest and locates individuals with those characteristics. Consequently, purposive sampling is important in order to ensure a spread of 'experts', and it is important to include individuals with expertise (Flick, 2018).

This study consisted of eight Business Studies teachers who taught the subject in grade 10. These teachers were sampled from different schools. As a result, out of the eight schools, one participant was sampled per school. Notwithstanding, that all the participants who participated in this study were all teachers under Ekurhuleni-North District in Gauteng Department of Education. The participants of this study were invited in face-to-face, whereby the researcher visited the schools who offered Business Studies under the above-mentioned district and explained all the study's objectives, procedures, and possible risks for participating in the study. The participants who were willingly and interested to participate in the study were given an informed consent form to append their signature as a confirmation that indeed they had agreed to be part of the study

and were also reminded about the ethical standards that include an autonomy to withdraw at any time and the participation was voluntarily. The study used a purposive sampling. By virtue of this study and taking into considerations the nature of the study, it was imperative and significant to employ a purposive sampling than any other sampling procedure through the selection of the grade 10 Business Studies teachers, given that these teachers teach this subject during the year in which the study was conducted in which shows that they had a sound and specialized knowledge of the subject that was investigated by the researcher. Hence, their participation had mean that invaluable information has been attained by the study to respond to the study's objectives as outlined in the first chapter.

According to Daniel (2012), five steps are used by researchers in selecting a purposive sample, which are outlined below. Alongside the outline below and aligned to the stages that have been developed and recommended, the researcher has described how he adopted and employed the purposive sampling technique.

- *Step 1*: Define the target population. In the case of this study, the targeted population consisted of all teachers who were responsible for the teaching and facilitating of Business Studies in Grades 10, 11 and 12 as a school subject in the 2023 academic year.
- *Step 2:* Identify inclusion and exclusion criteria for the sample. The inclusion criteria that were used by the researcher were to select those teachers who were allocated Business Studies in Grade 10, whereas Grade 11 and 12 teachers were excluded.
- *Step 3*: Create a plan to recruit and select population elements that satisfy the inclusion and exclusion criteria. The researcher recruited participants both in face-to-face meetings and through referrals from colleagues from other schools.
- *Step 4:* Determine the sample size. Given that Business Studies is still an elective subject, which means that not all schools offer it and not all learners choose this subject in their respective schools, this influenced the availability of teachers who teach this subject. The final sample size that was adopted for this study was only eight participants.
- *Step 5:* Select the targeted number of population elements. The participants were selected based on the specific criterion that the teachers were teaching Business Studies in Grade 10, which supports the notion that those teachers have rich Business Studies knowledge. Another criterion was based on professional qualifications and competency, such as

checking that those teachers are fully qualified to teach and have majored in Business Studies).

The researcher followed the following strategies for purposeful sampling and was contextualised as follows as sourced from Emmel (2013:35).

- First, researchers make judgements before, during and after sampling about what to sample and how to use the sample in making claims from their research.
- Secondly, these judgements are made with reference to what is known about the phenomena under study.
- Thirdly, based on what is learnt before the research starts and as the research proceeds, researchers are strategic in selecting a limited number of cases towards producing the most information that is usable.
- Fourthly, researchers are aware of who the audience for their research will be and choose sampling strategies that will produce the most credible results for these audiences.
- Fifthly, these decisions are always constrained by resources, an important consideration but one that should be addressed only after the first four steps are considered.
- And finally, there are quite different logics to qualitative and quantitative sampling strategies.

Therefore, the study consisted of eight Business Studies teachers who taught Business Studies in Grade 10 in the academic year in which the study was conducted. The study was limited to the Grade 10 Business Studies teachers at secondary schools in the Ekurhuleni North District of the Gauteng Province, in South Africa. The teachers who participated in the study were both females and males (see Chapter Five: *5.1.2*). These teachers were also degree and/or diploma holders, and some were at the highest rank at the school level, while others occupied departmental head and deputy principal positions (see *5.1.2*). In addition, as mentioned above, all eight teachers who participated in the study were sampled purposively in schools that offered Business Studies as one of their school curricula. The above teachers that were chosen belonged to schools that were within a single district, which was the Ekurhuleni North District of the Gauteng Province in South Africa. Furthermore, the teachers had a vast amount of professional teaching experience, with 30 years of experience being the highest (*see 5.1.2*). Each school was represented by a Grade 10 Business Studies teacher, which means eight

teachers participated in this study sampled from eight different schools. The purposive sampling included the selection of teachers, schools and even documents that were analysed that were selected purposively in line with the research aims of the study.

In a document analysis context, the documents used to collect data were also purposively sampled based on the main theme, which was entrepreneurship education and Business Studies. As stated in the above arguments, the CAPS documents were primarily and purposively sampled because they primarily comprise Business Studies topics and entrepreneurship education. In increasing the trustworthiness of the study, documents that were purposefully selected consisted of those that have adequate information about entrepreneurship including policy documents that are commonly known as CAPS, Business Studies textbooks, annual teaching plans and other relevant articles from the search engines that were centred on entrepreneurship.

4.5.2 Population

Population is the 'all' that you want to understand as a researcher (Patten, 2016). In the context of this study, the population comprises Business Studies teachers who teach in different grades.

4.5.3 Sample size

Sample size refers to the number of subjects in a sample (Beaudry & Miller, 2016). The study acquired data from eight Business Studies teachers. As mentioned above, the eight teachers were purposefully selected based on their expertise and knowledge of Business Studies as a school subject, and they were chosen because they taught the subject in Grade 10 in the academic year of the study. As the researcher has acknowledged, the sample size of the study was limited, but it should also be accepted that many teachers withdrew during the study, and some were unwilling to participate in the study due to unknown reasons.

4.5.4 Setting

Setting refers to the specific parameters of the space of study within a field and a site (Tracy, 2020). This study was set in South Africa, in the Ekurhuleni North District in the Gauteng Province.

4.6 Data Collection Method

This study used document analysis and questionnaires to collect data. Document analysis refers to the exploration of various forms of written text as a primary source of research data (O'Leary, 2010). Document analysis consists of primary, secondary and tertiary documents. The CAPS document for FET Business Studies was used as the primary source of information because it discusses the field of entrepreneurship education and Business Studies curriculum in a holistic approach. The study also chose a questionnaire as a data collection tool. A questionnaire is a data or evidence-collecting device that consists of a list or series of specific questions that, when answered by an appropriate informant or group of informants, will help lead a researcher to a greater understanding of the research question/s and provide insight into possible answers (Remenyl, 2013). In a similar context, a questionnaire is a list of questions given out in a desired sequence. Questionnaires can be (a) open-ended, allowing the respondents to use their own words to answer any item or question, or (b) closed-ended, asking the respondent to tick one of the response categories indicated in the questionnaire.

The study's questionnaire was based on a questionnaire that had open-ended questions because the researcher purposefully wanted to give the participants the freedom to express their perspectives regarding the topic of the integration of entrepreneurship education in the Business

Studies curriculum. The researcher also selected a questionnaire to collect data because it is recommended and useful for collecting primary data since primary data is raw data collected from first-hand sources (Singh & Ramdeo, 2020). One of the merits of the questionnaire is that the participants (in the case of this study, the Grade 10 Business Studies teachers) have enough time to think about the answers to the questions in the questionnaire without being pressured, which may compromise the results of the study. This also builds on the reliability of the results (Brynard et. al., 2014).

The questionnaires were sent to the Business Studies teachers via email, and these teachers were given approximately a month and a few weeks to complete and return them to the researcher. Fortunately, eight teachers completed them fully to the best of their abilities, but regrettably, some teachers withdrew from the study. The questionnaire that was used in this study contained 17 structured questions.

4.7 Data Analysis Method

The data from this study was analysed using thematic analysis. Thematic analysis is understood from different angles. Thematic analysis, commonly abbreviated as TA, is defined as a method for developing, analysing and interpreting patterns across a qualitative dataset that involves systematic processes of data coding to develop themes (Braun & Clarke, 2022). The same developers of thematic analysis also viewed thematic analysis as a technique to identify, analyse and report the patterns or themes within data. It should also be acknowledged that thematic analysis focuses on what is said rather than how it is said, allowing key themes to emerge from the data (Caulfield & Hill, 2014). According to Howitt (2019), thematic analysis is best seen as a descriptive method in that it attempts to generate a limited number of themes or categories to describe what is going on in the data. Lastly, thematic analysis is also viewed as a qualitative research method that aims to identify patterns and meanings within data (Finlay, 2021). In the case of this study, thematic analysis was used to analyse the data that was obtained from both the document analysis and the questionnaires (see Chapter Five, Tables 5.1 and 5.4).

Those who are both historically and presently viewed as the prominent fathers of the development of thematic analysis, namely, Braun and Clarke, developed steps on how to use thematic analysis. Generally, most of the studies that adopt a qualitative approach use a thematic analysis to analyse their data, and this has yielded positive results. As a result, to align with the

majority of studies, the present study also followed the same path by using the same data analysis tool, as contextualised in a diagrammatic form below:
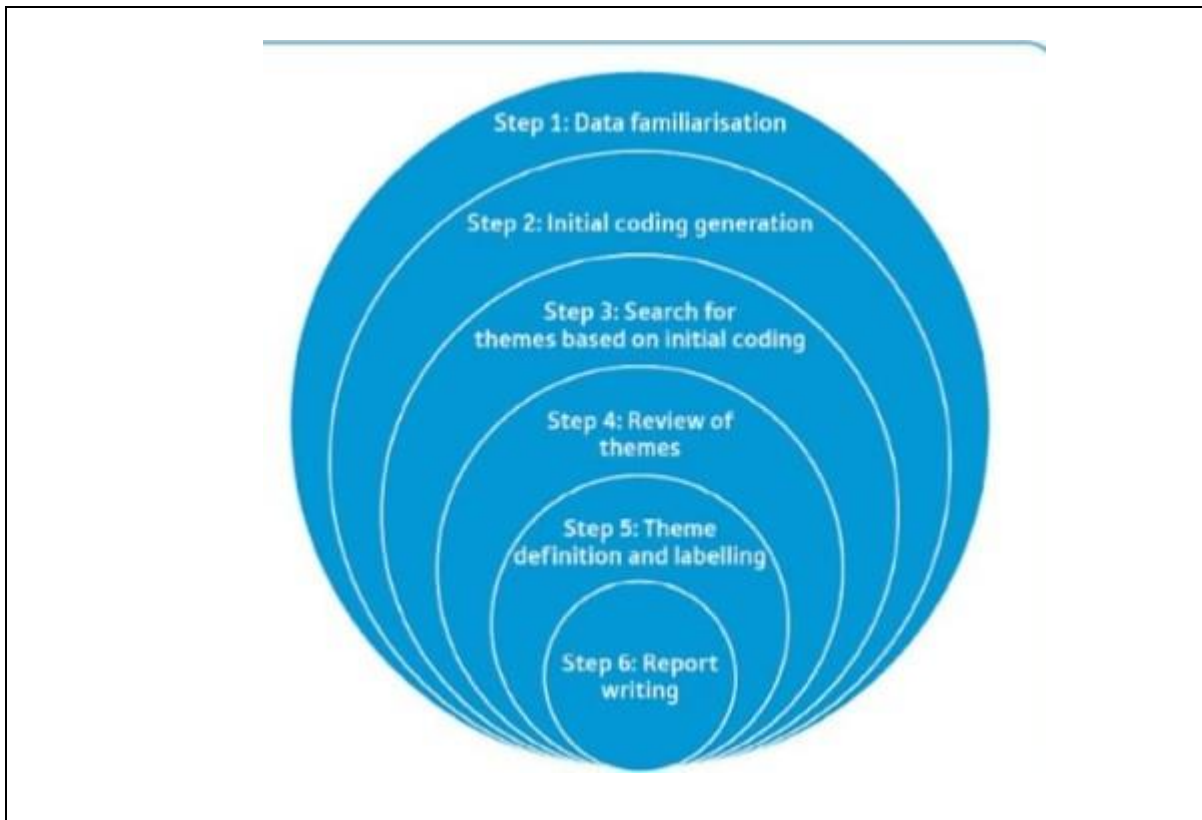
Figure 4.1: Braun and Clarke's model of thematic analysis (adapted from Braun and Clarke, 2006)

As per Braun and Clarke's model of thematic analysis, this study has followed the six sequential steps of thematic analysis as described in detail and contextualised below.

Table 4.2: Stages of the thematic analysis

Stage	Description and contextualisation of the process
Step 1	Data familiarisation: transcribing data, reading and rereading the data, noting down initial ideas. Firstly, the researcher transcribed the data that was collected from document analysis and questionnaires.

Step 2	Generating initial codes: coding interesting features of the data systematically across the entire data set, collating data relevant to each code.
	Secondly, the researcher coded the data.
Step 3	Searching for themes: collating codes into potential themes, and gathering all data relevant to each potential theme.
	Thirdly, themes were searched for in the collected data.
Step 4	Reviewing themes: checking the theme's work in relation to the coded extracts and the entire data set, generating a thematic map of the analysis.
	A spider diagram for generating themes was developed.
Step 5	Defining and naming themes: ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names of each theme.
	Themes were named as per the data collection tools.
Step 6	Producing the report: the final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating of the analysis to the research question and literature, producing a scholarly report of the analysis.
	Finally, the research report was compiled with research findings categorised into different themes.

4.8 Data Storage

The data was stored on a computer protected by a password, and the computer was kept in the self-locked, protected researcher's study room. To ensure the safekeeping of participants' data, the data will be kept for five years; after this planned period, the data will be deleted by the researcher.

4.9 Trustworthiness of Data

4.9.1 Trustworthiness

Trustworthiness refers to establishing integrity and confidence in the collected and analysed data (Lincoln & Guba, 1985). Trustworthiness was achieved through neutral data analysis of the participants' views. The researcher scrutinised the participants' perceptions before adding them to the study. All sources where data was obtained are explicitly stated and supported in the final pages of the study.

4.9.2 Measurements of trustworthiness

The trustworthiness of data has been measured with the following qualitative measurements.

4.9.2.1 Credibility

Credibility refers to the evaluation of whether the findings are credible interpretations of the participants' data (Lincoln and Guba, 1985) and focuses on the degree to which the findings make sense. Lincoln & Guba (1985) recommended that qualitative researchers use 'member checks'. In addition, under the credibility criterion, participants are given their interview transcripts and the research reports so that they can agree or disagree with the researcher's findings. Credibility is built up through prolonged engagement in the field, persistent observation and triangulation of data. Notably, the goal is to demonstrate that the research was conducted in such a manner as to ensure that the subject of the investigation was accurately identified and described and is credible to those who constructed the original realities. Furthermore, credibility emphasises striving for truth through the qualitative research process. Therefore, plausibility and accuracy are important dimensions of good qualitative research, as is the adequacy of data from the field, which should involve drawing on different data types gathered in different ways from different participants.

Like any other research, the credibility of this study is important for the results to fulfil the partial requirements of the qualification and to contribute to the field so that other researchers may use the results obtained in this study as a point of departure in an investigation of their own interests. Further, it should also be acknowledged that every researcher's goal of producing results should be characterised by credibility and reliability. Therefore, it was also important for this study to

resonate with the research culture by complying and ensuring that the results produced by this study are reliable and based on measures and methods that have been followed throughout the study to reach the conclusion.

4.9.2.2 Transferability

Transferability refers to the degree to which findings can apply or transfer to situations outside the study that generate the findings (Lincoln and Guba, 1985). In this context, qualitative researchers are encouraged to provide a detailed portrait of the setting in which the research is conducted. The aim is to give readers enough information for them to judge the applicability of the findings to other settings. For example, can the findings of the research be transferred from a specific situation or case to another? The researcher should provide enough descriptive data to allow the reader to evaluate the applicability of the data to other contexts. Educational researchers can substantially strengthen their study's usefulness for other settings by designing their studies in multiple cases, with multiple informants and more than one method of collecting data, increasing the richness of description and interpretation offered. As mentioned above, context plays a huge role in a research fraternity, scope or landscape. And noting that the study has been stationed in a South African context, it was important for this study to bear in mind the transferability criterion in order to be able to associate the findings of this study with others outside the primary context as adopted in this study.

4.9.2.3 Dependability

Dependability refers to the evaluation of the quality of the integration of data collection, data analysis and the formulation of a conclusion or theory (Lincoln and Guba, 1985). The researcher used this construct to account for changing conditions in the phenomenon under study as well as for changes in the study's design by increasing a refined understanding of the setting. Dependability encourages researchers to provide an audit trail (the documentation of data, methods and decisions about the research), which can be laid open to external scrutiny: the documentation of the research, including records of reflection and decision-making according to which the steps of the research process can be reconstructed. As part of the trustworthiness of data in qualitative research, results should be symbolised by the dependability feature. This criterion was essential to this project because it motivated the researcher to produce findings

that one could rely on without creating uncertainty.; This was achieved through the thorough and logical presentation and explanation of the results as presented in the body of the study.

4.9.2.4 Confirmability

Confirmability is a measure of the extent to which study findings are supported by the data (Lincoln and Guba, 1985). The researcher can offer a transparent and self-critically reflexive analysis of the methodology used in the research. In addition, techniques such as triangulation of data, researcher and context can be useful tools of confirmability. This implies that one should ask whether the study findings could be confirmed by another study. To comply with confirmability, it was important for this project to adhere to confirmability because research is not only based on a researcher's point of view but it should also be equated to other researchers' findings that exist in the research field. Therefore, the findings of this study are presented without any manipulations or data compromises, as this study chose to use a verbatim technique in reporting and supporting the data in conjunction with thematic analysis to supplement the validity of the data and to comply with the confirmability criterion at large, as it is important to any study in particular where a qualitative research approach has been adopted.

4.9.2.5 Triangulation

Triangulation forms the fifth criterion for ensuring the credibility and trustworthiness of a qualitative study. In context, like any other research-related term, triangulation has been viewed from different perspectives. Triangulation has also been endorsed by many researchers, especially as a new criteria and measure for the trustworthiness of a study.

Table 4.3: Definition of triangulation

Authors	Year	Definition
i. Jagadis, Shivakumar & Chiranjeevi	2023	Triangulation means that researchers take different perspectives on an issue under study or in answering research questions.
ii. Ingleby & Oliver	2008	Triangulation means that the researcher uses at least three different ways of gathering research data.
iii. Clark, Foster, Bryman & Sloan	2021	Triangulation refers to the use of more than one method or source of data to study social phenomena.

Triangulation assists in analysing and interpreting information from different angles and allows the researcher to approximate the truth (Sambeny, 2016). Therefore, it is one of the reasons why the researcher included this criterion in order to increase the credibility of the study.

Research shows that there are four common approaches to triangulation, and these are outlined as follows:

i. **Researcher triangulation** involves the engagement of multiple researchers in a study that brings together their unique insights during the inquiry.

ii. **Methodological triangulation** refers to the comparison of data collected by various means.

iii. **Data triangulation** includes seeking out as many data sources as possible in order to examine data at varying times and places as well as with different individuals to capture multiple perspectives and experiences.

iv. **Theoretical triangulation** includes approaching the research with various frameworks to facilitate the comparison of different theoretical perspectives that inform theoretical or

conceptual frameworks, data analysis and interpretation thereby framing the study's topic in context and broadening the relevance of the study.

4.10 Ethical Considerations

Initially, according to Bohane *et al.* (2023), research must be carried out responsibly, safeguarding the rights and safety of the people involved. Further, ethical research practices include obtaining participants' informed permission, protecting their privacy, and preventing unnecessary invasions of their personal space. The above researchers also stated that researchers are also responsible for adhering to local, state and federal rules (Bohane *et al.*, 2023).

Like any other research, education research must be guided by ethical considerations. The researcher has adhered to the established ethical requirements as follows.

4.10.1 Informed consent

Informed consent provides participants with clear information about their participation in a research endeavour and allows them to choose whether to participate or not (Wiles, 2013). Informed consent is an ethical principle implying a responsibility on the part of the social researcher to ensure that those involved as research participants not only agree and consent to participate in the research of their own free will, without being coerced or influenced but are also fully informed about what they are consenting to (Davies, 2006). The participants were briefed on the intended research objectives and their expectations. Their participation was entirely voluntary, with the option to withdraw at any moment without notice or explanation**.**

Informed consent in this study, as per one of the ethical standards that were adopted and adhered to, followed the steps outlined below:

- The researcher applied for ethical clearance from the University of South Africa and was successfully granted approval and an ethical clearance certificate number prior to the study being conducted.
- After the ethical clearance had been received, the researcher applied to conduct the research to the GDE, under the research and knowledge directorates. The approval was granted (see Appendix A).

- The researcher embarked on a journey to visit selected schools that were identified as research sites, whereby the principals of the chosen schools were informed about the research. With the principals' permission, the teachers at those schools were requested and invited to partake in the study. The researcher provided a thorough explanation of all research processes without intimidation. Teachers who were willing to participate in the study were requested to validate their consent through the signing of consent forms.
- The willing participants (teachers) were given consent forms and questionnaires as part of the agreement between the researcher and the participant.
- Notably, in this study, all the participants participated voluntarily; none of them were forced or blackmailed to participate in the study.
- On a positive note, in line with the research ethics, during the data collection period, all the teachers who had given their consent were supplied with questionnaires as per their preferences; some preferred the questionnaires through email and others preferred them face-to-face.
- The second phase of the data collection period of analysing official documents was also started.
- Not all questionnaires were returned to the researcher, as some of the teachers withdrew during the process. The reasons for withdrawal were not demanded from the participants as per ethical guidelines for non-participation and withdrawal.
- The collected data were analysed as reported by the participants using verbatim techniques and categorised and analysed into different themes.
- The data from the participants was discussed and linked to the existing literature.
- The data was summarised, and recommendations and conclusions were provided at the end of the study.

4.10.2 Confidentiality and anonymity

Confidentiality and anonymity refer to the researcher's obligation to keep participants' identities confidential if they so desire so that they are not personally recognisable in any outputs generated by the researcher (Storey & Scheyvens, 2003). In contrast, anonymity refers to the certainty that individuals cannot be identified by obscuring or concealing their traits (Lewis-Beck *et al.*, 2004). Participants can also be protected by ensuring their anonymity. This means that individuals who

participate should not be personally identified in any published findings from the research (Denscombe, 2021). Another way to respect the rights of the participants is to treat the data as confidential. The researcher ensured that participants' identities were not disclosed without their agreement**.**

In the context of this study, confidentiality as a research principle that was adhered to was observed and compiled through the following:

- The researcher ensured that the teachers' identities, such as names, age, gender, and location, were not revealed to protect them from any harm or identification that was going to arise in any form.
- The researcher kept his promises by ensuring that the collected data was used for research purposes only and that, out of all the data that was used in this study, none of it was used for personal use or consumption.
- The schools that have been represented by the teachers were not identified to protect them from any risk that may arise.

4.11 Conclusion

Like the other chapters, Chapter Four started with an acknowledgement of the previous chapter and what was covered in that chapter. The aims and purposes of the chapter were then given, along with details on how the study was conducted, focusing on the methodology and design context of the study. Therefore, the fourth chapter was based on the research methodology and design housing the topics, including the research approach that was employed in the study, in this case, a qualitative research approach. The researcher fully justified the reason for the employment of the qualitative research approach out of all other approaches that are found in the research family. The research philosophy that was employed in this study was discussed in detail with substantiated reasons.

In addition, the chapter also explained and motivated the reason for the selection of a case study design and gave an overview of the data collection tools and methods that were used. The questionnaires and document analysis were described thoroughly as the tools that were used to collect and gather data. Thematic analysis was also described as the chosen data analysis method. Population and sampling techniques were also motivated, and the chapter described

and justified the purposive sampling technique used as well as the selection of the sample teachers or participants. An explanation of how the data will be stored for future reference was also given, and the measures for measuring the trustworthiness of the data were discussed, including credibility, dependability, transferability and confirmability. The ethical considerations that were adhered to were outlined, which included informed consent, confidentiality, and anonymity. This chapter is followed by Chapter Five.

CHAPTER FIVE

RESEARCH FINDINGS AND DISCUSSION

5.1 Introduction

The previous chapter was centred on the research methodology and design of the study. The focus of this study is on the research findings and discussion. The main aim of this study was to explore the Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum. This study aimed to analyse the perspectives of teachers on the integration of entrepreneurship education into the Business Studies Grade 10 curriculum. It also describes how teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum and outlines strategies that teachers can employ to teach entrepreneurial education in the Business Studies Grade 10 curriculum. Drawing from the above-outlined objectives, it has been acknowledged that Business Studies teachers are the primary targeted audience of this study – it is imperative for them to understand the dynamics of the subject that they are teaching regarding the developments and supplements that might be needed for the betterment of the Business Studies curriculum.

The previous chapter described how the study was conducted and the procedures that were followed in selecting the participants and elaborated on the methodology that was used and the ethical standards that were adhered to when conducting this study. This study used a case study design. The primary aim of the case study design is to narrow down a very broad field of research into one or a few easily researchable examples. In the case of this study, two data collection tools were used, namely document analysis and questionnaires. The participants of this study were the Grade 10 Business Studies teachers. This group of teachers was purposively selected from their respective schools with the aid of their departmental heads of the selected schools. The researcher visited each school referred to as a research site to engage with the participants face-to-face. During this engagement, the participants were informed about the purpose of the research, participants' expectations, risks associated with this research, the benefits and the processes of the whole study, and ethical standards that have guided this study.

This chapter focuses on the presentation of the findings emerging from the analysis of data which was analysed through thematic analysis with the integration of participants' verbatim quotations. As outlined and enlightened in the previous chapter, the participants were purposively selected because they were teaching Business Studies which aligned with this study since it was based on the perspectives of Grade 10 teachers. The participants of this study were all located in the Ekurhuleni North District as the schools in which they were working fall under this jurisdiction. Out of the eight sampled teachers, two teachers were teaching Business Studies and EMS, while six teachers were only teaching Business Studies from Grades 10–12.

In the context of this study, 10 Business Studies teachers were invited. However, eight of the 10 teachers responded productively by consenting to their availability by signing the consent forms and filling out the questionnaires. The two participants who ended up not participating in this study did not provide any reasons, however, as per ethical standards, they did not have to give their reasons. As mentioned in the above paragraph, this study was triangulated through document analysis and the use of questionnaires. The most consulted document was the CAPS. The researcher purposively selected the content that was aligned with the research objectives of this study and this document was examined thoroughly and the data selected was relevant and appropriate to this study. As mentioned, the second method used to collect data was questionnaires. Questionnaires were formally sent to the targeted teachers in the form of emails. The questionnaire consisted of 17 questions excluding the first page where participants were expected to fill in their biographical including their name, age, gender, teaching subject, highest qualification possessed and number of years of teaching experience they have.

5.1.1 Participants' understanding of entrepreneurship

The study had eight participants who were all Grade 10 Business Studies teachers – five teachers were females and three were males. They had a vast amount of teaching experience except for the one teacher who had recently joined the field. The participant who had the most years of teaching experience had 30 years and at the time of the study served as a deputy principal in a top-performing township high school in the Ekurhuleni North District. As outlined earlier, all the teachers who participated in this study were teaching Business Studies; however, some taught EMS as well in the senior phase. The youngest teacher was 24 years old.

As the sole focus of the study, the teachers were asked about their understanding of the term 'entrepreneurship' and their responses were documented verbatim as follows:

Teacher A: *[Entrepreneurship helps learners] to be able to identify business opportunities, prepared to become businesspeople, self-employed and creating sustainable employment opportunities.*

Teacher B: *Entrepreneurship [is] the person starting a business.*

Teacher C: *[Entrepreneurship is] someone starting their own business by identifying a gap in the market.*

Teacher D: *What I understand by the concept is that entrepreneurship is basically a process of identifying an opportunity and taking calculated risks to execute it successfully.*

Teacher E: *[It is] the task of setting or starting up a business, taking risk with the hope of making profit.*

Teacher F: *Entrepreneurship is the art of establishing a business venture, one that is sustainable, bearing all the complexities that come with running a business. I believe it is the journey undertaken by the entrepreneur to create value while the outcome of making profits is uncertain.*

Teacher G: *Entrepreneurship is the process of venturing into business.*

Therefore, one would argue that Grade 10 Business Studies teachers viewed entrepreneurship from different perspectives.

5.1.2 Teachers' profiles

Table 5.1: Teachers' profiles

Teacher	Highest qualifications	Gender	Age	Years of teaching experience
Teacher A	B.Ed	Male	28	4 years
Teacher B	BBA & PGCE	Female	43	3 years
Teacher C	B.Ed (Hons)	Female	59	30 years
Teacher D	B.Ed (Hons)	Female	42	14 years
Teacher E	B.Ed	Female	31	7
Teacher F	B.Ed	Female	24	1
Teacher G	B.Ed (Hons)	Male	29	6
Teacher H	B.Ed	Male	35	10

The teachers' response rate was positive, given that out of the 10 teachers who were given questionnaires, eight were available and returned consent forms and emailed back their responses. According to the profiles of teachers, more female teachers are teaching Business Studies than male teachers. Many of these teachers hold the minimum professional teachers' qualification which is a BEd. Therefore, all the sampled teachers were fully qualified. The youngest teacher was 24 years old which shows that young teachers are joining the teaching profession every year.

5.2 Data Presentation: Document Analysis

The findings addressing the research objectives are based on the results of the document analysis and the questionnaire. Table 5.2 presents the themes that emerged from the document analysis.

Table 5.2: Themes and sub-themes emerging from the document analysis

Research Question	Theme	Sub-theme
How do the teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum?	**Theme 1:** Lack of identified teaching approaches Time allocation	**Sub-theme 1.1:** Time allocation
What strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum?	**Theme 2:** Assessment, and resources	**Sub-theme 2.1:** Assessments and forms of assessments **Sub-theme 2.2:** Resources and requirements to offer Business Studies as a subject

5.2.1 Theme 1: Lack of identified teaching approaches

The below findings were extracted from the annual teaching plan (ATP) for Grade 10 Business Studies that is currently used by the teachers of the GDE. The ATP (2023) revealed that there is a lack of explicit entrepreneurship education that is being covered in the Grade 10 Business Studies curriculum. However, the learners are exposed to entrepreneurship content during forms of ownership and business plans in Grade 10 in terms 2 and three. The above results are not in line with the CAPS which shows that in Grade 10, learners should be introduced to entrepreneurship with a focus on entrepreneurial qualities.

5.2.1.1 Sub-theme 1.1: Time allocation

According to the CAPS (DBE, 2011), the teaching time for Business Studies is four hours per week, per grade (Grades 10, 11 and 12) on the timetable. In the context of this study, this result entails that entrepreneurship should be featured in that four hours per week under the broad topic of business ventures. The results revealed that under the Grade 10 Business Studies curriculum, entrepreneurship remains a marginalised sub-topic as it is featured accidentally or covered on a small scale and not enough attention is given to it except for the focus on entrepreneurial qualities. In reference to the structure of topics as per the CAPS (2011), it is evident that entrepreneurship is being covered in term 2 as a once-off-topic until the learner reaches Grade 11. The Grade 10 Business Studies learners are exposed to entrepreneurship-related content such as forms of ownership (sole proprietor, partnership, definition, characteristics, advantages, disadvantages, differences (comparison) between the forms of ownership) in term 2, week 6 between 22–26 May over five school days. During this learning and teaching process, teachers should have textbooks, chapter 10 notes, 2023 exam guidelines, newspaper articles, the internet, magazines and other audio-visual media. In addition, the ATP instructs that during this study, teachers should assess learners through informal assessments that include class activities and home activities.

5.2.2 Theme 2: Teaching approaches, assessment, and resources

According to the CAPS (2011) for Business Studies, there is a lack of documented teaching approaches for teaching every topic under Business Studies. In the CAPS (2011), there is a case study which is classified as an assessment strategy; however, in the context of Business Studies, case studies have the versatile function of serving as both teaching methods and assessment strategies. Therefore, one could argue that the case study that was adopted in this study has been used as a teaching strategy.

5.2.2.1 Sub-theme 2.1: Resources and requirements to offer Business Studies as a subject

Primarily, the results revealed that Business Studies is a non-fundamental subject. Therefore, it remains a school choice whether the subject is offered or not, which also that add makes it a school's responsibility to provide teachers and learners with adequate resources that may be

required during the study. According to the CAPS (2011), each learner should have a textbook, stationery, and other relevant resources. However, in classroom context, or practice, it has been found that most learners or schools have a shortage of textbooks. On the other hand, CAPS entails that the teacher, or every teacher should have a variety of textbooks for reference, a partnership's articles of association, legislation documents, memorandum of incorporation, specimen of contract forms, bank brochures, business and financial magazines, corporate social responsibility policy –any company and the king code of governance for South Africa 2009. On the contrary, not all documents that have been documented in CAPS, that teachers have in their teachers' files.

5.2.2.2 Sub-theme 2.2: Assessments and forms of assessments

The Programme of Assessment for Business Studies in Grades 10, 11 and 12 comprises seven tasks, which are internally assessed. Of the seven tasks, the six tasks, which are completed during the school year, make up 25% of the total mark for Business Studies, while the end-of-year examination is the seventh task and makes up the remaining 75%. Tests –two tests, written under controlled conditions are prescribed for Grades 10-12. These tests should adhere to the following: they should be completed by all classes in the same grade on the same day; all learners write the same test under examination conditions; questions must comply with year-end examination standards and the duration of each of these tests should be at least one hour for 100 marks. In Business Studies, the following forms of assessment are preferred, although they are not the only ones that may be used, projects, oral presentations, case studies, reports, tests, data responses and examinations. The project is mandatory in all grades. Only one project per annum is recommended per grade.

- **Document analysis**

The below results have been obtained through an analysis of the official documents including the CAPS and accredited publications from renowned scholars in the commerce field. According to the Business Studies CAPS (DBE, 2011), the results revealed that the teaching of entrepreneurial education as a topic that is currently integrated into Business Studies as a school subject is grounded on a case study teaching method. Notwithstanding that, in the context of Business Studies, the case study method is commonly used as both a teaching strategy and

assessment form. The CAPS (2011) has outlined the following merits and qualities of the case study method.

- Case studies are a very good way of keeping the subject up-to-date and relevant.
- Learners are presented with a real-life situation, a problem or an incident related to the topic.
- They are expected to assume a particular role in articulating the position.
- They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or set of problems.
- Learners have to read and listen, digest the information and then make informed decisions.

A case study teaching method is not only used in Business Studies but also even in sisterhood subjects such as EMS and Accounting. This has been confirmed by the benefits of the case study as a teaching strategy. Van Wyk and Tshelane (2016) described the benefits of the case study which included providing learners with opportunities to read, communicate, write and reflect on the learning process. The following general steps can be applied in using case studies.

- Identify and select a specific case study for the topic of the lesson.
- Make sufficient sources available for the learners to read and complete the task or assignment.
- Introduce learners to the case study and give them enough time to study it.

Below are examples of case studies that are used in Business Studies taken from the DBE Business Studies Grade 10 exemplar.

Figure 5.1: Example 1

In the above case study, teachers have provided learners with case scenarios of Nicky Manufactures, therefore learners are expected to apply the Business Studies content knowledge in responding to the given case.

Figure 5.2: Example 2

This is the second case of Phindi Spaza Shop, based on the given scenario, learners are expected to name any two sources of finance in the scenario above and distinguish between fixed capital and working capital. The third exemplar of the case study is about Lungi Travel Agency. Based on the scenario, Grade 10 Business Studies learners will be required to read the scenario and name the business sector in which the business operates.

Read the scenario below and answer the questions that follow.

LUNGI TRAVEL AGENCY (LTA)

Lungi Travel Agency provides transport services for local tours. She has a vision to expand her business to become a national travel agency.

Fast Travel Agency is one of LTA's strong competitors because they offer tours at 50% discount if their services are used.

2.3.1 Name the business sector in which LTA operates.

2.3.2 Identify components of TWO business environments in the scenario above. Classify them according to EACH environment.

Use the table below to present your answer.

COMPONENTS	BUSINESS ENVIRONMENTS

Figure 5.4: Example 3

This is another example of the case study of Khethenhle Fisherman in which Grade 10 Business Studies learners have to identify TWO components of the marketing mix from the below scenario.

Read the scenario below and answer the questions that follow.
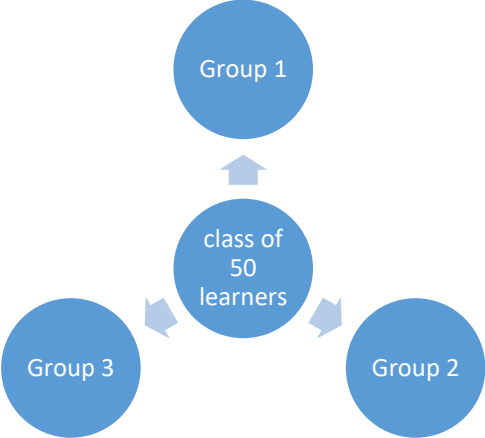
KHETHENHLE FISHERMAN (KF)

Khethenhle Fishermen specialises in fishing and supply local restaurants. KF marketing plan considers what the community wants. They also charge fair prices for products offered. KF is currently the most successful fishing business in the area.

2.2.1 Identify TWO components of marketing mix (7 Ps) from the scenario above. Motivate your answer by quoting from the scenario. (6)

Table 5.3 shows the research findings for 'How do the teachers teach entrepreneurial education in Business Studies Grade 10 curriculum?'

Table 5.3: Research findings under this theme	
Source of information motion	Research findings 'How do the teachers teach entrepreneurial education in Business Studies Grade 10 curriculum?'
Ogina (2022)	Given that entrepreneurship remains a sub-topic in the Business Studies curriculum in Grade 10, Ogina (2022) discovered that Business Studies teachers use various teaching strategies in teaching Business Studies. Group discussion In the case of teaching entrepreneurship topic, the teacher thoroughly plans for the group discussion. The purpose of the discussion method is to increase knowledge and skills through the collective sharing of ideas and expression of views on the topic. In using this strategy, teachers provide a topic that is meaningful for the class. All learners must fully participate in the group discussion. Teachers have to provide learners with opportunities to express their ideas in the discussion. Group 1 class of 50 learners Group 3 Group 2

	Situational teaching approach
	During this approach, the teachers use the approach depending on the situation. To a lesser extent, this teaching approach may be associated with a case study, given that learners are exposed to certain situations whereby they are expected to be in the business owner's shoes and suggestions on how they would deal with that particular case or situation. Unfortunately, this approach is not only limited to teaching Business Studies, taking into consideration that this approach may also depend on the subject content and the type of learners being taught. However, the major advantage of the situational approach is that is flexible.
	Presentation and participative approach
	These approaches are synonymous and they allow learners to play a role by sharing ideas and thoughts with peers and the class as a whole.

5.2.3 Theme 3: Teaching approaches

As mentioned, this theme answers the research question: what strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum? At first glance, since entrepreneurship is not presented as a secondary school subject in South Africa, the only subject where there is a direct link with entrepreneurship development is Business Studies (Meintjes, Henrico & Kroon, 2015). Therefore, the following teaching strategies have been presented as sourced from the literature with a strong belief that they can be used by Business Studies teachers in teaching entrepreneurship topics. The teaching methods that can be employed by teachers should be learner-centred rather than teacher dominance. As a result, the strategies that have been gathered are learner centred. According to Van Wyk and Tshelane (2016), the purpose of the learner-centred approach is to place the learner at the centre of the teaching and learning experience. Further, learners must take control of their own learning with the support of the teacher. In line with one of the objectives of this study which was to outline strategies that can be employed by teachers in teaching entrepreneurial education in Business Studies, Majola (2020) outlines the learner-centred approaches to teaching Business Studies in Grades 10–12 as shown in Table 5.4.

Table 5.4: Learner-centred approaches	
Source of information	Strategies (learner-centred) as outlined
Majola (2020)	**Learner-teacher (learner as a teacher)** During the adoption of the above strategy, a Business Studies teacher will give one or two learners a topic a day before the lesson to explain to other learners and facilitate learning by providing and illustrating examples. They can ask other learners a question or vice versa.
	Learners as designers of teaching and learning aids According to the above-outlined strategy, a Business Studies teacher can ask learners to choose a topic from the book and design a chart with a mind map with the use of pictures. Pictures must be relevant to or explain the chosen topic. The chart must summarise the whole topic without being explained.
	Group discussion According to Majola (2020), in employing this strategy, a teacher can give learners a topic to discuss in groups, where a teacher uses cooperative learning. Cooperative learning is defined as a method whereby learners work together to ensure that all members in their groups have learnt and gained the same knowledge, skills, attitudes and values on a particular topic (Van Wyk & Tshelane, 2016). Learner teams-achievement divisions, Jigsaw method and group investigation are techniques used to divide learners into groups. Majola (2020) further indicated that learners who are doing Business Studies can be given a task to visit a business to conduct research and write a report on this business.
	ICT as an aid to teaching and learning In applying the abovementioned strategy, a Grade 10 Business Studies teacher can use technology and create instructional videos and interactive lessons,

	given that in this 21st century, more and more learners are being exposed to gadgets and the internet. In addition, learner-centred approaches encourage the exploitation of the opportunities that are provided by ICT and the Internet.
	Project-based learning Majola (2020) indicated that the project-based learning method is a unit which involves various types of selected activities. He further revealed that the project is completed in a social environment and through cooperation and by performing objective-based activities. In teaching Business Studies, the teacher can facilitate learning content for the learner through the project-based learning method in order to help learners understand the content on their own.
	Case studies As described in the above theme (see theme 2), the teaching of Business Studies content is case study oriented. Majola (2020) indicated that in Business Studies, a case study could be, for example, about the success of a particular business in a community. The main characteristic of a case study is that the scenarios apply the concepts learnt in the classroom to the 'real life' situation which are presented in narrative form and often include problem-solving, links to some course readings or raw materials and discussions by groups of learners or the whole class. Majola (2020) has outlined six steps to be followed when using the case study in Business Studies class as follows: Give the group enough time to read and think about the case. Introduce the case and give some instructions on how to approach it, and how you want learners to consider this problem. Form groups and monitor them to be convinced that all the learners are involved in the discussion. Make groups present their solutions.

| | Ask questions for clarification and to move the discussion to another level.

Synthesise issues raised. |
|---|---|
| | Business Games and Simulation

Simulation is the learning process through which the learner is the main player while the teacher is the provider of content (Majola,2020). Putting this method into practice in particular in teaching Business Studies, a teacher can have each sector of the business represented and have class discussion about the way forward in a cocktail party simulation. |

5.3 Research Findings from Questionnaires

5.3.1 Raw data from questionnaires

i. **What are the challenges you are facing in teaching entrepreneurship to Grade 10 learners?**

Teacher A: The challenge I face is that in some cases learners who take this subject in Grade 10 are the learners who feel demotivated or struggle in other subjects such as physical sciences, it becomes a challenge to get these kind of learners to work. Some learners take the subject simply because it is deemed as the easy way out. The biggest challenge for me is teaching an overcrowded class. It becomes so challenging to keep track of each learner`s progress in the classroom.

Teacher B: Too abstract for learners, they cannot relate content to real-life situations.

Very difficult to make learners understand how the legislation of the country is infused and impacts on businesses as employers and employees as well. It is also not use friendly to make learners understand that Business Studies can bring changes into their real lived society or communities challenges.

Teacher B: It is difficult to make learners realise that entrepreneurship can address the social ills that today's youth are facing and the possibility of reducing challenges such as substance abuse, crime and poverty and unemployment.

Teacher C: As much as the GDE is providing us with the notes, the school is not printing these notes, so I am forced to send them via WhatsApp to the learners. The big challenge is that they lose focus

once they touch their phones. Beside the lack of instrumental resources we are faced with learners that have lost interest in education. They are no longer motivated to study. They only want to take shortcuts. That makes it difficult for a teacher.

Teacher D: Currently I can only make a suggestion that all our classes should have a smart board as this simplifies teaching and learning for learners because I can PowerPoint presentations and also play videos for them. Other than this, we do not have any challenges. Absolutely no challenges as it is an integration of some of economics content.

Teacher E: Our curriculum is too full of work instead of focusing on specific work; we can cut out of work and focusing. Not everyone is interested in working for themselves and that is due to a lack of passion and will to succeed. The ATP is filled with topics, which can also be removed.

Teacher F: Overcrowded classes and lack of support to host market days makes it difficult to equip learners with business skills. Learners are not fully exposed to entrepreneurship.

Teacher G: There are minimal obstacles encountered due to the limited inclusion of entrepreneurship in the syllabus, as it comprises only a single chapter. Challenges faced by teachers in teaching the subject are incompetent teachers, limited teaching resources, poor teaching pedagogies and poor learner and teachers attitudes towards the subjects. Learners understand Business Studies as an easy subject, therefore their attitudes towards the subject lacks determination and hard work.

Teacher H: overcrowded classrooms for Business Studies, excessive workloads. Business Studies has a lot of content to be covered. Learners not yet familiar with content. Learners are still new in the phase; they lack vision, purpose and dreams. Lack of proper emphasis in Business Studies of EMS in GET phase.

ii. **What teaching resources or materials are required by Business Studies teachers to teach the topic of entrepreneurship effectively?**

Teacher A: Besides the textbook, teachers need to be well vested in current affairs, new developments in the corporate world. This allows for one to give real time and relatable examples in class.

Teacher C: The notes from the DBE are very helpful but I think we also need to expose our learners to the practical part of this topic like having guest for motivation and take them to visit the businesses. Yes from the DBE and subject advisor we do, but the school not enough. On top of the notes, we will like to have young entrepreneur visiting the school and having our learners visiting the businesses for them to understand how it is done in real life.

Teacher D: you only need handouts, which we call Notes and obviously a lesson plan and ATP.

Teacher E: I think it is up to the teacher as you can teach with a chalkboard and examples of business plans. It is however an advantage to be equipped with a projector, laptop and sound to be able to show live videos etc.

Teacher F: Textbook, notes/handouts and financial resources.

Teacher G: Prescribed books, YouTube videos, business case studies, and other relevant approved materials from the Department of Education.

Teacher H: Entrepreneurship play cards (Game), textbook, projector to show videos. Related articles.

iii.   Why it is important to teach entrepreneurship in schools?

Teacher A: It is important to teach entrepreneurship in schools because the skill and knowledge of entrepreneurship affects every aspect of the economy and the livelihood of every civilian. As a result of having this knowledge a vast majority of societal issues can be address and curd the current dependency on government faced in SA. This subject teaches people / learners ways to solve their own problems.

Teacher B: Learners should be taught to become entrepreneurs and employers and be self-reliant rather than waiting to be employed. Entrepreneurship can enable learners to be active participants in the economy of the country, and develop them into bigger business people who can venture into global businesses.

Teacher C: With our SA economy that is not doing good it is hard to get a job, but if we teach our learners on how to start their own businesses, they can study towards the goal of creating jobs.

Teacher D: It is important because our country is faced with many issues one being unemployment so the knowledge taught can ensure that learners opt for opening businesses to create jobs than looking for jobs which are not even there.

Teacher E: So that we can equip our learners to be able to start their own business one day despite our countries economic situation.

Teacher F: To equip learners with necessary knowledge, skills and experience needed to make them employable citizens or employers.

Teacher G: The study of entrepreneurship facilitates the development of learner skills to assume responsibility for what they do and make choices guided by their personal thoughts and principles. This can facilitate the cultivation of an awareness of responsibility and power, hence yielding potential advantages in both personal and professional domains. In order to acquire these abilities,

it is imperative for learners to be provided with exposure to entrepreneurial prospects and are afforded the opportunity for hands-on instruction at an early stage in their elementary education.

Teacher H: Because the outside world demand for entrepreneurs,.with the high rate for unemployment. Learners need skills, knowledge of how to start their own businesses.

iv. **What role is being played by Business Studies as a school subject in preparing the learners for future opportunities?**

Teacher A: The subject opens up learners to a world of entrepreneurship and depending on the teacher, learners aspire to become future entrepreneurs and work in the corporate world. The subject unearth entrepreneurial skills from learners.

Teacher B: Prepares learners for workplace and understand the world of work and provides an idea of the real expectations in businesses and as work places.

Teacher C: It is giving our learners ideas and also equipping them to think of themselves as employers not employees. It is equipping them on how to go about starting and running your own business. It will teach them to also invest in their communities.

Teacher D: Currently there is a competitions that learners participate in like the Financial Sector Conduct Authority financial literacy challenge which teachers and exposes our learners to ways to manage money and how to run businesses. The chapters that learners do like business plan teach learners how to prepare a business plan, which is something they can adopt in future.

Teacher E: It could be improved by streamlining the work done and continuing it to Grade 12.

Teacher F: It prepares learners on the fundamentals of business as a study and career to pursue.

Teacher G: Gain and use business knowledge, skills and concepts to succeed in changing circumstances. take chances, create possibilities and solve problems creatively while respecting others 'rights and the environment. Use basic leadership and management abilities to attain corporate goals with others. Be lifelong motivated, self-directed and reflective.

Teacher H: Prepares learners with structured knowledge and skills necessary for them to participate in the real world.

v. **What is your opinion about the current state of entrepreneurship education as a theme that is being covered in Business Studies?**

Teacher A: I am of the view that the state of entrepreneurship education in our schools is mistaken for theory of entrepreneurship. Having taught Grade 11 and 12 Business Studies, it is concerning

that no actual entrepreneurship takes place throughout the FET level. We just bombard learners with theory upon theory and they never get a chance to experience real entrepreneurship nor mingle with at least an actual entrepreneur as part of curriculum scope. It is unlike with science subjects where they can do lab activities and see the practicality of their subject.

Teacher B: The curriculum should include entrepreneurship as a topic to be a standalone topic of the syllabus in the FET phase than being part of EMS component, but rather be a topic that goes up to Grade 12 syllabus which may give learners broader opportunities to choose to specialise in entrepreneurship as a subject of choice. Very relevant and current to the day-to-day experiences though content too broad

Teacher C: I believe they are not doing entrepreneurship justice since they only cover one topic. And we have it as a course at university level.

Teacher D: my opinion is that this content should be covered even the lower grades because the economy belongs to business owners to create jobs and fix social issues.

Teacher F: It does not give enough opportunities for learners to explore entrepreneurship but rather theory of managing a business. The curriculum is the foundation of business management's basic content. It introduces learners into business content and terminology.

Teacher G: The subject encompasses ideas, theoretical frameworks, and practical applications that serve as a foundation for the advancement of innovative business endeavours, the establishment of sustainable firms and the promotion of economic progress. The course lacks sufficient depth and fails to significantly influence learners in recognising their entrepreneurial qualities. Furthermore, there is a notable absence of actual application in real-life business scenarios.

Teacher H; new resources are crucial with updated knowledge as well as statistics to emphasise importance of entrepreneurship especially in South African context. Grade 10 curriculum teaches necessary skills learners need to act responsibly in the real world, however no much focus on entrepreneurship as the world demands.

vi. What is your attitude toward entrepreneurship education that is integrated into Business Studies?

Teacher A: I am of the view that the state of entrepreneurship education in our schools is mistaken for theory of entrepreneurship. Having taught Grade 11 and 12 Business Studies, it is concerning that no actual entrepreneurship takes place throughout the FET level. We just bombard learners with theory upon theory and they never get a chance to experience real entrepreneurship nor mingle with at least an actual entrepreneur as part of curriculum scope. It is unlike with science subjects where they can do lab activities and see the practicality of their subject.

Teacher B: I feel very strong that entrepreneurship be integrated into Business Studies in order to prepare and enable learners to decide to become future entrepreneurs.

Teacher C: It is well structured, the content is divided into four main topics which are business environment; business venture; business roles and business operations, that makes it useful for teaching and learning. As I said in the above question, we need to have more information or topics on entrepreneurship to keep our learners interested in the topic.

Teacher D: My attitude is a positive one as I enjoy teaching the subject.

Teacher E: Not enough focus on entrepreneurship on its own. We need more focus on this topic.

Teacher F: It is a good subject but it would be more beneficial if it was practical to all learners to acquire entrepreneurial skills.

Teacher G: I possess a really optimistic outlook. As an teacher specialising in commerce subjects, I consistently endeavour to provide comprehensive explanations regarding the potential career pathways available to learners pursuing Business Studies and Accounting. Individuals in this context have the potential to assume leadership roles within the business sector or pursue careers as business strategists inside prominent and prosperous organisations.

Teacher H: I think more focus should be directed to entrepreneurship education. I am happy about it as it makes learners relevant.

vii. **Do you receive adequate support from the DBE or subject advisor/principal in teaching entrepreneurship as the topic that is being integrated into Business Studies?**

Teacher A: The support is adequate though it can be improved. I feel that more support is given to Grade 12. If such support can be given to Grade 10 and 11, the results in Grade 12 would be outstanding. For me the biggest support Grade 10 teachers can get if workshops on setting quality question papers. If teachers are bale to set good quality papers in Grade 10 learners, become familiar to structure of writing in Business Studies. I think we also need more excursions for Business Studies. This exposes learners to the real corporate standards.

Teacher D: Yes the support is definitely given to all teachers.

Teacher E: from the principal yes, but the dept can always assist in promoting it more. The curriculum needs to be looked at in order to make more time and have more focus on entrepreneurship and take certain parts out of the ATP.

Teacher F: Yes there are workshops but they focus is on Business Studies rather than entrepreneurship.

Teacher G: Yes the relevance of the information primarily pertains to academic matters, as it is primarily discussed and addressed at Professional Learning Group meetings, PLC (Professional Learning Community) meetings and SSIP (Secondary school improvement programme).

Teacher H: Not certain yet, but usually advisors focus on subject as a whole, no specific topic. Adequate resources, more time to cover the chapter in detail (in ATP/permission for entrepreneurial visits).

viii. **In your view, what can be done by the Business Studies teachers to promote entrepreneurship at the school level?**

Teacher A: I feel that our learners learn best when they see the practicality of what they are taught in class. So, to promote entrepreneurship in schools' learners need to see more of their teachers venturing into entrepreneurship and also promoting the subject in the lower grades as a viable means to learn entrepreneurship rather Business Studies being the easy way out if one is not taking science route.

Teacher B: It must be included as a compulsory topic within the subject itself, schools must embrace, encourage and support the entrepreneurship and not be seen as a part of content only in EMS at senior phase, but be taken seriously in FET phase as an examinable subject

Teacher C: We can create interest in learners by having them talking to young entrepreneurs that are going to motivate them.

Teacher D: We need workshops to be supported and visited in classes to be seen if we teach correctly. Simply teach every chapter with examples. This will help learners to fall in love with the subject.

Teacher E: Make the subject interesting and encourage your learners to be wanting to learn more about starting their own business.

Teacher F: Exposure to Small, Medium and Micro Enterprises (SMMEs) that give learners opportunities to meet entrepreneurs. Create market/entrepreneurship days so that learners can experience the feel of being and entrepreneur/running a business.

Teacher G: the transition from the ninth grade to the tenth grade is significant. Frequently, the material can be perplexing for individuals in the process of acquiring knowledge. Business Studies, as a discipline, is primarily characterised by its theoretical nature. The assistance that is required pertains to the inclusion of additional practical exercises within the syllabus. Learners would greatly

benefit from increased access to educational tours and boot camps that facilitate direct engagement with real businesses. Such experiences would foster a deeper grasp of the daily challenges and operations that businesses encounter. The implementation of a project that facilitates learner engagement with enterprises and enables study on business-related topics has the potential to foster entrepreneurship within educational institutions. This will facilitate learners in discovering their entrepreneurial attributes as they progress through the curriculum.

Teacher H: Use the unemployment statistics as a tool to motivate entrepreneurship and focus more on the practical part of it.

5.4 Data Presentation: Questionnaires

Table 5.5 below presents the themes and sub-themes that emerged from the data collected through the questionnaire from the Business Studies teachers.

Table 5.5: Themes and sub-themes emerging from the questionnaire

Main Research Question	Theme	Sub-theme
What are the Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum?	**Theme 1:** Importance of teaching entrepreneurship in schools.	**Sub-theme 1.1:** Teachers' perspectives on the proposal for separating entrepreneurship education from Business Studies. **Sub-theme 1.2:** Teachers' attitudes toward entrepreneurship education. **Sub-theme 1.3:** Teachers' understanding of entrepreneurship education.

Sub-questions	Theme	Sub-theme
i. What are the views of teachers regarding integrating entrepreneurship education into the Business Studies Grade 10 curriculum?	**Theme 2:** Role of Business Studies as a school subject in preparing the learners for future opportunities.	**Sub-theme 2.1**: Current state of entrepreneurship education. **Sub-theme 2.2:** Teachers' support in teaching entrepreneurship education. **Sub-theme 2.3:** Misconceptions about entrepreneurship education. **Sub-theme 2.4:** Challenges of teaching entrepreneurship in the Business Studies curriculum.
ii. How do the teachers teach entrepreneurial education in Business Studies Grade 10 curriculum?	**Theme 3:** Teaching approaches.	**Sub-theme 3.1:** Teachers' adoption of educational theory. **Sub-theme 3.2:** Resources used in teaching entrepreneurship.
iii. What strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum?	**Theme 4**: Ways of promoting Business Studies at the school level	

The following themes and sub-themes that emerged from the questionnaire are presented in the following section substantiated by verbatim quotations.

5.4.1 Theme 1: Importance of teaching entrepreneurship in schools.

The results revealed that teachers show a positive stance regarding the importance of teaching entrepreneurship in the Business Studies curriculum. Teachers endorse the integration of entrepreneurship into the school curriculum. As a result of having this knowledge, a vast majority of societal issues could be addressed and cared for by the current dependency on the

government in South Africa. The above notion was also approved by Teacher B who claimed that learners should be taught to become entrepreneurs and employers and be self-reliant rather than waiting to be employed. Furthermore, Teacher C supported the importance of teaching entrepreneurship by saying that with our economy the way that it is, it is hard to get a job, but if we teach our learners how to start their businesses, they can study towards the goal of creating jobs.

> *It is important to teach entrepreneurship in schools because the skill and knowledge of entrepreneurship affect every aspect of the economy and the livelihood of every civilian.* (Teacher A)

> *I have always taught my learners that you decide your own fate and that they should be using entrepreneurship to find a unique opportunity.* (Teacher F)

5.4.1.1 Sub-theme 1.1: Teachers' perspectives on the proposal for separating entrepreneurship education from Business Studies

The results showed a conflict and inharmonious stance among teachers regarding their perspectives on the proposal for separating entrepreneurship education from Business Studies. According to Teacher A, there is no need to separate the two subjects as they are interlinked, instead, entrepreneurship education can be a practical subject for business while Teacher B said, *"I believe that it should be separated".* In contrast (Teacher C) shared the notion *"I do not think it should be separated because that will question the Business Studies purpose as a subject".*

Business Studies only covers the qualities of the entrepreneur but if entrepreneurship is designed as a standalone subject, it can cover more to help our learners to become entrepreneurs.

> *I believe more focus and added resources should be given to this chapter as it is an integral part of the subject, and the most important in relation to real-world demands.* (Teacher D)

Some teachers had different perceptions and felt that it was imperative that entrepreneurship education not be separated from Business Studies but be the foundation in Grade 10 and proceed to Grade 11 and Grade 12 to prepare learners to pursue it as a subject at higher institutions of learning. Teacher E indicated they do not support this notion because at the core of Business Studies is entrepreneurship. Rather, entrepreneurship education should be given

the same status as key subjects like maths and sciences which higher institutions can also offer as a standalone subject or within their EMS courses for a specific qualification.

Teacher E noted: *"If it is separated it will confuse learners since there have been no changes in the topics being separated into paper 1 and paper 2 is a good/has been a good move by policymakers/developers"*. Although Teacher F heard this for the first time but supported the proposal: *"I did not know that there was a proposal to separate the two".*

> *I support this move as it will now cover the financial aspects of running a business, marketing and all other functions*. (Teacher G)

One teacher thought that *"a practical component can be introduced to support entrepreneurial development"*. On a positive note, Teacher H indicated that they hold a highly favourable viewpoint on the subject matter, asserting that entrepreneurship warrants its own distinct academic discipline. This would also aid in reducing the length of the Business Studies and Accounting syllabi to some extent. Ideally, learners should be provided with an opportunity to engage in practical applications within the subject matter. Regarding the teachers' views on the proposal for separating entrepreneurship topics from the Business Studies curriculum, the results showed a balanced view since some teachers support the proposal and others are against the suggestion.

5.4.1.2 Sub-theme 1.2: Teachers' attitudes toward entrepreneurship education

Research reveals that teachers' attitudes are dualistic and are characterised by both positive and neutral towards entrepreneurship education that has been integrated into the Business Studies curriculum. The teachers' positive attitude was shown by Teacher D who revealed that their attitude is positive as they enjoy teaching the subject. However, Teacher H said that more focus should be directed to entrepreneurship education. Hence, Teacher F supported that it is a good subject, but it would be more beneficial if it was practical so that all learners could acquire entrepreneurial skills.

> *I feel very strongly that entrepreneurship be integrated into Business Studies to prepare and enable learners to decide to become future entrepreneurs*. (Teacher B)

5.4.1.3 Sub-theme 1.3: Teachers' understanding of entrepreneurship education

The findings revealed that teachers understand the term 'entrepreneurship education'' from different perspectives. Teacher A perceived entrepreneurship education as imparting the spirit of entrepreneurship into the mind of a learner and showing them the good part of owning a business and the bad because businesses face many challenges, whereas Teacher B understood entrepreneurship education *"as an education that provides learners with the knowledge, skills and motivation to start their business".* In addition, Teacher C described entrepreneurship education as educating learners on the skills and knowledge they need to start a business. Teacher D viewed that

> *entrepreneurship education encompasses a structured curriculum that imparts knowledge, skills and insights to individuals seeking to engage in social and economic development using initiatives aimed at fostering entrepreneurship consciousness, establishing businesses, or facilitating the growth of small enterprises.*

Another teacher viewed entrepreneurship education "*as the values, and skills taught to propel an entrepreneur so that they can be successful in their endeavour to become business owners and managers"* (Teacher E).

5.4.2 Theme 2: Role of Business Studies as a school subject in preparing the learners for future opportunities

A portion of the Business Studies curriculum exposes learners to entrepreneurial-related content when the business plan is taught. The content comprises a description of the business, the structure of the business (ownership/relationship between the structure of the business and forms of ownership), different types of legal requirements of a business, Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for the envisaged business, marketing plan, market research, marketing mix and competition and financial plan including a balance. However, the current Business Studies curriculum is at a moderate level taking into consideration that the learners are equipped with a variety of business-related content.

The research revealed the essential and positive role that is primarily played by Business Studies as a school subject in preparing or moulding learners for future opportunities. The essential role of Business Studies was recognised by Teacher B as they stated that it *"prepares learners for*

the workplace and understand the world of work and provides an idea of the real expectations in businesses and as workplaces". Teacher H also supported the above notion by saying that it *"prepares learners with structured knowledge and skills, necessary for them to participate in the real world".*

5.4.2.1 Sub-theme 2.1: Current state of entrepreneurship education

There is a lack of clear content on entrepreneurship in the Grade 10 curriculum, as the ATP shows that learners are only equipped with business opportunities and related factors. This content covers topics such as the meaning of a business opportunity and giving practical examples, the importance of assessing needs and desires in identifying a business opportunity, research instruments and data collection, the difference between internal and external market research, swot analysis to determine a viable business venture, identify a business opportunity based on the findings from compiling a swot analysis and applying a swot analysis from a given scenario. Therefore, at the present state, it may be argued that there is a conflict between what is expected from the CAPS and provincial ATPs such as those in Gauteng Province.

The research findings showed that there is a deficiency in the current state of entrepreneurship, given that entrepreneurship is still an adopted sub-topic under the Business Studies curriculum. Teachers had different views about the current state of entrepreneurship topics as featured and integrated in the Business Studies curriculum. Teacher B stated that *"the curriculum should include entrepreneurship as a topic to be a standalone topic of the syllabus".* On the other hand, Teacher G proclaimed that the course lacks sufficient depth and fails to significantly influence learners to recognise their entrepreneurial qualities.

> *It does not give enough opportunities for learners to explore entrepreneurship but rather a theory of managing a business.* (Teacher F)

5.4.2.2 Sub-theme 2.2: Teachers' support in teaching entrepreneurship education

According to the teachers, understanding and knowing how to run your business is important because without knowledge you might run your business into the ground or end up having someone doing it for you and not know what is happening in your business.

5.4.2.3 Sub-theme 2.3: Misconceptions about entrepreneurship education

The results revealed that there are many misconceptions about entrepreneurship education. Teacher A stated that entrepreneurship education is pointless if there are no funds for upcoming entrepreneurs.

> *I have argued that the funds are available, during research is what people need to do to access information about the funding of SMMEs, shared the misconception by saying that in some schools. (*Teacher B)

Another misconception is that anyone can teach this subject as long as they have the textbook. Hence, we have teachers who simply read the textbook to learners and call it 'teaching'.

> *I have heard from learners that you can pass Business Studies even when you had not studied; also, it is a general knowledge subject.* (Teacher C)

However, other learners do not see the need to do Business Studies as a subject. That means learners could take the subject for granted and fail to succeed simply because of how they perceive the subject when compared to other subjects. Some teachers believed that success in entrepreneurship is based on fortune.

> *Well, I have not had any, except for my learners that believe that they do not need to study business to be able to run a business.* (Teacher C)

> *I addressed the misconception by using successful entrepreneurs as a reference to show the amount of hard work invested in business.* (Teacher D)

Teacher E indicated that "*there are several misconceptions commonly encountered in discussions on entrepreneurship. One such misconception is the belief that initiating one's own business will inevitably resolve financial difficulties*". Lastly, there exists a misconception that only a select few individuals possess the innate qualities required to become successful entrepreneurs. Concerning Teacher D, "*entrepreneurship can be cultivated through a combination of innate abilities, learnt skills and a supportive environment*".

5.4.2.4 Sub-theme 2.4: Challenges of teaching entrepreneurship in the Business Studies curriculum

According to the findings of this research, the results revealed that Grade 10 Business Studies teachers are faced with numerous challenges when they are teaching Business Studies (entrepreneurship). Business Studies is deemed as a simple subject and is not given notional hours. However, the common challenge reported by Business Studies teachers is the overcrowding of learners in the classrooms. For example, Teacher F stated that *"overcrowded classes and lack of support to host market days makes it difficult to equip learners with business skills".* Furthermore, the other challenges that were revealed by teachers include incompetent teachers, limited teaching resources, poor teaching pedagogies, poor learner and teacher attitudes towards the subjects, and learners' attitudes/understanding of Business Studies as an easy subject – therefore, their attitudes towards the subject means the lack the determination to work hard. In addition, the curriculum encompasses a broad range of topics instead of focusing on specific areas.

> *The biggest challenge for me is teaching an overcrowded class.* (Participant A)

5.4.3 Theme 3: Teaching approaches

As far as Business Studies is concerned, learners are influenced by both internal and external factors and their mental processes are fundamental in how they learn. For example, learners are not blank slates, and they can create their own learning or new knowledge based on past experiences or content previously taught in class. Teacher E noted that *"this helps to guide and structure learners' knowledge to fit into the curriculum".* Teacher E was honest by saying that *"instead of the theory we concentrate on creative thinking and having the ability to identify a unique need within the business world".*

5.5.3.1 Sub-theme 3.1: Teachers' adoption of educational theory

Business Studies teachers have adopted different educational theories in teaching entrepreneurship topics. Using a holistic approach, Teacher D stated the use of various theories of education depending on the topic, although the most used educational theories are cognitivism and constructivism. According to Teacher A, the constructivist theory would work when teaching entrepreneurship as a Business Studies sub-topic. Teacher E argued that Business Studies and

entrepreneurship content are practical, therefore, learners would relate better to content that is <u>not</u> abstract but practical to them, for instance learning about small businesses in their communities. Theory reciprocates teaching and learning.

> *I use cognitivism theory more because it focuses on the cognitive process of the mind such as thinking, memory, recall and problem-solving.* (Teacher B)

Constructivism accommodates the resources that we are we have since we are using the textbook and notes. Teacher C indicated that they had used "*Vygotsky's theory of child development, Grade 10 Business Studies is the foundation of the subject therefore with this theory it is easy to help learners grow into the core content of the subject*".

In addition, Teacher F stated that they

> *used the reconstructionist theory, which views philosophies as interpretations of culture and educational philosophies as theories of cultural change, and the contingency theory, which shows that leaders and managers should react based on the circumstances, contingent on the company's internal and external situations.*

5.5.3.2 Sub-theme 3.2: Resources used in teaching entrepreneurship

The findings of this study have shown that Grade 10 Business Studies teachers use different resources in teaching entrepreneurship topics in Business Studies. Teachers primarily use prescribed textbooks, notes and business case studies. However, the current Business Studies curriculum is grounded on business case studies. In the case of this study, teachers use similar resources in teaching entrepreneurship topics.

> *I use textbook, notes/handouts and financial resources.* (Teacher F)

> *I used prescribed books, YouTube videos, business case studies and other relevant approved materials from the Department of Education.* (Teacher G)

5.4.4 Theme 4: Ways of promoting Business Studies at the school level

The results have shown that the promotion of Business Studies may be supported adequately through the organising of market/entrepreneurship days, liaising with industries, planned workshops and classroom visits in classes to see if teachers teach correctly, and exposure to

SMMEs that give learners opportunities to meet entrepreneurs. However, the results have shown that there is no relationship between Business Studies teachers and industries or local businesses or with successful entrepreneurs from a local community in which schools are located (see section 12 Chapter Two). On the other hand, Ogina (2022) explored the challenges encountered and strategies that teachers use as leaders in promoting Business Studies for entrepreneurship in the Gert Sibande District of the Mpumalanga Province. The results found that teachers require support from stakeholders, such as the School Governing Body, colleagues, parents and community members to support entrepreneurship programmes, funding and moral support. The results further showed that the promotion of Business Studies at the school level should be grounded on teaching methodology through the adoption of teaching strategies such as group discussions, oral presentations, the situational and action-oriented approaches.

Below are the teachers' responses regarding the ways of promoting Business Studies at the school level.

> Teacher A: *I feel that our learners learn best when they see the practicality of what they are taught in class. So, to promote entrepreneurship in schools, learners need to see more of their teachers venturing into entrepreneurship and also promoting the subject in the lower grades as a viable means to learn entrepreneurship rather than Business Studies being the easy way out if one is not taking the science route.*

> Teacher B: *It must be included as a compulsory topic within the subject itself, schools must embrace, encourage and support the entrepreneurship and not be seen as a part of content only in EMS at the senior phase, but be taken seriously in the FET phase as an examinable subject.*

> Teacher C: *We can create interest in learners by having them talk to young entrepreneurs who are going to motivate them.*

> Teacher D: *We need workshops to be supported and visited in classes to be seen if we teach correctly. … Simply teach every chapter with examples. This will help learners to fall in love with the subject.*

Moreover, Teacher E believed that the promotion of Business Studies should be grounded on *"mak[ing] the subject interesting and encourage your learners to want to learn more about starting their own business".* Furthermore, Teacher F said that *"exposure to SMMEs gives learners opportunities to meet entrepreneurs".* In addition, Teacher F indicated that they should *"create market/entrepreneurship days so that learners can experience the feel of being an entrepreneur/running a business".* Hence, (Teacher G) stated that

> *the transition from the ninth grade to the tenth grade is significant. Frequently, the material can be perplexing for individuals in the process of acquiring knowledge. Business Studies, as a discipline, is primarily characterised by its theoretical nature. The assistance that is required pertains to the inclusion of additional practical exercises within the syllabus. Learners would greatly benefit from increased access to educational tours and boot camps that facilitate direct engagement with real businesses. Such experiences would foster a deeper grasp of the daily challenges and operations that businesses encounter.*

Teacher G believed that

> *the implementation of a project that facilitates learner engagement with enterprises and enables study on business-related topics has the potential to foster entrepreneurship within educational institutions. This will facilitate learners in discovering their entrepreneurial attributes as they progress through the curriculum.*

Teacher H indicated that they should *"use the unemployment statistics as a tool to motivate entrepreneurship and focus more on the practical part of it".*

5.5 Research Findings and Discussion

Initially, this study was built on three objectives which were to analyse the perspectives of teachers on the integration of entrepreneurship education into the Business Studies Grade 10 curriculum; describe how teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum and outline the strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum. At the beginning of this discussion in alignment with the first objective of the study, teachers were asked about their views regarding the integration of entrepreneurship into the Business Studies Grade 10 curriculum. The study results revealed that teachers' attitudes are dualistic, characterised by both positive and neutral

attitudes towards entrepreneurship education being integrated into the Business Studies curriculum. However, the abovementioned results are inconsistent with the findings from Nchu *et al.* (2017) who problematized entrepreneurship by indicating that entrepreneurship is not a subject on its own in secondary school but is still a topic under Business Studies. The results were supported by Ntsanwisi and Simelane-Mnisi (2021) as they indicated that the South African Basic Education Department must include entrepreneurship and offer it as a standalone subject without it being included in other subjects like EMS.

Secondly, the study described how the teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum. The results revealed that the teaching of entrepreneurial education as a topic that is currently integrated into Business Studies as a school subject is grounded on a case study teaching method. The results further revealed that a case study teaching method is not only used in Business Studies but also in sisterhood subjects such as EMS (Van Wyk & Tshelane, 2016). Furthermore, the results further showed that the teaching of entrepreneurial education under Business Studies entails the use of several teaching strategies. The results revealed that some teachers use group discussions, situational and participative teaching approaches and presentations. These strategies as revealed from the findings of this study are linked to Ogina's (2022), which revealed that Business Studies teachers use diverse strategies and methodologies in teaching and promoting Business Studies. The results obtained in this study are also associated with the findings as referenced in the previous chapters e.g. see section 3 in Chapter Two, which showed that there is no universal pedagogical recipe to teach entrepreneurship and the choice of techniques and modalities depends mainly on the objectives, content and constraints imposed by the institutional context (Arasti & Falavarjani, 2012). However, the results as revealed in Chapter Two further revealed that an effective teaching method is required to acquire entrepreneurial skills (Garcia, Ward, Hernandez & Florez, 2017). The results of this study showed that the most commonly used teaching method is a case study method, but those results are inconsistent with those that reported that the pedagogical approach mostly used in entrepreneurship education is the production-based learning approach (Yulastri, Hidayat, Ganefri, Islami & Edya, 2017). However, one could argue that the adoption of the teaching method may depend on the various contexts and teachers' autonomy in selecting a strategy.

Thirdly, the study further outlined the strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum. The results revealed that learner-centred approaches can be employed by teachers, given that these approaches put the learners at the forefront of the learning and teaching process rather than just merely passive participants. Hence, the strategies that were identified in this study as learner-centred approaches include the learner as a teacher, learners as designers of teaching and learning aids, group discussions, ICT as an aid to teaching and learning, project-based learning, case study, business games and simulation. These results agree with those that were found by Majola (2020). However, the results revealed that among these strategies, the case study method remains dominant and is regarded as a common denominator in the Business Studies context – and is found as a teaching strategy, assessment form and resource.

The study explored the Grade 10 Business Studies structure and sequence of the curriculum and the results revealed that there is a lack of explicit entrepreneurship education that is being covered in the Grade 10 Business Studies curriculum. In addition, the results further revealed that the learners are only exposed to entrepreneurship content during forms of ownership and business plans in Grade 10 in terms 2 and 3. The abovementioned results do not agree with CAPS (2011), which shows that in Grade 10, learners should be introduced to entrepreneurship education components with a focus on entrepreneurial qualities. In addition, the results also revealed that under the Grade 10 Business Studies curriculum, entrepreneurship remains a marginalised sub-topic as it is covered on a small scale and there is not much attention given to the topic, except for the focus on entrepreneurial qualities as per the CAPS requirements. Furthermore, the findings showed that there is a notable absence of actual application to real-life business scenarios. The abovementioned results of this study are therefore linked to Ngcobo and Khumalo (2022) who indicated that learners gain less practical knowledge in the curriculum taught in Grades 10–12 and that Business Studies focuses on theory. In addition, Nchu *et al.* (2017) revealed that the current entrepreneurship education programme limits the development of creativity among school leavers because there are few practical activities to inspire learners to become creative and innovative.

The study discussed and interrogated the time that is allocated to the teaching of Business Studies. The results of this study confirmed that the duration that is devoted to teaching Business Studies with a focus on entrepreneurship topics is inadequate given the importance of

entrepreneurship in social and economic contexts. This is also evident in the CAPS (2011), where Business Studies is allocated only four notional hours in a week cycle (see sub-theme 1.1). One could argue that as much as Grade 10 is an entry Grade for Business Studies, the introductory part of entrepreneurship should be broadened to include other essential facets of entrepreneurship instead of just entrepreneurs' qualities and traits. However, that is not the case as schools are different in terms of their contexts – where some are disadvantaged – and it makes it difficult for teachers to have all the prescribed resources on hand which compromises the quality of teaching and promotes inequality in the education sector. The learners' foundations in entrepreneurship need to be strong so that when they exit the secondary school level, they are already competent, knowledgeable and well-equipped. Therefore, one could argue that there is a lot that can be done to supplement the Business Studies curriculum with a primary focus on entrepreneurship. The abovementioned results are in contrast with the aim of the general Business Studies curriculum as documented and contained in the CAPS (2011), which includes the following:

- To ensure that learners acquire and apply essential business knowledge, skills, and principles to conduct business productively and profitably in changing business environments.
- The forms of assessment used should be appropriate to age and developmental level.
- The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.
- Formal assessments must cater for a range of cognitive levels and abilities of learners.
- Learners should be given the necessary guidance prior to the commencement of the project and progress must be monitored throughout the project.
- All criteria used to assess the project must be discussed with the learners before they commence with the project.
- Projects should ideally be given to learners towards the end of a term, e.g. the first term for submission during the next second term. Presentation can be written or oral, but there must be evidence of the presentation.
- All criteria used to assess the presentation must be discussed with the learners before the commencement of the presentation. In a case study, learners are presented with a real-life situation, a problem or an incident related to the topic.

- Learners are expected to assume a role in articulating the position.
- Learners have to read and/or listen, digest the information and then make informed decisions.
- Questions can be from lower-order direct quotes from the article to higher order when they are asked to analyse comments and possibly make suggestions. A report is generally the written evidence of a survey, analysis, or investigation.

Moreover, the results confirmed and discovered that there is a lack of clear content on entrepreneurship for the Grade 10 curriculum, as the ATP (2023) showed that learners are only exposed to business opportunities and related factors. Covering the content includes: the meaning of a business opportunity and giving practical examples; the importance of assessing needs and desires in identifying a business opportunity; research instruments and data collection; the difference between internal and external market research; SWOT analysis to determine a viable business venture; identify a business opportunity based on the findings from compiling a swot analysis and apply a swot analysis from a given scenario. Therefore, in the present state, it may be argued that there is a conflict between what is expected from the CAPS and provincial ATPs such as those currently used by teachers who are employed in Gauteng Province.

The results of this study have shown that teachers have viewed the importance of teaching entrepreneurship from an economic and social perspective. These results are linked to these studies (see Radipere, 2012; Gamede & Uleanya, 2017) since they revealed that entrepreneurship is very important for the economic development of the country – they further showed that entrepreneurship education helps young people to be more creative and self-confident in whatever they undertake. The results of the study also discovered that teachers show a positive stance regarding the importance of teaching entrepreneurship in the Business Studies curriculum and the results confirmed that teachers endorsed the integration of entrepreneurship into the school curriculum. As a result of having this knowledge, a vast majority of societal issues can be addressed and cared for aside from the current dependency on the government for job creation faced in South Africa (see Theme 1).

The study also examined the role of Business Studies as a school subject in preparing the learners for future opportunities. Results revealed an essential and positive role that is primarily played by Business Studies as a school subject in preparing or moulding the learners for future

opportunities (see Theme 2)**.** Therefore, the results are linked to Du Toit and Kempen (2020) who revealed that entrepreneurship is valued for its economic and social role, but also because it cultivates the characteristics required by learners to deal with the demands of the twenty-first century and aids in the creation of employment and economic growth (Abor & Quartey, 2010). In addition, according to Gamede and Uleanya (2017), entrepreneurship education plays an important role in responding to the challenges of unemployment and youth unemployment. The results are linked to Ntsanwisi and Simelane-Mnisi (2021) as they indicated that entrepreneurship has the potential to reduce poverty. Therefore, it may be argued that Business Studies has a huge role in sharpening learners' futures and preparing them for the world of work. Even though the portion of the Business Studies curriculum that exposes learners to entrepreneurial-related content is only addressed when the business plan is taught, the content comprises a description of a business, the structure of a business (ownership/relationship between the structure of the business and forms of ownership), different types of legal requirements of a business, compiling a SWOT analysis for the envisaged business, a marketing plan, market research, marketing mix and competition and a financial plan including a balance. However, the Business Studies curriculum is at the elementary level considering that the learners are only equipped with a variety of business-related content.

The results of this study also revealed that teachers understand "entrepreneurship education'' from different perspectives. This was also manifested in the findings from the literature (see section 2.1.2; e.g. Mwasalwiba, 2010; Othman, Tin & Ismail, 2012; Gerba, 2012; Happe, 2015; Amadi & Eze, 2019; Fayolle, 2018; Gamede & Uleanya, 2017; Usmam, Waziri, Abdullahi & Babayo, 2019). However, the adopted definition of entrepreneurship education in this study views entrepreneurship education as the process in which a teacher enhances a learner's entrepreneurial qualities and skills to create and sustain an organisation in the world of business, which is linked with the above scholars' outlooks.

In this study, the challenges that are faced by Business Studies teachers in teaching the entrepreneurship topic in Grade 10 were examined and the results revealed that Grade 10 Business Studies teachers are faced with numerous challenges when they teach Business Studies (entrepreneurship). In addition, results also showed that Business Studies is deemed a simple subject and is not given the notional hours that it deserves. The other challenges include incompetent teachers, limited teaching resources, poor teaching pedagogies and poor learner

and teacher attitudes towards the subject and learners' attitudes/understanding of Business Studies as an easy subject – therefore, their attitudes towards the subject affect their determination to hard work. In addition, the curriculum is crammed with a wide spread of work instead of focusing on specific areas that should be focused on. However, the common challenge that was reported by Business Studies teachers was the overcrowding in the classrooms (see sub-theme 2.4). One would expect fewer learners in classrooms as Business Studies is presently offered as an elective subject.

The results of this study link to the following studies as they all found that the lack of support from both the school and departmental levels is a barrier to implementing and adopting entrepreneurship education effectively in schools (Okechukwu & Emeti, 2014; Mba & Emeti, 2014; Cant & Wild, 2013; Ahiawodzi & Adade, 2012; Manzini & Fatoki, 2012; Herrington, Kew & Kew, 2009; Jamali, 2009; Bakhas, 2009; Siti, Ismail & Arokiasamy, 2009, Ogina, 2022). It has been noted that teachers use homogenous resources in teaching entrepreneurship, which may mean that they lack a variety of aids that they can use to teach entrepreneurship. Hence, the issue of resource shortages in teaching commercial subjects including Business Studies has been investigated by Ngcobo and Khumalo (2022) and Ogina (2022).

The study showed the results regarding the proposal for separating entrepreneurship education from Business Studies. The results showed a conflict and inharmonious stance among teachers regarding their perspectives on the proposal for separating entrepreneurship education from Business Studies. The results confirmed that some teachers are of the view that entrepreneurship should be included as a compulsory topic within the subject itself and that schools must embrace, encourage and support entrepreneurship (see sub-theme 1.1).

The findings of this study showed that Grade 10 Business Studies teachers use different resources in teaching entrepreneurship topics in Business Studies. As the above results showed, teachers primarily use prescribed textbooks, notes and business case studies. However, it was acknowledged from the content analysis findings that the current Business Studies curriculum is grounded on business case studies. In the case of this study, teachers show an affinity to using the same resources when teaching entrepreneurship topics (see sub-theme 3.2).

The results from the gathered data showed that the promotion of Business Studies may be adequately supported through the organising of market/entrepreneurship days, liaising with

industries, planning workshops and classroom visits to see if teachers are teaching correctly, and exposing learners to SMMEs so they can meet entrepreneurs. However, the results showed that there is no relationship between Business Studies teachers and industries or local businesses or with successful entrepreneurs from a local community in which schools are located (see section 12 in Chapter Two). The above results as reported in the previous chapters are interrelated with Kroon, de Klerk and Dippenaar's (2003) that revealed that businesspeople are aware of the need for partnerships with schools and are willing to be involved. In addition, it has been further suggested through research that entrepreneurship could be promoted effectively and productively if the challenges, such as lack of support from colleagues and the school community and lack of resources for entrepreneurial activities are addressed (Ogina, 2022).

On the other hand, Ogina (2022) explored the challenges encountered and strategies that teachers use as leaders in promoting Business Studies for entrepreneurship in the Gert Sibande District of the Mpumalanga Province. The results found that teachers require support from stakeholders, such as the School Governing Body, colleagues, parents and community members to support entrepreneurship programmes, funding and moral support. The results further showed that the promotion of Business Studies at the school level should be grounded on teaching methodology through the adoption of teaching strategies such as group discussions, oral presentations, and situational and action-oriented approaches (see Theme 4). In addition, the abovementioned results can be associated with those that were displayed in Chapter Two (see section 13) as they confirmed that "teachers have a role to play in presenting entrepreneurial role models and communicating to learners that it is a rewarding career option" (Hughes & Schachtebeck, 2017: 266). Further, "teachers have to nurture an entrepreneurial mindset and develop entrepreneurial skills" (Hughes & Schachtebeck, 2017: 266). Teachers are vital to entrepreneurship education because they are the facilitators and multipliers of knowledge that help learners acquire entrepreneurial skills (Garcia, Ward, Hernandez & Florez, 2017). Hence, Ogina (2022) confirmed that to be able to promote the teaching of Business Studies, there is a need to create and sustain an entrepreneurship culture, which includes the involvement of all stakeholders to encourage and motivate learners interested in Business Studies in rural secondary schools.

5.6 Summary of the Findings

Overall, this project centred on the Grade 10 Business Studies teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum. Chronologically, the study analysed the teachers' perspectives as the core focus of the study, and the results showed a positive response with consistent findings from other studies (Nchu *et al.*, 2017; Ntsanwisi & Simelane-Mnisi, 2021). The study further described how the teachers teach entrepreneurial education within Business Studies. The described results showed that teachers use multiple teaching strategies including group discussions, a situational teaching approach, presentations, the participative approach and the case study method. However, it was discussed that there is a lack of a single teaching method that is used by teachers to teach entrepreneurial education. The study further outlined the strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum. The outlined strategies are primarily based on learner-centred approaches. The study also touched on the Grade 10 Business Studies structure and sequence of the curriculum. The results revealed that there is a lack of explicit entrepreneurship education that is being covered in the Grade 10 Business Studies curriculum. The study also explored the time spent or allocated to the teaching of Business Studies. The results of the study confirmed that the duration that is devoted to teaching Business Studies with a focus on entrepreneurship education is inadequate given the importance of entrepreneurship in social and economic contexts. Results further revealed that there is a lack of clear content on entrepreneurship for the Grade 10 curriculum as the ATP shows that learners are equipped or only exposed to business opportunities and related factors. The study explored the importance of teaching entrepreneurship, and the results show the importance of teaching entrepreneurship from economic and social perspectives.

As per Theme 2.2, the study also examined the role of Business Studies as a school subject in preparing learners for future opportunities; the results revealed an essential and positive role played by the subject. Further, the study revealed that teachers understood "entrepreneurship education" from different perspectives. This was supported and marked by the evident outlooks of the scholars and literature which confirmed that entrepreneurship education is a broad discipline. In addition, the study discussed the challenges faced by Business Studies teachers in teaching entrepreneurship topics in Grade 10. However, the challenges that were found or discussed include misconceptions about the subject, lack of support, shortage of resources and

overcrowding in the classroom. However, the dominant challenge that was faced by teachers was overcrowding in the classroom. The study also discussed the teachers' views on the proposal for separating entrepreneurship education from Business Studies. The results showed a conflict among the views, as some teachers fully supported the proposal and others did not support the proposal based on their objective justifications. As per the above-discussed findings, the results have shown that Business Studies Grade 10 teachers use different resources in teaching entrepreneurship topics in Business Studies. The resources that were reported as being used by teachers include the prescribed textbooks, notes and Business Studies case studies. However, case studies as a primary resource have taken the lead among the resources or aids that are used by the teachers. The study also examined ways of promoting Business Studies. The results showed that the promotion of Business Studies may be supported adequately through the organising of market and entrepreneurship days, liaising with industries through planned workshops and classroom visits in classes to see if teachers teach correctly, and exposure to SMMEs that give learners opportunities to meet entrepreneurs. Unfortunately, the results have shown that there is no relationship between Business Studies teachers and industries or local businesses or with successful entrepreneurs from a local community in which schools are located. In conclusion, the results have shown that the present state of entrepreneurship education in the Business Studies curriculum is at a moderate level since is not covered clearly and teachers' views about the entrepreneurship education topic are dualistic with both negative and positive stances.

5.7 Conclusion

In conclusion, the fifth chapter has been grounded on the research findings and discussions. As per the core focus of Chapter Five, the main findings presented in the above chapter were that teachers have shown a mutual perspective regarding the integration of entrepreneurship education in the Business Studies curriculum for Grade 10. On a positive note, the above chapter has presented data through themes as per two data collection tools as adopted. The first themes and sub-themes that have been developed in the above chapter were those that emerged from the document analysis. The themes included the lack of identified teaching approaches (as *referenced.5.2.1*); with a sub-theme: *time allocation (5.2.1.1*) and theme 2*: teaching approaches, assessment and resources (5.2.2)* and sub-theme, *resources and requirements to offer Business Studies as a school subject (5.2.2.1).* The second findings were gathered from the

questionnaires. Also, the data from the questionnaires were categorised into themes and sub-themes. The themes that were covered included theme 1 (*as referenced in 5.5.2*): the importance of teaching entrepreneurship in schools; this theme was accompanied by sub-themes, namely (5.5.2.1) *teachers' perspectives on the proposal for separating entrepreneurship education from Business Studies*; (5.5.2.2) *teachers attitudes toward entrepreneurship education* and (5.2.2.3) *teachers understanding of entrepreneurship education*). The second theme that has been covered as per the questionnaires findings, was the role of Business Studies as a school subject in preparing the learners for future opportunities (*as referenced in 5.5.3*) in conjunction with sub-themes, the *current state of entrepreneurship education* (5.5.3.1); *teachers support in teaching entrepreneurship education* (5.5.3.2); *misconceptions about entrepreneurship education* (5.5.3.3); *challenges of teaching entrepreneurship in the Business Studies curriculum* (5.5.3.4)*, the another theme that was also covered in the fifth chapter was teaching approaches* (*as referenced in 5.5.4*) and sub-themes (*teachers adoption of educational theory*, *as referenced as 5.5.4.1);* resources used in teaching entrepreneurship (*5.5.4.2)* and the last theme was the ways of promoting Business Studies at the school level (*as referenced in 5.5.5*). After the research findings had been presented, a summary of the findings was also provided in the chapter. As the above chapter was the pre-last chapter, the following chapter is the chapter that covers the summary, conclusion and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter was merely grounded on the research findings and discussion. In this last chapter, the focus is on the provision of summary, conclusion and recommendations. This study investigated the Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum. As per the primary focus of the study, the teachers' perspectives in this study were gathered through questionnaires and document analysis. The previous chapter focused on the research data presentation and discussions. Used the tables to present the themes and the findings of the study. The themes were developed from an analysis of the data obtained from the questionnaires and document analysis. One of the findings as cited in the previous chapter was that teachers' perspectives have been characterised by both positive and neutral responses regarding the integration of entrepreneurship education in the Business Studies curriculum. In this study, a constructivism theory was employed and adopted. The theory as used in one of the abovementioned chapters, was applied to curriculum context, teaching context, learning, and assessments context. However, the main prominent of the constructivism theory was its flexibility in the application in areas including curriculum, learning, and assessments and it also emphasises problem-solving.

This last chapter focuses on and presents the summary of the study, recommendations, making suggestions for further research, explaining the limitations of the study, and closing with concluding remarks. Recommendations are based on the participants' responses when answering research questions.

6.2 Research Questions

Main Question:

1. The main research question for this study: 'What *are the Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum*?

Sub-questions were formulated to support the main research question:

1. What are the views of teachers regarding integrating entrepreneurship education into the Business Studies Grade 10 curriculum?
2. How do the teachers teach entrepreneurial education in the Business Studies Grade 10 curriculum?
3. What strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum?

6.3 Summary of the Chapters

In summary, this study was made up of six chapters with primary focus areas that were structured as follows in paragraph form.

6.3.1 Chapter one

This chapter has been an introductory chapter that has focused on the sub-topics including the background of the study and problem statement. The chapter also includes the main research question of '*What are the Grade 10b teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum?'* and the sub-research questions which include '*What are the views of teachers regarding integrating entrepreneurship education into the Business Studies Grade 10 curriculum?'; 'How do the teachers teach entrepreneurial education in Business Studies Grade 10 curriculum?'; 'What strategies can be employed by teachers to teach entrepreneurial education in the Business Studies curriculum?'* and objectives of the study which include the objectives of *'analysing the perspectives of teachers on the integration of entrepreneurship education into the Business Studies Grade 10 curriculum; describing how teachers teach entrepreneurial education in Business Studies Grade 10 curriculum and outlining strategies that can be employed by teachers to teach entrepreneurial education in the Business Studies Grade 10 curriculum'.* The chapter has further covered the motivation of the study which was based on a researcher's philosophy and definitions of the three main significant terms including Business Studies which was described in reference to the CAPS document, curriculum definition that was drawn up from Kennedy's perspective and entrepreneurship education that was described according to Runcan and Rata's outlooks. This chapter has been followed by Chapter Two.

6.3.2 Chapter two

This chapter was concerned with the review of the literature and related studies on entrepreneurship education scholarship with a reference to a South African context and global studies. Notably, the literature review term was defined according to Mach and McEvory's (2012) perspectives. The chapter has further provided the primary aim of the literature review and its significance in the research landscape. In the body of this chapter, the definitions of entrepreneurship and entrepreneurship education were described from different angles as per the numerous scholars standpoints, further as per the chapter structure, the methods and approaches of teaching entrepreneurship was reviewed from the various literature, and skills required for teaching and learning entrepreneurship was also covered and accommodated in this chapter, the researcher has also reviewed the core pillars and objectives and aims of the entrepreneurship education, in addition, this chapter has also provided an overview of the Business Studies curriculum with a reference to a South African context, and the overview was accompanied with a supplemented literature of the global application of entrepreneurship education with a purpose of the lesson that can be learnt from the global contexts, however the literature that was taken and reviewed from the international contexts has been limited to China, Malaysia, Finland, Brazil and Scotland, the chapter has also reviewed about the phasing out of Business Studies curriculum in South Africa and contextual factors contributing towards constraints of entrepreneurship and the status of South African education system and its inadequacies with Business Studies curriculum in South African context, the relationship between Business Studies teachers and industries was also discussed, the role of entrepreneurship teachers in promoting entrepreneurship education in secondary schools was discussed, assessments strategies used by Business Studies was also discussed, this chapter has also covered the additional literature on the role of entrepreneurship education in the South African context, role of entrepreneurship education in the social context, economic status in South Africa, role of entrepreneurship education in the economic context, importance of entrepreneurship education in the South African context, challenges of implementing and adopting of entrepreneurship education programmes in public schools in South Africa and benefits of entrepreneurship to learners and a gap in literature was identified. The next chapter that has been discussed in chapter three.

6.3.3 Chapter three

Chapter three was grounded on the conceptual framework that was adopted in the study. The chapter has been made up of the historical conceptualisation and description of the constructivism theory as the theory that has been adopted and chosen in this chapter and study as a whole, The application of the constructivism theory in the study has been covered in this study, it was explained on how the constructivism theory has been employed in the study, the chapter has also covered a role of the teacher from a constructivism theory, curriculum from a constructivist perspective, constructivism perspective on teaching, learning and assessment. The relevance and suitability of constructivism theory in the study were also motivated and justified. Lastly, the challenges of adopting constructivism in the classroom were discussed in this chapter.

6.3.4 Chapter four

The fourth chapter was based on research methodology and design including topics such as the research approach that was employed in the study, in this case, it was a qualitative research approach, and the research philosophy that was employed in this study was discussed. In addition, the study has also explained and motivated the reason for selecting a case study design, the chapter also gave an overview of the data collection tools and methods that were used, therefore, the questionnaires and document analysis were described as used to collect and gathered data, a thematic analysis was also described as the chosen data analysis method, population and sampling were also motivated, given that the chapter has solely based on a purposive sampling technique and the selection of the sample teachers or participants was justified, the explanation of how the data will be stored for future reference was also explained, and the measures of measuring the trustworthiness of data were also described including credibility, dependability, transferability and confirmability and ethical considerations that were adhered to were outlined which included informed consent and confidentiality and anonymity. This chapter has been followed by Chapter Five.

6.3.5 Chapter five

The fifth chapter has been grounded on the research findings and discussions. The main aim of the study in this chapter was outlined, the researcher has also described the participants and

their profiles including the highest qualifications, gender, age and years of teaching experience, the data presentation in this chapter was categorised as per the tools that were used in which include document analysis and questionnaires, the chapter has used themes and sub-themes to answer the research questions of the study. The themes that were covered in this chapter include lack of identified teaching approaches, with a sub-theme, time allocation theme, teaching approaches, assessment and resources, accompanied with a sub-theme, resources and requirements to offer Business Studies as a subject. And another sub-theme of assessments and forms of assessments and others (see the entire Chapter Five). The discussion of the study was also provided with its summary. Chapter five was followed by the last chapter, which was chapter six.

6.3.6 Chapter six

This chapter was the last in the whole study. The chapter has summarised all the research findings and discussions as drawn from the previous chapter such as chapters. The chapter has further provided chapter summary outlines, the recommendations were also covered in this chapter and the five conclusions that have been drawn from this study have been covered in this chapter and the chapter has ended up with a final word that sums up the major findings of the study. Limitations of the study were also outlined to enlighten on the extent to which the study is limited on contexts, sampling and approaches.

6.4 Chapter Conclusion

i. **Conclusion 1**: This study concludes with the notion that many teachers are of the view that entrepreneurship education should remain an integrated topic within the Business Studies curriculum in Grade 10.
ii. **Conclusion 2:** The study concludes that the importance of entrepreneurship is mostly viewed from the social and economic perspectives.
iii. **Conclusion 3:** The study concluded that most teachers used traditional resources that are characterised by homogenous in teaching entrepreneurship education.
iv. **Conclusion 4**: This study concludes that teachers are still faced with numerous challenges in their schools.

v. **Conclusion 5:** The study concludes that Business Studies are not promoted adequately compared to other subjects such as Science and Mathematics and it is still under-marginalised.

vi. **Conclusion 6:** The study concludes that teachers have different understandings of entrepreneurship education.

vii. **Conclusion 7:** The study concludes that the role of Business Studies as a school subject in preparing learners for future opportunities is being valued by different stakeholders.

viii. **Conclusion 8:** The study concludes that there is an insufficient teaching strategies for teaching entrepreneurship education topics within Business Studies in Grade 10.

6.5 Recommendations

The study has made recommendations to the different stakeholders.

- The first recommendation is that the DBE should offer adequate support to the teachers who are teaching Business Studies.
- The second recommendation is that teachers should address the misconceptions about entrepreneurship education in their respective schools.
- The third recommendation is that subject advisors should also train teachers and teach them how to implement learner-centred teaching approaches effectively, especially if the topic of entrepreneurship is being taught. The study also recommends that school principals and departmental heads for commercial subjects come up with strategies for promoting Business Studies and encouraging learners to select it at the FET level to avoid extinction as far as the subject is concerned.
- Also, school principals should hire qualified teachers who specialise in Business Studies to teach entrepreneurship. In addition, the DBE should emphasise the importance of Business Studies in the same manner and approach as science, technology and mathematics subjects.
- The recommendations go further to include curriculum designers as they need to adjust the entrepreneurship content and not limit it to entrepreneurial qualities. In addition, the Business Studies teachers at various schools should liaise and build positive relationships with local businesses and industries to make the entrepreneurship content lively and engaging.

6.6 Suggestions for Further Research

Given that research is an unending exercise among scholars of different fields, one of the suggestions for further research is that researchers should investigate the South African schools' readiness and capacity to offer entrepreneurship as a school subject. Successfully conducting such research would positively contribute to the dissemination of current literature and provide the foundation for the government to restructure the school's curriculum through the adoption of entrepreneurship as a standalone subject.

6.7 Limitations of the Study

Similar to any other empirical research, this study experienced a few limitations. The first notable limitation was the lack of availability, reluctance and unwillingness of the participants to participate in the study since many of these participants had withdrawn their consents amid data collection processes. The second limitation was based on the logistical aspect and access to finance which meant the researcher experienced difficulty in reaching the targeted schools on time even though those schools were situated in a single district of Ekurhuleni-District of GDE.

6.8 Final Word

The main aim of this study was to explore the Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum. This study concludes with the notion that most teachers have perceived the integration of entrepreneurship education topics within Business Studies as a good thing that does not need any separation. Based on the positive conclusion made by this study. However, the study ends with a supporting and developmental recommendation of appealing to the DBE to review the structure, sequence and pacing and weightings of the Business Studies curriculum and the balance of topics and sub-topics especially with a focus on the entrepreneurship aspect. By doing so teachers may have ample time to expose the learners to the different subject aspects and the study also recommends that teachers should be encouraged to adopt a learner-centred approach such as case studies and project-based learning in teaching entrepreneurship topics to promote active learners' participation during the lessons.

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APPENDICES

APPENDIX A(1): PROOF OF REGISTRATION

UNISA university of south africa

MSWELI S V MR   LEARNER NUMBER   1Ø4335Ø3

23 BANANA STREET

MIDRAND   ENQUIRIES TEL   ø86167e411

1682   FAX   (612)429-4156 eMAIL : mandd@unisa.ac.za

2ø23-ø4-21

Dear Learner

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

Proposed Qualification: MED (CURRICULUM STUDIES)   (98434)

PROVISIONAL EXAMINATION

        CODE   PAPER S NAME OF STUDY UNIT   NQF crdts LANG. EXAM. DATE CENTRE(PLACE)

--------   - ------------------------   ---------   -----   ----------- ---------------
registered without formal exams

Study units registered without formal exams:

DFDID95   MEd - Didactics

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).

Please note the new requirements for reregistration and the number of credits per year which state that learners registered for the first time from 2Ø13, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Learners 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. # Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module.

Study material can be accessed on the Unisa website. You must register on MyUnisa (https://my.unisa.ac.za/portal/) for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence will be sent to this email address.

BALANCE ON STUDY ACCOUNT: 1713ø. ee

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Payable on or before:
Immediately:17130.00        2023/03/31:  0.00      2023/05/15:  0.00      2023/08/15:  0.00
                            2023/11/15:  0.00      2024/03/15:  0.00
------------------------------------------------------------------------

Yours faithfully,


Prof M S Mothata
Registrar                                        1031 O 00 0
```

University of South Africa

Preller Street Muckleneuk Ridge, City oíTshwane

PO Box 392 UNISA 0003 South Africa Telephone: +27 12 429 31 1 1 Facsimile: +27 12 429 41 50 www.unisa.ac.za

APPENDIX A(2): ETHICAL CLEARANCE LETTER

![UNISA university of south africa logo]

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/05/10

Dear Mr SV Msweli

Decision: Ethics Approval from
2023/05/10 to 2026/05/10

Ref: **2023/05/10/10433503/30/AM**
Name: Mr SV Msweli
Student No.:10433503

Researcher(s): Name: Mr SV Msweli
E-mail address: 10433503@mylife.unisa.ac.za
Telephone: 072 633 7879

Supervisor(s): Name: Dr. XM Majola
E-mail address: Majolamx@unisa.ac.za
Telephone: 012 429 2516

Title of research:

Grade 10 Teachers' Perspectives on The Integration of Entrepreneurship Education in The Business Studies Curriculum

Qualification: MEd Curriculum Studies
_____

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 2023/05/10 to 2026/05/10.

The **medium risk** application was reviewed by the Ethics Review Committee on 2023/05/10 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.

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 **2026/05/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.
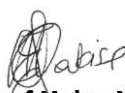
Note:

The reference number **2023/05/10/10433503/30/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 Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX B(1): REQUEST PERMISSION TO CONDUCT RESEARCH AT THE INSTITUTION

Consent letter to the Principal

Date: 20 February 2023

The Principal

………………………….

……………………………

……………………………

…………………………….

Dear Sir/Madam

Request for permission to conduct research at your school

I, Sabelo Velenkosini Msweli, am doing research under the supervision of Dr. X.M Majola, a lecturer in the Department of Curriculum and instructional studies towards a Master of Education at the University of South Africa. I am inviting one of the Grade 10 Business Studies teachers from your school to participate in a study entitled 'Grade 10 Business Studies teachers perspectives on the integration of entrepreneurship education in the Business Studies Curriculum. The aim of the study is to get different perspectives from the Grade 10 Business Studies teachers on the integration of entrepreneurship education within the Business Studies curriculum. Your school has been selected because it offered Business Studies as one of the FET subjects and your school is located within the Ekurhuleni-North District where the study is limited.

Your cooperation will be highly appreciated.

Yours Faithfully

………………………………

Researcher Signature

…………………………………..

Sabelo Velenkosini Msweli

…………………………………

M.Ed learner at UNISA

APPENDIX B(2): GDE RESEARCH APPROVAL LETTER
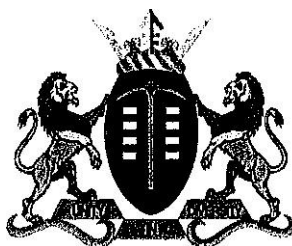
GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

814141112

GDE RESEARCH APPROVAL LETTER

Date:	19 May 2023
Validity of Research Approval:	08 February 2023-30 September 2023 2023/171
Name of Researcher:	Msweli SV
Address of Researcher:	23 Banana Street
	Commercia Ext 9
	Midrand
Telephone Number:	
Email address:	10433503@mylife.unisa.ac.za
Research Topic:	Grade 10 teachers' perspectives on the integration of entrepreneurship education in the Business Studies curriculum.
Type of qualification	Masters
Number and type of schools:	6 Secondary Schools
District/s/HO	Ekurhuleni North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the abovementioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the school (both principal and SGB) and the District/Head Office Senior Manager confirming that p ission has been granted for the research to be conducted.

The following conditions y to GDE re earc The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. The letter would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of the relaxation of COWD 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom with the school principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.
4. The researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s has been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs, and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort to obtain the goodwill and cooperation of all the GDE officials, principals, and chairpersons of the SGBs, teachers, and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school program is not interrupted. The principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research jn the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her research resources, such as stationery, photocopies, transport, faxes, and telephones, and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers, and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned.

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16.   Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a summary of the purpose, findings, and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

....

Dr. Gumani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: ....19\05\2023...................

2

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

-re': (011) 355 0488

Email: Faith.Tshabalaia@gauteng.gov.za

Website: www.education.gpg.gov.za

UNISA | college of education

Participant information sheet

Dear Prospective Participant

My name is Sabelo Velenkosini Msweli and I am doing research under the supervision of XM Majola, a lecturer in the Department of Curriculum and Instructional Studies towards a M.Ed. at the University of South Africa. I am inviting you to participate in a study entitled 'Grade 10 Business Studies teachers perspectives on the Integration of entrepreneurship education in the Business Studies Curriculum

▪ **Purpose of the study**

The aim of this study is to insource the Grade 10 Business Studies teachers' perceptions on the integration of entrepreneurship education within the Business Studies curriculum.

▪ **Why am I being invited to participate?**

I am inviting you to participate in this study because you are teaching Business Studies in Grade 10 under Ekurhuleni-North District. I strongly believe that your valuable contribution will make this study to be a success because you are the suitable participant.

▪ **What is the nature of my participation in this study?**

The study involves structured interviews that will be conducted telephonically as per participants' convenience time. The questions that you will be asked will be based on the research topic, for examples:

The interview will last an approximately of between 30-45 minutes.

▪ **Can I withdraw from this study even after agreed to participate?**

Be informed that participating in this study is voluntary and you are under no obligation no consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form.

- **Are there any negative consequences for me if I participate in the research project?**

By participating in this research, you may be inconvenienced in your personal life. However, the researcher is flexible to make an appointment that will be suitable for each participant.

Will the information that I convey to the researcher and my identity be kept confidential?

- Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be denoted as participant A, B, C, D, E or F.
- Your information will be used for research report purposes.

How will the researcher 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 filing cabinet and laptop protected by the password for future research and academic purposes.

Will I receive payment or any incentives for participating in this study?

- No incentives will be given to the participants.

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 me directly as the researcher, Sabelo Velenkosini Msweli on cellphone number 072 633 7879.

Should you require any further information or want to contact the researcher about any aspect of this study, please email me on 10433503@mylife.unisa.ac.za

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor via email on majolmx@unisa.ac.za

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

Thank you.

…………………………………………..

Sabelo Velenkosini Msweli

Consent 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 (if applicable).

I am aware that the findings of this study will be processed into a research report but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the telephonic interviews.

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)……………………………………………. Date ……………………

APPENDIX D: QUESTIONNAIRE

Grade 10 Teachers' Perspectives on the Integration of Entrepreneurship Education in the Business Studies Curriculum.

Biographical information

Participant's name:…………………………………………

Grade in which you are teaching Business Studies in 2023 school year?..

Teaching experience (in years)……………………………………………………

Gender:………………………………………………………..

Age……………………………………………………………….

School type in which you are employed………………………….

District that you are employed under:……………………………………….

Highest qualifications…………………………………………..

Current post-level:………………………………………………………….

Nature of appointment:………………………………………………………..

1. What is your view about the current Grade 10 Business Studies curriculum?
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2. What role is being played by Business Studies as a school subject in preparing the learners for future opportunities?

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3. What other challenges do you face with in teaching Business Studies in Grade 10 in your school?

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4. What do you understand about the term entrepreneurship and entrepreneurship education?

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5. Why it is important to teach entrepreneurship in schools?

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6. What is your opinion about the current state of entrepreneurship education as a theme that is being covered in Business Studies?

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…………………………………………………………………………….

7. What is your attitude toward entrepreneurship education that is integrated into Business Studies?

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8. What misconceptions have you heard about entrepreneurship education? And how did you overcome or address them as the Business Studies teacher?

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9. In your teaching of entrepreneurship as a theme in Business Studies, do you cover any practical part, or is just merely grounded in the theoretical part as per ATP for Grade 10? Explain.

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10. What educational theory do you follow when you are teaching Business Studies (entrepreneurship subtopic) in Grade 10? And why you are following it?

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11. What are your learners' reactions towards entrepreneurship during your lessons?

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12. What teaching resources or materials are required by Business Studies teachers to teach the topic of entrepreneurship effectively?

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13. Do you receive adequate support from the DBE or subject advisor/ principal in teaching entrepreneurship as the topic that is being integrated into Business Studies?

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14. What kind of support do Grade 10 Business Studies teachers need to promote and teach entrepreneurship effectively?

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15. What are your perceptions about the need for the proposal for separating entrepreneurship education from Business Studies?

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16. In your view, what can be done by the Business Studies teachers to promote entrepreneurship at the school level?

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17. What are the challenges you are facing in teaching entrepreneurship to Grade 10 learners?

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APPENDIX E: TRANSCRIBED DATA FROM THE QUESTIONNAIRES

ix. **What are the challenges you are facing in teaching entrepreneurship to Grade 10 learners?**

Teacher A: The challenge I face is that in some cases learners who take this subject in grade 10 are the learners who feel demotivated or struggle in other subjects such as physical sciences, it becomes a challenge to get these kind of learners to work. Some learners take the subject simply because it is deemed as the easy way out. The biggest challenge for me is teaching an overcrowded class. It becomes so challenging to keep track of each learner`s progress in the classroom.

Teacher B: Too abstract for learners, they cannot relate content to real life situations.

Very difficult to make learners understand how the legislation of the country is infused and impacts on businesses as employers and employees as well. It is also not use friendly to make leaners understand that business studies can bring changes into their real lived society or communities challenges.

Teacher B: It is difficult to make learners realize that entrepreneurship can address the social ills that today's youth are facing and the possibility of reducing challenges such as substance abuse, crime and poverty and unemployment.

Teacher C: As much as the GDE is providing us with the notes, the school is not printing these notes, so I am forced to send them via WhatsApp to the learners. The big challenge is that they lose focus once they touch their phones. Beside the lack of instrumental resources we are faced with learners that have lost interest in education. They are no longer motivated to study. They only want to take shortcuts. That makes it difficult for a teacher.

Teacher D: Currently I can only make a suggestion that all our classes should have a smart board as this simplifies teaching and learning for learners because I can PowerPoint presentations and also play videos for them. Other than this, we do not have any challenges. Absolutely no challenges as it is an integration of some of Economics content.

Teacher E: Our curriculum is too full of work instead of focusing on specific work; we can cut out of work and focusing. Not everyone is interested in working for themselves and that is due to a lack of passion and will to succeed. The ATP is filled with topics, which can also be removed.

Teacher F: Overcrowded classes and lack of support to host market days makes it difficult to equip learners with business skills. Learners are not fully exposed to entrepreneurship.

Teacher G: There are minimal obstacles encountered due to the limited inclusion of entrepreneurship in the syllabus, as it comprises only a single chapter. Challenges faced by teachers in teaching the subject are incompetent teachers, limited teaching resources, poor teaching pedagogies and poor learner and teachers attitudes towards the subjects. Learners understand Business Studies as an easy subject, therefore their attitudes towards the subject lacks determination and hard work.

Teacher H: overcrowded classrooms for business studies, excessive workloads. Business Studies has a lot of content to be covered. Learners not yet familiar with content. Learners are still new in the phase; they lack vision, purpose and dreams. Lack of proper emphasis in Business Studies of EMS in GET phase.

x. **What teaching resources or materials are required by Business Studies teachers to teach the topic of entrepreneurship effectively?**

Teacher A: Besides the textbook, teachers need to be well vested in current affairs, new developments in the corporate world. This allows for one to give real time and relatable examples in class.

Teacher C: The notes from the DBE are very helpful but I think we also need to expose our learners to the practical part of this topic like having guest for motivation and take them to visit the businesses. Yes from the DBE and subject advisor we do, but the school not enough. On top of the notes, we will like to have young entrepreneur visiting the school and having our learners visiting the businesses for them to understand how it is done in real life.

Teacher D: you only need handouts, which we call Notes and obviously a lesson plan and ATP.

Teacher E: I think it is up to the teacher as you can teach with a chalkboard and examples of business plans. It is however an advantage to be equipped with a projector, laptop and sound to be able to show live videos etc.

Teacher F: Textbook, notes/handouts and financial resources.

Teacher G: Prescribed books, YouTube videos, business case studies, and other relevant approved materials from the Department of Education.

Teacher H: Entrepreneurship play cards (Game), textbook, projector to show videos. Related articles.

xi. **Why it is important to teach entrepreneurship in schools?**

Teacher A: It is important to teach entrepreneurship in schools because the skill and knowledge of entrepreneurship affects every aspect of the economy and the livelihood of every civilian. As a result of having this knowledge a vast majority of societal issues can be address and curd the current dependency on government faced in SA. This subjects teaches people / learners ways to solve their own problems.

Teacher B: Learners should be taught to become entrepreneurs and employers and be self-reliant rather than waiting to be employed. Entrepreneurship can enable learners to be active participants in the economy of the country, and develop them into bigger business people who can venture into global businesses.

Teacher C: With our SA economy that is not doing good it is hard to get a job, but if we teach our learners on how to start their own businesses , they can study towards the goal of creating jobs.

Teacher D: It is important because our country is faced with many issues one being unemployment so the knowledge taught can ensure that learners opt for opening businesses to create jobs than looking for jobs which are not even there.

Teacher E: So that we can equip our learners to be able to start their own business one day despite our countries economic situation.

Teacher F: To equip learners with necessary knowledge, skills and experience needed to make them employable citizens or employers.

Teacher G: The study of entrepreneurship facilitates the development of learner skills to assume responsibility for what they do and make choices guided by their personal thoughts and principles. This can facilitate the cultivation of an awareness of responsibility and power, hence yielding potential advantages in both personal and professional domains. In order to acquire these abilities, it is imperative for learners to be provided with exposure to entrepreneurial prospects and are afforded the opportunity for hands-on instruction at an early stage in their elementary education.

Teacher H: Because the outside world demand for entrepreneurs, .with the high rate for unemployment. Learners need skills, knowledge of how to start their own businesses.

xii. **What role is being played by Business Studies as a school subject in preparing the learners for future opportunities?**

Teacher A: The subject opens up learners to a world of entrepreneurship and depending on the teacher, learners aspire to become future entrepreneurs and work in the corporate world. The subject unearth entrepreneurial skills from learners.

Teacher B: Prepares learners for workplace and understand the world of work and provides an idea of the real expectations in businesses and as work places.

Teacher C: It is giving our learners ideas and also equipping them to think of themselves as employers not employees. It is equipping them on how to go about starting and running your own business. It will teach them to also invest in their communities.

Teacher D: Currently there is a competitions that learners participate in like the FSCA financial literacy challenge which teachers and exposes our learners to ways to manage money and how to run businesses. The chapters that learners do like Business Plan teachers learners how to prepare a business plan, which is something they can adopt in future.

Teacher E: It could be improved by streamlining the work done and continuing it to Grade 12.

Teacher F: It prepares learners on the fundamentals of business as a study and career to pursue.

Teacher G: Gain and use business knowledge, skills and concepts to succeed in changing circumstances .take chances, create possibilities and solve problems creatively while respecting others 'right and the environment. Use basic leadership and management abilities to attain corporate goals with others. Be lifelong motivated, self-directed and reflective.

Teacher H: Prepares learners with structured knowledge and skills necessary for them to participate in the real world.

xiii. **What is your opinion about the current state of entrepreneurship education as a theme that is being covered in Business Studies?**

Teacher A: I am of the view that the state of entrepreneurship education in our schools is mistaken for theory of entrepreneurship. Having taught grade 11 and 12 Business Studies, it is concerning that no actual entrepreneurship takes place throughout the FET level. We just bombard learners with theory upon theory and they never get a chance to experience real entrepreneurship nor mingle with at least an actual entrepreneur as part of curriculum scope. It is unlike with science subjects where they can do lab activities and see the practicality of their subject.

Teacher B: The curriculum should include entrepreneurship as a topic to be a stand-alone topic of the syllabus in the FET phase than being part of EMS component, but rather be a topic that goes up to grade 12 syllabus which may give learners broader opportunities to choose to specialise in entrepreneurship as a subject of choice. Very relevant and current to the day-to-day experiences though content too broad

Teacher C: I believe they are not doing entrepreneurship justice since they only cover one topic. And we have it as a course at university level.

Teacher D: my opinion is that this content should be covered even the lower grades because the economy belongs to business owners to create jobs and fix social issues.

Teacher F: It does not give enough opportunities for learners to explore entrepreneurship but rather theory of managing a business. The curriculum is the foundation of business management's basic content. It introduces learners into business content and terminology.

Teacher G: The subject encompasses ideas, theoretical frameworks, and practical applications that serve as a foundation for the advancement of innovative business endeavours, the establishment of sustainable firms and the promotion of economic progress. The course lacks sufficient depth and fails to significantly influence learners in recognizing their entrepreneurial qualities. Furthermore, there is a notable absence of actual application in real-life business scenarios.

Teacher H; new resources are crucial with updated knowledge as well as statistics to emphasize importance of entrepreneurship especially in South African context. Grade 10 curriculum teaches necessary skills learners need to act responsibly in the real world, however no much focus on entrepreneurship as the world demands.

xiv.   What is your attitude toward entrepreneurship education that is integrated into Business Studies?

Teacher A: I am of the view that the state of entrepreneurship education in our schools is mistaken for theory of entrepreneurship. Having taught grade 11 and 12 Business Studies, it is concerning that no actual entrepreneurship takes place throughout the FET level. We just bombard learners with theory upon theory and they never get a chance to experience real entrepreneurship nor mingle with at least an actual entrepreneur as part of curriculum scope. It is unlike with science subjects where they can do lab activities and see the practicality of their subject.

Teacher B: I feel very strong that entrepreneurship be integrated into business studies in order to prepare and enable learners to decide to become future entrepreneurs.

Teacher C: It is well structured, the content is divided into four main topics which are Business environment; Business venture; Business roles and Business operations, that makes it useful for teaching and learning. As I said in the above question, we need to have more information or topics on entrepreneurship to keep our learners interested in the topic.

Teacher D: My attitude is a positive one as I enjoy teaching the subject.

Teacher E: Not enough focus on entrepreneurship on its own. We need more focus on this topic.

Teacher F: It is a good subject but it would be more beneficial if it was practical to all learners to acquire entrepreneurial skills.

Teacher G: I possess a really optimistic outlook. As an teacher specializing in commerce subjects, I consistently endeavour to provide comprehensive explanations regarding the potential career pathways available to learners pursuing business studies and accounting. Individuals in this context have the potential to assume leadership roles within the business sector or pursue careers as business strategists inside prominent and prosperous organisations.

Teacher H: I think more focus should be directed to entrepreneurship education. I am happy about it as it makes learners relevant.

xv. **Do you receive adequate support from the DBE or subject advisor/principal in teaching entrepreneurship as the topic that is being integrated into Business Studies?**

Teacher A: The support is adequate though it can be improved. I feel that more support is given to grade 12. If such support can be given to grade 10 and 11, the results in grade 12 would be outstanding. For me the biggest support grade 10 teachers can get if workshops on setting quality question papers. If teachers are bale to set good quality papers in grade 10 learners, become familiar to structure of writing in business studies. I think we also need more excursions for business studies. This exposes learners to the real corporate standards.

Teacher D: Yes the support is definitely given to all teachers.

Teacher E: from the principal yes, but the dept can always assist in promoting it more. The curriculum needs to be looked at in order to make more time and have more focus on entrepreneurship and take certain parts out of the ATP.

Teacher F: Yes there are workshops but they focus is on business studies rather than entrepreneurship.

Teacher G: Yes the relevance of the information primarily pertains to academic matters, as it is primarily discussed and addressed at PLG (Professional Learning Group) meetings, PLC (Professional Learning Community) meetings and SSIP (Secondary school improvement programme).

Teacher H: Not certain yet, but usually advisors focus on subject as a whole, no specific topic. Adequate resources, more time to cover the chapter in detail (in ATP/permission for entrepreneurial visits).

xvi. **In your view, what can be done by the Business Studies teachers to promote entrepreneurship at the school level?**

Teacher A: I feel that our learners learn best when they see the practicality of what they are taught in class. So, to promote entrepreneurship in schools' learners need to see more of their teachers venturing into entrepreneurship and also promoting the subject in the lower grades as a viable means to learn entrepreneurship rather business studies being the easy way out if one is not taking science route.

Teacher B: It must be included as a compulsory topic within the subject itself, schools must embrace, encourage and support the entrepreneurship and not be seen as a part of content only in EMS at senior phase, but be taken seriously in FET phase as an examinable subject

Teacher C: We can create interest in learners by having them talking to young entrepreneurs that are going to motivate them.

Teacher D: We need workshops to be supported and visited in classes to be seen if we teach correctly. Simply teach every chapter with examples. This will help learners to fall in love with the subject.

Teacher E: Make the subject interesting and encourage your learners to be wanting to learn more about starting their own business.

Teacher F: Exposure to SMMEs that give learners opportunities to meet entrepreneurs. Create market/entrepreneurship days so that learners can experience the feel of being and entrepreneur/running a business.

Teacher G: the transition from the ninth grade to the tenth grade is significant. Frequently, the material can be perplexing for individuals in the process of acquiring knowledge. Business Studies, as a discipline, is primarily characterized by its theoretical nature. The assistance that is required pertains to the inclusion of additional practical exercises within the syllabus. Learners would greatly benefit from increased access to educational tours and boot camps that facilitate direct engagement with real businesses. Such experiences would foster a deeper grasp of the daily challenges and operations that businesses encounter. The implementation of a project that facilitates learner engagement with enterprises and enables study on business-related topics has the potential to foster

entrepreneurship within educational institutions. This will facilitate learners in discovering their entrepreneurial attributes as they progress through the curriculum.

Teacher H: Use the unemployment statistics as a tool to motivate entrepreneurship and focus more on the practical part of it.

APPENDIX F: EDITOR LETTER

Nikki Watkins
Editing/proofreading services
Cell: 072 060 2354   E-mail: nikki.watkins.pe@gmail.com

28 January 2024

To whom it may concern

This letter confirms that Kate Davies (DAV013) and Nikki Watkins have language edited and proofread the master's thesis

Grade 10 Teachers' Perspectives on the Integration of Entrepreneurship Education in the Business Studies Curriculum

By

Sabelo Velenkosini Msweli

Professional EDITORS 30 Guild 1993–2023
Promoting excellence in editing

Nikki Watkins
Associate Member

Membership number: WAT003
Membership year: March 2023 to February 2024

072 060 2354
nikki.watkins.pe@gmail.com

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All changes were indicated by Track Changes (MS Word) for the author to verify. As the editor I am not responsible for any changes not implemented, any plagiarism or unverified facts. The final document remains the responsibility of the author.

APPENDIX A: PROOF OF REGISTRATION

UNISA university of south africa

1911

MSWELI S V MR   LEARNER NUMBER   1Ø4335Ø3

23 BANANA STREET

MIDRAND   ENQUIRIES TEL   ø86167e411

1682   FAX   (612)429-4156 eMAIL : mandd@unisa.ac.za

2ø23-ø4-21

Dear Learner

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

Proposed Qualification: MED (CURRICULUM STUDIES) (98434)

PROVISIONAL EXAMINATION

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM. DATE	CENTRE(PLACE)
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Study units registered without formal exams:

DFDID95   MEd - Didactics

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).

Please note the new requirements for reregistration and the number of credits per year which state that learners registered for the first time from 2Ø13, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.
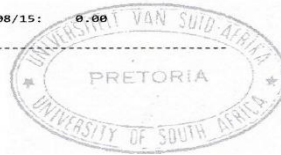
Learners registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other important information.

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. # Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module.

Study material can be accessed on the Unisa website. You must register on MyUnisa (https://my.unisa.ac.za/portal/) for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence will be sent to this email address.

BALANCE ON STUDY ACCOUNT: 1713ø. ee

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Payable on or before:
Immediately:17130.00      2023/03/31:    0.00      2023/05/15:    0.00      2023/08/15:    0.00
                          2023/11/15:    0.00      2024/03/15:    0.00
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Yours faithfully,


Prof M S Mothata
Registrar                                                            1031 O 00 0
```

University of South Africa

Preller Street Muckleneuk Ridge, City oíTshwane

APPENDIX B: REQUEST PERMISSION TO CONDUCT RESEARCH AT THE INSTITUTION AND DEPARTMENT OF EDUCATION

Consent letter to the Principal.

Date: 20 February 2023

The Principal

……………………………

……………………………….

……………………………….

…………………………………

Dear Sir/Madam

Request for permission to conduct research at your school

I, Sabelo Velenkosini Msweli, am doing research under the supervision of Dr. X.M Majola, a lecturer in the Department of Curriculum and instructional studies towards a Master of Education at the University of South Africa. I am inviting one of the Grade 10 Business Studies teachers from your school to participate in a study entitled 'Grade 10 Business Studies teachers perspectives on the integration of entrepreneurship education in the Business Studies Curriculum. The aim of the study is to get different perspectives from the Grade 10 Business Studies teachers on the integration of entrepreneurship education within the Business Studies curriculum. Your school has been selected because it offered Business Studies as one of the

FET subjects and your school is located within the Ekurhuleni-North District where the study is limited.

Your cooperation will be highly appreciated.

Yours Faithfully

…………………………………

Researcher Signature

…………………………………..

Sabelo Velenkosini Msweli

…………………………………………

M.Ed learner at UNISA

APPENDIX B: REQUEST PERMISSION TO CONDUCT RESEARCH AT DEPARTMENT OF EDUCATION

For admin. Use only:
Ref no:

2021/2022 GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	**Details of the Researcher**	
a) Surname and Initials:	Msweli SV	
b) First Name/s:	Sabelo Velenkosini	
c) Title (Prof/Dr/Mr/Mrs/Ms):	Mr	
d) Learner Number:	10433503	

e) SA ID Number:	930508533085
f) Work permit no. (If not SA citizen)	

1.2	Private Contact Details	
a. Home Address		**c. Postal Address (if different)**
23 Banana Street		
Commercia Ext 9		
Midrand		
b. Postal Code: 1682		**d. Postal Code:**
e. Tel:		**f. Cell:072 633 7879**
g. Fax:		**h. E-mail:10433503**@mylife.unisa.ac.za

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place a cross where appropriate)	
Undergraduate Study – Self		

Postgraduate Study – Self	×
Private Company/Agency – Commissioned by Provincial Government or Department	
Private Research by Independent Researcher	
Non-Governmental Organisation	
National Department of Education	
Commissions and Committees	
Independent Research Agencies	
Statutory Research Agencies	
Higher Education Institutions only	

2.2	**Full title of Thesis / Dissertation / Research Project**
Grade 10 teachers perspectives on the integration of entrepreneurship education in the Business Studies curriculum.	

2.3	**Value of the Research to Education (Attach Research Proposal)**
Research proposal is attached.	

2.4		**Date**

a. _**Estimated**_ date _**of**_ completion of research in GDE Institutions	30 August 2023
b. _**Estimated**_ date _**of**_ submission of Research Report /Thesis/Dissertation and Research Summary to GDE:	30 November 2023

2.5	**Learner and Postgraduate Enrolment Particulars**
a. Name of institution where enrolled:	University of South Africa
b. Degree / Qualification:	M.ed
c. Faculty and Discipline / Area of **Study:**	Education
d. Name of Supervisor / Promoter:	Dr. XM Majola

2.6	**Employer (or state Unemployed / or a Full Time Learner):**
a. Name of Organisation:	Charlotte Maxeke Secondary
b. Position in Organisation:	Teacher
c. Head of Organisation:	Sigama TD
d. Street Address:	3817 Masakhane Street
	Phomolong Section,Midrand
e. Postal Code:	1685
f. Telephone Number (Code + Ext):	+ 10 223 7822
g. Fax Number:	N/A
h. E-mail address:	charlottemaxeke@gmail.com

196

2.7	PERSAL Number (GDE employees only)

2	8	9	1	4	1	0	4

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 *Questionnaire/s (If Yes, supply copies of each to be used)*

YES		NO	✗

3.2 *Interview/s (If Yes, provide copies of each schedule)*

YES	✗	NO	

3.3 *Use of official documents*

YES	✗	NO	
If Yes, please specify the document/s:			

3.4 *Workshop/s / Group Discussions (If Yes, Supply details)*

YES		NO	✖

3.5 *Standardised Tests (e.g. Psychometric Tests)*

YES		NO	✖
If Yes, please specify the test/s to be used and provide a copy/ies			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 *TYPE and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)*

INSTITUTIONS	Write NUMBER here
Primary Schools	
Secondary Schools	✖ 10
ABET Centres	
ECD Centres	

LSEN Schools	
Further Education & Training Institutions	
Districts and/or Head Office	

4.2 **Name/s of institutions to be approached for research (Please complete on a separate sheet if space is found to be insufficient).**

Name/s of Institution/s
Norkem Park High
Hoerskool Birchleigh
Hoerskool Kempton Park
Hoerskool Hans Moore
Wordsworth High
Sir Pierre High school
Oxford Combined College
Edenglen High
Dowerglen high
Liverpool Secondary

4.3 **District/s where the study is to be conducted.** *(Please indicate by placing a cross alongside the relevant district/s)*

District/s			
Ekurhuleni North	✖	*Ekurhuleni South*	
Gauteng East		*Gauteng North*	
Gauteng West		*Johannesburg Central*	
Johannesburg East		*Johannesburg North*	
Johannesburg South		*Johannesburg West*	
Sedibeng East		*Sedibeng West*	
Tshwane North		*Tshwane South*	
Tshwane West			

If Head Office/s (Please indicate Directorate/s)

4.4   **The approximate number of learners to be involved per school (Please indicate the number by gender: M- Male and F- Female)**

Grade	*ECD*		*1*		*2*		*3*		*4*		*5*		*6*	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Number														

Grade	*7*	*8*	*9*	*10*	*11*	*12*

Gender	M	F	M	F	M	F	M	F	M	F	M	F
Number												

4.5 <u>The approximate</u> number of ECD Practitioners/teachers/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	Teacher/s	ECD Practitioner /s	HODs	Deputy Principal/s	Principal/ s	Office-Based Officials
Number	10					

4.6 Letters of Consent (Attach copies of Consent letters to be used for Principal, SGB and all participants. For learners also include parental consent letter)

4.7 Are the participants to be involved in groups or individually?

Groups		Individually		×

4.8   **Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes for ALL participants)**

Participant/s	Activity	Time
Participant A	Questionnaires issued	As per participant convienience time
Participant B	Questionnaires issued	As per participant convienience time
Participant C	Questionnaires issued	As per participant convienience time
Participant D	Questionnaires issued	As per participant convenience time
Participant E	Questionnaires issued	As per participant convenience time
Participant F	Questionnaires issued	As per participant convenience time
Participant G	Questionnaires issued	As per participant convenience time
Participant H	Questionnaires issued	As per participant convenience time
Participant I	Questionnaires issued	As per participant convenience time

Participant J	Questionnaires issued	As per participant convenience time

4.9   Time of day that you propose to conduct your research.

Before school hours		*During school hours (for limited observation only)*		*After School Hours*	✖

SEE Condition 5.4 on Page 7

4.10   School term/s during which the research would be undertaken

First Term		*Second Term*	✖	*Third Term*	

5.   CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

1) *The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*

2) *The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, ECD Practitioners, parents, and learners involved. Participation is voluntary and additional remuneration will not be paid;*

3) *Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*

4) *Because of COVID 19, pandemic researchers can ONLY collect data online, telephonically, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.*

5) *The Researchers are advised to make arrangements with the schools via Fax, email, or telephonically with the Principal.*

6) *Research may only be conducted BEFORE or AFTER school hours so that the normal school program is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*

7) *Items 3 and 6 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and paid for by the Gauteng Department of Education.*

8) *It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, teacher/s, ECD Practitioners, parents, and learners, as applicable, before commencing with research.*

9) *The researcher is responsible for supplying and utilizing his/her research resources, such as stationery, photocopies, transport, faxes, and telephones, and should not depend on the goodwill of the institution/s, staff, and/or the office/s visited for supplying such resources.*

10) *All research conducted in GDE Institutions is anonymous. The names and personal details of the GDE officials, schools, ECD Centres, principals, parents, teachers, ECD Practitioners and learners that participate in the study may neither be asked nor appear in the research title, report/thesis/ dissertation, or GDE Research Summary.*

11) *On successful completion of the study, the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit these documents may result in future permission being withheld, or a fine imposed for BOTH the Researcher and the Supervisor.*

12) *Should the researcher have been involved with research at a school, ECD Centres, and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a GDE Summary.*

13) *The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned;*

6.	DECLARATION BY THE RESEARCHER

6.1 I declare that all statements made by myself in this application are true and accurate.

6.2 I have read, understand and accept ALL the conditions associated with the granting of approval to conduct research in GDE Institutions and I undertake to abide by them. I understand that failure to comply may result in permission being withdrawn, further permission being withheld, a fine imposed and legal action may be taken against me. This agreement is binding.

6.3 I promise once I have completed my studies, (before graduation) or on successful project completion, to submit electronic copies of my Research Report / Thesis /

Dissertation as well a GDE Summary on the GDE template sent to me with my approval letter or found on www. education.@gpg.gov.za	
Signature:	
Date:	**25 April 2023**

7. DECLARATION BY SUPERVISOR / LECTURER / PROMOTER

7.1   I declare that: (Name of <u>Researcher</u>) Sabelo V. Msweli

7.2   is enrolled at the institution / employed by the organisation to which the

undersigned is attached.

7.3   The questionnaires / structured interviews/tests meet the criteria of:
- *Educational Accountability;*
- *Proper Research Design;*
- *Sensitivity towards Participants;*
- *Correct Content and Terminology;*
- *Acceptable Grammar;*
- *Absence of Non-essential / Superfluous items;*
- *Ethical clearance*

7.4 The learner/researcher has agreed to ALL the conditions of conducting   research in GDE Institutions and will abide by them.

7.5   I will ensure that after successful completion of the research degree/project/study an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent to the GDE. Failure to submit the Research Report, Thesis, Dissertation, and Research Summary may result in: permission being withheld from BOTH the learner and the Supervisor in the future and a fine may be imposed.

7.6	**Surname of the Supervisor :**	**MAJOLA**
7.7	**First Name/s of the Supervisor :**	**XOLANI MOFFAT**
7.8	**Title:**	**Dr**
7.9	**Institution / Organisation:**	**UNIVERSITY OF SOUTH AFRICA**
7.10	**Faculty / Department:**	**CURRICULUM AND INSTRUCTIONAL STUDIES**
7.11	**Telephone:**	**0124292516**
7.12	**E-mail address:**	**majolmx@unisa.ac.za**
7.13	**Signature:**	
7.14	**Date:**	**26 APRIL 2023**

ANNEXURE A: **GROUP RESEARCH**

This information must be completed by every researcher/learner/field worker who will be visiting GDE Institutions for research purposes, besides the main researcher who applied and the Supervisor/ lecturer / Promoter of the research.

By signing this declaration, the researcher/learners / fieldworker accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name……………………………

DECLARATION BY RESEARCHERS / LEARNERS:

Surname & Initials	Name	Tel	Cell	Email address	Signature

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.Mukatuni@gauteng.gov.za, please copy (cc)

ResearchInfo@gauteng.gov.za. **The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted, or hand-delivered (in a sealed envelope) to Mr. Gumani Mukatuni, 7th Floor Marshal Street, Johannesburg. All inquiries about the status of research requests can be directed to Mr. Gumani Mukatuni and/or Ms. Busi Mchunu on tel. no. 011 355 0775/1379.**

Other Information:

i)   On receipt of all emails, confirmation of receipt will be sent to the researcher. The researcher will be contacted via email if any documents are missing or if any additional information is needed.

ii)   If the GDE Research request submitted is approved, a GDE Research Approval letter will be sent by email to the researcher as well as the Supervisor / Lecturer / Promoter. Please ensure that your email address is correct.

iii)   After successful completion of your research, please send your Research Reports / Thesis / Dissertations and GDE Research Summaries (on the template provided to both the Researcher and the Supervisor with the GDE Research Approval letter) to the same addresses as the GDE Research Request documents were sent to, namely: Gumani.Mukatuni@gauteng.gov.za, Busi.Mchunu@gauteng.gov.za and copy Faith.Tshabalala@gauteng.gov.za and ResearchInfo@gauteng.gov.za.

APPENDIX G: TURNITIN REPORT: ORIGINALITY REPORT

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