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Research Article

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INVESTIGATING THE CHALLENGES OF TEACHING AND LEARNING BUSINESS STUDIES IN SOUTH AFRICAN RURAL HIGH SCHOOLS: IN PURSUIT OF ENHANCED CLASSROOM PRACTICES

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ABSTRACT

Recent studies have brought to the limelight some concerns regarding the quality of education and academic achievements of learners in numerous rural schools throughout South Africa. Business Studies is considered to be a crucial elective subject during the Further Education and Training phase of Basic Education in South Africa. This course equips learners with the requisite knowledge and competencies about business-oriented professions in the realm of higher education. This study employs a discursive approach to investigate the difficulties encountered in instructing business studies as a Grade 12 subject in diverse rural secondary schools across South Africa. The research delved into various approaches that can be utilised to augment the pedagogy and acquisition of Business Studies among twelfth-grade learners. The subject of Business Studies is included in the curriculum of secondary schools throughout South Africa. The inclusion of the subject is imperative for individuals pursuing careers in business-related programmes or qualifications at institutions of higher education. The authors examined the notion of business studies as a scholastic discipline, the difficulties associated with instructing and comprehending business studies within educational institutions, and methods to augment the pedagogy and comprehension of the subject. This field of study offers a solid base for individuals who aspire to pursue professions in the domains of business or commerce. Therefore, the aforementioned subject holds significant importance for learners seeking admission into tertiary institutions, particularly for those pursuing qualifications in business and commerce-related fields. Several challenges exist in the educational system, including a shortage of qualified teachers, insufficient professional development opportunities, inadequate learning and teaching support materials, overcrowded classrooms, and learner disinterest. The research suggests that rural schools should be provided with sufficient resource materials and that business studies teachers should be capacitated, among other recommendations.

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1. INTRODUCTION

The academic discipline of Business Studies holds considerable significance for learners who are pursuing advanced education in the fields of Business, Commerce, and Management Sciences at the tertiary level. The

perceived complexity and comprehensiveness of the curriculum, as stipulated in the National Curriculum Statement and Curriculum and Assessment Policy Statement, often dissuades potential learners from choosing this subject in Further Education and Training. The objective of these documents is to enable the attainment and utilisation of knowledge and competencies that hold relevance and significance to the learners' individual lives. As per the Department of Education's (DoE) 2012 guidelines, the proposed curriculum places significant emphasis on the acquisition of knowledge within regional contexts, while also exhibiting a cognizance of global imperatives. As per the observations made by researchers, teachers face difficulties while imparting knowledge on subjects such as legislation. As per the source, it has been noted and encountered that teachers who impart knowledge on this particular subject refrain from engaging in in-service training sessions that have the potential to enhance their pedagogical practices. The teachers who teach Business Studies exhibit a deficiency in formal academic training within the discipline and have not undertaken it as a primary field of study at the post-secondary level. Parker, Osei-Himah, Asare, and Ackah (2018) have established that there is a general agreement regarding the inadequate confidence of teachers in instructing subjects outside their area of expertise, which is evident in their lesson planning.

The provision of high-quality teaching in Further Education and Training is of paramount importance as it empowers learners to make informed decisions concerning their selection of major subjects. This, in turn, can have a profound impact on their future career prospects in tertiary institutions. According to Ashmore and Robinson (2015), the process of evaluating learners' learning is a fundamental aspect of pedagogy. They assert that teachers should prioritise actions that facilitate assessment, such as establishing positive relationships with learners based on mutual trust and transparency (p. 131). It is crucial that teachers of vocational disciplines, specifically business studies, equip learners with the necessary expertise and skills, as they will ultimately assume the role of business owners. Therefore, teachers who are responsible for teaching these crucial subjects must possess specialised knowledge in these areas and have previous experience instructing them in the Further Education and Training (FET) phase, particularly in grade 12.

As per the Business Studies Curriculum and Assessment Policy Statement (CAPS), the Department of Education's principal aim is to endow learners with entrepreneurial expertise and understanding, thereby cultivating their self-sufficiency as conscientious members of the nation. According to Parker et al. (2018), teachers must adopt a concentrated approach when delivering instruction. Studies conducted on pedagogy have demonstrated that clearly defined learning objectives can assist learners in understanding the objectives of a session or intervention, sustaining their attention throughout the process, and ultimately improving the efficacy of the learning experience, particularly when confronted with difficult material. Hattie's (2009) perspective suggests that expertise in a given field is contingent upon a teacher's possession of subject knowledge. To coach pedagogy with efficacy, teachers must possess a robust understanding of the subject matter. Adequate knowledge of the subject matter is a crucial requirement for effective teaching. Inadequate knowledge on the part of the teacher can significantly impede the academic progress of their learners. Coe (2014) posits that a crucial component of effective teaching involves exhibiting enthusiasm, dedication, and expertise in engaging individuals in the pursuit of knowledge acquisition.

Killen (2015) posits that well-structured tasks possess the capacity to enhance learners' comprehension of content by allowing their cognitive processes to systematically process information. The utilisation of efficacious pedagogical approaches by teachers is crucial in securing favourable scholastic achievements. The efficacy of pedagogy and the acquisition of knowledge extends beyond the mere dissemination of information. A thorough comprehension of the subject matter being instructed is a crucial prerequisite for effective pedagogy and the acquisition of knowledge. To attain desirable results, teachers must possess a thorough comprehension of the content. According to Killen (2015:30), it is crucial to have a thorough understanding of the subject matter. Teachers must possess a thorough understanding of the essential concepts, principles, and interconnections that define their particular fields of study. Likewise, learners must attain a comprehension of how experts in the respective domain conceptualise and implement these notions. The objective of this research was to examine the difficulties and obligations associated with instructing Business Studies in rural secondary schools throughout South Africa. The objective of this initiative is to enhance the standard of education provided to Grade 12 learners in South African rural schools.

2. LITERATURE REVIEW

According to Post et al. (2020), a literature review, also known as a review article, entails evaluating one or more previous bodies of work to identify, challenge, and advance the foundational components of a theory. The

creation of literature reviews as standalone academic works can aid scholars in gaining a deeper understanding of prior research in their field, as well as in identifying areas of deficiency and potential avenues for future investigation. Review articles play a critical role in questioning established norms within a given field, highlighting significant concerns and factual errors, and stimulating further scientific discourse. The process of examining existing literature encompasses a range of scholarly materials such as books, journals, reports, and other academic sources. The objectives of review articles are diverse and can be categorised into two main types: those that provide a critical analysis of the literature and those that offer a descriptive account of it. Additionally, reviews can either explore conceptual frameworks, themes, and ideas or assess empirical evidence, research methods, and outcomes.

Certain reviews amalgamate all available research about a particular topic, whereas others assess associated and interdisciplinary studies. The teaching and learning of Business Studies at the secondary level play a crucial role in enabling learners to pursue higher education in Business Studies, particularly within the Faculty of Commerce in the field of Business, Commerce, and Management Sciences (Mei & Siraj, 2018). Mei and Siraj (2018) assert that the acquisition of fundamental skills is imperative for learners to attain proficiency in entrepreneurship. Ola (2017) posits that Business Studies plays a crucial role in enabling individuals to make informed decisions in their daily business operations and in enhancing their understanding of the work environment. Briggs (2019) posits that a fundamental responsibility of teachers in the realm of Business studies is to furnish learners with the essential competencies and understanding to proficiently function within the commercial sector, thereby readying them for the world beyond academia. Ajayi (2018) argues that it is crucial to foster enthusiasm for Further Education and Training learners in entrepreneurship at an early stage to reduce the likelihood of unemployment after graduation and to promote job generation and economic development.

According to Mei and Siraj's (2018) research, the Malaysian Examination Council (1998) has developed a Business Studies curriculum to provide learners with the essential competencies required to pursue advanced education in the domains of business management and entrepreneurship. The author expounds upon the necessity for learners to possess fundamental entrepreneurial competencies to achieve a moderate level of proficiency in the field of entrepreneurship. Ukata, Dikibo, and Deborah (2019) posit that the pedagogical process entails the facilitation of the acquisition of skills, attitudes, knowledge, or ideas among individuals. The process entails a cooperative interaction between teachers and learners, where the teacher serves as a facilitator and is responsible for achieving the intended change in the learner's behaviour.

Teaching has been defined as a human pursuit that requires substantial wisdom, humility, effort, and commitment. The work of Briggs (2019) has been referenced. Killen (2015) posits that the act of teaching extends beyond the mere dissemination of information. The process entails guaranteeing that learners attain knowledge via meticulously organised learning activities that methodically involve them in critical thinking and enable them to attain a profound comprehension of the topic at hand. Gbaranen, Dunnebari, and Amaewhule (2019) posit that teaching can be defined as a purposeful guidance of learners toward organised tasks to enhance their acquisition of the most extensive knowledge possible from their experiences. Leuren and Van Den Branden (2016) posit that the notion of learning is concerned with the mechanism through which individuals attain persistent alterations in their knowledge, attitudes, and competencies. This process involves overcoming challenges, correcting mistakes, or misunderstandings, improving conduct, developing new insights, and modifying existing beliefs. Joseph and Magnus (2018) define learning as the alteration of behaviour that results from an interaction between a teacher and a learner within the context of a classroom environment. The authors propose that the acquisition of knowledge is a result of experiential learning that occurs through interaction.

According to Blazar and Kraft (2017), theories related to pedagogy and cognition play a crucial role in promoting the development of learners in areas that go beyond their basic academic skills. According to Joseph and Magnus (2018), teaching and learning are inherently interconnected with human development. According to Bose's (2019) assertion, curriculum encompasses all the educational activities that are organised and directed by the school, regardless of whether they are conducted in a group or individual setting, and whether they occur within or outside the school premises. The concept that curriculum development should cater to the needs of both individual learners and society as a whole, while prioritising subject matter, is supported by Mei and Siraj's (2018) research on the topic. They argue that the curriculum should aim to produce knowledgeable citizens, parents, voters, workers, and other relevant stakeholders. According to the authors, a curriculum approach involves an understanding of the curriculum, the process of developing a curriculum, and a set of principles and core values that inform understanding and principles related to the world, society, and ethics. According to Killen (2015), it is agreed that the facilitation of learners' learning is dependent on the meticulous organisation of novel information by their teachers, monitoring of their progress, and provision of corrective feedback.

Kimweri (2014) defines teaching methods as a set of strategies used to organise learners and the specific

techniques employed to facilitate the learning process. The pedagogical approaches employed are subject to diverse influences, such as the number of learners, their age, and the specific content of the curriculum. Briggs (2019) asserts that the selection of appropriate teaching methods or strategies is imperative in delineating the pedagogical approach that an instructor aims to employ to attain favourable educational results. According to Van Wyk's (2016) report, the Curriculum and Assessment Policy Statement (CAPS) has been introduced by the South African Department of Education as a new curriculum policy for all subjects in schools across the country. The Curriculum and Assessment Policy Statement (CAPS) places emphasis on problem-based learning and underscores a learner-centred approach. The significant change at hand requires teachers to reassess and reimagine their instructional methodologies to guarantee their relevance and efficacy in the educational setting.

According to the Department of Basic Education (2010), the methodology in question is driven by an interactive and stimulating pedagogical approach. This has significant implications for the incorporation of Business Studies into the secondary school curriculum, which falls under the domain of Business, Commerce, and Management Sciences. Wokocho et al. (2017) assert that Business Studies holds significant relevance in secondary schools due to its role in cultivating competencies that are crucial in the business domain. Elezi and Bamber (2017) assert that there is a consensus regarding the importance of curriculum design in the field of Business and Management. This is attributed to its function in laying the groundwork for investigating the correlation between academia and the workforce, alongside assessing the effectiveness of this association. The authors expound upon the importance of assessment methods and the measurement of learners' academic achievements, emphasising the need for these evaluations to align with the demands of the professional world. This alignment is crucial in adequately equipping learners for successful job interviews and a prosperous career with potential employers.

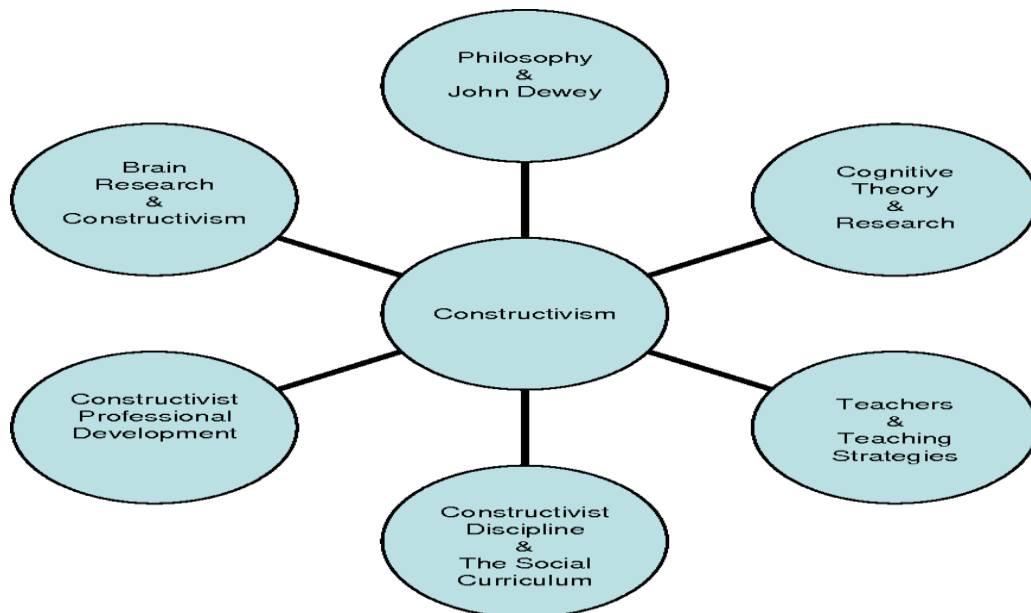
Arekkuzhiyil (2017) agrees with the concept that entrepreneurial competence is a crucial characteristic of an individual, which includes motives, traits, skills, image aspects, knowledge, and appropriate motives that facilitate the execution of various entrepreneurial skills. As per the findings of Wahid et al. (2019), entrepreneurs leverage their business acumen and specialised knowledge to initiate and develop business enterprises. According to Ezenwafor and Amobi (2016), there is a notable concern regarding the quality of learners' performance in business-related subjects.

3. THEORETICAL FRAMEWORK

Ajani (2022) posits that theory is a source of authority and that a theoretical framework provides the foundational structure for the entirety of scientific inquiry. Grant and Osanloo (2014) posit that a theoretical framework serves as a fundamental structure for developing and reinforcing a study, while concurrently delineating the researcher's philosophical, epistemological, methodological, and analytical stance towards the study as a whole. Adom, Huissen, and Agymem (2018) argue that incorporating a theoretical framework in research provides several benefits and serves as a lens that establishes the basis of a study. Creswell (2013) posits that a theoretical framework comprises the explication of a specific theory, such as systems theory or self-efficacy, in conjunction with empirical and conceptual research about the theory. This study is based on the theoretical framework of constructivism. According to Bada and Olusegun (2015), Constructivism is a pedagogical framework that is based on the idea that the acquisition of knowledge is a result of cognitive construction. Bada and Olusegun (2015) expound on the essential characteristics of a constructivist learning environment as follows:

- The sharing of knowledge is a collaborative process between teachers and learners.
- The distribution of authority will be shared between teachers and learners.
- The role of the teacher is that of a facilitator.
- Learning groups comprise a limited quantity of diverse learners.

Fig. 1: Constructivist learning theory



The comprehension of constructivist learning theory is crucial in comprehending the process of learner learning. The constructivist theory posits that knowledge is actively constructed by learners. The process of learning involves the integration of novel experiences into an existing framework of knowledge and comprehension. According to Woolfolk's (1993) assertion, the process of learning entails active cognitive engagement rather than passive reception of instruction. Teachers must possess a comprehensive comprehension of the constructivist learning theory. Every learner who enters your classroom possesses a distinct outlook on life that has been shaped by their individual experiences. This will affect their acquisition of knowledge. According to the constructivist theory, the foundation of learners' acquisition of new knowledge is based on their prior knowledge. Therefore, the initial stage of their learning process holds significant value. The significance of learning theories is comparable to that of academic qualifications for teachers. It is imperative to comprehend the factors that can impact the educational voyage of learners.

Bada and Olusegun (2015) elucidate the benefits of constructivism, which involve the active participation of children in the learning process. This approach leads to improved learning outcomes and heightened enjoyment of the learning experience, as opposed to a passive listening approach. Bada and Olusegun (2015) assert that the most effective educational strategy emphasises critical thinking and comprehension rather than rote memorization. Likewise, the transferability of learning within the constructivist approach is apparent. In a constructivist learning environment, learners can generate their own organising principles that can be effectively applied to a variety of learning contexts. The pedagogical approach of constructivism is noteworthy as it enables learners to assume responsibility for their learning process, as it is based on the learners' inquiries and investigations. Creswell (2014) posits that constructivism, or social constructivism, is often paired with interpretivism and is widely recognised as a qualitative research methodology. From the standpoint of social constructivism, individuals strive to achieve an understanding of the environment in which they live and work.

People develop personal interpretations of their experiences that are directed toward particular objects or entities. According to Creswell (2014), it is essential to take into account various underlying assumptions when discussing constructivism. As individuals engage with their environment, they actively construct interpretations and attribute meaning to the experiences they come across. Qualitative researchers frequently utilise open-ended questions to gather the viewpoints and sentiments of research participants. Individuals perceive and understand their environment based on their respective historical and social contexts. Furthermore, researchers partake in the analysis and interpretation of their results, which can be impacted by their individual experiences and background. The process of establishing significance is essentially a communal one, which arises from and within the context of human interaction and society. The primary characteristic of qualitative research is its inductive approach, wherein the researcher derives meaning from the data collected in the field. Gaun, Yusof, Rahim, and Mamat (2018) assert that the origin of the constructivism concept can be traced back to the English

language, specifically to the term that refers to the arrangement or structure of something. Furthermore, the authors posit that the constructivist learning theory encompasses a cognitive process of reorganisation or restructuring.

The constructivist paradigm encompasses epistemological, psychological, pedagogical, and learning theories that prioritise pre-existing knowledge. Thus, learners acquire comprehension through the knowledge they can construct from the information presented to them during classroom instruction and experiential learning in the field of business studies. According to Adom, Yeboah, and Aknrah (2016), the philosophical paradigm of constructivism is based on the idea that individuals create their own comprehension and knowledge of the world by participating in experiences and reflecting on them. The basis of this concept is founded on the analogy or principle that individuals acquire a substantial portion of their knowledge through direct experiences. Hence, teachers can enhance the teaching and learning of Business Studies by cultivating substantial understanding.

According to Bada and Olusegun (2015), the pedagogy of constructivism is based on current research on the human brain and learning principles, as well as an understanding of how constructivism functions. According to Bada and Olusegun's (2015) exposition of the principles of constructivism, it is posited that the human brain has the capacity for parallel processing. Although the human mind can simultaneously process various types of information, including cognitive processes, affective experiences, and sociocultural knowledge. Therefore, the process of learning encompasses the entire physiological system. Teachers are unable to exclusively address the cognitive abilities of their learners. The pursuit of significance is innate, and the effectiveness of education lies in recognising the subjective and distinctive quality of meaning, as well as the influence of learners' personal experiences on their understanding. The identification of significance occurs through the mechanism of patterning. The effectiveness of teaching methodology is based on its capacity to establish connections between diverse ideas and data points and to incorporate them into overarching concepts and themes.

The role of emotions is critical in the process of patterning. The process of acquiring knowledge is influenced by affective factors, including emotions, sentiments, and dispositions. The brain can process both individual components and complete entities simultaneously in a critical manner. One may face difficulties in acquiring knowledge if one fails to consider either the individual components or the entirety of the subject matter. The acquisition of knowledge involves both focused concentration and incidental awareness. The acquisition of knowledge is influenced by several factors, including the surrounding environment, cultural background, and prevailing atmosphere.

The process of acquiring knowledge typically involves a combination of intentional and spontaneous cognitive processes. It is essential to provide learners with adequate time to comprehend both the substance of their education and the techniques utilised in the procedure. The research's theoretical framework is founded on Vygotsky's constructivist viewpoint. The theoretical framework expounds on the optimisation of pedagogy and acquisition within educational institutions. Vygotsky's sociocultural learning theory places great importance on the role of social and cultural interactions in the learning process. In contrast to Jean Piaget's theoretical framework, this theory does not integrate developmental stages. As per Vygotsky's theoretical framework, knowledge is developed through collaborative efforts, and individuals attain knowledge through social interactions. According to McLeod (2018), Lev Vygotsky's (1934) research has provided the foundation for numerous studies and hypotheses in cognitive development, particularly in Social Development Theory, for several decades. As per McLeod's (2018) analysis, Vygotsky's theoretical framework underscores the pivotal importance of social interaction in the process of cognitive development (Vygotsky, 1978). Vygotsky held a strong conviction that the community plays a crucial role in the process of constructing meaning. Teachers can generate ideas through their collaborative interactions, which can then be utilised to influence the teaching and learning of Business Studies.

According to the theory, the provision of sufficient opportunities for learners to engage in knowledge construction can facilitate effective learning in the context of business education. The objective of this study is to utilise classroom experiences to interpret research inquiries and devise suitable data collection instruments. The rationale for integrating social constructivism as a teaching methodology in the realm of business education holds significant value for the learning experience. According to Jia (2010), the constructivism theory holds noteworthy implications for classroom instruction, specifically about offering fresh insights into the learning and teaching processes. According to Jia's (2010) elaboration, this theory posits that learners are the central focus of the teaching process. Teachers should prioritise the emotional and social well-being of their learners, creating a supportive learning environment. As per Jia's (2010) explanation, the constructivism theory holds great significance for the fundamental education system in China. This theory emphasises the enhancement of learners' overall quality. According to Jones (2002), Vygotsky's contributions have established the foundation

for social constructivism within educational settings, emphasising the influence of constructivism on the field of education. Vygotsky's emphasis on the importance of social context and the role of others in the learning process has led teachers to reassess the degree to which education is a solitary pursuit.

4. RESEARCH AND METHODOLOGY

The present investigation employed a systematic review of literature sources as outlined by Cooper et al. (2018) to furnish a comprehensive understanding of the obstacles encountered by rural teachers in imparting business studies education in rural schools throughout South Africa. Multiple scholarly databases, including EBSCO, Google Scholar, and Web of Science, were utilised to access a range of peer-reviewed literature about the topic at hand (Morakanyane, Grace & O'Relly, 2017). The publications that were obtained were subjected to a systematic pruning process aimed at focusing on the most pertinent publications, as described by Kraus et al. (2022). The publications underwent a thematic analysis to extract pertinent data for the investigation, as per Cooper et al.'s (2018) study. The extant sources of literature. The present investigation employed a systematic literature review to identify 46 relevant studies from Scopus and Web of Science databases. The studies were selected based on quality assessment criteria. The literature sample was evaluated for journals, techniques, theories, modelling, and research outcomes, as documented by Post et al. (2020).

5. FINDINGS AND DISCUSSIONS

The pedagogical discipline of Business Studies is the topic of discussion.

According to the source, Entrepreneurship Education was implemented in South Africa as part of the Economics and Management Sciences curriculum at the General Education and Training (GET) level. This was specifically introduced for Grade 8 and 9 learners. The aim is to foster an entrepreneurial mindset among juvenile learners. The integration of Business Studies, Accounting, and Economics in the Further Education and Training (FET) phase, particularly in Grades 10, 11, and 12, serves to enhance the acquisition of entrepreneurial competencies. According to Ajayi (2018), the Department of Basic Education (DBE) acknowledged in 2014 (p. 15) that Business Studies functions as a catalyst for learners to gain knowledge about entrepreneurship. The discipline of Business Studies encompasses the attainment of knowledge, skills, viewpoints, and values that are crucial for proficient, effective, moral, and responsible involvement in both structured and unstructured commercial spheres. The area of inquiry pertains to the essential concepts, conceptual frameworks, and pragmatic implementations that underlie the genesis of entrepreneurial enterprises, the formation of viable commercial entities, and the advancement of economic growth. (DoE,2011).

According to Ajayi (2018), Business Studies is a field of study that involves the analysis of the strategic planning, coordination, innovation, and development of goods and services by a collective of individuals to satisfy the needs and wants of consumers. According to Iwu et al. (2021) and Sarfraz, Khawaja, and Ivascu (2022), the investigation of Business provides individuals with the capacity to understand the fundamentals of decision-making and everyday existence. Wokocha et al. (2017) assert that Business Studies is an essential element of vocational education that facilitates the acquisition of specialised training required for business and industry at the junior secondary school level, emphasising the utilisation of cognitive and practical skills. The authors have provided a more detailed description of the goals of Business education, which include:

The attainment of basic proficiency in the domain of business studies is facilitated by the acquisition of fundamental competencies in the field by learners. The acquisition of knowledge and skills in the field of business studies enables learners to pursue further education in business and provides fundamental guidance and proficiencies for individuals who may not seek additional academic qualifications to embark on a career path. Moreover, the field of business education provides fundamental skills that can be applied in an individual's endeavours in the future. The programme establishes a correlation between the knowledge and skills obtained and their significance to the domestic economy. Gidado and Abdulla (2016) posit that Business education is a component of vocational education that enables individuals to acquire, comprehend, and cultivate the skills and attitudes essential for entering the business world or teaching profession and earning a livelihood. Gidado and Abdullahi (2016) assert that recognising the inclusion of Accounting and Management studies is crucial within the scope of Business education. Okiridu, Ikpo, and Onwuchekwa (2012) assert that the primary aim of Business education is to enhance learners' capacity to make valuable contributions to a capitalist economy. The core

duties of business studies encompass the upkeep of fundamental financial documentation and the oversight of office equipment and machinery.

The capacity to recognise and acknowledge values, along with demonstrating accountability in the execution of designated duties. The aim is to employ the business concepts that have been acquired in the classroom and implement them in real-life situations. Attaining the requisite proficiencies and abilities that are indispensable for carrying out rudimentary business functions, such as formulating managerial judgments, is imperative. The acquisition and assimilation of knowledge in business studies are of paramount importance for learners' progression toward careers in the field of business within tertiary education institutions, as highlighted by Mlachila and Moeletsi (2019) and Meintjes (2023).

The pedagogical approaches employed by instructors of business studies in the classroom.

According to Briggs (2019), a fundamental responsibility of teachers, specifically those instructing in the field of business studies, is to furnish learners with the essential competencies and understanding to proficiently function within the commercial sector, thus readying them for the professional realm beyond their academic pursuits. Cropley and Patston (2018) suggest that teachers should have specialised knowledge in their respective fields and pedagogical practices, rather than attempting to be knowledgeable in all areas. The study conducted by Amiruddin, Zakaria, Venny, and Arviantia (2019) in Indonesia posits that teachers are mandated to possess academic qualifications, competencies, teacher certificates, physical and mental well-being, and the ability to embody national education objectives by the Republic of Indonesia Constitution N0.04 of 2005. James, Simiyu, and Riechi (2016) assert that the fundamental aim of a school is to provide learners with equal and enhanced opportunities for education. According to their argument, the primary resource that a school can leverage to achieve its objective is the competence, specialisation, and dedication of its teachers. According to Olutunji's (2017) assertion, a particular group of teachers possesses expertise on curricular goals.

The curriculum serves as a comprehensive structure that offers direction to teachers, learners, academic establishments, and households. A thorough comprehension of curriculum objectives is of utmost importance, as they function as a mechanism for holding teachers accountable for the curriculum they disseminate and furnish standards for assessing their effectiveness (Govender, 2018). According to Biesta's (2017) argument, an educational methodology that perceives learners as passive recipients of knowledge imparted by teachers is fraught with issues. This approach diminishes the role of teaching to a mere act of imparting information, where learners are relegated to passive recipients and teachers assume the role of active depositors. According to Leuren et al. (2016), the teacher's role is crucial in enhancing educational effectiveness, which aligns with this perspective. Sindjindawong (2017) posits that the implementation of supplementary instruction and education can facilitate the development of a newly skilled teacher. Briggs (2019) asserts that empirical evidence indicates the importance of utilising diverse pedagogical approaches to enhance classroom effectiveness. Briggs (2019) posits that the implementation of efficacious pedagogical approaches can result in enhanced educational achievements for learners. Onwugbu (2011) and Obiwusi (2013) presented a comprehensive overview of the characteristics that constitute an efficient pedagogical approach. These attributes are enumerated as follows:

- The arrangement of tasks ought to be organised in a sequential order that advances from basic to complex activities.
- The pedagogical content ought to possess the capacity to stimulate eagerness among learners, prompting them to engage actively.
- The adaptability of the design should be considered to accommodate variations among individuals.

An efficient pedagogical approach enables learners to actively participate in classroom activities that are pertinent to real-world scenarios. The design of the curriculum's structure ought to satisfy the essential needs of the learners, as posited by Govender (2018), Du Plessis (2019), and Meintjes & van Wyk (2023). To optimise the retention of knowledge and transfer of acquired skills, the learning process must incorporate the engagement of all five senses, which include auditory, visual, tactile, evaluative, and kinesthetic modalities. The optimal strategy should consistently motivate individuals to pursue higher achievements while avoiding monotony. Several guiding principles for teachers have been identified by Havekes, van Boxter, Coppen, and Luttenberg (2017). The seven 'C's' are a set of principles that describe effective teacher behaviour. A teacher cultivates a sincere attitude of care towards their learners. The teacher strives to comprehend the affective and cognitive states of the learners concerning various topics.

The teacher strives to facilitate the acquisition of a significant amount of knowledge by the learners and

expects their unwavering commitment. The teacher has requested that the learners furnish a rationale for their answers. The teacher prohibits learners from capitulating in the face of arduous assignments. The teacher endeavours to cultivate a pedagogical setting in which learners can extract knowledge from their mistakes. The teacher can convey intricate ideas with precision and ease. The instructor utilises various efficacious techniques to explicate all topics covered in instructional sessions. When faced with challenges in understanding a particular concept, teachers utilise alternative approaches to elucidate the topic to their learners. In the captive approach, the instructor delivers educational content and resources that captivate the learners' focus and interest. The instructor provides an enjoyable learning experience. The instructor strives to prevent learners from encountering boredom. In the educational setting, conferencing refers to the pedagogical practice wherein the instructor offers ample opportunities for learners to engage in discourse and express their perspectives and opinions. Learners are provided with the opportunity to offer their input regarding classroom procedures. The instructor exhibits a strong appreciation for the contributions and ideas presented by the learners.

The teacher assesses the learners' understanding of the presented subject matter. The instructor furnishes learners with constructive feedback and insightful commentary regarding their academic assignments, thereby assisting them in comprehending how to improve their work and rectify any errors. At the end of a designated period of instruction, the instructor delivers a summary of the knowledge and competencies that the learners have attained. In an educational setting, control refers to the teacher's ability to maintain learners' engagement and optimise their use of time. The learners demonstrate a demeanour characterised by respect towards both their classmates and the teachers.

Challenges of Teaching Business Studies

According to the works of Ajani (2019, 2020, 2021) and Iwu et al. (2021), as well as Du Plessis and Mestry (2019), it has been established that teaching as a profession necessitates the possession of critical pedagogical skills and subject matter expertise to effectively facilitate the learning process. The process of education encounters diverse obstacles that vary across different geographical locations (source). Sithole and Lumadi (2013) have reported that secondary schools in Botswana encounter a range of issues, and Business Studies teachers are confronted with several challenges that originate from diverse origins. Ottewill and Macfarlane (2003) have identified three distinct clusters of challenges that business education teachers encounter, namely the characteristics of the business subject matter, the teaching context, and the diversity of learners' motivation and expectations. To effectively achieve the objectives of a business studies programme, it is imperative to employ standard teaching strategies that can capture the interest of learners.

Okoye (2016) laments that the employment of suitable and sanctioned pedagogical techniques by teachers is hindered by various challenges. Several scholars including Njoku (1992), Arowolo (2004), Okwuanaso (2004), and Ogbonnaya and Awuah (2019) have identified various impediments that impede teachers' ability to effectively utilise suitable teaching methodologies.

1. Lack of exposure to appropriate teaching methods
2. Insufficient time
3. Lack of commitment by business education teachers
4. Non-availability of adequate instructional materials
5. Inadequacy of teaching facilities/equipment
6. Lack of accommodation
7. Non-availability of funds.

Inadequate funding of schools influences the academic performance of learners in any subject, these problems need to be addressed to make teachers highly efficient and dedicated to teaching and learning business education (Kayembe & Nel, 2019). Teachers need various resource materials to effectively deliver curriculum in schools. Schools are financially funded or incapacitated to make provisions for school resources (Ajani & Gamede, 2021). Measures should be designed for the maximum use of appropriate teaching materials, to aid diverse teaching strategies to achieve programme objectives. Festus et al (2019) highlight one of the challenges of teaching and learning Business Studies to be many learners, that crowded classrooms. Warui (2015) also agrees based on the study's findings on challenges facing teaching and learning of Integrated Business Studies in Kenya. Warui (2015) admits that there big and crowded classrooms are significant challenges to teaching and

learning in schools.

While Olatunji (2017) argues that the most common challenges faced by business studies teachers in classrooms include the following:

- the use of cell phones by learners in classrooms. Despite, the prohibition. Vibration and ringing bells, texting their peers on the phones during teaching cause distraction.

- disrespectful behaviour of learners is also a challenge to business studies teachers. This is common to the learners of today, because of watching bad movies and imitating the behaviours.

- Inadequate lesson plan.

- Teachers' neglect of disciplining learners. This is due to the risk of committing corporal punishment.

Lack of adequate support from parents, administration, and school board in this regard.

- lack of adequate technology/absence of technology. Many schools with classrooms are not equipped with computers.

Festus et.al. (2019) assert that one of the challenges in teaching business studies is using inadequate and obsolete equipment and disillusioned teachers. In another study, Olatunji (2017) attests that teaching business studies in the Nigerian educational system is facing inadequate subject knowledge of the subject by the teachers, who need to keep updated with the developments in the business world.

Change in curriculum and its impact on teaching and learning of Business Studies

The curriculum serves as the authoritative document that offers direction on the timing, content, and methodology of instruction for each academic discipline within a given educational framework. Ngema (2016) posits that the modification of subject curricula is a global phenomenon that is necessitated by societal changes (Moodley, 2013; Ogbonnaya & Awuah, 2019). The rapid pace at which this change occurs (Moodley, 2013; Gamede & Ajani, 2020) can potentially cause confusion and stress among teachers and learners, as the necessary resources for this transition are not being supplied by the Department of Education (Moodley, 2013). Teachers are subject to these modifications despite not being directly involved in the curriculum alteration process, as noted by Moodley (2013) and Mouton, Louw, and Strydom (2012). Consequently, the ownership of the curriculum is not vested in the teachers, thereby affording them the discretion to either accept or decline it.

The efficacy of modifications made to the curriculum is contingent upon the harmonious interplay of the various components that constitute the educational framework (Patekur, Wulandari, & Pangabbean, 2002). According to Patekur (2022), modifications to the curriculum necessitate teachers to exhibit greater creativity, innovation, critical thinking, and practicality in executing the learning and evaluation procedures to attain the curriculum objectives. According to Mohata (2020), education pertains to the facilitation of individuals' acquisition of novel skills, values, beliefs, and habits. Patekur (2022) posits that modifications to the curriculum necessitate teachers to exhibit greater creativity, innovation, criticality, and practicality in executing the instructional and evaluative procedures to attain the curriculum objectives. The decision to adopt or dismiss a curriculum modification is contingent upon the extent to which teachers possess ownership of the curriculum. According to Tshiredo (2013), individuals tend to exercise discretion in their decision-making when faced with obstacles, despite being accountable for the modifications made.

The modifications have the potential to confuse teachers and learners alike, as the instructors may not have received sufficient training on the alterations (Tshiredo, 2013; Savide, 2017; Zenda, 2020). According to Festus, Dikibo, and Deborah's (2019) research, the insufficiency and inaccessibility of contemporary technological resources have hindered the effectiveness of teaching and learning. This inadequacy has resulted in learners not acquiring the essential entrepreneurial skills required for self-reliance. According to Moodley's (2013) research, implementing changes in the curriculum requires a significant amount of administrative effort. This can result in an excessive workload for teachers, leading to demotivation and a tendency to revert to traditional instructional methods, as noted by Tshiredo (2013). According to Ngema's (2016) argument, inadequate pedagogical techniques have a significant impact on the academic achievement of learners.

Professional training of teachers and their subject content knowledge

According to Ngema's (2016) argument, there exists a positive correlation between the level of content knowledge possessed by teachers and the academic performance of learners. According to Mwenda et al. (2013), the dispensation of the curriculum is reliant on the pivotal role played by teachers. The effective delivery of the curriculum necessitates a high level of training among teachers, as underscored by Spuall (2013), Ihejieta and Nwokedi (1993:512), and Ogbonnaya (2011:131). According to Ajani (2021) and Meintjes (2023), there exists a belief that the calibre of education is limited by the calibre of the teacher. The literature indicates that learners who are instructed by teachers lacking proper qualifications tend to exhibit substandard academic performance (Dekkers & Mnisi, 2003; Ogbonnaya, 2011; Lebata, 2014).

According to Modise (2016), the difficulties associated with the subject matter stem from the requirement for teachers to possess a comprehensive grasp and comprehension of the material. According to Sithole and Lumadi (2013), the act of teaching can present various challenges that result in stressful experiences for teachers. According to Ukata, Philip, Dikibo, and Deborah (2019), the utilisation of unskilled instructors to teach business courses is a significant hindrance to the qualification of Business Education graduates. Additionally, the Nigerian government's lack of a well-defined educational policy has resulted in a disproportionate allocation of resources towards other sectors, rather than education. The study conducted by Mohammed and Molepe (year) revealed that the education system in Somalia was negatively impacted by the insufficient qualifications and inadequate language proficiency of teachers who entered the teaching profession. Azib and Samuel (2019) concur with the assertion that insufficiency of teaching equipment and materials, as well as a shortage of personnel to accommodate the continuously growing learner population, are among the factors that impact the Business Studies curriculum at the secondary school level in Delta State, Nigeria. The study conducted by Ola (2017) indicates that the availability of recommended business textbooks, business equipment, and other infrastructural facilities for effective teaching and learning of Business Studies is insufficient.

According to Azib and Samuel (2019), pre-service teacher training holds significant importance as it is responsible for fostering communication skills, professional knowledge, skills, and attitudes among teachers. This, in turn, enables teachers to identify the teaching and learning needs of their learners. According to Jerotich, Kurgat, and Kimutai (2017), proficient curriculum implementers are teachers who possess sufficient expertise and competencies in their respective fields. Jerotich et al (2017) reported that a significant proportion of untrained instructors of Business Studies employ teaching as a transitional occupation toward their preferred career paths. A considerable number of untrained teachers exhibit ineffectiveness in executing the recently introduced Business Studies syllabus. The implementation of the Business Studies curriculum at secondary schools in Kenya is negatively impacted by factors such as inadequate preparedness, unfavourable attitudes, and low morale. According to Nwanewezi (2013), Kimotho (2016), and DBE (2019), there is a deficiency in practical training and retraining of business teachers. They raise concerns about the ability of teachers to effectively teach subjects they are not proficient in. Parker et al. (2018) posit that insufficient familiarity with the subject matter is a primary contributor to teaching difficulties, which can negatively affect the development of pedagogical content knowledge, as well as teachers' self-assurance and attitudes towards instruction.

Strategies for enhancing teaching and learning of Business Studies

Teaching resources are crucial and noteworthy instruments that are indispensable for enhancing the efficacy of school subject teachers in facilitating learning and improving the academic performance of learners. Therefore, the incorporation of diverse educational materials can improve the pedagogical and learning outcomes of Business Studies in secondary educational institutions. According to Gbaranen et al. (2019), the provision of teaching resources can enhance the quality of teaching and learning by rendering it more engaging, pragmatic, authentic, and attractive. According to Ola (2017), it is imperative to provide recommended textbooks, business equipment, and other necessary infrastructural facilities to ensure effective and efficient teaching and learning of Business Studies. According to Ajani (2020), the professional development of teachers is crucial in ensuring that they remain up-to-date with classroom practices and school development. Ajani (2022) argues that effective professional development can improve the quality of teaching and learning within educational institutions. Govender, Ajani, Ndaba, and Ngema (2023) concur that contextualising professional development activities for teachers can enhance teaching and learning in rural schools.

Omorohwvo (2018) posits that teacher training and retraining are imperative to ensure that education serves as a means of facilitating learning and the acquisition of skills, knowledge, and habits. According to Omorohwvo (2018), the process of imparting knowledge occurs within formal and informative environments,

where teachers are entrusted with the challenging task of instructing learners. According to Oqvist and Malmstrom (2017), the interaction between the teacher and learner is considered a crucial factor in determining the success of the learner at all levels of the school system. The teacher's impact can be the deciding factor between a learner who excels and one who falls behind (Matoetoe, 2021; Iwu et al., 2021). According to Okoye's (2017) assertion, the implementation of teaching strategies is crucial in the effective delivery of business education courses in secondary schools. The instructional strategies that have been identified in the literature include field trips, group discussion, simulation, demonstration, project method, questioning, assignment, and drill and practice (DBE, 2018; Oke et al., 2020; Zenda, 2020).

According to Briggs (2019) and Osokoye (2016), teaching method strategies refer to the planned approaches that a teacher employs to attain specific educational objectives. According to Briggs (2019), there is a consensus that the utilisation of the lecture method in teaching Business Studies results in improved academic performance among learners, as evidenced by their higher scores compared to their pre-method scores. According to Joseph and Magnus (2018), research indicates that the utilisation of diverse pedagogical approaches in the instruction of Business Studies has contributed to the enhancement of the efficacy of teaching and learning in this field. Encouraging the effective participation of stakeholders is recommended to bolster the support for the school system, as suggested by Ahmed (2015) and Muthala et al. (2022). According to Govender's (2018) research on the implementation of curriculum, the Department of Education needs to provide sufficient support to teachers to enhance their classroom practices.

According to Ajani (2021), rural schools are deficient in various resources that are essential for facilitating effective teaching and learning. According to Du Plessis and Mestry (2019), insufficient educational resources are a contributing factor to the subpar academic achievement of rural learners in rural educational institutions. The process of curriculum development involves determining the appropriate content, methodology, and timing for the instruction of various subjects within the school curriculum. The facilitation of curriculum delivery can be enhanced through the active participation of teachers in the development of educational materials for individual subjects. A significant obstacle in the realm of education pertains to the rigidity of curriculum content, which poses a challenge for teachers in rural areas who cannot modify it. Urban school learners are provided with a diverse range of educational resources that can effectively augment the implementation of the curriculum. Therefore, it is recommended that teachers from rural schools be involved in the process of curriculum development for their respective academic disciplines. The participation of stakeholders facilitates the organisation of educational material to align with the actualities present in rural educational institutions.

6. CONCLUSIONS

The study of business holds significant value within the South African secondary education curriculum. The pedagogical processes of instruction and acquisition are fundamental elements of the educational system. The outcome of educational institutions is contingent upon the calibre of instruction and acquisition of knowledge. Therefore, the capacitation of teachers, coupled with the provision of essential school resources, has a significant impact on both academic performance and overall school performance. Numerous academic investigations have demonstrated that rural high schools suffer from insufficient funding and resources. Consequently, scholarly reports indicate that learners from rural areas consistently exhibit subpar academic performance. The instruction and acquisition of business studies within rural high schools encounter significant obstacles, leading to suboptimal academic achievements among learners.

According to the theory of social constructivism, individuals can acquire knowledge by actively constructing meaning or understanding from their learning experiences. Therefore, the acquisition or development of knowledge is facilitated by effective instruction and education. Hence, teachers in rural areas must receive consistent, sufficient, and suitable training. Furthermore, the allocation of sufficient funds facilitates the provision of educational resources in schools. It appears that stakeholders are required to furnish sufficient support to augment the pedagogical and scholarly aspects of business studies in rural secondary educational institutions. The present study investigated and identified the difficulties associated with imparting business education in rural high schools in South Africa.

Recommendations

This study is a discourse analysis that investigates previous research on the difficulties associated with instructing and comprehending business studies in rural secondary schools. Recommendations are proposed for improving the teaching and learning of business studies in various rural high schools throughout South Africa. It

is recommended that teachers who instruct business studies receive suitable professional development training to enhance their skills and knowledge. Professional development activities must account for the unique rural contexts of high schools situated in rural areas. The Department of Basic Education must allocate sufficient financial resources to rural schools to address their educational requirements.

It is recommended that the current pedagogical and curricular frameworks for business studies be revised to effectively address the unique realities and diversities present within rural educational settings. The updated policy aims to facilitate teachers in rural high schools to efficiently utilise the available resources for optimal learning and assessment outcomes. The process of learning is characterised by dynamism, and as such, teachers require continuous professional development opportunities that are institutionally based to proficiently integrate technology into pedagogical practices. It is recommended that teachers situated in rural areas be included in the process of designing and developing curricula for their respective disciplines. The active participation of individuals allows them to incorporate and devise optimal solutions for their educational institutions.

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