

Challenges of Teaching Entrepreneurship Component of Economics and Management Sciences in South African Schools



Lungelo Sithuthuko Mbatha ¹  & Sithembele Goodman Ndovela ² 

¹ School of Education, University of KwaZulu-Natal, Edgewood campus, South Africa.

² Faculty of Education, University of the Free State, Bloemfontein campus, South Africa.

ABSTRACT

Economic and Management Sciences (EMS) is one of the fields of study in the South African school curriculum. It covers three components namely, financial literacy, economy and Entrepreneurship. This article presents the findings on the challenges of the teaching of the Entrepreneurship component of the EMS. Piaget's (1967) Constructivism theory was employed as a theoretical lens to understand the challenges of the teaching of the Entrepreneurship component of EMS. The researchers used an interpretivism-qualitative approach grounded in the case study as a research methodology. The sample of five EMS teachers who teach EMS in five different schools in the uThukela education district in KwaZulu-Natal province. The data was collected through face-to-face semi-structured interviews and it was analysed using thematic analysis. The following findings were revealed: a shortage of qualified EMS teachers, insufficient teaching resources, limited understanding of the language of teaching and learning and minimal support from EMS subject advisors. It is recommended that the Department of Education must employ qualified EMS teachers and also offer workshops focusing on content and pedagogical knowledge of the EMS. It could be concluded that there are challenges in relation to the teaching Entrepreneurship component. The study contributes with theory and practice regarding the teaching of Entrepreneurship.

Correspondence

Sithembele Goodman

Ndovela

Email: ndovelasg@ufs.ac.za

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INTRODUCTION

Economics and Management Sciences (EMS) is a teaching subject in South African schools. However, in South Africa, EMS is regarded as a learning area, and not a subject. It deals with the efficient and effective use of different types of private, public, or collective resources to satisfy people's needs and wants.¹ According to the South African education system, the EMS subject is offered in the senior phase. It is an integrated subject that consists of three disciplines namely, Accounting, Business Studies, and Economics.² Therefore, in the EMS, some components represent the aforementioned disciplines

¹ Department of Basic Education, *Curriculum and Assessment Policy Statement*. (Pretoria , 2011).

² Motsi Qoyi and Pretty Thandiswa Mpiti, "Pedagogical Practices of Grade 7 Economics and Management Sciences Teachers in Teaching Financial Literacy Component," *International Journal of Research in Business and Social Science* (2147- 4478) 11, no. 10 (December 31, 2022): 359–65, <https://doi.org/10.20525/ijrbs.v11i10.2246>.

respectively. These components are financial literacy, Entrepreneurship and Economy. EMS is a foundational subject that prepares learners for Commerce subjects in the Further Education and Training (FET) phase.³ Mankgele et al. assert that Entrepreneurship Education (EE) serves as a means to bolster the limited levels of entrepreneurial activities in South Africa.⁴

Entrepreneurship teaches learners about the effective use of scarce resources to maximise profit and address the needs of the people. As a result, teaching Entrepreneurship which requires a diverse pedagogical strategy presents several challenges in South Africa. These include among others, limited teaching resources to teach the subject, unqualified teachers of EMS, etc.

Department of Basic Education delineates that the Entrepreneurship component encompasses a range of skills to be developed and content topics to be acquired to master these skills.⁵ The National Curriculum Statement (NCS) aims to cultivate skills such as problem-solving, communication, analytical thinking, collaboration, and the use of technology through EMS. Additionally, EMS covers content topics including business plans, business functions, and factors of production, among others.

This study aims to examine the challenges that hinder the teaching of EMS and the Entrepreneurship component in the uThukela education district. The research question that governed this study is: "What challenges do EMS teachers experience when teaching the Entrepreneurship component in uThukela district?"

LITERATURE REVIEW

Multiple scholars including have echoed in-depth from different perspectives the challenges related to teaching of EMS.⁶ This indicates that the challenges related to the teaching of EMS are dramatically increasing. Similarly, some scholars have investigated the teaching of Entrepreneurship which is governed by multiple challenges which hinder the prosperity of EE.⁷

Gumede points out that some EMS teachers have limited experience and familiarity with EMS as an integrated subject.⁸ Additionally, Msimanga argues that EMS teachers lack sufficient training to effectively teach all components of the subject.⁹ This limited experience often results in teachers neglecting to cover all three components of EMS, as noted by Gumede.¹⁰

Furthermore, Ngwenya and Nzuzza emphasise the challenges posed by EMS being an integrated subject, including the need for EMS teachers to develop innovative teaching strategies and the necessity

³ Jabulisile C. Ngwenya and Siyacela Nzuzza, "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, <https://doi.org/10.15700/saje.v42n4a2131>.

⁴ Khutso P. Mankgele, Jina M. Ratsoma, and M. Ramasobana, "The Effect of Entrepreneurship Education on Entrepreneurial Intention of High School Students In Sekhukhune District, South Africa," *Journal of Entrepreneurship Education* 26, no. 1 (2022).

⁵ Department of Basic Education, *Curriculum and Assessment Policy Statement*.

⁶ Qoyi and Mpiti, "Pedagogical Practices of Grade 7 Economics and Management Sciences Teachers in Teaching Financial Literacy Component"; 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); Mojakgomo David Moloi, "Enhancing Professional Curriculum Practice in a Grade 9 Economic and Management Sciences Class," 2018; 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>; 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"; Siyacela Nzuzza, "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); Lungelo Sithuthuko Mbatha, "Teaching the Entrepreneurship Component of Economic and Management Sciences in Uthukela Education District, Kwazulu-Natal" (University of KwaZulu-Natal, Edgewood Campus, 2023).

⁷ Irfan Hameed and Zainab Irfan, "Entrepreneurship Education: A Review of Challenges, Characteristics and Opportunities," *Entrepreneurship Education* 2, no. 3–4 (December 4, 2019): 135–48, <https://doi.org/10.1007/s41959-019-00018-z>; T R Mbonambi, Bongani Thulani Gamede, and Oluwatoyin Ayodele Ajani, "Investigating the Challenges of Teaching and Learning Business Studies in South African Rural High Schools: In Pursuit of Enhanced Classroom Practices," *Multicultural Education Journal* 9, no. 2 (2023): 31–44; Christoph M Ogina, "Teachers as Leaders in Promoting Business Studies for Entrepreneurship: Challenges and Strategy," *Asia-Africa Journal of Business Entrepreneurship Education and Management* 1 (2022): 28–50; 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 Gumede, *Implementation of Caps in Economics and Management Sciences to Support Learners in Developing 21ST Century Skills*.

⁹ Mothofela Msimanga, "Teach and Assess: A Strategy for Effective Teaching and Learning in Economic and Management Science" (University of the Free State, 2017).

¹⁰ Gumede, *Implementation of Caps in Economics and Management Sciences to Support Learners in Developing 21ST Century Skills*.

for proper support and professional development tailored to EMS teachers.¹¹ Mbatha and Qoyi and Mpiti identify a lack of informative workshops and inadequate support from subject advisors as significant challenges faced by EMS teachers.¹² Similarly, Ogina highlights the absence of Entrepreneurship training for teachers and a lack of support from the community, both of which hinder learners' ability to engage with Entrepreneurship education.¹³ Mbonambi et al. recommend intensive training and support for teachers in rural high schools to bolster their efforts in promoting EE.¹⁴

The findings of Jonda and Modise revealed that certain EMS teachers lack content knowledge and are inadequately qualified to teach EMS.¹⁵ Mbonambi et al. emphasise the necessity for enhancing teachers' pedagogical approaches related to the Entrepreneurship discipline, particularly in secondary schools situated in rural areas.¹⁶ According to Hulman, Content Knowledge (CK) enables teachers to elucidate intricate concepts for learners, making the absence of content knowledge a significant obstacle to effective EMS instruction. Furthermore, Qoyi and Mpiti identified Pedagogical Content Knowledge (PCK) as crucial when teaching EMS.¹⁷ Shulman defines PCK as the array of strategies employed by teachers to facilitate comprehension and meaning-making among learners during lessons.¹⁸ Given the dearth of both CK and PCK, Moloi et al. suggest the implementation of Professional Learning Communities (PLCs) to enable teachers to collaborate and enhance their knowledge and skills.¹⁹

Ncama asserts that a shortage of resources significantly hampers effective teaching and learning.²⁰ Likewise, Mbatha indicates a deficiency in both human and material resources required for teaching EMS.²¹ Consequently, Ngwenya and Nzuzza argue that EMS textbooks lack sufficient information to support teaching and learning in the field.²² Similarly, Dorji discovers minimal content within Entrepreneurship textbooks.²³ Gumede emphasises that the lack of access to the Internet and computers in schools results in learners with insufficient skills.²⁴ Furthermore, Mbonambi et al. and Gina identify the lack of funding as a critical resource constraint in schools, which undermines efforts to promote entrepreneurial activities and hinders the teaching of Entrepreneurship discipline.²⁵

Another critical factor is the learners' incompetence in the Language of learning and teaching. Ogina's findings suggest that the majority of learners' home language is not compatible with the language of instruction.²⁶ As a result, they lack an understanding of English as the language of teaching EMS in most South African schools. This necessitates teachers to code-switch between English and the native

¹¹ 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."

¹² Mbatha, "Teaching the Entrepreneurship Component of Economic and Management Sciences in Uthukela Education District, Kwazulu-Natal"; Qoyi and Mpiti, "Pedagogical Practices of Grade 7 Economics and Management Sciences Teachers in Teaching Financial Literacy Component."

¹³ Ogina, "Teachers as Leaders in Promoting Business Studies for Entrepreneurship: Challenges and Strategy."

¹⁴ Mbonambi, Gumede, and Ajani, "Investigating the Challenges of Teaching and Learning Business Studies in South African Rural High Schools: In Pursuit of Enhanced Classroom Practices."

¹⁵ 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>.

¹⁶ Mbonambi, Gumede, and Ajani, "Investigating the Challenges of Teaching and Learning Business Studies in South African Rural High Schools: In Pursuit of Enhanced Classroom Practices."

¹⁷ Qoyi and Mpiti, "Pedagogical Practices of Grade 7 Economics and Management Sciences Teachers in Teaching Financial Literacy Component."

¹⁸ Lee S Shulman, "Those Who Understand: Knowledge Growth in Teaching," *Educational Researcher* 15, no.2(1986):4–14.

¹⁹ Moloi, Kola, and Molise, "Strategic Devises to Enhance Accounting Cash Journals Content Knowledge of Economic and Management Sciences Teachers."

²⁰ Solumuzi Pressure Ncama, "Exploring Teachers' Experiences of Teaching Accounting in Rural Schools: A Case of Novice Teachers in Zululand District" (2021).

²¹ Mbatha, "Teaching the Entrepreneurship Component of Economic and Management Sciences in Uthukela Education District, Kwazulu-Natal."

²² 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."

²³ Tshewang Dorji, "Content Analysis of Entrepreneurship Education in Primary and Secondary School Textbooks," *Research in Educational Policy and Management* 3, no. 1 (May 27, 2021): 42–59, <https://doi.org/10.46303/repam.2021.3>.

²⁴ Gumede, *Implementation of Caps in Economics and Management Sciences to Support Learners in Developing 21ST Century Skills*.

²⁵ Mbonambi, Gumede, and Ajani, "Investigating the Challenges of Teaching and Learning Business Studies in South African Rural High Schools: In Pursuit of Enhanced Classroom Practices"; Ogina, "Teachers as Leaders in Promoting Business Studies for Entrepreneurship: Challenges and Strategy."

²⁶ Ogina, "Teachers as Leaders in Promoting Business Studies for Entrepreneurship: Challenges and Strategy."

language of the learners. Alhassan et al. argue that using English as the medium of instruction for business-related subjects poses challenges such as poor learner performance and communication difficulties, particularly for learners and teachers who are not proficient in English.²⁷

Comparative Education perspective on challenges related to the teaching of Entrepreneurship discipline

Mbila argues that the teaching of Entrepreneurship in Kenya primarily focuses on theoretical aspects rather than practical application.²⁸ Thaanyane conducted a study in Lesotho which unveils that teachers responsible for teaching Entrepreneurship lack essential pedagogical content knowledge and face a dearth of support from educational stakeholders.²⁹ Additionally, classrooms in Lesotho suffer from overcrowding. Similarly, Hardie et al. ascertain that teachers in Newland lack the necessary pedagogical understanding of EE.³⁰

THEORETICAL FRAMEWORK

In this study, the researchers opted to use Piaget's constructivism theory as a theoretical framework to understand the challenges EMS teachers face when teaching Entrepreneurship.³¹ Constructivism theory refers to a process of making meaning and how people make sense of their experiences. This theory believes that teachers should consider learners' knowledge first and allow them to put their knowledge into practice.³² Constructivism believes that knowledge is socially constructed and students construct new knowledge based on their current knowledge. It advocates for active learner involvement in the construction of meaning and knowledge. Therefore, in this study, it is believed that EMS teachers face numerous challenges when trying to assist learners to make meaning of Entrepreneurship. While learners socially construct the knowledge of Entrepreneurship, there are impediments that teachers need to address. According to Piaget, teachers assist learners through scaffolding, cognitive apprenticeship, tutoring, and cooperative learning and learning communities.³³ Teachers do not dominate the lesson. However, they create conditions for learners to work together and assist each other in making sense of the subject matter.

METHODOLOGY

This study followed the traditions of the interpretivism paradigm to understand the challenges of teaching entrepreneurship in South African schools. The interpretivism paradigm believes in a deeper understanding of the phenomenon under exploration.³⁴ As a result, utilising the interpretivism paradigm allowed the researchers to gain a deeper understanding of the challenges of teaching Entrepreneurship. Epistemologically, the Interpretivism paradigm believes that knowledge is socially constructed. In this study, EMS teachers shared their understanding of the challenges of teaching entrepreneurship. What they shared was used to create knowledge regarding the challenges of teaching Entrepreneurship in schools. Ontologically, this paradigm argues that there are multiple realities. Teachers provided different views on the challenges they face when teaching Entrepreneurship. They have subjective views because interpretivist researchers believe that their participants provide subjective views that are shaped by their

²⁷ Awad Alhassan, Nauman A. Ali, and Holi Ibrahim Holi Ali, "EFL Students' Challenges in English-Medium Business Programmes: Perspectives from Students and Content Teachers," *Cogent Education* 8, no. 1 (January 1, 2021), <https://doi.org/10.1080/2331186X.2021.1888671>.

²⁸ Augustus Mutemi Mbila, "Contents, Curricula, and Teaching Methodologies of Entrepreneurship Education in Kenya," in Bode, Umuerrri (Eds.): *Universities, Entrepreneurship and Enterprise Development in Africa—Conference Proceedings 2020*, 2021, 91–109.

²⁹ Mamosa Esther Thaanyane, "Entrepreneurship Education Teachers' Practices in Preparing Learners for the World of Work: A Case of Lesotho Secondary Schools" (2021).

³⁰ 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>.

³¹ Jean Piaget, "On the Development of Memory and Identity," 1967.

³² Roya Jafari Aminah and Hanieh Davatgari Asl, "Review of Constructivism and Social Constructivism," *Journal of Social Sciences, Literature and Languages* 1, no. 1 (2015): 9–16.

³³ Aminah and Asl, "Review of Constructivism and Social Constructivism."

³⁴ Nasrin Pervin and Mahani Mokhtar, "The Interpretivist Research Paradigm: A Subjective Notion of a Social Context," *International Journal of Academic Research in Progressive Education and Development* 11, no. 2 (April 25, 2022), <https://doi.org/10.6007/IJARPEd/v11-i2/12938>.

experiences.³⁵ The study utilised a qualitative research approach. This approach is about meaning-making about the sentiments shared by research participants.

This study was a multiple case study of five EMS teachers from five secondary schools. The case was the challenges of teaching entrepreneurship in South African schools. Participants were purposively and conveniently sampled from secondary schools within the uThukela Education District. Pseudonyms were utilised to anonymise the participants' names. Data was collected through semi-structured interviews, with the participants' consent, and each interview lasted approximately 45 minutes. Audio recordings were made of the interviews to ensure accuracy and thoroughness in data collection.

PRESENTATION OF FINDINGS

Shortage of qualified EMS teachers

The data indicates that there is a shortage of EMS teachers in some schools. Consequently, some teachers find themselves teaching EMS even though it is not their major subject nor studied it in their basic education. Teachers expressed that EMS is not their area of expertise, yet they had to teach it because of the shortage of qualified teachers in EMS or commerce subjects...

“I started teaching EMS because the school was new in the community and there was a shortage of Educators... I specialised in History and Biology. We rely on the information from the workshop” [Miss Sibeko, teacher from Sicelokuhle Secondary School]

The excerpt above clearly indicates that Miss Sibeko did not major in commerce subjects either during her schooling at the lower level or a higher institution of learning. Due to the limited number of teachers in school, she had to teach EMS even though it was not her specialisation. Mr Zulu also shared the same sentiment with Miss Sibeko. This is what he had to say:

“When I came to this school the teacher that I replaced was also teaching EMS so there was a need or must that I should take over and teach the same subject... I specialised in English, Technology, and History.” [Mr Zulu, teacher from KwaPhayikeni Secondary School]

The data showed a predominant scarcity of EMS teachers in some South African secondary schools. Hence, the subject of EMS had to be allocated to teachers who did not major in any commerce subject. These teachers therefore relied on information they acquired from the EMS workshop. Consequently, this practice affects student learning. It can be mentioned that this is a great challenge that affects the teaching of EMS in schools.

Insufficient teaching resources

Teachers have pointed out a challenge concerning the inadequacy of teaching resources and infrastructure. Data suggests that teachers are finding ways to teach learners access to subject-related information.

“One of the most challenging factors is that learners get short of books and that makes it not easy for learners to work during their leisure time at home. So, they rely on the notes that the teacher gives and sometimes they share information during their leisure time.” [Mr Majuba, teacher from Ladysmith Secondary School]

The excerpt above highlighted that teachers come up with other means such as developing notes for learners because of limited textbooks. This makes it difficult for learners to do homework on Entrepreneurship. Hence, learners could not access the whole content of the subject as they relied only on notes taken from the classroom. In the same vein, Mr Zwane lamented that textbooks are old and do not contain relevant information. This is what he had to say:

“...some textbooks are outdated and do not have rich content that can be wealthy to a learner.” [Mr Zwane teacher from eKwabuseni Secondary School]

The extract above indicates the necessity for using relevant textbooks. Teachers of EMS used old textbooks which resulted in learners acquiring outdated information on entrepreneurship. The utilisation

³⁵ Pervin and Mokhtar, “The Interpretivist Research Paradigm: A Subjective Notion of a Social Context.”

of these textbooks with limited and outdated content compromises the quality of teaching the Entrepreneurship component. Mr Shoba also shares a similar view that schools lack enough resources to teach entrepreneurship.

“... I have mentioned the school does not have enough resources when it comes to teaching this particular subject.” [Mr Shoba, teacher from Zola Secondary School]

Teaching resources play a crucial role in the process of teaching and learning. However, in South African schools, some schools lack basic teaching resources that enable teachers to assist learners to make sense of the subject matter. This was evident in participating schools that some schools still have outdated textbooks and some do not have enough books. Subsequently, there would be a pedagogical lacuna in Entrepreneurship subject matter. Hence, the absence of adequate teaching resources compromises the quality teaching of entrepreneurship and ultimately results in poor student learning.

Limited understanding of the language of teaching and learning

The data indicate that learners have a limited understanding of the language of teaching and learning. Therefore, this poses a challenge when they have to make meaning of Entrepreneurship. Teachers hold a similar perspective that English as the Language of Teaching and Learning (LOTL) presents a challenge for learners.

“Some learners aren't able to understand English as a language of communication.” [Mr Majuba, teacher from Ladysmith Secondary School]

Miss Zulu said:

“There are lots of challenges, including the language of learning and teaching is a problem because some of the learners do not understand English.” [Miss Zulu, teacher from Sinethemba Secondary School]

Mr Majuba and Miss Zulu hold a common perspective regarding learners' struggles with understanding the subject matter presented in English. Limited understanding of the language of instruction hinders learners from accessing the discipline of Entrepreneurship. Miss Zulu further highlights that minimal understanding of the language of instruction limits learners' opportunities to comprehend the subject's basic concepts.

“...Because some concepts are difficult for the learners. The use of English makes it even more difficult for learners to understand EMS basic concepts” [Miss Zulu, teacher from Sinethemba Secondary School]

Mr. Nkabide recognises the language barrier as a significant obstacle impacting the teaching and learning of EMS. He asserts that learners' inability to fully grasp the language hampers their capacity to derive meaning from Entrepreneurship content:

“Language barrier is a problem for these learners, you teach them in English which they do not understand very well. So, I can say the language barrier is a problem.” [Mr Nkabide, teacher from Dube Secondary School]

In South African schools, teaching Entrepreneurship in English presents numerous challenges to some learners because it is not their home language. As a result, they hardly access the subject matter. Therefore, there is a huge content gap triggered by limited access to the language of instruction.

MINIMAL SUPPORT FROM EMS SUBJECT ADVISORS

The study participants complained about EMS subject advisors that they organise workshops that are not informative. Teachers expressed that the workshops they attend often lack essential information necessary for effective teaching of Entrepreneurship:

“The challenge is that these workshops are only called by subject advisors at the beginning of the year, then nothing more, nothing less of which is done by the department.” [Mr Shoba, a teacher from Zola Secondary School]

Mr. Majuba also highlighted that subject advisors organised a workshop that provided little on the methodological approaches to teach EMS:

“We attend at the beginning of every year. The orientation workshops are provided by the subject advisors. The workshops partially give us a bit of knowledge as to what to teach. But what gives a bit of a problem is that they do not teach us the methodology of teaching EMS in the classroom.” [Mr. Majuba, a teacher from Daniva Secondary School]

The EMS workshops arranged by subject advisors offer information on the content to teach. However, teachers are of the view that these workshops offer very minimal information on pedagogical strategies teachers may use. It does not equip teachers with strategies teachers can use to assist learners in constructing knowledge of entrepreneurship.

Miss Zulu and Mr Zwane echoed a common sentiment regarding the limited support they receive from officials, including subject advisors:

“I think we need more support from the subject advisors. So, they will guide us on how to deliver the content...I think it will be better if the Subject Advisors will visit us in the schools four times a year.” [Miss Zulu, teacher from Sinethemba Secondary School]

Miss Zulu suggests that EMS subjects must do regular schools visit where they will develop teachers on content knowledge and pedagogy for the teaching of EMS. This approach aims to provide ongoing support and guidance to teachers, ultimately improving their effectiveness in the classroom.

The professional development workshops are very important for EMS teachers. This was evident during the interview with Mr Zwane:

“The subject advisors must organise content workshops, not have a workshop that is just aimed at passing information to teachers. Informed workshop details what you should be doing in chapter one or various trends, but they need to have more, it should be more detailed. At some stage one just gets limited information formation from those workshops.” [Mr Zwane teacher from eKwabuseni Secondary School]

Participants emphasise the imperativeness of Subject advisors in developing EMS teachers. In some schools, EMS is taught by teachers who do not qualify to teach EMS. Therefore, subject advisors add another challenge as they provide workshops with minimal information on the content and pedagogical strategies to teach Entrepreneurship. Additionally, study participants emphasised that subject advisors currently provide teachers with insufficient information, which fails to adequately support EMS teachers.

DISCUSSION OF FINDINGS

The preceding section presented data and infused verbatim quotations to support sentiments from the participants. This section therefore discusses the findings in relation to the literature and theoretical perspectives underpinning the study.

The study explored the challenges of teaching Entrepreneurship in South African schools. One of the greatest challenges of teaching EMS was the fact that in some schools it was taught by unqualified teachers. These teachers are specialists in other subjects such as Technology, English, Biology and History. As a result, these teachers struggled to help learners to make sense of Entrepreneurship. Teachers reported difficulties in teaching EMS because they have a limited understanding of the subject of EMS. This aligns with the perspective of Uleanya et al., who also argue for the shortage of EMS teachers.³⁶ This

³⁶ Chinaza Uleanya, Bongani Gamede, and MC Siyaya, “Exploring Factors Influencing Learner Performance in the Economic and Management Sciences in Rural Kwazulu-Natal Province of South Africa,” *International Journal of Innovation, Creativity and Change*. *Www.Ijicc.Net* 15, no. 6 (2021): 2021, <https://uir.unisa.ac.za/handle/10500/27317>.

shortage compromises the quality of EMS and Entrepreneurship education. Furthermore, the study findings revealed that some EMS teachers had never majored in any commerce subjects even during their primary education; however, they were assigned to teach EMS. Findings showed that they rely on the information they received from EMS workshops through subject advisors. Jonda and Modise and Qoyi and Mpiti argue that unqualified teachers contribute negatively to student learning.³⁷ Consequently, this affects the academic performance of students in EMS and ultimately in Economics, Accounting, and Business Studies.

Baloyi-Mothibeli et al. argue that limited resources pose a barrier to effective teaching through the implementation of teaching strategies.³⁸ It was evident from the findings that the shortage of EMS textbooks hinders the teaching of Entrepreneurship in schools. The limited textbooks prohibit learners from doing homework because they share textbooks at school. When they get home, they are unable to do their homework. This aligns with the observation made by Ncama, who suggests that the shortage of resources hampers effective teaching.³⁹ Teachers noted that some EMS textbooks are outdated and lack sufficient content, indicating inadequacies that hinder prosperous teaching and learning. Thus, this negatively affects students' learning in participating schools. This finding is consistent with the conclusions drawn by Akiri et al. and Ngwenya and Nzuzza, who identify a gap in EMS and Entrepreneurship textbooks.⁴⁰ Gumede further emphasises that the shortage of teaching resources inhibits teachers from equipping learners with essential skills to their fullest potential.⁴¹

The language of instruction presents several challenges when teaching Entrepreneurship. The majority of learners from participating schools lack an understanding of English as the language of learning and teaching. Entrepreneurship encompasses more theoretical content. Hence learners have to be proficient in English. This is supported by the findings of Ogina and Uleanya et al. who indicate that receiving instruction in a foreign language makes learners struggle to make meaning of the subject matter.⁴² The use of English in participating schools prohibited learners from grasping Entrepreneurship concepts. This resonates with Kurwa who argues that teachers' language affects learners' ability to construct correct subject knowledge.⁴³ Similarly, Alhassan et al. believe English makes it difficult for non-English speaking to learn business-related subjects.⁴⁴ Learners' limited understanding of LOTL makes teachers switch to learners' home language to enable learners to obtain comprehension of the EMS content. Language plays a role in students' construction of new knowledge believes English plays a crucial role in the teaching and learning process of EMS.⁴⁵

Moreover, EMS subject advisors pose additional challenges in the teaching of EMS in South African Schools. EMS subject advisors provide little support in developing EMS teachers in schools. Some schools have limited human resources. EMS in some schools is taught by unqualified teachers. However, EMS workshops focus on cascading information not related to the content knowledge of the subject. Mbatha notes that this inadequate support constrains teachers from utilising appropriate teaching

³⁷ Jonda and Alfred Modise, "Economic and Management Sciences as the Ground Rule for Grades 10 to 12 Accounting Learners in South Africa"; Qoyi and Mpiti, "Pedagogical Practices of Grade 7 Economics and Management Sciences Teachers in Teaching Financial Literacy Component."

³⁸ Seipati L. Baloyi-Mothibeli, Christian Sunday Ugwuanyi, and Chinedu I. O. Okeke, "Exploring Grade R Teachers' Mathematics Curriculum Practices and Strategies for Improvement: Implications for Physics Teaching," *Cypriot Journal of Educational Sciences* 16, no. 1 (February 25, 2021): 238–50, <https://doi.org/10.18844/cjes.v16i1.5523>.

³⁹ Ncama, "Exploring Teachers' Experiences of Teaching Accounting in Rural Schools: A Case of Novice Teachers in Zululand District."

⁴⁰ Effrat Akiri and Yehudit Judy Dori, "Professional Growth of Novice and Experienced STEM Teachers," *Journal of Science Education and Technology* 31, no. 1 (February 16, 2022): 129–42, <https://doi.org/10.1007/s10956-021-09936-x>; 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."

⁴¹ Gumede, *Implementation of Caps in Economics and Management Sciences to Support Learners in Developing 21ST Century Skills*.

⁴² Chinaza Uleanya, Bongani Gamede, and MC Siyaya, "Exploring Factors Influencing Learner Performance in the Economic and Management Sciences in Rural Kwazulu-Natal Province of South Africa," *International Journal of Innovation, Creativity and Change. Www.Ijicc.Net* 15, no. 6 (2021): 2021, <https://uir.unisa.ac.za/handle/10500/27317>; Ogina, "Teachers as Leaders in Promoting Business Studies for Entrepreneurship: Challenges and Strategy."

⁴³ Govero Memory Kurwa, "South African Physical Science Teachers' Classroom Language for Enhanced Understanding of Science Concepts" (University of the Witwatersrand, 2016).

⁴⁴ Alhassan, Ali, and Ali, "EFL Students' Challenges in English-Medium Business Programmes: Perspectives from Students and Content Teachers."

⁴⁵ Piaget, "On the Development of Memory and Identity."

strategies.⁴⁶ Subject advisors of EMS do not organise workshops that focus on content and pedagogical strategies to teach the subject of EMS. Baloyi-Mothibeli et al. emphasise that limited support impedes the quality of teaching and learning.⁴⁷

Furthermore, the study highlights that the workshops provided fail to offer insufficient information to enhance the teaching of Entrepreneurship discipline. This finding echoes the sentiments of Nzuza et al., who argue that a primary obstacle in EMS education is the lack of support and training provided to teachers through workshops.⁴⁸ Similarly, Burnett suggests that the quality of teaching may also suffer due to inadequate professional development opportunities.⁴⁹

RECOMMENDATION

South African secondary schools that offer EMS subjects must employ qualified teachers to teach EMS. This emerged from study findings that some teachers did not major in EMS. However, they had to teach EMS because of the shortage of teachers. It is recommended that more workshops be organised that focus on the content of EMS and pedagogical strategies to teach EMS. In these workshops, teachers would learn how to assist learners to make meaning of Entrepreneurship subject matter. The Department of Education has to play an integral role in ensuring that proper resources such as relevant EMS textbooks are available in all schools offering EMS.

CONCLUSION

The study explored the challenges of teaching Entrepreneurship components of the EMS in South African schools. Teaching Entrepreneurship in South African schools is confronted with some challenges that hinder the process of teaching and learning the subject. Incompetent teachers teach EMS because the school does not have qualified teachers to teach EMS. Another great challenge is the language of instruction because it is not compatible with the home language of learners. As a result, learners struggled to understand Entrepreneurship. Additionally, EMS subject advisors offer limited support in developing EMS teachers to be fully competent in teaching EMS in schools.

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⁴⁸ Siyacela Nzuza, Jabulisile Ngwenya, and Sithembele Ndovela, "Teachers' Experiences of Teaching Financial Literacy in Economic and Management Sciences (EMS) in Preparing Learners for FET Phase Accounting," *International Journal of Learning, Teaching and Educational Research* 21, no. 11 (2022): 357–73.

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ABOUT AUTHORS

Mr. Lungelo Sithuthuko Mbatha is a secondary school teacher in the uThukela Education District. He is currently registered for a PhD at the University of KwaZulu-Natal. His research interest is more on the teaching of Business Studies and Economics and Management Sciences (EMS).

Dr. Sithembele Goodman Ndovela is a lecturer in the Faculty of Education, University of the Free State, Bloemfontein campus, South Africa. He holds a Doctor of Philosophy (PhD) from the University of KwaZulu-Natal. His research interests include teaching and learning in Accounting education especially Accounting threshold concepts. He is a member of World Education Research Association (WERA) and South African Education Research Association (SAERA).