Barriers to curriculum delivery in secondary school commercial subjects: towards a credible intervention model in Capricorn South District, Limpopo Province

By

T.A. Mathiba

Thesis

Submitted in fulfilment of the requirements for the degree.

Doctor of Philosophy in Education

In the

FACULTY OF HUMANITIES

(School of Education)

At the

UNIVERSITY OF LIMPOPO

SUPERVISOR: Prof J.M Mamabolo

2024

CONTENTS

DECLARATION

I declare that *an investigation into the Barriers To Curriculum Delivery In Secondary School Commercial Subjects: Towards A Credible Intervention Model In Capricorn South District, Limpopo Province* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

_____   _____

SIGNATURE (Mr T.A MATHIBA)   DATE

DEDICATION

This work is wholeheartedly dedicated to the cherished memory of my late mother, Mamakgotla Bertha Mathiba. She was my unwavering source of strength throughout my life, and I am forever grateful for her infinite love, support, and heartfelt prayers. Without her, I cannot fathom where I would be today.

I also want to pay tribute to my late grandfather, Maredi Lazarus Mathiba, who has always been my role model. His wisdom and guidance have inspired me to become the person I am today. May their souls both continue to rest in eternal peace.

ACKNOWLEDGEMENTS

ABSTRACT

This research investigated the barriers to curriculum delivery in secondary school commercial subjects in Capricorn South District, Limpopo Province. The study adopted a qualitative research methodology and was guided by the learner-centred theory of education by Jean-Jacques Rousseau. Ten commercial departmental heads from ten secondary schools were purposively sampled to provide their perspectives on the barriers hindering effective curriculum delivery. Data was collected through interviews and document analysis and was analysed using thematic content analysis. The study revealed several implications, including the lack of support for commercial educators, a gap between theory and practice, subject combination issues, and insufficient resources. As a result, this study suggests that support for commercial teachers should be strengthened through continuous development programmes, appropriate intervention from local entrepreneurs, the introduction of market fairs for commercial learners, and the right combination of subjects. The study also proposed a credible intervention model that could be implemented to address these barriers and enhance the delivery of commercial subjects in secondary schools.

Keywords: curriculum, delivery, secondary school, commercial subjects, learner-centred theory

LIST OF ABBREVIATIONS

FET	Further Education and Training
GET	General Education and Training
EMS	Economic and Management Sciences
CAPS	Curriculum, Assessment and Policy Statement
NCS	National Curriculum Statement
NSC	National Senior Certificate
LOs	Learning Outcomes
ASs	Assessment Standards
OBE	Outcome Based Education
CAPS	Curriculum and Assessment Policy Statement
ATP	Annual Teaching Plan
BCM	Business Commerce and Management
TVET	Technical and Vocational Education and Training
CCK	Common Content Knowledge
DBE	Department of Basic Education
DoE	Department of Education
NDoE	National Department of Education
PCK	Pedagogical Content Knowledge
LCTE	Learner Cantered Theory of Education
LOLT	Language of Teaching and Learning
PAM	Personal Administrative Measure
SMT	School Management Team

1.1.   BACKGROUND AND MOTIVATION

One of the most gratifying moments in my life was the day I was appointed to be a teacher in 2015, the transition from being a student to a teacher was overwhelming, as I always had a deep passion for the profession, because of the passion I have, I elevated myself from the ground as an ordinary teacher with elementary or entry level qualification to a Master of Education qualification. It is the passion that arouse the need to make a significant contribution in education and looking at the current economic conditions in our country, all the socio-economic issues, particularly poverty and unemployment, one must wonder if commercial curriculum is being delivered and implemented effectively and efficiently in secondary schools.

Skills development will continue to be a vital tool in the world of tomorrow. (Ritu, 2019) defines commerce curriculum as focusing on skills development. He goes on to say that the primary goal of the stream is to develop skills such as planning, accounting, industriousness, and entrepreneurship, to name a few. According to Bheemashekar (2019), commerce education must be capable of developing and activating an individual skill to earn a living and further develop holistically. Education is required for societal survival (Taneja, 2008), and commerce education has been designed globally to address the world's economic and entrepreneurial needs; it is for survival or prosperous survival. Business studies, economics, and accounting are three learning areas that are included in the commercial curriculum in secondary schools in South Africa (Department of Basic Education, 2008). These three learning areas provide a framework for exploring theoretical and practical components of commercial subjects, which include leadership, management, financial literacy, business planning, financial analysis, economic analysis, and so on.

It implies that effective and efficient implementation of commercial curriculum can help to eradicate some social ills such as poverty and unemployment, because learners in the stream will be self-sufficient; however, it was discovered that commerce curriculum is suffering from terminal illness, which is causing tremendous frustration in the minds of teachers and learners regarding the future of this education (Bheemasheker, 2019). The South African education system exhibits significant inefficiencies, marked

underperformance, and notable inequities (Spaull, 2013). The commercial educational pathway is particularly affected, with Thaba-Nkadimene and Mmakola (2020) highlighting that commercial subjects are at risk of disappearing in certain rural schools within Limpopo, South Africa. This unfortunate circumstance arises from the subpar academic achievements of learners in these subjects. Additionally, Kruger (2018), in his research focused on pedagogical content knowledge in economics education within secondary schools, uncovers substantial instances of academic underachievement. This apparent state of commerce curriculum motivates me to investigate curriculum delivery barriers in secondary school commercial subjects and see if improvements can be salvaged.

1.2.   PROBLEM STATEMENT

Previous research has found that most South African schools are underperforming (Mashau, 2016; Modiba, 2016; Jane, 2015; Horowitz, 2014; Spaull, 2013). Despite the fact that there appears to be little to no research on the specific performance of commercial subjects in South Africa, Kruger (2018) found learners underperforming in economics in the annual national senior certificate examinations in his study on pedagogical content and knowledge. Similarly, higher education research on accounting found that the subject is facing problems related to limited resources and underdevelopment of skills (Romburgh, 2014). Furthermore, (Thaba-Nkadimene & Mmakola, 2020) reveal in their paper on "the phasing out of commercial entrepreneurship subjects" that commercial subjects are facing extinction in some schools in Limpopo province due to underperformance; thus, the literature suggests that they may be barriers to curriculum delivery of secondary school commercial subjects; therefore, this study hopes to advance a comprehensive curriculum model aimed at effective and resource-efficient curriculum delivery.

1.3. LITERATURE REVIEW

1.3.1. Introduction

This section outlines peer-reviewed studies and articles on the related literature to substantiate the topic selected and highlight perspectives on effective and efficient commerce curriculum delivery and implementation in secondary schools.

1.3.2. Curriculum delivery and implementation

Curriculum delivery and implementation refers to how teachers assess and deliver instruction using curriculum-specific resources (Wiles and Bondi, 2014). According to Lochner, Conrad, and Graham (2015), educators play a pivotal role in ensuring the efficiency, effectiveness, and consistency of curriculum delivery that foster the growth and advancement of learners. It is believed that understanding teachers' concerns can provide insight into the success or failure of curriculum delivery and implementation, which is supported by other scholars (Rakes & Dunn, 2015). McNeil (2016) discovered that teacher beliefs have a significant influence on their instructional decisions in his study on the impact of teacher beliefs given objectives in science curricula. It implies that teachers must be aware of the effectiveness and efficiency with which curriculum is delivered and implemented.

1.3.3. Curriculum control and supervision

Mafora and Phorabatho (2013) assert that the successful implementation of a curriculum relies heavily on the school environment within which it is intended to be executed. They go on to say that it is the responsibility of all teachers to foster an environment in which curriculum can be effectively implemented. Similarly, Kyaharwa (2013) suggests that all teachers must work together to develop and implement curricular activities that promote good teaching and effective learning. As a result, the school management teams should provide assistance to all other teachers in the school by influencing commitment to curriculum implementation.

1.3.4. Commercial subjects

The inception of commercial subjects in India dates back to the establishment of a commercial school in Madras by the trustees of Pachiyappa's charities. Concurrently, the government of India founded a school of commerce in Calcutta in 1895 (Gordon &

Howell, 2015). Commencing in 1903, commerce classes were introduced in the presidency college in Calcutta, and by 1912, similar institutions dedicated to commercial education had emerged in Bombay and Delhi. These institutions aimed to provide training in essential skills such as typewriting, shorthand, and business methods. Furthermore, Gordon and Howell (2015) contend that business education predominantly emerged during the twentieth century as a novel concept. In South Africa, a significant transformation in education transpired primarily between 1989 and 1994, marked by the incorporation of commercial subjects into the curriculum process. In South African secondary schools, the commercial stream includes subjects such as business studies, economics, and accounting.

1.3.5. Curriculum alignment

Curriculum and instructional alignment are critical for assisting learners' achievement and meeting learning objectives. Causarano (2015) emphasises the importance of teacher alignment and increased understanding of curriculum content for the implementation and delivery of effective curriculum. He adds that this should be in line with the relevant instructional practices. He also claims that a lack of alignment has a negative impact on learners and curriculum practitioners, potentially impairing their ability to reflect on their practices. Contrastingly, Polikoff and Porter (2014) unearthed an absence of correlation between instructional alignment, pedagogical quality, and student learning when examined against state-mandated benchmarks in their research. On the other hand, Jess, Carse and Kaey (2016) highlighted the significance of adequately preparing and training teachers to effectively fulfill curriculum objectives. Their study focused on the curriculum development process and emphasised the pivotal role of educators in this context.

1.3.6. National curriculum statements (NCS) Grade R-12

The national curriculum statements for grades R-12 delineate the essential skills, values, and knowledge intended for imparting within South African schools. This curriculum endeavours to equip learners with applicable knowledge and skills that hold practical value in their personal journeys. Furthermore, it fosters a learning environment closely tied to the unique fabric of their communities (Department of Basic Education, 2021).

1.4. ROLE OF THEORY IN THE STUDY

The theory of learner-centred education (LCTE), formulated by the Swiss-born French theorist Jean-Jacques Rousseau (1712–1778), constitutes the foundational theoretical framework underpinning this study. This theory posits that educators should refrain from commencing lessons with an overwhelming volume of information that they intend for students to grasp.

Rousseau argues that the optimal approach involves teachers initiating instruction by delving into the learners' abilities and passions. LCTE empowers students to assume ownership of their learning, fostering an environment that is interactive and participatory in nature. He additionally maintains that this method enables educators to transition into roles of facilitators and organisers, thereby enabling students to engage actively in their own educational journey. The teacher influences learner participation while recognising their strengths and weaknesses in order to build on their values and interests. The teacher acts as a mentor, modelling how to share knowledge and assisting learners in generating new ideas. Rousseau proposes that if learners are taught in a way that builds on what they already know, they will be able to relate their new knowledge to the conditions and situations around them, making learning more meaningful. He also claims that teaching that ignores students' experiences limits their thinking and prevents them from making connections between what they learn in school and the world around them.

In the context of this study, the learner-centred theory of education challenges all stakeholders in education, particularly teachers, to commit to lifelong learning in order to improve their understanding of learner-centred education and other broader processes of teaching and learning in general, because knowledge is fluid and not permanent.

1.5. PURPOSE OF THE STUDY

1.5.1. Aim

Given Limpopo Province's poor learner performance, particularly in commercial subjects, the province was ranked last in 2021 matric results. For the past ten years, the downward trend has been noticeable and persistent, with little to no improvement. As a result, the goal of this study is to investigate the barriers to secondary school commercial subject curriculum delivery and propose a credible model that could help stimulate effective and efficient commercial subject curriculum delivery in secondary schools.

1.5.2. Objectives

The objectives of this study are as follows:

- To determine if the commercial curriculum is delivered and implemented effectively.
- To recommend strategies for effective and efficient commercial curriculum delivery and implementation.
- To suggest a credible intervention model for the improvement of the delivery and implementation of commercial subjects.

1.6. RESEARCH METHODOLOGY

The chosen methodology for this study is qualitative in nature. This approach was selected due to its capacity to engage directly with participants, capturing and interpreting their personal experiences using their own words. Furthermore, this method is adept at uncovering participants' emotions and experiences in a comprehensive manner. The qualitative approach is particularly fitting for this study as it allows for research to be conducted within the natural settings of the participants (Creswell, 2013).

Qualitative research involves collecting first-hand information from participants and is well-suited for this study's objectives (Cohen, 2004). By adopting inductive rather than deductive reasoning, this methodology facilitates the identification of emerging ideas, insights, and sentiments within the collected data, leading to the identification of patterns (Creswell, 2013). The data for this study were sourced from individuals holding positions as heads of commerce departments within secondary schools.

1.6.1. Research Design

This study employed an interpretive design to guide its methodology. A research design serves as a strategic blueprint outlining the researcher's investigative approach. It encapsulates the procedural trajectory of the study (Mouton, 2010). This encompasses aspects such as the temporal scope, the participants encompassed, and the contextual framework within which data will be gathered and organised. The primary objective of developing a research plan is to establish a roadmap for collecting evidence aimed at addressing the research query. As articulated by McMillan and Schumacher (2014), the central objective is to uphold the integrity and dependability of the outcomes.

In the context of my research, the qualitative design provided me with a clear, comprehensive, and detailed account of the action involved; as a result, I gained a clear understanding of the commercial world and attempted to use it to effect much-needed educational change and transformation.

1.6.2. Sampling

Sampling, as elucidated by Preissle (2010), encompasses the process of choosing a smaller subset from a larger group with the explicit aim of accurately representing the entire group by means of the procedures applied to the chosen smaller subset. Additionally, as delineated by Rosnow (2014), sampling entails the procedure of selecting a portion of a larger population.

The study included one (1) participant from each of Capricorn South District's ten (10) secondary schools. Each school sent one commercial departmental head to participate. The schools were chosen using purposeful sampling in this study.

Ten public schools in Capricorn South were specifically chosen because they frequently struggle with performance and programme implementation issues. The method is best suited to the study's setting and context.

1.6.3. Data Collection

The study employed a multifaceted approach to data collection, incorporating document analysis, documentary evidence, and participant interviews. The data were gathered through an amalgamation of these methods. During the participant interviews, the researcher employed a field recorder to capture and preserve the conversations. The use of open-ended questions for in-depth answers is one advantage of using interviews (Creswell, 2013). Since they were anonymous, participants were free to provide answers without fear.

1.6.4. Data Analysis

Qualitative data analysis

The study adopted Creswell's (2013) data analysis model as its analytical framework. All collected data underwent a process that involved transcription, sorting, typing, and digital archiving. Subsequent to these steps, the gathered findings were subjected to a meticulous analysis, wherein prevalent patterns and recurring trends were discerned and elucidated, ultimately culminating in the formation of thematic elements.

The thematic analysis methodology followed a structured process. Initially, the data, extracted verbatim, was transcribed using Microsoft Word. Subsequently, a comprehensive review of the interview transcripts was undertaken, with the data being systematically coded under pre-established themes that emerged from the research inquiries. These coded segments were then subjected to interpretative analysis, resulting in an in-depth discussion. After collating all the analysed data, sub-themes were compiled, which, in turn, coalesced into overarching themes aligned with each objective. These resultant themes formed the bedrock of the study's findings, which were subsequently presented.

1.7. QUALITY CRITERIA

Credibility

Credibility, as delineated by Creswell (2013), embodies the necessity for the researcher to establish a tangible connection between the study's outcomes and the actuality of the subject matter, thereby corroborating the authenticity of the research findings.

To fortify the credibility of the study's outcomes, the following techniques were employed:

Member checking

The researcher undertook the practice of sharing the interpretations and conclusions with the participants. This approach aimed to clarify the participants' intentions, enhance their precision, and provide them with the opportunity to contribute any additional information they deemed relevant.

Transferability

According to Neergaard (2007), just as with external validity in qualitative research, the researcher must provide a solid interpretation for those who read to determine whether it can be applied to their situation. In order to offer a comprehensive insight into the research setting, the researcher presented a thorough and intricate depiction of their encounters throughout the data collection process. This encompassed a meticulous portrayal of various dimensions, such as the interview locations, socio-cultural elements, and the contextual backdrop of the sample under examination. This will allow other scholars and readers to make independent transferability judgements.

Dependability

Shenton (2004) defines dependability as the ability of research findings to be consistently repeated. The research validated the consistency of the findings against raw data collected in this study. The researcher also ensured that if other researchers examined the data, they would come to similar conclusions, interpretations, and findings.

Conformability

Conformability, as defined by Annoy (2014:11), pertains to the extent to which the findings of a study can be corroborated by analogous research endeavours. Employing the subsequent techniques, the researcher took measures to ensure that the outcomes of this study were primarily influenced by the participants rather than the researcher:

a. Audit trail

The study provided a detailed procedure for data collection, analysis, and interpretation. The researcher organised unique and significant topics into distinct themes, offering explanations for the implications and meanings associated with these themes.

b. Reflexibility

The researcher took into account their own background and position to assess any potential influence on the research process. To facilitate this introspective evaluation, a reflective journal was maintained. This journal served as a platform for contemplating the ongoing developments within the research process while remaining attuned to the researcher's values and personal interests.

1.8. SIGNIFICANCE OF THE STUDY

The study has the following significance:

- The study presents the barriers to curriculum delivery of commercial subjects in secondary schools.
- The study's findings will inform education stakeholders about the importance of effective and efficient curriculum delivery and implementation.
- The findings may have an impact on the rigorous training of commercial teachers for effective and efficient curriculum delivery and implementation; additionally, the research findings contribute to the existing literature and serve as a foundation for future commercial studies.
- This study is also significant because it explores the concept of barriers to curriculum delivery of commercial subjects in secondary schools for the first time in Limpopo Province.

1.9. ETHICAL CONSIDERATIONS

Ethics is inherently intertwined with principles and morality, encompassing matters of right and wrong (Babbie, 2015). Consequently, it is imperative that every facet of a research endeavour undergoes meticulous scrutiny to identify and rectify any potential breaches of ethical principles. This issue received complete attention in this study. Before the research could begin, the proposal was reviewed by the University of Limpopo's ethics committee.

Participants' informed consent

Permission to conduct the research at schools within the Limpopo Department of Education was sought and obtained. Subsequently, interviews with department heads were pursued solely following approval from both school and district authorities. Participation in this study was entirely voluntary, and prior to engagement, respondents provided their consent by signing consent forms.

Participants were provided with comprehensive information about their involvement in the research study. This encompassed a clear understanding of the study's objectives, the methodologies employed, the instruments utilised for data collection, and the intended utilisation of the findings. This transparency empowered them to make informed decisions regarding their participation. Once they expressed their willingness to engage in the study, participants were furnished with informed consent forms. These documents were completed and signed by the participants as an indication of their voluntary agreement to partake in the research.

Principle of beneficence

To ensure the well-being and comfort of participants, measures were taken to avoid posing questions that could potentially compromise their dignity. Vigilance was maintained to promptly address any signs of distress that participants might exhibit. Furthermore, participants were explicitly apprised of their entitlement to seek clarifications and voice any concerns. This adherence to ethical considerations aimed to safeguard participants from harm and uphold their rights (Brink, van der Walt & van Rensburg, 2012:215).

The principle of justice

Participants were accorded the right to equitable selection and treatment in line with ethical principles (Brink et al., 2012). The selection of participants was guided solely by factors directly pertinent to the study, such as the specific nature of their positions and the geographical context, rather than considerations aimed at undue influence or recognition. This approach reinforced the study's dedication to ensuring fairness and upholding ethical standards.

Confidentiality

Dominick (2014) contends that, due to confidentiality, it must be made clear to participants that, even if they can be identified as individuals in the study, the information disclosed will not be made public with their names. Participants were given an assurance of anonymity and confidentiality of the information produced. Participants' identities are strictly safeguarded and treated with the utmost confidentiality, adhering to the rules and regulations of the University of Limpopo.

Anonymity

The participants' identities are not revealed, and their well-being is not jeopardised. In this study, the researcher did not collect data using the participants' names. Instead, pseudonyms are used.

Respect for persons

Participants were informed that their involvement in the project was entirely voluntary, and they retained the right to withdraw their participation at any point without facing any repercussions. It was explicitly communicated to them that their personal information would remain confidential and would not be disclosed to any third party. Additionally, participants were assured that they had the option to decline sharing any information that made them uncomfortable, and this decision would be fully respected in accordance with the guidelines outlined by Brink et al. (2012).

1.10. LIMITATIONS OF THE STUDY

The Capricorn South District in Limpopo Province, as well as the departmental heads in those schools, are the focus of this research project. The sampled schools are the focus. Consequently, the data collected is exclusively applicable for formulating recommendations and deriving conclusions pertaining to schools within the Capricorn South District. It is not intended for extrapolation to other regions of the country as a whole.

1.11. DEFINITION OF CONCEPTS

1.11.1. Further Education and Training (FET)

This study is centred around the Further Education and Training (FET) phase, encompassing grades ten through twelve, and is primarily concerned with the National Curriculum Statement (NCS) specific to each subject within this phase. The NCS establishes the overarching Learning Outcomes (LOs) for each subject, which are subsequently delineated into distinct Assessment Standards (ASs). These ASs outline the diverse array of skills, knowledge, attitudes, and values that learners are required to acquire to attain the predetermined outcomes. Upon successfully completing this process across a total of seven subjects, the learner becomes eligible for the National Senior Certificate (NSC), which stands as the culminating qualification of the FET phase, as delineated by Creswell (2014).

1.11.2. Capricorn South District

Situated within the Capricorn region of the Limpopo province in South Africa, the Capricorn South District functions as a vital department of education office. It plays a crucial role as a component of the country's broader school management chain, overseeing educational institutions within the southern area of Capricorn.

1.11.3. Commercial subjects

In the context of Outcome-Based Education (OBE), subjects related to commerce are categorised as Economic and Management Sciences (EMS), as outlined by Russell (2009). During the General Education and Training (GET) phase and the lower educational levels, students engage with EMS to establish a foundational understanding of commercial concepts. However, upon progressing to the Further

Education and Training (FET) phase, learners have the flexibility to choose from a range of subjects, including Accounting, Business Studies, and Economics.

1.12. ORIENTATION OF THE STUDY

The research report is structured as follows:

Chapter 1: background and motivation

The first chapter provides a thorough background as well as a study summary.

Chapter 2: theoretical framework

The second chapter discusses the theoretical framework that underpins the research.

Chapter 3: Literature review

The third chapter delves into some of the literature discovered and reported on by other researchers who have studied similar topics.

Chapter 4: Methodology

The fourth chapter discusses the methodology used to collect information in this study. This chapter thoroughly documents the procedures used during data collection and analysis.

Chapter 5: Data presentation and analysis

In the fifth chapter, the accumulated data is presented alongside the outcomes derived from the interviews and document analysis. Within this chapter, there is a conclusion that encapsulates the current state of analysis while also leaving room for further exploration. Moreover, as the results gradually come to light, they are subjected to interpretation within this section.

Chapter 6: Recommendations and conclusion

The concluding chapter offers an in-depth and critical examination of the research findings, aimed at formulating strategic recommendations and drawing well-founded conclusions rooted in the gathered responses. Ultimately, this chapter delineates

suggestions for enhancing the efficacy of curriculum delivery for commercial subjects at the secondary school level.

1.13. SUMMARY

The current chapter has furnished the study's contextual background and a comprehensive introductory overview. The subsequent chapter is dedicated to presenting the theoretical framework employed as a guiding structure for the research endeavour.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1. INTRODUCTION

Creating a theoretical framework is crucial, as it positions research within the academic context of the researcher (Henning, Van Rensburg & Smith, 2004: 25). The use of theories enables the researcher to make assumptions about the study, fostering a systematic and informed approach to investigation.

2.2. LEARNER-CENTRED THEORY OF EDUCATION

The theoretical framework employed in this study is the Learner-Centred Theory of Education (LCTE), developed by the Swiss-born French theorist Jean-Jacques Rousseau (1712-1778). Serving as the conceptual foundation for this research, LCTE challenges the conventional teaching method of inundating students with information from the start. Instead, it advocates for teachers to begin instruction by exploring learners' capabilities and interests.

At the core of LCTE is the idea that learners should take responsibility for their own learning, fostering an interactive and participatory classroom environment. According to Rousseau, this approach transforms teachers into facilitators and organisers, allowing learners to actively engage in their education. Teachers guide participation, recognising strengths and weaknesses to build on values and interests. Functioning as mentors, teachers model knowledge sharing and assist learners in generating new ideas.

Rousseau asserts that connecting new knowledge to existing understanding makes learning more meaningful. He argues that teaching should build on students' prior knowledge, enabling them to relate new information to real-world conditions. Ignoring students' experiences, he contends, limits thinking and hinders the ability to connect school learning with the world around them.

In the context of this study, the Learner-Centred Theory of Education presents a challenge to all education stakeholders, particularly commercial teachers. It calls for a

commitment to applying this approach, aligning with the current demand for learners to be active participants in their education.

2.3. APPLICATION OF THE LEARNER-CENTRED APPROACH

As articulated by Weimer (2002), the essence of the learner-centred approach revolves around engaging learners as active participants within the learning process. This stands in contrast to the traditional paradigm where learners assume a passive role, and teachers predominantly dictate the course of learning. Mayer (1998) adds that a learner-centred approach encourages learners to actively investigate, explore, and solve real-world problems. He continues to assert that learners become active and engage in meaning construction within the context of their experiences and knowledge; similarly, (Kember & David, 2009) contends that the learner-centred approach shifts away from traditional teaching methods and focuses on learning rather than teaching, with learners being more active than teachers. Cheryl (2004) describes it as a method that focuses on how learners learn rather than how teachers teach.

2.4. THE ROLE OF THE TEACHER IN A LEARNER-CENTRED APPROACH

According to Chan (2009), the role of teachers in a learner-centred theory is to facilitate the lesson rather than taking centre stage and denominating the learning process, as it was in traditional methods. (Smith, 2003) also suggests that the teacher should guide and direct the lesson while leaners take centre stage, and he continues to narrate that it is critical for teachers to understand that leaners are creative and innovative thinkers with an abundance of knowledge. (Weimer, 2002) contends that, contrary to the impression that learner cantered approach simplifies things for teachers, it actually requires teachers to put in more effort by designing instructional activities and assessments that will efficiently and effectively drive the learning process.

Blumberg (2005) emphasises the substantial role teachers play in the success of the learner-centred approach. He asserts that teachers must ensure the availability of the majority of resources and meticulously plan lessons for learners. Hadson (2008)

further argues that it is crucial for teachers to cultivate a set of skills that enable them to effectively implement the learner-centred approach.

2.5. THE ROLE OF THE LEARNER

In a learner-centred approach, learners must pace themselves in order to take centre stage during the lesson and assume full responsibility for their learning (Hadson , 2008). McInnis (2000) asserts that learners take centre stage by conducting research, making presentations, and demonstrations; he also implies that learners' responsibilities include studying independently and in groups rather than waiting for the teacher to feed them; however, the teacher should always be available for support, consultation, and guidance. In my opinion, learners enrolled in commercial subjects would benefit greatly if the learner-centred approach was combined with a project-based technique.

2.6. PROJECT-BASED LEARNING

Project-based learning is a form of instruction firmly grounded in learner-centred principles, as emphasised by Cocco (2006). It is built upon three core constructivist tenets: learning is contextually embedded, learners actively shape their learning journey, and objectives are attained through collaborative social interactions and the exchange of knowledge and insights. Al-Balushi and Al-Aamri (2014) similarly define project-based learning as a variant of inquiry-based learning, emphasising active learner participation and engagement in the learning process.

It has been proposed that the challenges that learners face in the design and construction of projects lead to a high level of engagement because of the aesthetic, ethical, and cognitive challenges that are part of the project design (Wrigley, 2007). According to Helle (2006), the uniqueness of project-based learning is the creation of an end product that represents the learner's new knowledge and understanding of issues. (Barak, 2012). Postulates that project-based learning promotes self-regulated learning, which is necessary for learners to conceptualise knowledge in a systematic process; it was also discovered to promote self-reliance as learners progress through

the process of goal-setting, planning, and organisation, while also developing collaboration skills through social interactions with their peers (Bell, 2010).

2.7. EVIDENCE OF THE EFFECTIVENESS OF PROJECT-BASED LEARNING IN SECONDARY SCHOOLS

In a quasi-experimental study, Al-Balushi and Al-Aamri (2014) investigated the influence of environmental science projects on students' comprehension of environmental knowledge and their attitudes towards science. The study involved 62 female grade 11 learners in Oman, with researchers randomly assigning two classes into distinct groups: an experimental group and a control group. The results indicated positive outcomes, with the experimental group exhibiting superior performance in both the science attitude survey and the environmental knowledge assessment compared to the control group.

Hernandez-Ramos and De La Paz (2009) conducted an additional experiment, wherein they focused on instructing grade 9 students in the United States on creating a multimedia mini-documentary. This project was conducted within the context of a six-week history unit. The outcome of the study revealed compelling findings: the students who engaged in the multimedia mini-documentary project exhibited substantial and meaningful improvements in their knowledge acquisition and their aptitude for historical thinking skills. This progress surpassed the outcomes observed among students who had received conventional instructional methods.

Hsu, van Dyke, Chen and Smith (2015) also carried out a quasi-experiment with grade 8 learners in the United States, where they explored the constructions of science knowledge and argumentation skills in a graph-oriented computer-assisted project-based learning environment. The findings were significantly positive in favour of the experiment.

Other studies have also shown a positive impact of project-based learning. Barak and Asad (2012) indicated an increased interest in learning scientific and technological subjects among fifteen-year-old girls in Israel; similarly, Lou, Liu, Shih and Tseng (2011) also found project-based learning to bring enjoyment and engagement when they did their experiment with high school learners from Taiwan. They further indicated

that it enables learners to effectively combine theory and practice, which is what is needed in the context of commercial subjects.

2.8. IMPLEMENTATION OF PROJECT-BASED LEARNING IN SECONDARY SCHOOL COMMERCIAL SUBJECTS

Al-Balushi and Al-Aamri (2014) posit that project-based learning doesn't necessitate a greater investment of time and resources compared to traditional instructional methods during delivery and execution. In fact, they contend that it can be effectively implemented with fewer resources within the school environment. However, they acknowledge that challenges related to social class disparities, academic capabilities, and gender differences can impact the successful implementation of project-based learning, as highlighted by Crossouard (2014). Building on this perspective, Crossouard (2012) further asserts that educators require ongoing professional development to adeptly manage the disparities that can arise during the delivery and execution of project-based learning.

The effectiveness of project-based learning hinges on teachers' capacity to provide robust support, guidance, and motivation to learners throughout the process (Hmelo-Silver, Duncan & Chinn, 2007). Successful monitoring and support contribute to learners' achievement and cognitive growth (Bell, 2010:41). The level of support from school management teams and colleagues is crucial for the successful delivery and implementation of project-based learning (Erstad, 2002). Lam, Cheng and Choy (2010) assert that teacher motivation to implement project-based learning is heightened when they receive support from their schools.

Research suggests that project-based learning is most effective when implemented in a two-phase approach. In the initial phase, learners acquire content knowledge in the classroom, enabling them to independently design projects in the second phase (Drain, 2010; Good & Jarvenin, 2007). The first phase aims to develop learners' content knowledge, procedures, and concepts, while the second phase encourages innovation and creativity in their projects. Teachers play a pivotal role in identifying appropriate assessments aligned with the project's unique features and creating teachable moments throughout the project process (Hmelo-Silver et al., 2007).

2.9. IMPORTANCE OF LEARNER-CENTRED THEORY OF EDUCATION

According to MacCombs and Whistler (1997), the learner-centred approach reflects current educational ideologies in our communities. It aligns with the principles of freedom and democracy deemed central to learners' prosperity, fostering creative thinking and problem-solving skills through consideration of multiple perspectives on a given phenomenon. MacCombs and Whistler (1997) further assert that this approach enables learners to connect subject matter with their own life experiences. Additionally, Sparrows (2000) argues that the approach empowers learners to move beyond simple information acquisition, teaching them how to apply knowledge to various situations. Similarly, Kember and David (2009) contend that learner-centred teaching enables learners to solve problems independently and apply their acquired knowledge.

Learner-centred approach also develops leaner's ability to collaborate and work in teams (Prosser & Trigwell, 1999), they argue that the ability to work in teams is one of the most important attributes to have in today's society that is characterised by collaboration, additionally, Marton and Booth (1997) suggest that leaners collaborating and working in groups will strengthen their public relation and communication skills.

Barbara (2007) discovered that learner-centred approach improves leaners confidence and self-esteem, she also discovered that it increases participation and motivation as leaners find it exciting and interesting, the assertion is also made by (Thornburg, 2005) as he continues to postulate that learner-centred approach also creates a sense of responsibility in learning, he is of the opinion that when leaners are given responsibility, they tend to put more effort in and (Denig, 2004) shares the same viewpoint, and goes on to say that it also increases leaners' retention rate because it allows them to be hands on, and leaners learn best by doing.

2.10. CRITICISMS OF THE THEORY

Though the learner-centred approach has undeniable benefits that have been highlighted and discussed in previous subtopics, it is also important to highlight some of the theory's drawbacks in order to ensure that the theory can be approached from an informed perspective. Chan, (2001) assumes that the theory has a western

approach in nature, he suggests that it can be difficult to translate it to developing countries such as Africa for example, he argues that the scarce resources and large classes can make it difficult to adopt the theory, the assertion enjoys support from (Hedge, 2000) as he highlights other challenges found in African classes, challenges such as a lack of or inappropriate text books, learning media and material, and a lack of teacher involvement.

2.11. CONCLUSION

The theoretical framework of the study has been provided in this chapter. The following chapter will conduct a literature review on barriers to curriculum delivery in secondary school commercial subjects.

CHAPTER 3

LITERATURE REVIEW

3.1. INTRODUCTION

This section outlines peer-reviewed studies and articles on the related literature to substantiate the chosen topic and highlight perspectives on effective and efficient commerce curriculum delivery and implementation in secondary schools.

3.2. CURRICULUM

Seitz (2017) defines curriculum as the entirety of learning experiences provided to students, designed to facilitate broad knowledge and skill acquisition. It is seen as a strategic plan for teaching and learning (Berkvens, 2014; Thijs & van den Akker, 2009a), encompassing instructional content and lessons within an educational institution. Pinar (2010) and Hoadley and Jansen (2013) trace the term "curriculum" back to the Latin word 'currere,' indicating the act of running a course. Scholars stress that curriculum design should highlight individual experiences to align educational content with societal needs (Hoadley & Jansen, 2013; Pinar, 2010), I concur with the assertions, commercial curriculum in particular should be aligned with the societal needs and also be pragmatic in its approach.

The Indiana Department of Education (2010) defines curriculum as the intentional engagement of students with instructional materials, resources, content, and methodologies to assess educational objectives. Brown (2006) similarly views the curriculum as comprising all educational encounters within the school environment, aimed at enhancing capabilities such as critical thinking, teamwork, problem-solving, writing, reading, and research-based problem-solving. Based on this, commercial curriculum should be able to give leaners the practical skills to recognise and take advantage of business opportunities that will solve some socio-economic issues in their immediate communities.

This underscores the importance of effective curriculum delivery in secondary school commercial subjects to address learners' social needs. The knowledge acquired in class is integrated into their daily lives, and disruptions to curriculum delivery can hinder their needs. It can be concluded that the effective curriculum delivery of commercial subjects is imperative to the lives of the learners.

3.3.   TYPES OF CURRICULUM COMMERCIAL LEARNERS GET AT SECONDARY SCHOOL

3.4.

3.4.1. The Written Curriculum (enacted curriculum)

The written curriculum refers to curriculum that has been endorsed and recommended for classroom delivery, with the goal of ensuring that the system's educational goals are met (Glatthorn, 1980). The documented curriculum holds a significantly higher level of comprehensiveness and specificity, offering a robust rationale that underpins the curriculum's existence. It outlines the overarching aims to be accomplished, delineates precise and distinct objectives to be comprehended, establishes the optimal sequence for acquiring these objectives, and prescribes the particular varieties of learning activities to be employed. In South Africa, the department of basic education provides written curriculum policies and other documents like commercial textbooks with the content that must be learned in accounting, business studies, and economics, and annual teaching plans that show what must be taught during which time of the year.

3.4.2. The Taught Curriculum

The lessons formally and informally delivered in the classroom to communicate the content outlined in the written curriculum are known as the taught curriculum (Slavin, Chamberlain & Daniels, 2007). The alignment between the taught curriculum and the written curriculum can vary considerably. On one end, some school systems assert a high level of alignment achieved through curriculum-based projects. On the other end, schools are characterised by curricular autonomy, where each educator creates their own curriculum, resulting in a diverse range of activities throughout the school, seemingly, the schools covered in this study leans more towards the former in their approach to curriculum delivery of secondary school commercial subjects

3.4.3. Supported Curriculum

The supported curriculum wields substantial influence over the taught curriculum, particularly among conventional educators responsible for teaching multiple subjects. In this context, the textbook emerges as the principal repository of content knowledge within this curriculum (Silva, 2009). This alignment between the supported curriculum and the content provided by textbooks significantly impacts what is conveyed in the taught curriculum. It includes materials and facilities to assist educators in carrying out the curriculum for a successful learning and teaching process, the project-based model advanced by this study can assist in complementing the supported curriculum found in conventional textbooks.

3.4.4. The Tested Curriculum

The tested curriculum refers to learning sets that are evaluated in educator-created classroom tests, curriculum-referenced tests, standardised tests, and district, provincial, and national exams (McDonald, 2010). These are the tests used to evaluate written curriculum that has been communicated through taught curriculum. In the past, examinations primarily concentrated on evaluating learners' grasp and recollection of factual information. Efforts to gauge conceptual comprehension often yielded multiple-choice questions that inadvertently assessed learners' ability to guess rather than their true understanding. Nevertheless, insights into the comparability between instruction and curriculum-aligned assessments offer a slightly divergent perspective. In districts that use curriculum-referenced tests to monitor teacher compliance like it is in Capricorn south district where this study was conducted, the test appears to initiate instruction.

3.4.5. Assessed Curriculum

An assessed curriculum is characterised by educators employing methods such as written tests, portfolios, or practical assessments to evaluate learners' advancement and gauge the effectiveness of their teaching following each topic covered (Ivey, 2010). This form of evaluation holds significant sway over the curriculum that is actually delivered. Educators often experience heightened concern regarding their

learners' test results, especially given the prevailing era of accountability. Consequently, a substantial portion of classroom time is dedicated to practising questions anticipated to appear in district, state, and national assessments either than delivering meaningful lessons that will stay with learners forever. This emphasis also extends to cultivating strategies for adeptly navigating these tests (Bryk, 2010). In such an environment, learners frequently inquire whether the subject matter will be included in the impending test. While the prevalence of performance assessment methods is acknowledged (Shaywitz & Shaywitz, 2007), there is a constructive aspect to this heightened focus on testing, the shifted focus from the leaning outcome and curriculum delivery of commercial subjects to the results learners obtain in tests in my opinion compromise the quality of education that learners should receive.

3.4.6. Phantom Curriculum

Media and its diverse applications have emerged as pivotal considerations within educational institutions. Exposure to various media forms furnishes opportunities for integrating contextually rich elements into classroom discussions, such as pertinent illustrations, relatable examples, metaphors, and commonly recognised symbols that render content and learning more resonant with the contemporary interests and real-life experiences of today's learners (Jacobson, 2010). In the digital age, media assumes a formidable role as a form of curriculum, and its influence extends beyond the direct control or scope of parents and educators. This phenomenon is labelled "phantom curricula." Precisely defined, phantom curricula pertain to prevalent communications and overexposure to diverse media formats, impacting the learning process and curriculum in ways that are often intangible and beyond immediate regulation." These messages and components are important in socialising and enculturating learners into the larger meta-culture, as well as acculturing learners into generational or narrower subcultures (Scherer, 2009). Media and other diverse applications must therefore be considered for effective curriculum delivery of secondary school commercial subjects

3.4.7. Electronic Curriculum

Wilson (2005) defines electronic curriculum as the educational content acquired through internet research or interactions within electronic platforms. This curriculum can manifest in either informal or formal capacities, and the lessons imbibed may be implicit or explicit, positive or negative, accurate or erroneous, contingent upon the perspective. Learners who routinely employ the internet for leisure activities (e.g., chatrooms, personal emails, Twitter, YouTube) as well as for personal research and information-seeking are exposed to a plethora of diverse messages and media. Much of this information might be factually accurate, engaging, motivational, and enlightening. Commercial learners should therefore be encouraged to use the integrated communication technologies to enhance their comprehension of commercial concepts, they should also be taught to do that with caution as some of the material found in the internet are not credible and can therefore compromise their learning.

3.4.8. The Learned Curriculum

The term "learned curriculum" is employed here to encompass all transformations in values, behaviours, and perceptions that emerge as a consequence of learners' school experiences. In this context, it encompasses what learners internalize, comprehend, and glean from both the concealed and deliberate curriculum. The core of this argument revolves around what learners absorb from the deliberate curriculum. The question of "What do learners learn and retain from the deliberate curriculum?" is evidently multifaceted, influenced by factors such as the individual learners, the teacher, and the curriculum itself. Consequently, discerning what effectively facilitates school improvement can be challenging for many educators, given this intricate interplay (Salmonowicz, 2009). Irrespective of the specific circumstances, certain indirect transformations tend to occur across many classrooms, particularly in the interplay between the learned curriculum and the taught curriculum, based on this assertion, effective curriculum delivery of secondary school commercial subjects must be observed in the changed behaviour of learners, their values and attitude towards entrepreneurship must raise to express that leaning has taken place, consequently ,the results must also improve.

3.4.9. The Hidden Curriculum

The concept of the hidden curriculum signifies that schools serve a purpose beyond the mere dissemination of knowledge. In fact, the challenges encountered within educational settings can often be intertwined with and exacerbated by external circumstances (Hatch, 2009). This underscores that the influence of a school extends beyond its physical boundaries. Consequently, disparities arise between the hidden curriculum and the formal written curriculum. While educators teach implicit patterns and concepts, learners absorb explicit patterns and concepts (Deutsch, 2004). The term "hidden curriculum," also referred to as "unstudied curriculum" or "implicit curriculum," can be succinctly defined as follows: it is an unspoken curriculum that lacks formal planning but has the potential to shape behaviours or impact learning outcomes within a school context. This concept emerges early in childhood education. Learners formulate perceptions and judgements about their peers and their environment. For instance, children internalise appropriate behaviour within a school setting, including becoming acquainted with both educators and fellow students. Additionally, they internalise the expectations placed upon them; for instance, many learners recognise the significance of final-year grades. It can then be concluded that having market fairs in schools as this study propose can go a long way in providing effective curriculum delivery of commercial subjects and advancing hidden lessons that would otherwise not be learned in the formal written curriculum.

3.5. CURRICULUM DELIVERY AND IMPLEMENTATION

Curriculum delivery and implementation involve how teachers assess and deliver instruction using curriculum-specific resources (Wiles & Bondi, 2014). According to Lochner, Conrad, and Graham (2015), teachers play a central role in ensuring the efficiency, effectiveness, and consistent delivery of the curriculum, contributing to learner growth and progress. Scholars such as Rakes and Dunn (2015) emphasise that understanding teachers' concerns is crucial for evaluating the success or failure of curriculum delivery and implementation. In a study on the impact of teacher beliefs on science curriculum objectives, McNeil (2016) found that teacher beliefs significantly influence instructional decisions. This highlights the importance of teachers being mindful of the effectiveness and efficiency of curriculum delivery and implementation.

According to Mafora and Phorabatho (2013), the successful delivery of curriculum is dependent on the school environment in which it is to be delivered. They go on to say that it is the responsibility of all teachers to foster an environment in which curriculum can be effectively implemented. Similarly, Kyaharwa (2013) suggests that all teachers must work together to develop and implement curricular activities that promote good teaching and effective learning. This study proposes that the effective and efficient curriculum delivery of secondary school commercial subjects is one that is learner centred, as guided by the learner centred theory of education that suggest that it is critical for teachers to understand that leaners are creative and innovative thinkers with an abundance of knowledge, moreover, (Weimer, 2002) contends that, contrary to the impression that learner cantered approach simplifies things for teachers, it actually requires teachers to put in more effort by designing instructional activities and assessments that will efficiently and effectively drive the learning process, therefore school management teams, particularly the commercial departmental heads should provide support to all the commercial teachers in the school by influencing commitment to effective commercial curriculum delivery.

3.6. CURRICULUM MANAGEMENT IN SOUTH AFRICAN SCHOOLS

3.6.1. School management teams

A management structure exists in all organisations; it describes how an institution describes its hierarchy; this hierarchy determines the institution's line of authority, communication, rights and duties; it also describes how roles, power, and responsibilities are assigned, controlled, and coordinated (Maja, 2016).Within the school setting, the SMT is made up of the principal, the deputy principal or deputy principals, depending on the size of the school, as well as the departmental heads, who are also determined by the Personal Administrative Measure (PAM, 1998). Pam identifies and describes the primary responsibilities, each and every department in secondary school is ideally supposed to be headed by a formally appointed departmental head, however, as per the stuff establishment in different schools, some of the institutions end up not qualifying for multiple departmental heads and then resort to delegating one of the experienced teachers to act as one, the results of this study have found that most of the commercial departmental heads are not formally appointed by the department, they are instead acting in those positions.

3.7. CURRICULUM DELIVERY AND ASSESSMENT

In secondary schools, curriculum delivery is often shaped by what is assessed, with learners actively taught how to meet the success criteria in their assessments (Wallace, 2016). Assessment, defined as the systematic collection, interpretation, and use of information to understand learners' capabilities, skills, and the impact of learning experiences, is central to this process (Harlen & Deakin-Crick, 2002). It is considered a tool that provides insights into learners' progress (Crooks, 1988). McAlpine (2002) emphasises that assessment's role in teaching and learning is communication and feedback, enabling teachers and learners to comprehend learners' current status, their remaining journey, and the most effective path forward. Therefore, effective and efficient curriculum delivery in secondary school commercial subjects is closely tied to the role of assessment in the teaching and learning process.

3.7.1. Methods of assessment

There is widespread agreement on two primary methods of learning assessment: formative and summative assessment. These terms were introduced to differentiate between evaluation, which aims to assess whether stated goals were achieved (summative assessment), and formative assessment, which aims to promote development and improvement (Scriven, 1967). It is my conviction that the two methods of assessment are imperative for effective and efficient curriculum delivery of secondary school commercial subjects.

3.7.2. Formative assessment

Bloom initially conceptualised formative assessment as a blend of instructional correctives and feedback. Black and Wiliam (1998, p. 140) describe formative assessment as activities conducted by teachers and learners to provide information for modifying teaching and learning. They emphasize that the feedback information must be used for new learning to qualify as formative assessment. Cowie and Bell (1999, p. 32) define it as the process used by teachers and learners to identify and respond to learners' learning, enhancing learning during the learning process. Looney (2005, p. 21) characterises it as a continuous interactive assessment of learners' progress to identify learning gaps and adjust teaching accordingly.

Formative assessment offers insights into the learning process, enabling teachers to review instructional methods and decisions while helping learners improve their performance. In the context of secondary school commercial subjects, teachers can leverage formative assessment for effective and efficient curriculum delivery, ultimately motivating learners to enhance their performance. It is viewed as a means to shape learners' ongoing learning and anticipate what they will learn next (Swaffield, 2011). Formative assessment employs strategies like questioning, feedback, interventions, and self-assessment to foster continuous learner learning, going beyond mere measurement (Black and Wiliam, 2001; Taras, 2008), in my opinion, if administered correctly and consistently, formative assessment can assist in advancing the effective curriculum delivery of secondary school commercial subjects.

3.7.3. Summative assessment

Anthony and Susan (2005) define summative assessment as the evaluation of teachers' teaching and learners' learning after a teaching period. Luo Shaoqian (2003) asserts that summative assessment occurs when teachers want to make judgements about what learners have learned. It measures what learners achieve in a learning situation after a specific period, which can vary depending on the teacher's judgment. Summative assessment can take place at the end of a key stage, the term, or the year, such as in final examinations for the national senior certificate.

Summative assessments are believed to provide accurate data for teaching analysis. According to Lane (2018), the design and goals of summative assessments are standardized to be applicable to large numbers of pupils, multiple cohorts, and time periods. The collected data allows schools and administrators to evaluate learners' knowledge relative to learning objectives. Teachers can compare them with previous cohorts to identify teaching problems and adjust teaching methods and content, especially for effective and efficient curriculum delivery in secondary school commercial subjects. Summative assessment is considered a concise way to communicate learners' abilities to stakeholders in education, providing learners and parents with an understanding of overall learning. It can then be concluded that summative assessment is one of the tools we can use to check if teaching and learning objectives are met when teaching commercial subjects and also identify the barriers to curriculum delivery in secondary school commercial subjects

3.7.4. Approaches of assessment

Assessment is the process of making judgements about students' learning based on evidence, as highlighted by Yan and Boud (2021). They further assert that these judgments serve various purposes and are made by different individuals. Consequently, different approaches are taken in terms of assessment. These approaches include assessment for learning, assessment as learning, and assessment of learning.

3.7.5. Assessment for learning

Assessment for Learning (AFL) is associated with Black and Wiliam (1998), and an assessment reform group that originated as a distinct movement in the UK. AFL is grounded in principles aimed at supporting learners through assessment, relying on empirical evidence to promote learning. While Black and Wiliam claim to situate AFL within theories of learning, motivation, and feedback, they acknowledge the absence of a comprehensive theory supporting their innovation. Therefore, AFL is not grounded in a specific theory but rather in empirical evidence.

The theory posits that teachers, students, and feedback are dynamic elements in any innovative development. Assessment is viewed as a cycle of three phases: eliciting evidence, interpreting evidence, and taking action. AFL involves four interventions, including questioning, feedback through marking, peer and self-assessment, and the formative use of summative tests. These interventions empower learners to make decisions about their future learning, and teachers can use summative test results to review their teaching plans, which is crucial for efficient and effective curriculum delivery in secondary school commercial subjects.

AFL is typically informal and embedded in all aspects of teaching and learning, conducted by different teachers as part of their diverse teaching styles (Black, 2003). Reliability and validity issues are not considered in AFL, as it does not use assessment for certification and accountability.

Assessment for Learning serves an essential educational purpose of promoting learning and teaching, making it relevant in the effective and efficient curriculum delivery of secondary school commercial subjects.

3.7.6. Assessment as learning

The first assertion about assessment of learning can be traced back to Alverne College in the United States. The college is seen as a pioneer in developing assessment as learning in higher education from the 1970s with their first book entitled Assessment at Alverne College in 1979, and they later published a third edition of the book with a slightly different title, "Assessment as Learning, in 1994. They have an outline of assessment as learning as a process integral to learning that involves interpretation, observation, and judgement of each learner's performance.

According to Mentkowski (2006), assessment as learning serves to affirm learners' achievement while providing feedback for the improvement of teaching and learning, similarly,(Dunn, 2018) further argued that assessment is not merely an adjunct to teaching and learning but rather offers a process for which pupil involvement in assessment can feature as part of learning in support of assessment as learning, moreover, (Yan and Boud 2021) affirms that assessment as learning focuses on the role of leaners as the critical link between assessment and learning, they claim that assessment takes place in assessment as learning, however, leaners are learning throughout as assessment is subordinated to learning, making it a learning strategy enacted in the form of assessment, in the context of this study, that can be done through project based approach where commercial leaners are given projects as part their learning process.

It is further believed that as leaners are engaged and active, they make sense of information, relate it to prior knowledge and use it for new learning, that is exactly what is needed in terms of effective and efficient curriculum delivery of secondary school commercial subjects, assessment of learning can go a long way in advancing the efficiency of curriculum in south African schools, Hong Kong curriculum development council (2007) once explicitly advised and encouraged schools to incorporate assessment as learning in teaching and learning, they hold a strong believe that assessment as learning engages learners in reflecting on and monitoring their progress of learning through establishing their roles and responsibility on their learning and assessment, I concur with their assertion, seemingly, assessment for leaning can also be perceived as a learner cantered theory of education which happens to be a guiding theoretical framework for this study.

3.7.7. Assessment of learning

Assessment of learning is the process of investigating learners work to make a judgement of whether the learning outcomes are achieved (Boud & Soler, 2015). It is part of many classrooms instructional strategies in education that are part of the repertoire of good teaching (Green, 1999). Nworgu (2015) understands it to be a systematic process of gathering data from a variety of sources in order to describe, understand, and improve learning. Assessment of learning provides a context in which educational context could be set, expressed, and monitored to ascertain the depth in which learning took place. Similarly, Steward, Brumm and Mickelson (2004) assert that assessment of learning involves teachers determining what learners are learning and to what extent, which is crucial for effective and efficient curriculum delivery of secondary school commercial subjects, it has taken a prominent role in education as it allows both teachers and learners to monitor progress towards achieving learning objectives.

Both assessment for learning and assessment as learning are essential parts of assessment of learning; seemingly, assessment for learning is sometimes referred to as formative assessment and assessment of learning as summative assessment (Looney, 2011). Formative is about aiding learning, while summative is about measuring and grading. They are all imperative for the effective and efficient curriculum delivery of secondary school commercial subjects.

3.8. COMMERCIAL EDUCATION

The inception of commercial education in India traces back to Madras, where a commercial school was established by the Trustees of Pachiyappa's Charities. Additionally, the government of India founded a school of commerce in Calcutta in the year 1895 (Gordon & Howell, 2015). Commerce classes commenced at the Presidency College in Calcutta in 1903. By the year 1912, commercial institutions had emerged in Bombay and Delhi, focusing on imparting skills in typewriting, shorthand, and business methods. Furthermore, Gordon and Howell (2015) assert that business education largely took shape in the 20th century.

The transformation of education in South Africa began to take significant strides between 1989 and 1994, marked by the integration of commercial subjects into the

curriculum. Within South African secondary schools, the commercial stream encompasses subjects such as economic and management sciences, business studies, economics, and accounting. Economic and management sciences can be found in the general education and training phase and it is a combination of all the three commercial subjects in further education and training phase, it is meant to ground learners with foundation for accounting, business studies and economics.

3.9. COMMERCIAL SUBJECTS IN SECONDARY SCHOOLS

3.9.1. Accounting

Accounting is a science that evolved through various forms, and it is a subject that has improved over time to what it is today (Kulikova, 2015: 98). Its emergence stemmed from the need for survival during primitive times when climate changes required men to calculate their food reserves in order to survive harsh conditions. Following that, the emergence of trade contributed to the development of accounting, as businesses began to want to account for their estates (Sokolov, 2004: 23).

Several conditions, according to Sokolov, were required for the development of written records. He claims that economic activities had to be extensive and that it was also necessary to write and develop basic arithmetic. This is where the double entry system emerged; the Italian Luka Piccioli is regarded as the father of double entry bookkeeping, which would later be known as accounting. Accounting, however, was still understood in an economic sense.

Edmond Degrange (1797) is credited with offering the initial legal interpretation of accounting. He introduced the concept of economic operations and emphasised the necessity of maintaining a minimum of two accounts for each transaction: one for the recipient, which is debited, and another for the provider, which is credited. Francesco Villa (1864) further refined this understanding by elucidating the principle of legal direction. He shifted the focus from personalization to account identification tied to individuals. Villa introduced the practice of recording accounts for individuals while construing all accounts as accessible to custodian agents. In his interpretation, the accounting subject was defined by a contractual relationship (Sokolov, 2004: 253). It is evident that the subject is important and perhaps one of the most significant in all the three commercial subjects, it is therefore important that the subjects must be

effectively delivered to leaners as failure to do so might have some detrimental effects to the whole commercial sector

3.9.2. Economics

Economics serves as the exploration of how individuals, businesses, governments, and other entities in society opt to utilise limited resources to satisfy their diverse needs and wants in a manner that is both efficient and equitable (CAPS, 2011). Obemeata (1980) underscores the evident significance of economics within any nation, as it equips both leaders and citizens with a comprehension of fundamental economic concepts and principles. It empowers them to appreciate, understand, and strive to enhance the economic conditions for collective societal welfare. Obemeata further posits that the fundamental objective of teaching economics is to equip individuals with the economic acumen necessary for responsible citizenship. This is particularly pertinent in the secondary school curriculum, where the positioning of economics has been reinforced due to its recognition and alignment with societal values, encapsulated through topics such as the determinants of national income, the mechanics of labour unions, and the functions of financial institutions.

Adu (2002) echoes the idea that the study of economics fulfils a practical purpose in modern life. It offers insights into potential outcomes resulting from specific behaviours, thereby aiding in selecting the most viable alternative among several options. Obemeata (1991) emphasises the intrinsic value that renders economics an engaging school subject, rooted in its logical framework and connection to daily life essentials. Hermanowicz et al. (1985) additionally highlight that economics education empowers learners to make informed decisions as future global citizens. The subject facilitates an understanding of human behaviour and cultivates analytical and argumentative skills essential for navigating the job market.

Friedman (1966) elaborates on the overarching objective of economics—to construct theories capable of generating meaningful and valid predictions regarding phenomena yet to be observed. He underscores the crucial role of economics as a compilation of tentatively accepted generalisations that offer predictive potential in response to shifts in circumstances.

3.9.3. Business Studies

Dunhill and Hodkinson (2012), along with Whitehead and Dyer (2010), indicate that business education has historically occupied a marginalised position within the English secondary school system, often relegated to lower-status segments of the curriculum. This situation has been compounded by the gendered dynamics within business education. However, from the late 1970s on, a transformation in business and enterprise education commenced, gradually gaining traction within secondary school curricula. The pivotal juncture arrived with the introduction of Technical and Vocational Education and Training (TVET) in 1983, representing a transformative milestone in the evolution of business education. The curriculum framework advocated progressive principles, notably emphasising equipping students with the skill of "how to learn."

Business studies is concerned with instilling the knowledge, skills, attitudes, and values indispensable for purposeful, ethical, and informed participation within both formal and informal economic sectors (CAPS, 2014). Moreover, the cultivation of these principles equips learners to adeptly apply their knowledge and skills in scrutinising and navigating various business landscapes, including the macroenvironment, microenvironment, and market environment. This preparedness positions them to initiate and manage business endeavours and carry out business operations successfully.

The significance of all commercial subjects, with their combined private and societal benefits, holds a profound role within the economy. Their value cannot be overstated, especially in a globalised economic context. Commercial subjects equip learners with the relevant skills to navigate the intricate dynamics of free trade in goods and services within our interconnected world, effectively preparing them to thrive in a globalised economy.

3.10. IMPORTANCE OF COMMERCIAL SUBJECTS

Commercial subjects expose learners to the business world. They are empirical in terms of preparing them for self-employment and sharpening their entrepreneurial abilities; they also educate them on economic, social, and political issues that businesses face (Venkatesh, 2021).

Aruna and Sharmila (2015) assert that commerce education serves as the bedrock of business, playing a pivotal role in economic growth. It is deemed essential across all sectors of the economy, serving as a fundamental key to success. Commerce education's significance is magnified during prosperous business cycles, as it encompasses activities intricately tied to business dynamics. learners gain exposure to the business environment through commerce education, which imparts the value of integrating economic ideologies into business decision-making. It heightens their awareness of social, economic, and political concerns.

Commerce is an amalgamation of three core pillars: accounting, economics, and business studies. These pillars collectively form the foundation of commerce. In essence, there is no business without commerce. Commerce lends direction, stability, and crucial growth to organisations. Accounting enables an organisation to grasp the genuine state of its business using tools like balance sheets, journals, and ledgers. Economics, a vital aspect of commerce, educates business proprietors on effectively utilising limited resources to maximise short-term profits. Business studies encompass a range of topics, including sales management, human resource management, and marketing, contributing to commerce's indispensable role within business activities such as planning and advertising.

Pratap (2015) further highlights that commerce education acquaints learners with the external business landscape, facilitating the application of business principles. It fosters confidence and a positive mindset while also addressing the need for more practical knowledge among commerce graduates. Commerce education also promotes better resource management by inculcating a comprehension of concepts like savings, investment, and capital formation.

Commerce occupies a prominent place in the school curriculum, striving to furnish comprehensive knowledge about key commerce domains such as trade, marketing, transportation, communication, insurance, money, banking, and finance. Given that

commerce permeates every facet of human life, it is asserted that commerce education is a pathway to a more enriched way of living (Rekha, 2014). It is therefore imperative for commercial curriculum to be delivered effectively and efficiently to all learners

3.10.1.   COMMERCIAL SUBJECTS AND RURAL ENTREPRENEURSHIP AND INCOME GENERATION

Since commercial subjects are designed to equip learners with skills that will enable them to start and run their own businesses, they can go a long way in promoting rural entrepreneurship. The promotion of rural entrepreneurship at schools can assist in eradicating social ills like poverty and unemployment around local communities (Ngorora & Mago, 2016). They assert that the promotion of rural entrepreneurship can assist in addressing appalling societal challenges facing rural areas in many countries around the world. Mugobo and Ukpere (2012) further argue that rural enterprises do not only provide employment opportunities for the rural population, but they are also a source of income for rural entrepreneurs, which ultimately has a positive effect on the distribution of income. Similarly, Alemu and Teklemariam (2016) acknowledge entrepreneurship and enterprise development as important partners in promoting job creation and equitable income distribution in rural areas; therefore, schools must play their role with commercial subjects to ensure that they are delivered efficiently and effectively at schools.

According to Nwankwo and Okeke (2017), every successful entrepreneurial initiative raises the income of an ordinary individual and the standard of living in a society. The intrapreneurial initiatives should not start when learners exit basic education in Capricorn South District; commercial teachers should start entrepreneurial initiatives using commercial subjects at schools to give learners a chance of a better life, as Ihejiamaizu (2019) asserts that entrepreneurial initiatives result in a rise in income and buying power.

Similarly, Gautam and Mishra (2016) suggest that entrepreneurship development plays an important role in generating employment opportunities for rural societies and providing self-employment for those who have started their own businesses. This suggests that entrepreneurial activities at schools, particularly those in Capricorn South District that are situated in rural areas, can create new opportunities for rural

entrepreneurs and other members to increase their level of income and capital, which could lead to the expansion of entrepreneurial activities. If commercial subjects can be delivered effectively, they can help improve local economies in communities.

3.10.2. COMMERCIAL SUBJECTS AND LOCAL ECONOMIC DEVELOPMENT

Commercial subjects like accounting, economics, and business studies are designed to develop learner's entrepreneurial skills, which is something that can be used to drive local economic development as entrepreneurship is viewed as a key method for rejuvenating poor rural areas by both scholars and policymakers alike (Besser & Miller, 2013). (Agbenyegah, 2013; Le & Nguyen, 2009) assert that entrepreneurship has gained widespread global acceptance in both developed and developing countries over the years. It has developed a lot of recognition and is seen as a critical component for local economic development and progress through sustained financial benefits and competitiveness. Promoting and supporting commercial subjects, especially in rural schools, can therefore be beneficial.

According to Agbenyegah (2013), entrepreneurship remains one of the oldest drives for local economic activities, which enable individuals to identify business opportunities for exploitation, particularly in rural areas. Thus, commercial subjects have a big role to play in equipping learners with the practical skills to be successful entrepreneurs and ultimately helping to eradicate poverty and create employment in their communities.

Rural areas in Capricorn South district are characterised by numerous socio-economic issues such as crime, illiteracy, unemployment, and high levels of poverty; similarly, it is also found in developing countries where a lot of communities continue to face these appalling conditions and poverty remains their major concern (Acs & Virgill, 2009). Consequentially, there is a wide agreement that entrepreneurship is important and is the main vehicle for economic development (Mwatsika, 2015; Kaburi, Mobegi, Kombo, Omari, & Sewe, 2012). Therefore, it is important for schools in rural areas like those found in Capricorn South District to turn their focus on entrepreneurship development by supporting commercial subjects as an important mechanism and driver of local economic development to address these challenges in their communities.

3.11. BARRIERS TO COMMERCIAL CURRICULUM DELIVERY

According to Chakravarty (2021), the fundamental of commerce education is the development of practical skills; he goes on to say that the primary goal of commerce education is skill development; however, it was discovered that commercial teachers in senior secondary schools frequently face challenges in selecting the best suitable pedagogy to teach learners of commerce and business studies. They appear to always use the same method of delivering content and find it difficult to vary their teaching methods. It should be noted that commercial subjects are practical and require practical methods of delivery at times; therefore, they cannot always be taught theoretically. Furthermore, Singh (2017) suggests that the output of commerce education should be multidimensional and fully globally competitive; however, it has been observed that commercial learners and graduates lack practical knowledge. As a result, a practical-oriented commercial curriculum is a requirement of the age.

Morwane (2019) identified unqualified teachers as one of the barriers to curriculum delivery, arguing that in order for teachers to be effective, they must be qualified in the subjects they teach, as expressed by Lugayeni (1999). The perception is that qualifications ensure that one has sufficient knowledge to deliver in their field. Mutangwa (2007) suggests that a lack of motivation in teachers is a barrier to curriculum delivery, I concur with the assertion, He further maintains the view that some teachers enter the field of education because there is nothing else for them to do or because they were not accepted in their field of choice. He postulates that this is one of the barriers to curriculum delivery, as it is assumed that no passion is found in their art, similarly, I feel that those who are not passionate about their work will not do justice to the work, He is also of the opinion that the lack thereof will lead to poor pedagogical practice. Similarly, Malatji (2019) discovered that many South African educators teaching economics have low basic content knowledge, with a high proportion of educators experiencing pedagogical barriers; additionally, Spual (2013) discovered that economic pedagogical difficulties are one of the reasons for underperformance in economics in South Africa.

3.11.1.   Inadequate content knowledge

Mosvold and Hoover (2017) argue that teachers are required to have a specific kind of knowledge to teach commercial subjects because of their complexity; similarly, Pitjeng-Mosabala and Rollnick (2018) assert that teachers need to know the subject content they are assigned to teach; this will enable them to choose an adequate teaching pedagogy; however, Moremi (2020) found that South African commercial teachers, especially those teaching economics, have challenges with regards to content knowledge. That can be a barrier to the curriculum delivery of secondary school commercial subjects; similarly, Maponya (2012) found that teachers' insufficient content knowledge is a powerful factor that contributes to teacher pedagogical barriers and also impacts the learner's performance.

Mji and Makgato (2006) further suggests that teacher who are struggling with content knowledge also experience difficulties with adoption of teaching pedagogy and evaluation of learner's performance, that further suggests that the issue of content knowledge in commercial subjects is a barrier to the successful delivery of commercial curriculum in secondary schools, (Rabaza and Nkwadi, 2021) also found that Economics teacher content knowledge in South African and Ghanaians schools is not sufficient for constructive classroom practice, resulting in more poor pedagogical difficulties and impact learner's performance, similarly, Whitacre and Nickvson (2016) assert that most of teachers in African countries lack fundamental level of commercial content knowledge for teaching and learning, while developed countries such as United Kingdom and Russia are good in delivering quality commercial content knowledge to learners.

Marrison (2013) reveals that the lack of subject conceptual knowledge and pedagogical difficulties among the teachers is the underlying cause of the limitations on the virtue of teaching and learning, which manifest in poor delivery of commercial subjects in secondary schools. This study also suggests that in order for teachers to reach decent standards and incorporate multifaceted thinking skills, it is crucial that they possess a high level of understanding of content knowledge, pedagogical methods, and how learners learn that content.

3.11.2. Teachers' reluctance for change

Morwane (2008) submits that successful teaching and learning depend on teachers' adaptability to change, whereas Fakude (2018) highlights that some teachers still teach commercial subjects the same way as they were taught in 1995. This creates barriers to curriculum delivery because the context has changed, and therefore, how we transfer knowledge today should be different from the way knowledge was transferred to learners in the past. Failure to adopt to change may result in learners failing to attain learning objectives; similarly, Fataar (2012) believes teachers reluctance for change may create a lack of synchrony between teachers and learners; Malatji (2019) asserts that if teachers are unable to accept new methodologies, it may lead to difficulties and frustrations, making it impossible for effective curriculum delivery of secondary school commercial subjects in the context of this study.

Singh (2015) postulates that change can sometimes be confusing for teachers, especially when one does not understand it or when they don't think it is necessary. Therefore, proper training and teacher development need to be done to enhance positive attitudes towards new pedagogical methods, while Killen (2015) makes it clear that negative attitudes of some teachers towards new pedagogical strategies hinder the curriculum implementation of commercial subjects, and that can lead to barriers to curriculum delivery. In the same way, the Department of Education (2022) affirms that the nation must work against the fear of change in order to build confidence and enthusiasm in learners and teachers, I concur with claim, the world is ever-changing, and the only way to keep up with the changes is to make sure that teachers also evolve, or they will perish. Morowane (2019) asserts that some teachers still regard themselves as bearers of knowledge, and this attitude makes learning commercial subjects difficult for learners; likewise, Faultly (2013) indicates that the negative attitudes of teachers towards new pedagogical methods can destroy confidence, achievement, and the well-being of the learners. The Department of Basic Education (2016) also supports the idea that teachers are perpetual learners; they must be willing to adopt any pedagogical change in their entire teaching profession. Teachers' reluctance to change can therefore be a barrier to the curriculum delivery of secondary school commercial subjects.

3.11.3. Overpopulated large classroom

Nurliyanti (2022) defines learning environments and classrooms as places to organise education. He suggests that classrooms are important in the teaching and learning process, and as a result, it is important for a classroom to be manageable for effective and efficient delivery of curriculum. Moreover, Shoko (2006) observed that teachers having to work with large groups of learners has major pedagogical difficulties in the teaching and learning of commercial subjects and has a negative impact on the quality of the results. Apparently, overpopulated classrooms in secondary schools' cause barriers to the curriculum delivery of secondary school commercial subjects; similarly, De Wall (2004) asserts that teaching in a large classroom places physical, pedagogical, and emotional constraints upon the teacher and learners; moreover, Shoko (2006) is of the view that large classrooms are difficult and problematic for teachers when it comes to lesson delivery.

According to Barry (2015), a learner's educational outcome and academic success are greatly influenced by the type of classroom they attend; seemingly, effective curriculum delivery depends on the positive environment created to motivate everybody involved to give their best (McNeil, Drater, and Bush, 2009). Mabula (2012) further asserts that overpopulated classrooms influence teacher pedagogical difficulties, whereas Emman (2015) highlights that small classrooms create more opportunity for teachers to adopt suitable teaching pedagogy and can increase teacher-learner participation in the classroom. The assertion is further supported by Shoko (2015), as she postulates that learners in small classes learn rapidly and also have the opportunity to be assisted individually. This suggests that an overcrowded classroom will lead to barriers to the curriculum delivery of secondary school commercial subjects, it is therefore important to maintain the leaner teacher ratio of 1:30 that is suggested by the department of education, the ratio can be found in the DBE policies but it is a different story in most of the classes in public schools, most of them are overpopulated leading to barriers in curriculum delivery.

3.11.4. Lack of professional development

Adu (2014) have found that ongoing curricular modifications have an impact on how teachers deliver lessons and how learners are obtaining information, while (Pillay ,2013) claims that teachers' lack of proper preparation and their pedagogical

opposition to adopting the new curriculum are the main reasons why the implementation of the curriculum tend to be unsuccessful, similarly, (Sithole, 2019) found that teachers have challenges with the use of CAPS, which they described as imprecise and having significant pedagogical issues, this suggests that ongoing professional development must be done to acquaint teachers with the necessary skills and confidence for effective and efficient curriculum delivery

According to Malatji (2019), a large percentage of South African commercial teachers lack fundamental content knowledge, and many of them face pedagogical challenges. A teacher who struggles with pedagogy may have difficulties with evaluating learners' performance; moreover, a survey conducted in Limpopo province by Spual (2013) on economic pedagogical difficulties revealed that poor pedagogical practices in economics are one of the reasons for underperformance in South Africa; seemingly, a lack of professional development tends to bring barriers to curriculum delivery.

3.11.5.   Learner diversity

According to Uddin and Johnson (2018), most of the schools around the country reflect significant variation in culture, ethnicity, social and emotional health, and socio-economic issues, subsequently, Rabaza (2021) asserts that employing different pedagogy or methods of instruction to carter the diverse learner is one of the difficulties experienced by teachers in South Africa, similarly, (Ottewill, 2006) claims that learners diversity relate to a number of characteristic's, such as different between learners, their backgrounds, attitudes, ability to learn skills such as numeracy, literacy, learning style and cultural backgrounds which makes it difficult for teachers to opt for the suitable pedagogical teaching strategies. Even though, Sithole and Lumadi (2012) postulate that learners' diversity in one of the factors that helps teachers to opt for the suitable pedagogical strategies in teaching Economics, while (Mugani, 2020) believes that learner's diversity is helpful in planning the lesson and teaching pedagogy that will address the needs of every learner in the classroom, working to meet learner's diversity needs and abilities seems to be a doubting task for teachers, it is therefore important for teachers to develop awareness and explicitly respond to leaners different characteristics in order to meet their needs, they should be aware of learner's diversity to choose the pedagogical methods that will benefit all learners, otherwise there will be barriers to curriculum delivery of secondary school commercial subjects.

3.12. IMPACT OF BARRIERS ON CURRICULUM DELIVERY OF SECONDARY SCHOOL COMMERCIAL SUBJECTS

As of now, there is limited documentation of direct impacts at the secondary school level; however, the profound influence becomes more evident post-secondary, particularly in higher education institutions, industries, and the broader economy. Research conducted by Angell (2004) highlights a prevalent concern in certain countries regarding the performance of sciences like physics, which bears a direct influence on the competencies of science-related professionals. A parallel concern is currently observed in South Africa's commercial sector. The nation is grappling with an economic crisis that necessitates economic solutions, often stemming from individuals with commercial backgrounds. This impact extends beyond higher education institutions and encompasses the labour force within the commercial sector.

The Department of Labour's study (2017) in the United States underscores that the rate of employment growth in science-related jobs grew by an average of 3.3% annually between 2014 and 2018. In contrast, employment in non-science-related jobs increased by only 3% on average. Consequently, the challenges encountered in delivering secondary school commercial subjects can significantly impact the availability of professionals needed to fill positions emerging annually across various countries.

In essence, the barriers faced in delivering the curriculum for secondary school commercial subjects resonate well beyond the classroom, influencing the number of adequately qualified professionals available to fill crucial roles in industries and sectors that play an integral role in the economic landscape. It has also been reported that approximately 90% of business startups fail within the first year across all industries (Adonis, 2022), which can be directly linked to the proficiency of the entrepreneurs we have and the curriculum they have had during their time at school. Effective curriculum delivery of secondary school commercial subjects can minimise the failure of business startups and increase the success rate that our economy currently requires.

3.13. OVERCOMING BARRIERS TO CURRICULUM DELIVERY

3.13.1. Teacher and curriculum

Undoubtedly, the pivotal role of teachers in the realisation of the curriculum's objectives cannot be overstated. The teacher, being the conduit through which the written curriculum is translated into actual educational experiences, holds immense significance. Regardless of the underlying educational philosophy that underpins the curriculum document, it remains imperative to centre attention on teachers and understand their requirements, expectations, and challenges. Their role as facilitators, guides, and mentors shapes the learning journey of students and profoundly influences the curriculum's success. Teachers' responsibilities have increased in recent years as curriculums have shifted from a behaviourist to a constructivist approach. Teachers now have a plethora of responsibilities, which can be taxing at times. As a result, they have issues (Akkoç, 2008). Numerous challenges can hinder the smooth implementation of the curriculum (Mkandawire, 2010), and unfortunately, teachers often find themselves grappling with these issues without substantial support (Park and Sung, 2013). In their pursuit of addressing these challenges, teachers make efforts to capitalise on available opportunities. This might involve collaborating with fellow educators, engaging in diverse training sessions, seeking solutions online, consulting various resources, and studying practices adopted by other schools (Apsari, 2018).

Enhancing teachers' motivation stands as a strategic approach to ensuring effective curriculum delivery (Cobbold, 2017; Muskin, 2015). Elevating their professional knowledge, competence, enthusiasm, and self-assurance within the teaching profession can bolster intrinsic motivation. According to Nevenglosky (2018), confident curriculum delivery by a teacher correlates with increased learners learning outcomes. In order to accomplish successful curriculum implementation, it's pivotal to foster high morale among teachers and improve their working conditions (Mokhele, 2012). Motivated teachers tend to apply the curriculum more effectively. Conversely, teachers experiencing low motivation often perceive inadequate support from school administration and society, feeling that their efforts go unnoticed and that their scope is constrained (Badugela, 2012). However, the substantial workload and financial

concerns can act as impediments to sustaining high levels of teacher motivation (Cobbold, 2017; Bohn, 2014).

A teacher's inability to allocate time for rest can hinder their capacity to keep up with innovations, contribute to personal development, and contribute to the growth of the school as a cohesive community. Consequently, teaching quality and motivation suffer (Cheung & Wong, 2012). It remains essential to recognise that a motivated teacher has the capacity to surmount various obstacles. (Mokhele, 2012; Chisholm, 2000).

3.13.2. School administration

For a curriculum to be effectively delivered, both administrators and educators must exhibit wholehearted commitment and readiness to implement it (Olamo et al., 2019). The engagement begins with school administrators assessing the suitability of the school facilities for the curriculum's execution (Hickey, 2005). Prior to introducing a new curriculum, it is imperative to enhance the school's infrastructure. A conducive physical environment, supplemented by ample resource support and well-equipped facilities for teachers, contributes to elevating the effectiveness of the curriculum. Furthermore, administrators should possess the requisite knowledge to support teachers, facilitating more organised social structuring and streamlined curriculum implementation (Nevenglosky, 2018).

The process of curriculum delivery should be meticulously planned, akin to the manner in which curriculum development is strategized. The responsibility for managing and orchestrating the delivery process often rests with the school principal. This is attributed to their role in shaping the school's ethos, vision, attitudes, and competencies—foundational elements vital for effective curriculum management (Mandukwini, 2016).Several scholars advocate for increased state financial support, a reduction in overcrowded classrooms, typically averaging around 30 learners, and provisions of essential materials and resources, including internet access and computers (Eraslan, 2013; Oakes, 2001). Others propose measures like hiring more teachers to mitigate overcrowded classes, furnishing additional teaching resources, and offering supplementary guidance to educators (Salahuddin et al., 2013). Such

initiatives aim to create an environment conducive to optimal curriculum delivery and thereby foster improved learning outcomes.

3.13.3. Involvement of teachers in curriculum development

The active involvement of teachers throughout the entire curriculum process is integral. This engagement significantly heightens their willingness to embrace the curriculum and invest greater effort into its execution (Walters & Harris, 1984; Cobbold, 2017). When teachers participate in curriculum development, it diminishes the likelihood of issues arising during implementation. By virtue of their experience, educators can anticipate potential classroom challenges and pitfalls. This foresight empowers them to fine-tune their implementation strategies within the realm of curriculum development studies. Furthermore, the process of revising and refining their teaching approaches becomes crucial; this self-assessment enables them to identify shortcomings and pave the way for improvements (Vasconcelos et al., 2015; Datnow et al., 2000). Leveraging their content knowledge and pedagogical expertise is essential (Oktafiani & Hernawan, 2018). As the primary implementers, teachers should play an active role in the decisions undertaken during the curriculum's formulation phase (Rahman et al., 2018; Badugela, 2012).I concur with the assertions, teachers insights and perspectives are invaluable, as they bring a frontline understanding of what is viable and effective within the classroom environment. Such teacher involvement creates a harmonious link between curriculum design and real-world classroom dynamics, thus enhancing the likelihood of successful curriculum implementation.

3.13.4. Teacher's pedagogical practices

Florlin, Chambers, Loreman, Deppler and Harman (2013) define pedagogy as a method of teaching in which teachers and learners work together for the benefit of all learners in the classroom; similarly, Corbett (2001) describes pedagogy as an approach intended to promote a culture of accommodating all learners and ensuring best practices based on the use of diverse teaching strategies; consequently, teachers' pedagogical practices. The commercial stream must aim to raise the achievement of all learners while safeguarding the poor performance of those who are vulnerable to exclusion and any other form of marginalisation (Florian, Black-Hawkins,

2011). It is believed that learners can learn almost any subject if they are taught with pedagogies that are in line with their strengths; similarly, learners can fail if they are taught using instructional methods that are dissonant with their strengths. Corbett (2001) suggests that pedagogy used in commercial subjects should reflect how teachers teach and how learners learn and be effective and purposeful for meaningful inclusion and attainment of the learning objectives.

Kimotho (2016) postulates that the right pedagogical practices can connect learners with their own learning first and then connect their learning to the commercial curriculum. Because most of the pedagogical approaches are based on principles and strategies that teachers must adopt and adapt in the classroom, it is therefore important for teachers to be professionally skilled, flexible, and adaptable in choosing the correct pedagogical methods when teaching commercial subjects in secondary schools.

Effective pedagogical practices by teachers can enhance the quality of education and academic results (Kimotho, 2016); consequently, the barriers to the curriculum delivery of secondary school commercial subjects can be eradicated with the right application of pedagogical practices by the commercial teachers.

3.13.5. Pedagogical content knowledge

According to Park and Oliver (2008), pedagogical content knowledge is the transformation of subject matter knowledge used mainly for the purpose of teaching. (Shulman, 1987) further defines PCK as a special amalgamation of content and pedagogy that is unique to the area of a teacher. (Shulman, 1987) also describes pedagogical content knowledge as the conversion of content knowledge into a method that makes learning possible. This indicates that PCK signifies teachers understanding of commerce and how they deliver commercial subjects to the commercial learners. As he argues, PCK is a knowledge that teachers require to teach a particular content to learners. This will ensure that all teachers pedagogical barriers are eliminated during the teaching and learning of the subjects.

Shulman (1987) believes that knowledge of content subjects and knowledge of pedagogy cannot be separated when teaching but must be integrated as teachers are confronted with both while teaching. Teachers PCK can enhance the delivery of commercial subjects and promote the diverse interests and abilities of learners

(Kruger, 2018); similarly, Sephoto (2018) argues that content knowledge is not enough to bring about learning in learners; it is therefore important for commercial teachers to not only know the content but they must also know how to teach the content. Rohaan, Taconis, and Tachems (2010) further suggest that PCK can stimulate a positive attitude towards teaching and bring about interest in teaching commercial subjects when it is used effectively.

Moreover, PCK is the knowledge that enables teachers to teach (Lee, 2010). The assertion is supported by Depaepa, Kelchhtermans, and Verschaffel (2013), as they postulate that PCK helps teachers to develop and choose appropriate tasks relevant for their learners, examine learners understanding, and analyse learners' mistakes and difficulties. Baumet, Kunter, Blum, Brunner, Vass, and Jordan (2010) further proclaim that PCK enables teachers to change and reorganise commercial content knowledge in such a way that it becomes easily comprehended by learners; therefore, pedagogical content knowledge of commercial subjects by commercial teachers can enable effective and efficient delivery of commercial curriculum in secondary schools.

3.13.6. Teachers' awareness and application of the various teaching–learning methods

According to Du Toit (2011), teachers are no longer seen as orators and possessors of all knowledge, but their role has moved towards facilitating teaching and learning. In addition, Morrow (2007) supports the idea that teachers should make a paradigm shift from their old teaching practices to new ones for effective attainment of objectives; similarly, commercial teachers must adopt multiple teaching and learning methods for effective and efficient delivery of commercial curriculum.

Modern learners are "active learners," thus they require a new learning environment that is more collaborative, learner-centred, team- or group-based, and as self-paced as possible (Kimotho, 2011). As a result, pedagogical approaches such as the learner-centred approach, in which learners take an active role in the teaching and learning of commercial subjects, must be applied. Umar, Dauda, and Matah (2016) assert that commercial curriculum deals with subjects that fall under social science, which studies the behaviour of individuals and requires a pedagogical approach that is learner-centred as it is also proposed by this study.

There are various teaching methods available for commercial teachers, and it is imperative for teachers to not only know about them but also to know which ones are suitable for effective delivery of commercial subjects. Zanca (2017) found that a lack of teachers' knowledge of various teaching pedagogical strategies made some of the teachers stick to conventional instruction methods that still put teachers at the centre of teaching and learning. There should never be one size fits all when it comes to teaching commercial subjects; not even different topics in one subject should be approached the same. Ottewill (2003) asserts that what may work in one economic topic may not work in another economic topic. It is therefore imperative for teachers to be aware of various teaching and learning methods and apply them accordingly when teaching commercial subjects.

Similarly, learner-centred pedagogical approaches such as group work, interactive learning activities, collaborative learning, and adaptive pedagogy have been identified as relevant for teaching commercial subjects from Grades 10 to 12 (Department of Basic Education, 2012).

3.13.7. Teachers understanding of educational context

A school is part of a broader context that is surrounded by external and internal factors that affect teachers' pedagogical approaches (Morowane, 2019). It is therefore imperative to understand the educational context of commercial subjects in secondary schools for effective and efficient curriculum delivery. The context may include identification of the governance and financing of the school districts to the character of communities and culture (Shulman, 1987).

Similarly, Heystek (2016) believes that without understanding the educational context, commercial teachers may experience pedagogical difficulties when they include the level of responsibility and the learners social, religious, and cultural background when teaching commercial subjects. Moreover, a teacher who fails to understand the educational context fails to apply the correct pedagogical approach. Furthermore, Heystek (2016) asserts that teachers must understand that what works in one educational context may not work in another educational context. Consequently, for effective and efficient curriculum delivery of secondary school commercial subjects, teachers must understand that not only the context and nature of commercial subjects

are different, but the methods of delivery must also be different from those of other subjects that are taught in different contexts.

It will be beneficial for commercial teachers to know and understand the context of the schools they are teaching at; this will include understanding the socio-economic issues of the community and how the school operates, its governance, and its financial implications, to enable them to opt for suitable pedagogical approaches during the teaching and learning of commercial subjects.

3.14. CURRICULUM ALIGNMENT

Curriculum and instructional alignment are critical for assisting learners' achievement and meeting learning objectives. Causarano (2015) emphasises the importance of teacher alignment and increased understanding of curriculum content for the implementation and delivery of effective curriculum. He adds that this should be in line with the relevant instructional practices. He also claims that a lack of alignment has a negative impact on learners and curriculum practitioners, potentially impairing their ability to reflect on their practices. However, Polikoff and Porter (2014) discovered no link between instructional alignment, pedagogical quality, and learners learning and state-mandated benchmarks in their study. Nonetheless, Jess, Carse and Kaey (2016) discovered the importance of preparing and training teachers to meet curriculum objectives in their study on the curriculum development process and the educator's role, this study suggest that it is essential to align commercial curriculum with the economic needs of the country, it is imperative for learners to understand that what they are learning in commercial subjects is not just important for themselves as individuals but also important for their communities and the economy as a whole, as a result, their performance and capacity to learn can increase as their motivation improve.

3.15. CURRICULUM DEVELOPMENT

Curriculum development is a comprehensive endeavour encompassing the art of designing effective curricula, an essential skill for all educators. This process involves various components, including defining clear objectives, conducting thorough research on the subject matter, referencing official curriculum guidelines provided by the government, selecting appropriate teaching methodologies, and determining suitable assessment methods (Jacobs, 2011).

Different educational philosophies yield distinct approaches to curriculum development. According to Tyler (2013), curriculum development is primarily viewed as a technical process of decision-making. This perspective focuses on technical inquiries, treating curriculum development as an objective, systematic, and scientific undertaking grounded in rational decision-making. On the other hand, Stenhouse (2012) proposes that curriculum development is an outcome of social construction.

Both approaches contribute to the multifaceted nature of curriculum development, considering it not only as a product of informed decision-making but also as a product shaped by the social and contextual factors inherent in educational settings. This comprehensive understanding ensures that curricula are well-designed, relevant, and responsive to the diverse needs of learners and the educational environment.

Decisions about the overall curriculum should be made first, and subsequent levels of planning should be consistent with the original curriculum decisions (Rink, 2009). A philosophy statement is created by asking a series of questions about the goals of a programme, why the goals are important, and how the goals can be best achieved in the context of a specific institution. A philosophy statement should address the best ways to provide learners with the knowledge and skills needed to meet the demands of a programme, as well as a perspective on how developing learners will be able to achieve the programme's goal (Rink, 2009).

3.15.1.　　Essentials of the Curriculum Development Process

The curriculum development process unfolds across four key stages: planning and research, professional learning, curriculum development, and implementation. This process operates in an iterative and circular manner, signifying its perpetual and evolving nature. Indeed, the curriculum development process is marked by its dynamic and fluid characteristics. As with any procedural endeavour, it is essential to customise the approach to suit the unique requirements of developing a specific course (Mkandawire, 2010). This adaptability ensures that the resulting curriculum aligns effectively with the objectives, context, and diverse learning needs of the learners.

Stage 1: Plan and Research the Curriculum Development

The initial stage of curriculum development involves comprehensive planning and research. This phase is pivotal for laying the foundation for the curriculum development journey. The objectives of this stage encompass devising a strategic plan to facilitate the efficient progression and eventual completion of the curriculum development process. Simultaneously, it aims to foster a profound comprehension of educational standards and best practices. While curriculum development is a crucial aspect, it is complemented by thorough research.

Planning, devoid of robust research, falls short of meeting the demands of curriculum development. Rigorous research is indispensable to substantiating and underpinning the concepts integral to the curriculum process. This research-driven approach aids in crafting a curriculum that is substantiated by evidence and informed by the educational landscape (Kiira, 2012). By intertwining planning and research, this phase provides the solid groundwork required to embark on a successful curriculum development trajectory.

Stage 2: Curriculum Development

During this phase, a significant portion of the curriculum takes shape through the process of writing. The groundwork laid during the earlier planning and research phases serves as a compass, steering the writing process towards the creation of a

comprehensive and robust written curriculum. This written curriculum is characterised by its practicality, alignment with standards, and well-defined principles. The logical and seamless progression of skills from one grade level or course to the next is meticulously articulated, ensuring the preparedness of every learner for both the academic journey and their future careers.

The objectives of this phase are twofold: to devise a comprehensive curriculum plan that spans the entirety of the school year and to conduct thorough curriculum research (Annala & Makinen, 2017). By meticulously crafting a curriculum plan, educators ensure that the academic year is thoughtfully structured, covering essential content and skills in a coherent manner. Concurrently, curriculum research is a cornerstone of this phase, serving to validate and inform the content, ensuring that it is current, evidence-based, and attuned to the evolving needs of learners. This phase represents a critical juncture in the curriculum development process, where pedagogical expertise converges with data-driven insights to create a curriculum that is robust, effective, and forward-looking.

Stage 3: Continued Curriculum Development and Professional Learning

At this point, the curriculum is ready for implementation, and the district community will receive professional development. This training is necessary to ensure the effective translation of the written curriculum into classroom instruction. Teachers will gain a comprehensive understanding of how to execute the written curriculum, interpret unit maps, convert them into daily plans, utilise new assessments and materials, and provide feedback. Professional development serves as a crucial bridge between the theoretical curriculum and its practical application in the classroom (Shay, Wolff & Cleary-Fincham, 2016).

Stage 4: Implementation

Curriculum planning encompasses curriculum implementation. Any curriculum that's planned but not implemented renders itself ineffective and void. At this stage, the curriculum taught supersedes the written curriculum. Teachers gather insights and provide feedback on teaching, curriculum, assessment, resource utilisation, and other

essential aspects of the learning process. This allows for ongoing curriculum review while implementation occurs. With the curriculum development process being continuous and iterative, this phase's objective is to amass implementation feedback to inform future curriculum development and professional learning (Bohn, 2014; Oktafiani & Hernawan, 2018; Muskin, 2015; Chaudhary, 2015; Mokhele, 2012). Based on all the essential curriculum development processes, it can then be concluded that it is imperative for teachers to be at the centre of every stage of curriculum development and not just take part in curriculum delivery, if that can be done, the barriers to curriculum delivery of secondary school commercial subjects in the context of this study might be exterminated.

3.16. CONCLUSION

The literature review encompassed a definition of curriculum and explored different types of commercial curriculum delivered in secondary schools. It delved into the methods of curriculum delivery and management in South African schools, offering a comprehensive background on commerce curriculum and underscoring its significance and consequently the impact of the barriers to curriculum delivery in secondary school commercial subjects, moreover, different methods of assessment were also explored uncovering their role in curriculum delivery of secondary school commercial subjects, Additionally, the review further outlined challenges in commercial curriculum delivery and proposed strategies to overcome these difficulties.

CHAPTER 4

RESEARCH METHODOLOGY

4.1.   INTRODUCTION

This chapter outlines the research design and methodology chosen to explore the barriers to delivering secondary school commercial subjects in detail. The discussion begins by introducing the data collection tools, followed by a description of the population and sample size. The chosen data analysis approach is then elucidated.

4.2.   RESEARCH APPROACH

This study delves into the barriers to delivering curriculum in secondary school commercial subjects. The most fitting methodology employed for this investigation is qualitative research. This approach allows participants to engage in interactive discussions while also capturing and interpreting their personal encounters with curriculum delivery hindrances in the context of secondary school commercial subjects. Moreover, this methodology grants insight into the intricate landscape of participants' experiences and emotions.

The research approach is shaped by the problem under investigation, aligning with the research question (Silverman, 2011). When a study concerns a social phenomenon and the anticipated research also revolves around a social phenomenon, a qualitative research approach proves suitable. In this case, the barriers to curriculum delivery in secondary school commercial subjects were effectively unearthed through this approach. Given its social orientation, the qualitative approach facilitates delving into individuals' underlying concerns—dimensions that quantitative methods, such as questionnaires, might not fully uncover.

The choice of this approach is further influenced by its flexibility in research design and data collection. As the fieldwork progressed, the research design evolved organically. The study didn't proceed with preconceived hypotheses to test or predefined questions to address. While the researcher had a grasp of the issue, they couldn't predict the participants' responses. This approach is instrumental in exploring social phenomena, although it does come with certain limitations.

4.3. LIMITATIONS OF QUALITATIVE APPROACH

The qualitative approach faces notable criticism for its potential lack of sufficient reliability or validity (Hughes, 2006). This arises from the inherently subjective nature of qualitative data, which is deeply rooted in particular contexts. Consequently, adhering to conventional notions of reliability and validity poses challenges. Likewise, akin to quantitative findings, qualitative results often resist generalisation due to the comprehensive nature of the study, which concentrates on a limited scope that might not support widespread applicability.

In addressing these concerns, the researcher endeavoured to maintain objectivity, impartiality, and a balanced presentation of findings. This conscientious approach aimed to mitigate potential biases and uphold the integrity of the study's outcomes.

4.4. INTERPRETIVE PARADIGM

A research paradigm can be defined as a foundational set of beliefs that guides the researcher's actions (Guba, 1990:17). Paradigms represent the overarching perspective on the nature of research held by the researcher, often remaining implicit in the research process but exerting a substantial influence on research approach and practice. Among the major paradigms are the critical paradigm, positivism, and interpretivism.

This study adopted an interpretive paradigm. This approach allows the researcher to understand and interpret how individuals perceive their world (Creswell, 2009). The study involved ten departmental heads from secondary school commercial departments, aiming to explore diverse meanings and complexities within their perspectives. The interpretive approach facilitated an exploration of the barriers to delivering curriculum in secondary school commercial subjects, enabling the researcher to delve deeper into these issues. To grasp the participants' historical and cultural contexts, the researcher examined the specific circumstances in which they operate and reside. Within the interpretative paradigm, the researcher's interpretations stem from their personal and historical experiences (Creswell, 2009), and this paradigm is characterised by inductively constructing patterns of meaning rather than beginning with pre-existing theories.

The researcher's role revolved around interpreting the participants' expressions concerning the subject under investigation. The focal point lay on the obstacles related to delivering curriculum in secondary school commercial subjects, making the interpretative paradigm the most fitting choice.

4.5. RESEARCH DESIGN

A research design serves as a comprehensive plan outlining the researcher's approach to investigating the project. It provides an overview of how the study will unfold, including factors like timing, participants, and data collection methods. The purpose of crafting a research design is to establish a roadmap for gathering evidence to address the research question while ensuring the credibility and dependability of the results (McMillan & Schumacher, 2006).

As described by Creswell (2012), the research design encompasses the specific steps involved in the research process, including data collection, analysis, and report writing. It can also be defined as the detailed strategy devised to yield responses to the research inquiries, along with the measures taken to ensure the research's reliability (Polit & Beck, 2008). According to De Vos et al. (2009), research design encompasses the choices made by the researcher throughout the research journey. McMillan (2012) characterised research design as the comprehensive plan for executing a study, which can fall under the categories of qualitative, quantitative, or mixed-methods research.

Qualitative research, as per McMillan (2012), involves interpretive exploration conducted in natural settings to comprehend specific phenomena. It relies on verbal narratives and sometimes includes documented observations. Similarly, Gay (2011) defined qualitative research as the systematic process of collecting, organising, analysing, and interpreting data. Fraenkel and Wallen (2010) noted that qualitative researchers prioritise understanding particular situations based on participants' perspectives and descriptions.

Since the researcher interacted with teachers in person, this research had a qualitative component. It aimed to identify curriculum delivery barriers in secondary school commercial subjects. It was widely acknowledged that the concepts were generalisations and themes.

4.6.   SAMPLING

Sampling, according to Preissle (2010), involves the process of extracting or selecting a smaller subset from a larger population in order to adequately represent the larger group, utilising procedures applicable to the smaller set. Rosnow (2014) characterises a sample as a portion of the population.

Strydom (2011:224) distinguishes between two primary sampling categories: probability sampling and non-probability sampling. These overarching types of sampling can further be subdivided to ensure a researcher's clarity in selecting specific individuals for participation in their research. In this study, the non-probability sampling method was employed.

Examples of common non-probability sampling include:

4.6.1. Convenience Sampling

According to Gay et al. (2011), convenience sampling is described as the practice of gathering data from individuals who are readily accessible and willing to participate during the data collection period.

4.6.2. Purposive sampling

In this method of sampling, individuals are chosen based on their perceived expertise or familiarity with a specific subject, as outlined by MacMillan (2012). Purposive sampling, also referred to as judgement sampling, is a technique where the researcher selects participants based on their knowledge and understanding of the group being studied, according to Gay et al. (2012) and Fraenkel and Wallen (2010). The advantage of purposive sampling lies in the researcher's ability to select participants who possess relevant insights and knowledge.

In the current study, purposive sampling was employed. Also known as judgmental sampling, this method allows the researcher to intentionally include individuals who exhibit characteristics, attributes, or knowledge representative of the larger population in alignment with the research objectives (Grinnell & Unrau, 2008). This approach ensures that no specific cases are excluded from the sample (Patton, 2002).

4.6.3. Description of participants

A total of 10 commercial departmental heads from 10 different schools in the Capricorn South District of Limpopo Province were selected. All the departmental heads had two or three commercial subjects as part of their majors in their qualifications. This implied that all the departmental heads were teaching one or two of these subjects at their respective schools in addition to their managerial responsibilities.

CODE NAME	MAJOR SUBJECTS	DEPARTMENT
Participant 1 (P1)	Business Studies and Economics	Commerce
Participant 2 (P2)	Accounting and Economics	Commerce
Participant 3 (P3)	Accounting, Business Studies and Economics	Commerce
Participant 4(P4)	Business Studies and Economics	Commerce
Participant 5 (P5)	Economics and Business Studies	Commerce
Participant 6 (P6)	Economics and Business Studies	Commerce
Participant 7 (P7)	Accounting and Business Studies	Commerce
Participant 8 (P8)	Economics and Business Studies	Commerce
Participant 9 (P9)	Accounting and Economics	Commerce
Participant 10 (10)	Business Studies and Accounting	Commerce

Figure 1 Description of Participants

4.7.   POPULATION

Population, as defined by Rosnow (1996), refers to the collection of elements to which researchers aim to extend the outcomes of their research. Similarly, according to Gay and Airasian (2000), population pertains to the group that holds the researcher's interest, representing the group to which the study's conclusions can be generalised.

For this study, the commercial departmental heads within Capricorn South District in Limpopo Province were identified as a pertinent source of valuable insights into the barriers affecting the curriculum delivery of secondary school commercial subjects. The selected population was deemed to possess the necessary information that could enhance the study's outcomes.

4.8.   GEOGRAPHICAL SITE

The schools are situated in the southern region of the Capricorn District in the Limpopo Province of South Africa. Capricorn is one of the five districts in the Limpopo Province, named after the tropic of Capricorn, which passes through it. The circuits housing these schools are approximately 50 kilometres away from the City of Polokwane, where the majority of people speak Northern Sotho as their home language.

4.9.   DATA COLLECTION

When collecting data, a researcher can use a variety of techniques. Data for this study was gathered through document analysis, documentary evidence, and participant interviews. The researcher recorded the interviews with a field recorder. The use of open-ended questions for in-depth answers is one advantage of using interviews (Creswell, 2013). Because answers will be kept anonymous, participants will be free to provide them without fear.

4.9.1. Interview

Greef (2005) provides a definition of an interview as a reciprocal interaction wherein the researcher engages with participants by posing questions during the data collection process. Similarly, Hornby (1989), as cited in Rwegelera (2010), characterises an interview as a meeting where the researcher inquires about individuals viewpoints on a specific subject. Bogdan and Biklen (1992) describe an interview as an in-person version of a questionnaire. In this study, data was collected

through recorded interviews, which were later transcribed and categorised into themes. The interview responses were recorded and transcribed, allowing for the identification of common patterns and perspectives concerning the obstacles to curriculum delivery in secondary school commercial subjects.

Interviews are frequently employed as the primary method of data collection in qualitative studies. For this study, semi-structured interviews served as the primary means of gathering data, with in-depth interviews used when deemed necessary. Interviews provide the researcher with the opportunity to explore the "why" behind participants' responses. This study's use of interviews is rooted in their capacity to probe deeper into topics and uncover the rationales and incentives underlying participants' actions.

The selection of the interview method for this study was also influenced by its ability to facilitate in-depth information collection by going beyond the predefined questions. The semi-structured interviews offered the flexibility to ask probing questions that could elicit more profound emotions from participants, allowing the researcher to deviate from the interview schedule when necessary. Consequently, personal interviews were employed to collect data from ten commercial departmental heads.

Participants were fully informed of the study's objectives and purpose. Moreover, participants were assured that their involvement was voluntary and that they retained the option to withdraw at any point. Confidentiality was emphasised, ensuring that participants could openly express themselves during the interviews without concerns about personal identification.

4.9.2. Document analysis

McMillan and Schumacher (2014) highlight that documents offer researchers an opportunity to access an internal viewpoint of an organisation. Document analysis, as described by Henning, Van Ransburg and Smith (2004), encompasses the examination of documents and other sources that hold pertinent and valuable information. In this study, relevant documents were requested from schools to undergo examination. It's important to note that these documents did not inherently convey their meaning; rather, they required interpretation by the researcher in order to derive insights.

The researcher requested the departmental minute book, departmental annual programme, and departmental policies in order to gain insight into issues concerning curriculum delivery of secondary school commercial subjects.

Departmental minute book

The departmental minutes book records everything said during a meeting of a school's commercial department, as well as all the discussions, strategies, and resolutions adopted by those in attendance.

Departmental annual programme

The departmental annual programme serves as an operational guide that indicates all of the activities that will be carried out in a school's commercial department. It includes detailed plans of activities that will be carried out as well as those who will be in charge of overseeing the developments and implementations.

Departmental vison and mission statement

A mission statement outlines the department's objectives and approach to those objectives; it also describes the state of the department, in this case, the commercial department in secondary schools in Capricorn South District, Limpopo Province.

4.10. DATA ANALYSIS

Qualitative data analysis involves a predominantly inductive approach, wherein a researcher arranges gathered data into categories and identifies patterns or relationships among these categories (McMillan & Schumacher, 2014). This analytical approach involves a systematic progression of coding, categorisation, and interpretation of data aimed at providing explanatory insights. The endeavour of analysing qualitative data, such as interviews, is characterised by its diversity. It lacks a singular, definitive method; data can be construed in multiple ways.

The study adopted Creswell's model of data analysis (2013) as its analytical framework. All the gathered data was transcribed, organised, typed, and stored as digital documents on a computer. Subsequently, an analytical exploration of the findings ensued, entailing the identification and interpretation of recurring trends and patterns to formulate thematic elements.

In the employed thematic analysis approach, data was initially transcribed verbatim using Microsoft Word. Following this, an extensive review of the interview transcripts was undertaken, with the data coded according to predefined themes derived from the research questions. Subsequently, the data was interpreted through comprehensive discourse. An aggregation of the analysed data was synthesised into sub-themes, culminating in overarching themes corresponding to each research objective. These themes were subsequently utilised to present the study's findings.

According to Mouton (2001), qualitative researchers partake in verbal data analysis. This encompasses scrutinising and arranging notes sourced from interviews and observations and segmenting information into smaller units to identify recurring patterns and trends. In this study, the researcher adopted an iterative process, revisiting the data after each interview to identify salient issues that emerged during the conversations. This iterative approach ensured that these pertinent issues were accorded due attention and prioritised appropriately.

4.11. ETHICAL CONSIDERATIONS

Ethics is closely intertwined with principles and morality, encompassing questions of what is morally right and wrong (Babbie, 2015). Consequently, it is imperative to thoroughly scrutinise all facets of a research project for potential ethical breaches. This concern was diligently addressed in the current study. Prior to commencing the research, the research proposal underwent scrutiny by the ethics committee at the University of Limpopo. Furthermore, consultation and permission were sought from the Limpopo Department of Education. The study also recognised the following ethical considerations: (a) informed consent; (b) the beneficence principle; (c) the justice principle; (d) confidentiality and anonymity; and (e) discontinuance.

4.11.1. Informed Consent

The selection of departmental heads for interviews in the schools occurred only after receiving official permission from the Limpopo Department of Education. It's crucial to note that participation in this study was entirely voluntary, and the researcher obtained signed consent forms from the respondents.

Furthermore, participants were provided with comprehensive information about their role within the research study. This encompassed a clear understanding of the study's purpose, the procedures for data collection, the utilised data collection instruments, and the intended utilisation of the research results. This comprehensive disclosure enabled participants to make an informed choice about whether they wished to take part in the study. Upon agreeing to participate, participants completed and signed informed consent forms.

4.11.2. Principle of beneficence

During the study, great care was taken to protect the participants from any potential harm or discomfort. The researcher exercised caution in formulating questions to ensure that they did not breach the participants' dignity or cause any distress. Moreover, close attention was paid to any signs of distress exhibited by the participants throughout the process.

In addition, participants were fully informed about their right to seek clarification and pose questions. They were also made aware of their ability to raise any concerns or complaints regarding the study. This approach aligns with ethical guidelines to prioritise the well-being and rights of participants throughout the research process (Brink, van der Walt & van Rensburg, 2012:215).

4.11.3. The principle of justice

Absolutely, participants' rights to fair treatment and equitable selection were upheld throughout the study, adhering to ethical principles (Brink et al., 2012). The selection of participants was based on relevant criteria tied directly to the study's objectives, such as their roles within the commercial department and their specific geographical context. This approach ensured that participants were chosen for substantive reasons rather than for any potential for manipulation or their public profiles.

4.11.4. Confidentiality

Dominick (2014) contends that, due to confidentiality, it must be made clear to participants that, even if they can be identified as individuals in the study, the information disclosed will not be made public with their names. Participants were given

an assurance of anonymity and confidentiality of the information produced. Certainly, safeguarding participants' confidentiality and identity was of utmost importance in line with the University of Limpopo's regulations and standards. All necessary measures were taken to ensure that the information shared by participants remained confidential and that their identities were protected throughout the study.

4.11.5.   Anonymity

The participants' identities are not revealed, and their well-being is not jeopardised. In this study, the researcher did not collect data using the participants' names. Instead, pseudonyms are used.

4.11.6.   Discontinuance

Participants were given complete autonomy and agency in their participation. They were made aware that their involvement in the study was entirely voluntary, and they could opt out at any point without facing any negative repercussions. Additionally, participants were assured that their responses would remain confidential and not be disclosed to any other individuals or entities. They were also informed that they had the right to decline answering any questions that they were uncomfortable with, and their decision in this regard would be fully respected without any form of pressure or coercion, in accordance with ethical principles outlined by Denzin and Lincoln (2013).

4.12. QUALITY ASSURANCE MECHANISM

The following processes were taken into consideration for quality assurance.

4.12.1.   Trustworthiness

The reliability and validity of the processes used to arrive at the findings are used to assess the quality of any qualitative research work (Creswell, 2013). The standard of trustworthiness was considered in this study; Denzin and Lincoln (2013) associate trustworthiness with credibility, transferability, dependability, and conformability; as a result, this study complied with the four trustworthiness issues listed below.

4.12.2.   Credibility

Indeed, credibility is a crucial aspect of qualitative research. As Silverman (2013) suggests, credibility pertains to the accuracy and correctness of the data collected,

particularly in the context of naturalistic inquiry. Denzin and Lincoln (2013) further emphasise that credibility involves evaluating research findings to ensure that they accurately represent a credible conceptual interpretation of the data, originating from the participants' own experiences and perspectives. In other words, credibility is achieved when research findings resonate with the viewpoints of the individuals being studied.

To enhance credibility in this study, a combination of methods was employed, including interviews and document analysis. These methods were chosen to provide multiple angles of investigation and enable cross-validation of the findings. The use of interviews allowed direct engagement with participants' perspectives, while document analysis provided an additional layer of evidence and context. By employing both methods, the study aimed to ensure that the findings accurately reflected the participants' viewpoints and experiences, thereby increasing the overall credibility of the research.

4.12.3. Transferability

Transferability, as defined by Cohen, Manion, and Morrison (2004), pertains to the degree to which research findings can be applied in diverse situations or settings. The determination of whether the findings can be extended rests with the reader. To enhance transferability in this study, a comprehensive account of the utilised methodology, encompassing data collection and analysis, has been furnished. This was done to provide context for the reader and allow them to make transferability decisions. The researcher also consulted various sources in various contexts to leverage transferability.

4.12.4. Dependability

According to Creswell (2013), data dependability refers to the extent to which consistent findings could be replicated if the same research instrument were employed under similar conditions with comparable participants. Denzil and Lincoln (2013) likewise assert that dependability can be established through an audit process, indicating the researcher's responsibility to maintain clear, logical, and traceable research documentation that others can scrutinise as an audit trail.

4.12.5. Confirmability

Conformability, as outlined by Denzil and Lincoln (2013), pertains to the degree to which findings remain unbiased. This can be ensured by establishing a neutral, credible, and consistent process for data collection. Guba (1991) further emphasises that neutrality can be enhanced by involving a team of experienced qualitative researchers. Therefore, in this study, the researcher utilised the expertise of the supervisor to validate the findings and enhance confirmability.

4.13. CONCLUSION

This chapter presented a thorough outline of the research design, methodologies, data collection, and analysis techniques utilised. The objective of the study was to investigate the barriers to curriculum delivery in secondary school commercial subjects.

CHAPTER 5

QUALITATIVE DATA ANALYSIS

5.1. INTRODUCTION

This chapter delves into the findings extracted from the qualitative data obtained through interviews and document analysis. During the interviews, the researcher utilised a recording device to capture conversations, which were later transcribed for the purpose of analysis. The ensuing section presents and examines the transcribed outcomes, offering descriptions and insights based on the analysed participant quotes. By conducting these interviews, the researcher gained valuable insights from the commercial departmental heads regarding their beliefs and the obstacles encountered in delivering the curriculum for secondary school commercial subjects. The interviews also facilitated a comprehensive understanding of the prevailing conditions within the study area. The participants for this study were commercial departmental heads from the ten selected schools within Capricorn South District. Furthermore, this chapter delves into notable quotes extracted from emerging themes and their respective sub-themes, along with insights derived from document analysis.

5.2. DEMOGRAPHICS

The provided table below presents the demographic details of the participants, all of whom hold positions as departmental heads in the Capricorn South district. The table offers insights into the ethnic and gender distribution of the participants. The inclusion of demographic information is crucial in this study, as it contributes to a comprehensive comprehension of the socioeconomic aspects that the research addresses. It is also important to consider how many years these departmental heads spent teaching these subjects. Because these educators have spent a significant amount of time working in the commercial sector, they have been exposed to curriculum delivery at their schools. Thus, the educator's experience in commercial subjects is critical in this study.

Participant 1 is a principal who also oversees the commercial stream; she has been teaching accounting for 30 years. Her presence has aided this study in gathering information from her experiences and observations since she began teaching

commerce. The other nine participants have also served as departmental heads in the commercial stream for more than five years.

These commercial departmental heads agree that the commercial stream has some underlying issues. One of the departmental heads stated that it is past time for someone to investigate the barriers in commercial subjects, as many schools are discontinuing the stream.

Participant 6 stated that he has learned that some principals are attempting to ensure that almost every learner enrolls in science at their school. He also stated that he has observed some teachers attempting to portray science as the only important path to take. Participant 6 went on to say that science teachers are always in high demand, and it's difficult to find a job posting for a commercial teacher these days.

(P6): "The way the school principals are always recruiting science teachers, even when there is no need, leads to problems in the commercial departments at schools."

Participant 5 also stated that commerce is under-resourced in schools, that there are no teachers because positions are always advertised with science, and that in some cases, one teacher will offer two commercial subjects in grade 12 while also teaching lower grades.

(P5): "The principals are contributing to the barriers in the delivery of commercial subjects by advertising every post as science. All they are concerned about is the science stream; they provide support to the science department. This leads to problems in the delivery of commercial subjects."

According to participant 2, a content gap causes barriers to curriculum delivery in secondary school commercial subjects: Some teachers, he claims, are simply assigned subjects even if they are not qualified to teach them, particularly EMS in grades 8 and 9. He claims that this causes issues and thus creates barriers to effective and efficient curriculum delivery in secondary school commercial subjects.

Participants profile – commercial departmental heads

PARTICIPANTS	ETHNICITY	GENDER	TEACHING EXPERIENCE
Participant 1 (P1)	Black	Female	30 years
Participant 2 (P2)	Black	Male	15 years
Participant 3 (P3)	Black	Female	12 years
Participant 4 (P4)	Black	Male	5 years
Participant 5 (P5)	Black	Male	5 years
Participant 6 (P6)	Black	Male	7 years
Participant 7 (P7)	Black	Female	10 years
Participant 8 (P8)	Black	Male	10 years
Participant 9 (P9)	Black	Female	6 years
Participant 10 (P10)	Black	Female	6 years

Table 1 Educators Qualitative Participants' demographic information

5.3.   EMERGING THEMES

Theme 1

5.3.1. Lack of support for commercial educators

Supporting teachers is one of the fundamental roles which the department of basic education is expected to execute, if not well fulfilled, barriers to curriculum delivery will persist. According to Lochner, Conrad and graham (2015), teachers play a central role in ensuring the efficiency, effectiveness and consistent delivery of curriculum, this study concurs with the assertions made by the scholars and suggests that teachers cannot succeed without the support from all the stakeholders in education, particularly the department of basic education which has been found to lack when it comes to

supporting commercial educators. According to the feedback provided by the participants, the department of education was perceived as not adequately supporting the commercial curriculum in secondary schools. The departmental heads who took part in this study expressed the view that there should be greater efforts to promote all streams available to learners. However, it was noted that the support seems to be disproportionately directed towards the science stream, potentially leaving other streams, such as the commercial curriculum, lacking in comparable attention and assistance.

Involvement of teachers in workshops about career opportunities

Based on field data, the department should organise workshops and programs for teachers to strengthen their content delivery methods to learners. Below are reported dialogue within text boxes, as well as interpretations for each text box.

(P7): "I feel like we do not get enough support from the department on the delivery of commercial subjects to our learners. I feel like some of the methods we are using are outdated and are not helping our learners be in a position to start their own businesses."

Teachers who receive commercial subject delivery training will be able to assist learners in the Capricorn South District in passing commercial subjects and gaining the necessary skills to start and run their own businesses. Teachers will be able to deliver commercial subjects in secondary schools efficiently and effectively if they are adequately supported.

(P7): "it is important for commercial teachers to have confidence in their subjects, so that they can take a step forward to deliver the commercial curriculum to leaners and enable them to run their own businesses using knowledge acquired."

The emphatic statement of Participant 7 confirms that the only way to improve the curriculum delivery of commercial subjects in secondary schools is to support educators who offer the subjects and to give them confidence in the subjects they teach. It is difficult to effectively deliver something in which you lack confidence.

Participants expressed their concerns about the commercial stream's ability to thrive in the absence of adequate support. They maintained that, despite having the necessary skills and knowledge to teach, it would be difficult without adequate support from the relevant stakeholders for both them and the learners.

(P1): "*Support would go a long way in making learning and teaching easier and more effective, as it would aid the lesson and make the learners lives a bit easier. It's going to be very difficult to deliver a commercial curriculum in secondary schools if the necessary support is not provided".*   P2 shared the same view.

(P3): "Science educators are always provided with opportunities to further their studies and get bursaries, while the same opportunities are not given to commercial educators."

(P5): "If you look at most of the workshops hosted by the department, they always give priority to mathematics and science teachers while often times neglecting the commercial teachers. Where is the support for the commercial teachers? How is the delivery supposed to be effective?"

The participants conveyed a sentiment that stakeholders, including the government and the private sector, could enhance their support for commercial subjects in a manner similar to their support for science subjects. Educators highlighted that there appear to be insufficient efforts to showcase a comparable level of confidence in commerce as one of the important streams, especially given the current economic conditions both within our country and globally.

It can then be concluded that inadequate support for commercial teachers is one of the barriers to curriculum delivery in secondary school commercial subjects, the department of basic education must therefore put measures in place to adequately support the commercial teachers and learners

Theme 2

5.3.2. Lack of practical experience (the gap between theory and practice)

The commercial stream is designed to equip learners with skills and competencies related to business, economics, and accounting, with the intention of preparing them for success in these fields. This study suggest that knowledge becomes obsolete if it remains theoretical and isn't applied in real-world scenarios, The assertion is also reflected by (Hoadley & Jansen, 2013; Pinar, 2010) as they emphasize the importance of aligning curriculum content with the needs of the society, my conviction is that south Africa needs people with practical skills to overcome its economic predicaments, similarly, Singh (2017) suggests that the output of commerce education should be multidimensional and fully globally competitive; however, it has been observed that commercial learners and graduates lack practical knowledge

In interviews with departmental heads, it was revealed that learners often hold the perception that opportunities for advancement in life are limited within the realm of commerce. The participants emphasised that the absence of practical experiences that would allow learners to apply the knowledge and skills they've acquired contributes to this disadvantageous perception. They highlighted that in order to address this issue and change this perception, it's essential to move beyond an overreliance on academic qualifications alone.

According to Participant 1, effective curriculum delivery of commercial subjects in secondary schools is dependent on teachers ensuring that learners fully understand commerce and how it applies in the real world through practice.

The following are some of the departmental heads' expressions regarding the gap between theory and practice in commercial curriculum.

(P1): "The practical experience of business will lead to an increase in performance and an understanding of economics and management sciences in the Get Band and also in the three commercial subjects in the FET phase."

(P2): *"Learners need to be exposed to real-life business if they are going to fully understand the theory that is taught to them in business studies, economics, and accounting. They need to see in practise what they are taught in theory."*

(P8): *"Some learners take or enrol in commerce because they want to further their careers in commerce. They also take the stream because they want to establish their own businesses in the future and have the need to acquire knowledge as to how to go about doing so through studying commercial subjects. It will be very important if they get practical experience as part of their education in secondary school."*

According to the responses of the participants, there is a gap between theory and practice in commercial subjects in secondary schools, based on the findings and the studied literature, and also applying the learner centered theory of education using the project based approach that guided this study to make meaningful interpretation of the findings, it is clear that the gap between theory and practice is a barrier to effective and efficient curriculum delivery of secondary school commercial subjects, as practicals would help teachers to drive their points when teaching and also help learners comprehend some concepts which would otherwise be difficult to understand if they are just delivered in theory, it is therefore critical to ensure that practical education in the context of commercial subjects is provided for effective curriculum delivery.

In support of integrating theory with practical as this study propose, project-based learning theory is used as a guiding framework, and a study by (Barak and Asad, 2012) indicated an increased interest in learning scientific and technological subjects among fifteen-year-old girls in Israel when theory is integrated with practice, similarly, Lou, Liu, Shih and Tseng (2011) also found project-based learning to bring enjoyment and engagement when they did their experiment with high school learners from Taiwan. They further indicated that it enables learners to effectively combine theory and practice, which is what is needed in the context of effective and efficient curriculum delivery of secondary school commercial subjects

Theme 3

5.3.3. Subject combination and incomplete commercial subjects

Effective curriculum delivery of commercial subjects in secondary schools can only be successful if the curriculum is offered in its entirety, which means learners must take all business commerce and management subjects, such as business studies, economics, and accounting. Sephoto (2018) emphasise the importance of subject alignment to increase the understanding of curriculum content and delivery of effective curriculum, he also claims that a lack of alignment has a negative impact on the learners, potentially impairing their comprehension of commercial subject content in the context of this study

Some of the sampled schools in the Capricorn South district do not offer all of the commercial subjects; instead, they focus on only one or two and combine them with science or general subjects.

The departmental heads shared their thoughts on subject combinations and incomplete commercial subjects at their schools.

(P4) expressed his views by saying "the commercial stream is treated like the general stream; we do not have complete commercial subjects at the school."

When the subjects are incomplete, it is understood that the commercial stream is insufficient. The following statements by other departmental heads attest to this.

(P7): "It is difficult for learners to fully comprehend commerce when they do not study all the commercial subjects that the commercial curriculum has to offer. All three subjects need to be studied for learners to fully acquire the skills needed to run their own businesses. All of the subjects are important, and they all serve a different role."

(P2): followed that statement with this one: "*All the commercial subjects are important and need to be studied together for learners to fully understand commerce and run their own businesses successfully. It defeats the purpose to have one without the other.*"

According to the above assertions, it appears that lack of commercial subject alignment and incomplete commercial subjects is a barrier to curriculum delivery of secondary school commercial subjects, as that have the potential to impair learners' comprehension of commercial subject content, it is therefore imperative that all commercial subjects must be aligned and complete for effective and efficient curriculum delivery

Theme 4

5.3.4. Content gap

Participants indicated a content gap on the side of learners from the GET phase transitioning into FET, claiming that learners in grades 8 and 9 do not cover enough content. This was due to the time allocated to the subjects in the GET phase. They also stated that accounting is frequently overlooked by teachers who do not have accounting backgrounds.

These significant issues that are impeding the delivery of commercial subjects in secondary schools are as follows.

> (P9): "We are aware of how important EMS is as part of the commercial subjects in secondary schools, but sometimes the subjects are given to teachers without accounting backgrounds, and they tend to neglect the accounting part of EMS, leading to gaps."

When it comes to EMS, a lack of content coverage in the GET phase appears to be causing barriers in the delivery of subjects like Accounting in the FET phase. Leaners appear to come into contact with accounting only during the FET phase, when they are in grade 10. This viewpoint clarifies why Accounting is underperforming as a subject and why it is being phased out in some schools. Given that learners are only introduced to accounting in grade 10, it is assumed that they do not receive a solid foundation in Accounting during the GET phase. In terms of the commercial stream, the departmental heads confirmed that EMS is not prioritised in grades 8 and 9 in secondary schools.

> *P2: "We usually just allocate anyone to go and teach EMS in grades 8 and 9 and our commercial teachers in grades 10 to 12. Sometimes it is because we are trying to minimise the workload for our commercial teachers, as they are few in the school."*

> *P10: "When we are doing our allocations, priority is given to grades 10 to 12, and grade 8 and 9 subjects are just allocated to those who have fewer periods after the allocation of the FET phase subjects."*

When it comes to EMS in grades 8 and 9, time constraints are also thought to be an issue, according to two participants.

> *P3: "EMS is key to a nation's building up to all the commercial subjects like business studies, economics, and accounting; it requires more time than what is given in order for learners to get the foundation of commercial subjects."*

> *P5: "The two hours per week allocated to EMS per week are clearly not enough, and this also speaks to how commercial subjects are not supported and prioritised by the system."*

The general perception is that Economic and management sciences is a very important subject that provides the foundation for commercial subjects in secondary schools; however, most participants expressed concern that there are content gaps in the GET phase due to time constraints and a shortage of commercial educators, and thus a barrier for curriculum delivery of commercial subjects in secondary schools.

The interviews further revealed that some of the learners tend to move from the science stream to the commercial stream even in grade 12. As a result, the admission of learners from other streams to commerce also forms part of the content gaps because the learners lack the foundation laid in grade 10 and 11.

> *P1: "The issue of learners having the allowance to change subjects in grades 12 and 11 also contributes to the content gaps we see in learners."*

The impression from the findings is that foundation is critical in commercial subjects, that foundation is found in the economic and management sciences which is done in

the GET phase as per the National curriculum statement by the (Department of Basic Education, 2021), however, there seems to be some gaps as the subject which is supposed to build a foundation to the commercial subjects like accounting, business studies and economics in the FET phase is allocated only two hours per week, which commercial departmental heads claim is not enough, the lack thereof then creates barriers to curriculum delivery of secondary school commercial subjects, moreover, leaners who change their subjects in grade 12 and 11 were also found to be the ones who lacked the significant amount of foundation and that compromised their comprehension of commercial content in grade 11 and 12. It can then be interpreted that commercial teachers tend to have a problem when delivering commercial curriculum to the learners who do not have commercial foundation.

Inadequate pedagogical content knowledge

In addition to the content gaps by leaners, the findings from the interviews further revealed inadequate pedagogical content knowledge by teachers as a barrier to curriculum delivery of secondary school commercial subjects, Mosvold and Hoover (2017) argue that teachers are required to have a specific kind of knowledge to teach commercial subjects because of their complexity; similarly, Pitjeng-Mosabala and Rollnick (2018) assert that teachers need to know the subject content they are assigned to teach; this will enable them to choose an adequate teaching pedagogy, however, it was found that some of the teachers assigned to teach economic and management sciences in the GET phase only know business and economics and have no knowledge of accounting, and in some extreme cases, EMS is just allocated to teachers who do not have any commercial background because of shortage of commercial teachers in some schools

The inadequate pedagogical content knowledge then compromises the effective and efficient curriculum delivery of secondary school commercial subjects, similarly, Marrison (2013) reveals that the lack of subject conceptual knowledge and pedagogical difficulties among the teachers is the underlying cause of the limitations on the virtue of teaching and learning, which manifest in poor delivery of commercial subjects in secondary schools. In the schools that I have conducted research at, the facts point out that inadequate pedagogical content knowledge is prevalent, especially with regards to the accounting part in economic and management sciences

Theme 5

5.3.5. Shortage of commercial teachers at schools

One of the barriers to curriculum delivery of commercial subjects in secondary schools was identified as a shortage of commercial teachers in schools. It was stated that some schools rely only on two teachers to offer all three commercial subjects, while in some extreme cases, one teacher was responsible for all three commercial subjects. When asked how many commercial teachers they have in the commercial department, the participant made the following comments.

> P8: *"We have all three commercial subjects at the schools with only two commercial educators, which means that we must have one commercial educator offering two subjects in one grade."*

> P9: *"The schools have two commercial subjects, and I am the only commercial teacher at the school. I am responsible for both business studies and economics from grades 10 to 12."*

The assertions made speak to the shortage of commercial educators in schools; it was discovered that having one teacher offering two subjects in one class is a common practice. In one extreme case, one teacher was found to be in charge of all three commercial subjects; here is what she had to say about it.

> P4: *"Our commercial subjects are complete in the school, with all three commercial subjects available to learners, but unfortunately, we lost one of our teachers last year, and I have since been responsible for all three subjects while we are still waiting to fill his posts."*

The additional burden placed on a teacher to teach all three subjects will have a negative impact on curriculum delivery. For effective and efficient delivery, all three subjects require the teacher's complete commitment and focus.

While some teachers do not bear the burden of teaching multiple commercial subjects on their own, others are faced with having incomplete commercial subjects in the

commercial department due to a teacher shortage at the school; as a result, they only get to have one or two commercial subjects.

> P9: "Our commercial department has only two commercial subjects because we have only two commercial teachers at the school."

> P6: "Unfortunately, we do not have a complete commercial stream at the school because we do not have enough commercial teachers to offer the subject."

Effective curriculum delivery of commercial subjects is dependent on having a complete commercial stream as the subjects are inextricably intertwined, and each and every subject needs to have one dedicated teacher who will give it undivided attention; however, it sometimes becomes difficult to do when there is a shortage of commercial teachers at the school like it was found in this study, as a result, the curriculum delivery of secondary school commercial subjects is compromised

Theme 6

5.3.6. Language barrier

Mboya (2004) asserts that poor proficiency in the language of teaching and learning can be a barrier to curriculum delivery of content subjects delivered in English. He goes on to argue that teachers who are unable to articulate themselves clearly will tend to deprive learners of important lessons in class; similarly, learners who are not proficient in the LOLT will take time to understand lessons that would otherwise be simple to grasp.

The findings of the interviews revealed that language was one of the barriers to curriculum delivery, as it was stated that teaching and assessment in all the commercial subjects are done in English, which the learners found to be a problem. The following is what the participants had to say when asked about the difficulties they encountered while teaching commercial subjects.

> *P1: "English is one of the problems these learners are faced with, especially because they are from rural backgrounds where they are not really exposed to the English language. They are really struggling."*

> *P4: "Leaners here are always communicating using their home language when they interact with their peers here at school, on playing grounds, and also at home with their parents, and commercial subjects are taught and assessed using LOLT, which is English."*

The data gathered from the participants show that learners have a problem with the language of learning and teaching, which is clearly a barrier to the curriculum delivery of commercial subjects in secondary schools. It is important to note that all three subjects are delivered in English, which is a second language for the learners, it was also noted during the interviews that some commercial departmental heads who are also commercial subject teachers preferred to be interviewed in their native language, stating that they want to fully articulate themselves, which suggests that they might also be experiencing language barriers themselves and that translate into a barrier to curriculum delivery.

Theme 7

5.3.7. Lack of motivation

Mofora and Phorabatho asserts that the successful implementation and delivery of curriculum relies heavily on the school environment within which it is intended to be delivered, it can then be interpreted that a positive environment where everyone is motivated and in high morals will result in curriculum being delivered effectively and efficiently while a hostile environment will do the opposite , (Mutangwa, 2007) further supports that lack of motivation in teachers is a barrier to curriculum delivery, He is also of the opinion that the lack thereof will lead to poor pedagogical practice and I concur with the assertion, teachers need to be motivated in order to be effective, however, The data gathered from the participants revealed a lack of motivation because most commercial departmental heads in schools are not permanently and formally employed in those positions, but instead act, and there are no signs of growth

because it is claimed that all promotional posts are given to science educators all the time, and it is further assumed that commercial educators are overlooked when it comes to opportunities. When asked about the challenges they face in leading the commercial stream, three participants stated the following.

P9: *"I can't even say I'm leading the commercial stream; I am just acting because of the experience I have in commerce, but we don't even have opportunities for growth in this department."*
P8: "*I am not really a departmental head; I am just the only commercial teacher at the school, and by virtue of that, it is my responsibility to look after the subjects I am teaching; otherwise, I cannot say I am a departmental head.*"

P4: *"I am just acting as a departmental head, and sometimes when trying to manage the department, I get teachers reminding me that I am just a CS1 teacher like them, and I get really discouraged."*

According to the data gathered from the interviews, acting departmental heads are dissatisfied with the lack of opportunities in their department, the findings suggests that they are not motivated to perform their duties of heading the commercial stream and teaching the commercial subjects and that can translate into a barrier to curriculum delivery of secondary school commercial subjects

Theme 8

5.3.8. Insufficient resources

The interviews also revealed that insufficient resources at schools in the form of internet, study guides, and laptops are among the barriers to curriculum delivery of commercial subjects in secondary schools. The education terrain has been changing with the growing integration of information communication technologies in teaching and learning, ICTs have been widely accepted as an important aspect in modern education, there has even been an introduction of electronic curriculum, which is defined as the educational content acquired through internet research or interaction within electronic platforms (Wilson, 2005), it is assumed that effective curriculum

delivery of commercial subjects in the current context is dependent on teachers having enough material to deliver their lessons, and they have indicated that there are a lot of materials on the internet which their schools lack.

The following are some of their responses when asked about the difficulties they face in delivering commercial subjects.

P3: *"We are living in a time where technology has taken over and in a lot of ways made things easier. It has brought a lot of convenience to our lives and can bring excellence if utilised well. Unfortunately, our school is still behind when it comes to that."*

P7: *"Our rural schools are very under resourced. It has been said that soon we will have one teacher with one laptop and one learner with one tablet, but it seems like that is a far-fetched dream because here at our schools with 12 teachers and over 300 learners, we still have only 3 laptops, and that is delaying us."*

Teachers believe that a lack of resources such as internet and gadgets like laptops and tablets, among other things, are some of the barriers to curriculum delivery of commercial subjects in secondary schools. They believe that such resources can help in their lessons and be beneficial to learners, the findings then suggests that there is a need to support teachers with technological resources for effective and efficient curriculum delivery, on the contrary, if the project-based learning can be integrated as proposed by this study, there is not much resources needed as (Al-Balushi and Al-Aamri, 2014) posit that project-based learning doesn't necessitate a greater investment of time and resources compared to traditional instructional methods during delivery and execution. In fact, they contend that it can be effectively implemented with fewer resources within the school environment, however, schools still need to reinforce their resources for effective and efficient curriculum del very of secondary school commercial subjects

5.4. DOCUMENT ANALYSIS

To gain insights into the inner workings of the ten selected schools, various documents were subjected to analysis, including class registers, admission registers, general timetables, and minutes from meetings held by the commercial departments. The analysis of the class registers is elaborated upon in the subsequent discussion.

5.4.1. Register No 1 (Class Register)

All of the sampled school registers were properly maintained, which showed that the commercial stream had fewer learners compared to other streams. The class registers for grades 10 to 12 were requested and obtained for analysis. While the procedure for recording attendance was followed in all schools, the researcher encountered an issue in schools C and D. The Grade 10 commercial registers in these schools indicated a significant level of absenteeism among learners. Notably, commercial subjects are allocated four hours per week, and the high absenteeism rate suggests that these learners are missing out on crucial lessons that are essential for understanding the content and concepts of commercial subjects. This trend has implications for the effective delivery of the curriculum in the commercial stream.

5.4.2. Register 2 (Departmental Admission Register)

A commercial admission register from grade 10-12 was also requested, and it was discovered that some of the sampled schools do not have a departmental admission register and rely solely on the school admission register; additionally, some of the schools that did have a departmental admission register did not keep it up to date; and finally, another issue was discovered in schools C and F, where it indicated that some learners were advised to change their subjects from sciences to commerce. The issue of admitting learners to commercial subjects in grade 12 appears to have a negative impact on the delivery of curriculum in secondary school commercial subjects, as the foundation is laid in grades 10 and 11, and these students are expected to understand and perform without it.

5.4.3. General timetable (Register 3)

The analysis of the general timetable revealed some revelations to the researcher, including the time allocated to subjects such as Economics and Business studies, which were seen to be allocated the last periods after break, which appeared to be a common practise as school A, C ,D and F almost never had even a single commercial subject in the morning, and physical science and life sciences appeared to be the only subjects allocated the first periods.

Furthermore, the researcher discovered that the timetable in some schools had clashes where one commercial teacher was assigned three classes at the same time, which means that the teacher had to divide themselves by three, which is impossible, and others were assigned two classes at the same time, which was seen to be corrected, but it goes to show that it is a problem when it comes to allocation of periods when there is a shortage of stuff and it also speaks to the barrier.

5.4.4. Period register

The overall schedule prompted the researcher to investigate the period register, leading to the discovery that certain schools do not maintain proper period registers. Furthermore, among those schools that do maintain them, it became evident that some teachers are absent during certain periods. A significant portion of these missed periods are in subjects of commercial importance, and Economic and management sciences (EMS) is no exception.

It is crucial to highlight that EMS is allocated only two hours per week in grades 8 and 9. This means that if even one period is missed, learners are left with just one hour for that week. This situation is highly unfair, considering that EMS serves as the foundational building block for other essential commercial subjects such as Accounting, Business studies, and Economics.

5.4.5. Departmental yearly programme

The investigation revealed a significant discrepancy in the availability of departmental annual programmes among schools. Notably, schools like A, G, and H had planned academic school excursions as part of their yearly programmes, aiming to enhance

the education of learners in the commercial stream. However, these excursions lacked specific details, such as the exact locations to be visited. One school mentioned a trip to Gauteng province, but the specific sites were not specified, and the logistical arrangements were unclear. In the same departmental yearly programmes, it was indicated that team teaching sessions would occur every quarter, involving learners and teachers from across the circuit. Curiously, the location of these sessions remained unknown, and it appeared that the circuit was in charge of coordinating these plans rather than individual schools. Additionally, the departmental programme included motivational initiatives and awards for high-performing learners and those showing the most improvement. It's noteworthy that this practice extended beyond the commercial department, appearing to be a common approach in most of the sampled schools, suggesting a broader commitment to recognising and encouraging learner excellence.

5.4.6. Departmental vision and mission statement

When the researcher requested the departmental vision and mission statement, it was discovered that only three out of ten sampled schools had and kept the statement, the rest of the schools did not have one and stated that it was not a mandatory requirement in their files, however, the three schools that did have the statement were the schools that were performing well in all of their commercial subjects. The departmental heads in the three schools were also permanently and previously employed in those positions and not on an acting basis, and the vision and mission statements clearly articulated their goals for the commercial department, as well as the plans to achieve those goals.

5.5. DEPARTMENTAL POLICIES

5.5.1. National Curriculum Statements (NCS) Grade R-12

The researcher analysed the national curriculum statements for grades R–12, which offer guidelines on the skills, values, and knowledge considered valuable for learning in South African schools. The curriculum aims to equip learners with knowledge and skills relevant to their daily lives, fostering learning within the context of their community (Department of Basic Education, 2021). This document underscores the significance of providing learners with the intellectual capacity, knowledge, and skills necessary for self-fulfillment. It is built on principles of social transformation, active and

critical learning, mastery of knowledge and skills, and the progression of content from simpler to more complex concepts. Despite these principles, some fundamental barriers to the delivery of the curriculum in secondary school commercial subjects remain, which prevent the complete realisation of the NCS objectives.

5.5.2. Caps documents for commercial subjects

CAPS (Curriculum and Assessment Policy Statement) is a comprehensive document designed to enhance the implementation of the curriculum. It serves as a unified curriculum and assessment framework for all subjects, including Accounting, Business studies, and Economics. Introduced in 2012, CAPS replaced subject statements, learning programme guidelines, and subject assessment guidelines across grades R–12 (Department of Basic Education, 2021). This is a policy that provides for time allocation for all subjects in grades R-12. It is the same policy that offers subjects like EMS 2 hours per week in grades 8 and 9 and Accounting, Business studies, and Economics only four hours per week in grades 10 to 12. Four hours per week is insufficient for these subjects in grades 10 to 12.

5.6.   MINUTES OF THE STAFF MEETINGS

The researcher took a keen interest in the departmental meetings organised by the head of the commerce department. It was found that while commercial teachers were cognizant of the barriers affecting the curriculum delivery of secondary school commercial subjects, three out of the ten sampled schools did not convene regular departmental meetings that addressed crucial departmental issues, such as addressing content gaps. Only school B was noted for conducting consistent departmental meetings. As elaborated in the preceding chapters, educators play a pivotal role in enhancing the curriculum delivery of commercial subjects. The absence of these meetings exacerbates the challenges within the commercial department.

The researcher also delved into general staff meetings and observed that they effectively recorded minutes on topics like infrastructure, nutrition, and methods for enhancing teaching and learning. To gain a deeper insight, staff meeting minutes were closely examined. It was evident in one school's recorded minutes that discussions revolved around strategies to elevate learners' performance within the school, a facet not evident in commercial departmental meetings, even within a single school.

In another instance, the minutes of a general meeting from a school disclosed that due to their subpar performance, learners were seeking transfers, which would subsequently lead to a reduction in the school's budget allocation from the education department in accordance with norms and standards. This underscores the far-reaching consequences of the school's underperformance. School D also highlighted that diminishing enrollment resulted in the loss of teachers through redeployment. According to Branson (2012), learners' enrollment significantly influences the allocation of funds to a school.

Consequently, the diminished financial allocation due to reduced enrollment stemming from the barriers to curriculum delivery in secondary school commercial subjects exerts a profound impact on the school's functioning.

5.7.   RESEARCH OBJECTIVES ATTAINMENT: QUALITATIVE DATA

Qualitative data was gathered through the utilisation of semi-structured interviews and document analysis. This approach was chosen as it facilitated a comprehensive and nuanced comprehension of the research context from both an interpretative and cultural perspective. By employing semi-structured interviews and document analysis, significant variables pertinent to the study were identified and examined in depth.

5.8.   CONCLUSION

While qualitative research doesn't aim to test hypotheses, it proved valuable in delving into an area that warranted more profound comprehension. Through the analysis of qualitative data, it became evident that an effective intervention model is imperative within Capricorn South District to revitalise the commercial stream. By employing qualitative techniques such as interviews and document analysis, the researcher obtained an in-depth insight into the obstacles obstructing the delivery of the curriculum in commercial secondary school subjects.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

3.17. INTRODUCTION

This chapter provides a concise overview of the findings, conclusions, and recommendations drawn from the study. The research focused on investigating the barriers to curriculum delivery in secondary school commercial subjects. Through an amalgamation of literature reviews and primary research involving interviews and document analysis, various factors hindering effective curriculum delivery were identified and explored.

3.18. SUMMARY OF THE STUDY

The initial chapter introduced the study's context, rationale, problem statement, objectives, research questions, and methodology. It concluded by outlining the study's proposed structure across six chapters.

The second chapter delved into the theoretical framework underpinning the study, which is the learner-centred theory of education. It explored this theory in depth, discussing its relevance, advantages, and limitations.

The third chapter provided a comprehensive literature review concerning the establishment of commercial subjects within South Africa. It addressed the associated challenges related to curriculum delivery in the commercial field. Furthermore, it highlighted the importance of commercial curriculum, the necessity to overcome delivery barriers, and the process of curriculum development.

The fourth chapter detailed the research methodology, emphasising a qualitative approach. This section included the data collection phases outlined by McMillan and Schumacher (2010):

Phase 1: Data collection planning. Ethical considerations were paramount, with adherence to the University of Limpopo's ethical guidelines. Aspects such as research permission, informed consent, confidentiality, and anonymity were addressed.

Phase 2: Population and sampling. The target group was commercial departmental heads, selected through purposive sampling. Each of the ten selected schools

provided one departmental head for participation, aiming for rich insights into curriculum delivery barriers.

Phase 3: Data collection methods. Data was collected using semi-structured interviews and document analysis.

The fifth chapter explains how to analyse and interpret data. During the interviews, participants discussed the barriers to curriculum delivery in secondary school commercial subjects, and the data gathered was presented and analysed. The chapter came to a close with an examination and interpretation of documents such as departmental policies and commercial staff meeting minutes.

3.19. SUMMARY OF FINDINGS

Numerous barriers have been identified that significantly impact the delivery of curriculum in secondary school commercial subjects, with some key challenges emerging at the forefront:

1. **Lack of Support:** Government and private sector support for the commercial stream in secondary schools is perceived to be inadequate. Commercial subjects are often not prioritised in teacher development programmes and workshops. This lack of support has led to neglect of the commercial curriculum, resulting in poor performance and the potential threat of its extinction.

2. **Theory-Practice Gap:** The gap between theoretical learning and practical application within commercial subjects is a notable obstacle. The current secondary school commercial curriculum does not allow learners to practise what they've learned in theory. The introduction of practical components is viewed as crucial for improving curriculum delivery.

3. **Subject Combination and Incompleteness:** Some schools have incomplete commercial subject offerings, and in certain cases, commercial subjects are combined with science or other general subjects. This barrier arises because the interrelated nature of commercial subjects is compromised when taught in isolation. Complete commercial streams are essential for a comprehensive understanding.

93

4. **Content Gap:** A content gap is observed, particularly in grades 8 and 9, where essential aspects of Economics and financial literacy are not adequately covered. This deficiency creates challenges for learners entering further education and training (FET) without a strong foundational understanding, leading to underperformance in subjects like accounting and economics in grades 10–12.

5. **Shortage of Commercial Teachers:** Schools frequently advertise vacancies, but there is often a lack of qualified commercial teachers. Some educators are burdened with teaching multiple commercial subjects, and incomplete commercial streams in schools are a result of these shortages, negatively affecting the quality of curriculum delivery.

6. **Language Barrier:** The medium of instruction for all commercial subjects is English, which poses a problem when many learners are not proficient in the language. This language barrier places such learners at a significant disadvantage in comprehending and excelling in these subjects.

7. **Demotivated Departmental Heads:** Many commercial departmental heads are acting in their positions rather than being permanently appointed. This lack of official recognition and support, coupled with limited resources such as laptops and teaching gadgets, contributes to demotivation among these educators.

Addressing these barriers is essential for ensuring a robust and effective delivery of the secondary school commercial curriculum, thus fostering better educational outcomes for learners in this vital field.

3.20. RECOMMENDATIONS

Suggested strategies for improving curriculum delivery of secondary school commercial subjects.

According to Lyons and Quinn (2010), the first step in addressing curriculum delivery barriers is to develop precise policies, as the problem is frequently both complex and multi-faceted. Curriculum delivery barriers result from a variety of factors, including content gaps, subject combinations, school context, and other issues related to commercial curriculum. As a result, interventions that only target learners or teachers will be impossible. Any strategy that is implemented should include all commercial stakeholders, including teachers, researchers, and parents.

Lyons and Quinn (2010) uncovered that numerous learners encounter difficulties in subjects they did not enjoy during their primary school years. The South African Agency for Science and Technology Advancement (SAASTA) underscores the significance of motivating learners to pursue science and science-related career paths (SAASTA, 2007). A similar approach can be applied to the commercial stream, where learners need a strong foundation to excel in commercial subjects. It becomes the responsibility of commercial teachers to ensure that learners acquire this foundational understanding.

Entrepreneur Days could serve as an avenue for laying this foundation in primary schools. These events ought to celebrate commercial studies that align with the learners' level of comprehension. This intervention strategy seeks to boost learners' interest in commerce and enhance their grasp of Accounting, Business, and Economic concepts. Such experiences at the primary school level could directly influence their performance in these subjects. Educators are also encouraged to employ effective strategies for elevating learner performance in commercial subjects by providing engaging and captivating teaching and learning experiences during the early grades.

The majority of commercial departmental heads stated that there is a gap between theory and practice in commercial subjects. The gap could be bridged by establishing strong relationships with corporations and introducing market fairs to provide learners with practical business experience. This could help ensure that the skills that the commercial subjects intend to teach learners are learnt. Schools should set up tuck-

shops run by learners and create a market where learners can trade, which will help them strengthen their skills and excel in theory of what they are doing.

It should be noted that some schools have tuck-shops in their yards, but these tuck-shops are operated by community members in the respective schools; the availability of the tuck-shops is a great opportunity for schools, particularly the commercial department; one of the goals of the commercial subjects is to create entrepreneurs who will go on to create jobs and contribute to the overall economy of the country; learners must be taught through theory and practice. They should be given the opportunity to run school tuck shops and put what they have learned in theory into practice.

Operating a real business, even on a small scale, will help them understand the accounting concepts taught in an accounting class; they will learn what it takes to run a business and relate the lessons taught in business studies; and they will also trade with others and learn about the circular flow practically, as taught in an economics class.

Market fairs can also be introduced at least once a month, as an event where learners can come and open their business stalls at school and operate different businesses alone or in groups, which can further teach and expand their understanding of what their teachers are always teaching in Accounting, Business studies, and Economics.

In summary, the major recommendations in this study to address the barriers to curriculum delivery of secondary school commercial subjects are as follows.

Recommendation 1

Reinforce the support through continuous development programmes.

This study highlights a significant issue regarding the support provided to teachers and subjects within the educational system, particularly in the context of commercial subjects. Departmental heads at schools express a perceived lack of support for commercial teachers, with limited interactions with curriculum advisors throughout the year and workshops and programmes often prioritising science.

While the importance of science is recognised, especially in a developing country like South Africa, there's an essential need for a balanced approach that considers the significance of other subjects, including commercial subjects such as Accounting, Business studies, and Economics. The commercial curriculum and its teachers require robust support to overcome limitations in curriculum delivery.

The Department of Education, through its education specialists, needs to adopt an improved strategy for reaching out to teachers and offering comprehensive support. This support should extend beyond workshops and include initiatives like bursaries to facilitate further studies for teachers. Skills development programmes should encompass a broader range of activities to enhance the teaching and learning experience, benefiting both teachers and learners.

By addressing these issues and providing equitable support to various subject areas, the educational system can better prepare learners for the modern world while ensuring that critical subjects like commercial studies receive the attention they deserve. This holistic approach is essential for creating a balanced and effective curriculum delivery system.

Recommendation 2

The proposed interventions involving local entrepreneurs can significantly enhance the educational experience for learners in commercial subjects. Here's how these interventions can be beneficial:

1. **Career Day:** Organising a career day where professionals from various business fields are available to provide insights and information gives learners a real-world perspective. They can learn about different career paths, industry trends, and the skills required to succeed in the business world. This exposure can help them make more informed decisions about their future careers.

2. **Ongoing Mentorship:** Establishing an ongoing mentorship programme connects learners with experienced entrepreneurs who can guide them throughout their educational journey and beyond. This mentorship not only provides practical advice but also helps learners build essential soft skills and gain confidence in their abilities.

3. **Involvement of Parents and Teachers:** When parents and teachers actively participate in these interventions, it creates a supportive environment for learners. Parents can understand the opportunities available in the business world and encourage their children to pursue their interests. Teachers can align their teaching with real-world experiences, making the curriculum more relevant.

4. **Entrepreneurial Experiences:** Inviting local entrepreneurs to share their experiences and insights in classrooms helps learners connect theoretical concepts to practical scenarios. This not only makes the subjects more engaging but also highlights the real-world applications of what they are learning, making the content more meaningful.

5. **Practical Application:** Encouraging learners to apply what they learn in class by starting and running their own small businesses with guidance from local entrepreneurs provides invaluable practical experience. This hands-on approach helps solidify concepts, develop problem-solving skills, and foster a deeper understanding of business dynamics.

By implementing these interventions, learners can gain a holistic and enriched educational experience that combines theoretical knowledge with real-world application. They'll be better prepared for future careers, equipped with practical skills, and inspired by local business role models who can guide and support them on their journey towards success in the business world.

Recommendation 3

Introduction of market fairs for commercial learners

Mentor entrepreneur intervention can be strengthened by introducing market fairs at least once a month for commercial learners. This can be accomplished by allowing all commercial learners enrolled in all commercial subjects to open stalls and operate any business of their choice at schools on a day determined by the school management team and facilitated by the commercial departmental head. The stalls will help them bridge the gap that exists between theory and practice.

Recommendation 4

Right combination of subjects

The assertion is that the commercial subjects can be better understood when done in combination and not in isolation. The three commercial subjects in the FET phase are interrelated; what is learned in one subject adds to the comprehension of what is going to be learned in another subject. Learners must work together on the three subjects. There is a common practice where subjects are just grouped together without purpose. Leaners therefore end up without any specialisation, which can be detrimental to their comprehension.

Schools must begin using the proper subject combinations, and for the effective and efficient delivery of the curriculum, particularly for secondary school commercial subjects, all stakeholders must encourage leaners and provide them with information about the proper subject combinations.

Recommendation 5

Allocate EMS in grade 8 and 9 to suitably-qualified educators

Economic and management sciences in grades 8 and 9 must be prioritised, beginning with teacher allocation because the content of the subject requires specialised knowledge if it is to be properly delivered to learners, not everyone should be assigned the subject in grades 8 and 9, but only those who are well-versed in all commercial subjects such as Accounting, Business studies, and Economics.

If the learners have a solid foundation in EMS and are properly taught, they will have no problems in the FET phase and will perform well in all commercial subjects as a result. Teachers who are appropriately qualified to teach the subject will ensure that they do justice in their delivery and that all topics are not only completed but completed to the required standard.

3.21. RECOMMENDATION FOR FURTHER RESEARCH

It's clear that barriers to curriculum delivery in secondary school commercial subjects have been identified, and there's a noticeable gap in the existing literature on this topic. Given the importance of commercial subjects and their role in preparing learners for the business world, further research in this area is essential.

One potential area of focus for further research is exploring collaboration among different stakeholders to support commercial subjects. This collaboration could involve government entities, private sector organisations, educational institutions, teachers, parents, and local entrepreneurs. Investigating how these stakeholders can work together to overcome the identified barriers, provide adequate support, and enhance the curriculum delivery of commercial secondary school subjects is crucial.

3.22. DELIMITATIONS TO THE STUDY

The study took into account the following limitations and delimitations.

- Only two of the five circuits in the Mankweng cluster in Capricorn South District were studied.
- The researcher is an educator at one of the schools in the sampled circuit and was a learner in the other circuit; if the study were conducted by a neutral person, the results might differ.
- Only interviews and document analyses were used, which had the potential to limit the study because the researcher relied on the participants' responses and it was impossible to know if they were honest enough.
- The availability of literature specifically related to this research project was limited. Consequently, some of the literature referenced came from other fields, such as science, which might not directly address the issues in commercial subjects.

3.23. CONCLUSION

Based on the findings presented above, there is a need to improve and strengthen secondary school commercial curriculum delivery. As a result, it is clear that a credible intervention model is required, one that will improve the delivery of secondary school commercial subjects so that they are relevant to economic needs. Commerce education should be the type of training that has the goal of preparing learners to enter entrepreneurship, and the traditional Commercial curriculum in secondary schools that only has provisions for theory has become irrelevant, it is suggested that theory alone cannot achieve commercial curriculum objectives. Also, schools should play a role in providing learners with skills that will help them survive the harsh economic conditions; thus, there is an urgent need to overhaul and supplement the existing commercial curriculum found in commercial subjects in order to meet the demands of the economy by introducing a practical model to bridge the gap between theory and practice in commercial curriculum.

The relationship between theory and practice is two distinct disciplines with varying degrees of quality. However, it is critical to integrate what is learned through theory in commercial subjects with practical work, so project-based learning should be applied as part of an instructional strategy to implement learner-centred theory of learning in delivering secondary school commercial subjects, implying that interventions must put learners at the Centre. The inclusion of practical skills in commercial curriculum may improve learners' performance and eliminate their chances of unemployment and poverty after matric, Commercial curriculum in schools should play a significant role in ensuring that learners understand how to start and run their own businesses.

As a result, and in collaboration with key stakeholders, the model will provide much-needed practical work to supplement the theory already provided by the current curriculum in commercial subjects. The theoretical content is there, but much work remains to be done to produce entrepreneurs who will build sustainable businesses that will create jobs for people. The model's successful implementation will require the cooperation of all stakeholders.

3.24. Recommended model for curriculum delivery of secondary school commercial subjects

This study proposes a credible intervention model to improve secondary school commercial subject curriculum delivery. The intervention model will be based on the learner-centred theory of education, which will be supplemented by project-based learning. The following model can be used in conjunction with teachers' traditional methods of delivering theoretical content to bridge the gap between theory and practice in commercial subjects.
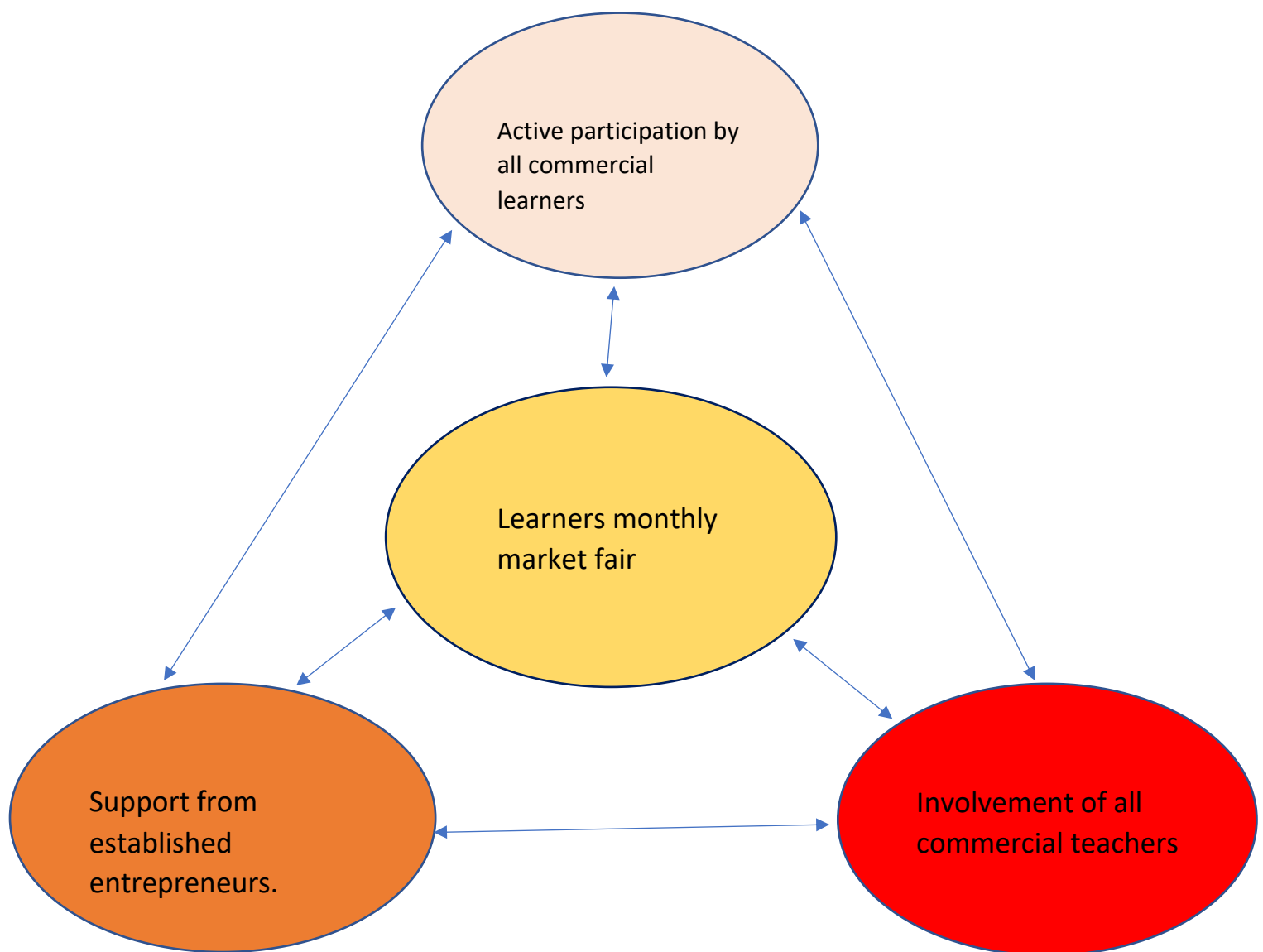
Figure 6.1: Intervention Model to improve curriculum delivery of secondary school commercial subjects.

Commercial curriculum should be transformed to include practical skills for learners, allowing learners to start and operate their own businesses as part of a project can be an important model to bridge the gap between theory and practice, each school should have a monthly market fair where commercial learners are operating their own stalls and trading in the school yard. Local businesses should also make more of an effort to contribute to commercial curriculum delivery and to collaborate closely with schools that offer commercial subjects. Monthly projects in the form of market fairs will provide learners with the practical skills and knowledge they need to start and run their own businesses.

Given that commerce emphasises the activity of buying and selling, commercial educators should assist learners in becoming self-sufficient entrepreneurs. During the school day, the environment in which commercial learners find themselves must support the messages conveyed by the commercial curriculum. As a result, schools should take the lead in advancing practical commercial skills by allowing learners to practice running businesses at school. When teaching subjects such as Accounting, Business studies, and Economics, practical skills should be incorporated. Delivering continuous education through the intervention model may also help to improve commercial leaners academic performance.

The knowledge and skills required to deal with situations change as the economy becomes more industrialised and society becomes more complex. As a result, in order for commercial learners to acquire the desired capabilities, commercial curriculum must be strengthened to be more practical.

REFERENCES

Acs Z.J. & Varga A., 2005, 'Entrepreneurship, agglomeration and technological change", Small Business Economics, 24(323).

Adu, E.O. (2002). Modern trends in Economics teaching at the secondary school level. In *Samuel O. Ayodele (ed). Teaching strategies for Nigerian secondary schools. Power House Press and Publishers. Pp. 140-148*

Agbenyegah, A.T. & Dlamini, B.I., 2018, 'A survey of personal hurdles contributing to failures of rural entrepreneurship: economic implications for owner-managers', International Business and Economics Research Journal, 17(3).

Agbenyegah, A.T., 2013, 'Challenges facing rural entrepreneurship in selected areas in South Africa', PhD thesis, Business Administration, Potchefstroom, North West University.

Agbenyegah, A.T., 2018, 'Effect of constraints on perceived business success of rural entrepreneurial activities: A case of two rural municipalities', The Journal of Applied Business Research, 34(1): 117-130

Akintadi, B. O. (2012). Considering the determination of selecting geography as a discipline: The case of a senior school student in Lagos, Nigeria, Ozean Journal of Social Sciences, 5, pp.

Akkoç, H., Bingolbali, E. & Ozmantar, F. M. (2008). Curriculum reform in primary mathematics education: teacher difficulties and dilemmas. In: *Proceedings of the Joint Meeting of the 32nd Conference of the International Group for the Psychology of Mathematics Education*, and the XXX North American Chapter (Vol. 2, pp. 169-176)

Al-Balushi, S. M. & Al-Aamri, S. S. (2014). The effect of environmental science projects on students' environmental knowledge and science attitudes. *International Research in Geographical & Environmental Education, 23*(3): 213-227.

Anikweze, C.M. (2013). Measurement and evaluation for teacher education (3nd ed.) Ibadan: Malijoe Soft Print.

Annala, J., Lindén, J. & Mäkinen, M. (2017). Curriculum in higher education research. In *J. Case & J. Huisman (Eds.) Researching Higher Education. International perspectives on theory, policy and practice*. SHRE Society for Research into Higher Education & Routledge, 171–189. doi:10.4324/9781315675404

Anthony J.Nitko\Susan M.Brookhart.(2005). Education Assessment of Students. New Jersey: Person Education Ltd.

Apsari, Y. (2018). Teachers' problems and solutions in implementing curriculum 2013. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 3(1): 11-23.

Aruna, P. & Sharmila, J. (2015). "The Learning Style of Higher Secondary Commerce Students." *International Journal of Advance Research*, 3(7):1-11.

Babbie, E. (2015). *The practice of social research*. Cengage Learning.

Badugela, T. M. (2012). Problems facing educators in implementing the national curriculum statement: The case of Tshifhena secondary school, Vhembe District, Limpopo Province, South Africa. Unpublished M.Ed dissertation. Pretoria: University South Africa.

Bak, N. (2004). Completing your thesis: A Practical Guide Pretoria: Van Schaik.

Barak, M. & Asad, K. (2012). Teaching image-processing concepts in junior high schools:boys' and girls' achievement and attitudes towards technology. *Research in Science & Technological Education*, *30*(1): 81-105.

Barak, M. (2012). From "doing" to "doing with learning": reflection on an effort to promote self-regulated learning in technological projects in high school. *European Journal of Engineering Education, 37*(1): 105-116.

Barbara, L. (2007). The learner Centred Classroom and School. San-Francisco: Jossey-Bass Publishers.

Bell, S. (2010). Project-based learning for the 21st century: skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2): 39-43.

Berkvens, J., Van den Akker, J. & Brugman, M. (2014). Addressing the quality challenge: Reflections on the Post-2015 UNESCO Education Agenda. *Netherlands National Commission for UNESCO*.

Besser, T.L. & Miller, N.J., 2013, 'Community matters: successful entrepreneurship in remote rural US locations', Entrepreneurship and Innovation, 14(1): 15-27.

Bheemashekar, R. (2019). *Issues, Challenges and Implementation of Commerce Education in India*. Jetir.

Black, P. and Wiliam, D. (1998a). Inside the Black Box: Raising Standards through Classroom Assessment. London: School of Education, King's College.

Black, P. and Wiliam, D. (1998b). Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). Assessment for learning: Putting it into practice. Maidenhead: Open University Press.

Bless, C., Higson-Smith, C., and Sithol, S. L. (2014). Fundamentals of social research methods An African perspective. 5th Ed., Lusaka, Zambia; Juta & Co.

Bloom, B. S. (1984a). The search for methods of instruction as effective as one-to-one tutoring. Educational Leadership, 41(8), 4-17.

Bloom, B. S. (1984b). The 2-sigma problem: the search for methods of group instruction as effective as one-to-one tutoring. Educational Researcher, 13(6), 4-16.

Blumberg, P. & Everett, M. (2008). *Developing Learner Centred Teachers*. San-Francisco: Jossey-Bass

Bohn, B. (2014). College Decision Factors for Rural Students. (1558086 M.B.A.), The College of St. Scholastica, Ann Arbor. Retrieved from http://pitt.idm.oclc.org/login?url=http://search.proquest.com/docview/1 551763243?accou ntid=14709.

Boud, D and Soler, R 2015. Sustainable assessment revisited. Assessment & Evaluation in Higher Education, 41(33), pp. 400-413.

Boud, D. (2000). Sustainable assessment: Rethinking assessment for the learning society. Studies in Continuing Education, 22(2), 151–167.

Boud, D., & Falchikov, N. (1989). Quantitative studies of student self-assessment in higher- education: A critical analysis of ⬜ndings. Higher Education, 18(5), 529–549.

Boud, D., & Soler, R. (2016). Sustainable assessment revisited. Assessment and Evaluation in Higher Education, 41(3), 400–413.

Boud, D., Dawson, P., Tai, J., & Ajjawi, R. (2018). Creating an agenda for developing

Brink, H., van der Walt, C. & van Rensburg, G. (2012). Fundamental of research methodology for healthcare professionals.

Brown, D. F. (2006). It's the curriculum, stupid: There's something wrong with it. *Phi Delta Kappan*, 87(10): 777–783.

Bryk, A. S. (2010). Organizing schools for improvement. *Phi Delta Kappan*, 91(7): 23–30.

Causarano, A. (2015). Preparing literacy teachers in an age of multiple literacies: A self-reflective approach. *Reading Matrix: An International Online Journal*, *15*(2): 196-209.

Chan, V. (2009). *Readiness for learner autonomy.* Australia: Higher Education Press

Cheng, R. W., Lam, S.. & Chan, C. (2008). When high achievers and low achievers work in the same group: the role of group heterogeneity and processes in project-based learning. *British Journal of Educational Psychology, 78*(2): 205-221.

Cheung, A. C. & Wong, P. M. (2012). Factors affecting the implementation of curriculum reform in Hong Kong. *International Journal of Educational Management*, 26(1).

Chisholm, L. (2000). Report of C2005 Review Committee. Executive Summary. Pretoria.

Cobbold, C. (2017). Moving from page to playground: The challenges and constraints of implementing curriculum in Ghana. *Research on Humanities and Social Sciences*, 7(4): 1-11.

Cocco, S. (2006). Student leadership development: the contribution of project-based

Cohen, L., Manion. L. & Morrison, K. (2004). *Research Method in Education*. London: Routledge Farmer.

Cowie, B., & Bell, B. (1999). A model of formative assessment in science education. Assessment in Education: Principles Policy and Practice, 6(1), 32-42.

Creswell J. W. (2009). *Qualitative inquiry and research design: Choosing among five approaches.* Los Angeles, CA: SAGE.

Creswell, J. W. (2013). *Research design: Qualitative inquiry and research design: Choosing among five traditions (3rd ed.).* Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2014). Research Design: A Qualitative, Quantitative, and Mixed Methods Approach (4th Ed). Sage

Creswell, J.W. (2013). *Qualitative Inquiry research design: Choosing among five approaches* (2nd ed.). Thousand Oaks. Sage Publication. Inc.

Crooks, T. J. (1988). The impact of classroom evaluation practices on students. Review of Educational Research, 58(4), 438-481.

Crossouard, B. (2012). Absent presences: the recognition of social class and gender

Cuba, E. G., & Lincoln, Y. S. (1989). What is the constructivism paradigm anyway, Fourth generation evaluation, London: Sage Publications, P79–90.

Dann, R. (2002). Promoting assessment-as-learning: Improving the learning process. New Your, NY: Routledge.

Dann, R. (2014). Assessment as learning: Blurring the boundaries of assessment and learn-ing for theory, policy and practice. Assessment in Education: Principles, Policy & Practice, 21(2), 149–166.

De Jonckheere, M., & Vaughn, L. M. (2019). Semi-structured interviews in primary care research: A balance of relationship and rigor http://www.mch.b.mj.com/content/fmch/2/ee000057. Accessed on 10 June 2019.

De Vos, A. Strydom, H. Fouche, C. B. & Delport, C. S. L. (2016). *Research at grassroots. For social sciences & human services professions. 4*th *Ed.* Pretoria: Van Schaik.

Dening, S.J. (2004). Multiple Intelligence and Learning Styles Teachers College Record 106 (1).

Depaepe, F. Terbeyn, J. Vermeeersch, N. Janssens, D. Janssen, R. Kelchtermans, G. Verschaedl, L., & Van Dooren, W. (2015). Teachers' content and pedagogical content knowledge on rational numbers: A comparison of prospective elementary and lower secondary school teachers, teaching and teacher education, 47, 52-92.

Department of Basic Education. (2011). Curriculum & Assessment Policy Statement Grade 10-12 Economics.

Department of Basic Education. (2022). Diagnostic Report. Pretoria: Government Gazette.

Department of Basic Education. (2023). Report on the National Senior Certificate Examination 2023 Technical Report (84-106).

Department of Education. (2016). Diagnostic Report. Pretoria: Government Gazette.

Department of Education. (2019). Diagnostic Analysis. Limpopo Province.

Department of Education. (2020). Report on the National Senior Certificate Examination 2022 technical report. Pretoria.

Department of Education. (2023). Diagnostic Report. Economics Technical Report: Pretoria, 84-106

Deswal, V. (2017). "Challenges and Opportunities in Commerce Education in India." *International Journal of Advanced Research and Development*, 2(6): 870-872.

Deutsch, R. (2004). Reflective and impulsive determinants of social behaviour. *Personality and Social Psychology Review*, (8): 220-247. doi:10.1207/s15327957pspr0803_1

Developing Evaluative Judgement in Higher Education: Assessment for Knowing and

Donald, G.H. (2008). *Methods of teaching.* University of New Hampshire.

Dragoescu, A. A.; Groszer, A. S.; and Stefanovic, S. (2017). Teaching and learning English for special purposes in agriculture and mathematical Engineering Journal of Agricultural Sciences, 49, (1): 11-125.

Drain, M. (2010). Justification of the dual-phase project-based pedagogical approach in a primary school technology unit. *Design and Technology Education: an International Journal 15*(1): 7-14.

Du Plooy- Cilliors, F.; Davis, Z.; & Bezuidenhout (2014). Research matters, 1st ed. Cape Town: Juta.

Dunhill, D. & Hodkinson, S. (1988). *Teaching Economic Awareness.* London: Heineman.

Elger, D. (2007). Theory of performance. In *S. W. Beyerlein, C. Holmes, & D. K. Apple, (Eds.), Faculty guidebook: A comprehensive tool for improving faculty performance (4th ed.). Lisle, IL: Pacifi c Crest*.

Eraslan, A. (2013). Teachers' reflections on the implementation of the new elementary school mathematics curriculum in Turkey. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(28-2): 152-165

Erstad, O. (2002). Norwegian students using digital artifacts in project-based learning. *Journal of Computer Assisted Learning, 18*(4): 427-437.

Fakude, Z., and T. (2018). Managing the teachers' attitudes to Grade 9 curriculum changes in Economics and Management Sciences, Mpumalanga, Masters Dissertation, University of Limpopo.

Fataar, A. (2012). Pedagogical justice & student engagement in South African schooling: working with the cultural capital of disadvantaged students Stellenbosch University, 30 (4); 52–75.

Flicks, U. (2018). An introduction to qualitative research 6th ed., The United Kingdom: Sage.

Friedman, M. C (1966). *"Interest Rates and the Demand for money", in Milton Friedman, The Optimum Quality of Money and other Essays*. Chicago: Aldine, pp 141-156.

Gardner, J. (2012). Assessment and Learning (2nd Edn). London: SAGE Publications Ltd.

Gautam, R.K. & Mishra, K., 2016, 'Study on rural women entrepreneurship in India: Issues and Challenges', International Journal of Applied Research, 2(2): 33-36.

Glatthorn, A. A. (1980). A guide for designing an English curriculum for the eighties. Urbana, IL: National Council of Teachers of English.

Green, L. (1999). Formative and Summative Evaluation: Emerging Trends for Classroom Practices: Handbook on Differentiated Instruction for Middle and High Schools.www.sde.com

Grimsley, R., Jean-Jacques, R. (1970): *A Study in Self-awareness (Second Edition).* Cardiff: University of Wales Press.

Grinnell, R. M. & Unran, Y. A. (2008). Social work research and evidence: the foundation of evidence-based practice. New York: Oxford University Press.

Guba, E.G. (1990). The paradigm dialogs. Newbury Park, CA: Sage Publications. Haglund, D. E. (2009). Systemic change and the system leader: A case study of superintendent action to improve student achievement in a large urban school district. (Doctoral dissertation, University of Southern California, 2009). ProQuest Information & Learning 3355416. *Educational Communication and Technology Journal*, 29(7), 75-92.

Guba, E.G. (1991). Criteria for Assessing Trustworthiness on Naturalistic Enquiries.

Gultepe, N. (2016). Reflection on high school student graphing skills and their conceptual understanding of drawing Chemistry graphs Educational Understanding Studies: Theory & Practice, 170 (1).

Hadson, D. (2008). *Teaching and Learning Science.* Buckingham Open University.

Harlen, W., & Deakin-Crick, R. (2002). A systematic review of the impact of summative assessment and tests on students" motivation for learning. In EPPI-Centre (Ed.), Research Evidence in Education Library (1.1 ed., pp. 153). London, UK: University of London Institute of Education Social Science Research Unit.

Hatch, J.A. (2009). "From the editors: Positionings and possibilities for early childhood teacher education." *Journal of Early Childhood Teacher Education*, 30, 91-92.

Hattie, J. (2012). Visible Learning for teachers. Abingdon, UK: Routledge.

Hattie, J. and Clarke, S. (2019). Visible learning: Feedback. Abingdon, UK: Routledge.

Hedge, T. (2009). *Learner and Learning.* Oxford: Oxford University Press.

Helle, L., Tynjälä, P. & Olkinuora, E. (2006). Project-based learning in post-secondary education – theory, practice and rubber sling shots. *Higher Education*, *51*, 287-314.

Henekom, S. (2018). The importance of ethical clearance in research.

Henning, E. Van Rensburg, W. & Smith, B. (2004). *Finding your way in Qualitative*

Henning, E.; Van Ransburg, W.; & Smith, R. (2004). Finding your way in qualitative research. Pretoria: Van Schaik.

Hernández-Ramos, P. & De La Paz, S. (2009). Learning history in middle school by designing multimedia in a project-based learning experience. *Journal of Research on Technology in Education*, *42*(2), 151-173.

Hickey, C. (2005). Issues and Challenges in implementing the 1999 Curriculum for Visual Arts: Case Study in a Junior School (Doctoral Karakuş 599 dissertation, National University of Ireland Maynooth).

Hlatshwayo, D. S. (2021). Teachers' views on causes of poor performance in economics among Grade 11 to Grade 12 learners in Matlalane Circuit, Limpopo Province. Masters dissertation, University of Limpopo.

Hoadley, U. & Jansen, J. D. (2013). *Curriculum: Organizing knowledge for the classroom*: Oxford University Press Southern Africa.

Hong Kong Curriculum Development Council. (2017). Secondary education curriculum guide. Hong Kong: Author.

Horowitz, D. (2014). *Courage to Lead: Leadership Lessons from Kilimanjaro*. South Africa: Stonebridge Publishers.

Indiana Department of Education. (2010). Definition of terms. Indiana Accountability System for Academic Progress. Retrieved from http://www.doe.in.gov/asap/definitions.html.

Izell, H. (2010). School boards should focus on learning for all. Phi Delta Kappan, 91(6), 20–23. National Education Association. (2011). Class size. Retrieved from http://www.nea.org/home/13120 .htm

Jacobs, N., Hagger, M. S., Streukens, S., De Bourdeaudhuij, I. & Claes, N. (2011). Testing an integrated model of the theory of planned behaviour and self-determination theory for different energy balance-related behaviours and intervention intensities. *British Journal of Health Psychology*, 16(1): 113-134**.**

Jacobson, D. (2010). Coherent instructional improvement and PLCs: Is it possible to do both? *Phi Delta Kappan*, 91(6): 38–45.

Jess, M., Carse, N. & Keay, J. (2016). The primary physical education curriculum process:More complex than you think!! *Education 3–13, 44*(5), 502-512. doi:10.1080/03004279.2016.1169482.

Kaburi, S.N., Mobegi, V.O., Kombo, A., Omari, A. & Sewe, T., 2012, 'Entrepreneurship challenges in developing economies: A case of Kenyan Economy', International Journal of Arts and Commerce, 1(4): 264-274.

Kaku, D. W., and Arthur, F. (2020). The perceived effect of instructional materials on the effective teaching and learning of economics University of Cape Town Coast.

Kember, D. & David, L. (2009). *Promoting student-centred forms of learning.* Canada: Teachers' College Press

Kennedy, M. M. (2016). How does professional development improve teaching? A review of educational research. Michigan State University: Sage.

Kiira Kärkkäinen. (2012). "Bringing about Curriculum Innovations: Implicit Approaches in the OECD Area". OECD Working Papers no.82.

Kimotho, R.M. (2016). Pedagogical challenges facing the teacher's o Business Studies & impact of student achievements in secondary schools in Nyarua country- Kenya, Master's thesis, University of Kenyata.

Korstjens, I. (2018). Series: Practical guidance to qualitative research, Part 3: Sampling, data collection, and analysis.

Korstjjens, I. & Moser, A. (2018). Practical guidance for qualitative research Part 4: Trustworthiness and Publishing European Journal of General Practice, 24 (1), 120–124.

Kulikova, L. I. & Gafieva, G. M. (2014 b). Development of financial reporting principles. *Mediterranean Journal of Social Sciences*, 5(24): 38-40.

Kulikova, L. I. & Gafieva, G. M. (2014a). Falsification of financial statements: Historical and evolutionary aspect. *Mediterranean Journal of Social Sciences*, 5(24): 41-43.

Kulikova, L. I. (2015). The historical aspect of bookkeeping science origin and development. Bulletin of Adygei State University. *Series 5: The Economy*, 3(165): 97-105.

Kyahurwa, O. (2013). *The challenges faced by Primary School Principals in Curriculum Management: A case study of Region C in Gauteng Province.* MA-dissertation. University of South Africa.

Lane, R. (2018). Explainer: what's the difference between formative and summative assessment in schools? Paper submited to the Conversation: Academic rigour,

journalistic flair by Rod Lane, Senior Lecturer in Educational Assessment, Macquarie University.

Le, N.T.B. & Nguyen, T.V., 2009, 'The impact of networking on bank financing: The case of small and medium-sized enterprises in Vietnam', Entrepreneurship Theory and Practice, 33(4): 867-887.

Legotlo, M.W., & Westhuizen, P.C. (1996). A survey of the occupational outcome of STD-10 graduates in Boputhatswana with specific reference to the employment problem. MEd dissertation, University of Botswana: Mmabatho.

Limpopo Department of Education (2018). FET performance results from LDE Publisher.

Limpopo Department of Education (2022). Performance results for FET in LDE Publisher.

Lincoln, Y. S., and Guba, E. G. (1985). Naturalistic inquiry. California: Sage Publications.

Lochner, B., Conrad, R. & Graham, E. (2015). Secondary teachers' concerns in adopting learning management systems: A US perspective. *TechTrends: Linking Research and Practice to Improve Learning*, *59*(5): 62-70. doi:10.1007/s11528-015-0892-4

Looney, J. (2011), "Integrating Formative and Summative Assessment: Progress Toward a Seamless System?", OECD Education Working Papers, No. 58, OECD Publishing, Paris. http://dx.doi.org/10.1787/5kghx3kbl734-en.

Looney, J. (Ed.). (2005). Formative assessment: improving learning in secondary classrooms. Paris, France: Organisation for Economic Cooperation and Development.

Lortien, Forgues, H. Tia, J., & Siegler, R. S. (2015). Why are fractions and decimal arithmetic so difficult? Development Review, 38, 201-221.

Lou, S.J., Liu, Y.H., Shih, R.C., Tseng, K.H. (2011). Effectiveness of on-line STEM project-based learning for female senior high school students, 27, 399-410.

Lugayeni, P. (1999). Motivation challenges experienced by Economics teachers, Master's thesis, University of Zululand.

Luo Shaoqian. (2003). The Research of English Classroom Teaching. Beijing: Foreign Language Teaching and Research Press.

MacMillan, J. H., & Schumacher, S. (2014). Research in education: evidence-based inquiry US, Pearson Higher Ed.

Mafora, P. & Phorabatho, T. (2013). *Curriculum Change Implementation: Do Secondary School Principals Manage the Process*? Pretoria: UNISA Mahomed, H. (2004). Challenges in curriculum transformation in South Africa. Available [Online] at: http://www.thutong.doe.gov.za (accessed on 8/10/2015).

Maja T.S.B. (2016). School management team members understanding of their roles according the personal administration measures. ME Dissertation. University of Pretoria.

Malatji, M.M. (2009). Factors contributing to the low matric pass rate in Mopani District: A case study of secondary schools in Motupa Circuit. Masters dissertation, University of Limpopo.

Mandukwini, N. (2016). Challenges towards curriculum implementation in high schools in Mount Fletcher District, Eastern Cape (Doctoral dissertation).

Mankar, D.K. (2016). "Importance of Commerce Education in India." *International Educational Scientific Research Journal*, 2(7): 43-44.

Marks, N. (2020). Student engagement in improving access to taught content at LSE Library: Practicalities and Pitfalls New Review of Academic Librarianships, 26 (24), 403–418: http://doi.org/10.1080/136145353.2020.1803937

Masenya, M. N. (2021). Challenges encountered by teachers when teaching fractions in Grade 2 at Koloti Circuit Capricorn District, Limpopo. Masters dissertation. University of Limpopo

Mashau, T.S., Mutshaeni, H.N. & Kone, L.R. (2016). Teacher Education: The South African Context. *International Journal of Educational Sciences*, 14(1-2): 167-173.

Mboya, R. T. (2004). Declining performance in commerce subjects at ordinary level secondary schools: A case of three secondary schools in Arusha municipality, a research report submitted to the faculty of Education in partial fulfillment of B.ED of the University of Dar-es-salaam, Tanzania.

McCombs, B. & Whistler, J.S. (1997). *The learner centred classroom and school: strategies for increasing student motivation and achievement.* San Francisco: Jossey Bass Publishers.

McDonald, E. S. (2010). A quick look into the middle school brain. *Principal*, 89(3): 46–47

McInnis, C. (2000). *Trends in the first year experience in Australian Universities.* Canberra.

McNeill, K. L., Katsh-Singer, R., Gonzalez-Howard, M. & Loper, S. (2016). Factors impacting teachers' argumentation instruction in their science classrooms. *International Journal of Science Education, 38(12): 2026-2046. doi: 10.1080/09500693.2016.1221547.*

Mentkowski, M. (2006). Accessible and adaptable elements of alverno student assessment-as-learning: Strategies and challenges for peer review. In C. Bryan, & K. Clegg (Eds.), Innovative Assessment in Higher Education (pp. 48–63). London:Taylor and Francis.

Michigan Department of Education. (2010). Even start family literacy program. Retrieved from http://www.michigan.gov/mde/0,4615,7-140- 6530_6809-20426--, 00.html.

Miriam, K. N. Konyago, J. J. J., & Nkurumnwa, O. A. Nkurumnwa (2016). Irony in the teaching of agriculture in Kenya and semi-Arid secondary schools: The student and teacher perspectives international journal of innovation research and advanced study, 3 (10), 65–70.

Mkandawire, B. (2010). Challenges of curriculum implementation in learning institutions. Retrieved from. https://www.sitwe.wordpress.com/2010/12/03.

Modiba, N.S. (2016). Lack of Service Delivery in the Form of Quality Teaching and the Secondary School Learner Migration. SAAPAM Limpopo Chapter 5th Annual conference proceedings, 174-179.

Mokhele, P.R. (2012). Dealing with the challenges of curriculum implementation: Lessons from rural secondary schools. *African Journal of Governance and Development*, 1(2): 23-34.

Moremi, N. S. (2020). Exploring the pedagogical content knowledge of intermediate phase teachers in the teaching of decimal fractions in Grade 6 at Rakwadi Circuit in Limpopo Province.

Morewane, M. S. (2019). The role of contextual intelligent in leading the instructional programme for Grade 12 Economics. Masters Dissertation, University of Pretoria.

Mouton, N., Louw, G. P. & Strydom, G. (2013). Critical challenges of the South Africans schools system. *International Business Economics Research Journal (IBER)*, 12 (1): 31-44.

Mugobo, V.V. & Ukpere, W.I., 2012, 'Rural entrepreneurship in the Western Cape: Challenges and opportunities', African Journal of Business Management, 6(3): 827-836.

Mutungwa, T. H. (2007). The role of schools principal as manager in empowering education & learning in Tshinane Circuits. Masters theses, University of Limpopo.

Mwatsika, C., 2015, 'Entrepreneurship development and entrepreneurial orientation in rural areas in Malawi', African Journal of Business Management, 9(9): 425-436.

Mwatsika, C., 2018, 'The ecosystem perspective of entrepreneurship in local economic development', Journal of Economics and Sustainable Development, 9(12): 94-114.

Nevenglosky, E. (2018). Barriers to Effective Curriculum Implementation. Walden Dissertations and Doctoral Studies. 5235. https://scholarworks.waldenu.edu/dissertations/5235

Newbold, C. (2018). How to conduct observation or research. This visual communication guy.

Ngorora, G.O.K. & Mago, S., 2013, 'Challenges of rural entrepreneurship in South Africa: insights from Nkonkobe Municipal Area in the Eastern Cape Province', International Journal of Information Technology and Business Management, 16(1): 1-11.

Ngwenya, J.C. (2014). Accounting for teachers' understanding and practice of teaching and assessment in the context of curriculum change School of Education, The University of Kwazulu Natal, 201 (1): 171-189.

Nieweshuis, J. (2012). Analyzing qualitative data: Ink. Maree (Ed). The first step in research, pp. 99–19 Pretoria: Van Schaik.

Nkadimeng K. (2020). The phasing out of commercial entrepreneurship subjects in Limpopo, South Africa. *Journal of Entrepreneurship Education*

Nkgopele, D. E. F. (2021). Factors influencing the academic performance of Grade 12 results of high and low-performing schools in Capricorn District, Limpopo Province, Masters Dissertation, University of Limpopo.

Norris, N. (2012). Lawrence Alexander Stenhouse: An educational life. In J. Elliott, & N. Norris (Eds.), Curriculum, Pedagogy and Educational Research: The Work of Lawrence Stenhouse (pp. 7-48). Routledge.

Nowell, L. S. Norris, J. M. White, D. E., & Moules, N. J. (2017). Thematic analysis: striving to meet the trustworthiness criteria. International Journal of Qualitative Methods, 16-1-13 http://www.journal.sagepub.com/home/ijg.

Nowell, L. S. Norris, J. M. White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. International Journal of Qualitative Methods. 16:1–13.

Nwankwo, F.O. & Okeke, C.S., 2017, 'Rural entrepreneurship and rural development in Nigeria', Africa's Public Service Delivery and Performance Review, 5(1): 1-7.

Nworgu, B.G. (2015). Educational measurement and evaluation: Theory and practice (2nd edition). University trust publishers, Enugu.

Ogbannaya, U. L.; Mji, A.; & Mohapi, S. J. (2016). Identify some hindrances to student achievement in mathematics in South Africa. Masters dissertation: Education Sciences, 43(7), 705-714.

Oktafiani, M. & Hernawan, A. H. (2018). Curriculum implementation in Madrasah Diniyah Takmiliyah Awaliyah at Bandung Cıty. Retrieved from http://proceedings.upi.edu/index.php/icee/article/view/23/19

Olamo, T. G., Mengistu, Y. B. & Dory, Y. A. (2019). Challenges hindering the effective implementation of the harmonized modular curriculum: The case of three public universities in Ethiopia. *Creative Education*, 10(7): 1365-1382.

Otekunrin, A., Oni, O., & Oluwaseun, A. (2017). Effect of utilization of biology teaching and learning resources on students' academic performance in secondary schools in Siaya District- Kenya. Journal of Educational Studies, (2), 1-22.

Phakathi, S. P. (2018). The challenges of curriculum changes in teaching economics and management sciences in schools in Umhlathuze circuits, unpublished dissertation Kwadlangoza: the University of Zululand, South Africa.

Pillay, I. (2003). Teachers' experience of curriculum changes in two under-resourced primary schools in the Durban Area: Master's Thesis, University of South Africa.

Pinar, W. F. (2010). 'Currere', in Encyclopedia of Curriculum studies, edited by C Kridel.

Polikoff, M. S. & Porter, A. C. (2014). Instructional alignment as a measure of teacher quality. *Educational Evaluation and Policy Analysis*, *36*(4), 399-416. doi:
Producing Quality Work (pp. 186–195). London: Routledge.

Prosser, M. & Trigwell, (1999). *Understanding Learning and Teaching.* Open University Press

Rahman, M. M., Pandian, A. & Kaur, M. (2018). Factors affecting teachers' implementation of communicative language teaching curriculum in secondary schools in Bangladesh. *The Qualitative Report*, 23(5): 1104-1126.

Rakes, G. & Dunn, K. (2015). Teaching online: Discovering teachers' concerns. *Journal of Research on Technology in Education*, *47*(4): 229-241. doi:
Rekha, R. (2014). Methodology of teaching commerce. University of Delhi, India Email: National Monthly Refereed Journal of Research In Commerce & Management *Research.* Pretoria: Van Schaik Publishers.

Rink, J. (2009). *Designing the physical education curriculum: Promoting active lifestyles.* Boston, MA: McGraw-Hill.

Ritu, T.C. (2019). Framework of case study method for teaching commerce to the senior secondary students: Scholarly Research Journal for Humanity Science & English Language.
Robson, C. (2002). Qualitative research, 2nd ed., U.K. Blackwell.

Rousseau, J. J. (1948). *The Social Contract (Trans. Henry J. Tozer).* London: George Allen and Unwin Publishers.

Rousseau, J. J. (1975). *Emile (Trans, Barbara Foxley).* London: Everyman's Library.

Rubin, A., & Babbies, E. (2005). Research methods for social work, 5th ed., Australia: Thomson Brook/Cole.

Salahuddin, A. N. M., Khan, M. M. R. & Rahman, M. A. (2013). Challenges of implementing English curriculum at rural primary schools of Bangladesh. *The International Journal of Social Sciences*, 7(1): 34-51.

Salmonowicz, M. (2009). Meeting the challenge of school turnaround lessons from the intersection of research and practice. Phi Delta Kappan, 91(3): 19–24.

Scherer, M. (2009). 21—Age of change. Educational Leadership, 67(1), 7. Schmoker, M. (2007). Radically redefining literacy instruction: An immense opportunity. *Phi Delta Kappan*, 88(7): 488.

Schmoker, M. (2007). Radically redefining literacy instruction: An immense opportunity. *Phi Delta Kappan*, 88(7): 488.

Scriven, M. (1967). The methodology of evaluation. In R. E. Stake (Ed.), Curriculum evaluation. American Educational Research Association Monograph series on evaluation, no. 1. Chicago: Rand McNally.

Seitz, P. (2017). Curriculum Alignment among the Intended, Enacted, and Assessed Curricula for Grade 9 Mathematics. *Journal of the Canadian Association for Curriculum Studies, 15*(1): 72.

Shay, S., Wolff, K. E. & Clarence-Fincham, J. (2016). Curriculum reform in South Africa: more time for what? Critical Studies in Teaching and Learning (CriSTaL), 4(1). https://doi.org/10.14426/cristal.v4i1.61

Shaywitz, S. E. & Shaywitz, B. A. (2007). What neuroscience really tells us about reading instruction? *Educational Leadership*, 64(5): 74–76.

Shulman, L. S. (1986). Those who understand and foster knowledge growth in teaching. Educational Research, 152 (4): 14–20.

Shulman, L. S. (1986). Those who understand knowledge growth in teaching. Educational researchers, 15 (2): 14-141.

Silva, E. (2009). Measuring skills for 21st-century learning. *Phi Delta Kappan*, 90(9): 630.

Silver, C.E., Duncan, R.G. & Chinn, C.A. (2007). Scaffolding and achievement in
Sithole, N. V. (2009). Teacher's experiences of teaching Grade 12 Accounting in the context of curriculum changes: A case study of five secondary schools in Umlazi—South District. Masters dissertation. University of Kwazulu Natal.

Slavin, R. E., Chamberlain, A. & Daniels, C. (2007). Preventing reading failure. *Educational Leadership*, 65(2): 22–27.

Smith, M.K. (2003). *Learning Theory*. Susan Faller Company USA.

Sokolov, Ya. V. (2004). *History of Accounting: A Textbook.* Moscow: Finance and Statistics.

Spall, N. & Kotze, J. (2015). Starting behind & staying behind in South Arica: The case of learning deficit in Mathematics. *International Journal of Educational Development*, 41, 13-124.

Sparrows, L. (2000). *Student centred learning.* Perth Curtin University of Technology

Spaul, N. (2013). *South African education in crisis: The quality of education in South Africa, 1994-2011.* Johannesburg: Centre for Development Enterprise.

Spaul, N. (2013b). Poverty & privilege: Primary school inequality in South Africa. *International Journal of Educational Development*, 33(5): 436-447.

Steward, B. L., Brumm, T. J. and Mickelson, S. K. (2004). Formative and Summative Assessment in Agricultural Engineering and Technology Courses. Agricultural and Biosystems Engineering Conference Proceedings and Presentations: Iowa State University Digital Repositoryhttp://lib.dr.iastate.edu/abe_eng_conf.

students' evaluative judgement. In D. Boud, R. Ajjawi, P. Dawson, & J. Tai (Eds.),

Swaffield, S. (2008). Unlocking assessment: Understanding for reflection and application. London: Routledge.

Swaffield, S. (2011). Getting to the heart of authentic Assessment for Learning, Assessment in Education: Principles, Policy and Practice, 18(4) 433–449.

Taneja, V.R. (2008). *Educational thought and Practice*. New Delhi, India: Sterling Publishers.

Taras, M. (2008) Summative and formative assessment: Perceptions and realities. Active Learning in Higher Education. 9: 172-192.

Thaba-Nkadimene, K.L. & Mmakola, S.D. (2020). The phasing-out of commercial entrepreneurship subjects in Limpopo secondary schools in South Africa. *Journal of Entrepreneurship Education*, 23(S2).

Thanh, N. C., & Thanh, T. T. (2014). The interconnection between the interpretivism paradigm and qualitative methods in education. American Journal of Educational Sciences, 1(2), 24-27.

Thijs, A. & Van den Akker, J. (2009b). Curriculum in development. Enschede, Netherlands: SLO–Netherlands Institute for Curriculum Development.

Thornburg, D. (2005). *Student Centred Learning.* New York: Appleton.

Tyler, R.W. (2013). *Basic principles of curriculum and instruction. In DJ Flinders & SJ Thornton (eds). The curriculum studies reader (4th ed).* London: Routledge.

Vasconcelos, C., Torres, J., Moutinho, S., Martins, I. & Costa, N. (2015). Uncovering Portuguese teachers' difficulties in implementing sciences curriculum. *Cogent Education*, 2(1): 1060755.

Walters, J. & Harris, R. (1984). Curriculum development in Manitoba: Process, problems, and solutions. *Art Education,* 37(5): 15-17

Weimer, M. (2002). *Learner-centred teaching: Five key changes to practice.* San Francisco, CA: Jossey Bass.

Whitehead, D. & Dyer, D. (1991). *New Developments in Economics and Business Education: a handbook for teachers.* London: Kogan Page.

Wiles, J. W. & Bondi, J. C. (2014). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Pearson.

Wiliam, D. (2016). Leadership for teacher learning. Palm Beach, FL: Learning Sciences International. Wiliam, D. (2018). Embedded formative assessment (2nd Edn). Bloomington, IN: Solution Tree Press.

Wilson, L.O. (2005). Curriculum: Different types. Retrieved from http://www.uwsp.edu/Education/ lwilson/curric/curtyp.htm.

Wood-Wallace, D (2016) 'The Role of Assessment in Teaching and Learning' The University of Nottingham (PGCE): Academia.

Wrigley, T. (2007). Projects, stories and challenges: more open architectures for school learning. *In S. Bell, S. Harkness & G. White (Eds), Storyline past, present and future (166-181).* Glasgow: University of Strathclyde.

Yan, Z., & Boud, D. (2021). Conceptualising assessment-as-learning. In Z. Yan, & L. Yang (Eds.), Assessment as learning: Maximising opportunities for student learning and achievement (pp. 11-24). New York: Routledge.

Yin, R. K. (1994). Case study research: design and methods London: Sage Publishers.

APPENDICES

Appendix A: Ethical clearance certificate

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 29 November 2022

PROJECT NUMBER: TREC/640/2022: PG

PROJECT:

Title:	Barriers to curriculum delivery in secondary school commercial subjects: towards a credible intervention model in Capricorn south district, Limpopo province
Researcher:	TA Mathiba
Supervisor:	Prof JM Mamabolo
Co-Supervisor/s:	N/A
School:	Education
Degree:	PhD in Education studies (curriculum studies)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

> **Note:**
> i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
> ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
> iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Appendix B: Request to Conduct Research in the Limpopo Department of Education

ENQUIRIES: MATHIBA TA   POLOKWANE

                                               PENINA PARK

                                               SHINGWEDZI STR

                                               UNIT G

DEAR SIR OR MADAM

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Thema Adolph Mathiba, student number 201113382, currently a PhD student at the University of Limpopo, kindly request permission to conduct research under the title: barriers to curriculum delivery in secondary school commercial subjects: towards a credible intervention model in Capricorn South District, Limpopo Province.

Thanks in anticipation

Kind Regards,

Mathiba TA

APPENDIX C: Letter of permission from the Limpopo Department of Education

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2   Enq: Makola MC   Tel No: 015 290 9448   E-mail:MakolaMC@edu.limpopo.gov.za

Mathiba TA
Penina Park
Shingwedzi street
Unit 60
0699

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: " **BARRIERS TO CURRICULUM DELIVERY IN SECONDARY SCHOOL COMMERCIAL SUBJECTS: TOWARDS A CREDIBLE INTERVENTION MODEL IN CAPRICORN SOUTH DISTRICT ,LIMPOPO PROVINCE** "

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MATHIBA TA Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

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

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

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

Best wishes.

Mashaba KM
DDG: CORPORATE SERVICES

24/01/2023
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MATHIBA TA Page 2

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

125

APPENDIX D: letter of consent for participants

Consent form

I…………………………………………..consent to participate on a research study titled: Barriers to curriculum delivery in secondary school commercial subjects: towards a credible intervention model in Capricorn south district, Limpopo province.

I fully understand the nature of the research study, give full consent to participate and do so freely without any coercion.

…………………………………….   …………………………………

 Signature   Date

APPENDIX E: interview schedule

<div style="border:1px solid black; background:#cccccc; text-align:center;">

Commercial head (Supervisor) Interview Schedule

</div>

The purpose of this interview:
- *This interview is being carried out by: MATHIBA TA*
- *The interview is part of a research study examining barriers to curriculum delivery in secondary school commercial subjects: towards a credible intervention model in Capricorn south district, Limpopo province.*
- *Thank you for agreeing to participate in this study. Your participation is very important to me. It will help me to understand the barriers to curriculum delivery in secondary school commercial subjects, which can lead to a credible intervention model in Capricorn south district, Limpopo province.*

Interviewer:	
Institution & Campus:	
Date of Interview:	
Time of Interview:	
Recording Device:	
Language of Interview:	
Gender of Interviewee:	
Race of Interviewee:	

<div style="border:1px solid black; text-align:center;">

YOUR PARTICIPATION IS VOLUNTARY AND YOU MAY, AT ANY STAGE, WITHOUT PREJUDICE, WITHDRAW YOUR CONSENT AND PARTICIPATION IN THE STUDY

</div>

Section A: Biographical Information

1. What is your academic and professional background? (Note to interviewer: Prompt for specialisations)
2. How long have you been an educator?
3. What motivated you to become an educator?
4. What factors have influenced your work as an educator?
5. What professional development opportunities have you had?
6. Could you describe your role as a commercial departmental head at the school?

Section B: Research questions

1. Does your department offer all the commercial subjects at the school?
2. How many commercial teachers do you have in your department/schools?
3. Could you elaborate your interactions with the teacher teachers in your department? How could it be strengthened to support curriculum delivery?
4. What are the main challenges you face leading the commercial department? What are the main challenges your teachers face?
5. Can you suggest strategies that can be used to improve curriculum delivery of commercial subjects?
6. In what ways does the commercial curriculum expose learners to prepare them to deal with potentially difficult market in terms of business?

7. Could you please describe the nature of support provided by the teachers and the school to learners taking commercial subjects to?
   a. Start and manage their own businesses.
   b. Strengthen their practical skills and knowledge of accounting.
   c. Strengthening leaners awareness of the economy

8. Do you think commercial curriculum in its current form is enough to meet the demands of the economy?
9. Which commercial subject do you think could be strengthened further or changed? Why? Please elaborate.
10. Would you like to share any other aspect of the curriculum delivery in secondary school commercial subjects which you think we didn't cover?

Thank you for your time!

APPENDIX F: documents analysis schedule

Document analyses schedule

School…………………………….. date……………………………
Enrolment………………………………
Number of leaners doing commercial subjects ……

Documents selected	Comment: Accessible, Clear, relevant, applicable in practice
Departmental minute book	
Departmental yearly program	
Departmental vison and mission	
Departmental policies	

The analysis of each of the above documents will focus on examining the document provisions to the delivery of commercial curriculum. In reviewing the above-mentioned documents, the researcher will address the five questions in relation to each of the documents reviewed:

   (i)   How the document relates to the commercial subjects?
   (ii)   What is the focus of the document?
   (iii)   To what extent does the document speak to curriculum delivery?
   (iv)   To what extent does the document speak specifically to the barriers to curriculum delivery in secondary school commercial subjects?
   (v)   State the possible unintended limitations that are embedded in articulation or silence the documents.

APPENDIX G: Documentary evidence schedule

Documents selected	Available	Not available
Departmental minute book		
Departmental yearly program		
Departmental vison and mission		
Departmental policies		

APPENDIX H: Editorial letter

LEGENDS EDITORS

True Editors (Pty) Ltd
Registration: 2015/090910/07
VAT No.: 9017931249

PHONE: 015 224 1101 **I FAX:** 086 681 7699

TO: **WHOM IT MAY CONCERN**
SUBJECT: Language Editing

DATE: **26 November 2023**

ACKNOWLEDGMENT OF LANGUAGE EDITING

We hereby confirm the language editing of the following research project using the Windows 'tracking' system to reflect our comments and suggested corrections for the writer to action.

Project Title: *"Barriers to curriculum delivery in secondary school commercial subjects: towards a credible intervention model in Capricorn South District, Limpopo Province"* submitted to us by **Mr TA Mathiba** has been duly edited for language by Legends Editors (Pty) Ltd. It is hoped that if all the editorial aspects suggested therein were considered, the target readers of the work would find the document decipherable.

For any enquiries relating to the above, please contact the office during working hours at 015 224 1101 or info@legendseditors.co.za.

Kind Regards,

Sheryl Lawrence

Language Editor

Practical Commercial education

The school-based market framework

Mission

To equip leaners with effective practical skills needed to start and run their own businesses.

Vision

To bridge the gap between theory and practice in secondary school commercial subjects

Table of contents

Objectives

Overview

Steering committee

Market manager

Market site

Market rules

Business of the month

Operation

Products and services

Recruitment

Seminars and mentoring

Market Objectives

• Improve curriculum delivery of secondary school commercial subjects

• Promote entrepreneurship by providing a platform for commercial leaners at schools

• Provide practical commercial education which include entertainment and educational demonstrations by leaners

Overview

This practical commercial curriculum manual features powerful, original, and practical lessons to supplement the theory contained in the commercial subjects like accounting, business studies and economics through the introduction of market fairs at school, the market will teach leaners how to develop a deep understanding and appreciation of the content they learn in class. Personal, first-hand experience of learning will complement each lesson in class and encourage further exploration. The market provides an opportunity for Lessons to be carried out both in and of outside the classroom and can be easily adapted by teachers working in school-based market.

This manual is designed for all the schools offering commercial subjects. Written as a comprehensive, practical, and lively guide, it shares **the school-based market model** that encourages all commercial leaners to learn through meaningful work, project based and interactive learning. The manual describes the role of meaningful curriculum within schools and outlines a complete process of establishing and maintaining effective curriculum delivery in secondary school commercial subjects.

Steering committee

Establishing and maintaining a school-based Market

To develop and maintain a viable market fair, an organized and well thought out process needs to be implemented. The following is a manual of such a process which is meant to serve as a guide for school in the development of market fairs.

Organize a Steering Committee

1. Engage all the commercial educators who share enthusiasm in establishing a market fair and willing to make a commitment and establish a steering committee.

Responsibilities of a Steering Committee

a, to initiate all functions and activities necessary for developing, operating, and promoting the market fair.

b. To maintain good communications with everyone involved in or impacted by the market.

i. To encourage support and participation in the market.

ii. To smooth troubled waters regarding the market.

a) Worries of other teachers and stakeholders

b) Mediating disputes arising in the market

iii. To adjust strategies and make changes during the development and operation of the market based on continual evaluation.

Market manager

Market Manager

1. In order to maintain a smooth-running of the market, the steering committee must appoint a leaner(s) who will act as a market manager and be given the authority to interpret, when necessary, and enforce the market rules

2. If the market manager does not consistently reflect the intent of the rules or the steering committee, two options exist:

a. Further clarification and official adoption of revised rules

b. Discipline or replace the market manager.

The market manager is responsible for the day-to-day operation of the market. The role of the market manager may vary from handling the basic operation of a market to developing the market and coordinating special activities and to handling any conflicts that may develop.

Qualifications of the market manager

1. Good communication skills and relates well with others

2. Good organizational skills, responsible, and capable of carrying out a variety of duties at the same time

3. Good leadership skills and the ability to guide and maintain the stability of the market

4. Is willing to accept the market manager position as their sole responsibility

5. Is advisable that the market manager is not a vendor, so all-time can be entirely devoted to the direction and supervision of the market

6. Has a thorough understanding of the regulations and ordinances governing the market and the effect those rules have on the operation of the market

7. Good decision maker, with the ability to make quick, accurate decisions and stand by them

8. Reliable, punctual

Responsibilities of the market manager

1. Acts as the administrator of the market, exercising general supervision over the market and its activities. Keeps the operation of the farmers' market running smoothly and effectively.

2. Interprets market rules and regulations. Makes necessary judgments and decisions if questions or concerns arise.

3. Enforces all farmers' market rules, regulations, ordinances, and codes

a. Monitors activities within the market

b. Ensures all market happenings comply with stated guidelines.

c. Takes disciplinary action when necessary.

4. Mediator

a. Settles disputes in the market

b. Deals with complaints

c. Accepts suggestions.

d. Works to achieve equitable and fair decisions.

5. Communication and information link between the steering committee and entrepreneurs (leaners)

Market site

Site Selection

There are various factors to consider when determining the location for the market. the final determining factor will depend on the specific criteria established by each individual schools.

Permanent vs. Temporary Use of a Site

1. Permanent Site – A market site should always be in one suitable location at the school chosen by the steering committee

a. Advantages of using one location

i. leaners become familiar with the location and learn to look in the same place for the market.

iii. Permanent structures or shelters can be utilized permitting participating leaners to leave their stalls set up. Displays and containers can be left in place from month to month.

b. Disadvantages of a permanent site:

i. A large initial investment may be required.

ii. Vandalism may occur.

Market rule

Market Rules

Rule 1: Eligibility

Rule 2: Registration and entry

Rule 3: Team formation

Rule 4: Submission Guidelines

Rule 5: Competition format and other content guidelines

Rule 6: Adjudication

Rule 7: Disqualification

Rule 8: Prizes and recognition

Rule 9: General terms

Importance of the Rules

All participants must be familiar with the rules before participating in the event. Businesses will be evaluated based on application of the market rules. A thorough understanding of the rules is therefore very important to succeed.

Rule 1: Eligibility

- Participation in the market is open to all leaners doing commercial subjects.
- Businesses must be constituted by learners currently enrolled in grades 10, 11 and 12.
-

Rule 2: Registration and entry

- A business that registers formally will enter the market and will receive a confirmation letter from the steering committee.
- Every business should register on with the steering committee.
- Businesses should register at least **one week** before the start of the market.

Rule 3: market formation

- There should be a minimum of 2 teams per grade.
- The team size is 2-10 members.

- A minimum of 1/3rd team members need to be females.
- The team should select a team leader.

Rule 4: Submission Guidelines

- Businesses should submit a summarised business plan to the steering committee.
- Business plans must be original and realistic.
- Business plans should include the name and type of the business.

Rule 7: Disqualification

- No late submissions will be considered.
- Any business promoting illegal activities, discrimination, or harm to others in any shape and form will result in disqualification from the market.
-

Rule 8: Prizes and recognition

- There should be a business of the month.
- The winners should be awarded a certificate of recognition.

Penalties for Noncompliance with Market Rules

These should be clearly outlined prior to the market season and distributed to

Every leaner opening a stall.

1. Under what conditions a vendor would permanently lose the privilege to sell

2. Under what conditions a vendor would temporarily lose the privilege to sell

3. When, if ever, a vendor would be assessed a fine

Business of the month

Required business of the month Performance

1. Display

2. conduct

3. cleanliness throughout the market day

4. Leaving clean stall at the end of the market day

5. Stall setup and tear down

Operation

Date and time of operation

1. The operation of the market should occur on the first Friday of every month.

2. Everyone at the school including, leaners, teachers and support stuff should be invited and encouraged to actively support the market

2. The following references to time should be outlined:

a. A specific time when leaners may begin setting up.

b. A specific time of day when leaners may no longer gain admission to the market for setting up and selling.

c. A specific time of day when leaners may begin selling.

d. A specific time of day when leaners shall have totally vacated the market.

Market products

Product

School Regulations

The school must have regulation on product that may potentially be harmful.

Licence

1. The steering committee must issue licenses that must be obtained at the office to sell potentially hazardous foods at the school-based market.

2. The license is only valid at school-based market.

Labelling:

Packaged food shall be labelled with the following information:

1. Name of Product.

2. A list of ingredients, if the product has more than one ingredient.

3. Name and address of where the food is prepared.

Guidelines

1. Outline what products can and cannot be sold

2. Product quality that is acceptable and/or unacceptable

3. Under what conditions it can be required that the product be removed from sale or confiscated

Recruitment

Recruitment

The market steering committee has the primary responsibility to recruit leaners for the market.

1. How to recruit

a. Address all the leaners in the commercial department

b. Through posters and by using all media sources, announce entrepreneurs are needed at the school.

2. When to recruit

a. For a new market, it is imperative to begin early, preferably at the beginning of the year.

Seminars and mentoring

Seminars and mentoring

There should be seminars hosted by schools, where established entrepreneurs are invited at least for time a year (quarterly)

The seminars' objective should be to provide valuable information and insights on how leaners can improve their businesses in the school-based market.

There must be a theme in each quarter which can be as follows:

1st quarter (Management and leadership)

2nd quarter (Marketing)

3rd quarter (Finance)

4th quarter (Quality of performance)

The end