



Strategies Used in Teaching Entrepreneurship Component of Economic and Management Sciences in the uThukela Education District



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ABSTRACT

This research paper reports on findings on strategies teachers used in the teaching of the Entrepreneurship component of Economic and Management Sciences (EMS) in the uThukela district, KwaZulu-Natal, South Africa. Using a qualitative interpretive case study, the researchers purposively recruited and interviewed five EMS teachers from five secondary schools regarding the teaching of the Entrepreneurship component of EMS. Semi-structured interviews were used as a data generation method. The study employed Shulman's (1986) theory of teacher knowledge to think through and theorise teachers' strategies for the teaching of the Entrepreneurship component of EMS. The findings revealed that EMS teachers use code-switching in teaching Entrepreneurship, utilise learners' previous knowledge to introduce new content, use assessment in teaching the Entrepreneurship component, prior knowledge on entrepreneurship to make sense of the subject matter. The study recommends that EMS teachers should consider switching to IsiZulu learners' home language when they clarify the difficult subject matter of EMS.

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INTRODUCTION

Education in entrepreneurship has gained special attention not only in primary education but also in tertiary education through undergraduate and postgraduate courses in the United States of America, Botswana, South Africa, and China.¹ Entrepreneurship education in South African secondary schools is endorsed through EMS, which has three components i.e. Financial Literacy, Economy, and Entrepreneurship. EMS is in the Senior Phase which comprises Grades 7 to 9.² Hence, Ngwenya and Nzuza regard EMS as an integrated subject while Jonda and Modise see it as the foundation of all commercial subjects in the Further Education and Training (FET) phase.³ The Entrepreneurship

¹ Simon Thabo Mahlaole and Mmakgabo Justice Malebana, "The Effects Of Entrepreneurship Education On Students' entrepreneurial Intentions At A South African University Of Technology," *Journal of Entrepreneurship Education* 24 (2021): 1–16; Norman Rudhumbu, EC (Elize) du Plessis, and Cosmas Maphosa, "Challenges and Opportunities for Women Entrepreneurs in Botswana: Revisiting the Role of Entrepreneurship Education," *Journal of International Education in Business* 13, no. 2 (May 6, 2020): 183–201, <https://doi.org/10.1108/JIEB-12-2019-0058>.

² Sabelo P. Phakathi, "The Challenges of Curriculum Changes in Teaching Economic and Management Sciences in Schools in the Umhlathuze Circuit" (University of Zululand, 2018).

³ Jabulisile C. Ngwenya and Siyacela Nzuza, "Teachers' Views on the Role of Economic and Management Sciences in Preparing Learners for Accounting in the Further Education and Training Phase," *South African Journal of Education* 42, no. 4 (November 30, 2022): 1–8,

component prepares learners for the Business Studies subject in the FET phase. According to the Department of Basic Education (DBE), the Entrepreneurship component focuses on topics such as entrepreneurial knowledge and skills, sectors of the economy, factors of production, forms of ownership, businesses, functions of a business, and the business plan.⁴ Therefore, there is a great need to comprehend teaching strategies that are used specifically to assist learners in making meaning of this crucial component of EMS.

EMS is a subject which is offered in Grades 7 to 9 in the Senior Phase.⁵ According to the DBE, EMS aims to equip learners to be active participants in economic growth.⁶ Through the entrepreneurship component, EMS capacitates learners with crucial entrepreneurial skills and knowledge, which aims at activating learners' interest in business operations.⁷ Entrepreneurship is instrumental in developing the economy of a country, enabling it to compete globally with other developing and developed countries. The DBE posits that Entrepreneurship equips learners with entrepreneurial skills that would subsequently lead to the resurgence of the country's economic growth.⁸ This calls for EMS teachers to teach the Entrepreneurship component in schools. However, research studies highlight challenges regarding the teaching of the Entrepreneurship component in schools.⁹ The challenges encompass insufficient resources for teaching the Entrepreneurship component effectively, lack of parental involvement in support of learning for learners' achievement, the language of teaching and learning, and a shortage of qualified EMS teachers.¹⁰

The purpose of this study is to investigate the instructional approaches employed by EMS teachers when teaching the Entrepreneurship component in the uThukela district of KwaZulu-Natal. The research question that guided the study is: 'What teaching strategies do EMS teachers use to teach the Entrepreneurship component of EMS in the uThukela district?'

LITERATURE REVIEW

Conceptualisation of Entrepreneurship

According to Page and Connell, Entrepreneurship is a vehicle of economic development aimed at changing and developing the country's economy.¹¹ Through Entrepreneurship, the economic status of the country changes. Many people largely depend on the country's economy. Tripathi et al. defines Entrepreneurship as the activity of a person with the intention to introduce new ideas, products, and solutions to the market.¹² As a result, the discipline of Entrepreneurship is vital in assisting people in developing their entrepreneurial skills and contributing positively to society. Moreover, these authors classify Entrepreneurship into different categories, namely "small businesses, scalable start-ups, large companies and social entrepreneurs."¹³

<https://doi.org/10.15700/saje.v42n4a2131>; Nombulelo Dorah Jonda and Motalenyane Alfred Modise, "Economic and Management Sciences as the Ground Rule for Grades 10 to 12 Accounting Learners in South Africa," *International Journal of Learning, Teaching and Educational Research* 21, no. 9 (September 30, 2022): 120–33, <https://doi.org/10.26803/ijlter.21.9.7>.

⁴ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12* (Pretoria: Department of Basic Education, 2011).

⁵ Phakathi, "The Challenges of Curriculum Changes in Teaching Economic and Management Sciences in Schools in the Umhlatuze Circuit."

⁶ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12*.

⁷ Oluwakemi B. Ajayi, "Teachers' Perceptions of the Role of Entrepreneurship Education in the Career Choice Decision-Making of Business Studies Learners in Gauteng South Africa," *International Journal of Learning, Teaching and Educational Research* 20, no. 6 (June 30, 2021): 244–57, <https://doi.org/10.26803/ijlter.20.6.13>.

⁸ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12*.

⁹ Makobo Lydia Mogale and Mpho Calphonia Modipane, "The Implementation of the Progression Policy in Secondary Schools of the Limpopo Province in South Africa," *South African Journal of Education* 41, no. 1 (2021); Aaron P. Nkabinde, "Exploring the Pedagogical Content Knowledge of Economic and Management Sciences Educators in Teaching Financial Literacy in Secondary Schools of Ekurhuleni North District" (University of South Africa, 2021); Mlindeni Celinhlahlo Siyaya, "Factors Influencing Learner Performance in the Economic and Management Sciences in the Ilembe District" (University of Zululand, 2019).

¹⁰ Siyaya, "Factors Influencing Learner Performance in the Economic and Management Sciences in the Ilembe District."

¹¹ Stephen J. Page and Joanne Connell, "Tourism and Entrepreneurship," in *Tourism* (Fifth Edition. | New York: Routledge, 2020. | "Fourth edition: Routledge, 2020), 262–79, <https://doi.org/10.4324/9781003005520-15>.

¹² Mano Ashish Tripathi et al., "Brief Study on Entrepreneurship and Its Classification," *International Journal of Health Sciences* 6 (May 3, 2022): 7685–96, <https://doi.org/10.53730/ijhs.v6nS2.6907>.

¹³ Tripathi et al., "Brief Study on Entrepreneurship and Its Classification."

Ratten and Jones believe that Entrepreneurship enables individuals to incorporate multiple disciplines to achieve the intended goal.¹⁴ Entrepreneurship is relevant in different fields of sectors, not only in the business sector. The knowledge of Entrepreneurship is not only confined to a certain individual. Hence, Shneor et al. believe that different professionals, such as managers, scholars, and entrepreneurs, are among the beneficiaries of Entrepreneurship.¹⁵ Ncama advocates using Entrepreneurship in schools to boost school finances through establishing business operations within the school.¹⁶ Similarly, Maistry and David see Entrepreneurship as a hands-on and productive activity for everybody.¹⁷ It equips people to create their own products and sell them to the community. Therefore, Entrepreneurship requires certain pedagogical strategies that directly help teachers to assist learners to understand these skills that they need to create their own products.

Conceptualisation of EMS

The DBE defines EMS as a subject geared towards equipping learners with entrepreneurial and financial skills essential for personal growth and meaningful community contribution.¹⁸ Additionally, the DBE outlines the EMS subject's objectives, aiming to cultivate learners' problem-solving abilities, decision-making skills, independent and collaborative work capabilities, information analysis and evaluation skills, and responsible utilisation of science and technology to ensure community safety.¹⁹

In terms of the nature of EMS, Nzuzza, Ngwenya and Ndovela emphasise that EMS is a mandatory subject for learners in the senior phase.²⁰ As delineated by the DBE, EMS comprises three core components: Entrepreneurship, Financial Literacy, and Economy.²¹ These components are concurrently taught during the senior phase, serving as a foundation for subsequent subjects such as Business Studies, Accounting, and Economics.²² Transitioning into the Further Education and Training (FET) phase, these components evolve into distinct subjects: Entrepreneurship evolves into Business Studies, Financial Literacy into Accounting, and Economy into Economics.

Teaching strategies used to teach EMS and Entrepreneurship

In teaching EMS, Gumede believes that project-based learning, critical thinking, and collaboration are the best teaching strategies.²³ Moloi, Kola and Molise argue that the aforementioned teaching strategies have the potential of helping learners to better understand any subject matter.²⁴ According to Beninghof, learner collaboration benefits learners by providing multiple dimensions that enhance understanding and improve the learning of EMS.²⁵ Furthermore, Ngwenya and Nzuzza suggest using learners' prior knowledge when teaching EMS, while Msimanga recommends assessment and facilitative methodology

¹⁴ Vanessa Ratten and Paul Jones, "Entrepreneurship and Management Education: Exploring Trends and Gaps," *The International Journal of Management Education* 19, no. 1 (March 2021): 100431, <https://doi.org/10.1016/j.ijme.2020.100431>.

¹⁵ Rotem Shneor et al., "The Differential Impact of Entrepreneurship Education on the Entrepreneurial Intentions of Segments of Students," *Entrepreneurship Education and Pedagogy* 4, no. 4 (2021): 718–39.

¹⁶ Solumuzi P. Ncama, "Exploring Teachers' Experiences of Teaching Accounting in Rural Schools: A Case of Novice Teachers in Zululand District" (University of KwaZulu-Natal, 2021).

¹⁷ Suriamurthee Moonsamy Maistry and Roshnee David, "Phantasmagoria: Communicating an Illusion of Entrepreneurship in South African School Textbooks," *Educational Research for Social Change* 6, no. 2 (September 1, 2017): 101–14, <https://doi.org/10.17159/2221-4070/2017/v6i2a7>.

¹⁸ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12*.

¹⁹ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12*.

²⁰ Ngwenya and Nzuzza, "Teachers' Views on the Role of Economic and Management Sciences in Preparing Learners for Accounting in the Further Education and Training Phase."

²¹ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12*.

²² South Africa. Department of Basic Education (DoE), *The National Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase Grade R-3* (Pretoria: Government Printer, 2011).

²³ Constance Ntombifuthi Gumede, *Implementation of Caps in Economics and Management Sciences to Support Learners in Developing 21ST Century Skills* (University of Johannesburg (South Africa), 2020).

²⁴ Mojakgomo David Moloi, Malose Kola, and Habasisa Vincent Molise, "Strategic Devises to Enhance Accounting Cash Journals Content Knowledge of Economic and Management Sciences Teachers," *Research in Social Sciences and Technology* 8, no. 1 (April 25, 2023): 1–15, <https://doi.org/10.46303/ressat.2023.1>.

²⁵ Anne M. Beninghof, *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning* (Hoboken, NJ: Jossey-Bass, 2020).

as strategies to be integrated into teaching EMS.²⁶ Similarly, Masuku, Jili, and Sabela promote assessment as a pedagogical approach aimed at assisting learners in acquiring knowledge.²⁷ Frolova, Alwaely, and Nikishina advocate practical knowledge as an instructional tactic to aid learners relate to the content when teaching Entrepreneurship.²⁸ Likewise, Frolova et al. emphasise the practice of experimentation through practical knowledge so that learners can visualise aspects of Entrepreneurship being used in the world.²⁹

In addition, Subon and Tarmim emphasise code-switching in teaching business-related subjects and argue that using code-switching in teaching Entrepreneurship enhances learner understanding of the subject matter.³⁰ In some other contexts, students lack understanding of the language of instruction. A discipline like Entrepreneurship requires students to understand the language teachers use to help them make sense of the subjects. Moreover, Frolova et al. advocate for the utilisation of practical knowledge which helps learners to relate easily.³¹ Consequently, Kickul et al. suggest the integration of social entrepreneurship, which includes activities such as conferences and day trips.³² Peschl, Deng and Larson favour a signature pedagogy which includes the flipped classroom, open educational resources, and experiential learning tasks as some strategies to teach Entrepreneurship with the aim of producing learners with entrepreneurial cognitive abilities.³³ According to Peschl et al., entrepreneurial cognitive abilities include a teamwork approach, problem-solving, empathy, creativity, failing forward, coping with ambiguity, and responding to critical feedback.³⁴ Lastly, Hardie, Highfield and Lee suggest the following teaching approaches for teaching Entrepreneurship: class discussions, learner-led projects, visiting local businesses, and games interconnected to entrepreneurship.³⁵

However, several studies conducted around the teaching of EMS have indicated that there are challenges which directly impact the teaching of EMS.³⁶ These challenges include a lack of pedagogical strategies, time allocated to teach EMS in South African schools, inadequate teacher training and development, and teachers' lack of subject content knowledge. Some EMS teachers did not receive proper training for the teaching of EMS and hence possess poor teaching strategies. EMS is allocated 2 hours per week.³⁷ In the allocated instructional time, they have to teach the Entrepreneurship, Financial Literacy and Economy components. Other scholars have highlighted numerous strategies for teaching EMS.³⁸ These strategies include the use of assessment, collaborative teaching, a learner-centred

²⁶ Ngwenya and Nzuzi, "Teachers' Views on the Role of Economic and Management Sciences in Preparing Learners for Accounting in the Further Education and Training Phase"; Mthofela R. Msimanga, "Teach and Assess: A Strategy for Effective Teaching and Learning in Economic and Management Sciences" (2017).

²⁷ Mfundo Mandla Masuku, Nokukhanya Noqiniso Jili, and Primrose Thandekile Sabela, "Assessment as A Pedagogy and Measuring Tool in Promoting Deep Learning In Institutions of Higher Learning," *International Journal of Higher Education* 10, no. 2 (December 10, 2020): 274, <https://doi.org/10.5430/ijhe.v10n2p274>.

²⁸ Yuliya Frolova, Suad A. Alwaely, and Olga Nikishina, "Knowledge Management in Entrepreneurship Education as the Basis for Creative Business Development," *Sustainability* 13, no. 3 (January 22, 2021): 1167, <https://doi.org/10.3390/su13031167>.

²⁹ Frolova, Alwaely, and Nikishina, "Knowledge Management in Entrepreneurship Education as the Basis for Creative Business Development."

³⁰ Frankie Subon and Siti Sarah Mohd Tarmim, "The Code-Switching Phenomenon during Oral Presentations among the Business Programme Students," *IAFOR Journal of Education* 9, no. 5 (October 22, 2021): 85–100, <https://doi.org/10.22492/ije.9.5.05>.

³¹ Frolova, Alwaely, and Nikishina, "Knowledge Management in Entrepreneurship Education as the Basis for Creative Business Development."

³² Jill Kickul et al., "Special Issue on Social Entrepreneurship Education," *Entrepreneurship Education and Pedagogy* 5, no. 2 (April 3, 2022): 186–91, <https://doi.org/10.1177/25151274211040420>.

³³ Houston Peschl, Connie Deng, and Nicole Larson, "Entrepreneurial Thinking: A Signature Pedagogy for an Uncertain 21st Century," *The International Journal of Management Education* 19, no. 1 (March 2021): 100427, <https://doi.org/10.1016/j.ijme.2020.100427>.

³⁴ Peschl, Deng, and Larson, "Entrepreneurial Thinking: A Signature Pedagogy for an Uncertain 21st Century."

³⁵ Bethany Hardie, Camilla Highfield, and Kerry Lee, "Attitudes and Values of Teachers and Leaders towards Entrepreneurship Education," *Research Papers in Education* 38, no. 4 (July 4, 2023): 690–714, <https://doi.org/10.1080/02671522.2022.2028891>.

³⁶ Jonda and Alfred Modise, "Economic and Management Sciences as the Ground Rule for Grades 10 to 12 Accounting Learners in South Africa"; Ngwenya and Nzuzi, "Teachers' Views on the Role of Economic and Management Sciences in Preparing Learners for Accounting in the Further Education and Training Phase"; Siyacela Nzuzi, "Exploring Teacher's Views on the Role Economic and Management Sciences (Ems) in Preparing Learners for Fet Phaseaccounting" (University of KwaZulu-Natal, Edgewood Campus, 2019).

³⁷ Department of Basic Education, *National Curriculum Statement (NCS): Curriculum and Assessment Policy Statement: Further Education and Training Phase, Grades 10–12*.

³⁸ Emmanuel Olusola Adu, "E-Learning Facilities Usage Assessment by Economic and Management Science (EMS) Teachers in Eastern Cape Province, South Africa," in *EdMedia+ Innovate Learning* (Association for the Advancement of Computing in Education (AACE), 2016), 1738–44; Moloi, Kola, and Molise, "Strategic Devises to Enhance Accounting Cash Journals Content Knowledge of Economic and Management Sciences Teachers"; Msimanga, "Teach and Assess: A Strategy for Effective Teaching and Learning in Economic and

approach, technology, developing a learning environment, problem-solving techniques, and the use of learners' existing knowledge.

THEORETICAL FRAMEWORK

Teacher Knowledge

In this study, Shulman's theory on teacher knowledge was used as a theoretical perspective to understand the teaching strategies EMS teachers employ when teaching the Entrepreneurship component in the uThukela district in KwaZulu-Natal.³⁹ Shing, Saat and Loke believe that Shulman presented the concept of teacher knowledge, highlighting the importance of examining this knowledge in relation to both subject matter and professional expertise from varied angles.⁴⁰ According to Shulman, teacher knowledge comprises seven interconnected knowledge bases: general pedagogical knowledge, content knowledge, curriculum knowledge, knowledge of learners and their characteristics, pedagogical content knowledge of educational context, and knowledge of educational ends, purposes, and values.⁴¹ In this study, this theory was very fundamental in understanding teachers' teaching practices of the Entrepreneurship component of EMS. The researchers were able to understand the EMS teachers' content knowledge of Entrepreneurship they possess. Hence, this led to understanding the teaching strategies used to assist learners in comprehending the Entrepreneurship content knowledge. Shulman's theory was deemed relevant in the study, and it serves as a lens through which to understand how teachers utilise knowledge of learners' backgrounds when clarifying Entrepreneurship subject matter. Figure 1 presents the seven integrated knowledge bases.

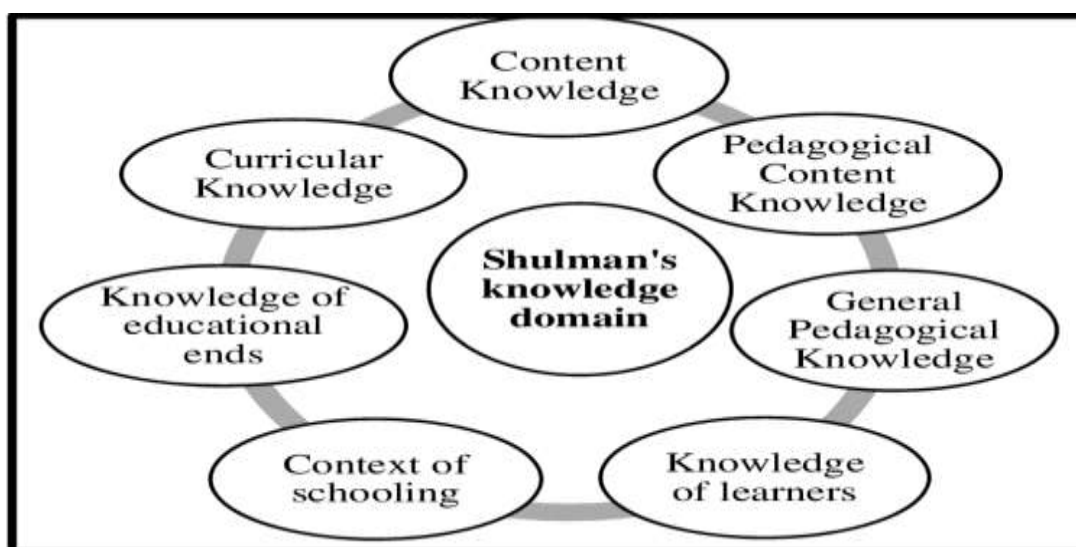


Figure 1: The teacher knowledge framework

The researchers decided to use teacher knowledge as a theoretical framework for this study, as they sought to explore teachers' knowledge when teaching the Entrepreneurship component of EMS in the uThukela education district.

METHODOLOGY

The study follows the traditions of interpretivism. Nickerson highlights that the interpretivist paradigm focuses on comprehending individuals' experiences within the framework of their social context.⁴² This research study employed a qualitative research approach, which helped make meaning regarding teaching

Management Sciences"; Micheal Van Wyk and M Tshelane, "Approaches to Teaching EMS: The Learner-Centred Approach" (Teaching economic and management sciences in the senior phase. Oxford ..., 2016).

³⁹ Lee S Shulman, "Those Who Understand: Knowledge Growth in Teaching," *Educational Researcher* 15, no. 2 (1986): 4–14.

⁴⁰ Chien Lee Shing, Rohaida Mohd Saat, and Siow Heng Loke, "The Knowledge of Teaching -pedagogical Content Knowledge (PCK)," *MOJES: Malaysian Online Journal of Educational Sciences* 3, no. 3 (2018): 40–55.

⁴¹ Lee Shulman, "Knowledge and Teaching: Foundations of the New Reform," *Harvard Educational Review* 57, no. 1 (1987): 1–23.

⁴² Charlotte Nickerson, "Interpretivism Paradigm & Research Philosophy," *Simply Sociology* 5 (2022).

the Entrepreneurship component of EMS in the uThukela district. The qualitative research approach delves into investigating social phenomena that are intertwined with individual experiences.⁴³

It was a multiple case study of five EMS teachers in grades 8 and 9, who were purposively and conveniently selected from five secondary schools that offer EMS subjects in the uThukela district. The five secondary schools were selected because they were easily accessible on the basis of their geographical location. Five EMS teachers were sampled in order to have a manageable number of participants for this study. Remenyi observes that a multiple case study offers a comprehensive portrayal of the issue under investigation by presenting diverse perspectives from the participants involved.⁴⁴ Approval to conduct this research was secured from the University of KwaZulu-Natal, KwaZulu-Natal Department of Education, and the school principals. Participants were notified that their involvement was voluntary, and they had the freedom to withdraw from the study at any point during the data collection process, should they choose to do so. All names of participants used in the study are pseudonyms, in order to protect the identity of the participants.

Data was generated through individual semi-structured interviews. Individual semi-structured interviews are effective in qualitative research, particularly when investigating social issues.⁴⁵ Individual semi-structured interviews were used because the questions were closed and open-ended. In addition, the researchers opted for individual semi-structured interviews to ensure an accurate representation of the teaching practices employed by teachers in teaching the Entrepreneurship component. Each interview lasted for about 40 minutes. The interviews were conducted at a time that was convenient for both the researchers and participants. The interviews were audio-recorded with the permission of the participants. The researchers ensured that there was no disruption in teaching and learning. The predetermined questions aimed at understanding the EMS teachers' teaching of Entrepreneurship. The generated data were thematically analysed. Braun and Clarke and Morgan regard thematic analysis as a commonly used analysis approach in qualitative research to make meaning of the data generated.⁴⁶ In using thematic analysis, we coded data generated and themes were developed.

PRESENTATION OF FINDINGS

This section presents the findings generated through semi-structured interviews after the completion of data analysis. Five themes emerged in answering the key research question of what teaching strategies EMS teachers use to teach the Entrepreneurship component of EMS in the uThukela district. In presenting the themes which emerged, direct verbatim quotes from the participants are used.

1. Use of code-switching in teaching Entrepreneurship

Data indicated that teachers engage in code-switching while teaching the Entrepreneurship component, aiming to facilitate learners' understanding of the subject matter and to foster comprehension and meaningful engagement with Entrepreneurship concepts. English serves as the language of instruction in all participating schools, it is worth noting that isiZulu is the predominant home language among the majority of learners in these schools. Data showed that EMS teachers frequently switched from English to isiZulu in order to enhance learners' comprehension of the subject matter and to clarify concepts:

"... I switch to another language to help my learners to understand better. Switching to another language helps learners to better understand what I am explaining to them. I emphasise that they must respond in English because the lesson is taught in English. I do not allow them to use their mother tongue during the lesson." [Mr Yende, secondary school C]

Mr Yende indicated that he code-switches to make learning simple. He believes that code-switching enables learners to gain a concrete understanding of the subject matter. Similarly, Miss

⁴³ Kelvin Mwita, "Strengths and Weaknesses of Qualitative Research in Social Science Studies," *International Journal of Research in Business and Social Science* (2147-4478) 11, no. 6 (2022): 618–25.

⁴⁴ Dan Remenyi, *Case Study Research: The Quick Guide Series* (Johannesburg: UJ Press, 2022).

⁴⁵ Aleksandra Belina, "Semi-Structured Interviewing as a Tool for Understanding Informal Civil Society," *Voluntary Sector Review* 14, no. 2 (July 2023): 331–47, <https://doi.org/10.1332/204080522X16454629995872>.

⁴⁶ Victoria Clarke and Virginia Braun, "Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning," *The Psychologist* 26, no. 2 (2013): 120–23; Hani Morgan, "Understanding Thematic Analysis and the Debates Involving Its Use," *The Qualitative Report* 27, no. 10 (2022): 2079–90.

Mthombeni of secondary school D said: *“Since some Entrepreneurship concepts are much more challenging, I decided to utilise learners' home language.”* Miss Mthombeni indicated that she uses code-switching to simplify the Entrepreneurship concepts which are difficult for learners by using their native language.

Teachers shared similar views on the use of learners' home language to teach the subject matter. They believed that code-switching enables learners to gain an in-depth understanding of the discipline of Entrepreneurship. Moreover, teachers highlighted that code-switching is demanded by the complexity of the subject matter to facilitate the learners' understanding of the discipline.

2. Utilising learners' previous knowledge to introduce new subject matter

Data showed that EMS teachers utilized learners' existing knowledge as a foundation to introduce them to new subject matter. They held the belief that learners' prior knowledge played a crucial role in helping them comprehend and make sense of the new knowledge:

“It is imperative to begin with the previous lesson before inducting learners into the new topic. This helps to find out if me and my learners have the same understanding. I firstly assess them whether they understood the previous information before I introduce the new lesson.” [Mr Zondi, from secondary school B]

“Checking previous knowledge is important before teaching any topic from Entrepreneurship. It is therefore helpful to relate what they see in their community with the new subject matter that will be taught. If they have prior knowledge, it is becoming easier to introduce new concepts to the learners.” [Mr Latha, from secondary school E]

Data indicated that EMS teachers shared similar perspectives regarding the utilisation of learners' prior knowledge when teaching Entrepreneurship. Teachers underscored that leveraging existing knowledge enables learners to more easily grasp and interpret new concepts within the Entrepreneurship discipline. Furthermore, ascertaining learners' existing knowledge is useful in determining what they already know about the discipline.

3. Encouraging learner participation in teaching Entrepreneurship

Data reveals that teachers constantly encourage learners to participate while teaching Entrepreneurship. The teachers consistently pose questions to encourage participation among the learners and get them involved during the lesson:

“Normally, I use the question and answer method when I teach Entrepreneurship. This approach gives opportunity to the learners to showcase the knowledge they have with regard to Entrepreneurship.” [Mr Latha from secondary school E]

“Question and answer method promotes class discussion. As a result, all learners participate during the lesson” [Miss Mthombeni from secondary school D]

The excerpts above indicate that teachers integrate the question and answer method into their teaching of the Entrepreneurship discipline. The question and answer method is utilised to construct a platform where learners can engage with the discipline's content by sharing their views and validating their understanding.

Mr Zondi underscored the utilization of the question and answer method as a teaching tactic to gauge learners' grasp of the discipline:

“... Since I started teaching, I have been utilising the question and answer teaching method. In all the subjects I am teaching, this method is very effective. It gives me a true reflection of my students' comprehension of the subject matter. After teaching, I normally ask questions based on what I taught them. Therefore, the question and answer method works very well for me.” [Mr Zondi from secondary school B]

Mr Zondi indicated that question and answer is his commonly used method when teaching Entrepreneurship. He employed a teaching method involving questioning to evaluate learners' comprehension of the subject matter, thereby assessing their knowledge pertaining to the discipline.

4. Utilising assessment as a strategy in teaching Entrepreneurship

Teachers emphasised the utilisation of assessment as a pedagogical strategy to help learners to make meaning of the subject of Entrepreneurship. They highlighted that they use various forms of assessment, with the sole purpose of testing learners' comprehension and improving learners' understanding of the subject. EMS teachers mentioned that when teaching Entrepreneurship, they simultaneously teach and assess. Assessment is integrated into teaching to assist learners in learning more information related to the Entrepreneurship discipline:

"The assessment programme requires them to do practical tasks such as a market day. Hence, during entrepreneurs' day, they calculate expenses and income. They even calculate profit and loss. Class tests and classwork also become the most useful methods." [Mrs. Mazibuko from secondary school A]

"I conduct classwork and homework as informal assessment tasks. These help to see where I must support them. Formal and informal assessment activities help me a lot in planning for their new lesson." [Mr. Zondi from secondary school B]

The above extracts reveal that teachers use multiple forms of assessment to help and develop learners in interpreting the Entrepreneurship discipline. Data shows that teachers integrate informal, formal, and practical assessment into their teaching. Teachers believed that learners benefited from the assessment, as they had an opportunity to share ideas in connection to the given activities.

5. Collaborative Teaching and Learning

Teachers mentioned that they work collaboratively with other EMS teachers when teaching Entrepreneurship. This collaboration also occurs between EMS teachers and teachers of other subjects within the school through the sharing of ideas. EMS teachers benefit from collaboration by improving pedagogical skills and enhancing content knowledge of the Entrepreneurship discipline.

Miss Mthombeni mentioned that when she teaches EMS, she relies on her colleagues for assistance on the subject matter when she meets with difficulties in teaching the Entrepreneurship component:

"... We work as a team because I seek help from my colleagues if I face any challenge. I usually ask for help from someone who is knowledgeable about the subject matter." [Miss Mthombeni from secondary school D]

Mr Latha expressed a similar viewpoint, stating that as EMS teachers, they collaborate with other educators to enhance learners' comprehension of the Entrepreneurship discipline:

"... I seek help from other teachers because as a teacher I cannot be an expert in all the topics. Thus, I need someone to assist me" [Mr Latha from secondary school E]

Mr Yende added:

"Networking with teachers from other schools is also helpful. This helps to know how they teach and the strategies they use to explain the subject matter. Using this strategy assists in benchmarking our teaching approaches" [Mr Yende from secondary school C]

The extracts above reveal that teachers acquire knowledge from each other to improve their understanding of the Entrepreneurship discipline. This shows that EMS teachers teaching collaboratively allows them to get information from each other, which empowers them.

Data further showed that EMS teachers encourage learners to collaborate during EMS lessons. Peer learning among teachers in EMS further enhances collaboration. Teachers indicated the following:

"I encourage learners to work in groups when I teach EMS." [Mrs Mazibuko from secondary school A]

“I normally employ the group teaching method. This is because learners have different capabilities. As a result, in groups, they will assist one another. Learners who face challenges will get help from those who seem to understand better the subject matter” [Miss Mthombeni from secondary school D]

Teachers indicated similar opinions related to learners working together collaboratively. Peer learning enables learners to share ideas and knowledge. Teachers revealed that sometimes their presence hinders learners from making an input amongst their peers. It was noted that peer learning was important where learners shared information in groups and pairs. Collaborative learning permitted learners to learn more information that was previously unknown to them.

DISCUSSION OF FINDINGS

The purpose of this study was to explore the instructional approaches employed by EMS teachers when teaching the Entrepreneurship component in the uThukela district of KwaZulu-Natal. The study findings showed that teachers utilise code-switching as one of their strategies to teach Entrepreneurship and help learners get a better understanding of the discipline. Wunseh and Charamba believe that code-switching is an appropriate teaching strategy to use to assist learners in making meaning of difficult subject matter.⁴⁷ Teachers were of the idea that code-switching enables them to teach the Entrepreneurship discipline in an easy way that learners can understand. This is supported by Shinga and Pillay who indicate that the use of code-switching helps teachers simplify difficult concepts and advances learners’ understanding.⁴⁸ Subon and Tarmim believe that code-switching works well in teaching business-related subjects.⁴⁹ The implementation of code-switching by teachers demonstrates that EMS teachers possess content knowledge relevant to the Entrepreneurship discipline.

The findings further indicate that EMS teachers utilise learners’ previous knowledge to introduce the new subject matter. Van Riesen et al. advocate the use of prior knowledge when introducing new content to learners.⁵⁰ The findings also indicate that the EMS teachers use prior knowledge to determine, arouse, and evaluate the knowledge that learners possess. This is supported by McCarthy and McNamara, who identify learners’ prior knowledge as crucial since it becomes a solid basis upon which to build the new knowledge.⁵¹ The utilisation of learners’ previous knowledge is also supported by Ngwenya and Nzuzza, who believe that it plays a significant role when teaching integrated subjects like EMS.⁵² The utilisation of learners’ prior knowledge indicates that EMS teachers have pedagogical content knowledge and knowledge of learners and their characteristics.

In addition, the findings further revealed that EMS teachers strongly believe in learner participation. This was achieved by consistently posing questions that kept learners actively engaged throughout the lesson. According to Du Plessis and Kumar, learners’ participation signifies a learner-centred approach, which advocates for learner engagement in the lesson.⁵³ Teachers emphasised that a subject like Entrepreneurship requires more class discussion for learners to easily grasp the subject matter. Shulman advocates for the effective utilisation of the question and answer technique in the teaching of any subject as a good pedagogical strategy.⁵⁴ Participation enables learners to share their ideas related to the discipline of Entrepreneurship. This is in line with the work of Gumede, who believes

⁴⁷ Quinta Kemende Wunseh and Erasmus Charamba, “Language Brokering and Code Switching as Teaching and Learning Tools in Multilingual Settings: Reflections of Two Immigrant Children,” *Journal of Languages and Language Teaching* 11, no. 1 (January 20, 2023): 114, <https://doi.org/10.33394/jollt.v11i1.6447>.

⁴⁸ Sibongile Shinga and Ansurie Pillay, “Why Do Teachers Code-Switch When Teaching English as a Second Language?,” *South African Journal of Education* 41, no. Supplement 1 (October 31, 2021): S1–7, <https://doi.org/10.15700/saje.v41ns1a1934>.

⁴⁹ Subon and Tarmim, “The Code-Switching Phenomenon during Oral Presentations among the Business Programme Students.”

⁵⁰ Siswa A. N. van Riesen et al., “The Influence of Prior Knowledge on the Effectiveness of Guided Experiment Design,” *Interactive Learning Environments* 30, no. 1 (January 2, 2022): 17–33, <https://doi.org/10.1080/10494820.2019.1631193>.

⁵¹ Kathryn S. McCarthy and Danielle S. McNamara, “The Multidimensional Knowledge in Text Comprehension Framework,” *Educational Psychologist* 56, no. 3 (July 3, 2021): 196–214, <https://doi.org/10.1080/00461520.2021.1872379>.

⁵² Ngwenya and Nzuzza, “Teachers’ Views on the Role of Economic and Management Sciences in Preparing Learners for Accounting in the Further Education and Training Phase.”

⁵³ Elize Du Plessis, “Student Teachers’ Perceptions, Experiences, and Challenges Regarding Learner-Centred Teaching,” *South African Journal of Education* 40, no. 1 (2020); Rajendra Kumar Shah, “Concepts of Learner-Centred Teaching,” *Shanlax International Journal of Education* 8, no. 3 (June 1, 2020): 45–60, <https://doi.org/10.34293/education.v8i3.2926>.

⁵⁴ Shulman, “Those Who Understand: Knowledge Growth in Teaching.”

that facilitating learner participation during lessons serves as the optimal teaching strategy for deepening understanding of Entrepreneurship.⁵⁵ Encouraging learners to participate during Entrepreneurship lessons shows that the EMS teachers possess general pedagogical knowledge.

Moreover, the findings indicate that the EMS teachers used assessment to measure learners' understanding of Entrepreneurship. This assisted the EMS teachers in identifying areas where they could help learners understand the subject matter better. According to Akiri et al. and Schildkamp et al., integration of assessment when teaching yields positive results in teaching and learning.⁵⁶ Employment of various assessment methods by EMS teachers entails that they develop numerous methods to enable learners to learn Entrepreneurship. Assigning work to learners and providing feedback on their work serve as important aspects of instruction.⁵⁷ Assessment as a teaching strategy is used in evaluating learners' understanding and progress of learning during different stages of the lesson. This is supported by Martin, Mraz and Polly who believe that assessment can be infused into various parts of the lesson.⁵⁸ This aligns with the findings presented by Masuku et al. and Msimanga, who advocate for Incorporating assessment as a pedagogical approach.⁵⁹

Lastly, the findings indicated that EMS teachers teach Entrepreneurship through collaborating with different teachers from other schools. This finding resonates with Mloi et al., who suggest collaborative team teaching through PLCs in teaching EMS.⁶⁰ Teachers mentioned that teacher collaboration benefits and improves their pedagogical abilities since it enables them to share ideas. Mloi et al. and Roberts, Bissett and Wilding support the use of collaborative teaching since it assists teachers in gaining a better understanding of the subject matter.⁶¹ However, Muza opposes the implementation of collaborative teaching, citing concerns that learners may struggle to grasp the diverse teaching styles of multiple teachers.⁶² The study is in support of collaborative teaching in the teaching of EMS, especially the Entrepreneurship component.

The findings further indicate that EMS teachers also use learner collaboration when teaching the Entrepreneurship component. Learner collaboration happens as learners work in pairs and groups, which allows them to share ideas. The use of learner collaboration is advocated by Nakata, Nitta and Tsuda who assert that collaborative learning facilitates the sharing of information among learners.⁶³ Learner collaboration is also advocated by Hardie et al. and Peschl et al., who advocate for learners to engage in teamwork, projects led by learners, and class discussions as approaches or strategies to teach the Entrepreneurship discipline.⁶⁴ Use of collaboration occurs in line with the knowledge of the learners and their characteristics, and knowledge of the educational context.

⁵⁵ Gumede, *Implementation of Caps in Economics and Management Sciences to Support Learners in Developing 21ST Century Skills*.

⁵⁶ Effrat Akiri, Hrisilda Matathia Tor, and Yehudit Judy Dori, "Teaching and Assessment Methods: STEM Teachers' Perceptions and Implementation," *Eurasia Journal of Mathematics, Science and Technology Education* 17, no. 6 (May 7, 2021): em1969, <https://doi.org/10.29333/ejmste/10882>; Kim Schildkamp et al., "Formative Assessment: A Systematic Review of Critical Teacher Prerequisites for Classroom Practice," *International Journal of Educational Research* 103 (2020): 101602, <https://doi.org/10.1016/j.ijer.2020.101602>.

⁵⁷ Shulman, "Those Who Understand: Knowledge Growth in Teaching."

⁵⁸ Christie L. Martin, Maryann Mraz, and Drew Polly, "Examining Elementary School Teachers Perceptions of and Use of Formative Assessment in Mathematics," *International Electronic Journal of Elementary Education*, January 1, 2022, <https://doi.org/10.26822/iejee.2022.253>.

⁵⁹ Masuku, Jili, and Sabela, "Assessment as A Pedagogy and Measuring Tool in Promoting Deep Learning In Institutions of Higher Learning"; Msimanga, "Teach and Assess: A Strategy for Effective Teaching and Learning in Economic and Management Sciences."

⁶⁰ Mloi, Kola, and Molise, "Strategic Devises to Enhance Accounting Cash Journals Content Knowledge of Economic and Management Sciences Teachers."

⁶¹ Mloi, Kola, and Molise, "Strategic Devises to Enhance Accounting Cash Journals Content Knowledge of Economic and Management Sciences Teachers"; Melanie Roberts, Michelle Bissett, and Clare Wilding, "Team Teaching as a Strategy for Enhancing Teaching about Theory-into-Practice," *Innovations in Education and Teaching International* 60, no. 1 (January 2, 2023): 26–36, <https://doi.org/10.1080/14703297.2021.1966490>.

⁶² Shehu Haruna Muza, "Team Teaching Approach on Academic Performance of Students in Faculty of Education," *The Universal Academic Research Journal* 2, no. 2 (June 1, 2021): 58–63, <https://doi.org/10.17220/tuara.2020.02.1>.

⁶³ Yoshiyuki Nakata, Ryo Nitta, and Atsuko Tsuda, "Understanding Motivation and Classroom Modes of Regulation in Collaborative Learning: An Exploratory Study," *Innovation in Language Learning and Teaching* 16, no. 1 (January 1, 2022): 14–28, <https://doi.org/10.1080/17501229.2020.1846040>.

⁶⁴ Hardie, Highfield, and Lee, "Attitudes and Values of Teachers and Leaders towards Entrepreneurship Education"; Peschl, Deng, and Larson, "Entrepreneurial Thinking: A Signature Pedagogy for an Uncertain 21st Century."

RECOMMENDATIONS OF THE STUDY

Based on the discussion the following recommendations are made. EMS teachers in uThukela district must understand the context where they teach. Teaching EMS in uThukela Education District presents some challenges such as learners' lack of understanding of the language of instruction. Hence, EMS teachers should consider switching to IsiZulu learners' home language when they clarify the difficult subject matter of EMS. It is recommended that teachers consider learners' previous knowledge of the subject and knowledge drawn from learners' lived experiences as necessary for laying a solid foundation for the new knowledge of the discipline. Effective teaching strategies such as encouraging learner participation play an imperative role in assisting learners to enhance their understanding of Entrepreneurship.

CONCLUSION

This study investigated the instructional approaches employed by EMS teachers when teaching the Entrepreneurship component in the uThukela district of KwaZulu-Natal. The findings indicated that EMS teachers utilise multiple strategies to assist learners in making meaning of the Entrepreneurship discipline. They also showed that most of the learners in participating schools used isiZulu as their home language; hence, teachers switched from English to learners' home language, because some learners lacked understanding of the language of instruction. By using the home language of the learners, there is effective class discussion. This was evident from the finding that teachers believed in encouraging learner participation because this strategy enables learners to share their ideas regarding their understanding of the discipline of Entrepreneurship.

It can be emphasised that teachers must consider learners' previous knowledge when teaching Entrepreneurship. Prior knowledge is helpful when introducing a new lesson and in connecting previous knowledge with the new. Therefore, it is imperative to take cognizance of the knowledge that learners bring into the classroom. It is necessary that teachers initiate lessons with questions which is deemed essential as a strategy for evaluating learners' comprehension of the subject matter which they are about to introduce. The findings indicate that assessment was a teaching strategy that teachers used to enhance learners' comprehension of Entrepreneurship.

It emerged from the findings that EMS teachers engage in collaboration with their peers to capacitate themselves and learners in the Entrepreneurship discipline. Teaching a discipline like Entrepreneurship requires the collaboration of different teachers; this was evident when teachers revealed that they work with teachers from other schools in order to assist learners in understanding the subject of Entrepreneurship. Therefore, there is a great need to employ diverse teaching strategies when teaching the Entrepreneurship component of EMS.

RECOMMENDATIONS FOR FUTURE RESEARCH

Future research should focus on exploring the perspectives of teachers, learners, and parents regarding the Entrepreneurship component. This would provide valuable insights from additional stakeholders related to entrepreneurship education. Furthermore, extending research to other districts beyond the current study area would enable a broader understanding of the teaching strategies employed for the Entrepreneurship component.

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